

**Education for Development and Democracy
Initiative / Senegal
(EDDI Senegal)**

SPECIAL OBJECTIVE

(685-0310)

ACTION MEMORANDUM ANNEXES



USAID/SENEGAL

August 1999

THE U.S. MISSION TO SENEGAL'S CONCEPT PAPER FOR THE EDDI PROGRAM

PROMOTING GIRLS' AND VOCATIONAL EDUCATION

1. INTRODUCTION: PURPOSE AND RATIONALE

The purpose of this concept paper is to provide the rationale for adding a Special Objective (SpO) in education to USAID/Senegal's CSP and to describe notionally the proposed activities under such an SpO, which would be funded from the Education for Democracy and Development Initiative (EDDI). The Mission looks forward to the reaction from Washington so that we can prioritize activities if this entire proposal cannot be funded.

The U.S. Mission to Senegal (the Mission) is acutely aware of the major problems facing Senegal's educational sector. The 1997 update to the 1990 USAID/Senegal's Education Sector Assessment documents these problems and points out the prominent role played by the French, the IBRD and the Japanese. This SpO would allow the Mission the flexibility and resources not currently available in its CSP to complement the activities of these other donors. Given that EDDI may not permit more than two years of effort, and given the Mission's OE constraints, the SpO is meant to seize targets of opportunity rather than address systemic change.

This concept paper calls for a \$4 million program from EDDI to support female education, vocational education, civic education, curriculum development, university linkages, and resource centers promoting the use of internet. The proposed program is in accordance with the Agency's goals of strengthening democracy and good governance, and building capacity through education and training.

2. BACKGROUND AND CONTEXT: SENEGALESE EDUCATIONAL SYSTEM, SHORTCOMINGS AND CURRENT INITIATIVES

The educational system in Senegal is characterized by overall low enrollment rates, gender disparities in enrollment and retention, regional disparities and inappropriate and inoperative curricula.

2.1 Shortcomings of the System

Despite the tremendous assistance provided by the donors and the reforms undertaken by the GOS, the educational system in Senegal is still burdened with major constraints, and, as a result, the rate of school attendance is still very low (1996, 58%). Senegal's basic literacy rate is only 33% as opposed to 56% for Sub-Saharan Africa as a whole. Some of the major constraints confronting Senegal's education system are: (1) inadequate educational resources; (2) disparities between regions, between urban and rural areas, and between sexes; (3) curriculum that still does not respond to the needs of Senegal's development despite efforts at reform; (4) the GOS's education budget places heavy emphasis on university education at the expense of primary education.

2.1.1 Insufficient Resources: The number of classrooms and teachers do not meet the demand.

2.1.2 Disparities between Regions, between Urban and Rural Areas, and between Sexes: The school network and the rate of school attendance show glaring disparities between regions, between rural and urban areas, and between male and female enrollment. The primary enrollment rates for the Regions of Dakar and Ziguinchor are high compared to the more rural Regions of Tambacounda, Kaolack, Louga, and Diourbel where global illiteracy rates are over 80%.

While girls make up 51% of the population of school-aged children, they represent only 45% of those completing elementary school. A recent GOS study shows that only 52% of school-aged girls enter elementary school, compared to 62% for boys. Furthermore, 5.1% of girls dropped out before completing the cycle versus 2.7% for boys. Many parents still believe that girls' attendance at school is useless, dangerous, and deprives the household of much needed labor.

In many rural areas, formal western education is discouraged by parents in favor of koranic teachings that do not teach numeracy or literacy.

2.1.3 Inappropriate Curriculum: The curriculum taught in primary, secondary and higher education does not train students to address the economic, social and cultural development needs of Senegal. Graduates of the Senegalese educational system tend not to have learned skills useful in the workplace and resent traditional manual work. Development issues, civic and moral education, environmental and health education are only grasped in a theoretical manner. Vocational school graduates generally are not able to fill private sector or labor market needs.

2.1.4 Resource Allocation Skewed to Universities: Despite IBRD conditionalities in past loans, the GOS has not reallocated resources away from university education toward primary and vocational education. Vested interests are keeping university enrollment at 53 percent higher than the IBRD recommended, and primary schools receive less than 25 percent of the education budget.

2.2 Senegal's Current Education Initiatives

The IBRD and the French have historically been the biggest backers of the education sector in Senegal. IBRD's current strategy aims at an increase in: (1) gross primary enrollment ratio to 65 percent in 1999 and 70 percent in 2000; and (2) the share of girls' enrollment to 46 percent by 1999 and 47 percent by 2000. The IBRD has spent approximately \$70 million in the past 20 years. The French have been involved in the production, procurement, and distribution of textbooks, curriculum development, teacher training, and administrative strengthening at the primary, secondary, and university levels. Arab nations have been funding Islamic/koranic schools.

The Canadian bilateral program has supported a polytechnic institute, the Gaston Berger (Saint Louis) and Cheikh Anta Diop (Dakar) universities, and women's literacy.

The Japanese have invested in primary school construction and rehabilitation, as well as in operating a very successful technical school. The Germans are also assisting technical schools. Local NGOs/PVOs are deploying considerable efforts and resources. Some of new initiatives are summarized below:

2.2.1 "L'Ecole Nouvelle" (The New School): The "New School" model is an experimental curriculum that the Government of Senegal has developed to make formal primary education more relevant to the economic, social and cultural context of Senegal. In addition to a revised curriculum (including civic, management, environmental, and health education), the New School concept includes improvements to teaching conditions and revenue-generating activities. It emphasizes enrollment of girls and marginalized groups. The GOS is working out steps to integrate the New Schools into the formal system; a new degree and diploma are part of this effort.

2.2.2 Girls' Enrollment: Many educational programs aim at increasing the number of girls enrolled in primary and secondary schools. These efforts, sponsored by the Ministry of Education, UNICEF, Canada, Japan, and Germany, NGOs/PVOs and the Association of Students' Parents (APS) aim at reducing or eliminating the disparities between the attendance of girls and boys in primary school.

2.2.3 Experimental Community-Based, Non-formal Education: These programs enroll children aged 9 to 15 who could not be enrolled in, or have dropped out from, the formal school system. Such schools are entirely managed by the local communities. Literacy and numeracy programs are taught in local languages and French. Some also focus on revenue-generating activities, environmental and health education, democracy, human rights and conflict resolution. These programs are well adapted to the local environment and are appreciated by the population. Start-up costs are quite high, however, and sustainability is an issue.

2.2.4 Literacy and Community-Based Education for Adults: Several donors are funding local and foreign NGOs to provide training to women between 15 and 50 years of age. The content of these programs is similar to that of the experimental community-based programs.

3. THE U.S. MISSION TO SENEGAL'S PROPOSED EDDI SPECIAL OBJECTIVE

In response to the opportunities offered by President Clinton's Education for Democracy and Development Initiative (EDDI), the Mission proposes a USAID/Senegal Special Objective (SpO) that complements USAID/Senegal's current SOs in private sector development, decentralized governance, and reproductive health. An SpO is required because the activities proposed herein are not readily geared to achievement of the Intermediate Results (IRs) specified for the Mission's three SOs. The proposed SpO is designed essentially to accomplish two objectives:

- 1) to increase participation (especially of girls and women) in formal education, which has been made more relevant by strengthening the civic educational curriculum; and
- 2) to increase participation (especially of women) in non-formal education, by strengthening vocational education and access to the internet.

4. CONFORMANCE TO EDDI GUIDANCE

These objectives correspond to EDDI precepts outlined in STATE 104720: "increasing the relevance of education and civil society institutions for local and national development", "increased participation of girls and women", and "increase the use of emerging information and communication technologies." The illustrative activities cited below follow the EDDI focus on "catalytic approaches and interventions" that emphasize "the development of sustainable strategic partnerships within Africa and between Africa and the U.S.," and that are "complementary to existing efforts and key to assisting the host country to improve their education programs."

5. ILLUSTRATIVE LIST OF U.S. MISSION TO SENEGAL'S EDDI ACTIVITIES

The following options for EDDI funding will be analyzed during the preparation of a Special Objective, once the Mission has received guidance from USAID/W. For management efficiency the Mission will pare down the number of activities receiving EDDI funds. The following list reflects current options from which to choose.

5.1. Strengthening the Participation of Women and Girls in Education: (could be funded out of the "POTUS PLUS ONE" line item, or out of the "Girls' Mentoring Networks" line-item).

5.1.1 Activities that Could Be Managed Out of the Ambassador's Special Self-Help Program, such as:

5.1.1.1 Girls in primary school, an NGO-administered program: There are several locally-based non-governmental organizations (NGOs) operating throughout Senegal which focus on women's development and empowerment programs. The Mission would like to work through at least two of these NGOs to increase attendance by girls at the primary level in rural communities. The Mission will solicit proposals from the NGOs to expand their current programs to provide funding to meet costs of school attendance for girls in several selected communities in the NGOs' area of coverage.

5.1.1.2 Boarding facilities for girls at district schools: For rural students to obtain higher education, attendance at district-level schools, which are often a long distance from the village, is required. This necessarily adds boarding expenses to the cost of education. Some families are fortunate enough to have relatives living near the with district schools who can house the village children. Those families without this advantage face another obstacle to gaining access to education. Funds could be provided to district schools to construct boarding houses for school-girls. Grants would be made through NGOs to those schools with active parent organizations willing to make their own contribution to building and running the boarding house.

5.1.1.3 Peace Corps' women-in-development, scholarship-for-girls program: Peace Corps Volunteers (PCVs) in Senegal have set up a women-in-development (WID) program which has raised funds for special projects targeting women, including scholarships for girls. Annual education grants are given to selected girls based on merit and need. The grants cover school fees, supplies and clothing over a three-year period to enable girls to complete their high-school studies. Once a girl is selected to receive a grant, continued eligibility is dependent on attendance and successful completion of each level. PCVs solicit applicants and then follow the progress of the scholarship recipients, administering the funds and tracking the girls' progress. While modest in scope, the program has been successful in reaching girls in rural areas of Senegal where educational opportunities for them are even more limited than in Dakar and the regional capitals. The Mission proposes to make a grant to the Peace Corps WID program so that it could expand the number of its scholarships.

5.1.1.4 Female high school student scholarships for

academic excellence: The Mission proposes to target at least two secondary and two vocational schools to provide funds for scholarships to girls based on need and academic excellence. Located in Dakar and one of the regional capitals, this program would be a more high-profile approach to encouraging female education by rewarding academic/training success through a competitive scholarship program. The Mission would work in collaboration with the administration of the selected institutions to establish need and merit criteria and to administer the selection process.

5.1.2 Activities Managed by Local NGOs

5.1.2.1 Siggil Jiggeen (SJ): This local NGO is very proactive in promoting female education. SJ is vocal in defending women's rights and advocating equality between sexes. It runs a wide range of Information, Education and Communication (IEC) programs related to family affairs and civic rights and serves as an advocate for victimized women and girls. EDDI funds could be used to strengthen and expand SJ's IEC and other programs for women and girls.

5.1.2.2 Tostan: Tostan is a local NGO whose focus is non-formal education. Tostan runs adult and girls' literacy programs covering human rights, health, environment and numeracy as well as credit in local languages. It pioneered the fight against female genital mutilation in Senegal. Additional funding could be provided to Tostan to expand its initiatives for women.

5.1.2.3 Centres d'Enseignement Technique Féminin (Centers for Women's Vocational Education): These centers are part of the formal education system. They provide training in a variety of skills, including secretarial, technical, administrative and management, tailoring and hairdressing. These centers lack basic materials and equipment, and, as a result, theory predominate over practice. Assistance could be provided to upgrade some of these centers as well as their curriculum.

5.1.2.4 Scolarisation des Filles (SCOFI) ("Scholarization of Girls"): This is a joint endeavor between UNICEF and the GOS Ministry of Education to promote girls' enrollment. This activity aims at overcoming the sociological and cultural hurdles to girls' attendance at school. This program has the support of the highest levels of national and regional authorities. The Mission could supplement UNICEF's work and investigate new initiatives with this donor.

5.1.2.5 Ecole Nationale d'Administration et de Magistrature (ENAM) ("National School of Administration and Judges"): This postgraduate school is charged with the training of the country's administrators, public and para-public officials, customs officials, magistrates, and governors. Given the role its graduates play in the decision-making processes at all levels in the administration, an exposure of future graduates to good governance and democracy as well as to what an independent and neutral administration could do, will resolve many distortions encountered in the current Senegalese system. USAID/Senegal proposes to fund a linkage between ENAM and one or more universities in the U.S.

5.2 Curriculum Development of Civic Education Modules for Primary and Secondary Schools:

The Mission proposes to use EDDI funds to give grants to three local organizations with experience in community outreach and education, of which three excellent candidates are cited below. These grants would be in amounts greater than the \$25,000 limit which governs the Democracy and Human Rights Fund grants that are available via the U.S. Embassy-chaired Democracy Committee. These grants would strengthen the development of a civic education component to the nation's formal primary and secondary curriculum. While the New School's Program mentioned above does include some civic education, much more work needs to be done. Since civic education is critical to the development of responsible citizens in countries like Senegal, the program would focus on the rights and duties of citizens in a democracy, and would include a substantial human rights component. The program would include curriculum design, identification and procurement of textbooks, and would be implemented at all levels of public education in Senegal. Possible organizations with whom we would work include:

5.2.1 Tostan- a local NGO focused on non-formal education: (see 5.1.2.2 above)

5.2.2 Institut National d'Etudes et d'Action pour le Développement de l'Education (INEADE) ("National Institute for Study and Action for the Development of Education"): INEADE is a Ministry of Education structure charged with curriculum development for primary and secondary schools. This institute has a very good reputation, which could be further strengthened by collaboration with the Mission on curricula development in the fields of democracy and governance, human rights and civic education.

5.2.3 Ecole National d'Economie Appliquée (ENEA) ("National School of Applied Economics"): USAID has been a long-term partner of ENEA. It has financed long-term training of ENEA faculty members and visits to ENEA by eminent U.S. researchers. A linkage program between ENEA and the University of Connecticut was completed in 1998. ENEA has recently established linkages with Suffolk University in Boston. The Mission will explore strengthening such linkages.

5.3 Development of Peace Corps Resource Centers in Tertiary Cities to Increase Access and Utilization of Internet: The Peace Corps already has Community Training Centers in a number of locations that focus on environmental education (USAID/W has provided matching grant funds). These Centers provide for increased activities in girls' and non-formal adult education. The existing centers have established themselves as the only real "community" centers in their respective areas. Everything else is either village specific, or poorly run by the government. These Centers would be expanded and duplicated in other areas of Senegal as part of EDDI and the work of the 20-25 Environmental Education Volunteers in country.

In addition, the similar centers would be used to promote micro and small business development. Similar resources centers could be developed to increase internet availability, which could be managed and used by PCVs in connection with the Peace Corps' Small Enterprise Development Program. These business centers located in tertiary cities and towns that do not have internet access, would allow exposure to the importance of connecting to the worldwide web, including the importance of internet exchanges of information within Senegal. For example, the Center for Tracking Ecology (le Centre de Suivi Ecologique) in Dakar has a vast database, including daily satellite images that show vegetative cover and weather formations. This information has the potential to help farmers decide when to plant, etc.

Each of these internet centers would be staffed by a PCV and perhaps a Senegalese volunteer. Each would have three or four computers and a meeting area where people could read or discuss various internet sites. A small library would contain internet sites and access instructions. The centers would foster exchanges within Senegal among universities and secondary schools, between the central government in Dakar and regional offices, and among regional offices to promote synergy. Users' access to local and international NGOs would also be fostered through the internet. Possibilities are limited only by the boundaries of Senegalese imagination (as well as stable electricity and phone lines).

5.4 Vocational Education

The Mission believes that upgrading the skills and perspectives offered by vocational schools is key to providing the Senegalese labor market with the qualified labor force required to face international competition. The Mission proposes to assist in equipping schools with basic equipment; reinforcing practical training by doing; and facilitating knowledge acquisition via internet connectivity.

5.4.1 Centre de Qualification et de Formation de Dakar ("Center for qualification and Training in Dakar"): This vocational school provides training in such technical skills as mechanics, electricity, plumbing and other building-related skills. However, the training is more theoretical than practical. The level of the teachers also needs upgrading. The Mission could provide assistance in keeping with the needs identified by the trainers and students.

5.4.2 Delafosse (technology department) Andre Peytavin in St. Louis: (same profile as 5.4.1 above and same identified weaknesses)

5.4.3 Ecole des Hautes Etudes Commerciales ("School of Advanced Commercial Studies"); Université de Bourguiba ('Bouguiba University'); Institut Supérieur de Management (ISM)('Higher Management Institute'): These new private management and business schools are now competing with public institutions such as Ecole Nationale Supérieure Universitaire de Technologie (ENSUT), and parastatal institutions such as

Centre d'Enseignement Supérieur Africain de Gestion (CESAG). The Mission would like to fund a linkage with U.S. business schools in order to complement the French model of teaching business.

5.5. Strengthening University Partnerships

Senegal currently has at least 15 active affiliations with U.S. universities, in addition to which USAID/Senegal is funding SECID, a consortium of South-eastern U.S. universities, to manage our environmental program: Community-Based Natural Resource Management. Two U.S. universities (the University of North Florida and the University of Minnesota) have submitted proposals for work in Senegal to the Association Liaison Office (ALO) which is funded by an AID/G/HCD's University Cooperation in Development Grant. Since the \$100,000 limit for each sub-grant from ALO might constrain activities intended to span a number of years, the Mission would like to use EDDI funds to augment the resources available to ALO so that they can fund more or larger partnerships in Senegal. Since ALO already has personnel and procedures in place to screen proposals, EDDI funding could be transferred directly into the ALO grant. Two proposals that have already been submitted are from a consortium associated with the University of North Florida, and from the University of Minnesota. The former proposes a regional campus in the interior of Senegal, offering a vocational education program. The project, which is strongly backed by the Ministry of Education and the Presidency, offers an alternative community college paradigm to Senegal, where two overcrowded universities currently provide an elitist-oriented education ill-adapted to the job market and are frequently shut down by conflict between students, faculty and administration. The University of Minnesota has signed an agreement with the Government of Senegal aimed at establishing a challenging Masters of Science program for promising Senegalese agronomists, in partnership with local agricultural and technical institutions.

6. EDUCATION IN THE CONTEXT OF THE MISSION'S PERFORMANCE PLAN (MPP) AND USAID/SENEGAL'S COUNTRY STRATEGIC PLAN (CSP)

EDDI fits into the MPP's democracy goal, which is to "foster growth of democratic institutions, including an independent judiciary, stronger legislature, and a free media..."

Similarly, EDDI complements USAID/Senegal's current objectives. The FY 1998-2006 Country Strategic Plan enumerates three Strategic Objectives (SOs): private sector sustainable economic growth; health; and democracy and governance. This strategy was elaborated in consultation with a broad spectrum of government, non-governmental organization, donor and civil society representatives. The Strategy's annual OYB is estimated at 23.4 million dollars. Several studies informed the development of the strategy, including a 1997 update of the 1990 education sector assessment. This update recommended that USAID focus on training and educational programs that directly support of the SOs. USAID plans to fund a number of training programs for: private entrepreneurs in technical and business skills, and lawyers in judicial reform (SO1); local elected leaders in literacy, numeracy, bookkeeping, management, leadership and good governance practices (SO2); and a variety of health and family programs (SO3) under its current CSP.

Under the Leland Initiative, USAID/Senegal will be financing education and training activities to promote access to and use of Internet. As part of a Special Objective for the Casamance Region of Senegal, USAID/Senegal is considering a variety of training programs, including those focused on conflict resolution.

EDDI also complements Peace Corps' current program of helping elementary school teachers and local populations develop environmental education materials for use in the primary schools. To date more than 80 schools have been helped and 23000 students reached. Peace Corps Senegal also promotes a program called World Wise Schools which links local elementary schools with partners in the U.S.

7. IMPLEMENTATION MECHANISMS

As stated above, we will explore transferring some funding directly to ALO for the University Linkages Program. For the Community and Internet Resource Centers, the Mission will explore funding the Peace Corps directly. For curriculum development, vocational and girls' education, the Mission will weigh the pluses and minuses of managing in-house a grants program versus having such a program managed by a U.S. PVO. A locally-hired a Personal Services Contractor and the Mission's FSN Human Capacity Specialist will manage all of these activities.

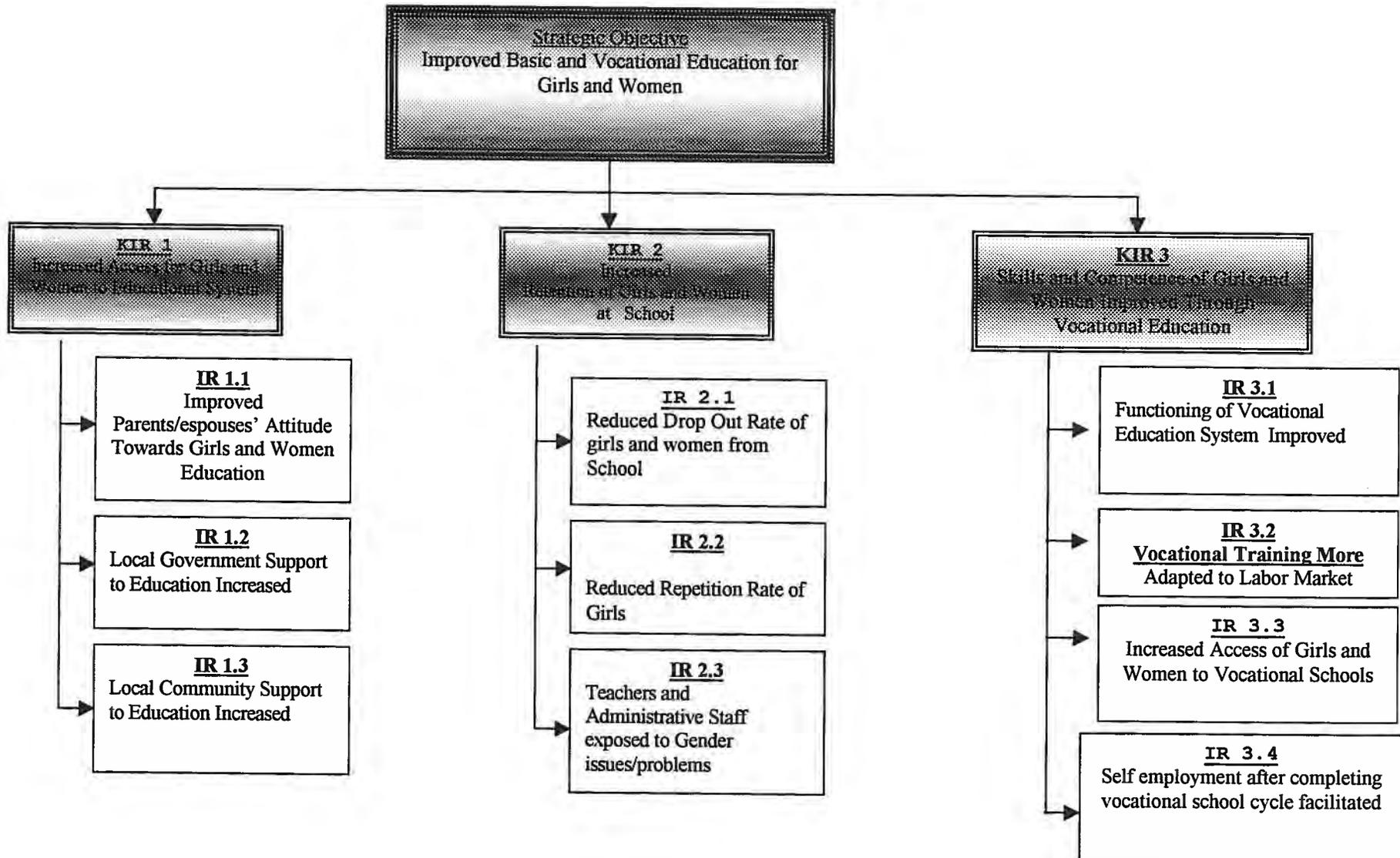
8. RESOURCE REQUIREMENTS

We expect that EDDI resources will be programmed both through Mission contracts and grants and through existing USAID/W contract/grant mechanisms. The Mission requests \$4 million of EDDI funds in FY 1999. USAID/Senegal hereby seeks USAID/W approval to amend its Management Contract to this end. Subsequent to this approval, and before the end of the fiscal year, USAID/Senegal will sign an SpOAg with the GOS. The proposed two-year SpO program will concentrate on, but not be limited to, the following illustrative activities:

Women and Girls:

Other Local NGO Activities Promoting Women's Education	\$1,000,000
Curriculum Development in Civic Education	\$700,000
Community and Internet Resource Centers	\$600,000
Vocational Education	\$1,000,000
University Linkages Program	\$500,000
PSC Mgt./Audits/Misc.	\$200,000
Total	\$4,000,000

SENEGAL EDDI-SPO RESULTS FRAMEWORK



PRELIMINARY PERFORMANCE MONITORING PLAN

Preamble: This EDDI Performance Monitoring plan (PMP) is a preliminary one based on the Results Framework in Annex2. It will be modified as we go along. The underlying hypothesis is that although funding is for 2 years, the Program will be extended to one additional year to enable the Mission to measure program performance and evaluate impacts. For some results, more than one indicator has been proposed to cover all the measurement aspects.

Acronyms

AME	:	Analysis, Monitoring and Evaluation Team
CETEF	:	Centres d'Enseignement Technique Féminin
CM	:	Calculation Method
CRETEF	:	Centres Régionaux d'Enseignement Technique Féminin
D	:	Denominator
DC	:	Data Collection
Def	:	Definition
DFS	:	Decentralized Financing System
DPRE	:	Direction de la Planification et de la Réforme de l'Education
GOS	:	Government of Senegal
IEC	:	Information, Education and Communication
IR	:	Intermediate Result
KIR	:	Key Intermediate Result
MEN	:	Ministry of National Education
N	:	Numerator
NGOs	:	Non Governmental Organizations
R4	:	Results Review & Resources Request
SPO	:	Special Objective
TBD	:	To Be Determined
U	:	Unit

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
SPO : Improved Basic and Vocational Education for Girls and Women								
Proportion of trainees reporting satisfaction with Basic Education and Vocational education	SPO	Def : Trainees refer to girls and women participating in basic and vocational education. Basic education refers to primary schools, literacy and numeracy programs and such informal education center as Ecoles Communautaires de Base (ECB). Vocational education refers to CETEF, CRETEF (3 year curriculum), secondary and technical schools. Satisfaction refers to the extent to which education received meets the expectations of trainees U= Percent D =All surveyed trainees N = trainees reporting satisfaction with BE and VE	Contractor, DPRE (MEN), USAID	DC: Sample Survey of trainees CM: N/D*100	Data collected at the beginning and the end of the Program (December)	Contractor presents data to SPO Program Officer	R4	SPO Program officer with AME support

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
KIR1 : Increased Access for Girls and Women to Education System								
Proportion of girls and women enrolled in education system in target areas (desegregated by type of education)	KIR1	Def : Girls and Women admitted into targeted types of education (vocational or basic) expressed as percentage of the GOS official education-age population of girls and women corresponding to the same targeted types of education in a target area. U= Percent D= Official education-age population- of girls and women corresponding to targeted types of education in targeted areas N= number of girls and women enrolled in those areas	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE reports, Contractor reports, reports from others donors CM : (N/D)*100	Data collected every year (December)	Contractor presents data to SPO Program officer	R4	SPO Program Officer with AME support

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Proportion of parents who participated in IEC campaign (desegregated by gender)	IR1.1 a	Def= Parents include mothers, fathers, aunts and uncles and any person who has the capability to enroll children to school expressed as a percentage of total number of parents targeted by IEC campaign in targeted areas U= Percent D= Total number of parents targeted by IEC campaign N= Number of parents effectively participating in those campaigns	Contractor DPRE (MEN) USAID	DC: Review of available data from Contractor reports, CM : (N/D)*100	Every year (December)	Contractor presents data to SPO Program officer	R4	SPO Program Officer with AME support

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Proportion of parents and husbands effectively enrolling girls and women in education by the end of the program	IR1.1 b	Def= Parents and husbands who actually register girls and women for basic and vocational education, expressed as a percentage of parents and husbands who support girls and women education in a target area. U= Percent D= Total number of parents and husbands who support Girls and Women education N= Number of parents and husbands enrolling girls and women	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE and Contractor reports, CM : (N/D)*100	Data collected at the beginning and at the end of the program (December)	Contractor presents data to SPO Program officer	R4	SPO Program Officer with AME support

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Level of local government support to education by the end of the program	IR1.2	Def= The support include financial support as well as other kinds of initiatives in social (e.g. housing education volunteers, etc.), political (e.g. lobbying), etc fields to improve the education system. The level is expressed as the amount of money and the number of activities/initiatives taken to improve education system. The indicator is a proxy to measure local government commitment to education. Local government is defined by Senegal's 1996 decentralization law. Qualitative indicator	Contractor USAID	DC: Review of available data from DPRE and Contractor reports, Other donors reports CM: TBD	Data collected every year, Mission will report on aggregated data at the end of the Program (December)	Contractor presents data to SPO Program officer	R4	SPO Program officer with support of AME

Indicators	Level	Definition/Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
<p>Level of community support to education by the end of the program</p> <p>Qualitative indicator</p>	IR1.3	<p>Def= The support include financial support as well as other kinds of initiatives in social, political, etc fields to improve the education system. The level is expressed as the amount of money and the number of activities/initiatives taken to improve education system. The indicator is a proxy to community commitment to education. Community refers here to pupil's parent associations, grassroots organizations including female organizations.</p>	Contractor	<p>DC:Review of available data from DPRE and Contractor reports, other donors reports</p> <p>CM: TBD</p>	Data collected every year, Mission will report on aggregated data at the end of the Program (December)	Contractor will present data to SPO Program officer	R4	SPO Program officer with support of AME

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
KIR2 : Increased Retention of Girls and Women at School								
Transition rate of girls and women in education system (desegregated by type of education)	KIR2	Def= Percentage of girls and women passing to higher grade without repetition, expressed as a percentage of girls and women enrolled in the same grade U= Percent D= Total number of girls and women registered in a given education grade N= number of girls and women passing to higher grade without repetition	Contractor DPRE (MEN)	DC: Review of available data from DPRE and Contractor reports, Other donors reports CM : (N/D)*100	Data collected every year (December)	Contractor will present data to SPO Program officer	R4	SPO Program officer with support of AME

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Proportion of girls and women dropping out from the education system (desegregated by type and grade of education)	IR2.1	Def= Percentage of girls and women abandoning studies or training in a given education type expressed as a percentage of total girls and women enrolled in the same education type U= Percent D= Total number of girls and women registered for education N= number of girls and women dropping out from the education system	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE and Contractor reports, Other donors reports CM : (N/D)*100	Data collected every year (December)	Contractor will present data to SFO Program officer	R4	SPO Program officer with support of AME

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Proportion of girls and women repeating the same grade (desegregated by type and grade of education)	IR2.2	<p>Def= Percentage of girls and women who are enrolled in the same grade as in a previous year, expressed as a percentage of the total number of girls and women enrolled in the same grade and in the same education type.</p> <p>U= Percent D= Total number of girls and women registered in the same grade as in previous year N= number of girls and women repeating the same grade</p>	Contractor DPRE (MEN) USAID	<p>DC: Review of available data from DPRE and Contractor reports, Other donors reports</p> <p>CM : (N/D)*100</p>	Data collected every year (December)	Contractor will present data to SPO Program officer	R4	SPO Program officer with support of AME

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Proportion of teachers and administrative staff trained in Gender approach to education	IR2.3 a	Def= Administrative staff include prefects, directors and supervisors of the schools and /or technical centers. The indicator is expressed as a percentage of total teachers and administrative staff working in target schools and/or technical centers U= Percent D= Total number of teachers and administrative staff targeted by gender approach training N= number of teachers and administrative staff who have been offered training in gender approach to education	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE and Contractor reports, CM : (N/D)*100	Data collected at the beginning and at the end of the program (December)	Contractor will present data to SPO Program officer	R4	SPO Program officer with support of AME

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Proportion of teachers who changed their behavior towards girls	IR2.3	<p>Def= Percentage of teachers and administrative staff who treat girls and boys equally according to criteria defined by the Ministry of Education</p> <p>U= Percent D= total number of teachers and administrative who attended training in gender approach to education N= Number of teachers and administrative staff who treat girls and boys as defined above</p>	Contractor DPRE USAID	<p>DC: Review of available data from DPRE analysis grid of attitudes and Contractor reports,</p> <p>CM : (N/D)*100</p>	Data collected at the beginning and at the end of the program (December)	Contractor will present data to SPO Program officer	R4	SPO Program officer with support of AME

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
KIR3 : Skills and Competence of Girls and Women Improved Through Vocational Education								
Proportion of girls and women reporting satisfaction with the vocational training they received	KIR3	Def= Satisfaction refers to the extent to which vocational education received meets the expectations of girls and women and the requirements of the labor market. U= Percent D= total number of girls and women from vocational training surveyed N= number of those girls and women reporting satisfaction (a proxy to know which skills and competencies have been improved)	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE and Contractor reports, CM : (N/D)*100	Data collected at the beginning and the end of the program (December)	Contractor will present data to SPO Program officer	R4	SPO Program officer with support of AME

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Average Number of hours devoted to applied training sessions in CRETEF, CETEF and technical schools	IR3.1	Def= Applied training sessions refers to practical exercises, tutorials and work in laboratory and workshops. U= hours	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE and Contractor reports, CM : arithmetic mean of hours devoted to applied training sessions calculated for all targeted CRETEF, CETEF and technical schools to be compared with the non targeted ones.	Data collected every year (December)	Contractor will present data to SPO Program officer	R4	SPO Program officer with support of AME
Average length of time between the end of training and professional enrollment	IR3.2 a	Def= Professional enrollment refers to either setting up own business or being hired by enterprises U= months	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE and Contractor reports, CM : arithmetic mean (in months) of time calculated for all trainees in targeted areas to be compared with others from non targeted areas.	Data collected at the beginning and at the end of the Program (December)	Contractor will present data to SPO Program officer	R4	SPO Program officer with support of AME

Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Proportion of girls and women benefiting from internships during their training	IR3.2 b	Def= Internships refer to work in enterprises, public services, NGOs, local institutions and family business U= Percent D= total number of girls and women who complete their first year training N= number of those girls and women benefiting from internships	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE and Contractor reports, CM : (N/D)*100	Data collected every year (December)	Contractor will present data to SPO Program officer	R4	SPO Program officer with support of AME

Gross enrollment ratio of girls and women in vocational education in zones of intervention	IR3.3	<p>Def= Total enrolment rate in vocational education, expressed as a percentage of active female population (age 15-55 years) in target areas</p> <p>U= Percent</p> <p>D= Female active population in targeted areas (aged 15-55 years)</p> <p>N= Girls and women (aged 15 -55 years) effectively enrolled in vocational education</p>	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE and Contractor reports, CM : (N/D)*100	Data collected every year (December)	Contractor will present data to SPO Program officer	R4	SPO Program Officer
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Indicators	Level	Definition/ Measurement	Data source	Data collection (DC)/ calculation method (CM)	Data Acquisition by Mission		Analysis, Use & Reporting	
					Schedule/ Frequency	Responsible Persons/Team	Scheduled by Management	Responsible persons and team
Proportion of trainees who receive business star-up-loans	IR3.4	Def= Business star-up-loans refers to credits provided to trainees by the banking system or the DFS system U= Percent D= Total number of trainees targeted by the program N= Number of those trainees who receive business start-up-loans	Contractor DPRE (MEN) USAID	DC: Review of available data from DPRE and Contractor reports, CM : (N/D)*100	Data collected at the end of the Program (December)	Contractor will present data to SPO Program officer	R4	SPO Program Officer

**List of Resources Consulted and Bibliography of Key
Background Studies**

A. Resources Consulted

Preparation of the EDDI concept paper benefited from the following persons consulted by USAID/Senegal staff from July 12 1999 through August 4, 1999 :

- M. Pape Momar Sene from the Direction de la Planification et de de la Reforme de l'Education (DPRE/MEN) who provided the "Lettre de politique generale pour le secteur Education/Formation (Avril 1999)", statistics related to primary and secondary schools, and a summary of the Programme Decennal de l'Education et de la Formation 1999-2008 (PDEF);

- M. Abdoulaye Mboup, Directeur de l'Enseignement Secondaire Technique (DEST/MEN) who provided a GOS vocational education policy paper. He informed USAID that the French Government has given support since 1997 to the Lycee Delafosse (Car Mechanics and Metal Structure) and Lycee A. Peytavin in Saint-Louis (Car Mechanics) and the Belgian Government has given support to the Lycee Delafosse for the implementation of an Industrial Maintenance Curriculum. M. Mboup said that the GOS priorities are the rehabilitation of the workshops of the Ahmadou Bamba (Diourbel) and the A. Peytavin (Saint-Louis) vocational high schools. In several other vocational high schools,, the GOS needs to rehabilitate the equipment (Automation, Metrology and Thermal Treatment) and the workshops which are completely outdated. He also mentioned that a technical and mining school has been established this year in Kedougou and that an Agricultural high school will be created in October 1999 in Bignona (Casamance).

- M. Cheikh Aw, Directeur de l'INEADE, gave an overview of plans for the elaboration of a national plan for the development of civic education in Senegal, which was funded by the U.S. Embassy from September 1997 to May 1998. INEADE also received supplementary funds from UNICEF for this

project. Now, INEADE is seeking funding to finance the "Plan d'Action pour le Developpement de l'Education Civique", to:

- develop new curricula;
- train trainers;
- develop didactic materials; and
- implement IEC activities.

A draft of the Plan and materials produced with the support of the Embassy were provided.

Oussaynou DIA, Directeur de l'Enseignement Superieur, and one of his colleagues Ms. Khadidiatou TALL-THIAM, provided a document entitled "Stratégie de Promotion de l'Enseignement Privé au Senegal" and a list of all the schools authorized by the DES. They indicated that the best schools are :

- Institut Superieur de Management;
- Ecole Superieure de Commerce;
- Institut Africain de Management;
- Institut Superieur de Formation en Gestion;
- Institut Africain de Formation Professionnelle; and
- Universite Dakar Bourguiba

M. Mamadou SAGNANE, Directeur de la Formation Professionnelle

On July 28 a USAID/Senegal delegation led by Director Clark had a first meeting at the Ministry of National Education (MNE) to formally present EDDI. The meeting was attended by the following MNE staff:

Pape Momar Sow from the Direction de la Planification et de de la Reforme de l'Education (DPRE/MEN)
 Cheikh Aw, Directeur de l'INEADE
 Oussaynou DIA, Directeur de l'Enseignement Superieur
 Mamadou SAGNANE, Directeur de la Formation Professionnelle
 Massamba Ndiaye, SCOFI
 Magatte Sow, Directeur de l'Administration Generale et de l'Equipement,
 Bineta Sow Badiane, Direction de l'Enseignement Prive,

Seynabou Gueye, Direction de l'Enseignement Prescolaire et de l'Enseignement Elementaire
 Atou Seck, DECF/MEFP,
 Malick Ndiaye, MEN/Bureau de suivi
 Moussa Sow, Direction des Construction et des Equipements Scolaires.

On July 30, a second meeting was held at the MNE to discuss interventions with the following MNE personnel:

Mamadou SAGNANE, Directeur de la Formation Professionnelle
 Massamba Ndiaye, SCOFI
 Magatte Sow, Directeur de l'Administration Generale et de l'Equipement,
 Seynabou Gueye, Direction de l'Enseignement Prescolaire et de l'Enseignement Elementaire
 Amacadou Diouf, Direction de l'Alphabetisation et de l'Education de Base.

On August 4, a third meeting was held at the Mission to discuss the results framework with :

Massamba Ndiaye, SCOFI
 Amacadou Diouf, Direction de l'Alphabetisation et de l'Education de Base.

B. Bibliography of Key Background Studies.

- Rideout, William ; Alain Grandbois ; Younousse Diallo ; Alle Diop ; and Marilyn Merritt, 1997.

Senegal Education Sector Assessment Update. Background Report for the Consideration of Future USAID/Senegal Intervention. USAID/Senegal.

- *Plan Decennal de l'Education et de la Formation 1998-2008 (PDEF), Juin 1998, Ministère de l'Education Nationale*
 - *Note d'information relative à l'évolution du programme d'orientation et de conseil à l'intention des filles en âge scolaire et des femmes en Afrique, 1998. Ministère Délégué Chargé de l'Education de Base et des Langues Nationales.*

- *Projet de Plan d'Action du Gouvernement du Sénégal
faveur de la Scolarisation des Filles 1995-2001, 1995.*
Ministere de l'Education Nationale

- *Politique nationale d'enseignement technique et de
formation professionnelle, 1996.* Ministère Chargé de
l'Enseignement technique et de la formation
professionnelle