



Strategic Objective Close-Out Report

SO Name: The Children's Learning Access Sustained in Senegal (CLASS) Program

SO Number: 685-010

Approval Date: June 30, 2003-July 12, 2006¹

Geographic Area: Senegal

Total Cost:

Mission Funding	DA \$10,875,470
	ESF \$175,000
Total USAID Funding	\$11,050,470

Principal Implementing Partners:

Academy for Educational Development
Research Triangle Institute, International
Tostan

Background: Education Challenges Addressed by SO10

Senegal's education system faced many challenges at the beginning of the SO period in 2003. These included:

Lack of physical capacity of middle schools: Although Senegal realizes the importance of assuring all children a minimum of 10 years of basic education, the middle school system (both public and private) had the capacity to only enroll 25 percent of the age cohort. In 2000 and 2001, over 10,000 children who succeeded in completing primary school and passing the exam were unable to continue their studies due to lack of the system's physical capacity. There were simply not enough middle schools to accommodate the demand.

Out-of-date curriculum: A review of middle school education raised fundamental questions about the relevance of what is taught and identifies shortcomings in the systems for financing schools, developing curricula, training teachers, and managing all levels of middle school education. As a result, in the vast majority of schools, learning environments were sterile, instruction was teacher centered, based on rote memorization, and except for the small minority who go on to high school and obtain the coveted baccalaureate (high school diploma), children were ill equipped for the next stage of their lives.

Weak participation of local governments and communities in education management and finance: Although a decentralization law was passed in 1996 transferring responsibility to local governments, they lacked the capacity to carry out

¹ SO10 had an original completion date of September 20, 2008. However, the education program being implemented under SO10 transitioned into SO13 %Better Educated Youth+(July 12, 2006-September 30, 2011) to expand the program reach due to increased funding and to coincide with USAID/Senegal's five year strategy cycle (2006-2011).

the education responsibilities transferred to them under Senegal's decentralization law. There was no tradition of community involvement in education to assist with the management and oversight of the school, a critical weak link in the provision of education in rural areas.

Summary of overall impact at SO level and IR level

SO: The Children's Learning Access Sustained in Senegal Program.

Overall, the objectives of SO10 were reached. As a result of the program, access to middle school throughout the country increased from a total of 58,033 to 118,476 in USAID-supported regions (Fatick, Tamba, Kolda, and Ziguinchor), representing a 40 percent increase in enrollment (see Table 1).

Table 1. Middle school enrollment in USAID-supported regions²

Region	School Year			
	2003/4	2004/5	2005/6	2006/7
Fatick	15606	19057	22371	25926
Kolda	17716	22372	27734	32107
Tamba	9320	12388	13907	17589
Ziguinchor	28159	31061	35837	42854
TOTAL	70801	84878	99849	118476

Interventions that addressed the curriculum taught in middle schools were also successful, including updating subject matter and making content more relevant to students' daily lives. This clearly had an impact on quality, as student performance in targeted regions improved, as evidenced by the increase in the pass rate on the secondary school entrance exam from 56.1% during the 2003/4 school year to 58.45% in 2006/7 (see Table 2).

² Source: *Rapport National sur la situation de l'Éducation*+Ministry of Education, Government of Senegal (2004, 2005, 2006, 2007)

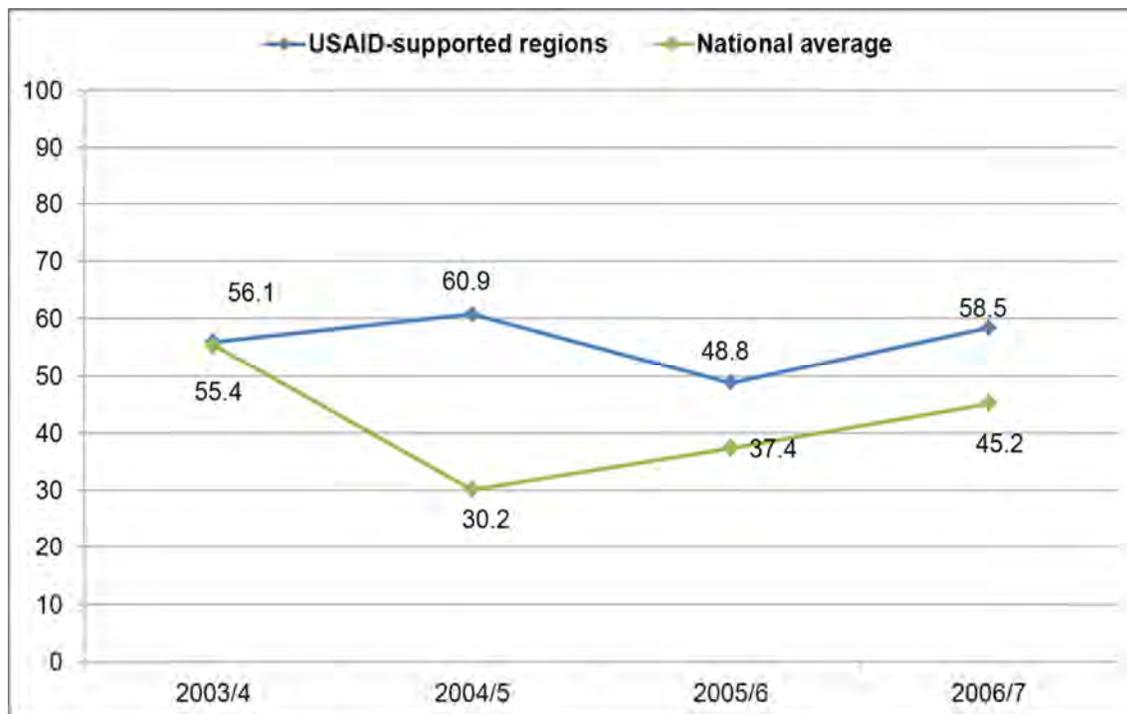
Table 2. Pass rate on secondary school entrance exam³

Region	School Year			
	2003/4	2004/5	2005/6	2006/7
Fatick	53.87%	46.92%	35.32%	41.41%
Kolda	58.49%	69.55%	62.02%	73.87%
Tamba	51.12%	54.25%	40.76%	44.08%
Ziguinchor	59.41%	65.22%	50.90%	61.27%
Average	56.10%	60.85%	48.83%	58.45%

Moreover, the pass rate in USAID-supported regions was consistently above the national average throughout the time period of the SO (see Figure 1). Despite a change in the method of testing between 2004 and 2006, which resulted in an overall drop in the pass rate, USAID-supported schools were roughly ten percentage points above the national average.

³ Source: *Rapport National sur la situation de l'Éducation*+Ministry of Education, Government of Senegal (2004, 2005, 2006, 2007)

Figure 1. Pass rate on secondary school entrance exam (USAID-supported regions vs. national average)⁴



The teacher training component of the program improved the teaching cadre throughout the country, particularly as it relates to student-centered teaching methodologies and an emphasis on critical thinking skills. The management of middle schools in the country benefited as well. Principals and school management committees became accountable for the results of the school, and budgets that were previously cloaked in secrecy became transparent for parents and community members. Community forum events also marked a shift in the power dynamics between those who manage the school and its respective stakeholders.

Some of the challenges encountered included a lack of funds/resources, legal barriers, lack of planning capacity and technical understanding of how to address priority needs. Nonetheless, through this SO, USAID has pioneered an approach to middle school that has made a significant contribution to increasing access, improving quality of teaching and learning, and fostering greater participation and accountability by communities and government.

IR 1: Increased physical capacity of middle schools.

The achievement of this IR was:

- The construction and renovation of 30 middle schools throughout Senegal.
- Through community forums, an increased awareness of communities of the importance of middle schooling, especially for girls.

⁴ Source: ~~Report~~ Rapport National sur la situation de l'Éducation+Ministry of Education, Government of Senegal (2004, 2005, 2006, 2007)

IR 2: Improved teaching and learning environment in middle schools.

The achievement of this IR was:

- At least 70% of teachers completed in-service training requirements in targeted regions (Fatick, Tamba, Kolda, and Ziguinchor).
- At least 90% of school directors were certified as meeting established skill standards in targeted regions (Fatick, Tamba, Kolda, and Ziguinchor).

IR 3: Increased participation of local governments and communities in education management and financing. The achievement of this IR was:

- 90% of public and private middle schools created a school management committee in targeted regions (Fatick, Tamba, Kolda, and Ziguinchor).
- 90% of middle schools implemented a school project in business plan in targeted regions (Fatick, Tamba, Kolda, and Ziguinchor).

Significant changes in the Results Framework during the life of the SO

This SO was approved on June 30, 2003. No major changes were made to the results framework during the life of the SO (see attached Results Framework schematic).

Summary of activities used to achieve the SO and their major outputs

The activity implemented under this SO was the *Projet d'Appui à l'Enseignement Moyen (PAEM)*, implemented by the Academy for Educational Development and Research Triangle Institute, International, in conjunction with Tostan, a local non-governmental organization. Highlighted results follow.

INCREASED ACCESS TO BASIC EDUCATION, ESPECIALLY FOR GIRLS AND VULNERABLE CHILDREN

- Built, renovated and equipped 30 model rural middle schools.
- Strengthened Ministry of Education and local community capacity to monitor middle school construction.
- Mobilized communities to support education.
- Increased capacity of Ministry personnel and local organizations to facilitate community mobilization.
- Improved policies to support the promotion and retention of female teachers and other female leaders.
- Trained and supported female teachers.
- Supported 300 female secondary students for a three year period as part of the USAID/SONATEL Scholarship program.

Over 21,000 stakeholders (parents, school management committee members, students, educators) benefited directly from USAID-sponsored training and community mobilizations activities.

IMPROVED QUALITY OF EDUCATION IN SUPPORTED SCHOOLS

- Information-sharing on quality education through *Cercles de Qualité*.
- Established performance standards for middle school teachers and principals.

- Established standards for schools (Normes de Collège).
- Dramatically increased access to student textbooks and teacher manuals.
- Increased access to reference, leisure and educational books and learning materials for teachers and students (providing over 300 books to 120 middle schools).
- Increased access to science and other pedagogic resources by teachers and teacher trainers.
- Increased access to and capacity to use information and communication technology equipment and software, including benefiting from a partnership with Microsoft for access to training resources and reduced costs for Office and Encarta software for schools.
- Improved student access to and use of computer technology.
- Assessed student performance in key subjects and skills.
- Supported policy and curriculum changes in teaching math, science and technology.
- Improved teachers' instructional practices in math, science and other key areas.
- Improved instructional practices through cross-disciplinary lesson planning.
- Improved instructional practices through classroom observation.
- Innovations introduced like summer day camps, weekend workshops, after school clubs and open library days to build school/community linkages and ensure that school infrastructure and resources benefited students and the broader community all year.
- Partnered with schools to co-finance quality improvement programs as part of school improvement plans, thus supporting school clubs, school based teacher training and summer camps.

More than 12,000 educators were trained to use various tools and strategies related to improving education quality. Additionally, community, departmental, regional and national workshops were held to share these tools and practices, which were made available for public use.

IMPROVED MANAGEMENT AND GOVERNANCE IN THE EDUCATION SYSTEM

- Improved education data collection and analysis.
- Facilitated and supported dialogue on key policy issues.
- Delivered training and professional development of teachers via decentralized school support teams.
- Reviewed and improved school codes of conduct.
- Increased school management committee capacity to manage school materials and equipment.
- Improved school management committee capacity to understand and use data on student performance and learning.
- Built school and school management committee capacity for transparent, results-based budgeting and financial management.
- Improved capacity of regional and departmental educational personnel to train school management committees.
- Supported the development, implementation and review of School Improvement Plans.
- Promoted public meetings on school improvement and the use of school funds.

- Utilized radio for community mobilization and good governance.

Over 11,000 stakeholders from the central Ministry to members of local school councils participated in capacity strengthening and community awareness-raising interventions.

Prospects for long-term sustainability of impact and principal threats to sustainability

The prospects for long-term sustainability of impact are good in view of the substantial progress made under the SO. USAID/Senegal has pioneered an approach to middle school education that is assuming greater importance and priority in educational development throughout Africa. A great deal of progress has been made within a short time in developing and implementing the middle school model. This middle school model includes fundamental changes to the physical infrastructure of the school and how the school relates to the community. Newly constructed middle schools were designed with input from the Ministry of Education and community stakeholders. The physical structure includes separate bathrooms for girls and boys, access ramps for the disabled, and an enclosed wall to distinguish school grounds from other land. In terms of how the school relates to the community, the middle school model introduced the concept of the whole-school approach to school management. Community forums are held regularly so that parents are informed about the school budget, progress on school improvement plans, and test results. Through these innovations, USAID/Senegal has created an interest and awareness in a broad range of stakeholders from the central to the school levels. It has introduced new ideas at all levels about governance, transparency and accountability and that schooling requires the involvement of government and community. Through this understanding, the delivery of education can become a more mutually satisfying and interactive process for both the government and the community.

Under this SO, USAID/Senegal has trained relevant staff in all the regions of Senegal to use the tools and resources that it has developed. There are experienced, expert trainers, training module developers, community mobilization facilitators, and trained planning agents who can now be called upon to share their expertise with their colleagues in other regions. Local communities have the tools and resources needed to maintain a quality learning environment. Local leaders, community activists, parents and students must now ensure that these resources are kept in good condition for the use of more students in the years to come. Regional and departmental Ministry staff are key partners in ensuring local sustainability. The success of the middle school students who are currently enrolled in rural middle schools throughout Senegal will be the best lever for the sustainability of the system and the improvements introduced by the project. When every student excels, the schools they leave will certainly endure.

Nonetheless, the continuation of these successes will depend on the support by the Ministry of Education to school management committees, schools and communities. The principal threats to sustainability are the weak institutional capacity of the Ministry of Education, particularly in rural areas, and the continued concentration of power and resistance to decentralization of the management of resources for education from Dakar to the regions.

Lessons learned

- Infrastructure investments, especially in isolated rural communities, serve as a catalyst for rallying the whole community around the school. Once a rural school is built, its very presence decreases the communities need to spend time and energy, several times a year, in providing and maintaining temporary structures for their children's schooling. The physical presence of a school frees parents and the community and allows them, finally, to be able to address other issues like maintaining girls in school, ensuring teachers' attendance and performance, and planning for improvements that can directly impact on student scholastic results.
- The principal is the prime driver of school development including school management, teacher motivation and support, school management committee effectiveness and community participation. The most cost effective, practical and feasible means to improve the quality of teaching is by enhancing the capacity of the school principal to serve this role.
- Vacataires (unqualified teachers) motivation and enthusiasm is also a powerful resource for school improvement. Vacataires tend to be more receptive to change and eager for new ideas and guidance and actually enjoy their students and teaching. This combination of enthusiasm and commitment can foster the political will of communities and other school management stakeholders to invest more resources in school improvement.
- Mothers and fathers, even if illiterate, want to be more involved in decision-making about their children's education and future. Having parents participate in school management councils, community forums and other governance bodies allows them to find simple and relevant ways to make a difference.
- Community mobilization campaigns are inexpensive but powerful ways to engage the community around topics such as transparent school management, and decreasing student dropout rates.
- Government officials, education officers and departmental agents benefit from strategies and resources that allow them to interact directly with rural communities and to maintain frequent contact with isolated school staff.

Summary of Performance Indicators Used

There were two performance indicators at the SO level, namely:

Indicator 1: Number of middle school students (girls and boys);

Indicator 2: Pass rate on secondary school entrance exam (girls and boys).

Concerning the first indicator, given the scarcity of donors involved in expanding access to middle schools, the number of middle school students gave us a good picture of the demand for middle school education services as well as the output of our implementing partners. As stated earlier, the number of middle school students in targeted regions increased from 70,801 to 118,476 (40% increase). As an activity, the construction and/or rehabilitation of 30 schools contributed to freeing up spaces

in non target regions where students originating from the regions used to be accommodated and providing access opportunities to more students from the target regions.

Concerning the second indicator, as a proxy for quality, it was the best measure of how our programs improved education inside the classroom. Throughout the life of the SO, the pass rate on the secondary school entrance exam in USAID-supported regions (Fatick, Tamba, Kolda, and Ziguinchor) increased from 56.1% to 58.45%. It also incorporated program contributions to pre- and in-service training for teachers and principals throughout the country. Moreover, it also accounted for the process of nationwide curriculum reform.

Evaluations and special studies

USAID Reports and Assessments:

- USAID/Senegal Annual Report: 2003, 2004, 2005
- USAID/Performance Planning and Report: 2006

Partner Evaluations:

- DevTech Systems, Inc, %Midterm assessment of the USAID/Senegal middle basic education program+by Karen Tietjen and Diane Prouty-Harris. July, 2006
- Universite Cheikh Anta Diop de Dakar, « Determinants des apprentissages dans l'education primaire au Senegal » by Abdoulaye Diagne, Ismael Kafando and Moussa H. Ounteni. January, 2006
- Universite Cheikh Anta Diop de Dakar, « Pourquoi les enfants quittent-ils l'ecole ? : un modele hierarchique multinomial des abandons dans l'education primaire au Senegal » by Abdoulaye Diagne, Ismael Kafando and Moussa H. Ounteni. January, 2006
- Cornell and Clark Atlanta Universities, %Progression through School and Academic Performance in Senegal: Descriptive Survey Results+by Christelle Dumas, Sylvie Lambert, David E. Sahn, and Leopold Sarr. July, 2004

Instrument Close-out Reports

A report was produced on the completion of PAEM on November 30, 2010. The life of activity was August 5, 2003 through September 30, 2010.

Key Contacts

USAID/Senegal

Phone: +221 33 869-6100

Fax +211 33 869-6101

Pape Sow

USAID/Senegal Education Team Leader

Phone: +221 33 869-6100 x3530

Email: psow@usaid.gov

Mouhamed Gueye
USAID/Senegal Education Specialist
Phone: +221 33 869-6100 x3515
Email: mgueye@usaid.gov

Local and International Partners

Tostan
BP 29371
Dakar- Yoff
Senegal, West Africa
Email: info@tostan.org

The Academy for Educational Development
1875 Connecticut Avenue NW
Washington, DC 20009 USA
Phone: 202-884-8000
Fax: 202-884-8400

Research Triangle Institute, International
3040 East Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194
Phone: 919-541-6000
Fax: 919-541-5985
E-mail: listen@rti.org