



USAID /EDB PROJECT

**USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"**

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Writing	Checking	Validation	Approval	Dates	Revision Object
EI Hadji NGOM Amadou Wade DIAGNE Serigne Malick FALL	Henriette BALDE	Aissatou Sakho DIOP	Mamadou DAFPE		Observations client

IDEV-ic ex SENAGROSOL



List of acronyms and abbreviations

AMEC	Koranic Teachers' Association
APE	Students' Parents' Association
CGE	School Management Committee
DEMG	General Middle Education Department
DEMSG	General Secondary Middle Education Department
CAOSP	School and Professional Orientation Academic Centre
CEB	Basic Education Curriculum
EMG	Middle School Education
CGE	Middle School Committee Management
CN	National Coordinator
CNEC	National Committee for the Curriculum Development
COSYDEP	Coalition of Organizations in Synergy for the Defense of Public Education
COREG	Regional Coordinators
ICC	Itinerant Education Adviser
CRFPE	Education Staff Regional Training Centre
CRCS	Regional Coordination and Monitoring Committee
CRS	Regional Monitoring Committee
CHYAO	Project against the vulnerability of children and youth in Senegal
CR	Rural Community
DAARA	Koranic school
DAGE	General Department of Administration and Equipment
DEE	Department of Elementary Education
DEMSG	General Secondary Middle Education Department
DFC :	In-service Training Department
DJO :	Half -day Orientation
DJP :	Half -day Education
DPRE	Education Planning and Reform Department
EDB	Basic Education
NET	Family Life Education /Daaras
FHI 360	Family Health International 360
FASTEF	Science and Technology Faculty for Education and Training
FENAPES	Senegal National Federation of Parents' Associations
FOSCO	Socio Educational Structure
FRI	Close Intensive Training
GG	Governance and Management
GP	Teaching Guides
GS	School Government
GU	User Guide
IA	Academy Inspection
IDEN	Departmental Education Inspection
IDEV	Engineering and Counseling for International Development
IGEN	Education General Inspection
IEMS	Secondary Middle Education Inspectors
CSOs	Civil Society Organizations
PAEM	Middle Education Support Project
PARRER	Partnership Association for the Withdrawal and rehabilitation of Street Children
PDEF	Education and Training Decennial Plan
PPP	Public-Private Partnership
STP	Permanent Technical Secretariat
SCOFI	Girls Schooling
Talibé	Koranic school Student
TOR	Terms of Reference
TICE	Information and Communication Technology in Education
UGB	Gaston Berger University
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

Summary

List of acronyms and abbreviations.....	i
Summary.....	ii
List of tables.....	iv
Acknowledgements.....	v
Executive summary.....	vi
Introduction	15
1. Background	16
2. EdB Project description	17
2.1. Administrative organization	17
2.2. Technical functioning	18
3. Evaluation methodology	19
3.1. Evaluation Team.....	19
3.2. Documentary reviews.....	19
3.3. Development of tools	19
3.4. Organization of data collection	19
3.5. Sampling.....	20
3.6. Data processing.....	21
3.7. Data analysis	21
4. Evaluation results	22
4.1. Vulnerable children	22
4.1.1. Presentation of the component.....	22
4.1.2. Results of the component.....	23
4.1.2.1. <i>Nature of the intervention in daaras</i>	23
4.1.2.2. <i>Vulnerable children in renovated daara</i>	26
4.1.2.4. <i>Substantial Achievements</i>	29
4.1.3. Analysis.....	30
4.1.3.1. <i>Many reasons to intervene with vulnerable children</i>	30
4.1.3.2. <i>A model used to upgrade and integrate daara into the formal system tested and validated</i>	31
4.1.3.3. <i>A planning as the cause of the problems experienced by the project</i>	32
4.1.3.4. <i>With regard to the sustainability of the intervention</i>	33
4.1.3.5. <i>Serious pending problems</i>	34
4.1.4. Conclusion.....	36
4.1.5. Recommendations	36
4.2. Curriculum and instruction.....	38
4.2.1. Presentation of the component.....	38
4.2.1.1. <i>A political and institutional level materialized by:</i>	38
4.2.1.2. <i>A technical level materialized by</i>	38
4.2.1.3. <i>An operational level materialized by</i>	38
4.2.2. Results of the component.....	39
4.2.3. Analysis.....	40
4.2.4. Conclusion.....	42
4.2.5. Recommendations	43
4.3. Governance and management.....	43

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation: "A committed and successful educational community"

4.3.1.	Presentation of the component.....	44
4.3.2.	Results component	44
4.3.2.1.	<i>Indicators' evolution in governance and management</i>	45
4.3.2.2.	<i>The most outstanding changes</i>	51
4.3.3.	Analysis.....	53
4.3.3.1.	<i>How have these results been reached?</i>	53
4.3.3.2.	<i>Actors having played a role in the achievement of these results</i>	53
4.3.3.3.	<i>Of the relevance and the coherence of the component Governance</i>	53
4.3.3.4.	<i>Main difficulties encountered</i>	54
4.3.3.5.	<i>About the intervention sustainability</i>	55
4.3.4.	Conclusion.....	56
4.3.5.	Recommendations	57
4.4.	Information and Communication Technology	57
4.4.1.	Presentation of the component.....	57
4.4.2.	Results of the component.....	58
4.4.3.	Analysis.....	59
4.4.4.	Conclusion.....	60
4.4.5.	Recommendations	61
4.5.	Partnership public-private	62
4.5.1.	Presentation of the component.....	62
4.5.2.	Results of the component (Findings)	63
4.5.2.1.	<i>Findings</i>	63
4.5.2.2.	<i>How were these results achieved?</i>	63
4.5.2.3.	<i>Unexpected Results</i>	64
4.5.2.4.	<i>About the sustainability of the intervention</i>	64
4.5.3.	Analyses.....	64
4.5.4.	Conclusion.....	65
4.5.5.	Recommendations	65
5.	General recommendations	66
6.	Lessons learnt	67

List of tables

Table 1: Sample establishments to visit	20
Table 2: Sample of daaras to visit	21
Table 3: Indicators' evolution in governance and management	45
Table 4: General recommendations	66

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Executive summary

The external evaluation of EDB project had to answer the following key questions: did it achieve the objectives it was assigned through its components, namely (i) provide vulnerable children, including girls, with basic quality education (ii) improve the quality of general secondary middle education, (iii) provide Middle school education with better access to information and communication technology, (iv) improve governance and management in education, (v) increase partnerships between the public and private sectors.

The evaluation was conducted by a team of three experts (one team leader is an expert in the evaluation of basic education programs, one expert in educational governance and one expert in non-formal education). The team was supported by a statistician and ten surveyors.

The field phase was conducted in February 2013.

The team has conducted a literature review before proceeding with a field survey in the 10 target regions; the survey concerned 30 EdB schools out of 326 and 30 EdB daara out of the 350 supported by the project.

Thus, the experts interviewed all stakeholders at the national level, the academic officials at the decentralized level (IA and IDEN) and the project local officials. Surveyors have been sent to establishments, Middle schools and Daaras. But the experts have also visited Middle schools and Daaras and discussed with teachers and Middle school principals, Serigne daara, coaches, supercoaches, Koranic teachers and presidents of School Management Committees.

Results of the "Vulnerable Children" component

It should be reminded that the component "Vulnerable Children" aimed at «providing vulnerable children, including girls, with a quality basic education or professional training and at returning estranged children to their families."

The project was able to design, test and validate a typology of a model community daara in order to facilitate their integration into the formal education system; an approach presenting the following characteristics:

- (i) Eligibility criteria for the identification and selection of daaras by IDENs are defined through a survey (the marabout accepts the offer, he has at least 40 learners aged 6-12 years, he owns the space accommodating the daara, he complies with the schedule proposed by the project, receives a voluntary educator of French in his daara, accepts monitoring and supervision by the decentralized structures of MoE, he commits himself to fight violence against children, and accepts the infrastructure proposed by the project);
- (ii) The availability of a tested training referential which covers the four areas consistent with the new basic education curriculum with a minimum of 12 hours weekly timetable dedicated to these new disciplines; this referential enables talibés to acquire the skills expected at the end of CE2, CM1 or CFEE after three years of study in a daara; these skills facilitate a successful re-entry into the formal school system.
- (iii) the construction and equipment of training spaces accepted by Serigne daara with the following characteristics: a model of learning room, separate latrines boys / girls, desks / mats, hygiene materials, teacher's office and tools, storage cupboard, and learners' kits;
- (iv) The recruitment of volunteer educators whose profile is very close to formal education volunteers' one; they are graduate who go through recruitment tests conducted by the IDEN and paid up to 50,000 FCFA / month over a period of 9 months / year;
- (v) a community commitment by putting in place coaching and management structures (daara management committee and the koranic teachers' association which are a spaces for dialogue and action);
- (vi) A major improvement of Talibés' living conditions in daaras: three (3) areas are targeted: implementation of a small-scale food and nutrition approach , learners 'medical care supported

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

- by Serigne daara or parents who pay the fees, a campaign against violence and trainings on school violence;
- (vii) Involvement of IA and IDENS fully responsible for the supervision and education support, learners' statistical census, monitoring / evaluation of learners' performance, the concerted education piloting;
 - (viii) The involvement of local training structures; voluntary educators participate in the activities of education cells and in training workshops held within the IDEN area; and a tutoring system will have to facilitate the supervision of volunteer educators by members of School Headmasters' Association
 - (ix) Partner with civil society organizations active in the project area for information, awareness and accompaniment activities.

With this type of intervention, the project was able to reach to date 27,797 children including 4708 girls (28%) out of a total of 50,025 targeted by the project, that is 55.56%.

If achievements are counted up under the format children / years, the component to date reached 38,687 children / years aged 6-12 years including 712 of Year 5 and 10 890 children/ years aged 13-18 years. All in all it makes 49,577 children / years out of planned 50,025, that is 99%; whereas enrollments in Year 5 are still in progress in the areas of St. Louis Urban, Dakar and Louga.

Vulnerable children's support in daaras resulted in (i) the improvement of their living conditions in the daara by providing them with mats, rice supplies and building latrines although these achievements are merely symbolic considering their scarcity and non-renewal and (ii) short-term EV vocational training in training centers located in the project areas.

However, the project still faces problems of sustainability: the absence of the local elected council's financial contribution, the slow process of internalization of the intervention model in the Ministry, the ambiguity of volunteer educators' career plan, the inadequacy of communities' contribution.

Even if the model implemented in the field is an appropriate response to the integration of daaras in the education system and the implementation of the equity option by supporting vulnerable children, including talibés, through prevention and inclusion, the following measures are recommended by the evaluation team: put in place a more audacious influence strategy for the internalization of the model by the Ministry of Education in the framework of a rigorous policy of daara and Koranic¹ schools modernization, accelerate the rehabilitation before end of June 2013 (but it's late even impossible to enroll new Daaras), improve information sharing to break through the resistance of Serigne daara, extend interventions to many daaras in the area, allocate budgets supporting educational activities to the IDEN to facilitate the monitoring, give more consideration to protection issue, further mobilize against begging, against violence and support Boroom daara in conducting Income Generating Activities (IGA) for their empowerment.

¹ Even if the project has put its priority on the vulnerable child with regard to the education service due to every Senegalese child by the State and not on the daara

Results of the component "Curriculum and instruction"

The objective of this component is to "improve the quality of general Middle education by implementing a relevant curriculum that includes civic education and continuous learning assessment."

The following results can be put in favor of the component: an improved curriculum for middle school, user guides and education guides in mathematics, French, History, Geography, Life and Earth Sciences (SVT), Physical Science and Civics) for the four levels of middle school to the intent for teachers, supplies of activity books and booklets of life project (initiation to the world of work) to students, training modules for principals, teachers and supervisors on the curriculum tools, close intensive training (PRF) used as a model of in-service training and which is being adopted by the Ministry in the framework of education zonal half-days (DJP), 4500 teachers trained at the end of last year, representing approximately 58% of the target of 7786 teachers, school governments gradually supplanting FOSCO, creating an environment more conducive to studies and best practices for participation to school life. (With the management strategy adopted in the DJP, the project expects to achieve the intended result despite the budget cuts!).

Moreover, in each of the 10 academies, IA have the possibility to train their teachers without the project intervention, because the component has strengthened the capacity of supervisors who are now able to support in their turn teachers' training.

Some unexpected results are achieved by the component: the adoption of the model by CRFPE, partnerships which are being developed with some institutions (UGB, the NGO OneWorld) school principals taking in charge travel fees for teachers' training, the use of documents produced by the component and which are also available online by FASTEF students and Middle and secondary inspectors and also the reconciliation IDEN-CEM.

Considering the situation middle education was in, the intervention at this education level was quite relevant and the results can be grouped into three categories:

- Production of educational documents: an improved curriculum for five disciplines (French, Mathematics, History, Geography and Civics, Life and Earth Sciences, Physics and Chemistry), teaching guides and user guides for each of the disciplines
- Training teachers and principals on the use of produced tools;
- Putting in place an organization very likely to sustain the achievements : coaches, supercoaches and the institution of education half-days, school governments developing promising initiatives for the improvement of quality and civic education.

However, the following limits were identified:

- a small delay in the start-up of the component implementation due to the necessary harmonization of views between the IGEN and DEMSG, the tension between the two structures still persists, and the sustainability of the achievements of the component may suffer from its consequences;
- The challenge for the project to train the gap of nearly 3500 teachers during the 2012-2013 school year;
- All achievements of the component related to educational aspects can be sustained, provided they make slight adjustments: better coordination of activities and grouping of available resource, dialogue structure.

The evaluation team made the following recommendations:

- revise guides (UG and PG) in the light of field practice with the involvement of practitioners such as teachers"chalk in hand";
- monitor teachers' training: the final year of the project should be devoted to systematic monitoring to see how the training outcomes are used and eventually take corrective action;
- redefine the role of each of the structures (IGEN / DEMSG) for the two institutions to work together smoothly and in perfect harmony, it is the same for inspection of Daaras and EPQ project: it is a loss of energy that projects or institutions working in the same sector cannot agree on joint actions;
- Establish a partnership with the Regional Development Agencies (ARDs) in the intervention areas and even in other regions. They are structures which can bring a lot to establishments to eventually...

Results of the "Governance and Management" component

The overall objective of this component is to improve the management and governance of education through increased participation of students' parents and the community.

The component was able to achieve the following results:

- 1,420 officials have been trained, that is 50 trainers who are agents of decentralized services, 10 staff from each of the six IA, 8 staff coming from 19 IDEN and 68 Heads of establishments targeted by the project have been trained on governance and management modules, that is a total of 280 agents across six regions of USAID / EdB intervention and 5 responsible for each of the five local elected councils (six regional councils, 42 municipal councils and 170 rural elected counselors, that is a total of 1090 actors have been reinforced in planning, budgeting and education resource management;
- 6 regional councils, 42 town councils and 170 rural counselors , that is a total of 218 local elected councils received training on good governance and education resource management;
- 1330 education decentralized managers including 299 women (22,48%) trained demonstrated an improved understanding of practices of a virtuous management during training courses on the five modules of good governance initiated from year 1 to year 3, the targets below were directly reached: 159 IA/IDEN, 276 members of Local elected councils, 420 parents, 329 CGE members and 146 OSC members;
- 60 OSC actually touched, that is 300 members trained to ensure the role of sentinel and alert, but also of advocacy in favor of school, in particular for the girls' retention and the eradication of violence in middle school with an objective of 80 targeted Civil Society Organizations (OSC) (75%);
- 62% of local elected councils adopted good practices in terms of accountability, publishing deliberation reports of their sessions; their management and information systems (SIG) were improved and their documentation updated;
- Budget lines devoted to education rose up to in 44% of the Local elected councils;
- From year 1 to year3, 162 CEM have been supported;
- the project put in place a performance monitoring mechanism, data reporting: the SYGIS; the BEMG, the BEMSG, IA and IDEN planners as well as the Project COREG use it in the 10 target areas of the project;
- 251 students' parents' associations have been trained to improve management practices and support for the improvement of middle education schools performance;
- 5000 parents have benefited from the project interventions in five years;
- 6 URAPE, 19 UDAPE and the FENAPES achieve from now on their mission in favor of a quality Education and comply with the conventional standards of good governance;
- 266 APE, with 1330 Parents have been trained to have a successful education resource management system; all CEM APE targeted;
- The pilot phase of education accounts exercise is in progress in Kédougou region.
- 137 forums were organized with an effective presence of 5932 actors including 1955 women;
- OSC networks (FENAPES, UAEL, RIVS, and COSYDEP) play their sensitization, monitoring and sentinel role on the sector's governance. With the project support, they initiate major activities, forums, missions in the regions, advocacy in favor of the sector;

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

- The data concerning the increase of the percentage par rapport the initial amounts in national public funds spent in education was not monitored and collected by the project.

The most striking changes are:

- (i) Establishments have from now on put in place management committees (CGE),
- (ii) School governments (GS) are progressively replacing Socio Educative Structures (FOSCO)
- (iii) Gender approach is considerably improved; there are as many girls as boys in the School Governments (sometimes the president of the GS is a girl)
- (iv) Parents and communities are involved in the project monitoring and evaluation namely through forums on students' performance

However the main difficulties encountered are the following ones:

- Difficulties were experienced in bringing parents to comply with true governance principles insofar as they tend to hang to their positions;
- Local elected counselors are not yet likely ready , everywhere, to support education development, even less to take in charge technical issues, towards a perfect sustainability of actions;
- On CSO side, they are always the same who are present on the field, when it deals with actions in favor of education: SCOFI and COSYDEP;
- IDENs do not feel to be sufficiently involved in the project management; they all complained that they are left aside in favor of a direct relation between IA/Middle school and vice-versa;
- Projects with objectives and practices rather close or similar (PAEM Classes, EPQ and EdB) are implemented in a parallel and concurrent way, which increases and burdens field piloting tasks.

The evaluation team has suggested the following recommendations:

- Train members of CGE, APE and School governments on planning and management, if necessary in a national language (for CGE and APE).
- Train School governments on management and trust them with the management of all or a part of school resources ;
- Allow children to design and conduct their own action plan centered on the improvement of the school environment and the development of sport, culture, productive activities;
- Encourage and support the organization (projected) of FENAPES' congress and reflect with those who are concerned on "what governance for APE?" In order to end the processes of renewal and revitalization of APEs;
- Bring local elected councils to pay more attention to school performance;
- Bring more SCO to be interested in education;
- Organize field visits targeting school government and successful CGE best practices for positive contagion;
- Improve and limit (in number) the project management and monitoring tools in order to allow all actors involved to fully participate in the piloting;
- Design operational tools, adapted to different actors;
- Timely share information on bids and activities for a concerted planning;
- Train all targets together, when it is practical, to develop a common culture of governance;
- Further involve IDEN trainers and BEMG/BEMSG staff in the monitoring of activities.

Results of the component "Information and Communication Technology"

The ICT component aims at "providing Middle schools with better access to information and communication technology in order to improve teaching and learning."

In Middle schools, according to the equipment level, two models are put in place.

Model 1: Class Mobile

It is destined to establishments which do not have a computer room. The equipment for this model comprises Laptops in a movable carriage which can be taken from one class to another as needed. Thus, 115 portables are distributed in 10 regions of the country.

Model 2: N computing

It is destined to Middle schools with a space which can serve as a computer room. With this model, server and desktop workstations are installed in 132 schools. The equipment consists of portable and desktop computers, video projector, projection screen, and digital camera, opening a website, maintenance case (coaches are trained in first level maintenance), inverters, servers, and multifunctional printers).

The component has reached the following results:

- Equipment of 204 Middle schools at the end of last school year, and this figure will attain 295 in April.
- Putting in place of 204 TICE Clubs and 204 TICE Steering Committees in Middle schools;
- Putting in place of CP3 (Circles for the improvement in education practices).
- Bestowing of 100000 f TICE Grant to Middle schools which implement replication of TICE trainings by the coaches;
- Improvement of the Ministry of Education portal with the creation of an educational portal for professional development in education (PDPE: www.college.edu.sn);
- Training of 30,000 actors (teachers, students, and Middle schools' principals) on ICT integration in teaching and learning practices and the use of the Internet;
- Training of 2 coaches per middle school to ensure the training and support of the staff and members of the TICE club and to sustain the achievements, that is 513 coaches trained between 2008 and 2011;
- Training of 79 supercoaches to ensure TICE supervision and monitoring in middle schools;
- Organization of OSCAR / TICE competition with the participation of 125 middle schools with awards to 17 winners at national level;
- Training of 8 supercoaches and 5 EdB members who play the role of supercoaches; Training of 1477 teachers and 209 administrative staff from middle school, IA / IDEN and other decentralized services;
- 840 students trained on website management;
- A Portal for Education Professional Development (PDPE) is put in place and is operational with 50 disciplinary areas. It was noted that 1586 teachers registered and 3386 persons visited it; 50 examples of education worksheets are posted on the PDPE

The component still faces the following major problems:

- component nearly reached three-quarters (74.75%) of the target value, it remains to equip 113 middle schools, that is 25.25% of the target value;
- In some Middle schools, the equipments are carefully locked in a cupboard, and the evaluation team was unable to access it, in others, they are in the hands of teachers and the Principal (laptops); in either case, there are fears to see these facilities underused or inaccessible to learners and perhaps even by some teachers;
- the ratio TICE post / students is very different from one middle school to another, in some areas, ten students sit around one machine, while in others, there is an excess of machines, but shortage is the most common case;
- according to actors at regional level, the TICE component has been victim of poverty of regions, the criterion used to equip a middle school with TICE, namely obtaining a power source has

disadvantaged the development of the component even if it still remains an important criterion, because it is difficult to understand how a middle school could accommodate the equipments and effectively operate without electricity;

- The equipment renewal or the assignment of trained coaches and supercoaches to other schools can be a challenge;
- In some middle schools (e.g. Diaoulé), computers are underutilized. The reason given is overcharged timetables for coaches, preventing them from providing adequate courses to those who need it;
- Security of machines is a crucial issue. Stealing machines is reported in some institutions: Gadapara and Koussanar middle schools, and Marsassoum High school;
- Lack of training for supervisors is deplored by many stakeholders, including middle school principals, actually, these actors (supervisors) are those who can most often use computer tools to support middle school principals in administrative management of schools;
- Connectivity to the Internet network is a recurrent problem in schools.

The evaluation mission has made the following recommendations:

- train at least two teachers to manage this domain to alleviate the difficulty related to the assignment of coaches and supercoaches in charge of ICT stock maintenance in schools²;
- reduce coaches' timetable to allow them to ensure the training of actors who need it;
- sensitize the Heads of establishments and all teachers on the necessity to look after the security of machines;
- make sure that the establishment has taken all necessary measures to protect machines (this should even be one of the criterion for the supply of ICT equipments as well as the availability of an energy source);
- Make sure that all school actors have access to machines (avoid that ICT equipments be monopolized by a small group);
- plan to train all the supervisors of equipped middle schools;
- make actors contribute to mobilizing fees of maintenance of equipments;
- develop an advocacy towards SONATEL, which is a stakeholder, to extend or reinforce the network in areas which are still inaccessible such as Djibanar middle school in the department of Goudomp and middle schools in Dimboli, Kabiline and Diana Malary High school among others and in areas where the signal exists but the bandwidth is too small;

Results of the component "Public Private Partnership"

Through this component, the project objective is to "increase partnerships between the public and the private sectors to further support efforts to quality education.

More specifically, the advocacy program of Public Private Partnership component targets fundraisings to facilitate access to quality education for all children in Senegal, but also for the "the start-up of a process for a suitable preparation of Senegal Middle education learners, so that they are better prepared to meet companies needs of the 21st century³. "It is a matter of encouraging companies to consider education as their battle horse by investing in the sector.

² According to the national coordination of the project, « the model was indeed based on this concept: under the leadership of the principal, the coaches have to train all the CEM actors with the training modules available and with which they were trained. In addition, a grant of 100000F is given to each CEM complying with the procedures“

³³ <http://www.educationdebase.sn/>

The component has reached the following results:

- The PPP has risen between \$ 1 million and U.S. \$ 1.5 million in cash and in kind (cf. USAID-BE-Y4-Annual Workplan V2French) and a Foundation is about to be put in place. This process of fundraising is in progress. But Sonatel Foundation has already supported the activities of the project up to of 217 million FCFA and is also committed to support the programs of the foundation up to 432 million FCFA over 4 years (2014-2017);
- Putting in place a high-level task force chaired by the Director of USAID to work on the creation of the Foundation. It is composed of the CNES, the CNP.

UNACOIS, Cabinet Aziz Dièye, SONATEL Foundation, ECOBank, the Commerce Chamber, Oromin, AMCHAM, the Sun, the World Bank, the Ministries of Education and Finance, USAID.

- A benchmarking has been held in the U.S. for eight (8) members of this task force to see how to ensure the involvement of the private sector in education and to learn from best practices in this respect;
- The task force has obtained very good results including the cooptation of the founder members for this Foundation;
- Signature of over twenty partnership protocols with the private sector (Sonatel Foundation, Ecobank, Next, NSIA, Satrec...);
- Participation of more than 250 business leaders and decision-makers to roundtables organized by the USAID / EDB project. Business leaders materialize their commitment by releasing financial or material contributions and their agreement to welcome students' visits planned by Senegal middle schools and to participate in various activities of USAID / Basic Education;
- 787 professionals' visit is recorded in Middle schools.

The PPP component worked better at the national level, at least in terms of fundraising. Regions have instead focused on business visits and the invitation of professionals in schools. Some regions have made contacts with financial institutions and obtained for the moment pledges of support.

The PPP has bumped against means. To visit companies requires at least learners' transportation. A grant is often given to middle schools to implement these activities. As well as companies' managers have little time to move towards schools. This has somewhat hindered the development of the component in the regions.

The evaluation team made the following recommendations:

- dedicate this year focusing on the effective putting in place of the Foundation, to do everything to make it functional;
- identify all companies, all patrons who are likely to intervene in each region and create a consultation table to propose a comprehensive action plan;
- strongly involve local elected councils and all NGOs working in a region to support fundraising process or in-kind contributions, this kind of donation should also be given greater importance, Principals could invite NGOs , sponsors, local government and ask them to support the middle school not financially, but in kind;
- Maintain DJO, amplify and generalize to other non EdB schools.

In conclusion, the EdB-USAID project is actually a hyperproject, because each component can by itself constitute a project. The efficiency could have been increased if the synergy that has begun to emerge was built from the outset; in this respect, the unity between the different components should have been kept instead of separating them. This is the opinion of almost all stakeholders interviewed who did not feel the synergy until the fourth year of the project implementation.

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

In addition, the following measures would have strengthened the relevance, external consistency and the chances of success of the project as a whole:

RECOMMENDATIONS	RESPONSIBLE
Have a need assessment approach: consider local needs for the economy of critical conditions as energy for the TICE, the issue of energy deprived many schools, yet targeted at the outset, of this great opportunity that TICE offer for effective learnings;	USAID
In collaboration with the Ministry of Education and territorial administration, promote the participation of target Local elected councils from the conception in order to further involve them in supporting the implementation and the sustainability of the component "EVDS"	MoE / USAID
Develop some emulation between target districts and schools, practices such as "competition for the best middle school" or "best inspection" that have already demonstrated elsewhere, their motivation ability to successfully manage innovations;	USAID
From the outset of the project, put in place an internal committee which can work on productions and achievements; it would have allowed a gradual sharing with the whole system.	MINISTRY OF EDUCATION

Introduction

Put in place since 2008, the USAID Basic Education Project (EdB) is part of the Strategic Plan 2006-2011 and the Strategy for Country Development Cooperation 2012-2016.

At the national level, the project complies with the guidelines of the PDEF (Decennial Education and Training Program) of the Government of Senegal, which aims to improve access, quality and management of the education system.

The EdB project targets 10 of the 14 regions⁴ which make up the Senegal by conducting activities in Middle schools around five components: Vulnerable Children, Curriculum and Instruction, Information Communication Technology for Education, Governance and Management, Public-Private Partnership.

Did EdB project achieve the objectives it is assigned through its components, namely (i) give vulnerable children, including girls, a quality basic education, (ii) improve the quality of General Secondary Middle Education, (iii) improve access to information communication technology for middle schools/, (iv) improve education management and governance, (v) increase partnerships between the public and private sectors? Is the project relevant vis-à-vis Senegalese orientation in education? Is it effective in the way it was managed? Can it be sustained? What lessons can be learned from its implementation? And what recommendations?

To answer these questions, USAID commissioned this mid-term evaluation.

The assessment consists of six parts. The first part, entitled "Background" describes the context in which the assessment is conducted in the implementation process of the project. It reminds of the objectives of the evaluation and the mandate of the consultant. The second part, "Evaluation Methodology" presents the strategy, procedures for data collection and the approach used by the evaluation team to get results.

The third section dedicated to the "Evaluation results" presents the findings reached by the evaluation team relatively to the project implementation, its management and its durability or "sustainability" by the education system. For each component it describes the implementation procedure. The fourth part deals with "key lessons learned" during the whole process of implementation of the EdB project. "Conclusions and Recommendations" expose the strengths and weaknesses of the project and make general and specific recommendations for different actors who took part in the management of the project or being responsible for its internalization in the education system.

⁴ Intervention areas are Dakar, Fatick Kédougou, Kolda, Louga, Matam, Saint-Louis, Sédhiou, Tambacounda, and Ziguinchor

1. Background

The evaluation of the EdB project is conducted after four years of implementation, that is to say, one year before its end in September 2013. It is a mid-term evaluation which aims to "review the progress made so far in the framework of the implementation of the Basic Education Project (EdB) and identify areas which must be improved."(cf.ToR).

This is an external evaluation that completes all baseline studies carried out before the implementation of the project activities as well as internal assessments and monitoring activities conducted all along its development.

Mid-term evaluation refers to several aspects to be taken into consideration: describe the results achieved at a given stage, track progress, suggest improvements, draw lessons learned and formulate recommendations to, at a time, better conduct the continuation of the running project, but also in the perspective of implementing new initiatives.

Thus, the main objective of this evaluation is to "investigate and evaluate (1) the progress made in the implementation of the project, (2) its management, and (3) the chances of sustainability of its achievements" (cf. ToR).

The evaluation should help answer three key questions:

- a. "To what extent the project is on the right track to reach its overall objectives by the end of the agreement?
- b. To what extent has the project been well managed?
- c. To what extent the five components of the project are sustainable? "(cf. ToR).

To answer these key questions and issues that are underlying them USAID commissioned this evaluation.

The ToR define the mandate of the consultant in these terms: "Based on the key findings that have been made, the evaluation team will draw conclusions and lessons learned, and make recommendations to improve the implementation of interventions in progress and develop future education assistance programs in Senegal. »

2. EdB Project description

To allow appropriate interpretation of the evaluation results, it is useful to describe the strategic options of the project, its organizational and institutional structure and operating procedures.

The USAID Basic Education Project "A committed and successful educational community" is a cooperation Agreement signed in October 2008 between USAID and the Government of Senegal for a period of 5 years. The project is entrusted to a prime contractor, Academy for Educational Development (AED), now FHI 360 which is accompanied by two subcontractors, RTI entrusted with the "Governance and Management" component and the Monitoring and Evaluation Unit, and CPI manages "vulnerable Childhood" component.

At the central level, the project is managed by a Chief of Party (COP) or Project Manager, provided by the implementing partner, FHI 360. And, according to a basic principle adopted by the actors, the counterpart project manager is the Director of the General Secondary Middle Education (DEMSG). And each of the five components is carried out by a National Coordinator (NC), hired by the contracting parties. Each component National Coordinator has its counterpart in the Ministry of National Education.

2.1. Administrative organization

At the regional level, there is the Regional Technical Committee (CTR), chaired by the Deputy Academic Inspector. It comprises a Regional Coordinator (COREG), 5 Supercoaches (Secondary Middle Education Inspectors and Inspectors of School Life), the responsible of BEMSG at the IA and BEMG at the IDEN, the Director of the Regional Education Personnel Training Center (CRFPE), former Regional Training Center (PRF), the Director of the Academic Centre for Educational and Professional Orientation (CAOSP), the Regional Union of parents' associations and community principals. COREG is the sponsor of the project in the region.

To ensure the governance and supervision at the regional level, the project activities, a Regional Monitoring Committee (SRC) was established. It is chaired by the President of the Regional elected council. In its functioning, CRS actually replaced the Regional Committee for Coordination and Monitoring (CRCS), the regional committee of the PDEF legally mandated but not always functional.

The other strategic option is to locate the project in the same premises as the DEMSG. This option is inspired by a previous experience that saw the PAEM⁵ and DEMSG coexist in the same corridor at the Ministry of Education.

After the Project Manager and DEMSG there are the national coordinators and their deputies, monitoring and evaluation units of small grants unit.

The concern that is at the origin of these options is to involve the Ministry of Education in the project implementation.

⁵ PAEM (Middle Education Support Project) is funded by USAID for classrooms 'construction, from August 2003 to May 2010

2.2. Technical functioning

In terms of operation, meetings are held internally with the COP at the central level, but also sector-based meetings between components. There is also the annual team building which includes all partners and COREG.

To perform an activity, the initiator writes ToR which are validated by the COP and the financial administration at the central level. If all conditions are fulfilled, a transfer is made in the accounts for this purpose and payments are made. At the end of the activity, vouchers are provided by the initiator.

A safety clause sets an amount of one million that cannot be exceeded.

The deadlines between the development of the ToR and the payment are officially 15 days. But in fact, these deadlines are rarely met. The administration tends to react more quickly, often before 15 days. One NC, speaking of his behalf, reflects this diligence, stating that "It is fortunate that this is so, the field performs better than the administration." "The contrary would have been an impediment to the appropriate operation of the component."

According to some actors, including NC and COREG, this procedure is considered "satisfactory, transparent and safe." However, for these same actors, the device works well for planned activities, but it doesn't work for emergencies.

3. Evaluation methodology

3.1. Evaluation Team

The evaluation is conducted by a team of three experts who were supported in data collection by ten surveyors among whom two supervisors.

3.2. Documentary reviews

The experts analyzed key documents made available by USAID and later by FHI 360 (see Appendix). Some documents submitted had no direct link with the assessment; therefore the team did not focus on their analysis. This documentary review guided the development of data collection tools, in the absence of a pre-survey. It should be noted that many of the documents were available only after the development of tools for data collection.

3.3. Development of tools

The experts team developed all the tools which were used to collect data. A working session allowed the experts to agree on the objectives of the evaluation, to better understand the request, determine what information to seek to answer key evaluation questions and agree on the tools to develop and the actors to interview accordingly. The experts then produced tools respectively to the specific skills of each of them. A second working session was used to validate all productions.

As a result, the following tools were developed:

- i. interview guide for Central level all actors;
- ii. Interview guide for IA, IDEN and Partners;
- iii. Interview guide for Serigne Daaras
- iv. Questionnaire for CGE and Daaras;
- v. Questionnaire for teachers and Daaras;
- vi. Interview guide for Learners focus group and Daaras;
- vii. Interview guide for Middle school Principal;
- viii. Interview guide for Middle school CGE
- ix. Interview guide for Middle school teachers
- x. learners Focus group Middle school.

3.4. Organization of data collection

Data collection was conducted during three weeks.

Interviewers have been trained for two days by three experts and spent a third day to get better acquainted with the tools. During the training, the inquiry scheme was determined between experts and surveyors. It helped dispatch the surveyors between 10 regions and agree on the schedule and venue of meetings with the experts.

Collection strategy is based on a distribution of tools among three experts and surveyors and two methods, direct and indirect.

- i. Direct method: the experts visit six out of the 10 project regions,
- ii. Indirect method: surveyors go to all 10 regions. Thus, all 10 regions have been visited by surveyors, and six of these 10 regions, by the experts team itself.

These are the two complementary approaches that have been implemented and ensured full coverage of the sample schools.

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

Another strategy implemented is related to the operation of tools. The experts interviewed all the actors at national level, the academic leaders of the decentralized level (IA and IDEN) and local project officials. Surveyors were sent to schools, Middle schools and Daaras. But the experts also visited Middle schools and Daaras and discussed with teachers, principals of Middle schools, Serignes Daaras, middle school teachers, coaches, supercoaches, Koranic teachers, CGE leaders.

Experts remained in permanent contact with surveyors to discuss how operations are conducted. And meetings are held between experts and surveyors to assess the process and propose readjustments on some issues or clarify others.

In the field, two experts specialized in the "Governance" and "vulnerable children" focused on their respective domain, while the third dealt with the three other components: TICE, PPP, EC. Interactions between experts helped complete each other. The experts obviously shared all information collected on either component.

The 10 regions are divided into two areas. A Northern zone including Louga, Saint Louis, Matam and Southern zone including Fatick Tamba Kédougou Kolda and Ziguinchor Sédhiou. Each of the two teams went to an area.

In the end, the two teams worked in Dakar region.

Each survey team was led by a supervisor, team leader. His role was to coordinate the work of the team and to facilitate contacts with the targets. He also interviewed the actors as other team members did.

At the end of the survey, each team produced a report on how operations were carried out and the difficulties encountered.

Ultimately, all 10 regions have been the subject of a systematic collection of information from various stakeholders and beneficiaries.

3.5. Sampling

The sample of establishments to be visited by experts and surveyors is as follows:

Table 1: Sample establishments to visit

Region	Number of EdB schools	Weight	Number of schools to be visited
Dakar	44	13.5	5
Ziguinchor	62	19.0	4
Fatick	48	14.7	4
Kolda	34	10.4	3
Sédhiou	33	10.1	3
Tambacounda	30	9.2	3
St.Louis	25	7.7	2
Luga	23	7.1	2
Matam	15	4.6	2
Kédougou	12	3.7	2
Total	326	100.0	30

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

Table 2: Sample of daaras to visit

Region	Number of EdB schools	Weight	Number of schools to be visited
Dakar	122	32,7	10
St. Louis	113	30,3	9
MATAM	79	21,2	6
Louga	59	15,8	5
Total	373	100,0	30

The list of schools and daaras visited is appended.

3.6. Data processing

The data is processed according to collection tools. The experts have directly exploited all the tools they used to interview the actors at the central level and regions' academic authorities as well as focus groups and some interview guides. Questionnaires and guides administered by surveyors (Questionnaire Teachers Daara, Daara learners' focus group Guide, Middle school Principal Interview Guide, Middle school CGE interview Guide, Middle school Teachers' interview Guide) are processed electronically by the statistician after codification.

3.7. Data analysis

It is made by experts based on the processed data, reports produced by the teams and documents provided by different actors. Logic analysis was defined by the experts: it is to compare the results or findings from the exploitation of collection tools to key issues and objectives of the evaluation as reported in the ToR. This process led to conclusions issued from analysis and then to the formulation of recommendations.

4. Evaluation results

4.1. Vulnerable children

4.1.1. Presentation of the component

To recapitulate, the component "Vulnerable Children" aimed to "give vulnerable children, including girls, a quality basic education or professional training and bring estranged children back to their families."

For the implementation of the component, the following institutional arrangement has been put in place.

At the central level, the component is managed by a team under the direction of an expert who has good experience in the issue for having already managed a similar project; he is assisted by a technical adviser close to the component responsible especially for issues on development and delivery of training programs for vulnerable children targeted by the project (skills referential, volunteer teacher education guides summative and formative evaluation guides,); he supports the National Coordinator of the component on any other issue of his choice. However, the staff of four (4) components and other units (Administration, Monitoring and Evaluation and PSOR) interact with the component in a holistic and integrated approach.

At the regional level, Subcontracting NGOs (ICC, Plan and EJA for the northern regions) partners have recruited Regional Coordinators (COREG) of the component in the named intervention areas. FHI360 prime contractor for the project has established Regional Coordinators in the south.

In establishments and in academic structures, teachers and education managers at decentralized level (IA and IDEN) work in close collaboration with the project in the different stages of the implementation on experimentation field, mainly in conception activities, training, monitoring and evaluation, supervision, management, administrative and pedagogical management of volunteers and experimentation (recruitment, training, monitoring, educational support, and evaluation of talibé's performance).

Respondents of the component in various divisions and departments of the Ministry of Education (DEMSG, DEE, Inspection Daaras) which have shared with the planning and the different stages of the implementation of the project activities.

At the local level, students' parents' associations, NGOs and local government in various areas contribute to the implementation of the component. Thus, community-based organizations (CBOs) have accompanied, on the basis of a contractual agreement signed with the project to support COREGs, the process of "restoration" of the place of communities in daara through the putting in place, the training and functioning of daara management committees.

The project has also signed contractual commitments with Koranic school teachers responsible for daaras and vulnerable children targeted by the project in the different departments of concerned intervention regions.

4.1.2. Results of the component

4.1.2.1. *Nature of the intervention in daaras*

The intervention model implemented by the project has the following characteristics:

4.1.2.1.1. *Criteria for daaras' participation*

This model can be implemented in any daara with a staff of at least 40 talibés aged 6 to 12 years. The identification of daaras in each IDEN is conducted through a survey based on the following eligibility criteria:

- i. acceptance of the offer by the marabout;
- ii. to have at least 40 learners 6 to 12ans;
- iii. to own the space accommodating the daara;
- iv. to accept the timetable proposed by the project;
- v. to accept voluntary educator providing lessons in daara;
- vi. to accept monitoring and supervision by MoE decentralized structures;
- vii. to agree to fight violence against children;
- viii. to accept the infrastructure proposed by the project.

Accordingly, the component "Vulnerable Children" enrolled a total of three hundred and fifty (350) daaras in the four intervention areas covered by the four partners. According to the internal evaluation report of the component, "this figure corresponds to the total of daaras which, at least once, joined the project as the current statistics of daaras reached out by the interventions are two hundred and fifty (250). This difference is due to the fact that a significant part of daaras initially involved, nearly a third, were removed from the experimentation at the end of its second year due to the hazards related to budgetary constraints led to reduction of almost 1/3 of daara.

4.1.2.1.2. *Training Referential for access to the formal education*

The model of an efficient daara provides children with a bridge they can use to pursue their studies in formal education system, if such is the will of their parents through a competence referential covering four (4) areas in accordance with the new basic education curriculum. It is matter of a weekly schedule credit of 12 hours spent on these new disciplines.

The referential is about French learnings. It is a synthesis of the experience of different structures involved in favor of vulnerable children (Counterpart, ENDA, STP, PGL Lajoie, etc.).

On analysis, this referential includes the skills of BEC regarding the output profile and focuses on Maths, verbal and written communication and life skills. This referential enables talibés to acquire expected competences at the end of CE1, CE2 or CM2 after three years of study in daaras offering bridge for a good entry into formal education system (see Appendix).

The competence referential is divided into three parts and each reflects the expected learners' entry into the formal school system. These are:

- Part I: Level of Learners integrating the 4th year;
- Part II: Level of Learners including the fifth year;
- Part III: Level –of Candidates to the Completion of Elementary Education Certificate (CFEE).

For each of these three integration entries, subdivisions of the competence referential consist of four areas, that is:

- Language and communication;
- Mathematics;
- Life Skills;
- Education to the discovery of the world.

About this intervention model, the internal evaluation report had noted that the involvement of the "Inspection of daara which was very active until recently" "ceased under the pretext of lack of time with recurrent shift of the focal point (three staff so far). » However, it was observed that the Inspector of daara changed behavior; he "finally appreciated it on the basis of field actors' testimony."

4.1.2.1.3. *Training spaces built and equipped*

Concerning infrastructures and equipments the daara agreed on the following proposals:

- One model of space and latrines;
- The learners' desks / mats;
- Hygiene equipment;
- Teacher's desk;
- The storage cupboard;
- Teacher's tools;
- Learner's kits.

Training center, Gandons' daara



Initiative of Boroom daara in Dagana



Yet, Borom daara wished that the project support be oriented to the completion of this

Serigne Amadou Diop's Training space in Dagana



class-dormitory but the project preferred to build this space and let him finish his construction by himself

A training space in Linguere



A multi-purpose space : classroom and dormitory in an unhealthy environment

Damage to the daara building in Linguère



The wind got the better of the roof

4.1.2.1.4. *Volunteer Educators*

The project implementation has created a corporation of 350 daara volunteer educators who approximately have the same profile as formal education volunteers. These are graduates who passed through the recruitment tests conducted by the IDEN and paid up to 60,000 FCFA / month over a period of 9 months / year.

4.1.2.1.5. *Community Involvement*

At Community level, the support and management structures are put in place and they include:

- Daara Management Committee;
- AMEC.

Management committees are a space for dialogue and significant action. It is the same for community-based organizations involved in daara management.

4.1.2.1.6. *Improvement of Talibés' living conditions in daara*

Three (3) domains are covered: nutrition, health and protection:

- In the nutrition domain

Some daara have implemented a small-scale food and nutrition approach. This is the case of all the daara in Counterpart area of Year 1.

- In the health domain

The 23 daara visited implement a learners' medical monitoring supported by Serigne daara or parents who pay the medical fees.

- In the protection domain

In the domain of children protection, a campaign against violence and trainings on school violence are conducted.

4.1.2.1.7. *Involvement of IA and IDEN*

Local education authorities play several roles in upgrading daara through:

- (i) supervision and educational support around a shared and accepted referential ;
- (ii) a census of learners;
- (iii) monitoring and evaluation of learners' performance;
- (iv) a concerted educational control to monitor learners' performance and update databases to allow access to the formal education system by the bridges
- (v) construction of learning spaces;
- (vi) information and sensitization on school violence and gender consideration in daara;

(vii) educational activity around issues related to classroom and learnings management

4.1.2.1.8. *Involvement of local training structures*

A very fertile collaboration is expected between daara and formal schools. A tutoring system should facilitate the supervision of volunteer educators by Heads of establishments who are CODEC members; this will reduce the costs of in-service training by sharing premises and educational inputs. In addition, volunteer educators are included in educational cells and participate in training workshops at IDEN level.

4.1.2.1.9. *Call for civil society organizations active in the project area*

The project has relied on civil society organizations active in its intervention areas for the implementation of activities. They have been empowered in community communication, awareness raising, mobilization and organization.

4.1.2.2. *Vulnerable children in renovated daara*

The project component intervention targets two categories of vulnerable children but with two different approaches.

4.1.2.2.1. *Vulnerable Children to school drop outs*

4.1.2.2.1.1. *Talibés aged 6-12 years*

Data available at the project level has revealed «that after the first three years of implementation, the USAID / EdB has enrolled 350 daara. For three hundred and fifty (350) reached daara, sixteen thousand five hundred fifty-three (16,553) talibés aged 6-12 years have been registered and trained on the referential provided in daara. Of this overall figure, there are 4708 girls enrolled, that is 28% of the total.

This represents a gap of 33,027 vulnerable children against the target of 50,025.

4.1.2.2.1.2. *Boys aged 13-18 years*

For the target of 13-18 years, 5391 talibés and other vulnerable children, including 61% of girls were enrolled in secondary, technical training and / or professional training programs in partnership with a diversity of training centers and craft workshops in Dakar, Louga, St. Louis and Matam.

The implementation of interventions for this target, ensured by schools, technical and vocational training centers and craft workshops, has helped enroll 5,391 youth in various vocational training programs, out of the 15,225 (35% of the number touched).

As an illustration, the 2011-2012 St. Louis report found that the results of the data concern only 03 structures (CRETEF Podor, Dagana and CDFP Richard Toll) out the 4 the project worked with. The chart takes into account the specified 226 vulnerable children of 4 structures, the other unconfirmed EV continue their training. Of the 176 enrolled in the three structures, 92 were acknowledged, that is a percentage of 52, 27%, the other vulnerable children who repeated will continue their education next year.

These results have been achieved owing, among others, to :

- Negotiation capacity and experience of sub-contracting NGOs on intervention in daara and in the formal education system (Plan, EJA, CPI FPGL)
- Koranic schools teachers' open-mindedness;
- Commitment of some education authorities to accompany and support the experimentation.

4.1.2.2.3. *Vulnerable children*

According to reviewed documents, 7000 learners including 60% of girls vulnerable to dropping out of middle education, have received adequate support that allows them to continue their studies normally. Thus, 284 Observatories of School Dropouts (OVDS) were put in place thanks to the project support. In addition, this device has been institutionalized in Middle and High schools by a ministerial order.

4.1.2.2.2. *Children in street situations (at risk of family breakdown)*

In addition, 4 platforms have been put in place in Fatick, Tambacounda, Kolda and Ziguinchor and 80 community volunteers from CSOs, CBOs have been trained on street Social Work and were operational in the management and monitoring estranged children.

Besides, noteworthy is the putting in place in Fatick and Kolda regions of village committees for monitoring and prevention of family breakdown.

Thus, 332 estranged children remained or returned to families and to localities they came from and benefit from a life project. This is the case of the long-established daara in Rufisque and which returned with talibés to settle in Payar (Tamba region, department of Koumpentoum).

On the field, vulnerable children's support in daara resulted in:

- the improvement of living conditions by providing daara with mats, rice and building latrines although these achievements are merely symbolic considering their scarcity and non-renewal; as illustration: Serigne Amadou Diop daara in Dagana received only six mats and less than 100 kg of rice!
- the short-term skills training of vulnerable children in training centers in intervention areas, and, for example, in Dagana, 82 EV are trained in electricity, metal welding and mechanics.

Daara learners supported by the project have testified:

All the 174 Talibés who formed 18 focus groups have a good knowledge of the project and the situation of the target daara prior to it was as follows: low involvement of the population, the lack of built learning space (simple shelter) and simple Koran learning. With the intervention of the project, daara have received the following project support: food aid, a provision of hygiene materials, equipments and school supplies, the putting in place of the CGE, the construction of the learning space, the introduction of French and mathematics which have conducted to a significant behavior change among many talibés who made the following statements:

- "It is very important to learn French because, in Senegal, without mastery of French, one cannot have everything he/she wants. Perhaps with fluency in French, we can have a job."
- "Before, we had no toilet. We went around meeting our needs. "
- "All that we have received as aid from Mamadou Gueye project is a blackboard, a table and a chair. Except that, we have never received anything else. "Introduction of the French language. It was a good thing because we started to make progress. But it was not long, about a year. "Daaras Serigne Tidiane Sall in St. Louis.

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

Even though they all loved it, talibés have most appreciated learning French, school supplies, latrines, food aid, hygiene products and familiarity with computers.

But they did not like:

- Promises not respected by the project (e.g. rehabilitation of dormitories of daara Salif Mbengue in St. Louis as promised by the operator)
- Stop or irregularity of french classes (two months without french learnings in Thierno Bocar Niang daara in Kanel) "The teacher does not respect her timetable and she is very often absent, sometimes she is away for two weeks." (Daara Thierno Tidiane Ly in Kanel)
- end of food aid and poor quality of food (Abdoulaye Thiam daara in Matam)
- defects in classroom construction,
- The fragility of desks, inadequate equipment,
- The fact that talibés older than 12 years are not allowed in French classes; (but in Salif Mbengue daara in St. Louis, internal talibés aged 14-25 years feeling frustrated, organized themselves to learn how to read and write in French with the support of a student who lives in the neighborhood; and they want to attend French courses within the project).

In addition, talibés have not unanimously noted change at the level of Serigne daara whose daara complies with good hygiene measures including the organization of learners in cleaning group: regular bath, clothing hygiene, classroom maintenance hand washing with soap after toilets...

In case of illness mainly due to bathing in ponds and canals, lack of potable water, floods, the strong presence of mosquitoes and promiscuity in daara talibé are referred to the hospital and medical expenses are supported either by Serigne daara or by parents.

In 12 of 18 daara visited (2/3 daara), begging practice remains a reality according to talibés; either to support Serigne daara to ensure their food three times a day or feed livestock (Thierno Malal Talla daara in Santhiou Bamambé in Kanel department). On the other hand, in some daara, it is strictly forbidden to beg for money (daara Thierno Niang, and daara Thierno Bocar Ly Tidiane in Kanel) and Serigne daara feeds talibés at the end of the project food aid.

If attacks against talibés in begging situation are rare as they say, talibés often fight among themselves and young children are often bullied by talibés from other daara; this leads to pitched battles between them. In addition, the security problem also arises in the traffic and talibés are often accused of theft or they spend the night in the streets because of the distance from urban centers.

In the overwhelming majority of daara, corporal punishment remains current even if the punishment without excessive violence is normal for Talibés in case they run away, behave incorrectly or refuse to learn.

In 9 of daara visited, children have run away from daara for the following reasons: nostalgia of parents, poor motivation for studies, fear of punishment, harsh conditions in daara (begging, sleeping on the floor without a blanket ...) or for unknown reasons according to Talibés interviewed. On the other hand, parents rarely withdraw their children from daara (in 2 daara) due to competition of the formal school (financial motivation of parents to remove children from daara against 10,000 francs per talibé removed: the case of daara Thierno Oumar Abdoul Ba in Podor to meet family needs related to celebrations (including Tabaski) or at final stage of learning the Koran.

Talibés' wishes are, considering their order of importance, the following:

- Improvement of living conditions (dormitories, nets, latrines, mats, cleaning products, canteen, running water ...) or building of a modern daara
- Clothing and blankets
- Electrification of daara
- Food Aid
- School Kits (bag, supplies, textbooks);
- Provision of computers and television;
- Retention of the volunteer educator and teacher development;
- Provision of toys (balls ...);

- Professional training.

4.1.2.4. *Substantial Achievements*

In total, the component Vulnerable Children which brought about essential qualitative changes in the management of daara as well as in the improvement of Talibés' learning and living conditions can capitalize the following significant achievements:

- the relevance of the intervention: all actors and authorities of both education and local elected councils own the project and are convinced of its relevance, particularly in its initiative to introduce the teaching of French and mathematics in daara which is a major innovation from their point of view;
- integrated approach of the project with an essential component EV which concerns the improvement of the physical and material environment of daara, through an ambitious program of rehabilitation and equipment of daara;
- social revaluation of daara by improving their physical and learning environment;
- improvement of Talibés' learning environments which are more decent with the equipment consisting of desks, mats and construction of latrines;
- acceptability of a referential developed for the introduction of French and other basic education subject matters in daara is largely acquired at the level of Koranic schools teachers;
- the education authorities in Matam, St. Louis and Louga have begun to integrate the daara learners in their educational data;
- the putting in place of the Management Committee (DMC) around each daara. These management committees are the structure of community participation in the management and functioning of daara;
- the project brought the marabout who has always been responsible for his Daaras and a volunteer educator to share the same space; learning French and mathematics has helped raise the level of learning and drew education authorities' attention on the realities of Daaras;
- the component has helped recruit and train volunteers thus provide an employment for several youth for more than 3 years;
- good participation of the of Koranic teachers' Association which manages its own training activities (very dynamic associations).

The main changes noticed by educators focus on parental involvement according to eight (8) teachers and two of them think that the project did not bring any change by not fulfilling its promises. In this regard, here is in the frame below, the opinion of a member of a management committee.

"I must say that this committee (CGE) has been here for long and its objective was to support the Serigne daara during the construction of the daara or in his field work. But it has never intervened in another area even with the advent of the project. This committee has not changed in its mission; considering this, it is impossible to appreciate the introduction of the project; one would almost think, after discussion with the committee members that they do not attach too much importance to the advent of the project. They see it as an entry to deviate children from koranic school to perdition. The daara have no interest to accept the introduction of French in the learnings To help vulnerable children, we must support these Serigne daar, supervise daara children as they do with those of the French school and let them continue their Koranic learning. The government must put safeguards, control these so-called projects involved in daara, and deeply dig to know their real intentions. If we let them continue, what will become of Koranic education in this country? "(CGE Thierno Bocar Niang Kanel in the Matam region)

However, members of the eighteen CGE interviewed noted the following changes that can be credited to the project:

- Improving talibés' learning conditions thanks to training spaces built and equipped, the introduction of French and mathematics in talibés' training, provision of manuals and teaching materials, supervision and monitoring by inspectors
- The improvement of living conditions in the daara through the construction of latrines, the care given to children, the provision of hygiene materials, partial but timely food aid, water supply
- Changing attitudes and vision with the accession of Serigne daara and parents ...

Members of the CGE have said:

"There is only Talibés' behavior change; they are rather motivated to learn French and acquire life skills. These results are very disappointing especially with all the promises made during the enrollment of our daara. All activities planned are ultimately canceled due to lack of funding according to our sources (operator and focal point)." Thierno Boubacar Ka, St. Louis

"There are many things that have been promised, but their results are not yet effective. Example: financial support to Serigne daara, medical care, food endowments ... ". Begging for food purposes cannot be eradicated as long as daara do not have food security. Punishment exists and will always remain. They discredit the daara but even the police practice corporal punishment. And yet, children over 12 years are not yet enrolled by the project. "Mohamed Thierno Ndiaye in Podor"

"Talibés have not received professional training as was promised and food donations have not been followed up, too." Waxed Malal Talla, Kanel.

"The beneficiaries of skills training were highly motivated and master the basics of the profession they chose: silkscreen printing and carpentry. There was neither control nor monitoring during project implementation. This is the main reason for the collapse of the roof and the collapse of the infrastructures built "Mamadou Dia Kabirou daara Salif Thiam in Ourosogui

"Community participation has improved since a meeting is scheduled the 10th of each month and reports are written. The CGE has a co-signed PAMECAS account. The accounts are kept and accountability is conducted through legal channels. "Cheikh Ahmadou Ba daara of Arkham in Kébémér.

4.1.3. Analysis

4.1.3.1. *Many reasons to intervene with vulnerable children*

Given that 14% of children who are not registered in formal school are more present in daara, the project helps restore social justice because the government must ensure education for all children, provide a quality education to talibés and maintain in the system the excluded and those identified as vulnerable to school dropout.

By the time the project started, there was not a daara curriculum developed by the Ministry of Education and one of the outputs of the component was "give a quality basic education to 50,025 vulnerable children in 5 years. The project is committed to build on the training experiences of some NGOs working in education in daara (CPI, EJA, and FPGL Plan) and by consensus involving the various services and management Departments (DEE ID, STP, DALN, DA / METFP) a referential of competences for vulnerable children in daara with 3 output profiles corresponding to three input profiles identified in the daara.

4.1.3.2. *A model used to upgrade and integrate daara into the formal system tested and validated*

At the strategic level, the project has developed, tested and validated an approach to upgrade and integrate daara in the official education and training network by simultaneously pressing on the following integration levers:

- A political integration through the recognition of this type of alternative education offer in the framework of a holistic education approach, diversified and integrated that recognizes, promotes, supports and integrates these offers with a number of features compatible with the classic system;
- A programmatic integration with the development and testing of a referential for learning in French; it is a synthesis of the experience of different structures intervening in favor of vulnerable children (Counterpart, ENDA STP, PGL Lajoie Foundation etc.). Analyzing it, this referential includes the skills of CEB regarding the output profile and focuses on math, verbal and written communication, life skills ... The referential is an education offer which:
 - considers the reality of daara (daara as it is with talibés of different ages and levels);
 - respects the choice of parents who want their children to learn the Koran and religious education?
 - is immediately and now available in all daara with a class size (40 learners aged 6-12 years), the marabout of which can release from 12 to 16 hour for a weekly timetable;
- Technical integration with building bridges allowing to navigate in the sub-system of basis education through level tests for children aged 6-12, skills training for vulnerable children aged 13-18 in traditional structures of the education system and an internal strategy to support vulnerability to school dropouts with the establishment of OVDS in CEM was developed, documented and institutionalized by DEMSG under the Project Zero repetition:
- Social integration with (i) an internal and community model which takes in charge the prevention of family breakdown and the retention of children at-risk of family breakdowns has been developed and supported through the CTS in southern regions (Fatick, Kolda, Tambacounda and Ziguinchor), (ii) the acceptability of the development of the model introducing the teaching of French and other subject matters of basic education is largely acquired at the level of Koranic schools teachers and (iii) the empowerment of CBOs to support the development of model of performing daara with a strong option of creating daara CG in the management of the process of "restoration" of communities' place in daara by putting in place, training and operation of daara management committees and the involvement of local communities in supporting basic education for daara vulnerable children and estranged children or at-risk of family breakdown.

About volunteer educators

The field mission met and interviewed 20 teachers, including 13 volunteer educators recruited by the IDEN and 7 teachers recruited by Serigne daara. These seven (7) males and (6) women aged 20-25 years (04), 26-30 years (03), 31-35 years (03) and over 35 (03) and the following levels of education: BFEM (08) Bachelor (03) DUAL / DUE (01) and CAP (01).

Their experience in education is recent with the arrival of the project (1-3 years) with the exception of four (4) of them who have more than 3 years of experience between 4 and 11 years of practice).

However, their initial training has very variable duration according to the IDEN: 6 days, 10 days and 15 days. If the lack of this training has been criticized by volunteer educators who see in it the causes of the problems encountered during their professional life, on the other hand, educators recognize the effort made by the education authorities in their in-service training which nevertheless knows varying luck in

terms of duration: 2 days and once, 4 days, 1 or 2 teaching days / month, 1 time per quarter (2 or 3 days) mostly during education days.

Educators apply the referential developed by the project with a timetable varying between 12 and 18 hours per week depending on daara.

Thus, these educators face the following challenges in the field (note that two of them said they did not encounter difficulties):

- Lesson preparation and holding of class diary
- Delays due to begging or work
- Talibés' reluctance and indiscipline
- Parents' reluctance
- Inadequate desks
- Inadequacy or nonexistence of visual aids
- Lack of storage hardware for materials
- Multigrade class management
- Inadequate timetable
- French ranking second
- Collapse of the class: x (daara Thierno Thiam Salif Matam).

Educators are paid for 9 months out of 12 with the exception of the educator of daara Thierno Bocar Niang Kanel Matam who states being paid for seven (7) months only. The amount of this payment is 60,000 FCFA / month with a cut of 3,000 Fcfa representing taxes.

Educational supervision is ensured by the IDEN for eight (8) teachers, school principals, teachers in the area and on the occasion of educational cells even if two of the teachers report that they are not supervised at all. Actually, four (4) educators say they have never received the inspector and four others mention one visit only against only one for 2, 3, 4, 9 and 10 visits. These elements are confirmed by CGE members who, although noticing the effectiveness of the supervision, note the absence of an inspector visits in a few daara.

But daara life still faces the following recurring problems:

- Talibés' accommodation and catering to avoid the so-called "food" begging;
- Talibés' medical care;
- The payment of Koranic teachers to avoid the so-called "monetary" begging;
- The payment of trainers in professional training;
- Inadequate infrastructure and hygiene;
- Non-compliance with the commitments taken by the project.

4.1.3.3. *A planning as the cause of the problems experienced by the project*

Regarding the quality of planning, it must be recognized that the project was largely inspired by the 18 months pilot project enrolling 3800 talibés in the North (3000 talibés with Coki and Podor departement) with conclusive results assessed by three categories of Serigne daara's reaction (clear-cut refusal, marabout's unction and acceptance for induced added value). Initially, training of each talibé was planned over a year, but eventually this training was reduced to three years given the requirements of the new curriculum. So finally, the proposals of the baseline study were not selected.

Other externalities have also affected the project life:

- the decision not to recruit new daara for Year 4 (Decision of the project and USAID) new daara retained without the daara of the pilot phase;
- Budget Year 2 arriving late, thus provoking simultaneous recruitment of year 2 and year 3, (iii) the necessity to make a choice between quality and quantity: finally, the option was taken to focus on the quality and recognition of these children in the official data, the

diversification of educational opportunities and intervention experiences in daara to improve rather than having a "quantitativist" option in the intervention.

However, these facts reveal the flexibility of the actors and the adaptation capacity of the project coordination for the revision of the initial draft based on current realities.

4.1.3.4. *With regard to the sustainability of the intervention*

According to the project, intervention in daara is sustainable for at least two (2) reasons:

At the institutional level, if the government accepts considering the results obtained, to pursue some activities initiated by the project and identified according to the components.

At budget level: the most important model costs consist of the rehabilitation of the learning space (CFA 2.500.000f and payments of voluntary educators (CFA 720.000f); it is possible to engage communities in the construction of the shelter and use the quota of Education Volunteers (at a rate of one to three daara in the same city or area by negotiating with the communities the timetable (days and hours of courses in daara) to sustain this experimentation, other charges related to learners' supplies, monitoring, administrative and educational support for teachers are covered by the budget of the Ministry of Education.

The achievements of the "Vulnerable Children" component which are able to "survive" the project or which are transferable are: observatories EVDS, Daaras management committees, the Association of Koranic schools, departmental volunteer educators' associations in some areas, curriculum production (referential of competences, teaching guides (3) for volunteer educators, formative and summative evaluation guides, (methodological framework, guide and tests).

However, the project still faces problems of sustainability as follows:

- One local authority has supported daara in his community, the Rural elected council of Diokoul in the department of Kébémér had to include in its budget support to daara where the project intervened, on the other hand, the CR which granted field where a daara transferred from Dakar is set back in Payar;
- No local community has supported daara in its locality;
- the internalization of the intervention model within the Ministry but the process is ongoing (several meetings were held with the DEE, THE Secretary General of the Ministry);
- the career plan of teachers recruited in daara because this issue has not been discussed in advance with the Ministry about the future to reserve to the teachers and daara at the end of the intervention, daara which may return to initial conditions for lack of support of this issue;
- Management of volunteer educators (EV) paid 60,000 CFA / month not all the months of the year: their contracts are signed with the project but the service order is signed by IA, so these EV demand integration into the public function:
- Perspective 1 = recruitment according to opportunities;
- Opportunities 2 = Recognition of achievements of the experience and diploma with the possibility of direct integration by the Ministry;
- Suggestion: organize an association and apply for permission to open private schools.
- Communities' contribution to support daara is still insufficient to ensure the required quality level of training in these areas;

In total, and based on the elements identified in the internal evaluation report of the component, the following sustainability strategies can be noted:

- Putting a Daara Management Committee (CGD) in place to represent the interface between the daara and community. The roles of this organ are to mobilize resources for daara, to ensure talibés' protection, to invest in problem solving and inform the community on the management of the daara, but there is the problem of its functioning;
- Koranic schools associations existed before the project in most cases and thus are an essential part of community monitoring mechanism and accompaniment of daara even after the project;
- Organizations of civil society with which USAID / EdB has contracted in each department: these organizations can potentially continue support activities;
- The synergy of a variety of stakeholders for exchange and strong partnerships, training of these actors forecast their ability to ensure the continuity of initiatives internally and autonomously;
- The device of educators' technical monitoring established in each department and which consists of inspectors of education, should outlast the end of the project life cycle;
- The involvement of "ndeye daara" also provides an opportunity for community to partly support talibés' food and medical care; in addition, populations contribute to the hygiene management of daara, to taking into charge talibés' cleanliness, or medical care when necessary;
- The institutional anchoring in the strategy of Departmental Inspection of Education (IDEN) for monitoring and supervision of daara is also an important measure of sustainability.

4.1.3.5. *Serious pending problems*

However, the following problems were identified:

- i.** The non-fulfillment of commitments by the project: the delay in the rehabilitation and construction have led some Boroom daara to abandon the project as is the case for example in Cascas and THILLE Boubacar (Podor);
- ii.** The high loss of daara for various reasons (26 in Podor, 90 daara targeted in Louga but only 56 participate with 1 dropout);
- iii.** The daara having completed the cycle of three (3) years project support return to their original position due to lack of sustainability measures;
- iv.** Delay in EV skills training in CTEF, CRETEF and CEDAF (925 EV awaiting for their training in Podor and 500 in Louga region within a few months before the end of the project) resulting in failure to achieve quantitative results (1581 children aged 13-18 years supervised against a forecast of 2154 children, that is an achievement rate of 60% in Louga);
- v.** the weak functioning of community mechanisms put in place contributes to maintaining their lethargy (non functional CGE chaired by Serigne daara's relative from whom Serigne daara commands strict obedience; all daara have CGE which is often reduced to the only person of the Chairman/woman);
- vi.** The still high use of corporal punishment in daara by 90% of Serigne daara and a part of volunteer educators;
- vii.** if on the whole the existence of hygiene and cleanliness measures is stated by the majority of serigne daara, it remains for the most part, the observance of these measures is not effective at daara level, the main hygiene and cleanliness activity consists only in sweeping the daara by rotating groups of girls;
- viii.** The supervision and technical monitoring system established in each department with education inspectors to accompany especially volunteer educator in the implementation of the referential at daara level did not function correctly ;
- ix.** According to the Project, a very unreliable attitude of Inspection of daara which went from initial enthusiasm, to skepticism when the coordination developed its intervention approach, then to a cold indifference to everything about the training referential in daara, then outright hostility vis-à-vis all that is not the curriculum of daara, and finally after field visits, to the acceptance that a huge step was put towards the acceptability of the intervention model by marabouts;
- x.** Always reduced financial resources and / or arriving very late making harmonized implementation difficult (delivery of trainings in time according to the school calendar);

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

xi. Uneven commitment of IDEN to the work of monitoring supervision of volunteer educators impacting negatively on their performance as trainers and on those of trained talibés.

They talked about problems they encountered :

Local education authorities interviewed mentioned the following key issues.

Dakar: "I have not done a lot of field visits. A tour planned with the department is not yet done. However, there is no specific preparation for the implementation of the function. In addition, only one activity involved planning of learnings with teachers for 2 days (not realistic because no congruence with content related to the planning, but simply sending ToR to apply to the letter without prior consultation). Inspector in charge of daara IDEN Guédiawaye.

St. Louis: "Not a lot of difficulties at the global level, however, the organization of evaluation of learners' performance revealed a coordination problem; finally, IDEN were responsible for the coordination instead of IA. It was also noted:

- Resistance from parents when organizing bridges (question not tackled at the outset of the project because it was thought that the problem did not arise. The problem was finally resolved after several negotiations.
- Difficulty in some IDEN to integrate the daara training plan in the overall plan of the IDEN;
- The concentration of resources at the central level; there must always be a green light from Dakar to implement an activity (delays in the proceedings, even if the money is available at the COREG);

The use of operating partners (Counterpart, ENDA ...) with different procedures, different speeds and different levels of achievements according to rural zone and urban zone...: is there any space to harmonize procedures ... ?

- Irregularity in holding coordination meetings for lack of money
- The weak monitoring in daara: bright daara (comprehensive package delivered) with a monthly visit, community daara (CGE empowered on various issues) with one quarterly visit;
- In the construction and equipment of daara, IDEN was not associated in the design of the model shelter finally modified by Boroom daara and besides delays in the construction certainly due to funding problems. "

IA and IDEN St. Louis Rural and Podor

Louga: "IA was the focal point of the project during the first 3 years, IDEN has been involved for 18 months only (management problem in the region) with no reports to own the project: no baseline study, no involvement in the selection of daara ... In addition, there is the omnipresence of Plan in the development of tools, in the reporting with problems about the devolution of roles between Plan and IDEN. Finally, the initial procedures were quite complicated and inappropriate for monitoring: finally no monitoring by IDEN; subsequently, proposition of 10,000 FCFA / day for a tour covering several villages without a car (only 1 in the IDEN) and without driver and for six inspectors and 400 schools in the context of delay in the release of state resources (e.g. fuel), and finally, I A proposed to put a vehicle and fuel in place according to a supervision plan; but not yet implemented ".IDEN Louga

Linguère: "The following problems were found:

- The independence of Serigne daara that creates obstructions in particular in the establishment of CGE (Serigne daara who wants to promote his men or be the chairman);
- The resignation of 3 EV because of inadequate payment;
- Lack of means: no teaching materials (Plan delivers school supplies only);

supervision difficulties with remote daara although IDEN commitments have been met in terms of visits ".IDEN Linguère

4.1.4. Conclusion

The model of community daara implemented in the field is an appropriate response to the integration of daara within the education system and the implementation of the option of equity through support to vulnerable children including talibés by prevention and inclusion.

On the other hand, if efforts to support children in difficult situation in Middle schools and in the street are praiseworthy, the weakness of the response in quantitative terms (number of children affected) and the inadequate support (one support in one year for a middle school visited in the North) are both deplorable. Added to this is the challenging question of interventions sustainability which has not been solved so far (the supported daara return to their initial situation at the end of the project!).

Finally, the actions conducted for the developments of daara by different actors are ad hoc and disordered and do not fit into any coherent framework. They give a few concrete results and instead may rouse opportunistic behaviors which will make it difficult to implement a coherent policy for this type of education.

4.1.5. Recommendations

Educators have made the following suggestions for the improvement of the project:

- Extension of pays over 12 months, increase of the amount and payment on due time;
- Improvement of equipments, educational materials and supplies;
- Sensitization to Serigne daara and support for them;
- Eradication of begging by putting into place a school canteen;
- Reinforcement of initial and in-service trainings (4 educators);
- Integration of teachers in the formal system for their support;
- Respect of promises;
- Improvement of the referential timetable;
- Continuation of the project;
- Improvement of supervision.

Volunteer educators believe that the project intervention has improved the management, governance and participation of parents and the community even if there are adjustments to make. However, the following measures are necessary.

Develop and implement a strict policy of modernization of daara and Koranic schools

A break is considered as necessary to have time to develop a policy based on solid empirical evidence and a curriculum and an operational program. This break will also be an opportunity when national political authorities at the highest level, engage in a dialogue with religious leaders to build consensus on the model of school to put in place and the conditions for its acceptance by the people. PDEF coordination will support national authorities in this consensus dialogue (Ministry of Education, Evaluation of 10 years of PDEF, CRES, page 2002, 2012.

- **Implement five (5) complementary approaches for sustainability:** building on existing structures, build capacity, generate new dynamic, be consistent with PDEF2, change behavior;
- **Accelerate the rehabilitations before end of June 2013, but it is late or impossible to recruit new Daaras;**

Conduct cross advocacy towards:

- the Federation of Koranic schools Associations and Koranic schools teachers have benefited from the project intervention;
- IA and IDEN who have worked with the project and have been able to measure the influence of this intervention in the arsenal of the diversification of offer for an inclusive and quality education for all children;
- Decision-makers of the Ministry of Education for an institutionalization of the intervention to improve the TBS in some areas of the country where a strong tradition of daara exists;
- Improve information to overcome Serigne daara's reluctance,
- Extend interventions to many daara area;
- Locate budgets related to educational activities at IDEN level to facilitate monitoring;
- Further focus on protection, the fight against begging and the fight against violence;
- Support Boroom daara in conducting AGR for their empowerment.

Thus, the supports wished for better integration of daara in the educational system are at the decentralized level and central level:

At the local level, IDEN and IA will:

- Integrate daara in the development of the local school map;
- Allocate necessary inputs to daara;
- Assign volunteer educators according to availability of staff;
- Assign a quota of class construction program in daara or allow daara occupy formal school classes in places where this is possible;
- Ensure monitoring and educational support from the IDEN or CODEC;
- Ensure in-serving training of volunteer educators in IDEN program;
- Integrate daara staff in the database of the district;
- Stabilize the weekly timetable in collaboration with Boroom daara without compromising the Koranic teachings;
- Provide the daara with projects daara;
- Stabilize duration of French learnings for a period of three to four years for a minimum of eleven months;
- Recruit ED.v from the quota of available facilitators of different projects in the districts / recruit ED.V as formal teachers;
- Integrate daara into the overall quality piloting system of districts;
- Generalize performance contracts with all daara.

The MoE will:

- Put volunteer educators' salaries in payment cartons of formal education volunteers and contracting teachers;
- organize certification evaluation for structuring of bridges to formal education;
- Include daara in the mapping of school canteens;
- Plan Boroom daara training referring to the principals' referential;
- Integrate daara in national statistical annual report.

4.2. Curriculum and instruction

The purpose of this component is to "improve the quality of general secondary education by implementing a relevant curriculum which includes civic education and continuous assessment of learning."

4.2.1. Presentation of the component

Curriculum development started with a "mapping" or mapping programs and teaching practices in general secondary education.

The development of the middle school curriculum is made around an organization involving all stakeholders.

4.2.1.1. *A political and institutional level materialized by:*

- a) National Committee for Curriculum Development (CNEC), which sets the guidelines. It is chaired by the DEMSG and it includes political, ministerial, university authorities, representatives of parents, USAID and various experts;
- b) an Executive Secretariat (ES) which implements CNEC guidelines under the supervision of the Dean of the IGEN and involving IGEN, the representative of the STP, IEMS, CPI,...;
- c) a Scientific Committee which ensures scientific validation of products comprising IGEN, USAID agents, DEMSG, the DEE and STP.

4.2.1.2. *A technical level materialized by*

- a) The IGEN for the supervision of teams designing and drafting guides and activity books;
- b) International consultants who support the national teams designing tools;
- c) National consultants who develop project experimentation documents;
- d) Trainers including IEMS, CPI, experienced teachers and Heads of schools.

4.2.1.3. *An operational level materialized by*

- Heads of establishments for the experimentation of guides and training modules for CE;
- Teachers "chalk in hand" for the experimentation of user guides, education guides and training modules on the curriculum tools;
- Learners in order to follow learnings and experiment School Government and other internal structures of the middle school.

The operational level is completed by coaches, super-coaches and hypercoaches.

Management is decentralized since each actor responsible for a component manages the corresponding budget in terms of planning. This requirement has been very beneficial for the project.

The disbursement process begins with the needs assessment, writing ToR to define the activity to achieve, the validation of ToR. The procedure takes about ten days from requirement to payment of funds. It is highly appreciated especially as the administration always responds quickly as soon as they receive the ToR. It is fortunate that is so, "the field outweighs the administration." The contrary would have been an obstruction to the appropriate implementation of the component. "We manage our money by ourselves," notes a Regional Coordinator.

At the regional level, a regional technical committee is put in place to monitor and support middle schools in the implementation of the project interventions package, especially interventions related to ICT and to the Curriculum. This committee is chaired by the Deputy IA, and is coordinated by the BEMSG (the Middle School Regional Coordinator). Its members, who are all involved in the project innovations, include all supercoaches (IS ICC IVS), the coordinator of the Regional Centre of Education (PRF), the BEMG (the departmental coordinator of the Middle Education), the middle school planner, the association of CE, CAOSP (for student orientation), the ICT IA and corresponding Regional Project Coordinator.

4.2.2. Results of the component

The following results can be put in favor of the component "Curriculum and instruction"

- i. development of an improved middle school curriculum;
- ii. development of user guides and education guides in mathematics, French, History, Geography, Life Sciences and Earth (SVT), Physical Sciences and Civic Education for four levels of middle education for the benefit of teachers;
- iii. Availability of educational booklets and program initiation into the world of work for learners
- iv. Development of tools for good governance in middle school and implementation of functional school governments;
- v. training of Heads of establishments, teachers and supervisors on the curriculum tools;
- vi. Intensive close Training (FRI) used as an in-service training model and which is being adopted by the Ministry in the framework of zonal education half-day (DJP);
- vii. Standardized tests and evaluations of the project effects allowing to assess them in teaching / learning process;
- viii. 4,500 out of 7786 teachers were trained at the end of last year. With the strategy of management adopted in the DJP, we'll reach the expected result despite budget cuts;
- ix. Progressive implementation of School Government (GS) instead of Socio-educational structure (FOSCO):
 - an administrative act taken by IA validates from now on the innovation of School Government implementation , as many as possible instead of FOSCO, this is a remarkable institutional change;
 - with class government (GC) as basis each middle school has a School Government (GS);
 - in some schools, the GS are still experiencing an operational problem due to a certain survival of FOSCO and a confusion of roles, but where FOSCO was actually replaced by a functional GS, the climate has changed: it is more peaceful and more conducive to studies, environmental management is ensured, cultural and sports activities are organized;
 - in the GS, children are empowered: they speak in the forums in an remarkable way, they develop their action Plans with the support of CGE and implement them independently;
 - GS also help cultivate an active citizen behavior, with initiatives such as open-air museums, eco-school and eco-environment which highlight the ecological dimension in the development of different activities;
 - Collaboration between CGE/GS / Head of establishment is effective;
 - a new body of the establishment, CP3 (Committee for the Development of Pedagogical Practices), integrates learners to support the Head of establishment in the management of quality;
 - the fight against violence and the promotion of healthiness, the sense of civic responsibility and gender are GS main concerns;

The existence of GS also promotes activities such as:

- excellence competition: "Genie en herbe", "entertaining Maths and PC";
- the partnership learners / learners with other establishment.

Moreover, in each of the 10 academies, IA have the opportunity to train their teachers without the intervention of the project, because the component has strengthened the capacity of supervisors who are now able, in their turn, to support teacher training.

- **Some unexpected results are achieved by the CE component:**

- a) the fact that the CRFPE seeks to adopt the model was not planned;
- b) partnerships which are being developed between EDB and some institutions (UGB, the NGO One World);
- c) the fact that school leaders agree to support travel fees for teachers' training was not expected;
- d) those with whom USAID/EDB has not worked are using the project documents, it is the case with FASTEFE trainees who use the documents they colloquially call "USAID" to prepare their lessons. It is the same with inspectors of secondary middle education; many actors therefore use the documents produced by the component and which are also online;
- e) "Even teachers who are not in the project reproduce documents for use," said a COREG;
- f) There is also the IDEN-CEM reconciliation.

- **Several factors have helped achieve these results:**

- a) the management style which helped avoid obstruction between the COP and the CN;
- b) the means registered in the final budget were always available when needed
- c) the Synergy with DEMSG. There was a strong collaboration between the staff responsible for the curriculum at DEMSG level and CN;
- d) the expertise of senegalese top officials who ensured the development of curriculum documents and trainings; on this point, the IGEN were equal to the situation, "For each discipline, we involved an IGEN specialist", the contribution of external experts helped avoid some pitfalls, it should be noted that American experts accompanied the component in the realization of educational materials;
- e) Organization of forums in which all actors are present (teachers, parents, learners ...), the Head of establishment will prepare a budget and present it to the CGE, and all the actors discuss, a COREG magnifies these forums in these words: "learners have their say; parents also give their opinion; readjustments are brought according to the priorities identified."

4.2.3. Analysis

Before the project, middle education curriculums were not harmonized. "There were several curriculums and every teacher conducted his teachings as he could." These words of an actor of the system summarize the prevailing malaise in teachers' environment.

In addition, middle education has always been left stranded. All projects focused on primary education. However, middle education is the transmission belt between the secondary and the primary. Although the PAEM has done much to improve the situation by building schools, educational aspects have not been taken into account.

Middle school teaching staff also included many contractors, "a plethora of untrained teachers" notes a IGEN.

The component relevance in this context was then obvious. However, it took a while, a year, even a little more, before IGEN involvement as outlined above becomes a reality. This cohesion which was necessary to start activities took time to be in place. Initially, there was a misunderstanding on responsibilities between the IGEN and DEMSG. This has somewhat obstructed the component activities at least during the first years. But once the ambiguities were removed, a consensus obtained, activities were normally implemented without major constraints; leading to the results presented above.

Actually, IGEN has participated in only one part of the process: the production of educational tools, namely the Teaching Guides and user Guides. IGEN was not involved in field trainings⁶⁶ "We do not know what happened in the field. After the production of tools, it was DEMSG and secondary middle education inspectors who took the lead later." We have made children and we do not know what had become of them."

Everything happens as if IGEN was isolated from the process. According to one of the project managers, the project could not afford the management demanded by IGEN to monitor field activities. In any case, they did not participate in trainings and other monitoring and supervision activities. The monitoring and supervision Committee put in place did not work. In other words, the consensus which helped write GP and GU was not maintained in the field.

This tension between the IGEN and the project can be an obstruction to the generalization and sustainability of the curriculum.

The result of the training draws attention. Indeed, the 4500 teachers trained in four years represent approximately 58% of the target value of 77 866 teachers. In other words, it remains to train 42% of teachers, and this, for one year, with an already effective budget cut. The gap can probably be filled in, but it will demand a lot of ingenuity and systematic change of strategy. The component is on this track with the introduction of DJP and the adoption of the FRI as a model of in-service training, all of which significantly reduces training budgets. When teachers do a half-day activity, there is no need for accommodation and meals, two items which weigh most heavily on training budgets. It remains transportation reimbursement, and IA and Middle schools have begun to take them in charge. So, this strategy may be paying off. Now, will it be adequate to train almost half of the target (42%) in one year? That's the whole point because, in fact, it is a matter of doing in one year what has been done in four years, with less financial resources. But this vision is relative. The 4500 teachers have actually been trained in one year, because the first years of the project were devoted to developing the tools, and there is a year in which there was no training due to strike.

The DJP therefore represent an innovative strategy which can accelerate the teachers' training and reach the target value.

The issue of generalization the curriculum and accompanying tools also arises. Of the 14 regions, 10 are affected by the project. It is possible to say that the critical mass is reached to allow radiate the remaining four regions. However, a strategy should be put in place to recruit these regions.

There is also the issue of other disciplines. Of the 14, 5 had their improvement programs. These are somely fundamental disciplines, but others must also be written in terms of skills to have a single and coherent curriculum for general middle education.

⁶⁶ According to the project national coordination, "The project could not afford the cost claimed by the IGEN to monitor field activities".

The fact that the programs are only available in EDB Middle schools does not adapt to the mobility of teachers. A teacher who is in EDB middle school and thus uses curricula and guides will come back to square one if he is assigned to a non EDB middle school. Conversely, a teacher who comes from a non EDB middle school will need training to adapt.

These issues should be resolved with the generalization of the curriculum, an act which is not yet taken by the academic authorities, namely the Ministry of National Education. The super coaches from regions bordering non EDB regions could then ensure all teachers' training in all Middle schools. Be they EDB or not.

The involvement of local communities is still low despite advocacies and commitments made by their representatives. A COREG deplors the fact that "local communities are involved very little and are not very present in the CGE." This is supported by BEMSG and a super coach. The consequence is that the means are often lacking in Middle schools, especially in the management of travel costs during DJP and forums. Education is a transferred competence; in this respect, local elected councils should fully play their role in supporting the education system at the regional level. Actors find that the share devoted to education in the budgets of local governments is often very low.

The issue of tools in terms of quantity should also be analyzed. A Principal of a middle school complains that "tools are very few considering the needs". The increase of tools and even their new edition is required by actors at both national and regional levels.

The forums are very important moments of exchange of views. Managers report, but the most interesting is that others, including parents and students have the opportunity to ask questions, and they do not go without. The following remarks by a COREG confirm the importance of these forums in the management of schools: "Accountability is done in forums where the performance of structures is presented.

4.2.4. Conclusion

Considering the situation which middle education was in, intervention in this education sub-sector was quite relevant.

The C E component has generally worked well and its results are satisfactory to the actors. The results can be grouped into three categories:

- production of education documents: an improved curriculum for five disciplines (French, Mathematics, History, Geography and Civics, Life Sciences and Earth, Physics and Chemistry), teaching guides and user guides for each disciplines;
- Training of teachers and Middle schools principals to use developed tools;
- Putting in place an organization to sustain the achievements: coaches, super coaches and educational institution of half-days education
- functional school Government

However, the implementation of the component activities started with a small delay, due to the necessary harmonization of views between the IGEN and DEMSG who took time to be in place. Both structures worked together, but only for a part of the process which is during the development of educational materials. IGEN did not participate in the trainings which were entirely conducted by DEMSG.

In fact, the tension between the two structures still persists; as a consequence, the sustainability of the achievements of the component can be affected. It is urgent that a dialogue be established, and that the Ministry could clearly define the prerogatives of each part.

An administrative act in this sense would be helpful but insufficient to reconcile the two entities that are all the same parts of the State.

The quality of tools developed is satisfactory to almost all actors. And that other partners and institutions use these tools confirms this finding.

Training in 1 Year 4500 teachers out of the targeted 7786 is a good result for the component managers, but must be accelerated by major middle schools. The project has the 2012-2013 school year to absorb the difference, nearly 3,500 teachers. Implementation strategy put in place, namely DJP, will no doubt help achieve it, but some actors are more or less skeptical.

The introduction of DJP lays the foundation for sustainability but it will just need consolidation and especially through more innovative strategies, including the use of hypercoaches for in-service training of all teachers without regard to their position (EDB Middle schools or not).

According to the actors, all the component achievements related to pedagogical aspects can be sustained, provided that they make small adjustments: better coordination of activities, and benefiting from available resources, dialogue framework ...).

Considering that quality is achieved at grassroots level by 'field' actors, special attention should be paid to the forums. If all schools were able to hold forums to account management, plan activities and identify priorities on a mutual agreement, the difficulties would be much reduced.

4.2.5. Recommendations

- The project should review the guides (UG and PG) in the light of field practice. Indeed, practitioners such as teachers “chalk in hand” are able to improve the guides referring to their practice. There is generally an interval between the design and use of teaching materials. It is this teachers’ contribution which allows aligning textbooks to practice, to align the official curriculum with implemented curriculum and assessment procedures;
- Many teachers and other actors have received training on several aspects. The project should ensure the monitoring of teachers’ training; this has not always been done. The last year of the project should be devoted to this systematic monitoring to see how the learning outcomes are used and eventually make adjustments;
- At the **institutional level**, it is necessary to redefine the role of each of the structures (IGEN / DEMSG) to bring the two institutions work together efficiently and in perfect harmony. The same goes for the inspection of Daara and EdB project. It is a waste of energy that projects or institutions working in the same area cannot agree on joint actions. Both QPR and EdB clarified their intervention areas so that there is no encroachment or confusion of roles. But on the ground, the tension is still palpable. EdB project should seek to remove all these contradictions;
- ARDs (Regional Development Agency) are structures which can bring a lot to schools. The project should contact them for a possible partnership in the intervention areas and even in other regions.

4.3. Governance and management

The overarching goal of this component is to improve the management and governance of education through increased participation of parents and the community.

4.3.1. Presentation of the component

To implement this project component, the following organization has been put in place:

- at national level, a coordination team which has participated in the project implementation; this project team consists of a National Coordinator from a partner organization that had to collaborate in the preparation of the EdB bid and two assistants (departure of the second assistant after two and a half years), the one, coming from the Senegalese education system, justifies a proven former Head of middle / secondary school experience, and the other from civil society organizations. This team is supported by a focal point in the Secondary Middle Education Department;
- locally, under the authority of the IA, a Regional Coordinator is responsible for proximity management of all aspects; he is assisted by a focal point and an operational team in charge of the administrative and financial management, the Regional Coordinator can also rely on a team of basic training which consists of school life Inspectors, considered as great coaches and trainers selected from education advisors, IDEN staff and personnel responsible for Offices of (General Middle Education and BEMG), middle school Principals, SCO leaders;
- in order to involve parents, communities, local government and technical partners of decentralized services, the project has worked to boost monitoring and coordination bodies put in place within the framework of PDEF implementation, thus the Regional Coordinating and Monitoring Committees (CRCS) were more or less able, to operate again after the transition, for one to two years, with simpler and more meticulous structures, such as Regional Monitoring Committee; in all cases, a body, the Regional Technical Committee, remained constant to ensure the involvement of all stakeholders and partners in a permanent regional coordination;
- in schools, the project bet on strengthening School Management Committees (CGE), members' capacities to boost the participation of parents and community in school management; at the same time the development of this component aimed to promote transparency in the management of patrimony and accountability on the management and performance of students.

4.3.2. Results component

Referring to "expected outcomes," of this component, the findings first appear in the evolution of indicators.

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
" A committed and successful educational community "

4.3.2.1. Indicators' evolution in governance and management

Table 3: Indicators' evolution in governance and management

Expected Results	Indicators		Other results and comments
	Label	Values	
341. The educational community around 123 target middle schools participates in the improvement of school performance and transparent management of educational resources.	3106. Number of education local or regional managers, trained on planning, budgeting and managing middle schools' resources and CEM inputs in a transparent and accountable way. Disaggregated according to sex	1 420 officials were trained, that is: - 50 trainers agents of decentralized services; - 10 members from each of the six target IA; - 8 staff of 19 IDEN and 68 Heads of project target establishments were trained on governance and management modules, which makes a total of 280 staff across the six intervention regions of USAID / EDB; - 5 officials for each of the five local elected councils(six regional councils, 42 municipal councils and 170 rural councils), that is a total of 1090 actors who were reinforced in transparent planning, budgeting and education resource management;	In the course of Year 3, monitoring/ support missions have visited these different structures to assess the implementation level of innovations and best practices drawn from training, and carry out appropriate solutions to difficulties for the improvement of governance. This strategy has produced significant improvements in the running of management structures as attested by the evaluation report conducted in December 2011. In the course of year 5, with the strategy of orientation half-day, elder EDB middle schools and others located in the area receive orientation/reinforcement trainings on management and governance modules.
.	3107. Number of regional and local elected councils with improved MIS for planning, budgeting, progress monitoring and resource management	6 regional councils, 42 municipal councils and 170 rural councils, that is a total of 218 local elected councils have been trained on good governance and education resource management	Thus, the right information about roles and responsibilities of local elected councils vis-à-vis school in the present context of decentralization and transfer of competences has revealed that some local elected councils appreciably increased their budget lines and attended more regularly the meetings of dialogue and management structures (CGE). Some local elected councils in Kolda and Fatick endeavored to develop the participatory budget.

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

Expected Results	Indicators				Other results and comments																													
	Label	Values																																
	3108. Percentage of decentralized education managers trained through USAID / EdB demonstrating a better understanding of virtuous management practices, disaggregated by sex (numbers are cumulative).	During training sessions on the five modules of good governance held from year 1 to year 3, the targets appearing in the chart below have been directly touched:	<table border="1"> <thead> <tr> <th>Structure</th> <th>M</th> <th>F</th> <th>Tot</th> </tr> </thead> <tbody> <tr> <td>IA>IDEN</td> <td>137</td> <td>22</td> <td>159</td> </tr> <tr> <td>CL</td> <td>218</td> <td>58</td> <td>276</td> </tr> <tr> <td>Parents</td> <td>327</td> <td>93</td> <td>420</td> </tr> <tr> <td>CGE</td> <td>278</td> <td>51</td> <td>329</td> </tr> <tr> <td>OSC</td> <td>71</td> <td>75</td> <td>146</td> </tr> <tr> <td>Total</td> <td>1031</td> <td>299</td> <td>1330</td> </tr> </tbody> </table>			Structure	M	F	Tot	IA>IDEN	137	22	159	CL	218	58	276	Parents	327	93	420	CGE	278	51	329	OSC	71	75	146	Total	1031	299	1330	<p>"Parents" refers to URAPE, UDAPE, basic APE;</p> <p>Performance evaluation has revealed that principles such as transparency, accountability, collegiality, imputability... are from now on adopted in structures management. The meetings of school management committees (CGE) are more frequent with actual participation of actors.</p> <p>The impact of these project interventions has been influential to the whole middle education sector. Presently, developed tools are used everywhere in the country, including non EDB areas.</p>
Structure	M	F	Tot																															
IA>IDEN	137	22	159																															
CL	218	58	276																															
Parents	327	93	420																															
CGE	278	51	329																															
OSC	71	75	146																															
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	3109. Number of civil society organizations	80 Civil Society Organizations (CSOs) staff were targeted with 5 per Structure.	Members of Community Based Organizations																															
	In PAEM regions trained on information analysis, debate and other sentinel activities, to demand and contribute to the materialization of an efficient, transparent resource management by local and regional education councils.	From year 1 to Year 4, 60 CSOs have been actually touched, that is 300 members trained to ensure the sentinel and warning role but also advocacy in favor of school, including girls' retention and eradication of violence in middle school	CBOs) participate to community forums at middle school level where they demand accountability. Regional CSOs invite IA to hold forums. Fatick, Ziguinchor and Kolda regions have responded to this request																															
	3110. Percentage of local and regional elected councils in the project intervention areas publishes information on the acquisition and utilization of education resources.	62% of local elected councils have adopted best practices in terms of accountability, display of session deliberations; their management and information systems (SIG) have been improved and the documentation updated. More sustained attention is given to the evaluation of local development plans	The evaluation conducted in Year 4 reports remarkable progress in publishing information on the management of resources allocated to education. With the failure of PDEF management organs, mainly the Regional Coordination and Monitoring Committees (CRCS) and Departmental																															

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

Expected Results	Indicators		Other results and comments
	Label	Values	
			Coordination and Monitoring Committees (CDCES), the project has put in place a more flexible structure which has been able to enroll the missions they were assigned. It is the Regional Monitoring Committee (CRS). On the other hand, at community level, many rural types of council have held their Local Development Committees of Education and Training (CLEF).
	3112. Increase percentage par rapport the initial amounts in public funds	Budget lines allocated to education increased in 44% of local governments	This led to their involvement in the allocation of supplies, textbooks, scholarships, classroom construction, assignment of extra staff
	locally spent in education, in the regions and localities where counselors were trained by USAID / EdB.		(guards, drivers, housekeepers ...).Thanks to training sessions, rural elected councils which, previously, were reluctant to invest in middle education management, realized that their general competences vis-à-vis their citizens did not forbid it. Thus, many investments have been made by rural communities just like Mbellacadio in Fatik Bamba Thialène and Balla in Tambacounda, Ziguinchor Diembérenge ... where most of the achievements are on the credit of the local government
	3114. Number of IA and IDEN equipped with an improved SIG for planning, budgeting, progress monitoring and resource management.	IA and IDEN staff in target regions were trained	The project has also commissioned consultants who went into the field for monitoring/accompaniment and, in the 4th year, other teams have conducted an evaluation of governance practices in all decentralized services. The capacity reinforcement of officials responsible for middle education bureau BEMG at IDEN level and

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
" A committed and successful educational community "

Expected Results	Indicators		Other results and comments
	Label	Values	
			Secondary education bureau BEMSG at IA level helped the project appreciate the qualitative leaps made in terms of management and monitoring of inputs injected in the sector, data and information collection on the functioning.
	3115 Number of middle/secondary school management committees (CGE) supported with materials, capacity reinforcement, and monitoring visits	In The 6 academies and the 19 IDEN, members of school management committees have been reinforced with training on the project modules on good governance. From year1 to year3, 162 middle schools were supported; In year 3 the sample was reduced to 123.	The integration of Heads of establishments and parents in the DJO has facilitated a scaling up of the project intervention package at all actors 'level. The CGE became more representative and their meetings more frequent. So their monitoring and sentinel role par rapport structures' management is completed with full knowledge
	3116. Number of schools which have used a SIG supported by USG to inform about administrative and managerial decisions	The project has put in place a performance monitoring and data, reporting mechanism,: the SYGIS. BEMG and BESG, IA and IDEN planners as well as project COREG utilize it in this respect. This system is working in the 10 project target regions.	In the same way, the component initiated the putting in place of the Regional Technical Committees (CTR) which, in all IA, has the role to plan, implement and evaluate project interventions. Thus, it compensates for the failures in the organization of coordination meetings on a regular basis in most structures
	3203 Number of students' parents' associations supported with materials, capacity reinforcement and/or regular monitoring visits	251 students' parents' associations were trained to improve management practices and support to the improvement of middle schools	
	3204 Number of middle school parents' association members and other parents trained in the roles and responsibilities of	5000 parents have benefited from the project in 5 years	In the course of year 2 of the project, 68 APE, with 236 men and 72 women, have received capacity reinforcement for the improvement of governance and of the management of their structures and to actively

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

Expected Results	Indicators		Other results and comments
	Label	Values	
	parents' associations by considering gender aspect.		participate to the life of middle schools. These trainings continued under the form of monitoring/accompaniment during years 3 and 4 to reach 5000 parents as planned
	3205. Number of regional and departmental APE federations (URAPE and UDAPE, respectively) which demonstrate understanding and the ability to perform an improved and transparent Middle school management	6 URAPE 19 UDAPE and FENAPES complete from now on their mission for Quality Education and comply with conventional standards of good governance.	The vitality of these structures is particularly perceptible in the project intervention areas. They now participate in all activities initiated to improve the system performance.
	3206. Number of parents' associations and unions has improved their information management system as a result of USG support.	266 APE, involving 1330 Parents have been trained to have performing management system of education resources.	
	3207. Percentage of supported APE having attained performance standards.	All Middle schools' Parents' associations targeted.	Basic APE are from now on put in place and renewed on a regular basis; they appoint their representatives to the school management committees, own their rules and regulations and even initiate activities such as forums and general assemblies to take in charge a lot of issues related to school life (weeding, drilling, construction of shelters and latrines ...). They give account of these activities in the periodic project reports. However, they have not yet improved their accounting and financial management system.

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

Expected Results	Indicators		Other results and comments
	Label	Values	
	3104. Number of regional and local elected councils	The experimental phase of education accounts exercise is in progress in the region of	After the conception work conducted at national level, the surveyors were trained for field data collection.
	Which comply with accountability on public education to conduct the review of outcome of education sector and the allocation and utilization of education resources	Kédougou.	The questionnaire has been administered to 600 households and to all services and structures of education management. The exploitation of results will be followed by a feedBack in Kédougou in April and May 2013. These results will be shared with all other regions of the country so that public accounts exercise become a reality. Meanwhile, in education management structures accountability practice is becoming common with organized forums. Regional elected councils of Fatick and Ziguinchor have already, in collaboration with the IA, held forums on the sector's performance. During these meetings, the ratio between allocated resources and results was established.
342. An operational model of public dialogue on performance and education sector's resource management is developed in the pilot region of Kédougou and adopted at national level	3105. System of national public dialogue on the education sector's outcome; resource allocation and their utilization are developed and are currently used.	137 forums have been organized and 5932 actors including 1955 women attended them.	The project strategy adopted on public dialogue has started since Year 3 with a focus on community forums.
	3001. Marks in the actual commitment of influential actors for the education sector's good governance (revised Y2).	CSO networks (FENAPES, UAEL, RIVS, and COSYDEP) play their sensitization, monitoring and sentinel role on the sector's governance. With the project support, they initiate major activities, forums, missions in the regions, advocacy in favor of the sector.	The practices which illustrate the ownership of the principles of good governance such as: publishing deliberations, development of participatory budgets, availability of Accounting documents have been attested during the

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

Expected Results	Indicators		Other results and comments
	Label	Values	
			structures' evaluation
343 - Civil society organizations' national networks of(FENAPES, UAEL, IVS, and Association of School Principals) play their advocacy and support roles to their dismemberments to improve school performance and education resource management	3113. Increase of the percentage par rapport the initial amounts in national public funds expended in education.	This data has not been monitored and collected by the project.	NA

Source: national Coordination of the component Governance and Management, USAID / EDB.

NB: the data of the current year, "not yet stabilized", has not been taken into account in the situation indicated above.

This indicators' situation well illustrates the effects of the implementation of a component Governance and Management in USAID / EdB project. The values obtained on the various indicators actually prove that practices are changing in the target establishments. Important changes and new practices emerge, which will definitely improve middle schools' environment and performance.

4.3.2.2. The most outstanding changes

a. Schools have from now on (middle/secondary) School Management Committees CGE:

- the Establishment Management committees which are functional integrate the Parents' associations, assess situation, inform on finances, organize forums at the beginning and at the end of the year; in this respect, good examples, given at the outset of the project, have facilitated sensitization; these are:
 - o Mbélakadiaw where a middle school has been built by the rural elected council;
 - o And Djimbering, where the community and their partners mobilized 70000000 f for the middle school;
- Thanks to the forums, accountability has become actual in schools, on the management and school performance, with the engagement of students, and this facilitates mobilization of additional resources;
- The Parents' associations demand transparency, though they are not always skilled enough to control what is happening " they all demand reports on decisions taken" said Kedougou's IDEN focal point;
- CGE members attend all meetings where account is given on management and/or school performance;
- Where the middle school is created on the initiative and pressure of rural communities, taking on responsibilities and monitoring are more systematic.

b. Gender approach has been considerably improved

- There is parity between boys and girls in the GS (sometimes the GS is chaired by a girl);
- Women are equally present, in number, in the CGE;
- There is no discrimination, but girls are rather tendentiously given more than their due
- Some parents commit themselves to avoid early marriages and to reduce chores;

c. parents and communities participate in the project monitoring & evaluation:

- Through forums on students' performance, Students' Parents' associations, CGE, local elected councils and civil society organizations participate in monitoring & evaluation of the project activities;
- Besides, some students' parents, trained on middle school evaluation, regularly watch school performance and environment;
- Finally, APE's Regional and Departmental Unions participate in the monitoring through appropriate tools available, even if a feedBack is sometimes very slow (some actors are not used to sharing information on their achievements neither with the institution nor with the Project).

d. Some best practices

- In the departmental district of TAMBACOUNDA, each school has a functional CGE and these organs meet without being prompted for it;
- In Missira's CEM, the functioning of the CGE and GS has changed the environment of the school, which has passed from the worst to the best in terms of participative and transparent management;
- In KOUSSANAR, a very influential lady chairs the APE and it positively echoes on the mobilization in favor of the middle school;
- Tankanto-Escale's and Dioulacolon's CEM (Department of Kolda) regularly issue reports on their meetings, read and adopt them and send them systematically, without waiting for the academic authority's request;
- In Kédougou:
 - o CGE meetings are regularly held;
 - o Reports on meetings are issued, read, adopted and systematically sent without waiting for the education authority's request;

e. Some unexpected results

- more and more students are massively transferred towards middle schools where the GS works well;
- Some local elected councils have spontaneously engaged themselves without waiting to be invited in; thus:
 - o Dabo's commune has built a teachers' room, participated in the improvement of the school environment and spared the middle school a participation in a strike stirred up by the high school;
 - o Koumpentoum Mayor has released a support of 1.000.000 Cfa to the city's middle school.

4.3.3. Analysis

4.3.3.1. *How have these results been reached?*

- On the outset of the project, schools' difficulties have well been identified thanks to a rather detailed baseline study; with a focus on difficulties and dysfunctions;
- On this basis, five (5) adapted training modules have been developed dealing with i. communication, ii. Governance, iii. Administrative, material and financial management, iv. decentralization and v. education policy dialogue;
- Consultants have trained members of local elected councils, decentralized services, administrative departments and students;
- A mechanism of follow-up-support has been created to look after the monitoring of this training;
- Thanks to sensitization, the different actors have accepted the innovations;
- Aids and formative tools in general, particularly the availability at CEM and other actors' level of a "Guide for middle school good Governance) CGE", have facilitated communities' agreement; it is the same as the radio programs in national languages broadcast in community radios;
- Forums on middle schools' performance have reinforced accountability practice;
- Clarification of actors' roles and responsibilities as well as information sharing (democratization) facilitated students' parents' and communities' participation.

4.3.3.2. *Actors having played a role in the achievement of these results*

All actors have played a role in the achievement of these results: parents, teachers, students (more eager for learning and succeeding). However, according to a widely shared opinion, the leadership of Heads of Establishments (CE) was decisive.

On a more impersonal plan, EVF clubs have contributed to preparing the ground. As for the orientation days, they have also played a large part in the implication of parents and community. Actually, communities, informed about the State's efforts towards establishments, displayed a bigger commitment.

However, the most decisive role has been played by two categories of actors: i. the network of School Life Inspectors (IVS), responsible for the issue "governance" and II. Heads of establishment's association whose main leaders have appreciable prerequisites in the domain of participative management of education establishments.

Those two actors have helped launch the component governance by sharing tools.

4.3.3.3. *Of the relevance and the coherence of the component Governance*

The introduction in this project of a component Governance and Management draws its relevance from the option of the Senegalese State to favor the ownership, by the local communities, of the management of education establishments. Actually, this objective is one of the major axes of the PDEF. Besides, promotion of good governance on a national scale is a concern widely shared between:

- On one hand, the Senegalese State, the initiator of a " **National Program of Good Governance**"⁷ the first objective of which is to " contribute to the efficiency and to the transparency in the economic and social management " of the country, and one of the

⁷ National Program of Good Governance REVISE_II_06_07; Mai 2007.

strategic axes of which is "the reinforcement of decentralization and local elected councils' intervention capacities";

- On the other hand, Senegal's different international and local partners who, like USAID, develop here and there interesting interventions able, subject to a successful internalization, to contribute to a significant improvement of practices related to the Estate management in general and, in particular, to governance of basic social sectors.

In this respect, the efforts deployed by EdB project coordinators to guarantee, in all targeted middle schools, the emergence of **CGE** able to ensure students' parents' and community's participation in a transparent management of establishments, is consistent with the stakes attached to the achievement of PDEF objectives.

It's the same for the strategy consisting in substituting the traditional "community FOSCO by the School Governments which give students power and orientate them to dignified and more favorable tasks to successful studies.

These two organs, the importance of which is perceived on the ground by all educational actors, are, gradually, gaining a definitive place and modifying the landscape, the representations, the relations as well as the working atmosphere of target establishments. It is their functioning which has contributed to installing a culture of accountability which, from now on, also takes into account the important issue of supervision of school performance. However, their development still bumps against some constraints.

4.3.3.4. *Main difficulties encountered*

- Even if students' Parents, as individuals as well as APE, manage to work without mishap within the CGE structure, their organization as partner entity remains challenging; as an example, it was difficult to make them adopt real governance principles as far as they tend to hang on to their posts; there was a basic renewal under the impulse of EdB coordinators, but the National Federation of the APE (FENAPES) has difficulty in following;
- The local elected counselors do not yet seem ready, everywhere, to support education development, even less to take in charge the technical issues in view of a perfect sustainability of the actions; the example of Kolda is edifying on this subject: 4 local elected councils out of forty seven (47) had participated in the project implementation;
- ON the CSO side, it is always the same which are active in the field, when it deals with actions in favor of education; SCOFI, COSYDEP and women associations. This situation is explained by the fact that the CSO usually have intervention domains;
- IDEN did not feel sufficiently involved in the project management; they have all complained about being bypassed in favor of a direct relation with IA/Middle school and vice versa. It is actually about a dysfunction peculiar to the education system, and the project has even tried to reverse this tendency: by directly involving them in the trainings (they preferred to send deputies), through the CRS and eventually with the CTR;
- Projects with objectives and practices enough similar even close (PAEM Classes, EPQ and EdB) are implemented at the same time and concurrently, which increases and weighs down field management tasks.

4.3.3.5. *About the intervention sustainability*

There is, among the field actors encountered, namely the IA and IDEN an obvious intention to transfer in the education system the project achievements, specially the aspects related to Governance/Management. The practices inaugurated in this component are according to them, beside the middle school curriculum, the easiest aspects to sustain. The major change in this domain, is that all the actors are convinced that **it is possible to achieve good governance/management** provided that bad habits are abandoned and the general interest is put forward.

However, at this stage of the project development, it is more a question of joining a process than to see deeply rooted effects. This process requires regular supervision and reinforcement for its sustainability. Advantages exist to do it through the commitment of some local elected councils and communities that will no longer go backward. This determination has actually been noticed everywhere EdB/USAID is being implemented.

The **CGE**, like it is presently in EdB/USAID target establishments, surely needs to gain legitimacy next to Students' Parents' associations, it would also gain more authority with a more frank support from local elected councils; but it is already **a space conquered by the "clients"** who are the parents and the communities to, on one hand, contribute to a more **transparent** management of schools and, on the other hand, supervise the "offer" declined by the teachers and warrant it more efficiency. In this respect, the forums held in the middle schools have opened the door wide for **systematic accountability** to the community and to parents. This practice is an achievement all the more important since it has helped minimize the effect of functioning difficulties of some CGE.

More specifically, the CGE just want the education system managers at decentralized level (IA and IDEN) as well as central one (Departments of the Ministry of Education), to bring them right here and now the necessary accompaniment in terms of training (or reinforcement of the training received) and technical equipment (provide them with accessible management tools).

On their side, the GS have above all helped liberate some establishments of FOSCO, a structure which has much contributed to distract students from their studies. This have got a powerful effect on school performance (in Rufisque, for example, BFEM success rate rocketed from 17% to 49% in three years).

Here is a huge step towards a consistent improvement of the quality of the general middle education offer. However, there should be no question of stopping when it is doing well. The necessity and the possibility to further liberate children require the reinforcement and overcome of the achievements with the promotion of establishment management by the students. This implies the implementation of the recommendations formulated below.

4.3.4. Conclusion

EdB / USAID actually contributes to improving the education system governance by favoring, through school Management Committees / councils and school governments, parents', communities' and students' participation in establishment management.

In target establishments, the process is engaged to install reflexes of empowerment, transparency and accountability. Viable instruments have been installed on this purpose. In fact, the Management committee, the school Government and the forums on performance are so many spaces which demand that all the actors, specially the Heads of establishment and the teaching staff, opt for transparency and entire information sharing.

However, all these actors do not yet play on equal terms. In fact, if the technicians (managers, Heads of establishment and teachers) are equipped enough to act and talk about governance, the community (students' parents, members of establishment management councils, community-based organizations and local civil society organizations) and students are far less equipped. To put everyone on the same starting line, training should be completed for all in the domains which must precisely be regularly shared, monitored, controlled and evaluated: planning, management of the establishment resources and the concerted piloting of the quality of learnings.

As for planning and management, it is actually about a strong demand which emanates from students' parents and CGE members encountered on the field. Concerning participative quality piloting, it becomes a necessity since we try to interest, quite naturally, the community, in the supervision of students' performance. Yet, motivate the community in order to only take knowledge of students' results without involving it, if only for the forms, in the external process of determination (learning environment) and the one of construction (teachers' work) of these results rather consists in maintaining everyone at the periphery of school establishment. A true participation really begins by training to participation, and a permanent and qualitative accountability needs actors equally equipped and informed. This work having been launched by the project, it is up to the Ministry of Education, through its decentralized, to complement it in order to make achievements sustainable.

In such a sense, the child, major client, has a big interest and an inalienable right to examine and, above all, to participate. The school government is the main structure being able to help him satisfy this right, if this structure is not maintained (the GS), as it is seen elsewhere, in mere formality, without a content synonymous of accountability and empowerment. It is to the credit of USAID/EdB project to have demonstrated that the GS could give students the structure to develop their own action plans and conduct, in an autonomous way, activities useful to their training and to their success. Finally, Africa is from now on rich with examples which demonstrate evidence of the capacities of children/youth to initiate or collaborate to transparent and efficient⁸ governance. It is up to the Ministry of Education to build on those experiences and on the innovations installed to reinforce the achievements posted and scale them up to the educative system.

⁸ Read "Young citizens: youth and participatory governance in Africa"; in "64 Participatory Learning and Action"; McGee, Rosemary and Greenhalf, London: International Institute for Environmental and Development (IIED): <http://pubs.iied.org/14607IIED.html>

USAID /EDB PROJECT

USAID Basic Education project Mid-term Evaluation:
"A committed and successful educational community"

4.3.5. Recommendations

RECOMMENDATIONS	RESPONSIBLE
Train the members of CGE, APE and School Governments on planning and management, if necessary in national language(for CGE and APE)	USAID AND ME RESPONSIBLE
Train the CGE on management and trust them with all or part of the establishment resources	USAID AND ME
Allow children to develop and conduct their own action plans centered on the improvement of the school environment and the development of sport, cultural, productive activities.	USAID AND ME
To finish the process of renewal and re-energization of the APE, the Ministry of Education has to, on one hand, encourage and support the holding(planned) of FENAPES' congress, on the other hand, to think with the parties concerned on " which governance for them";	Ministry of Education
Convince local elected councils to be more careful on establishments performance;	Ministry of Education
Bring more CSO to be interested in education;	Ministry of Education
Arrange visits of school governments and CGE best practices for positive contagion;	USAID/ME
Improve and limit (in number) the management tools and monitoring of the project to allow all actors involved to fully participate in piloting;	USAID
Develop operational tools, adapted to different actors	USAID
Inform on time about orders and activities, for a concerted planning;	USAID and ME
Further involve IDEN trainers and the managers of BEMG/BEMSG in the monitoring of activities;	USAID and ME
Reinforce the operational capacities of CTR and put in place CTD to give IDEN more visibility and further ensure its involvement in the piloting;	IA&Regional Coordination
Articulate different projects for more cohesion and to facilitate the piloting: EPQ and EdB	USAID and ME

4.4. Information and Communication Technology

The component TICE aims «to supply to middle schools a better access to the technologies of information and communication to improve teaching and the learning»

4.4.1. Presentation of the component

On the outset of the project, a baseline study was conducted by OMEDIA firm on the equipment level of middle schools. And on the basis of this study, a model is tested in 15 middle schools. It is this model which is extended to middle schools today equipped by the project.

The project has put in place a technical committee to accompany the component in the following domains: innovation, local expertise to mobilize, orientation, production of supports.

Thus, the component worked with:

- The Ministry in charge of ICTS ;
- ADIE ;
- The UCAD with the FASTEF ;
- The IGEN: TICE ;
- The CIME ;
- The RESAFAD ;
- The DPRE ;
- The Adviser TICE ;
- The DEMSG (a focal point is appointed within the structure).

In middle schools, according to the level of equipment, two models are put in place:

Model 1: Mobile Class

The equipment for this model consists of: laptops arranged in a trolley which can be moved from a class to another one according to needs. So, 115 mobile are distributed in 10 regions of the country.

Model 2: Ncomputing

It is intended for middle schools having premises which can accommodate a computer room. With this model, a server and fixed workstations are installed in 132 middle schools.

The equipment consists of laptops or desktop, video-projector, projection screen, digital camera, opening of a Web site, maintenance suitcase (super coaches are trained for the maintenance), inverters, servers, and multifunctional printers.

However, there are cases where the project equipped with laptops but it cannot be posted in none of the 2 models above-mentioned. About fifty establishments are in this scheme.

4.4.2. Results of the component

The component achieved the following results:

- i. At the end of the past school year equipment of 204 middle schools, and this figure is going to reach 295 in April.
- ii. Putting in place of 204 Clubs TICE and 204 Steering committees TICE in middle schools;
- iii. Putting in place of CP3 (Circles for improvement of the educational practices).
- iv. Donation of a 100 000-f TICE grant to the middle schools which implement the replication of TICE trainings by the coaches;
- v. Improvement of the Ministry of Education portal with the creation of an educational portal for education professional development (PDPE: www.middle.school.edu.sn);
- vi. Training of 30 000 actors (teachers, students, middle school principals) in integration of TICE in the learning/teaching and in the use of the Internet;
- vii. Training of 2 coaches per middle school for ensuring the training and the personnel support and members of the ICT club and to sustain the achievements, that is 531 coaches trained between 2008 and 2011.
- viii. Training of 79 supercoaches to ensure supervision and monitoring of TICE in middle schools;
- ix. Organization of a competition OSCAR/TICE with the participation of 125 middle schools and 7 prizes to 17 winners;
- x. Training of 8 hyper coaches and 5 EDB members who play the role of hypercoaches;
- xi. Training of 1477 teachers and 209 CEM administrative, IA/IDEN personnel and other decentralized services;
- xii. 840 students trained on the management of Web site.
- xiii. An Education Professional Development Portal (PDPE) is put in place and works with 50 disciplinary spaces. 1586 teachers are registered, 3386 visitors; 50 examples of educational sheet are posted on the PDPE.

4.4.3. Analysis

The target value is the equipment of 408 middle schools in computer labs connected to the internet /Wi-Fi. The finding is that at present, this target value is not reached. Indeed; only 204 middle schools, that is a rate of 50 % achievement are equipped at the end of the year school 2011-2012. But, the equipment of middle schools continues, and since the beginning of this school year, from 204 middle schools equipped it reached 295. Thus, it can be mentioned that the component reached about three quarters (74, 75 %) of its target value. It remains 113 middle schools to equip, that is 25, 25 % of the target value. The persons responsible for the component state that there is a funding to fill in the gap, and go beyond the project.

In middle schools, equipments exist according to the two models of equipments. In Keur Massar for example, 2 middle schools have received their donation consisting of 12 computers, but the IDEN specifies that the other middle schools are waiting.

The ratio computer / students is very different from a middle school to another one. In some places, it is about ten students who sit around a machine, while in others, there is a plethora of machines. But, inadequacy is the most common case.

The equipment of establishments in TICE tools (video-projector, computer, and printer) is an effective palliative against the lack of didactic supports and a source of additional motivation for the students. To show images or complex schemes, with even the possibility of bringing them in life is more practical and more illustrative by far than simple explanations or a book where everything is fixed. Besides, by giving the students links, they can later continue their researches and get information about tackled issues.

The training of coaches and supercoaches is an interesting innovation. If these two actors play their role, that is if they replicate the trainings they received and look after the equipments maintenance, the achievements can be sustained without any concern. Specifically, it is about education achievements related to the integration of TICE in the teachings/learnings to improve quality education, and not of the renewal of equipments. This last aspect (renewal of equipments) is another problematic which could without doubt be supported by the component "Partnership Public-Private", a better engagement of local elected and the research of other partners. The team found a middle school equipped with desktops by the communities in addition to the Laptops provided by the project.

Putting TICE clubs and steering committees in place within middle schools is a strategy which can contribute to the sustainability of the component achievements. In some middle schools, clubs function very well, but in others, they sank into lethargy. According to the coaches, the functionality of clubs is subordinated to the principal's leadership, and to steering committees' one, at the level of students' participation.

The competition OSCAR/TICE is a good means for motivating the middle schools. It should simply be avoided to do the job now just to be prized to the competition, and not to improve the teachings/learnings.

4.4.4. Conclusion

If the national level considers the results obtained by the component as satisfactory, the decentralized level does not go to the same sense. According to the regional actors, the component TICE was a victim of regions' poverty. The criterion applied to equip a middle school of TICE, namely the availability of a power source has disadvantaged the development of the component. But, it is all the same an important criterion, because it is difficult to understand how a middle school without electricity could shelter and make equipments function efficiently. Moreover, in their concern to satisfy this criterion, some middle schools tried to diversify their partnership and to equip themselves with electricity.

The project put in place within middle schools a whole interesting ITC configuration. One middle school equipped with computers, Internet connection, video-projectors and other digital cameras, is a middle school open to the world. Middle schools seize the keys of their emergence with this material equipment and the existence, in situ, of human resources capable of training the teachers and the administrative personnel and of insuring the maintenance of the installations. TICE clubs and Steering committees' existence complete the mechanism of TICE management in middle schools.

The renewal of the stock or the assignment of the coaches and the supercoaches trained towards other establishments can be a difficulty. It is a fear which the actors expressed, however, with the recommendation of researching other partners to renew or reinforce equipments.

In some middle schools (Diaoulé for example), computers are under-used. The evoked reason is the overload of coaches' timetables, preventing them from correctly dispensing courses to those who need it. This is a real risk because the coach will certainly favorably focus on his schedule to finish his program.

Machines' safety is a crucial issue. Some establishments are victims of theft of machines: CEM Gadapara, CEM Koussanar and Marsassoum high school.

It is necessary to underline that in this approach, the teacher is not any more the only holder of knowledge. The students can know more about it than the teachers do for several reasons: availability of domestic connection, bigger curiosity, and more time spent with the machine. The teachers should integrate this idea and change their behavior towards students, accept that they do not know everything and promote interactions between all actors of the class.

The sustainability of this component is due to two essential factors:

- The capacity of the Head of establishment to manager his teachers' team. A middle school principal states that he held a meeting with the whole teachers' staff to tell them about the importance of the acquired equipment. "We all have to protect it" he told them. If this message is well understood by the teachers, the equipment will at least be well maintained. Besides, the fact that two teachers of the establishment are trained to assure the 1st level maintenance is an important step towards the sustainability of the component.

On the other hand, if middle school's principals and some teachers "monopolize" the equipments for themselves, the survival of TICE activities is in danger. Yet, the risk is real because a teacher deplored the fact that "it's the principal and his team who manage the machines". This behaviour should be fought.

Besides, machines must be secured on all plans: against the theft, the dust and the bad weather.

- The Principal's management must help him diversify the partnership and involve as much as possible the community and the local elected council to complete equipments and renew it if need be.

Supervisors' lack of training is deplored by many actors, in particular the middle school Principals. In fact, these actors (the supervisors) are those who can use most the ICT tool to support the Middle school's Principal in the administrative management of establishments. Yet, this aspect mustn't be neglected in the introduction of ICT in school. A supervisor who masters well any database software and word processing software will be more efficient in the delivery of periodical reports and administrative papers. The management of students' roles, by class, by sex...will also be facilitated.

Some middle schools ask for students' contribution to the maintenance of machines. It is a track to be explored because it is an income for the sustainability of the installations. However, students should not be required a big amount at the risk of discouraging the most deprived among them. In any case, the absence of a contribution should not be a motive for exclusion.

The connectivity to the Internet network is a recurring problem in establishments. Middle schools use USB sticks to connect to one of the telephony operators' networks.

4.4.5. Recommendations

To overcome the difficulty related to the assignment of the coaches and supercoaches in charge of the maintenance of the ICT stock in establishments, it is essential that the project thinks right here now to train, in addition to 2 teachers, 2 other technicians identified by the Principal. Thus, even if all the two are transferred, the technicians could insure the monitoring and the installations' maintenance.

In some middle schools, computers are under-utilized because of the coaches' overloaded timetable. The project should see with the Principals to which extent lighten these latter's' timetable to allow them to ensure the training of actors who need it. It is a loss of time, since it always invested in the establishment.

The machines' security mustn't suffer from any weakness. Where equipment is already available, it only remains to sensitize the Heads of establishment and the whole teachers on the necessity to particularly look after machines 'security. On the other hand, where it is projected to equip again, the project should make sure that the establishment has taken all measures to secure the machines. It should moreover be a criterion to the allocation of equipments like the availability of a power source.

- The project has to watch the accessibility of machines by all the actors of the establishment. It is necessary to avoid that the computer equipment be monopolized by a small group and that the others, in particular the students and the teachers of some non scientific disciplines (French for example) are actually pushed aside from it or deviate from it themselves. Indeed, in other experimentations, the arrival of computers in the establishment was seen as the affair of the teachers of Physical sciences or mathematics, and that the teachers of so-called literary disciplines had deviated from it. It is technicians' business they said themselves. This situation should be avoided in establishments;

- The project has to intend to train all the supervisors of the equipped establishments. It is a small negligence which was pointed out by the surveyors and deplored by the Principals to the experts. It is necessary to correct it, because the supervisors are staff executing tasks often humdrum such as the delivery of some administrative papers, they will be more efficient if they have ICT equipment and are trained to use it;
- The project has to consider an actors' contribution to the maintenance fees. Students, teachers, supervisors, TICE clubs and CGE should be called upon in the fees of machines' maintenance;
- The project should encourage the establishments to acquire USB sticks to overcome connection difficulties in the areas where the Internet network is failing. On combining the 2 operators, it is possible to improve the access to Internet in these areas about which the surveyors say that the network stops at level of the departmental country-town.

In the framework of the foundation put up by the component Partnership Public-Private, the project could conduct an advocacy to bring SONATEL which is a stakeholder to extend its network to still inaccessible areas such as Djibanar's CEM in the department of Goudomp's, Dimboli's and Kabiline⁹ CEM and Diana Malary High school among others and reinforce it in the areas where the bandwidth is weak.

4.5. Partnership public-private

The overall objective of this component is to increase the partnerships between the public and the private sectors to further support the efforts for quality education.

More specifically, the advocacy program of the component Partnership Public-Private targets fundraisings for the facilitation of access to quality education for all Senegalese children, but also for "the implementation of a process of appropriate preparation of middle education students, so that they are better prepared to the 21st century companies' needs". It is about prompting the companies to consider education as their battle horse by investing in the sector.

4.5.1. Presentation of the component

The implementation coordination of the component PPP has the same outlines than the others.

- At the national level, a National Coordinator recruited in the private sector and implementing advocacy and management techniques getting closer as far as possible to this sector's requirements;
- At the local level, an operational team with, at the head, a Regional Coordinator (COREG), who insures the supervision and the coordination of the implementation, under the authority of the Inspection of Academy;
- For the component PPP in particular, the regional team relies much on the school and professional Orientation counselors active in the CAOSP.
- As for the whole project, the COREG and his/her team can rely on the collaboration of a focal point / IA and focal points / IDEN beside whom work the staff in charge of Offices of the Middle and General Education (BEMG).

⁹ According to the national coordination of the project, « the model was indeed based on this concept: under the leadership of the principal, the coaches have to train all the CEM actors with the training modules available and with which they were trained. In addition, a grant of 100000F is given to each CEM complying with the procedures»

¹⁰ The project national coordination reports that " in the areas where ADLS doesn't exist, the project provides a USB stick in the TICE package, the key problem is the high cost of the connection and the small bandwidth in inaccessible areas".

¹¹ <http://www.educationdebase.sn/>

4.5.2. Results of the component (Findings)

4.5.2.1. Findings

- Generally, this component can already take advantage of a big mentalities' change; education benefits from a better and different perception from the private sector; this has produced in the latter a big dynamic of additional financial resource mobilization in favour of the school;
- On an initial objective of six million US dollars (6.000.000 US \$), four millions (4.000.000 US \$) have been payed out; it should be noted that one private only has participated at the level of 217 000.000F for the activities of the project.
- 20.000 visits were paid to schools by private sector's actors;
- A foundation is being put in place; in this sense, a task force is put in place; it comprises among its members: employers' organizations (CNES,CNP, UNACOIS –Commerce chamber), banks (EcoBank), the National daily paper "Le Soleil", the Foundation SONATEL, Aziz DIEYE study,etc... The objective of the Foundation is to find additional resources for the education sector. It is about sensitizing and mobilizing the private sector and the sponsors around education in order to support the State in his education policy; the Foundation considers itself as an instrument of mutuality, harmonization and alignment of the investment of the private sector in education.
- More than 250 business managers and decision-makers have participated in round tables organized by the component;
- «world of work two-week» organized by EdB has noted the presence of more than 800 professionals;
- More than twenty partnership protocols have been signed with the private sector
- Clubs «World of work» (WOW) exist in the establishments;
- The students have notebooks "Life project".

4.5.2.2. How were these results achieved?

- The baseline study conducted on the outset of the project revealed that the companies invested in education, but disordered way, scattered and without visibility; from this finding, a structured framework was proposed to them as well as efficient measures of transparency;
- A good strategy was developed: the component, in collaboration with the other components of the project USAID / Basic Education, has developed "contribution packs" in the objective to facilitate for the business managers and decision-makers, their engagement options for the improvement of quality education in Senegal. Thus, four "packs of contribution" are proposed in order to raise funds, to support access to formal and quality education in favor of vulnerable children (talibés in the daara, street children), and for the dynamic functioning of WoW clubs (clubs of the world of work) Senegalese' middle schools;
- The project team proved a big tenacity to sell packs of various values, by guaranteeing the transparency of the operations and the visibility of the partner; so "private partners know where the money they give goes";
- The project has put the bar rather high by putting in place the Task force, as by betting, for the coordination of this component on a quality human resource, coming resulting from the private sector the philosophy and the concerns of which she knows well.

4.5.2.3. *Unexpected Results*

- Eight (8) members of the Task-force travelled to the USA to see how the intervention of the private is made in education sector; so they visited known and positive experiences; the expected impact of this action (not planned at the beginning of the project) is inestimable;
- the CEM «African Unionism Pioneers " of Rufisque benefits from the support of two economic operators:
 - The district's pharmacist gives the establishment right here now a 10 % discount on medicine sold;
 - "Establishment Gora ATHIE", provider of the ME in school dresses, makes subsidized blouses in favor of the same establishment;
- in Missira's CEM, an intranet network and a site have been developed thanks to the partnership with a private.

4.5.2.4. *About the sustainability of the intervention*

The whole component is certainly sustainable, but some aspects are more easily, thus immediately sustainable by the Ministry of Education and the education officials (IA, IDEN and Heads of Establishments) with CGE and APE support; it is question of:

- the relation created between the school and the world of the work;
- ii.the notebook "Projet de vie";
- "Clubs of the World of Work".

The Foundation in gestation will be the main tool of sustainability of the Public Private Partnership.

4.5.3. *Analyses*

There has certainly been the meeting between a good strategy, on one hand and, on the other hand, the start of development of a component "companies social responsibilities" (especially among big companies), but the effort of the private is not yet up to the expected height. This does not mean giving up, but rather the work should continue by the State (ME) and its partners so that the fruits keep the flowers' promise. Finally, the component Partnership Public Private functioned better at national level, at least as regards the fundraising. The regions have rather focused on the companies' visits and the invitation of professionals in the middle schools. Some regions have taken contacts with the financial institutions and have received for the moment promises of support. Besides, interesting initiatives (visits and/or career days) were successful with companies like SODIDA, NMA, SODEFITEX, mines of SABODOLA, etc.

It should be noted that this approach is original in the education sector. There have always been punctual actions of a company towards schools. But, to design it as a strategy and raise it as education development policy to such a high level and well structured is an interesting innovation.

Even if where it is difficult to promote the partnership, because mainly of the rarity and/or the lack of private economic actors 'motivation (cases of SOCOCIM and NMA for example), middle schools' WOW clubs become famous on organizing here tens of visits (Rufisque), there "career days" the immediate effects of which are analyzed in terms of remotivation to learn, even birth of vocation among children.

4.5.4. Conclusion

As the CN of this component recommends it, this innovation should be present in any project to insure the durability of posted experiences in the implementation process of the education reform. The work realized on a national scale and the put in place tools (Task force and future Foundation especially) are a solid basis to widen and perpetuate a fertile partnership between the Senegalese State, on one hand and, on the other hand, the companies of the private sector, for the liberation of consequent additional resources for the benefit of the social basic sectors, generally, and the Education in particular.

4.5.5. Recommendations

It is possible to do more and better. There is indeed an enormous potential which asks only for a structured frame and transparency to hatch. Naturally, it will also be necessary to refine the advocacy towards big companies.

At the local level, the main request, on this component, concerns the decentralization of the implemented strategy at the national level, and which allowed obtaining rather consequent results. Indeed, even if the industrial and entrepreneurial structure remains, essentially, concentrated in the region of Dakar and in some big regional capitals, it would have been interesting to test the possibility of putting on the slogan "the private supports the education" by implying the local private operators, the PME and PMI (the Small and Medium-sized companies; Small and Medium-sized Industries) installed in some project target areas.

It becomes indispensable, for the Senegalese State, to put in place an incentive tax regime, as in Kenya, to allow the Private and the sponsors to exempt the investments granted from taxes.

5. General recommendations

A project like EdB would have won a lot in a synergy built from the beginning; it would have been necessary, for it, to preserve unity between the various components instead of separating them.

Besides, the following measures would have allowed strengthening the relevance, the external coherence as well as the chances of success of the project in general:

Table 4: General recommendations

Recommendations	Responsible
Have an approach by the request: consider local needs to spare critical conditions like the energy for the TICE; this energy issue deprived many establishments, yet targeted at first, of this enormous luck which are the TICE for successful learnings;	USAID
In collaboration with the Ministry of Education and the territorial administration, promote the participation of the Local elected councils as soon as the conception in order to further commit them in the support for the component " EVDS " implementation and the sustainability;	MEN / USAID
Develop some emulation between the beneficiary districts and schools, practices like " competition of the best middle school" or " best inspection " have already made proved, somewhere else, of their capacity of motivation to successfully manage innovations;	MEN / USAID
From the project outset put in place an internal committee being able to work on the productions and the achievements; this would have allowed a progressive sharing with the wholen system.	USAID

6. Lessons learnt

I. USAID-EdB project has started innovations and major changes, which are so many sustainable achievements subject to filling two conditions, which call out to the Senegalese State at two different levels:

- At the national level, the Ministry of Education, through the DEMSG, the IGEN, the IA and the IDEN, has to immediately take the political decision and the necessary technical measures to internalize the experiences and strengthen them; it calls at the same time for a readjustment of work load and the donation of means; In this last respect, a finalization of the implementation of the " Foundation for Education ", accompanied with incentive measures of the private sector at the fiscal level, constitute an urgency to assure the sector a consistent support;
- At local level, it is essential that the State dismemberments corresponding to the local elected councils further engage beside communities, parents, local civil society and decentralized structures to engage in the development and the management of citizen youth education.

ii. The care brought to the preparation of USAID / EdB project (baseline study), the competences associated in its conception and the way was realized the "staffing" have certainly helped a lot **address the challenges of its implementation.**

Besides, the institutional anchoring sought after very early, by locating the coordination team closer to DEMSG and by appointing focal points to the various management levels of the Ministry of Education, was decisive in the creation of an atmosphere of " common construction site(work) " favorable to the engagement of the sector's technicians.

Finally the efforts deployed to engage grassroots communities, including the attempt to energize PDEF piloting structures (CRCS and CLEF especially) and, beyond, the innovations proposed to create participation and dialogue spaces have been successful in general, helping different actors take an active part in the execution and the monitoring of the activities.

Beyond all this, the integration in this project of a component «Governance and Management " has been a factor of irrefutable success by the requirement of transparency and of accountability that structures like the **CGE, the School Government and the forums on the performances imposed.**

iii. In the framework of the component **Vulnerable Children to School Dropout**, the USAID / EDB project conceived, tested and validated as **a model a daara modernization approach** which is anchored on the following assets:

- The fact of sharing the objective "criteria" corresponding to the concept of «modern daara ";
- The introduction of a training referential integrating French and mathematics;
- The implication of graduate and trained volunteer educators;
- The improvement of the conditions of study of learners;
- In doing so, USAID / EdB marked out the way to be followed by the State to successfully manage the «modernization of daara».

iv. The **TICE** component has been a victim of regions' poverty. Indeed, the acquisition criterion of a power source hampers the development of the component. However, the ITC configuration built in establishments, with the almost complete TICE infrastructure (computers, video-

projector, digital cameras) and the Internet connection, can open establishments to the world and to considerably boost learnings, including on the scientific plan.

Besides, the implementation of TICE Clubs and Steering committees, as well as the systematization of the competition OSCAR / TICE can effectively facilitate the sustainability of the component achievements.

v. The Middle Education Curriculum pulled this sub-sector out of anonymity, disharmony and improvisation. Indeed, before its introduction, this segment of our system counted several "curricula" of which none was really recognized (validated). It was rather the available manual and the teacher's "knowledge" that made the curriculum.

Thanks to the curriculum and to **the training dispensed to the teachers**, the sub-sector "General Secondary Middle Education" is more visible; it fits in better coherence with the rest of the educational system and it gives target students a better learning quality.

Not only teachers feel more comfortable in their function but, sharing the same culture as their colleagues, they are more confident from now on, In the framework of the opportunities they are given (FRI, DJP and forums), to be able to learn from each other.

vi. Thanks to the success of the experimentation and to the achievements stored up by the component "**Public Private Partnership**", it is attested that the school could rely from now on the support of the private sector on the only following conditions:

- Guarantee of transparency in the management of the funds received;
- Donors' good visibility;
- Decentralize and readjust the partnership strategy at local level.

The innovations introduced in school, like clubs " World of Work " (WOW), companies' visits, the " career days " or the notebook "Life Project ", have been real catalysts of the motivation to be learnt among young people who were able to see vocations being born in them. It is about phenomena that school did not know any more ages ago.

vii. All these achievements are in perfect harmony with the objectives and the strategies of the letter of general policy for the education and training sector. Better, they are so many models and methods paving the way to be followed to reach the results expected from this policy and from PDEF which is the implementation tool.

Thus, for the Ministry of Education, it is about sharing and scaling them up of the whole system by mobilizing the same actors and by completing the building of the foundations of an effective partnership with the private sector.