

Country Report - Senegal

General Country Information

Africa Education Initiative Program Component(s)

Ambassadors' Girls' Scholarship Program
Teacher Training
Textbooks and Learning Materials

Primary Language(s)

French: National, Official

Soninké: Instruction

Wolof: Instruction

Pulaar: Instruction

Seereer: Instruction

Joola: Instruction

Madinka: Instruction

Population

	Total	Male	Female
Total	10,580,307	5,194,104	5,386,203
Under 14	4,620,101	2,330,395	2,289,706

Sources

CIA Worldfactbook-Senegal;2004 - <http://www.cia.gov/cia/publications/factbook/geos/>

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Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 6 Years

Sources

Senegal-Education System-Institutions Types and Cr - <http://www.unesco.org/iau/cd-data/sn.rtf>

Early Childhood Education

Early childhood education is provided.

ECE Enrollment: 38,342

Number of ECE Institutions: 496

Early childhood education is provided.

According to 2003 estimates, there are a total of 469 early childhood education institutions in Senegal; 113 public and 356 private with a total enrollment of 38,342 learners.

Sources

Monitoring Report on Education for All- 2001 - www.unesdoc.unesco.org/images/0012/00124/124119e.

National Curriculum

A national curriculum exists.

The National Curriculum is based on two major components: The Children's Learning Access Sustained in Senegal (CLASSE) and the Senegal's Improved Teacher Training (SITT) Program. The SITT component focuses on the quality aspect of the CLASSE Project. The overall strategy for improving quality is tied to refining and implementing a teacher and school director corps, which is an integral part of the country's vision of the profile for a middle school graduate as prescribed by the ten-year Program on Education and Training (PDEF). This is aimed at making education more relevant and creating the potential for a terminal middle school degree that leaves a graduate with practical life and work skills and at the same time ensuring that all major stakeholders cope with the pace and degree of any change.

Sources

Senegal's Improved Teacher Training (SITT) Program - <http://www.equip123.net/webarticles/anmviewers.asp2004/04/30>

National exams - At what level are national exams written?

After six years of primary education, learners sit for the Certificat de Fin d'Etudes primaires élémentaires (CEPE). There is only one national exam written nation-wide and this is the Certificat de Fin d'Etudes primaires élémentaires (CEPE).

Sources

Senegal-Education System-Institutions Types and Cr - <http://www.unesco.org/iau/cd-data/sn.rtf>

What are the key basic education challenges?

The basic education challenges can be divided into three categories: Access, quality and financial resources respectively.

Access

- There are a vast number of out-of-school children, due to poverty, social marginalization and in some cases to the inefficient or inequitable provision of services within the education system.
- Cultural practices contribute to a very low perception of girls' education.
- Persons with disabilities, and those with special needs often experience exploitation and marginalization.
- Domestic chores, caring for siblings or ill family members, and little promise of future income recovery all work against parents' natural inclination to educate their daughters.
- Unfriendly school environment-including poorly trained teachers, unsafe and unsanitary schools, pregnancy and the risk of walking long distance to schools cause many children to drop out of school.

Quality

- The quality of education is poor due to insufficient or irrelevant teaching and learning materials.
- Teachers and principals are inadequately trained and poorly compensated resulting in weak governance, performance, and management within the education system.
- The quality of education is also compromised because of inappropriate or biased curricula, cultural insensitivity, or language of instruction.

Financial resources

- The government lacks sufficient fund to sustain quality education. This often results in the lack of

political commitment and institutional capacity within the government to ensure the development and implementation of education strategies that focus on the poor.

Sources

CIDA – Social development – CIDA's Action Plan on - http://www.acdi-cida.gc.ca/cida_ind.nsf2004/06/09

Is primary education 'free' (legally)?

Free primary education is provided.

In principle, it is free but in practice parents contribute to the day-to-day running of schools and support security, construction and rehabilitation of classrooms, purchase of school furniture and in some cases providing housing for teachers and even paying teachers' salaries.

Sources

Association For the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

What are the barriers to student access and participation in basic education?

- The distance to French schools is a major reason why some parents do not send their children to school.
- In a predominantly Muslim country like Senegal, religious leaders do not encourage formal schooling, fearing that that such education will expose their followers to corrupt Western influences.
- The lack of tradition in schooling in one region could be attributed to the fact that among the Bay Fall who inhabited the region, there was no religious compulsion even to know the content of the Koran, and therefore literacy needs were not prioritized.
- Insecurity and the fear on the part of parents that their daughters will become victims of sexual abuse at schools make some parents reluctant to send girls to school.
- The two decade-long armed separatist struggle between the government and the rebels of the Movement of Democratic Forces of Casamance (MFDC) has led to the death and displacement of hundreds of thousands of refugees in the Casamance region thus preventing children from obtaining basic education.

Sources

L'évaluation de l'éducation pour tous à l'an 2000; - http://www2.unesco.org/wef/countryreports/senegal/rapports_2.htm

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

Project JOG (JOG means "breakthrough" in Wolof) brokers collaboration with the Ministry of Education, inspectors, and target schools directors and staff, to help bridge formal and non-formal education programs. At national and regional levels, JOG social mobilization and publicity campaigns raise awareness of the importance of educating girls and training women with relevant skills to enter the job market.

The poor, minority groups, working children:

In the heart of Dakar, there is the Tolbiac school or "school in the service of street children" which is squeezed in among private houses and stores and is managed by the non-governmental organization (NGO) "Enda Third World". Apart from French and hygiene courses, the school also gives free literacy classes in local languages to young boys who are unable to attend French-language schools and girls working as domestic servants.

Sources

UNESCO-Education for All-Knowledge sharing-Grassro - http://www.uesco.org/education/efa/know_sharing/gr

What is the stage of development of the education system?

Between 1995 and 1998, when the “voluntary” teacher recruitment policy was instituted, the Gross Enrollment Rate (GER) increased from 54.6% to 61.2 %. “Voluntary” teachers for the most part are degree holders who have neither undergone any in-service teacher training program, nor signed any contract with the government. They can leave their posts at any time for a better paid job in another profession. Girls in particular benefited from this policy, as their enrollment rates went from 46.6% to 55.5%.

Additionally, the number of academic institutions and enrollment increased at both the pre-school and primary school levels as follows: Pre-school level:

- The number of institutions increased from 394 in 2002 to 469 in 2003
- The number of classrooms increased from 1232 in 2002 to 1457 in 2003
- The GER for boys increased from 15,051 in 2002 to 18,285 in 2003
- The GER for girls increased from 16,599 in 2002 to 20,057 in 2003.

At the primary level:

- The number of institutions increased from 5160 in 2002 to 5670 in 2003
- The number of classrooms increased from 22,672 in 2002 to 30,750 in 2003
- The GER for boys increased from 619,875 in 2002 to 675,471 in 2003, while the GER for girls increased from 539,846 in 2002 to 611,622 in 2003.

Sources

Indicateurs 2000;Ministère de l'Education Nationale - <http://www.education.gouv.sn/statistiques/etabeffe>

Primary School Enrollment by Year and Grade

Year	Grade	Total	Male	Female	Urban	Rural
2003	Total		675,471	611,622		
2002	Total		619,875	539,846		
2000	Total		598,191	509,521	603,318	504,394
1999 (1)	Total		571,067	462,998		
1998 (2)	Total		562,958	463,612		
1997	Grade 1		104,970	94,396		
1996	Grade 1		99,954	87,302		

(1) - In the same year, the total enrollment in Grade 1 was 101 184 for boys and 88 918 for girls. For Grade 4, it was 163 802 while for Grade 7/8, it was 139 368.

(2) - In the same year, the total enrollment in Grade 1 was 104 970 for boys and 94 396 for girls. For Grade 4, it was 142 819 while for Grade 7/8 it was 141 125.

Sources

Government of Senegal - <http://www.education.gouv.sn>

Enrollment Age

Year	General	Male	Female	Urban	Rural
2004 (1)	6	6	6	6	6

(1) - The enrollment age is 6 years for all learners irrespective of sex or region.

Sources

UNESCO-Education for All-Knowledge sharing-Grassro - http://www.uesco.org/education/efa/know_sharing/gr

Average Grade Repetition

Year	General	Male	Female	Urban	Rural
2004		14	14	14	14

Enrollment by School Type

Year	Type	General	Male	Female	Urban	Rural
2003	Public/Government		601,784	545,028		
2003	Private		73,687	66,594		
2002	Public/Government		550,109	480,151		
2002	Private		64,766	59,695		

Sources

Government of Senegal - <http://www.education.gouv.sn>

Are there alternatives to traditional schools?

Programs offered by vocational schools last from three to four years at the first (lower) cycle of secondary education. Three-year programs are offered at "Centres de Formation", leading to the Certificat d'Aptitude Professionnelle (CAP). Four-year programs are offered at Ecoles d'Agents techniques, leading to the Diplôme d'Agent Technique de l'Agriculture (ATA). Technicians' diplomas are offered in other professional titles according to specialization. Technical education includes two types of programs, both following the completion of first-cycle (lower) secondary and requiring the Brevet de Fin d'Etudes de Premier Cycle (BEPC).

Centre National de Formation de Monitrices rurales provides programs in rural home economics. Non-formal education is also provided in the form of short courses in: Mechanics, Rural Engineering, Child Health Protection, Law and Economics.

Sources

Senegal-Education System-Institutions Types and Cr - <http://www.unesco.org/iau/cd-data/sn.rtf>

Which approaches is the country taking to combat HIV/AIDS?

With a view to strengthening the capacity of Senegalese institutions to implement HIV/AIDS prevention and control, the government of Senegal (GOS) created the "Plan Stratégique National de Lutte contre le SIDA" (PSNLS) "National Strategic Plan against AIDS". Its main project was AIDSCAP/Senegal. Through AIDSCAP/Senegal, the PNLS supported 58 organizations and institutions (including 34 local associations through Rapid Response Funds (RRF). The RRF was intended to attend to emergency cases of STI and HIV/AIDS.

In addition to providing technical assistance to the government of Senegal, PNLS also adopted certain strategies and achieved successes in the following domains:

- **Behavior Change Communication:** Of the 58 organizations which received AIDSCAP support, 50 conducted targeted behavior change communication (BCC) interventions. This number includes 34 small associations which received Rapid Response Fund (RRF) grants to conduct short-term activities within their local communities and among members of their associations.
- **Strengthening Sexually Transmitted Infection (STI) Service Delivery:** A baseline evaluation was conducted on the STI service delivery programs in public and private health facilities in two of Senegal's ten regions which enumerated the number of clinics, health care workers, equipment, estimates of STI patients seen per week and the type of training health workers currently had. Emphasis was also laid on the promotion and distribution of condoms.
- **Partnership with Local Organizations:** Partnerships with local organizations not only increased community participation but also allowed for more innovative approaches to HIV/AIDS prevention and enabled interventions to cross cultural barriers that may otherwise have hindered the effectiveness of the intervention. Additionally, partnerships created a sense of ownership by the local organizations to the program and responsibility in protecting local communities against the epidemic.
- **Women and AIDS:** In addition to targeting low-income women in HIV/AIDS prevention interventions, it was realized that men must also be involved, as they often have greater decision-making power over women in issues of sexuality.

Mass Media

- Mass media through the radio was found to be more efficient than posters or brochures in information campaigns against HIV/AIDS. These messages were adapted to the target audience for greater impact. Senegal's achievement is all the more remarkable because of the aggressive involvement of all segments of the society, including the nation's Islamic Leaders, helped contain the spread of AIDS early on. Senegal's leaders created national awareness campaigns, screened the nation's blood supply, promoted the use of condoms and regularly tested Senegal's commercial sex workers for AIDS and sexually transmitted diseases. Senegal was one of the first African nations to offer free anti-AIDS drugs to anyone who needed them. In 1993 AIDS education was introduced into the national curriculum.

Islamic leaders preach about AIDS in Mosques and run radio shows on Islam and AIDS.

Sources

Final Report for the AIDSCAP Program in Senega, Au - <http://www.fhi.org/en/HIVAIDS/Publications/Archive>

Are there political conflicts and what is the impact of these conflicts on education?

Yes. The two-decade long armed separatist struggle between the government of Senegal and the rebels of the Movement of Democratic Forces of Casamance (MFDC) in the southern Casamance region of the country has impacted directly and negatively on education. It has led to the disruption of schooling, destruction of schools, death of parents, teachers and learners and the displacement of hundreds of thousands of refugees both internally and externally.

Sources

Casamance Reconciliation in Troubled Water - <http://www.refugiesinternational.org/cgi-bin/ri/bu>

What is the status of Muslim education?

With a predominantly Muslim population (92%), Muslim education is very advanced and standardized in Senegal with a multitude of koranic schools ranging from early childhood to the university level. The pedagogy and content of the curriculum (with a pride of place given to the teaching of the Holy Koran) is being supervised by the Union of Koranic Teachers and Students of Senegal better known by its French acronym (UMECS) "Union des Maîtres et Elèves coraniques du Sénégal".

Sources

Muslim Countries in the World - <http://www.members.tripod.com/arabicpaper/country>.

Financial Information About Education

Donor Information

World Bank - 2004

US\$ 50,000,000

Quality education for All project

Canadian International Development Agency (CIDA) - 2004

US\$ 156,000

Construction of primary school

USAID - 2000

US\$ 2,000,000

Quality Education for All

CIDA - 1999

US\$ 33,000,000

Quality Education

African Development Bank (AfDB) - 1999

US\$ 5,300,000

Construction of primary classrooms and building

USAID - 1999

US\$ 3,000,000

Strengthen basic education

Sources

Global March: An Overview of Education Spending: 1 - <http://www.globalmarch.org/education-campaign/educ>

Country Spending on Education - Total Government Expenditure by Budget Type and Year

Type	Year	Amount
Teacher Salaries Budget	2000	US\$ 118,800
Teacher Salaries Budget	1995	US\$ 94,816

Sources

Government of Senegal - <http://www.education.gouv.sn>

Teacher Training

Number of Teachers by Level

Level	Number
Total	22,301
Secondary (1)	2,510

(1) - 2000 est.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/senegal/rapport_2.htm

Number of Primary Teachers by Gender

Total	Male	Female
	16,669	4,608

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/senegal/rapport_2.htm

Primary Teachers by Region

1998/1999:

Dakar: 6,851

Ziguinchor: 1,371

Diourbel: 1,047

St. Louis: 1,919

Tamba: 1,200

Kaolack: 1,995

Thiès: 2,534

Louga: 1,220

Fatick: 1,433

Kolda: 1,707

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/senegal/rapport_2.htm

Percentage of Primary Teachers Certified to Teach

Certified: 99 %

Untrained: 1 %

1999/2000 est.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/senegal/rapport_2.htm

Pupil/Teacher Ratio

Level	Total	Urban	Rural
Total		54:1	64:1

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/senegal/rapport_2.htm

What are the barriers to teacher sufficiency?

- Many teachers and school directors currently lack the skills and knowledge (management, pedagogical and subject matter) to provide a high quality education.
- There is no mechanism to update the capacity of teacher trainers.
- The in-service training system for continuing teacher education is not comprehensive and lacks clear performance standards against which to measure teacher quality. A training system must be effective in its own right, but it also must be part of an enabling policy environment that encourages and supports teachers in improving their qualifications.
- A new stock of unqualified teachers known as “vacataires”, now making up approximately 30% of the teacher corps, has been recruited to fill posts in an expanding middle school system. But because of its limited absorption capacity, the national teacher training college (Ecole Normale Supérieure) has only been able to develop a strategy to train “vacataires” in small groups during the summer.
- Key elements of the PDEF such as the certification of “vacataires”, encouraging teachers to teach more than one subject, and other innovations may run into serious political and financial bottlenecks.

Sources

Senegal's Improved Teacher Training (SITT) Program - <http://www.equip123.net/webarticles/anmviewers.asp2004/04/30>

What is the design of pre-service teacher training programs?

Holders of at least the Brevet d'Etudes de Premier Cycle (BEPC) are recruited and trained at the Ecoles normales, which provide three-year programs at the upper secondary level. Elementary school teachers are classified as instituteurs, instituteurs adjoints, moniteurs or moniteurs auxiliaires.

A one-year instituteur adjoint program leading to Certificat Élémentaire d'Aptitude Pédagogique (CEAP) is available at Centres Régionaux de Formation Pédagogique to holders of the BEPC. Under the Senegal's Improved Teacher Training (SITT) Program which was an integral part of the 10 year Program on Education and Training (PDEF), emphasis was laid on an effective training delivery system with a view to creating an effective, high quality middle school teacher and school director corps. Making the middle school curriculum more relevant, integrating pre and in- service teacher training, certifying and establishing career paths for “vacataires” are examples of the progressive policies that are either in PDEF or in the minds of key Senegalese education policy makers.

Completion of the three-year program leads to the Baccalauréat or the Brevet Supérieur de Fin d'Etudes Normales or the Certificat d'Aptitude Pédagogique (CAP).

Sources

Senegal-Education System-Institutions Types and Cr - <http://www.unesco.org/iau/cd-data/sn.rtf>

Senegal's Improved Teacher Training (SITT) Program - <http://www.equip123.net/webarticles/anmviewers.asp2004/04/30>

What is the design of in-service teacher training programs?

Holders of the Brevet de Fin d'Etudes de Premier Cycle; (BEPC) or professional teachers are recruited and trained at the Ecole Normale. The training lays emphasis on two competencies: teacher training and training of trainers.

Other subsidiary courses are: school planning and school administration, continuing education and research and finally the training of teachers as counselors in pedagogy and inspectors in elementary education.

Sources

dakar.unesco - www.dakar.unesco.org/pdf/030918_report_ren_capa_ens.pdf

Are there incentives for teachers to teach in rural areas?

Incentives for teacher in rural areas exist.

Voluntary teachers or "vacataires" as they are commonly known in French are given free housing by the local communities. Additionally, they also benefit from social insurance.

Sources

Senegal's Improved Teacher Training (SITT) Program - <http://www.equip123.net/webarticles/anmviewers.asp2004/04/30>

Terms and Working Conditions for Teachers

The central government lacks the financial capabilities to mobilize, train, motivate and pay teachers' salaries at civil service rates given the increased number of teachers needed to staff schools.

Consequently, a good number of teachers are drawn to other fields where work is less demanding and pay is higher.

Sources

Association For the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

Are there programs for the professional development and support of head teachers and school administrators?

Programs for professional development of teachers exist.

The Senegalese Ministry of Education, in collaboration with the International Institute for Educational Planning (IIEP), the French-speaking Working Group of ADEA and the Council for the Development for Economic and Social Research in Africa (CODERIA) have been organizing the following programs for its head teachers and school administrators: courses and workshops dealing with the analysis, planning and management of educational policies, cost analysis techniques, financial planning, and evaluation of financial needs, issues and policies connected with educational finance, management of teaching staff, methodology and working tools on strengthening educational management information system, human resource management, budgetary programs and management techniques on decentralizing management responsibilities.

Under Senegal's Improved Teacher Training (SITT) Program, the Ministry of Education aims at training all middle school directors (estimated at 450) in the next four years. These school directors will be trained to standard in at least three key areas deemed critical to improving the quality of schools-instructional leadership, school improvement planning and parental and community participation.

Sources

Promote The Priority to Africa in UNESCO Program; Education For All Training and Research - http://www.unesco.org/africa/portal/edeng_4.html

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

- Abiding poverty remains a serious barrier, not only restricting many girls' access to books and other educational paraphernalia or private coaching, but also interfering with their ability to concentrate on their studies with an empty stomach.
- Culturally, in societies where women are confined to the home, discrimination against daughters starts in the early years of life. Household poverty exacerbates inequality: where choices are to be made, girls are more likely to be held back.
- The schooling experience is all often a negative one: stereotypes and prejudice in curricula, textbooks and teaching styles are common. Neither are schools safe haven; girls are disproportionately victims of sexual violence, heightening their vulnerability to HIV/AIDS.
- The formal education system itself is also highly selective restricting universal access. The very strict age limit for admission into public primary schools means that if a girl passes the prescribed age, they lose the chance of enrollment for good.
- Parents are not adequately sensitized on the importance of sending their daughters to school. When parents see that girls are just as capable of learning as boys, they are more likely to understand the value of education for their daughters.
- Unfriendly school environments-including unsafe and unsanitary schools, further discourage girls' attendance. Menstruation, pregnancy and poor health often cause many girls to drop out of school.

Sources

Education Today-Newsletter: January-March 2004: "The Uphill battle for Girls - <http://portal.unesco.org/education/ev.php>

Is there evidence of curriculum revision?

Innovative teaching practices

Under the Senegal's Improved Teacher Training (SITT) Program, the Senegalese Ministry of Education aims at establishing an integrated set of certification and in-service professional development programs at the school, regional and national levels that are sustainable and replicable. Emphasis will be placed on the fact that improved training system produces results that can be observed in the classroom; the system can be supported, maintained, and expanded by Senegal with minimal donor support. The system would address dual needs of professional development in pedagogy and subject content for all middle schools teachers and the improvement of the use of effective pedagogical strategies in classroom.

Remove gender bias from textbooks

The Ministry of Educations is working with international donors to make the environment, content, and processes of education as safe, welcoming, and free of gender bias as possible, and to ensure that the educational needs of both boys and girls, men and women are met.

Relevance to the world of HIV/AIDS

In 1986, the government acted quickly to establish an AIDS prevention program that included blood supply screening, a lower tax on condoms, nationwide information campaigns, radio and television programs on HIV/AIDS with senior religious leaders, HIV/AIDS education in primary and secondary schools, and interventions with commercial sex workers.

Classroom Management

In collaboration with the Ministry of Education, Project Jeunes Filles et Femmes Orientées à Gérer l'avenir du Sénégal (JOG), activities at the community level consist of training local School Management Committees to ensure sustained community involvement in improving their schools and monitoring the school status of their children. At the school level, JOG activities consists of introducing practical life skills, classroom management and non-formal interactive and gender-sensitive teaching methods to formal school teachers and students.

Life Skills

TOSTAN, a Senegalese NGO, in collaboration with the Ministry of Education trains the community members in 34 sites and introduces practical life skills modules into the 34 target schools.

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

- Legislation promoting gender parity in education and improving the status of women must be passed.
- Curricula, textbooks and teacher training must be scrutinized through a gender lens so that stereotypes are undermined, not reinforced.
- Empowering women through tailored literacy and skills training programs enhances the chances that young girls will receive an education.
- Learning environment should be made safe for girls and parent teacher associations should be strengthened.
- Community participation and all inclusive planning and management processes should be put in place because they are the foundation of a sense of local ownership over education services. Experience has shown that when parents feel empowered, they are more likely to send and keep their daughters in school.
- Parents should be sensitized on the numerous community and social benefits of educating girls.
- The government, NGOs and the civil society should support opportunities for income-generating activities initiated by women's groups and parent teacher associations.
- Stakeholders should promote the hiring of female teachers, girl-friendly physical infrastructures, libraries, drama and popular theatre groups addressing relevant social issues.
- Parents need to be sensitized on the importance of sending their daughters to school. When parents see that girls are just as capable of learning as boys, they are more likely to understand the value of education for their daughters.
- Positive early childhood experiences help young girls see that they can learn and reinforce their interest in attending school.
- Provision of hostels for girls attending schools could help parents to overcome their traditional fear that modern school is negative for girls' education.
- Extensive primary schooling in rural areas, in particular in most disadvantageous regions, is needed with accompanying strategies for increasing the enrollment of girls.
- Involving the non governmental sector e.g. the "medearsas" schools in sponsoring educational assistance for girls from poor families could compensate for the state's failure to provide education for all.

Sources

Publications - WUSC Resources - www.wusc.ca/resources/publications
unesdoc.unesco - unesdoc.unesco.org/images/0012/00124/124119e.pdf

Are schools safe for girls? What is the most common threat to the safety of schoolgirls?

Schools are not safe for girls. In rural areas, parents sometimes fear that girls risk losing their virginity or religiosity in school. Moreover, the two decade-long armed separatist struggle in the Casamance region of the south has considerably disrupted the education of children of this region in general, and girls in particular.

Sources

senegal.asl - http://www.kit.nl/specials/html/mw_senegal.asl

Time to Support the Return of the Displaced in Casamance - <http://www.refugeesinternational.org/cgi-bin/ri/bulletin>

Is there evidence of reforms to reduce the cost of schooling?

Evidence of reforms to reduce the cost of schooling exist.

Efforts to mobilize support for EFA among multilateral agencies and bilateral donors under the Dakar Framework of which Senegal was a signatory, specified the following strategies for the reduction of the cost of schooling: increasing external finance for basic education; ensuring greater predictability in the flow of external assistance; providing debt relief and/or cancellation for poverty reduction and basic education, facilitating more effective donor co-operation; strengthening sector-wide approaches, and monitoring progress towards the goals and targets of EFA.

Sources

unesdoc.unesco - unesdoc.unesco.org/images/0012/00124/124119e.pdf

Teaching and Learning Resources

Are textbooks free?

Textbooks are not free. Although some NGOs and donor organizations donate textbooks and other learning aids to learners. Parents for the most part buy textbooks and other learning materials for their children.

Sources

Government of Senegal - <http://www.education.gouv.sn>

Are teaching guides and other resources available?

Teaching guides are available.

Guides were developed based on the guidelines contained in the program and the Children's Learning Access Sustained in Senegal (CLASSE) project.

Sources

Senegal's Improved Teacher Training (SITT) Program - <http://www.equip123.net/webarticles/anmviewers.asp2004/04/30>

Are learning/teaching materials available in all regional languages?

Learning/teaching materials are available in regional languages.

Apart from French, learning/teaching materials are available in the following regional languages: Wolof, Pulaar, Seereer, Mandinka, Joola and Soninké.

Sources

UNESCO - http://www2.unesco.org/wef/countryreports/senegal/rapport_2.htm

What are the mechanisms for development/distribution of teaching and learning material?

Distribution

In collaboration with the Ministry of Education, JOG/USAID Senegal, Project JOG Senegal and TOSTAN are responsible for increasing local community involvement in school improvement, management and textbook distribution through well-trained Community Management Committees.

Sources

TOSTAN - <http://www.tostan.org/activities.htm>

Perception of Adequacy of Learning Resources

Although generally access to learning resources is inadequate, learners in public schools have a far greater access to learning materials than their counterparts in rural areas. Some of these resources like libraries, newspapers, radio, television, computers and other educational games are virtually non-existent in some rural areas.

Additionally, learners in public schools have an edge over their counterparts in private schools as far as access to learning materials is concerned, although both groups are still faced with the problem in inadequacy.

Sources

Government of Senegal - <http://www.education.gouv.sn>

To what extent is information communication technology available/used in basic education?

ICT Available

Since 2001, Senegal has one Internet Service Provider the Société Nationale de Télécommunications (SONATEL) (National Telecommunication Utility), one television broadcast station., 100,000 Internet users, 234,916 main telephone lines, and 373,965 mobile telephones.

ICT Used

In line with the Dakar Framework of Education For All Initiative and under its Ten-Year Program on Education and Training (PDEF), the Senegalese Ministry of Education developed the "Stat Flash" program in partnership with (PEES) "Partenaire pour l'Efficacité de l'Ecole Sénégalaise" (Partner for the Efficiency of Senegalese Schools). "Stat Flash" is aimed at ameliorating the management of the educational system and to placing ICTs at the disposal of all the stakeholders of education.

Sources

CIA Worldfactbook-Senegal;2004 - <http://www.cia.gov/cia/publications/factbook/geos/>
Government of Senegal - <http://www.education.gouv.sn>

Description of Transportation Systems and Projected Improvements

Senegal has a total of 20 airports, of which 9 have paved runways and 11 unpaved runways. It has 7 seaports and harbors at Dakar, Kaolack, Matam, Pador, Richard-Toll, Saint-Loius and Ziguinchor. With regard to highways, it has a total of 14,576 with 4271 paved and 10,305 kilometer unpaved. As for railways, there is a total of 906 kilometer narrow gauge and 1,000 meter gauge (70 kilometer double track). As for Inland waterways total 897 kilometer, with 785 kilometer on the Senegal and 112 on the Saloum.

With regard to projected improvements, there are plans to build a new international airport near Dakar in the near future.

Sources

CIA Worldfactbook-Senegal;2004 - <http://www.cia.gov/cia/publications/factbook/geos/>
earth2000 - <http://www.earth2000.com/da/info.html>

Community Participation in Basic Education

In what ways is the community involved in basic education?

Paying fees

Parents pay fees for their children.

Provision of labor

Parents participate in various school committees to provide labor for the construction and rehabilitation of classrooms, toilets, hostels and canteens.

Preparation of food

In collaboration with the Ministry of Education and with the support of World Food Program and Save the Children, communities run school feeding programs notably in rural areas.

Serving in committees for school development, PTA

School management committees are actively and effectively participating in developing, implementing and refining school development plans.

Recruitment of Teachers

Local management communities recruit voluntary teachers, "vacataires", and provide them with housing and health insurance.

Sources

Association For the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

What is the level of community participation vs. government share of social and financial responsibility for basic education?

Under the Children's Learning Access Sustained in Senegal (CLASSE) developed by the government of Senegal in collaboration with USAID/Senegal, the level of participation by both the government and the community was defined under three major domains.

- Access and Participation: At least 30 communities are not only actively participating in building and supporting middle schools but are also engaged in school improvement planning. At least 18 new middle schools have been constructed and 12 existing schools rehabilitated to the required standards. Girls' education activities are fully integrated into the community and schools activities.

- Decentralization: Not only has the capacity of regional and district entities to support schools in improving education quality been strengthened but also regional entities have been empowered to develop and implement clear strategies of support to schools to achieve defined goals of school quality. Additionally, school management committees are actively and effectively developing, implementing and refining school development plans.

- Policy Formulation: A common vision of the role and structure of middle school is shared by all stakeholders- national and regional administrators, principals and teachers, parents, communities, and employers. This vision provides an overall direction for planning and implementing curriculum and material development, life skills supplements, teacher training, principal training, and community participation.

Sources

AED Global Education Center - <http://www.dot-com-alliance.org>

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

UNESCO has been working with the National Coalition for Civil Society organizations in charge of Education For All (NCEFA), the Ministry of Education, other NGOs in organizing consultations on the OSC,-NGOs capacity building program and intervening trade-unions in the Education For All domain. This is aimed at defining the national implementation strategy in partnership with all the actors in education in Senegal.

With regard to the civil society, the National Coalition for Civil society organizations in charge of Education For All (NCEFA) in collaboration with UNESCO/BREDA and NCEFA organized a national consultation on the OSCs/NGOs capacity building program and intervening trade-unions in the EFA domain from 25-26 June, 2003 during which they outlined their modus operandi as follows: the organization of consultation for learning of the Unions and the OSCs-NGOs capacity building program with a view to defining the national implementation strategy in partnership with all the actors in education in Senegal, the promotion of quality education, equitable and accessible to the grassroots population. The civil society also participated at the Dakar Forum on Education For All in April 2000 during which they assist in the identification of the tasks that hinders the achievements of the education for all objectives and in the formulation of policies and strategies to surmount them.

Sources

dakar.unesco.org - www.dakar.unesco.org/pdf/030918_report_ren_capa_ens.pdf
dot-com-alliance.org - <http://www.dot-com-alliance.org/gec/projects/africa/senegal.html>

Impact of HIV/AIDS on Basic Education

How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?

Number of Teachers Dying each Year of HIV/AIDS

HIV/AIDS decreases the supply of education by increasing teacher illness and absenteeism and teacher mortality.

Sources

Association For the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

Educational Management's Ability to Plan Long-Term

HIV/AIDS affects the educational management's ability to plan long-term by eroding the process and quality through decimating the ranks of technical managers, curriculum designers, information specialists and planners. Morale among education professionals is also eroded by the toll of HIV/AIDS.

Sources

Association For the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

Is there provision for the education of orphans and vulnerable children?

There is provision for education of orphans and vulnerable children.

With the support of the Ministry of Education, the NGO "Enda Third World" is running a special school for orphans and vulnerable children in the heart of Dakar, known as the Tolbiac school or school in the service of street children. This school is squeezed in among private houses and stores, and in addition to French and hygiene courses, it offers free literacy classes in local languages to orphans and girls working as domestic servants who are unable to attend French-language schools.

Sources

unesco.org - http://www.unesco.org/education/efa/know_sharing/grassroots_stories/senegal.shtml