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ANNUAL REPORT YEAR SIX USAID/PAEM

PROJET D'APPUI A L'ENSEIGNEMENT MOYEN

OCTOBER 2008 THROUGH SEPTEMBER 2009



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Life of Activity: August 5, 2003 to July 31, 2010

BACKGROUND

Since 2003, the PAEM project has worked with the Senegalese Ministry of Education's Department of Middle and Secondary Education, or la Direction de l'Enseignement Moyen et Secondaire Général (DEMSG).

USAID designed PAEM to assist the Ministry of Education in Senegal in implementing many of the elements in its Ten Year Education and Training Plan (PDEF) that focus on improved access, quality and management of middle schools.

Over the past six years, major accomplishments have included: (i) building/renovating 58 middle schools in the targeted regions through the use of best practices, effective management and significant community contribution; (ii) increasing middle school enrollment rates by 28% in USAID-funded regions; (iii) increasing middle school enrollment of girls from 34% to 41%; (iv) providing high school scholarships to 300 female middle school graduates; (v) developing teacher and principal performance standards for middle school teacher education, designing training modules for teachers and principals, and providing training to more than 4,000 teachers and principals nationwide; and, (vi) facilitating the organization and training of 58 School Management Committees (CGE) and working with them to develop their school improvement plans.

This Annual Report for the sixth year of the project (FY 2009 or October 2008 through September 2009) summarizes the work carried out during the year in review by the Academy for Educational Development (AED), in partnership with Research Triangle Institute (RTI). This report provides in succinct narrative or tabular form a review of:

- Key Accomplishments by Intermediate Result (IR)
- Summary of Year including a discussion of problems encountered
- Status of Year 6 Results
- Table of Training Completed

KEY ACCOMPLISHMENTS

The project continues to support USAID's three interrelated and mutually reinforcing Intermediate Results (IR's) under its Education Strategic Objective.

IR-13.1: Increased access to basic education, especially for girls and vulnerable children

Increasing access to middle schools

Within the past year, the Project increased middle school access by building and rehabilitating an additional 28 schools and by providing technical oversight in tandem with the GOS for the 9 USAID FAR schools. These neighborhood middle schools ensure that students, especially girls, do not have to travel far from their family homes to attend a quality middle school. This provides rural parents with more accessible educational opportunities for their children.

Improving the learning environment, especially for girls

Scholarships to promote girls' education. Through an innovative partnership between USAID and the foundation of the local telecommunications company SONATEL, the project was able to continue to provide monetary awards, tutoring and learning materials to 300 middle school graduates as they pursue their high school diplomas.

Combating early marriages and pregnancies. Early marriages and pregnancies are still an important obstacle to girls' education in the project's target regions. This year's community mobilization efforts combined radio broadcasts in local languages with community meetings and discussions. These campaigns on early marriages and pregnancies began in all four regions in January 2008, and have continued through this year.

Decreasing household chores for all students. Radio and community awareness raising campaigns were held in 58 target communities to help parents understand students' needs for time to carry out study and school work before and after the school day. Using student surveys and discussions, parents and teachers became aware that students, especially girls, were required to carry out chores at home for up to four hours every day. As a result of these campaigns, communities established committees to identify and put in place measures and activities to reduce student chores at home, especially during exam periods.

Increasing gender equity. Having female role models in rural schools and throughout the education system will help all students have a more balanced view of the role of women in a productive, developing society. The project worked with the Ministry of Education's Office of Middle Schools (DEMSG) to influence and change policies related to the recruitment of female teachers and their promotion within the education sector. These meetings and activities culminated in a workshop with the minister, USAID, members of the teachers' unions, the Ministry of Education's Department of Human Resources, and several female members of the Ministry of Education, to discuss what can be done to recruit and hire more female teachers, and to promote females to positions of authority within the Ministry.

Reducing gender based violence.

The Project worked with a group of teachers and members of the teacher training college FASTEf to design a training program for male middle school teachers under its Zero Tolerance campaign. The three-day training program will address issues of school-related gender-based violence. The Project piloted the program in Rufisque, where it was well-received.

Training for the PAEM regions will begin in November 2009. Additionally, posters and notebooks developed and printed by the project on Zero Tolerance were distributed throughout the four target regions.

**IR-13.2: Improved quality of education in supported schools*****Improving teaching, especially of math and science***

Understanding student performance in key subjects. Forty middle schools in Fatick, Tamba, Kolda and Ziguinchor (21 PAEM and 19 non PAEM) had their ninth grade students take math, physics/chemistry, and life science (SVT) tests. The results provided information on student performance in math and science, and were compared with those of the baseline developed last year. The results were shared with regional pedagogic advisors and local school principals, to provide them information on how they can improve teaching and learning in the schools.

Increased access to student and teacher manuals. USAID/PAEM distributed USAID-funded math and SVT (earth and life sciences) student manuals throughout the four target regions. The Project also purchased and distributed a set of library books to middle schools in the target regions. The Project also procured and distributed science equipment, including digital microscopes, to middle schools in the four target regions. Finally, a team of science teachers put together a manual of sample science experiments for teachers, using the science equipment distributed to the schools. The experiments were based on the SVT curriculum and the USAID-funded SVT textbook.

Improving teaching through classroom observation: More than 400 teachers were observed in their classrooms using a classroom observation tool that the Project had developed, together with a group of experts from the teacher training college (FASTEf) and the ministry. Results from the classroom observations were then shared with the regional pedagogic advisors who will, in turn, use the results to assist the teachers in their respective regions improve their teaching.

Support pedagogy, in all disciplines, that promotes problem solving and critical thinking and reading skills. In order to foster critical thinking skills of students across the curriculum, during the last year (year five) the Project collaborated with Senegalese educators to develop the fifth in a series of performance-based training modules for teachers. National level and regional pedagogic advisors and IS were then trained by international experts in the theory and practices related to increasing student critical thinking skills. This year the trainers were able to train 1147 middle school principals and

teachers throughout the four target regions on the new module. Additionally, to promote cross-disciplinary lesson planning, the Project collaborated with regional Pedagogic Advisors (CPs) to develop a series of sample cross-disciplinary lesson plans. These lesson plans have a student-centered focus, and use the subjects taught in the middle school curriculum. The lesson plans have been compiled into a teacher's guide and will be distributed in October 2009 to each regional education office, as well as the middle schools in the USAID/PAEM regions.



Improving student use of computer technology. Over 4000 middle school students took part in summer reinforcement activities hosted at their neighborhood schools. During these camps, students used computers for various activities, including PowerPoint presentations on environmental and health issues, citizenship and civics, growing school gardens, and Senegalese history.

IR-13.3: Improved management and governance in the education system

Ensuring local institutions provide quality support to community schools

The Project has consistently worked to improve the capabilities of regional and departmental Education staff to manage quality improvements in the education sector, especially in support of rural schools. This capacity development is a critical element of the Project's sustainability efforts. In addition, actors at the school and community levels, such as the school management committees and locally elected officials and leaders of community groups, are also targets of training and capacity development. The project uses a "learning by doing" approach so that once trained, target groups are expected to plan, implement and monitor performance improvement activities.

During year six of the project, the department-level School Support Teams (Amis de Collège) have worked with the school communities in their geographic departments to hold public forums in their respective communities. These community forums provide an opportunity for the community to:

- review the results of their school's performance, including student performances on the math and science tests; pass and fail rate of the students; and dropout rate (particularly of girls)
- review the school budget
- identify promising practices related to good governance, transparency and the improvement of education quality in middle schools;
- review activities in their school improvement plans (PEs), and discuss the development of next year's plan;

Supporting initiatives in school improvement plans

The Project provided support by means of school grants for implementation of School Improvement Plans for middle schools in the four target regions. More than 100 grants

were solicited and received by the schools, and included a range of activities from teacher training and school maintenance, to student clubs, after school student tutoring, and planting and maintaining school gardens.

Mobilizing communities to support education

One of the project's main objectives is to encourage the active involvement of civil society, especially at the grass-roots level, to support, contribute to, and monitor efforts to improve the quality of local education, especially for middle schools.

In all of our community mobilization efforts, we begin by identifying regional and departmental partners to lead the community mobilization efforts and campaigns. These partners include Ministry of Education staff, representatives of regional PTAs and other education-interest groups, as well as local radio stations. These partners participate in training on mobilization strategies and tactics; they identify and refine messages to frame the various campaigns; and they plan and implement the calendar of interventions and broadcasts.

Since their inception, these radio and community campaigns have focused on:

- the eradication of early marriages and pregnancies
- registration of children in school
- community support for school construction efforts
- the alleviation of household chores
- the creation of a learning-friendly environment
- the need for transparent management of resources in middle schools
- addressing school-related gender-based violence

SUMMARY OF YEAR'S ACTIVITIES BY QUARTER

Year Six of the project referred to as USAID/PAEM, was an eventful year that included the completion of the SONATEL public/private partnership that financed scholarships for 300 disadvantaged girls to complete high school. It ended with summer camps for more than 4000 students.



Quarter One

A number of activities took place during the first quarter of year six, from October 1 through December 31, 2008, most of which centered on community mobilization and curriculum reform. At the community level, the mobilization program focused on school maintenance. The students, teachers, and community members participated in activities that demonstrated the importance of protecting and maintaining not only the school buildings and grounds, but also resources such as books, computers, and

other equipment. In the area of education quality, teachers were trained on the newly-developed module of promoting critical thinking.

Highlights of the accomplishments during the first quarter also included:

- Delivery of library books to middle schools in the four target regions
- Training of teachers on promoting critical thinking
- Assisting the ministry to promote girls' education during the National Day for Girls Education in November.
- Training of teachers in the use of the new math student manual designed by USAID
- Community forums in the target regions of the project. Participants included CEs; members of the School Support Teams; parents; students; locally elected officials; members of youth associations; GPFs; IA; IDENs, etc. These forums aimed at sharing and communicating school performance results (including test scores, pass/fail rates, attendance) and provided the community the opportunity to reflect on the year's activities, identify areas for improvement, and suggest solutions for the areas to be improved. In some cases, more than 200 community members attended their forum.

Quarter Two

This quarter was characterized by a number of activities at the school level. The first solar kit was installed in one school to test the equipment. Fruitful roundtable discussions were held in the regions on student performance in science and math, concluding with identifying ways to improve test scores, particularly in those disciplines. Training took place for partners, including rural radio stations and other community-based organizations, on how best to support rural middle schools.



In addition, other activities included:

- Distribution of the math and science student manuals were distributed to schools in the targeted regions
 - Trunks of science equipment were delivered to middle schools
 - Teachers in Fatick and Tambacounda were observed using the newly developed classroom observation tool
 - Regional workshops were held to share middle school standards
 - Art teachers in the four target regions were trained on graphic design using the project computers that are available in the schools
 - Twelve schools held their community forums, to discuss school performance and to identify areas of improvement that will be included in the next School Improvement Plan
- Workshops in conflict resolution and management of school financial and material resources were held in the 28 Phase II middle schools.
 - Media workshops took place in the regions to develop media plans on good governance and transparency. They also set schedules for airing the radio broadcasts in the regions.

Quarter Three

There were a number of activities that took place during the third quarter of year six. Student testing in math, physics/chemistry and life and earth sciences took place for almost 2000 4ème (9th grade) students in the USAID/PAEM regions. The school-related gender-based violence campaign entitled “Zero Tolerance” kicked off, with pilot training for teachers in Rufisque. Science and computer equipment were delivered to schools in the target regions. There was also training of school representatives on how to maintain and monitor the new books that had been delivered to the schools (including for the school libraries). Finally, a “celebration of excellence” was hosted by the US Ambassador, the USAID Mission Director, the Ministry, and the Sonatel Foundation to recognize and honor the highest academic achievers of the girls’ scholarship recipients. In addition:

- Sixteen radio broadcasts were aired in the Regions of Fatick, Tambacounda and Ziguinchor, encouraging girls’ enrollment in school, the importance of not dropping out, and what communities can do to address school violence.
- An RFP for the final classroom construction was issued in June
- Following the classroom observations undertaken by the IS and CPs of the four regions, the project processed and analyzed the data.
- Over 100 grants were issued to schools for a variety of activities including school clubs (73 grants to support clubs), school-based teacher training (29 grants for teacher training), and summer camps (46 school grants).

Quarter Four

The fourth quarter of the fiscal year was filled with summer activities. These included:

- Summer camps in 46 schools for more than 4000 students. The themes varied, and included environment and health, civics and citizenship, literature, reading, natural resource management and history. Each camp included utilization of books in the school library as well as computer training.
- Half the schools in Fatick were hooked up to electricity. Electricity is being installed in several more schools that are on the electric grid in Tambacounda, Kolda, and Ziguinchor in the coming year.

OBSTACLES AND CHALLENGES FACED

Project staff are used to the day-to-day challenges of managing a complex project that focuses much of its work on 58 rural communities. Fortunately experienced staff working with motivated partners at all levels helped us achieve a large number of the results set for the year. Nevertheless, we were confronted with a number of challenges, some still unresolved.

Major obstacles and challenges encountered this year include:

- **Construction in the regions of Ziguinchor and Kolda proved to be challenging and fraught with delays, and had to be terminated.** In Ziguinchor and Kolda, both firms were unable to carry out the work in a timely fashion, even given extra time for shortages in cement, unforeseen delays in transportation of equipment by ferry, etc. Finally, stop work orders were issued to the two firms, and the remaining work was included in an RFP that was issued in June. A new firm has been identified, and will begin work in early FY10.
- **Getting some schools connected to the national electricity grid has taken longer than planned.** Although the purchase orders in Fatick were fulfilled with slight delays, purchase orders to SENELEC in the regions of Kolda, Tamacounda, and Ziguinchor wallowed for months without being fulfilled. A meeting with the

divisional director at SENELEC has been set for October 2009, to discuss this matter. Additionally, the PAEM COP has requested the regional education inspectorates (IAs) to follow up with the branch offices of SENELEC in their respective regions, to insure timely installation of electricity in the schools.

- **Division of the Ministry of Education into two separate ministries has created the need for the project to re-invest in establishing relationships and building trusted partnerships.** In the summer of 2008, the Ministry of Education was divided into two separate ministries. Since then, the Ministry has changed to include the division of National Languages as well. At one time, the high school division was placed in a separate ministry, but in the spring of 2009 it was once again added to the ministry that oversees preschool, elementary, middle, and secondary schooling, and national languages. However, most of the personnel of this ministry has moved to a separate building, but USAID/PAEM's offices have remained in the former building. Not having counterparts in the same building has posed some challenges, especially when planning meetings as well as impromptu conversations and meetings.
- **Travel in and to the Casamance has sometimes had to be postponed.** Two factors have sometimes limited our ability to plan activities in the Casamance, especially when project staff need to travel about the region or to and from Ziguinchor to Dakar. First the closing of Air Senegal, and as a result, the lack of frequent air travel from Dakar to Ziguinchor, has impeded staff travel. In addition, highway banditry combined with increased rebel activity in the Casamance have caused the project to postpone some regional travel in concern for the security of staff and project vehicles. .



ANNEXES

- STATUS OF YEAR 6 RESULTS
- SUMMARY OF TRAINING EVENTS, WORKSHOPS, AND COMMUNITY MOBILIZATION CAMPAIGNS COMPLETED

STATUS OF YEAR SIX RESULTS

INTERMEDIATE RESULT 1: INCREASED ACCESS TO BASIC EDUCATION, ESPECIALLY FOR GIRLS AND VULNERABLE CHILDREN

SIR 1.1 INCREASED NUMBER OF MIDDLE SCHOOLS		
SIR 1.2 INCREASED ABILITY OF COMMUNITIES TO EFFECTIVELY SUPPORT THEIR CHILDREN'S EDUCATION, ESPECIALLY GIRLS		
SIR 1.3 INCREASED RETENTION IN SCHOOL OF GIRLS FROM DISADVANTAGED FAMILIES		
SIR 1.4 INCREASED REPRESENTATION OF WOMEN AMONG MIDDLE SCHOOL TEACHERS AND EDUCATION MANAGERS		
EXPECTED RESULTS FOR YEAR SIX	STATUS	COMMENTS
Final inspection and acceptance of 28 middle schools of Phase II (20 construction and 8 renovations)	IN PROGRESS	Difficulties with construction firms in Ziguinchor and Kolda have led to significant delays in finishing 12 schools.
Periodic inspections of USAID/GOS FAR school sites are conducted	IN PROGRESS	Inspections at 9 sites are complete. Remaining 9 sites will continue to have inspections through May 2010.
All 58 schools built or renovated by the Project have utilities, including water, electricity	IN PROGRESS	Delays experienced by SENELEC in making electric connections in some regions. Installation of wells will continue through 2010.
50 communities participate in the development and implementation of PE (school improvement plan) actions including those designed to support girls education	ACHIEVED	In total, 73 PE grants were given to school for school activities supporting students, and 29 PE grants were given to support improved teaching in the schools
Girls dropout rates are lowered in the departments targeted by the Project	ACHIEVED	
The last cohort of scholarship awardees for the USAID/SONATEL program are supported	ACHIEVED	In total, 300 girls were awarded scholarships under this scholarship program
20 female teachers in target regions are enrolled in a diploma course at the FASTEF.	NOT ACHIEVED	Initial discussions with FASTEF on the possibility of providing such a diploma were not fruitful
100 female teachers benefit from leadership training and support activities	IN PROGRESS	More than 100 female teachers have received leadership training, and continue to receive support

INTERMEDIATE RESULT 2: IMPROVED QUALITY OF EDUCATION IN SUPPORTED SCHOOLS

SIR 2.1 IMPROVED LEARNING ENVIRONMENT IN USAID-SUPPORTED SCHOOLS		
SIR 2.2 INCREASED USE OF INFORMATION AND COMMUNICATION TECHNOLOGY AND SCIENCE EQUIPMENT		
SIR 2.3 IMPROVED INSTRUCTIONAL PRACTICES IN ALL DISCIPLINES ESPECIALLY FOR SCIENCE AND MATH		
SIR 2.4 INCREASED CAPACITY OF PRINCIPALS AND REGIONAL ACADEMIC INSPECTORS TO SUPPORT QUALITY IMPROVEMENTS IN MIDDLE SCHOOLS		
EXPECTED RESULTS FOR YEAR SIX	STATUS	COMMENTS
All 58 PAEM middle schools use and maintain computers and office equipment	IN PROGRESS	Training of maintenance teams will continue in 2010.
All 6th and 7th grade students in the four target regions receive student manuals for math and for earth and life science	ACHIEVED	
200 MOE staff, school personnel and students are trained in managing and maintaining library resources	ACHIEVED	
Pedagogic teams in 100 schools are trained in using library resources	ACHIEVED	
The innovative use of computer technology for better teaching and better schools is promoted	IN PROGRESS	Completed for ¾ regions; Students in Ziguinchor will be trained in FY10.
200 teachers are trained in the use of new science materials	IN PROGRESS	100 SVT teachers have been trained; the rest will be trained in November 2009
400 teachers are trained in promoting student critical thinking	ACHIEVED	
Standardized teacher observations inform pedagogic leaders and encourage better decision making	ACHIEVED	
Student tests inform pedagogic leaders and encourage better decision making	ACHIEVED	
Regional, departmental MOE staff and principals are provided with school management software	NOT ACHIEVED	Several school management software are already available directly to schools without project support. In addition, other donors are providing funding and technical advice for this activity
Performance standards for a quality middle school are developed, discussed and adopted	IN PROGRESS	Standards have been developed, additional discussion and adoption to take place in final year.
A system to track and monitor school performance, based on school standards, is developed and shared	NOT ACHIEVED	This is related to the adoption of school performance standards. It is being taken up by USAID/EDB.

INTERMEDIATE RESULT 3 : IMPROVED MANAGEMENT AND GOVERNANCE IN THE EDUCATION SYSTEM

SIR 3.1 IMPROVED SCHOOL MANAGEMENT		
SIR 3.2 IMPROVED INSTRUCTIONAL AND MANAGEMENT LEADERSHIP IN SCHOOLS		
SIR 3.3 INCREASED COMMUNITY PARTICIPATION IN SCHOOL MANAGEMENT		
EXPECTED RESULTS FOR YEAR SIX	STATUS	COMMENTS
24 communities organize School/Community Forums to present and discuss school performance data	ACHIEVED	37/58 PAEM schools held community forums
24 SMC hold an annual budget review (as part of the School/Community Forum)	ACHIEVED	37/58 PAEM schools held community forums that included review of the school budget
Messages on the importance of transparent management of schools are broadcast in regions	ACHIEVED	
Internal policies for conduct in schools are developed and validated by all 58 project built/renovated schools through a participative process	ACHIEVED	All 58 schools have revised codes of conduct
School actors participate in awareness raising activities to reduce sexual harassment of female students	IN PROGRESS	Radio emissions and other community mobilization activities have taken place. Teacher training and additional community mobilization activities are planned for FY10
80% of the SMCs at the 58 project built schools receive a satisfactory rating by School Life Inspectors (IVS)	IN PROGRESS	IVS are expected to carry out inspections in the 2009/2010 school year.
At least one community organization (APE, GPF, ASC, FSE) per 58 target communities implements actions supportive of the schools Improvement Plan	ACHIEVED	This has been in the form of teacher training, support to school clubs, and summer camps for students

YEAR SIX SUMMARY TABLE OF TRAINING EVENTS, MEETINGS, CAMPAIGNS AND WORKSHOPS COMPLETED

NAME OF THE TRAINING AND TARGET AUDIENCE	QUARTER AND REGION OF THE ACTIVITY	WOMEN	MEN	TOTALS
IR 1 INCREASED ACCESS IN MIDDLE SCHOOL				
PLANNING MEETING FOR THE ZERO TOLERANCE CAMPAIGN	Q1, DAKAR	07	02	09
SENSITIZATION CAMPAIGN FOR MAINTENANCE AND UPKEEP OF SCHOOLS	Q1, 4 REGIONS	237	465	702
TRAINING OF FEMALE TEACHERS IN LEADERSHIP AND PROFESSIONAL DEVELOPMENT	Q2, 4 REGIONS	148	13	161
CAPACITY BUILDING WORKSHOPS OF RADIO PARTNERS AND APE REPRESENTATIVES	Q2, KOLDA, ZIGUINCHOR, FATICK	21	31	52
DATA COLLECTION AND WORK SESSION WITH THE PLANNERS, CR, IVS AND IS	Q1, 4 REGIONS	5	26	31
MEETING ON STRATEGY AND POLICY DEVELOPMENT FOR INCREASING THE NUMBER OF WOMEN IN THE MINISTRY OF EDUCATION	Q4, DAKAR	12	03	15
SUBTOTALS		430	540	970
IR 2 IMPROVED QUALITY OF EDUCATION IN SUPPORTED SCHOOLS				
TRAINING OF TRAINERS IN THE USE OF THE MATH MANUALS AND GUIDE	Q1, THIES	00	21	21
TRAINING MATH TEACHERS IN THE USE OF THE NEW MATH MANUAL	Q1, TAMBA, KOLDA, FATICK, ZIGUINCHOR	10	188	198
TRAINING OF TRAINERS IN CRITICAL THINKING MODULE	Q1, THIES	02	31	33
TRAINING OF MIDDLE SCHOOL TEAMS ON "PROMOTING CRITICAL THINKING IN MIDDLE SCHOOLS" (FIRST AND SECOND GROUP)	Q1, FATICK AND IN TAMBA	60	418	478
TRAINING OF THE IS AND CPS IN THE USE OF THE CLASSROOM OBSERVATION TOOL	Q1, KOLDA AND IN ZIGUINCHOR	03	28	31
OBSERVATIONS IN CLASSROOMS: USE OF THE OBSERVATION GRID BY THE CPS, IS AND IFESH VOLUNTEERS	Q1, KOLDA AND ZIGUINCHOR	34	174	208
TRAINING OF TRAINERS ON « PROMOTING CRITICAL THINKING IN THE MIDDLE SCHOOLS » CP, IS AND IFESH VOLUNTEERS	Q2, ZIGUINCHOR	2	26	28
TRAINING ON « PROMOTING CRITICAL THINKING IN THE MIDDLE SCHOOLS» (1ST GROUP)	Q2, KOLDA AND ZIGUINCHOR	18	161	179
TRAINING OF THE CPS IN THE USE OF LIBRARY BOOKS / DEVELOPMENT OF CROSS-DISCIPLINARY SAMPLE LESSON PLANS (FATICK AND TAMBA)	Q2, THIËS	3	23	26
TRAINING OF THE IS AND CP ON THE TEACHER OBSERVATION GRID (FATICK AND TAMBA)	Q2, KAOLACK	3	33	36
TRAINING ON « PROMOTING CRITICAL THINKING IN THE MIDDLE SCHOOLS » (2ND GROUP)	Q2, KOLDA AND ZIGUINCHOR	18	160	178
TRAINING OF ART TEACHERS IN GRAPHIC DESIGN	Q2, KOLDA	1	17	18
OBSERVATIONS IN CLASS ROOMS: USE OF THE OBSERVATION GRID BY THE CP AND IS	Q2, FATICK AND TAMBA	51	158	209
SHARING OF THE MIDDLE SCHOOL STANDARDS AT THE REGIONAL LEVEL	Q2, TAMBA AND FATICK	16	45	61

NAME OF THE TRAINING AND TARGET AUDIENCE	QUARTER AND REGION OF THE ACTIVITY	WOMEN	MEN	TOTALS
REGIONAL WORKSHOP TO SHARE THE TESTS RESULTS OF THE 9TH GRADES STUDENTS IN PHYSICS, SVT AND MATH IN THE 4 ACADEMIES	Q2, FATICK AND ZIGUINCHOR	2	78	80
TRAINING OF THE SCHOOL TEAMS ON « PROMOTING CRITICAL THINKING IN THE MIDDLE SCHOOLS » (REMAINING MIDDLE SCHOOLS)	Q3, 4 REGIONS	44	268	312
TRAINING OF THE DEPARTMENTAL TEAMS OF TRAINERS IN THE MANAGEMENT OF SCHOOL LIBRARIES	Q3, THIÈS	8	14	22
TRAINING OF SCHOOL LIBRARY MANAGERS	Q3, 4 REGIONS	29	221	250
TRAINING OF STUDENT TEST ADMINISTRATORS IN THE 4 REGIONS	Q3, 4 REGIONS	10	65	75
DESIGN OF TRAINING GUIDE FOR SVT TEACHERS IN THE USE OF NEW SCIENCE EQUIPMENT	Q4, DAKAR	02	06	08
TRAINING OF SVT TEACHERS IN USING THE NEW SCIENCE EQUIPMENT	Q4, THIES AND ZIGUINCHOR	8	90	98
	SUBTOTALS	324	2225	2549
IR 3 INCREASED PARTICIATION OF LOCAL GOVERNMENTS AND COMMUNITIES IN MANAGEMENT AND FINANCING OF SCHOOLS				
CGE TRAINING WORKSHOPS / MODULE ON MIDDLE SCHOOL MAINTENANCE	Q1, KOLDA, TAMBA AND ZIGUINCHOR	69	249	318
PARTICIPATORY WORKSHOPS ON THE STUDENTS CODES OF CONDUCT	Q1, 4 REGIONS	05	118	123
SUPPORT FOR THE IMPLEMENTATION OF COMMUNITY FORUMS ON SCHOOLS PERFORMANCE	Q1, 4 REGIONS	456	1104	1560
TRAINING OF THE CGE MEMBERS OF PHASE 2 IN THE MODULES 4 & 5	Q2, ZIGUINCHOR	05	25	30
TRAINING OF THE CGE MEMBERS OF PHASE 2 IN THE MODULES 4 & 5	Q2, KOLDA	3	32	35
IDENTIFICATION OF THE GOOD PRACTICES WORKSHOP	Q2, FATICK	06	27	33
TRAINING OF THE CGE MEMBERS ON THE MODULE 3 « LET'S MAINTAIN OUR MIDDLE SCHOOL »	Q2, FATICK	21	80	101
TRAINING OF THE CGE MEMBERS ON THE MODULES 4 ET 5: ADMINISTRATIVE MANAGEMENT OF MATERIAL AND FINANCIAL RESOURCES OF THE CEM	Q3, ZIGUINCHOR	05	13	18
PILOT TRAINING OF TEACHERS ON THE TRAINING MODULE ON SEXUAL VIOLENCE IN THE SCHOOL ENVIRONMENT	Q3, RUFISQUE	0	39	39
WORKSHOP FOR DEVELOPING THE TRAINING MODULE OF TEACHERS ON SEXUAL VIOLENCE IN THE SCHOOL ENVIRONMENT	Q3, DAKAR	02	07	09
DEPARTMENTAL WORKSHOPS FOR CBOS ON THE IMPORTANCE OF SCHOOL IMPROVEMENT PLANS	Q3, 4 REGIONS	49	167	216
MEDIA PLANNING WORKSHOP	Q3, TAMBA	21	02	23
WROKSHOP FOR THE DESIGN OF TRAINING MODULE ON SCHOOL-RELATED GENDER BASED VIOLENCE	Q4, DAKAR	01	05	06
	SUBTOTALS	643	1868	2511
GRAND TOTALS FOR YEAR SIX, FY 09		1397	4633	6030