



USAID|BASIC EDUCATION PROJECT
« An engaged and effective educational community »
Equity - Relevance - Accountability
QUARTERLY REPORT
October – December 2009



Two students show their peers their school materials received at the award ceremony in support of students at risk of dropping out



Signing the public-private partnership MOU between USAID/EDB and Digital-Links during the ICT-PPP day-long conference



Signing the MOU between USAID/EDB and the daily newspaper Le Soleil



Training of elected officials in good governance in Fatick

Cooperative Agreement 685-A-00-08-00072-00
USAID/Sénégal
AOTR: Pape Momar Sow
27 Janvier 2010

SECTION I—OVERVIEW OF PERIOD—October 2009 –December 2009

During the period of October 2009 to December 2009, the USAID/Basic Education Project was able to meet most of its major milestones identified in the workplan. In this overview, we summarize the key results obtained for this quarter. More detailed descriptions are provided in Section II of the report with supporting indicators in the PMEP update in Appendix II.

Component Result Highlights

- This quarter was marked by the successful mobilization of the business sector in support of education. Three million FCFA were raised in a day-long exploration of public-private partnerships in support of the integration of technology in education. Seven memoranda of understanding were signed with businesses in high technology, journalism, and food to provide equipment and services to the main beneficiaries of the project. Under these agreements, talibes in the most vulnerable daaras in all ten regions of the project will receive bread daily, 11 middle schools will receive additional laptops and internet services and access to innovations in the integration of ICT in education, the project will receive technical support in building its electronic data collection instruments, middle school students will be exposed to the world of work through internships, reciprocal visits between schools and businesses, and the project beneficiaries and partners will benefit from media visibility of the project activities and success stories on a quarterly basis in the main newspaper in Senegal, *Le Soleil*.
- Five hundred (500) middle school children at risk of dropping out of school because of a lack of school supplies and lack of mobility to travel to school received the support of the project in the form of books, notebooks, pencils, learning implements, backpacks, bicycles, and orthopedic shoes. In the presence of family members, local and national officials, these students received materials that enabled them matriculate and to persist through the year. As importantly, in the process of implementing the selection tool developed by the project, school officials were sensitized to often unspoken needs of the students, and accompanied by the project, to act resourcefully to address those needs.
- Despite the resistance that has marked the implementation of the middle school curriculum revision process, the framework which will serve to define the goals and strategies of the revision effort was produced and validated this quarter. The members of the Secretariat charged with producing the document succeeded in overcoming institutional barriers to arrive at a common understanding of how the middle school curriculum should be constructed to respond to the emerging socio-economic needs of Senegal. Included in this framework are the need for more relevance and greater inter-disciplinarity in the subject matters taught, a pedagogy allowing students to develop skills of critical thinking and good governance, and an orientation to the world of work. Equally validated by the Secretariat and the CNEC, was the strategy for implementing this framework, which includes a focus on the five core subjects of the curriculum, the development of program and pedagogical guides for the subjects, and a mechanism for training teachers and implementing the revised curriculum in the schools.

Success stories for each of the components are included in Appendix I of the report.

Project Management and Monitoring Result Highlights

- The regional offices are fully operational with the trained staff and equipment in place. Regional bank accounts were opened in the southern regions and the integration of the financial procedures between the national and regional offices were established.
- The recruitment of the DCOP was put in place and the review process was completed in early January. Sala Ba was selected from among 43 applicants and will join the team in mid-February. She will be able to step into the role quickly after her successful three-month mission with the project as an AED Home Office staff member and from her experience of back-stopping for USAID/PAEM and other USAID projects in Africa. Her presence will fill an important void in the management and operations of the project.

SECTION II. COMPONENT AND UNIT RESULTS AND ACTIVITIES—October -December 2009

COMPONENT 1-VULNERABLE CHILDREN

The overall goal of this component is to provide vulnerable children with a quality basic education and/or vocational training, and reunite children “en rupture” with their estranged families.

Specific Objectives:

- Advocate for the support and engagement of state authorities, local officials and opinion leaders in the application of rules and regulations protecting children.
- Work in close collaboration with organizations active in the sector, relevant ministries, and Koranic teacher groups to improve the quality of education for vulnerable children, especially girls.
- Create education strategies for talibes and street kids that will enable them to complete a specific program of instruction and obtain specific literacy and vocational skills that will facilitate their re-entry into the formal school system.
- Use relevant media outlets to educate the general public about the extent of the plight of Talibes and street children and create change from within by partnering with personalities and influential organizations in this sector. This education would lead to policy changes and financial support from government and donors and solidarity with Koranic teaching associations to improve the situation.

Five-Year Results:

- 500 Koranic teachers will participate in the USAID/EDB Project
- 34,000 Talibes and street children will be enrolled primary level educational programs
- 15,000 Talibes and street children will be enrolled in middle, secondary and vocational educational programs.
- The ability and commitment of local associations, teacher organizations and NGOs to provide services to vulnerable children will be increased.

Year 2 Results	Accomplishments October 2009 –December 2009	Observations
120. Management of the Vulnerable Children (EV) Component	<ul style="list-style-type: none">• Quarterly planning for the first trimester activities included, for the first time, the regional coordinators of the southern regions, through whom the project will work to support Results 123 and 124.	<ul style="list-style-type: none">• This planning meeting allowed the regional coordinators in the southern region to understand this component better.
121. The draft version of a program of elementary / secondary / professional education adapted to Talibés and other vulnerable children is tested.	<ul style="list-style-type: none">• During the period of December 14-28 2009, 121 teachers recruited from the regions of Dakar, Louga, St, Louis and Matam were trained, of which 91 were selected to teach the curriculum.• The training occurred under the supervision of the	<ul style="list-style-type: none">•

Year 2 Results	Accomplishments October 2009 –December 2009	Observations
	<p>regional coordinators (COREG) and was delivered by regional trainers selected by the IA and IDEN. This choice was made to ensure the engagement of the decentralized services of the ministry in order to ensure sustainability and to facilitate the bridges to the formal educational system</p>	
<p>122. 12500 Talibés and other vulnerable children (including 2250 girls) are newly registered to participate in primary, middle, secondary, and professional educational programs</p>	<ul style="list-style-type: none"> • This quarter, 1,198 vulnerable children, of which there are 400 girls, were identified and registered in educational programs. The 4, 845 children identified in Year 1 were registered this quarter in educational programs. Hence, cumulatively, through the project’s interventions, there are 6,043 vulnerable children (1,483 girls) who are benefitting from educational programs. • 27 community based organizations potentially eligible to serve a coordinating function at the local level in providing services to vulnerable children were identified. Two of these organizations in Dakar have benefitted from an orientation to the project. 	<ul style="list-style-type: none"> • These data do not include those from Enda and Avenir de l’Enfant who were delayed in providing their figures. The numbers are likely to increase significantly once the data are provided.
<p>123. 1200 children (of whom 400 girls) return to their families and continue their education</p>	<ul style="list-style-type: none"> • 100% of the students who were identified • Preliminary work was accomplished on identifying the circuits by which the children leave the PAEM regions to come to the northern regions • The mobilization of government and NGO stakeholders in the PAEM regions to support the prevention activities of this component will occur in synergy with the other 4 components of the project in early February. 	<ul style="list-style-type: none"> • The decision to hold an activity in synergy was made to ensure coherence in the project’s approach and to reduce over-burdening local stakeholders—many of whom are the same for all of the components—with component by component site visits and/or meetings
<p>124. 1500 students (including 600 girls) identified as vulnerable to school failure, continue their studies</p>	<ul style="list-style-type: none"> • A package of services for the 500 students (of which 310 are girls) identified and selected in Year 1 was prepared taking into consideration the individual needs of each student • A ceremony to offer the support materials to the 500 students was held in St. Louis • Through the 3 months of this quarter, 100% of the students who have been supported by the package of services have stayed in school. • A workshop was held to improve upon the tool for assessing the need of students at risk of school failure and to develop strategies to support efforts to keep them in school. This workshop brought together the IA/ IDEN, school counselors, student assessment specialists, and the COREG of all 10 regions of the project. 	
<p>125. A national advocacy campaign is carried out to obtain the highest level of engagement on the part of state authorities, local elected officials, and opinion leaders for the application of</p>	<ul style="list-style-type: none"> • In the interest of cost efficiency, this component and PPP have agreed to pool resources to engage one communication firm to carry out both national campaigns. A joint scope of work was developed and will be launched during the next trimester. • In Louga, regional courts were questioned on 132 	

Year 2 Results	Accomplishments October 2009 –December 2009	Observations
child protection regulations	children found to be lacking birth certificates; 532 parents and children were trained on children’s rights; 11 children’s clubs were created (where?); 13 governance committees in daaras and other educational structures were created and trained in good governance practices	
126. Material conditions of 150 Daara and other educational structures are improved (rehabilitation, instructional materials, recreational and sports materials, other equipment)	<ul style="list-style-type: none"> Of the 87 educational structures identified, 51 have received the project’s support this trimester. MOUs with the remaining educational structures are in process of being finalized. Examples of supports include rehabilitation of classrooms, construction of new latrines, repairs of roofs, and access to clean water. 	<ul style="list-style-type: none">

COMPONENT 2- CURRICULUM AND INSTRUCTION

The overarching goal of USAID/BE ‘s work in curriculum and instruction is to improve the quality of middle school education by developing more relevant curricula, improving instruction, and developing a culture of continuous assessment in middle schools in Senegal.

Specific Objectives

- Build a revised, more relevant curriculum aligned with the PDEF
- Build a middle school curriculum in good governance
- Build a culture of continuous assessment of student learning

Five-Year Results

Build a revised, more relevant curriculum aligned with the PDEF

1. A new curriculum is developed, validated, and distributed in all of the middle schools in Senegal
2. 607 middle schools have received and are utilizing the materials of the new curriculum
3. 7,786 teachers are trained in the use of the new materials and the curriculum (PAEM teachers are trained the 1st and 2nd years, and the others the 4th and 5th years)
4. 1,047 officials and administrators are trained to support or supervise the teachers in the implementation of the new curriculum in all regions
5. 80% of trained teachers are using the new curriculum

Build a middle school curriculum in good governance

1. A curriculum of good governance is developed and validated
2. 7,786 teachers are trained in the use of the curriculum and supporting materials on good governance (the PAEM teachers are trained in the 1st and 2nd years, and others are trained in the 4th and 5th years)
3. 1,047 officials and administrators are trained to support the teachers in the use of the new good governance curriculum and supporting materials
4. 607 middle schools have received and are using the tool kits of the good governance curriculum
5. A 10 point increase in students’ KAP scores on good governance principles, values, and practices (disaggregated by gender)

Build a culture of continuous assessment of student learning

1. A toolkit on continuous assessment of student learning is developed and validated
2. 7,786 teachers are trained in the use of the toolkit on continuous assessment of student learning (PAEM teachers are trained in the 1st and 2nd years, and other teachers are trained in the 4th and 5th years)

3. 1,047 officials and administrators are trained to use the toolkit on continuous assessment of student learning
6. 607 middle schools have received and are using the toolkit on continuous assessment of student learning
7. 1,921 parents are trained in the methods of continuous assessment of student learning

Year 2 Results	Accomplishments October 2009 –December 2009	Observations
<p>220. Management of the Curriculum and Teaching (CE) Component</p>	<ul style="list-style-type: none"> • An intensive planning period marked the beginning of this trimester. The international consultants who are contracted to provide technical assistance to the component spent two weeks in Senegal working with the component staff, DEMSG, the Secretariat of the CNEC to propose and an approach and a plan for the improvement of the middle school curriculum and teacher training activities. • The plan adopted increased the number of teachers to be trained in Year 2 from 1000 to 3000 and pushed back the start of the training of teachers to allow adequate time for the curriculum improvement process and the production of the teacher training manuals. These changes will be reflected in the targets identified in the plan and the PME.P. • The plans were presented to and validated by the CNEC and the stakeholders involved in the implementation of the improved curriculum. Official decrees were produced about the roles and responsibilities of the stakeholders in the process. • The continuous assessment specialist was selected through a national search. Because he had to honor his commitments at the FASTER through this academic year, he will serve as a consultant 3 days a week until June and come on full-time afterward. 	<ul style="list-style-type: none"> • Though the work sessions went well with the stakeholders, there continued to be signs of resistance by members of the IGEN about the role they are to play in this process. Many expressed their wish to see the project employ the IGEN and their disciplinary commissions to lead and implement the improvement process, while the DEMSG has been designated by the Minister as the state entity with the authority to make decisions and to oversee the curriculum reform process.
<p>221. A revised, relevant curriculum and instruments for continuous assessment of student learning is developed by subject-area commissions in French, Math, Life Sciences, Physics & Chemistry, and History-Geography subjects, for 6th / 5th and 4th / 3rd grade levels of middle school</p>	<ul style="list-style-type: none"> • A framework was proposed by the international consultants and the project staff to harmonize and align the curricula for the five subjects selected for the curricula improvement activities through the production of a “Guide d’Usage” for each of the five subjects and grade levels. The IGEN provided amendment, which were adopted and serve as a consensual framework for the development of the “Guide d’Usage” of the programs. • A call for candidates was issued for the redactors of the Guide; CVs were received and the process of selection involving the IGEN, DEMSG and the project will be completed in January. • In synergy with the PPP component, meetings were with businesses and occupational leaders to identify the ways in which the improved curriculum and internships can be structured to orient students to the world of work. • In synergy with the Vulnerable Children component, the consultant for continuous assessment participated in the workshops to finalize the tool for identifying students at risk of 	<ul style="list-style-type: none"> • This consensual framework marks an important moment in the continued effort to work productively with IGEN who continue to express resistances to the role of the DEMSG in the curricula improvement process.

Year 2 Results	Accomplishments October 2009 –December 2009	Observations
	<p>school failure. This tool, which is destined to school personnel and teachers, should be consistent with the teaching and learning assessment tools that will be developed in the context of the improved curriculum and teacher training activities.</p> <ul style="list-style-type: none"> • The staff of the component has participated in the ICT component’s activities on the integration of ICT in teaching and learning to ensure appropriate integration of ICT in the improved curriculum. • The staff participated in a workshop to probe the results of the test developed under USAID/PAEM and to identify lessons learned from interventions having a bearing on the development of the improved curriculum. 	
<p>222. The good governance program for middle schools is designed by a mixed commission (with the GG component)</p>	<ul style="list-style-type: none"> • A working group to develop the governance program was formed in collaboration with the Governance Component and the DEMSG. • Using as a basis the baseline study and the framework proposed by the CNEC, workshops were held with the working group to begin the development of the program. 	<ul style="list-style-type: none"> •
<p>223. 1000 teachers, 180 supervisors and administrators, and 240 members of 60 APEs are trained regarding the revised relevant curriculum and the continuous assessment of student learning instruments developed for French, Math, Life Sciences, Physics-Chemistry, and History-Geography</p>	<ul style="list-style-type: none"> • A draft plan for the teacher training part of the curricular revision work occurred with the international consultants. Further planning in light of the development of the “Guide d’Usage,” will occur in the next trimester. 	
<p>224. 1000 teachers, 180 supervisors and administrators, and 240 members of parents' associations of 60 middle schools are trained on the Good Governance Program for Middle Schools (with the GG component)</p>	<ul style="list-style-type: none"> • A draft plan for the teacher training part of the curricular revision work occurred with the international consultants. Further planning, in light of the development of the “Guide d’Usage,” will occur in the next trimester. 	
<p>225. Sixty (60) middle schools participate in action research on the revised relevant curriculum in French, Math, SVT, Physics-Chemistry, and History-Geography subject areas</p>	<ul style="list-style-type: none"> • The criteria of selection were developed in synergy with ICT and governance components. Twelve (12) middle schools have been selected and the remaining 48 schools will be selected through a regional process. 	<ul style="list-style-type: none"> • The action research activity to occur in the test schools will consist of a “package” involving activities in results 225, 226, 227

Year 2 Results	Accomplishments October 2009 –December 2009	Observations
226. Sixty (60) middle schools participate in action research to develop the middle school good governance program (with GG component)	<ul style="list-style-type: none"> • See above 	
227. Sixty (60) middle schools put into practice the continuous assessment of student learning toolkit.	<ul style="list-style-type: none"> • See above 	

COMPONENT 3- GOVERNANCE AND MANAGEMENT

The overarching goal of this component is to improve transparency and accountability in the management of education resources.

Specific Objectives:

1. Strengthen capacities of regional elected councils, local elected councils, and personnel of decentralized services of the Ministry of Education in transparent planning, budgeting, and management of education resources.
2. Assist the education sector to design and carry out National Education Account exercises at the beginning and end of the project period.
3. Contribute to promoting a culture of transparency and information sharing, through public dialogue processes at national and regional levels on education sector performance and budget execution.
4. Assist key stakeholders - including parents' associations, local governments, decentralized educational administrations, civil society and the private sector - to clarify their roles and responsibilities, and strengthen their own capacity to support the education sector.
5. Strengthen governance and institutional management capacities of local parents' associations and their federations

Five-Year Results:

1. 2,500 managers of decentralized services of the Ministry of Education, regional and local elected officials are trained in transparent planning, budgeting, and management of education resources
2. 240 Regional and Local Councils have improved their management information systems related to planning, budgeting, management, and oversight of education resources
3. 150 personnel in decentralized Ministry of Education have improved their management practices and respect for ethics and transparency standards
4. 80 civil society organizations have strengthened capacity in data collection and analysis, techniques of dialogue / debate and other sentinel activities, and supporting regional and local councils in effective and transparent management of education resources
5. 85% of Regional and Local councils in regions of USAID/BE intervention publish information on the acquisition and utilization of Education resources.
6. 75% of Regional and Local councils in regions of USAID/BE intervention hold public meetings to plan the utilization of Education resources and review expenditures made
7. 251 parents' associations participate in regular monitoring of school performance and resource use, thanks to USAID/BE capacity strengthening activities.

8. 5020 parents have substantially improved their understanding of the roles and responsibilities of parents' associations, thanks to USAID/BE capacity strengthening activities.
9. 16 regional and departmental Federations of Parents' Associations have increased capacity to support improvements and transparency in middle school management
10. 80% of supported parents' associations and federations have improved their management information systems
11. 80% of supported parents' associations and federations meet agreed good governance standards.

Year 2 Results	Accomplishments October -December 2009	Observations
<p>320. Management of the Governance and Management GG Component</p>	<ul style="list-style-type: none"> • The component staff finalized the training modules and the training program; and completed the regional analysis of the baseline study. The national study was completed and will be vetted along with the regional analysis with the DEMSG. • The selection of trainers occurred involving a jury consisting of staff of the project, staff of USAID/PAEM and the DEMSG. • The plan for the meeting of the CBGE to validate the baseline studies was developed. This plan includes a working session with the DEMSG to present the findings and to discuss their implications for the ministry is scheduled to occur in January. 	<ul style="list-style-type: none"> • The involvement of local stakeholders (decentralized services of the Ministry, the "collectivites locales", civil society organizations, etc) in the development of the training modules had a positive effect. Following the training sessions, the staff made the decision to incorporate the following elements in the final version of the training module and program: spread out the training to the structures so that all concerned could better understand their roles and responsibilities; put in place better mechanisms to support good governance practices; o make the commitment to engage constituents in an inclusive process of understanding the management of educational resources.
<p>321. Sixty (60) Local Collectivities (516 local elected officials), 25 IA and IDEN (280 staff members); 20 CSOs (200 members) and 64 Middle School Management Councils (CGE; 640 members) strengthen their capacities in education governance and management</p>	<ul style="list-style-type: none"> • Before the capacity building can occur, the component and the project need to mobilize regional stakeholders and level the playing field of understanding of the project's goals and interventions, and to do this synergistically across the five components and the units of small grants and monitoring and evaluation. • In collaboration with the components and units, GG will spearhead the full roll out of the project in the regions by organizing a 2-day gathering in the second trimester of the regional stakeholders, which will include the head of the regional councils, governors, mayors, parent's associations, school officials, school principals. This gathering will aim to share project and stakeholder expectations, present the results of the baseline studies and the goals and results sought for each component. An important deliverable of this gathering will be the creation of the regional committees that will support and monitor the project's implementation at the regional level. 	<ul style="list-style-type: none"> • The synergies between the components of the project that brought about the decision to hold this gathering have had a very positive effect on the range of areas where the components need to work together, e.g. training, tools, and ongoing reflection and joint planning.

Year 2 Results	Accomplishments October -December 2009	Observations
<p>322. A mechanism of public dialogue on the performance and management of the educational system is put in motion at national and regional levels (6 regional fora and 2 national fora, including education account presentations)</p>	<ul style="list-style-type: none"> • Second quarter activities will be informed by the stakeholder gathering in February. 	<ul style="list-style-type: none"> • The component staff experience a certain delay in starting this activity perhaps due to the lack of an internal structure at the DEMSG to take up these public fora. Next trimester activities will include strategy meetings with the DEMSG to discuss a plan of work to support this result.
<p>323. The National Federation of Parents Associations (FENAPES); 25 Unions and 64 local-level Parents' Associations (APE), totaling 900 people overall, strengthen their capacities in education governance and management, thanks to USAID BE's training and support</p>	<ul style="list-style-type: none"> • The plan to provide support to the FENAPES through weekly meetings was implemented. These weekly meetings allow the project to accompany the FENAPES in the implementation of its workplan to improve its governance practices. This workplan includes a budget and results to be accomplished each trimester. • A meeting to assess the activities of the FENAPES occurred in early December with the component staff. This assessment revealed: 1) the local chapters of APE in the test site of Fatick are becoming increasingly engaged and motivated; 2) all the departments of Fatick have started to revitalize their UDAPE (unions of APE); 3) with increased credibility, the APEs are receiving increasing logistical, material and technical support from the IA, IDEN and the Governor; the national office activities of the FENAPES are more visible and coherent. • A regional tour to revitalize the URAPE and UDAPE of the remaining five southern regions of the project (Tamba, Kedougou, Kolda, Sedhiou, Ziguinchor) was conducted in December. Workshops were held with these groups and visits were paid to the regional authorities to encourage them to support the APE, using the experience of Fatick as an example of what is possible. • This regional tour allowed the component staff to learn about and analyze the dysfunctions of the system of federation of the APEs and to produce a set of recommendations. These will be shared with the FENAPES in anticipation of the creation of statutory working groups of the FENAPES. 	<ul style="list-style-type: none"> • An important result of the project's work with the FENAPES is seen its effort to increase the number of women who participate in the management structure of the organization. • The FENAPES issued an "Alert" to the public on the importance of the Ministry and the labor unions to resolve their conflicts. It has invited both parties to consult with parents so as to avoid the disruptions these conflicts cause to the education sector. In response, the Minister held a meeting with the FENAPES to explain its actions. Moreover, the Ministry and the FENAPES agreed to work on a modus operandi concerning the management of the funds received by parents. The FENAPES attributes these actions and their results to its greater sense of empowerment since the project's support. • While there have been some movement in the local and regional organizations of APE, the national office of the FENAPES is slower to change their practices. Such a change will come with the creation of the statutory committees in finance, communication, etc. and with support from external human and financial resources, such as the small grants of the project and the weekly sessions between the project and the staff of the FENAPES.
<p>324. Sixty (60) local educational communities (municipal communes and rural communities, with their</p>	<ul style="list-style-type: none"> • The selection criteria and process of these 60 communities will occur in synergy with the other components and on the basis of the baseline study which is being 	

Year 2 Results	Accomplishments October -December 2009	Observations
CGE, APE, and other trained CSOs) demonstrate more participatory governance and more transparent management of education	completed.	

COMPONENT 4- PUBLIC PRIVATE PARTNERSHIPS

The overall goal of this component is to increase private investment in education.

Specific Objectives

1. Launch a national campaign for education with employers' associations in support of public education
2. Provide internships for middle schools students in private businesses
3. Each year, have Employers' Associations sponsor schools for young leaders and entrepreneurs (YELA)
4. Have local businesses visit schools, especially women business leaders to serve as positive role models for girls

Five-Year Results

1. Businesses make a total of \$6 million USD (approximately 2 billion FCFA) in new contributions to education
2. 35,000 middle school students participate in structured two-week internships offered by businesses
3. 4,000 middle school students participate in visits offered by businesses
4. 5,000 visits to middle schools are made by business men and women

Year 2 Results	Accomplishments October -December 2009	Observations
420. Management of the Public-Private Partnerships (PPP) Component	<ul style="list-style-type: none"> • The recruitment for an assistant to the national coordinator was begun during this trimester. • The coordinator conducted an assessment of needs for all the components to understand better how to target the fundraising appeal. This produced a range of opportunities 	<ul style="list-style-type: none"> •
421. A framework for collaboration (including a round table at the national level) and communication relating to partnership for the benefit of education, is put in place and operational.	<ul style="list-style-type: none"> • A chairperson for the Task Force was successfully recruited. In consultation with the Chairperson and other stakeholders, the Task Force will be created in the second trimester. • The first Roundtable, held during this quarter, was very successful. Presided over by the Minister of Education and with interventions by the US Embassy and the Director of USAID, it marked an important launch of this component of the project. Over 40 private businesses were in attendance and many expressed publicly their support for this initiative and their interest in signing partnership accords with the project. The event included a MOU-signing ceremony between the project and three companies. The Chairperson challenged the businesses present to recruit 	<ul style="list-style-type: none"> • The recruitment of the Chairperson proved to be more challenging than previously expected. Many CEOs or others fitting the profile of a chairperson, when contacted, expressed pessimism about the financial engagement of the Senegalese private sector in these hard economic times, and also at their marked disappointment with the education sector. The project enlisted the help of its AOTR to identify, contact and negotiate the role of the Chairperson with two candidates, resulting in the selection of the current Chairperson. • Six MOUs were developed and signed during this quarter. Each is tailored to the needs of the project and the partner, and represents a different type

Year 2 Results	Accomplishments October -December 2009	Observations
	<p>10 businesses each to support education.</p> <ul style="list-style-type: none"> • The “Day of Partnership in support of ICT in Education” was organized jointly with the ICT component. Over 30 companies participated and four MOUs were signed between ICT companies and the project. • The scope of work for the communication strategy of this component was developed jointly with the Vulnerable Children component in the effort to have greater efficiencies in cost and level of staff effort. • A draft of the call for candidacy was completed during this trimester and will be launched in January. 	<p>of MOU. We will closely monitor the implementation of these MOUs to determine the ease of implementation and impact. This will influence the project’s ongoing effort to define a highly performing collaboration framework for the project and initiatives of this sort.</p> <ul style="list-style-type: none"> • Some discussions with various individuals in the business sector suggests that mobilizing this sector in a tough economic environment and in the face of mistrust of the state may require the need to engage a consultant to help the project strategize on its approaches, messages, and products.
<p>422. A study covering a situation assessment and the feasibility of establishing a regulatory framework for governing public-private partnership in education is carried out</p>	<ul style="list-style-type: none"> • A draft of the call for candidacy was completed during this trimester and will be launched in January. 	
<p>423. A program of student internships and visits between middle schools and private businesses and institutions is created, with 2500 student interns, 1000 visits of students to the private sector, and 1000 visits of private sector leaders to middle schools</p>	<ul style="list-style-type: none"> • Over 50 one-to-one meetings were held with more than 40 businesses to invite them into a partnership with the project. These partnership discussions included the possibility for internships for students and reciprocal visits between the business leaders and middle school students. • A meeting organized jointly with the Curriculum component was held with occupational and business leaders, the UNESCO and other organizations that have had student internship programs. They shared their insights into past practices and made recommendations. • Several principles were established for the internship program, such as: students will participate during vacation/ holiday periods; it will be linked to the world of work curriculum; and the project and the business will share the cost of logistical supports to the students. • Nine (9) businesses have committed to taking interns in Dakar and the regions. They are: Le Soleil, Eurogerm, Bicis, Senegalaise de l’Automobile, FNOTSIS, ONITS, AmCham, and l’Association des experts comptable, and la Chambre des Metiers. 	<ul style="list-style-type: none"> • In the course of discussing the internship programs with different businesses, many showed reservations based on the youth of the students and the issues of insurance it engendered; the claim that there was little return on their investment in providing the internships; workplaces in the mining industry, factories, etc. posed too many risks for youth; a number of businesses requested that the project pay for the time spent with the students, and for the materials that they may need while in the workplace. • Many of the students targeted for internships are in the final year of middle school and are often preparing for their exams, making an internship less attractive.

Year 2 Results	Accomplishments October -December 2009	Observations
<p>424. Forty (40) partnerships are established with private institutions and businesses in support of basic education, for a total contribution of USD 500,000 (FCFA 250,000,000) to the sector.</p>	<ul style="list-style-type: none"> • This trimester, MOUs were signed with 6 businesses: Eurogerm, Le Soleil, Manobi, Digital Links, Intel and Next. The dollar value of these partnerships is being calculated and will be based on the specific contributions made as the partnership evolves. • In the effort to recruit more partners, the project presented at the breakfast meeting of the AmCham and at the Education Commission of the Council on Economic and Social Affairs on the need for private public partnership in support of education. • 18 more potential partnerships are in various stages of development. 	

COMPONENT 5- INFORMATION AND COMMUNICATION TECHNOLOGIES

The overarching goal for this component is to provide internet connectivity for increased access to quality education information and resources in schools and their surrounding communities.

Specific Objectives:

1. Establish ICT Advisory Committee and Working Group to consolidate and coordinate the support from private and public sectors, donors and civil society organizations.
2. Create computer labs connected to Internet / Wireless internet in 408 schools, including all 251 schools in PAEM regions.
3. Develop strategies for the maintenance and support of ICT resources in schools.
4. Train teachers, school administrators, Inspectors and the MOE officers in the use and integration of ICT in teaching, school management and governance.
5. Organize ICT Clubs to provide support to students for the maintenance and sustainability of the computers and the internet connections.
6. Improve the MOE web site – Better Education Portal.

Five-Year Results:

1. 408 middle schools, including 251 in the PAEM regions, are equipped with internet / WIFI-connected computer labs.
2. 408 community organizations for ICT management are created and operational.
3. 408 technical clubs are created and operational.
4. The MOE web Portal is improved for more visibility on the computer management, the private sector support, reports/communications among actors (students, teachers, decision makers, other partners).
5. Open Source Software for the portal content management and the MOE servers operation (update, maintenance, security) is used.
6. Pedagogical guides and materials are developed, tested and distributed to 408 schools and available in the MOE web portal.
7. 58,300 Directors, teachers and students are trained to use internet / WIFI and the MOE portal.
8. 2,332 school Directors, teachers and MOE staff are trained to use the MOE portal for administrative tasks.

Year 2 Results	Accomplishments October-December 2009	Observations
<p>520. Management of the Information and</p>	<ul style="list-style-type: none"> • The component has benefitted from an increased interaction with AED' ITAC unit. Dr. 	<ul style="list-style-type: none"> •

Year 2 Results	Accomplishments October-December 2009	Observations
Communication Technologies (ICT) Component	<p>El Houcine Haichour and Djenabou Buoaere helped in the planning and the implementation of the PPP-TIC day and met with the team to assess the status of the work being conducted by the component. This meeting led the staff to conclude that the test period of the 11 test schools be extended to May 31 to allow us to test multiple elements of the testing. This longer period will also allow for the ICT component to be more engaged with the Curriculum and Governance components to ensure appropriate integration of ICT in their respective activities.</p>	
521. Key actors (Ministry departments and services, agencies, development partners, private sector) are mobilized to support electricity and internet connectivity in 150 educational structures (132 middle and secondary schools; 18 Daaras and other educational structures	<ul style="list-style-type: none"> • In collaboration with the PPP component, the ICT component organized a successful event, “Public- Private Partnership Day in support of ICT in education” that brought together representatives of over 40 local and international businesses, state agencies, and educational institutions, totally more than 100 participants. In workshops and plenary sessions, the participants analyzed the current barriers and opportunities to effective integration of ICT in education, and committed themselves to supporting the project. A member of the Senate, an official of USAID, and the Secretary General of the Ministry of Education offered opening remarks. The activity resulted in the signing of 4 MOUs, high press visibility, and a fundraising total of 3million FCFA. • A website was created to communicate about the event before and after. It can be viewed at: www.tice-partners.sn 	<ul style="list-style-type: none"> •
522. 150 educational structures (132 middle schools, 18 Daara and other educational structures) are equipped, connected to Internet and operational in the use of ICT for education	<ul style="list-style-type: none"> • The equipment of 9 of the 11 middle schools participating in the test phase of the project has been installed and are functional, with innovative technologies such as mobile classroom, virtualization (NComputing) and Wifi and solar energy in the rural areas. The delivery of equipment in two schools in the region of Ziguinchor has been delayed due to the tensions in the area. • In synergy with the other components of the project and the DEMSG and using the baseline study’s findings, the 132 middle schools targeted for this year were selected. 	
523. One hundred (100) trainers, 150 school principals and other administrators, 300 teachers, and 10,000 students and talibés (including 1674 ICT club	<ul style="list-style-type: none"> • The package of intervention that includes training modules for teachers, school principals, students, and parents is being piloted in the 11 test schools. Websites were created for each of the 11 schools and personalized email addresses were given to 	

Year 2 Results	Accomplishments October-December 2009	Observations
<p>members) are trained to carry out ICT activities in 150 middle schools, Daaras, and other educational establishments.</p>	<p>330 teachers.</p> <ul style="list-style-type: none"> The intervention being tested include: the installation of equipment and web access, training of trainers, training of school actors, activities of integrating ICT in governance, student activities, and teaching and learning. In the test model, each school was asked to select a teacher to become the school-based trainer in ICT. These teachers were trained as trainers who will deliver the training modules, hence tailoring the training to the needs of the schools. Members of the staff and of IMED—the working group of the component—will attend and supervise the training. The training modules were produced by the IMED working group, in some cases producing original training materials, at other times adapting the modules of Intel Teach to the specific cultural needs of Senegal. This quarter 120 of the 300 teachers targeted have been trained; 30 of the 64 targeted trainers have been trained. 	
<p>524. Communication tools (websites for the Ministry and for the project) are developed and functional, and technical support is provided to strategic partners (FENAPES, UAEL, CR and IAs) to help develop their own existing websites</p>	<ul style="list-style-type: none"> The scaffold/shell for the Beta version of the Ministry’s website has been developed with the support of AED’s ITAC center and the IMED working group. The specific content of the teaching and learning supports will be developed in synergy with the components of the project. The site will house the training materials produced by the components, serve as a best practices site for teachers and other school actors. The software for distance learning has been installed. Final work will be conducted on the project’s website after consultation with the communication firm selected to support PPP and the Vulnerable Children components. The intranet site for the project has been developed and will be fully brought online with the purchase of the server. 	<ul style="list-style-type: none"> While the communication firm will focus on the PPP and Vulnerable Children components, it will likely be engaged in supporting the overall communication strategy of the project.

SMALL GRANTS PROGRAM AND REGIONAL OPERATIONS UNIT

The overarching goal of the Small Grants unit is to design and implement the small grant strategy in support of the goals and objectives of each of the project components. Given the extensive regional coverage of the program and the small grants regional and local focus, the Small Grants Unit was expanded to include regional operational responsibilities.

Specific Objectives

- Define and validate the strategic goals of the small grants program and regional operations of the project

- Develop a system for managing the small grants and regional operations
- Ensure appropriate synergies between the unit, the project components, and monitoring and evaluation units
- Advocate for and ensure effective regional management of the project activities and small grants program

Year 2 Results	Accomplishments October-December 2009	Observations
620. Management of the Small Grants and Regional Operations unit (UPSOR)	<ul style="list-style-type: none"> • The staff of the unit continue to provide support to the component managers in budgeting and planning of their activities. 	
621. The Small Grants program and mechanisms for the financing of support are defined, validated, and shared	<ul style="list-style-type: none"> • The management of the small grants was reviewed by AED and revised to allow for greater alignment with the AED contract and grant management procedures. • The budgets for the small grants in each of the components were reviewed and adjusted and shared with the component managers. • The small grants to be provided for the internships in the PPP component is under review due to a higher than foreseen cost of implementing the internship program. • The criteria of selection of NGOs and other structures to receive the small grants have been developed for each of the components. 	<ul style="list-style-type: none"> •
622. Regional office staff and partners are oriented to the procedures of the USAID / BE project, in synergy with the Monitoring and Evaluation Unit	<ul style="list-style-type: none"> • The staff of the regional offices in the 6 southern regions were trained in the administrative and financial policies and procedures of AED and of the project. • The regional bank accounts were opened and the procedures for managing the flow of money from the national office to the regional offices were established and were part of the training offered to the regional staff. • An inventory of the regional offices was conducted as part of the yearly financial closeout process of AED. 	<ul style="list-style-type: none"> • Regional site visits and missteps in the application of the policies revealed that there will need to be continuous training and reinforcement of staff in the application of the policies.
623. 200 educational structures develop and implement their institutional project (Projet d'établissement, or PE) with support from USAID BE	<ul style="list-style-type: none"> • Second quarter activities 	

MONITORING AND EVALUATION UNIT

1. Design and implementation of a system of Monitoring and Evaluation for the USAID/Basic Education project consistent with the mandates of USAID and the principles of the PDEF
2. Develop the tools and mechanisms of M&E with the staff and stakeholders
3. Establish a working group on M&E
4. Develop a database to manage information and trace progress of project indicators
5. Train local and regional stakeholders and staff on M&E to ensure active and effective participation in monitoring and evaluation activities

Year 2 Results	Accomplishments October-December 2009	Observations
<p>720. Management of the Monitoring and Evaluation Unit (USE)</p>	<ul style="list-style-type: none"> • The existing system for archiving documents that provide evidence upon which reported PMP indicator values are based, in particular signed daily lists of participants in project activities and final, validated reports and other documents produced by project-supported Committees and Working groups, was tested and modestly improved upon submission of the first Annual Report. • The announcement of the departure of the M&E National Coordinator, who has been recruited to a new position with the USAID Economic Growth project, led to the publication of a search for his successor during December. • Members of the M&E Working Group (Project staff and DEMSG counterparts responsible for the sub-sector's PDEF monitoring) continued working sessions, though formal definition of Terms of Reference for the group remains to be finalized. 	<ul style="list-style-type: none"> • The system for archiving technical documents needs to be strengthened further, in particular to ensure that documentation generated in the regions is also available at the national level. • Thus, a process for centralized, structured, systematic and accessible collection of all official texts and technical documents produced with project support is required, to be organized and maintained either at the level of Project Administration or at the M&E unit. • More effective use of ICT (such as scanning and electronic transfer of documents) could go far to strengthen the system. Among other things, the process will require stabilizing and respecting file naming conventions for all documents transferred electronically. • This and other options will be examined further during an exchange and validation workshop with CoReg, Ministry counterparts, and other involved actors, planned for the end of January 2010. • By early January, 50 candidate files for the post of M&E specialist were received. We anticipate that the selection and hiring process will be completed by early February at the latest. • Interest in holding monthly Component presentations to strengthen technical exchange and synergies across Project components, to be organized by the M&E unit, continues to be strong. The programming of such sessions

Year 2 Results	Accomplishments October-December 2009	Observations
		remains a challenge, however, given Components' work volume and pace.
<p>721. The Project's monitoring and evaluation instruments are validated by national and regional actors</p>	<ul style="list-style-type: none"> • During the reporting period, the Unit continued development of M&E instruments (such as the participant list forms for training and other activities) and the database, with design of new automated reports. Three new automated reports are among the annexes to this Quarterly Report : <ol style="list-style-type: none"> 1. Major activities carried out during the quarter ; 2. Number of administrators and officials trained (report on the project's contribution to USAID Standard Indicator 1) 3. Number of teachers and educators trained (report on the project's contribution to USAID Standard Indicator 5). • Working sessions were carried out with (1) DEMSG colleagues responsible for PDEF monitoring and evaluation of the sub-sector (DEMSG Coordinator and the Schooling Division Chief); (2) representatives of project Components and Units; and (3) the CoReg of the projet. During these sessions, the existing and proposed mechanisms and tools of the M&E system were presented and reviewed for improvement, to make them as practical and efficient in the field as possible. The sessions also brought out recommendations for the organization of the M&E system's validation workshop planned for 27-29 January 2010. • Quarterly monitoring instruments for CEM and other educational structures were completely revamped as a result of these sessions, which also served to make progress with the design and implementation of information banks on each type of structure supported by the project and on all project activities. • The M&E Unit also participated in the final selection of educational structures (CEM and Daara) to be supported by Project interventions during Year 2. This process, which made use of the TIC baseline dataset created by Omedia, confirmed the utility of establishing 	<ul style="list-style-type: none"> • <i>The result is well on its way to being achieved.</i> • The M&E system exchange and validation workshop initially planned to be carried out during the reporting period, will now be held in Thies, 27-29 January 2010. The Unit is currently working with DEMSG and project administration on final preparations (TOR, budget, invitations) for this important meeting. • This meeting will bring together Ministry technical staff from national (DEMSG, DPRE, and ID), IA, and IDE levels, CEM principals, project regional coordinators (CoReg) and representatives of each Component and Unit of the project. The workshop's objectives are to stabilize and validate a system that is realistic, efficient, and consistent with the PDEF M&E system, and that mobilizes human resources well-placed to participate in its implementation, in particular at IDE and IA offices and in the supported structures themselves.

Year 2 Results	Accomplishments October-December 2009	Observations
	<p>annually updated information banks for each type of structure supported.</p>	
<p>722. Project personnel and Ministry counterparts nationally and in the 10 regions of the Project are trained on the monitoring and evaluation instruments</p>	<ul style="list-style-type: none"> • The direct implication of Project personnel and Ministry counterparts has already begun with the working sessions mentioned above. • The Project Monitoring and Evaluation System User's Guide, which constitutes the principal support document for training activities, was extended and revised subsequent to the instrument improvements made. 	<ul style="list-style-type: none"> • Activities related to this result are in progress and in preparation. • Following the validation workshop planned for the end of January 2010 (at which Project personnel and Ministry staff at national and regional levels will participate), the formal training phase will begin in February – March 2010. • The Guide and other training supports will also be finalized on the basis of the results of the January 2010 validation workshop.
<p>723. Monitoring of project activities is operational in the 10 project regions and at the national level</p>	<ul style="list-style-type: none"> • Monitoring of project activities was ensured during the quarter principally by Components and regional Bureau staff, through their proper use of technical management procedures and instruments and their enthusiastic adoption of the data collection and data entry forms that have been put in place to date. • The production of summary tables relating to the PMEP indicators, trainings and other activities carried out, which are provided in the annex to this report, attest to the functionality of the system in its current state. 	<ul style="list-style-type: none"> • Activities related to this result are in progress and in preparation. • The existing monitoring system functions adequately to support the pace and volume of work experienced by the project up to now. • The rapid extension and increase in the number of project activities, as well as the progressive involvement of partners in the management (including monitoring and follow-up) of these activities, however, constitute major challenges for the system in the coming months. • For this reason, the stabilization, validation, and appropriation by key actors of a solid, realistic, and efficient system, are important objectives of the workshop to be held at the end of January 2010. • The workshop will be followed by training of all parties concerned, implementation of the improved system, and verification / control visits. • It is equally important to put in place more systematic and accessible physical and electronic archiving procedures for supporting technical documents, as mentioned above under Result 720. A small committee of Project personnel from Administration, Communications, TIC, and M&E units could be given the tasked with developing the necessary procedures.

Year 2 Results	Accomplishments October-December 2009	Observations
<p>724. Evaluation of the effects of project training and other activities is operational for all project Components</p>	<ul style="list-style-type: none"> • A first step in evaluating the effects of project actions is the definition of criteria that express expected or desired performance as a result of these actions. In this regard, adding to criteria already produced relating to Curriculum and Governance components, it is noteworthy that the reporting period saw the validation of the draft Educational Program for the training of vulnerable children. • All components are currently in the process of testing and refining their respective performance criteria. • As appropriate, the Monitoring and Evaluation unit has provided support and counsel to this process of criteria definition, for which primary responsibility resides with each Component. 	<ul style="list-style-type: none"> • Activities related to this result are in progress and in preparation. • The performance criteria currently being established by the Components with their partners, will serve as « raw material » for the construction of evaluation instruments. • These instruments, in turn, will be used to collect information necessary for calculating values of the effect and impact indicators in the project's PMEP, and useful in planning and decision making by the project and by the sub-sector. • The « translation » of PMEP effect and impact indicators in terms of observable measures of the performance criteria established, will be among the topics treated during the exchange / validation workshop to be held in January 2010. • Completion of this work, as well as the actual construction of evaluation tools, will be carried out by small specialized teams accompanied by the M&E unit during February – March 2010.
<p>725. An Internet-based tool for management of data relating to target structures participating in the Project and for electronic transmission of monitoring data is put on line through the Project website.</p>	<ul style="list-style-type: none"> • During the reporting period, the Monitoring & Evaluation Unit called upon RTI specialists to examine the potential advantages and feasibility of transferring certain features of the M&E system to an internet platform. The objective of this work was to strengthen the technical stability, ease of use, and accessibility of these tools by Project personnel and partners at national and regional levels, and to automate the compilation of data sent by these actors. • It was in this context that RTI specialists Pablo Torres, working from RTI headquarters, and Eileen Reynolds who conducted a mission to Senegal from 06 to 16 December 2009, produced: <ul style="list-style-type: none"> (1) The initial version of Terms of Reference, currently being finalized, for the programming of such a system; and (2) A list of local companies judged to be capable of offering the desired services. 	<ul style="list-style-type: none"> • Activities related to this result are in progress and in preparation. • It is worthwhile to note the importance of close coordination in this effort with the ICT component of the project, given the leading role of this Component in the creation and management of websites for the Project (both internal and public sites). This coordination is necessary to ensure that the approaches selected by the two parties (M&E and ICT) are compatible where required, and to avoid all risk of duplication of effort, particularly in the establishment and maintenance of databanks on supported structures. • The engagement of a programming service was not initially included in RTI's project budget. Therefore, going forward with this option will require a modification to the AED-

Year 2 Results	Accomplishments October-December 2009	Observations
	<ul style="list-style-type: none"> The budgetary implications of this option have been discussed by AED and RTI and are part of a RTI budget restructuring modification proposal, now being finalized. 	<ul style="list-style-type: none"> RTI agreement. The internet M&E option also depends on the effective installation of reliable internet capacities in all regional bureaus of the Project. These installations are currently in progress through AED budget funding.

PROJECT MANAGEMENT AND OPERATIONS

Year 2 Results	Accomplishments October – December 2009	Observations
820. Overall Project Management and Direction	<ul style="list-style-type: none"> This period was marked by the recruitment of the DCOP. The call for candidacy was issued, with 43 submissions received. A jury consisting of 4 senior staff members 5 candidates to be interviewed out of a pool of the 10 best candidates preselected by the COP. Home office was solicited to provide support with the departure of the DCOP. Two staff members came from AED Home Office to analyze the status of and stabilize the administrative and financial procedures and to provide support to the preparation of the budgeted workplan. The AED HO staff trained the national and new regional staff in the administrative and financial procedures. AED Home Office conducted a security assessment of the national and regional offices. The security plan of the project was reviewed and suggestions were made for its revision and implementation. This plan will be finalized, adopted, and staff will be trained on its implementation in the next quarter. 	<ul style="list-style-type: none">
821. Project policies for technical, administrative and financial management are stabilized and formalized	<ul style="list-style-type: none"> Project policies on per diems, travel, event management, management of the car port, regional bank accounts, etc. were stabilized. A project management manual has been developed and provided to all staff members. A car manual was also developed and distributed to the drivers. The third driver who transitioned from 	

Year 2 Results	Accomplishments October – December 2009	Observations
	<p>USAID/PAEM to the project is now on board and has been given the responsibility of managing the car port for the project—a responsibility he held at PAEM. A full training will occur with all of the drivers in the next quarter.</p> <ul style="list-style-type: none"> • The inventory of all equipment in the project’s national and regional offices was conducted as part of AED’s financial closeout process. 	
<p>822. The mechanism of internal communication is strengthened, employing web-based internet among other tools</p>	<ul style="list-style-type: none"> • The project’s intranet exists in beta form and is being completed. It will be fully operational next trimester. • The project’s calendar was rendered more dynamic and stabilized. It is now being produced more regularly and shared with the staff and the partners of the project. • Communication between the regional and national staff is improving and occurring more effectively around planning of activities. • The national coordinators have made great strides in working in synergy with each other, as is evident in the status provided for each of the components. The need for synergies is increasingly apparent in order to maximize impact, minimize costs and stress on the regional coordinators and the project beneficiaries. • Planning mechanisms for providing effective opportunities for synergistic programming have been tested in this quarter, and will be refined in the next. 	<ul style="list-style-type: none"> • The Vulnerable Children component has had a successful year of planning collectively and synergistically across four organizations. The direction has emulated their strategies and will use them to streamline the synergies and the planning and reporting cycles of the project.
<p>823. A program of professional development of the national and regional staff of the Project is carried out.</p>	<ul style="list-style-type: none"> • Each staff member was asked to identify learning and professional development goals. Six staff members used their continuous education allowance to take courses in English and other subject matters. Learning tours are being planned for the next trimesters. 	
<p>824. The mechanism of advisory structures for the Project is stabilized and operational</p>	<ul style="list-style-type: none"> • The meeting of the national steering committee was organized and implemented jointly with USAID/PAEM and USAID. • The regional committees were deemed to be more pertinent to the Governance and Management Component and will be managed from that component. Work on the composition of the regional committees has begun and will be finalized in the next trimester. 	<ul style="list-style-type: none"> • No progress was made on the national technical committee proposed in the workplan largely due to lack of time and the increased workload of the COP caused by the absence of a DCOP. Moreover, the need for such a committee will have to be reassessed in light of budget constraints and an examination its relevance and efficacy.

Annex III provides the project plans for the second quarter, January – March 20

Annex I

Success Stories

USAID/BASIC EDUCATION RESTORES HOPE TO 500 YOUNG STUDENTS



Aissatou, Mame Diarra and Ibrahima, young schoolchildren, are busy sharing and exploring their new school bags filled with books and school supplies provided by USAID/Basic Education. Their faces light up with joy and emotion at the sight of these simple yet valuable treasures. These young adolescents consider themselves lucky to be able to properly continue their studies.

However, the future of these three students, like the 500 young children at risk of dropping out, is uncertain simply because they lack the means to continue their studies like other children in their region. These children live under very difficult conditions; most of them are orphans.

These 500 students at risk of dropping out, who come from 21 middle schools in the Dakar, Louga, Saint-Louis and Matam region, were found to be the most vulnerable among 650 identified students. They are being supported by the USAID/EDB project so they can continue their studies under proper conditions. This support includes school supplies, transportation and orthopedic equipment. Once in school, the students will receive a scholarship so they can support themselves, and will also receive follow-up through consolidation courses.

"We're very happy, and it's an incredible opportunity to be given these materials. We promise to have the best results in class," said Aissatou, a young 4th grade student at Pionniers de Rufisque Middle School who lost her mother at an early age. *By helping these students, USAID/EDB also helps the school, the family and the entire community,"* declared Khardiata Sow Ba, a Life and Earth Sciences teacher at Fadiou Diop de Pikine Middle School. She came with young Ibrahima Kane, who became disabled two years ago. In addition to school supplies, Ibrahima received orthopedic shoes and crutches from the project.



Filled with emotion, she continued, *"This young boy, Ibrahima Kane, can now continue his studies in a regular fashion."* This intelligent and energetic young boy who loves sports experienced a nightmare caused by a bad injection which left him disabled. *"His family didn't have the means to buy him orthopedic equipment. The boy felt so hopeless that he shut himself in his room, weeping about his fate."*



This program under the USAID/EDB project to support children at risk of dropping out is the first phase of a process to keep these children in school. During its second year, the USAID/EDB project, through its *Enfants Vulnérables* (Vulnerable Children) component, will support 1,000 vulnerable children in the Fatick, Kolda, Tamba and Ziguinchor regions in addition to the regions that took part in the first phase, while continuing to monitor the 500 students who already received support during the first year.

ADOPTION OF A SINGLE FORMAT FOR WRITING A TEACHERS' MANUAL ON FIVE SUBJECT AREAS: A FIRST IN SENEGAL



The consolidated format for writing manuals was a major step forward in the development of interdisciplinary work, as recommended under the guiding framework for improving the middle school curriculum (CRAC-CEM). This is a first in Senegal, where the five subject areas (Mathematics, French, History/Geography, Physics/Chemistry and Life and Earth Science) adopted a single format for preparing teachers' manuals.

The workshop to consolidate the manual format, held on December 14-16, 2009 at the *Inspection Générale de l'éducation* (IGEN), revealed similarities between educational practices and interactions among the subject areas in relation to expected skills, teaching and learning activities, aids and assessments.

The work session also confirmed one of the mapping results, showing that beyond the subject areas, there are broad possibilities for developing cross-disciplinary and interdisciplinary skills. It enabled the various committee Chairmen to discover the wealth of other programs that perfectly fit the direction of the CRAC-CEM.



The program managers fully appreciated the project's initiative, as stated by *Professor Amadou Mamadou Camara*, Chairman of the National History and Geography Commission: *"I'm now convinced that the initiative by the USAID/EDB project and the ministry to improve current programs in middle school education deserves the assistance and support of the institution we represent; the project gives us the means and the ambition for an effective and efficient middle school education. The recommended approaches, the formats that we are currently testing show that we are consistent with the others, and the assessment of the overall education system*

shows that we are on the right track." He also maintains, *"The History, Geography and Civic Education Commission falls entirely within the consolidated format. We are already looking ahead to integrating other subject areas to achieve a profound transformation of the education system!!"*

Note that this work session falls within the scope of defining and implementing a relevant curriculum better adapted to Senegal's socio-economic development and is in accordance with the PDEF. This tool will be validated and distributed to all Senegalese middle schools.

THE PRIVATE SECTOR IMMEDIATELY DONATES THREE MILLION CFA FRANCS AND PROMISES MORE THAN FIFTY MILLION!



Through its ICT component, the USAID/Basic Education project, which aims to integrate information science and communication technology into instructional and learning practices in Senegalese middle schools, has already established a budget for computer equipment, an Internet connection and training for more than 408 schools. Senegal has more than 1,000 of these. The project aims to integrate ICT in as many existing middle schools in Senegal as possible, with contributions from the private sector and other partner institutions.

To achieve these objectives, a day focused on public-private partnerships was organized with the Ministry of Education at the Radisson Blu on December 9, 2009. For the USAID/EDB project, this day offered an opportunity to raise awareness within the developing ICT private sector, which immediately made an initial contribution of three million CFA Francs. The companies further pledged to donate more than fifty million Francs in cash and in-kind contributions.

Throughout the day the local and international private sector demonstrated its commitment to supporting the project, through its significant presence and its active participation in the workshops. These workshops enabled them to assess the various aspects of ICT as applied to education (TICE) and to seek out recommendations.



Visiting the booths

To provide better visibility, partners such as NEXT.SA, the American Chamber of Commerce (AMCHAM), the Ministry of Education with RESAFAD and FASTEF, ADIE, Stratégie de Croissance Accélérée and Atlantic Computing were given booths that enabled them to display their innovative technologies and/or their involvement in the education sector. A web site was developed specifically for this day (<http://www.tice-partners.sn>).

The PPP TICE day was capped by the signing of four partnership agreements between the Ministry of Education, the USAID/EDB project and each of the following partners: INTEL, NEXT-SA, DIGITAL LINKS and MANOBI.



This activity, in which the government also participated, provided a setting to share experiences in order to help improve the quality of the Senegalese education system. Mr. Mafakha Toure, Secretary General to the Minister of Education, also noted that *“Education is a key part of socioeconomic life and prepares those involved to meet the challenges of development. It is urgent that we provide all students, wherever they live, with the tools and digital resources to access quality educational information, hence the use of ICT in schools.”*

THE FATICK RESOURCE AND INFORMATION CENTER TO BE REVITALIZED SOON



View of the Resource and Information Center

Following the various sessions held in Fatick by USAID/EDB to strengthen participants' good governance and management skills, municipal councilors have strongly influenced the Mayor in their commune to provide a strong and functional Resource and Information Center.

Through these training sessions on good governance and management, USAID/EDB effectively raised awareness among participants of the importance of their roles as elected officials within the school and their community.

Following completion of these training modules, participants made a commitment to implement good governance and management systems.

Following this, at the launch of the "Decentralization of Governance and Transparency" program organized by Forum Civil and ENDA Graf, the Mayor of the commune declared his commitment to work in this direction. In his speech, Mayor Macky Sall clearly stated: *"To achieve effective, democratic involvement in managing our community, we have initiated certain actions,"* examples of which include *"strengthening our resource and information center... this center must be the window into our institution, providing people with all the information they need, including the budget, various proceedings, mission reports, meeting minutes and so forth. This center must also have a database for all statistics related to the commune."*



Elected officials receive training on good governance



Elected officials receive training on good governance.

This reaffirmed an earlier commitment to share in the management and use of education resources, and to achieve greater involvement by all participants in the function of organizations responsible for education. This latter commitment is about to be realized through the decision to revitalize this center.

Every segment of the community responsible for education joined together and shared their experiences with good governance. This is why a number of positive initiatives have been observed in the region.

COMPANIES MOBILIZE IN SUPPORT OF EDUCATION



Signing of the partnership agreement between USAID/EDB and Le Soleil newspaper

Companies strongly mobilized in support of education at the initial meeting of the consultation framework known as the “Business Round Table in Support of Education”, organized by the USAID/Basic Education project in cooperation with the Ministry of Education. This Round Table was a total success, given the tremendous participation of schools and local and international private sector companies.

In fact, although the national and international private sector has enjoyed a strong, dynamic presence in Senegal, their contribution to education has not been significant due to a lack of awareness of needs within Senegalese schools and the lack of a coherent framework for consultations between the private sector and the education world.

USAID/Basic Education therefore made an astute decision to bring the entire private sector together at a round table discussion to raise awareness of the stakes of corporate social responsibility in basic education in Senegal, and to press companies to increase their contributions in order to develop this sector.

The project explained the need to raise six million dollars in cash and in-kind contributions for Senegalese schools. In addition, 35,000 students must take part in a two-week intensive business internship, enabling them to learn about the working world. 4,000 other students will also take field trips to companies, and 5,000 business leaders will visit schools.

After learning about these needs, several private organizations expressed their desire to assist Senegalese schools. This support will be provided in a number of ways. Likewise, organizations such as the Dakar Chambre des Métiers, the Société National d’Electricité, the Organisation Nationale des Intégrés du Tourisme and the Sénégalaise de l’Automobile stated their intent to offer student internships and other types of support through scholarships.



View of round table attendees



USAID/EDB with signatories to the partnership agreement

Partnership agreements for the entire duration of the project were signed by USAID/EDB and Eurogerm Sénégal, which specializes in marketing flour supplements, and the official newspaper Le Soleil. In addition to internships and field trips to companies, Eurogerm Senegal will distribute 300 loaves of fortified bread to two daaras in Dakar twice a week, and 200 loaves to one daara per region once a week, all free of charge. The daily newspaper Le Soleil will publish four “Basic Special Education” supplements every year. It is the start of a high quality, long-lasting partnership.

Annex II
PMEP Update
(Please see attached document)

Annex III
Second Quarter Plans
(January-March 2010)

Code	RÉSULTATS ET ACTIVITÉS DE L'ANNÉE	ACTEURS		LOCALISATION	MOIS		
		Responsable	Autres acteurs		Jan	Fév	Mar
COMPOSANTE 1 - ENFANTS VULNÉRABLES							
120	Gestion de la Composante Enfants Vulnérables (EV)						
1	Participation à l'Atelier de partage sur les outils de suivi évaluation	SYNERGIE	USE COREG, ,	Thiès	27-29		
2	Participation à l'atelier de Planification et budgétisation trimestrielle du projet USAID /EDB		Equipe EV, UPSOR, USE, USE COP	Lieu à préciser			X
3	Participation à la Rencontre avec les acteurs du Sud		COREG sud et CN CC, GG, CE, PPP	Lieu à préciser		8-13	
4	Rencontre avec UPSOR pour le développement stratégique	CNCEV	UPSOR, EV	Dakar	X		
5	Missions de suivi de la Coordination nationale	CN-EV	USE, UPSOR, COREG	Régions S. et N.		X	X
6	Préparation des rapports trimestriels	CN-EV	Equipe EV,	DK			X
7	Atelier de Bilan et planification trimestriels de la Composante	CN-EV	Equipe EV,	Ndioum			X
121	Une version provisoire du référentiel d'enseignement élémentaire / secondaire / professionnel adapté aux Talibés et autres enfants vulnérables est mis à l'essai						
1	Formations des enfants vulnérables sur référentiel harmonisé dans les structures éducatives choisies (11 à SLR, 11 à Matam, 22 à SLU, ___ à Dakar, 13 à Louga)	COREG	IA>IDEN, DEMSG, DEE, DPRE/STP, ID, OSC, AMC, CL, Point.Focal.	DK, Lga, SLU, SLR, Matam		X	X
2	Visite du consultant externe accompagnant la mise à l'essai du référentiel et partage sur les outils de mise à l'essai du référentiel	CT-EV	OSC, IA, IDEN, Point focal	DK, Lga, SLU, SLR, Matam		X	X
3	Collecte d'informations sur la mise en œuvre du référentiel	COREG	CT CEV, OSC, IA, IDEN, Point focal, Consult, USE	DK, Lga, SLU, SLR, Matam			X
122	12,500 Talibés et autres enfants vulnérables (dont 2250 filles) sont nouvellement inscrits dans des programmes d'enseignement primaire, moyen secondaire, et professionnel						
1	Identifier dans chaque région avec 3 OSC locales porteuses de projets pour l'inscription massive des enfants vulnérables et l'offre d'un paquet de services de qualité aux structures éducatives et aux enfants vulnérables	COREG	CoReg, CT, IA>IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL, CTS	DK, LG, SL, MT		X	X
2	Contractualiser dans chaque région avec 3 OSC locales identifiées et choisies par les COREG	CN-EV	CoReg, CT, COP, UPSOR, USE	DK		X	X
3	Inscription de nouveaux enfants vulnérables dans les différents programmes de mise en œuvre du référentiel amélioré	COREG	OSC, ONG, OCB, CTS MEC, IA/DEN, DAS, DC, CL	DK, LG, SL, MT		X	X
4	Recensement et analyse des besoins d'accompagnement des nouvelles structures éducatives choisies	COREG	Services Techniques administratifs compétents	DK, LG, SL, MT			X
5	Identification de structures de formation, structures d'accueil et daara pour l'inscription des enfants	COREG	IA>IDEN, AMEC, OCB, SRAS, SRDC	DK, LG, SL, MT		X	X

6	Equiperment et dotation de matériel didactique aux enfants vulnérables inscrits et aux daara tableaux (60),	ENDA	IDEN, IA, AMEC, CL	DK, SL-U			X	
7	Organisation de causeries trimestrielles sur des thèmes en lien avec la situation des enfants vulnérables	ENDA	Autorités, CL, Réseaux des élus, IA, IDEN, ID, OSC, Coalition	DK, SL-U			X	
8	Organiser des ateliers de partage et de renforcement des capacités des MEC	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, DC	DK, SL-U		X		
9	Organiser des sessions de formation en hygiène	CPI	COREG, CT, IA/IDEN, OCB, DAS, Dév't communautaire (DC), Action Sociale AMEC, CL, CTS, Service hygiène, District Sanitaire	SL-R, MT		X	X	
10	Dérouler le programme d'apprentissage du français, des langues nationales et du calcul dans des structures éducatives pour les EV déjà inscrits	CPI	COREG, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), Action Sociale AMEC, CL, CTS, ONG, OCB, OSC	SL-R, MT		X	X	
11	Descentes diurnes et nocturnes dans les rues	ADE	COSAED, Services de sécurité,	DK	X	X	X	
123	1200 enfants (dont 400 filles) retournent en famille et continuent leur scolarisation sur place							
1	Organiser un atelier de partage avec les ONG et OCB œuvrant dans le domaine de l'enfance vulnérable pour identifier le circuit de déplacement des enfants	CN-EV	A.A. IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL	FK, KD, TC, ZG		X		
2	Intégrer ou mettre en place des Comités techniques régionaux et départementaux	COREG	DDC, DAS, IA/IDEN, AA, DAELN,	FK, KD, TC, ZG		X		
3	Identifier les circuits de déplacement des enfants des régions PAEM ciblées vers Dakar et les villes du Nord et mobiliser les acteurs locaux pour leur offrir une éducation de base de qualité au niveau local	CN-EV	CoReg, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL,	DK, FK, KD, KG, LG, MT, TC, ST-U, ST-R, SD, ZG			X	
4	Mettre en place un mécanisme endogène de prévention et scolarisation des enfants au niveau local	CN-EV	CoReg, CT, IA/IDEN, OCB, AMEC DAS, Développement communautaire (DC), CL, ,	FK, KD, KG, TC, SD, ZG			X	
5	Contractualiser avec les structures locales pour offrir un paquet de services de qualité aux structures éducatives et aux enfants vulnérables et assurer le suivi	CN-EV	CoReg, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL,	FK, KD, KG, TC, SD, ZG			X	
124	1500 élèves (dont 600 filles) vulnérables à la déperdition scolaire continuent leurs études							
1	Partage de l'outil d'identification et de prévention des EVDS au niveau des collèges-cibles	COREG	IA/IDEN, Chefs d'établissement, APE, CGE	FK, KD, TC, ZG, DK, SLU, SLR, LG, MT		X		
2	Administration du questionnaire sur les EVDS	COREG	IA/IDEN, Chefs d'établissement, APE, CGE	FK, KD, TC, ZG, DK, SLU, SLR, LG, MT		X		
3	Élaborer et mettre en œuvre des dispositifs adaptés de prise en charge des enfants vulnérables à la déperdition scolaire	CN-EV	CT EV, IA, IDEN, DEE, FENAPES, Chef d'établissement (CE), CoReg, DAS, COS	DK		X		
4	Assurer le suivi des performances scolaires des enfants vulnérables à la	COREG	CT, IA, IDEN, DEE, FENAPES,	DK, LG, MT, ST-U,		X	X	

	déperdition scolaire		Chef d'établissement (CE), CoReg, DAS, COS	ST-R,				
5	Sélection de nouveaux EVDS à appuyer	CN-EV	DEMSG IA, IDEN, DEE, FENAPES, Chef d'établissement (CE), , DAS, COS	DK			X	
6	Assurer le suivi de la mise en place de l'appui aux EVDS	COREG	IA/IDEN, CE, APE, CL	LG, DK, SL-R	X			
7	Atelier de restitution de la prise en charge des EVDS	COREG		DK, LG, SL-MT		X		
125	Une campagne nationale de plaidoyer est menée pour obtenir l'engagement optimal des autorités de l'État, des élus locaux, des leaders d'opinion dans l'application des dispositions réglementaires protégeant les enfants							
1	Partage et validation des TDR pour la sélection d'une structure pour la mise en œuvre de la campagne de plaidoyer	CN-EV	CN-PPP, AC, COP, COREG	DK	X			
2	Publication de l'Appel d'offres,	CN-EV	AC, Organes de presse ou de communication	DK		X		
3	Dépouillement et sélection des offres	CN-EV	PPP, AC, COP	DK		X		
4	Signature de protocole avec la structure choisie	COP	CONTRACTANT	DK			X	
5	Lancement de la Campagne	CN-EV	Direction projet USAID/EDB, USAID, DEMSG, Ministères : de la famille, de la Justice, des Affaires Étrangères, de la Communication Equipe CEV, OSC	DK			X	
6	Appuyer le Ministère de l'Education pour une définition concertée des lignes directrices d'une politique d'éducation de base de qualité en faveur des enfants vulnérables.	CN-EV	Direction projet USAID/EDB, USAID, DEMSG, Ministères : de la famille, de la Justice, des Affaires Étrangères, de la Communication, Equipe CEV	DK			X	
7	Mener une campagne médiatique de sensibilisation des acteurs pour l'application des lois et le respect des conventions protégeant les enfants vulnérables	CN-EV	Direction projet USAID/EDB, USAID, DEMSG, Ministères : de la famille, de la Justice, des Affaires Étrangères, de la Communication, Equipe CEV	National			X	
8	Renforcer les capacités des associations de maitres d'écoles coraniques existantes et aider à la création d'autres associations de maitres d'écoles coraniques dans les régions où elles n'existent pas	COREG	CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL, CTS	DK, SL-U, SL-R, MT, LG		X		
9	Organiser des visites d'échange	COREG	IA/IDEN, OCB, DAS, Développement communautaire (DC), Action sociale, AMEC, CL, CTS, ONG, OSC	SL-R, MT, DK, SL-R SL-U			X	
10	Contribuer aux événements spéciaux (journée du talibé, etc.	ENDA	IA, DAARA, CTS, RESP.STRUC, OCB, OSC, AMEC, CL	DK, SL-U			X	
11	Organiser une réunion d'information et d'échanges avec les acteurs	ENDA	IA/IDEN, DAARA, RESP.STRUC,	DK, SL-U		X		

	étatiques et non étatiques		OCB, OSC, AMC, CL, DC, AMEC					
12	Organiser une journée de mobilisation des OCB autour de l'amélioration du cadre de vie des daara et de leur offre éducative	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, DC	DK, SL-U			X	
13	Mise en place de comités de gestion dans les daaras choisis	COREG	IA/IDEN, OCB, DAS, Développement communautaire (DC), Action sociale, AMEC, CL, CTS, ONG, OSC	SL R,			X	X
14	Formation et suivi des Comités de gestion déjà installés	COREG	AMEC, SDDC, SDAS, CL, IA/IDEN, CL, CTS, ONG, OSC	MT		X	X	X
15	Appui à la mise en réseau des AMEC	COREG	AMEC, SDDC, SDAS, CL, IA/IDEN, CL, CTS, ONG, OSC CL, IA/IDEN	LG, DK				X
16	Appui et promotion des Clubs d'enfants et de jeunes	COREG	ONG, OSC CL, IA/IDE	LG, DK			X	X
17	Appui à la campagne d'enregistrement des naissances (suivi des dossiers d'enregistrement des naissances)	COREG	AMEC, AEMO, CL, Tribunaux	LG, DK			X	X
18	Appui en équipements sportifs aux clubs d'enfants et de jeunes	COREG	CDEPS, IRJeunesse	DK, LG				X
19	Tenue d'une Réunion de relance avec l'AMEC de Rufisque	ADE	AMEC, CPilotage, IDENS, SDDC	Rufisque			X	
20	Tenue d'une Réunion avec les membres de l'Union de maitres et élèves coraniques du Sénégal (UMECS)	ADE	COREG Comité de Pilotage, CTS, SDDC,	Rufisque			X	X
21	Rencontre avec le représentant du Khalife des marabouts fouladou à Fass Mbaou	ADE	COREG, CNCEV	Fass Mbaou			X	
22	Réunion mensuelle du Comité de Pilotage à Rufisque	ADE	OCB et Services	Rufisque	X	X	X	
23	Reprise des émissions radio hebdomadaires avec Jokko FM	ADE	Jokko FM, Comité Pilotage	Rufisque			X	X
24	Sessions de formation du CTS et des membres du Comité de pilotage	ADE	CTS et CP	Rufisque			X	
25	Forum des Enfants avec les encadreurs	ADE	COSAED, CP,	Rufisque				X
26	Formation des intervenants, structures d'encadrement et de prise en charge des enfants de la rue	ADE	ENDA, COSAED, CP	Rufisque				X
27	Séance de travail avec le COREG de Dakar	ADE	COREG	DK			X	
28	Rencontre avec le Bureau local de l'Association des handicapés	ADE	Membres du Bureau	Rufisque			X	
126	Le cadre de vie de 150 structures éducatives est amélioré (réhabilitation, matériel didactique, matériel de loisir et de sport, équipement divers)							
1	Identifier les besoins d'accompagnement des structures éducatives sélectionnées pour la réhabilitation et équipement des espaces d'apprentissage	CoReg	CoReg, CT, IA/IDEN, OCB, DAS, Développement communautaire (DC), AMEC, CL, CTS	DK, LG, SL, MT			X	X
2	Réhabiliter et équiper 100 daaras en hangars (90), latrines (80), espaces d'apprentissage (10 lampes gaz, 600 bancs, 1500 nattes, 1000 tables, 100 meubles de rangement, 100 lots mat de nettoyage, 100 lots matériel d'hygiène, etc.)	ENDA	IA/IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, Autorités	DK, SL-U			X	X
3	Approvisionner 25 structures de formation en eau potable (25 pompes)	ENDA	IA/IDEN, DAARA, RESP.STRUC,	DK, SL-U			X	X

			OCB, OSC, AMC, CL, SH				
4	Améliorer le cadre de vie des structures éducatives (<i>équipements, matériel didactique, matériels de loisirs et de sport, équipement d'initiation professionnelle</i>)	ENDA	IA>IDEN, DAARA, RESP.STRUC, OCB, OSC, AMC, CL, Autorités	DK, SL-U		X	X
5	Construction et réhabilitation de 18 structures éducatives (espaces d'apprentissage, latrines, approvisionnement en eau potable)	CPI	COREG, CT, IA>IDEN, OCB, DAS, Développement communautaire (DC), Action sociale, AMEC, CL, CTS, Services spécialisés (hygiène, hydrolitique)	SL-R, MT		X	X
6	Appuyer les structures éducatives dans l'amélioration des conditions hygiéniques et alimentaire (distribution de Kits d'hygiène et appui en matériel d'assainissement d'hygiène)	CPI	COREG, CT, IA>IDEN, OCB, DAS, Développement communautaire (DC), Action Sociale AMEC, CL, CTS, Service d'hygiène	SL-R, MT		X	X
7	Distribuer des vivres dans les Daaras	CPI	COREG, CT, IA>IDEN, OCB, DAS, Développement communautaire (DC), Action sociale, AMEC, CL, CTS, OCB, OSC, Transporteurs, Magasinier	SL-R, MT		X	X
8	Dérouler le déparasitage des enfants vulnérables inscrits dans les programmes	CPI	COREG, CT, IA>IDEN, OCB, DAS, Développement communautaire (DC), Action sociale, District Sanitaire AMEC, CL, CTS, EV	SL-R, MT		X	X
9	Mise en place et équipement de classes d'alphabétisation dans 3 daaras et à ADE	ADE	AMEC, SDDC, CTS, CP	Rufisque		X	X
10	Mise en place d'unités de micro jardinage dans les SE	ADE	AMEC, SDDC, CTS, CP	Rufisque			X
11	Amélioration conditions de vie et d'hygiène dans 3 SE	ADE	AMEC, SDDC, CTS, CP	Rufisque		X	X
12	Mise en place d'un atelier de formation en couture	ADE	AMEC, SDDC, CTS, CP	Rufisque			X
13	Mise en place d'un atelier de formation en photographie	ADE	AMEC, SDDC, CTS, CP	Rufisque			X
14	Soins médicaux hebdomadaires dans les Daara	ADE	MEC, CP,	Rufisque Fass Mbao		X	X