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Effective Literacy Programs

**Parallel Session A-2
Effective and Promising
Programs**

The diversification of the provision of education in
Senegal: A few examples from the sub-sector of
non-formal education

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DRAFT**

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ACRONYMS AND ABBREVIATIONS

ACDI	Canadian Agency for International Development
ADB	African Development Bank
AGR	Income-generating activities
APE	Parent-Teacher Association
ARD	Regional Development Agency
CAL	Centre for Cultural Activities and Reading
CDOA	Departmental Commission for Agricultural Orientations
CNOAS	National Co-ordination of Literacy Operators in Senegal
CNRE	National Centre of Resources for Non-formal Education
CROA	Regional Coordination of Literacy Operators
CTR	Regional Technical Advisers
DALN	National Literacy Department
ECB	Basic Education Community Schools
ECRAF	Central Team in charge of Research-Action/Training
EFA	Education for All
“Daara”	Koranic School
GTZ	German Technical Co-operation
IA	Academic Inspection
IDEN	National Education Departmental Inspection
MDG	Millennium Development Goals
NFE	Non-formal Education
NICT	National Information and Communication Technologies
PAFPNA	Project for the Vocational Education and Training of the Newly Literate
PAIS	Programme for the Application of Decentralization
PDEF	Decennial Plan for Education and Training
PIEA	Integrated Programme for Adult Education
PTF	Technical and Financial Partners
SNA	National Literacy Week
Talibé	Student of a Koranic school
UNAL	National Union of Languages

1- SUMMARY

1. The present study was carried out under the general theme of the *efficacy of literacy policies* and under the sub-theme of: *Visions, policies and strategies: respond to the diversity of languages, cultures, needs and demands.*

It has been put together in the hope of giving a glimpse of *the diversification of the provision of education within a non-formal framework in Senegal*, based on literacy as experienced by young people as well as adults, by means of Getting it done by Others, and with reference to the three examples of the provision of education included in the general dynamics of the fight against illiteracy and towards Education for All (EFA). It has been undertaken in order to try and improve the living conditions of the population. The study is based on various reports on the follow-ups/evaluations and assessments of projects, as well as on interviews.

2. The objective of the study is to learn about the practice of the Senegalese with regard to Non-Formal Education (NFE), the conditions necessary for its diversification, the relevance and efficacy of the provision of education based on the objective processing of the real demand for education as identified together with those concerned in the chosen areas of intervention.

The study reviews each case based on its original goals, and the rights, strengths, obstacles to be overcome and challenges to be taken up before being able to draw lessons which enable an improvement in programme quality, relevance and efficacy, as well as in the ways and means of training and the administrative mechanisms that need to be planned and implemented.

3. Globally, above and beyond the various rights involved, it can be accepted that **a) the participative study of the environment** is a necessary preliminary condition towards the mobilizing of a pertinent provision of education, with b) the national languages as teaching mediums.

However, there are still c) major challenges to be taken up in implementing partnerships; the mobilization of financial and local resources; the training and the qualification of the trainers; the teaching of French and the inclusion of vocational education and training in renewed curricula.

In order to maintain and increase the rights and take up the challenges, d) **partnership and decentralization** must be intensified, and **negotiations** must become a reality in the preparation of the operations, all this whilst respecting and **enhancing the development of the diversity** encountered in the areas of intervention.

2 – RESUME

4. The present study was carried out under the general theme of the *efficacy of literacy policies* and under the sub-theme of: *Visions, policies and strategies: respond to the diversity of languages, cultures, needs and demands*.

It has been put together in the hope of giving a glimpse of *the diversification of the provision of education within a non-formal framework in Senegal*, based on literacy as experienced by young people as well as adults, by means of Getting it done by Others, and with reference to the three examples of the provision of education included in the general dynamics of the fight against illiteracy and towards the objectives of Education for All (EFA). It has been undertaken in order to try and improve the living conditions of the population. It is part of the Integrated Programme for Adult Education (PIEA), of the project of support in professional education and training of the newly literate and of the project for the reform of Koranic schools. The study is based on various reports on the follow-up/evaluation and assessment of projects, as well as on interviews.

5. The Getting it done by Others is a partnership method essentially characterized by the rational and agreed upon distribution of roles and responsibilities between the State, civil society and the other actors of the sub-sector of non-formal education (NFE), in the implementation of operations at all levels. The State is particularly involved in their stimulation and guidance; the mobilization of financial resources, the co-ordination of their inspection, as well as their follow-up and evaluation. The basic principals of Getting it done by Others include participation, partnership, employment under contract, co-ordination, transparency and decentralization/devolution. This has enabled, amongst other things, the promotion of access of the targeted population to a diversified provision of education, prepared and carried out by the civil society, called a non-formal education operator, in partnership with the various actors involved.

6. The objective of the study is to learn about the practice of the Senegalese with regard to Non-Formal Education (NFE); the conditions necessary for its diversification; the relevance and efficacy of the provision of education based on the objective processing of the real demand for education as identified together with those concerned in the chosen areas of intervention. The approach used according to demand presupposes that each project or programme corresponds to a certain number of principals in relation to the diverse elements to be found in the area, i.e. flexibility, participation and partnership, through which the application of a diversified provision of education may be acceptable to the targeted beneficiaries as well as adapted to satisfying their right to education.

7. This diversification in the provision of education, in addition to promoting the people's access to it, is one of the basic principles included in the necessary steps to be taken to ensure quality, its determining factors having been integrated by consensus into national plans and procedural manuals for the preparation and implementation of projects and programmes in the non-formal sector. It can be expressed in terms of functionality (relevance and usefulness), the correction of disparities, pedagogical diversity, liberty of organization, linguistic plurality, etc.

8. The study reviews each case based on its original goals, and the rights, strengths, obstacles to be overcome and challenges to be taken up before being able to draw lessons which enable an improvement in programme quality, relevance and efficacy, as well as the ways and means of training, and the administrative mechanisms that need to be planned and implemented.

9. Globally, above and beyond the various forms of knowledge involved, it can be accepted that:

a) the participative study of the environment is a necessary preliminary condition towards the mobilizing of a relevant provision of education, with b) the national languages as teaching mediums.

However, there are still c) major challenges to be taken up in implementing partnerships; the mobilization of financial and local resources; the training and the qualification of the trainers; the teaching of French and the inclusion of vocational education and training in renewed curricula.

In order to maintain and increase the knowledge acquired and take up the challenges, d) **partnership and decentralization** must be intensified, and **negotiations** must become a reality in the preparation of the operations, all this whilst respecting and **enhancing the development of the diversity** encountered in the areas of intervention.

10. In addition, a few lessons can be learned from the implementation of a better diversification in the provision of education based on the real demand:

- Getting it done by Others is an appropriate mechanism for the diversification of the provision of education.
- Decentralization is a political and administrative framework favourable to the diversification of the provision of education.
- The diversification of the provision of non-formal education is necessary in the management of pluralism and diversity.
- Diversification helps to enhance the specificities and differences with respect to general goals, in order to de-marginalize, include or integrate through the provision of specialized education.
- The diversification of the provision of education is a factor of quality and innovation. It ensures the relevance and the flexibility of programmes, the pedagogical diversity and the liberty of organization according to its goals, areas of intervention, and to the participants.
- The development of a local book-trade industry and the use of Information and Communication Technology (ICT) allow for the enlargement of the portfolio of non-formal educational activities towards Education for All (EFA) and the Millennium Development Goals (MDG).

3 – THE PROBLEMS

3-1 Introduction

11. Senegal is situated at a crossroads and lives under the combined tension of different factors. These have to be taken into account in meeting the challenges that need to be taken up, in a context of poverty and insecurity, to ensure development and democracy; it represents a world of mobility and diversity where the economy of knowledge creates a growing need for an education and an increase in the improvement of the level of education in sociability in order to make its citizenship secure. As a result of this, and in order to meet the indispensable demands of social and economic transformations, important initiatives have been taken since the beginning of the 1990s to promote accessibility to education for all, so that each individual may satisfy his/her right to education, whatever his/her specific needs might be and wherever he/she is.

12. The plans and programmes implemented, above and beyond national goals, are essentially based on the Resolutions taken and the Recommendations made at the Jomtien meeting held in 1990, which were brought up to date at the World Education Forum held in Dakar in the year 2000; the 2005 review reaffirmed the priority of quality in education. It is within this context that the sub-sector of both non-formal and adult education deals with illiterate youth and adults, with priority given to rural girls and women, in order to allow them to play their role of citizen in awareness of democratic values, of social justice and peace, capable of adapting themselves to various changes that take place as well as making a positive contribution in all that they produce both for themselves and for their environment.

13. This vision of both literacy and the basic education of adults, with the aim of creating active citizenship, involving people as agents of development, is written into the goals concerning the enhancing of human resources both through development and through the creation of values, capacities, and skills, in a global perspective of sustainable development at national and local levels.

The implementation of policies and specific plans of action drawn up to eradicate standardized illiteracy, with the desire to turn the page of a standardized illiteracy definitively, which is both invisible and for which real measures of post-literacy to consolidate and perpetuate the knowledge are inexistent, started in 1995 with the Getting it done by Others strategy as a basic instrument for the implementation of programmes.

14. On the one hand, the Getting it done by Others method has led to a better understanding of the importance of non-formal and of adult education as a strategy in the fight against poverty and the correction of disparities of access to basic social services; and, on the other hand, an increased participation and a good governance of civil society and of basic communities in their own affairs with the support of technical and financial partners. The Getting it done by Others as a method of partnership permits the actors in civil society as well as the associations of beneficiaries, in particular, to prepare and carry out under contract, programmes and activities in the field of literacy and basic education for the young and for adults within the non-formal framework. At the same time, the State takes charge, through its

local and national representatives, of the giving of impetus and the goals to be attained; the mobilization of financial resources; the co-ordination of their inspection, as well as their follow-up and evaluation.

The principles of the actions to be taken concerning Getting it done by Others are participation, partnership, the preparation of contracts, co-ordination, equity, transparency and devolvement/decentralization. They also include frameworks concerning dialogue to be undertaken at national and local levels, along with a selection mechanism, the criteria of which, agreed upon by consensus, are written up in procedural manuals.

3-2 Formulation of the problem

15. The provision of education delivered within the framework of the Getting it done by civil societies, the selected literacy operators, are sub-projects concerning the autonomy and emancipation of the targeted population in their quest for a better life, based on their own environment and concerns.

In addition, a group of highly diversified sub-projects take into account the needs, expectations and usages, as well as the social mutations that were identified in the study of that particular environment. This diversification allows for the development of various possibilities concerning training, its mechanism being entirely focused upon the beneficiaries. It should cover the domains, types and levels of training, its goals, the approaches and methods of training, the languages and the means of validation, etc.

16. After this, the real problem of non-formal education is to take up the challenge to diversify the provision of education as it relates to the existent diversity which characterizes the area, and to fit it into the general dynamic current of providing quality education for all, a right that needs to be promoted and perpetuated whatever the context.

17. In fact, when a study of the environment is being carried out, in order to organize the technical and financial provision needed, the operator, according to the areas and the goals, tries to form an idea of the socio-economic and cultural realities in order to design strategies and educational support so that it can be implemented in co-operation with the beneficiaries /clients, as well as with any other categories of individuals or bodies that might be concerned.

18. The diversification of the provision of education presupposes **flexibility**, that is, the capacity for face up to the evolution of needs and to undertake the appropriate changes in order to adapt to them.

It also requires the **participation** of all those concerned (beneficiaries, associative groups, managers/experts, NGOs, education departments), in order to establish links and fruitful means of co-operation between all, and to mobilize those resources necessary for the successful implementation of the operations.

Finally, **partnership** allows for the improved management of diversity which requires acceptance, agreement and consensus in order to be developed.

19. The approach used by responding to the demand signifies that any person or group of persons, of any age or condition, should be able to benefit, at any one time, from the provision of education and training of his/her choice; a tendency which is written into the global movement for continuing education for all, throughout one's life, in harmony with the dynamic current at play in the evolution of demand.

20. However, is it possible to say that in Senegal the real demand has been defined and been given in all forms? Has the provision of education that has been made available always been relevant? What obstacles have been observed in the diversification of educational provision? Which factors of transferable success have been learned from the diversification of educational provision? Which lessons have been learned in the practise of the diversification of educational provision in non-formal education?

3-3 Goals, aims and relevance of the study

21. The goal of the present study is to learn lessons from the analysis of the chosen cases so that the practices and policies of the diversification of non-formal educational provision can be defined, thus leading to the discovery of their strengths, weaknesses and conditions of success.

22. Without doubt our conclusions, outside of the Senegalese context, should enable endogenous solutions to be found to the problems inherent in the non-formal education sector in Africa, especially as the Getting it done by Others strategy is gaining ground in the sub-region and is being applied with a varying degree of success in the different countries. It is hoped that the conclusions will bear fruit as far as political dialogue concerning non-formal education is concerned, and improve the relevance and the quality of educational provision, and help in finding better ways to provide transparency and good governance in the piloting of non-formal education.

4 – METHODOLOGY

4-1 The field of study

23. The methodology globally implemented is ‘the praxis approach’ - to learn from both the practice and by practising, in order to improve the interventions.

24. Space in this presentation will be given over to thought on the global implementation of the Getting it done by Others strategy before looking into the specific cases that were chosen, as below:

4-2 A succinct presentation of the experiences chosen:

25. The Integrated Programme of Adult Education (PIEA) tries to offer a response as regards the role of education in the fight against poverty, by its integration into the appropriate planned national policy. This programme seeks to correct the disparities, by concentrating, in priority, on the areas of poverty and on women through functional literacy.

26. The operation has as its objective to render autonomous those targeted, by focusing on their own particular training needs through participation, commitment and the taking up of responsibility, and by organizing them so that they may exploit all the natural resources, technical, human and financial, of their environment, in order to improve their standard of living, either by themselves or in partnership with others (micro-financing, technical administrative departments, associative movements, NGOs, etc.) and by cultivating the desire to continue to learn by themselves so that they may be able to face up to social mutations and transformations which will come about during the process of the fight against poverty.

27. The **Support Project for Vocational Education and Training of the Newly Literate (PAFNA)** represents a major innovation in the sector where, for the first time, the articulation of literacy with vocational education and training for the social and professional insertion of the newly literate young is being tried out according to an approach centred on skills, and within the framework of a partnership between the State-NGOs, together with actors from the private sector, artisans and associations of artisans and the Chamber of Trade.

28. The reform of Koranic schools is an experience with multiple elements at stake which, beyond being an alternative way to train adolescents of both sexes, means that one can catch sight of a change in educational paradigms for the reform of the traditional national education system, the results of which so far seem to be an obstacle to all objectives with regard to progress.

28. Koranic schools are essentially religious. In certain cases, they encourage begging and practise the inobservance of the rights of the child, who is very often left alone in situations of extreme insecurity which do not allow for any form of self-fulfilment and sometimes lead to delinquency.

In order to give an adequate response to the difficult situation in which these children find themselves, curricula and linguistic reorganization, implemented both for the Koranic teachers as well as for the pupils of the '*Daara*' should prepare them for a better social adaptation, without renouncing the essence of the initial system.

4-3 The instruments of investigation

29. In order to complete the study in the time available, although more time would have been preferred:

- a number of project documents were analysed, including follow-up, evaluation and capitalization reports;
- the various actors involved were interviewed: project directors, literacy operators, beneficiaries, evaluation agents, etc.

4-3 The theoretical model: conditions and factors of effectiveness in the provision of education and of quality

30. In the dynamic current of its development, non-formal education in Senegal is in keeping with the perspective of a constant search for greater quality, relevance and efficacy. In addition, the provision of the non-formal education presented is evaluated according to determining factors, decided on by consensus, which are included both in the national alternatives and in the procedures manual. The set of themes below thus constitutes the system of reference for quality, in the light of which the strength and the obstacles to be overcome in the various elements of study can be detected and identified according to their success, as well as to the conditions and factors of efficacy and relevance to the operations undertaken:

- practicality (taking into account the real needs of the beneficiaries and the environment in order to develop useful programmes);
- correction of all disparities (sex, areas, social categories);
- rendering the targeted population autonomous (participation, responsibility, organization);
- mobilizing and administrating resources in the environment (use of local networks of technical and financial departments and of all those opportunities that have been identified);
- quality and relevance of the teaching methods and tools used;
- languages used in training (national languages, French or Arabic).

31. In this respect, the search for practicality should permit, according to the socio-economic contexts, through participative approaches, the search for all the disparities that have to be corrected and to plan appropriate programmes which lead to the satisfaction of the real needs

of the beneficiaries in their known diversity - accepted and enhanced in value by all the actors involved.

The range of values, knowledge and skills accepted as a result of this, whether they be contextual, generic (communication, learning how to learn, sociability, entrepreneurial spirit, etc.), or even professional, if the possibility arises, must be so from the point of view of both the fight against poverty and social integration, but also must be centred on the means of existence or survival with regard to the individual or collective well-being of the beneficiaries, and be in harmony with the national and local academic educational alternatives.

A programme/skills would then offer, if it was well integrated, the opportunity of having a more objective framework for the validation and approval of knowledge in order to establish its recognition and, if necessary, for it to be attested.

The teaching methods, materials and tools mobilized for training should take into account this way of seeing things by privileging participative methods, social-economic realities and, in the cognitive domain, the necessary steps to be taken for the resolution of problems and the taking of decisions.

32. Globally, the programmes of education of adults must express the diversification of the provision of education according to the targets, and to their environment, from various aspects: strategic choices, typical domains of intervention, methods, means, evaluation mechanisms, etc.

This diversity of the provision of education also requires that one be demanding with regard to qualifications and the training of trainers. They must master the language in which they teach, the contents, and the practices chosen, and be capable of working together in partnership.

33. Diversity in teaching is a critical aspect of the diversification of the provision of education that also calls for a liberty of organization with regard to rendering the targeted populations autonomous, so that individuals, according to their specificity, may become committed to and fully participate in their own training. They must also be rendered responsible individually, or as a group, or in organized groups, in order to exploit, in a sustainable manner, the potentiality of their environment.

From there on, it is also important to raise the question of the languages involved in a multi-linguistic context. There is no doubt that the working language in all provision of non-formal education must be the language chosen by the beneficiaries: language is a tool of communication and a vector of mutual comprehension. Therefore linguistic diversity must be encouraged in the non-formal education sector; obviously, without there either being any form of hierarchy nor competition between the languages, but rather in order to have a clearer understanding of one's neighbour(s) and to enable people to get on better together in their daily lives.

In these times of great mobility, the diversification of the provision of non-formal education must be open to the very great relevance of multilingualism, whilst at the same time making use of foreign languages either according to the needs involved, or to the projects envisaged.

5 – GETTING IT DONE BY OTHERS, A TOOL FOR USE IN THE DIVERSIFICATION OF THE PROVISION OF EDUCATION OF A NON-FORMAL TYPE

5.1 The priority goals of national policy

34. The implementation of non-formal programmes in literacy and adult education is carried out in Senegal through the Getting it done by Others strategy, whilst, at the same time, seeking to deal with its own priority objectives, which are as follows:

- to considerably reduce illiteracy amongst the population, particularly in the group from 9-55 years of age, so that it has an immediate impact on social, economic, sanitary and educational indicators;
- to reduce the disparities between regions and between urban and rural areas;
- to further functional literacy and the development of alternative models of basic education by the use of national languages in order to improve the return on literacy programmes;
- to promote a literate environment in national languages in order to ensure the, development and the perpetuation of the knowledge acquired.

The Getting it done by Others strategy has helped in the making of significant progress in various domains, with, of course, problems that still have to be resolved, whilst, at the same time, trying to overcome the obstacles so that better results may be obtained.

5-2 The knowledge obtained and the obstacles identified in the delivery of programmes through Getting it done by Others

Principal points concerning access

Domains	Background	Obstacles
Enrolment numbers	<ul style="list-style-type: none"> - The enrolment of 1 501 880 persons aged from 15-55 in the various literacy projects developed. With a feminine representation of 77.95% in 2002/2003 - The taking into account of disparities (sex, area, age) in the enrolment - 8 969 learners enrolled in the basic community schools (ECB) with a feminine representation of more than 65% - 50 070 temporary employment posts created (facilitators, supervisors, managers and co-ordinators) 	<ul style="list-style-type: none"> - the provision is much inferior to the demand: only just over a quarter of the demand has been satisfied
Reduction in the rate of illiteracy	<ul style="list-style-type: none"> - The rate of illiteracy, estimated by the National Literacy Department (DALN) has gone from 60.5% (in 1993/94) down to 46.4% in (2000/2001) - The rate of illiteracy of women aged 15/55 has gone from 71.1% in 1993/1994 down to 52.6% in 2002/2003 	<ul style="list-style-type: none"> - the average rate of annual reduction (5%) has not been attained
Demand	<ul style="list-style-type: none"> - There is a strong demand for literacy in terms of the expressed (requests deposited each year) and potential demands not yet sufficiently satisfied 	<ul style="list-style-type: none"> - there is an insufficient level of mastery of the demand - specific targets to be aimed at are being left aside: minorities, the handicapped
Increase in the number of literacy operators	<ul style="list-style-type: none"> -The significant increase in the number of literacy operators, which went from 100 to almost 500 operators, organized within the body for the National Co-Ordination of Literacy Operators in Senegal (CNOAS) 	
Data management	<ul style="list-style-type: none"> -The existence of data on the sector at the National Literacy Department (DALN), regarding projects and inspection -The existence of data on the literacy sector in the Forecasting and Statistics Department 	<ul style="list-style-type: none"> - the databases have not been harmonized - the personnel has not been sufficiently trained in data management - the insufficiency of tools (computers, software, elements relating to networking, ...) for the processing and stocking of data

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Domains	Background	Problems
Financing of non-formal basic education actions	<p>The sponsors for the sector (State, World Bank, CIDA, GTZ, ADB, NGO)</p> <p>A rather significant level of financing in comparison to the past has been invested in the sector to support the fight against poverty.</p> <p>The existence of technical and financial documents (project documents, procedural manuals, action plans, annual plans of operation)</p>	<ul style="list-style-type: none"> - the insufficiency of financial means with regard to the strong demand for literacy - the delay in the making of funds available and in their disbursement - the sometimes irrational use of the available resources

36. Main lessons learned regarding quality

Domains	Background	Problems
Provision of education	<ul style="list-style-type: none"> - Diversification of educational provision articulated with the demand expressed and decided upon together with the targeted beneficiaries - Significant advances in the production and publication of manuals, brochures, guides, work and newspapers in national languages (more than 400 titles and 11 newspapers in national languages, which appear more or less regularly) - Eleven coded languages - The emergence of authors who write in national languages, in partnership - the existence of rural libraries, teaching suitcases, reading corners, etc., in the training mechanism 	<ul style="list-style-type: none"> - A strong demand which has not been satisfied - The newly literate do not have sufficient opportunities to continue to learn - Deficiency of place and appropriate furniture - Deficit of diversified teaching aids, adapted to the various needs and to the beneficiaries of non-formal programmes of education (functional themes textbooks, course textbooks, posters, audio-visual material ...) - The quality of the work is sometimes deficient - The ephemeral existence of works produced and the irregularity of their appearance - The inexistence of distribution networks - Twenty languages have still not been codified - The absence of goals and co-ordination with regard to

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		<p>research in national languages</p> <p>- The lack of professionalism of the actors in the guaranteeing of the effective relevance in the provision of education</p>
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Domains	Background	Problems
Resource centres	<p>- The existence of a CNRE (National Centre for Educational Resources), which has a Central Team for Research/Action and Training (ECRAF), and a Documentation and Micro-Publishing Unit</p>	<p>- Deficit in the reinforcement of the capacities of the actors of the sub-sector, in particular, the personnel in research, planning, follow-up and evaluation of literacy and non-formal education sub-projects</p>
Policy regarding quality	<p>- The existence of a piloting mechanism for the quality of training with the Decennial Plan for Education and Training (PDEF)</p> <p>- The existence of a central and a decentralized mechanism for the follow-up/supervision and the evaluation of programmes</p> <p>- The constitution of a bank of tools for the follow-up and evaluation of non-formal education programmes and sub-projects</p>	<p>- Deficit in the logistic, human and financial resources in the structures in charge of looking after or running the decentralized mechanism of follow-up/supervision and evaluation of the sub-sectoral programmes</p> <p>- Deficit of reliable information on the real impact made by the programmes</p> <p>- The non-existence of an accessible and instructive database to help in the management of the operations</p>

37. Main lessons learned on the management of the sub-sector

Domain	Background	Problems
1. Organization of the sector	<p>- The creation of a coherent and complete framework for the management of the sector with:</p> <p>Nomination of a minister in charge of the sector</p> <p>Creation of a National Resource Centre</p> <p>Creation of a national framework for dialogue</p> <p>Restructuring of the central technical departments</p> <p>Setting up of 5 extensive projects/programmes for the implementation of the action plan</p>	<p>Institutional instability and mobility of agents</p> <p>Judicial problems with the status of the resource centre which is not yet official</p> <p>Resistance to, feelings of insecurity and insufficient amount of information on structural and programme innovations or due to insufficient clarification on, distribution or acceptance of roles and responsibilities</p> <p>Dissatisfaction with the financial management at certain levels</p>
2. Piloting	<p>The existence of a shared and specifically non-formal action plan and an annual plan for each project/programme</p> <p>The creation of planning mechanisms at Cabinet level (the Strategic Planning and Follow-up Unit), of the technical departments (divisions) and projects</p> <p>Creation of a mechanism for the co-ordination and regulation of partners (negotiating table, joint committee), of projects (piloting committees) and of the programmes (framework for the harmonization of literacy project interventions)</p> <p>The effectiveness of co-ordination of partners' geographical interventions</p> <p>Agreement on the necessity of having a joint programme approach together with a technical and financial agency involved in the execution of projects</p> <p>The existence of a structure for the co-ordination of research in languages</p>	<p>Weak mastery of the basic data (reliability of information, strategy for its collection and processing, human resources, methodology and instrumentation of the database, multiplicity of sources of contradictory information ...)</p> <p>Difficulty in organizing the planning of programme operations</p> <p>Absence of arbitration in the conflicts</p> <p>A badly functioning mechanism for dialogue (irregularity in the holding of meetings, ...)</p> <p>Difficulty in the harmonizing of programmes, approaches and costs</p> <p>Difficulty in applying the programme approach with the technical and financial agency involved in the execution of projects and in using a single procedural manual</p> <p>Weakness in the co-ordination of research in languages</p>

<p>3. Partnership</p>	<p>Existence of possibility of political dialogue on goals, strategies (symposiums, national seminars, forums for the sharing of knowledge, i.e. National Literacy Week (SNA, ...)</p> <p>Partnership approach with the Getting it done by Others strategy, adopted at the national and regional level</p> <p>Support for the emergence and development of appropriate managers from the civil society (the National Co-ordination of Literacy Operators in Senegal (CNOAS), the National Union of Languages (UNAL), ...)</p> <p>Acceptation of the policy and plan of action developed in a participative manner with all of the actors involved</p> <p>The Getting it done by Others strategy has favoured the increase of access, local follow-up, diversification in the provision of training, having functional and relevant contents</p>	<p>Discontinuation of political dialogue (repetitive and prolonged pauses between sessions of dialogue) due to the non-respect over a period of time of the national framework on dialogue</p> <p>Problems concerning the functioning and professionalism of the CNOAS and of certain of its members</p>
<p>4. Financing</p>	<p>Availability of financing for the sector</p> <p>Diversity of sources of financing</p> <p>Availability of management tools (procedural manuals, plans of action, annual plan, ...)</p>	<p>Weakness in the mobilization of national resources</p> <p>Low level of resources for certain sub-sectors, in spite of their importance and their activities (literate environment, research, ...)</p> <p>Difficulty in the mobilization and consumption of resources within a given period of time</p>
<p>5. Reinforcement of skills</p>	<p>A plan for the reinforcement of the skills of the human resources and the financial means set aside for this</p> <p>A national team for research/action/training</p> <p>Organization of the training of ministry personnel, the devolved departments, the operators, administrative agents, project personnel</p> <p>The existence of an emerging expertise in non-formal education (consultants, Cabinets, ...)</p> <p>Improvement of the working conditions for the agents of the central and the</p>	<p>Insufficient consumption of the foreseen and available resources</p> <p>Absence of piloting of the plan for the reinforcement of skills (human resources office ...)</p>

	devolved departments of the ministry	
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<p>6. Decentralization</p>	<p>The existence of an institutional (Regional Councils) and technical (ARD), judicial framework (law, decrees of application, texts on skills transferred ...), for the decentralization of literacy</p> <p>Existence of a specific experimental programme for the application of decentralization (PAIS)</p> <p>The beginning of decentralization of the process of the selection of non-formal education requests</p> <p>More urgent claims coming from the Regional Councils for the effective application of the Law on Decentralization</p> <p>The regional councils' financial contribution and their desire to be more closely involved</p> <p>Existence of local plans for integrated development</p>	<p>Low level capacity of local communities to manage literacy and the promotion of national languages</p> <p>Weakness in the level of application of the decentralization of literacy and the promotion of national languages</p> <p>Inexistence of an effective plan for the transfer of skills</p> <p>Delays in making available the necessary means</p>
<p>7. Devolution</p>	<p>The availability in the devolved structures of personnel who work exclusively in the non-formal sector</p> <p>Reinforced logistics (motor bicycles, fuel ...)</p> <p>Improvement in taking NFE into account</p> <p>Existence of an education development plan per circumscription</p>	<p>Choice of personnel is not always adequate</p> <p>Problem of acceptance by the local academic authorities of non-formal education and of the strategies used</p> <p>Low level of involvement of department inspectors</p> <p>Insufficient decentralized follow-up which is non-documented</p>
<p>8. Communication</p>	<p>The making credible of the NFE and national languages</p> <p>Existence of a communication plan</p>	<p>Weakness in the implementation of a communication plan</p> <p>Low level of resources given over to communication</p> <p>Insufficient taking into account in the Decennial Plan for Education and Training (PDEF), communications concerning non-formal education (involvement of the private sector, local groups, marginalized groups, communities ...)</p>

5-3 The conditions necessary for success in Getting it done by Others

38. In spite of the different problems that have been identified, a certain amount of success has been obtained in the implementation of the non-formal provision of education for young people and adults by the Getting it done by Others strategy. They can be resumed under four main headings:
- 1. A better processing of the demand for non-formal education, which can be seen in the greater diversification in the demand and in the provision of the education proposed.
 - 2. A considerable increase in resources, in contrast with the past. Many sponsors contribute to the fight against illiteracy.
 - 3. A reinforcement of the national capacity in the piloting and management of programmes, and an increase in the qualifications of the various actors, due to appropriate training.
 - 4. The mobilization of actors at all levels in favour of non-formal education, especially civil society and the Technical and Financial Partners (PTF), to accompany the State's efforts in the crusade against illiteracy and to improve the standard of living of the population, and above all, of the women from rural or urban areas.
39. This success has been brought about, amongst other things, by various elements with regard to the rationalization of the institutional framework, the organization of partnerships, the organization of operators and beneficiaries, the reorganization of State departments, and the improvement of quality through the reinforcement of the actors' capacities, the diversification of the provision of education, the development of publishing in national languages, the periodic revision of concepts, the Follow-up/Evaluation and Research/Action.

6 – PRESENTATION AND CARRYING OUT OF THE PROGRAMMES TARGETED

6-1 The provision of basic education for adults founded on the articulation of literacy with the fight against poverty: for example, the Integrated Programme of Adult Education (PEIA)

40. The PEIA is the result of multi-lateral co-operation between the Senegalese Government, represented by the Cabinet of the Minister in charge of Literacy and National Languages, and the World Bank, within the framework of the implementation of the first phase of the Decennial Programme for Education and Training (DPET).

The search for quality in basic adult education programmes, for more relevance, efficacy and efficiency, constitute the validity of the experimentation in the Integrated Programme for Adult Education (PEIA).

41. Within this framework, the PIEA attempts to accentuate:

- a diversified training which takes into account the real and specific needs of the beneficiaries as seen in the data shown up in the study of the environment;
- an improved functioning of the programme, given that both the usual and the new economic activities, which generate income for the improvement of the 'economic capital' of the beneficiaries, have effectively been taken into account;
- the reinforcement of organizational and management capacities of the communities within the framework of their participation in the achievement of the programme, which leads to their own autonomy, based on the use of acquired knowledge and its reinvestment in the social, cultural and economic spheres;
- the setting up of a mechanism of post-literacy, developed simultaneously in the perspective of perpetuating the activities concerning the support and reinforcement of acquired knowledge to prevent the return of illiteracy (the setting up and the running of library activities, the development of a literate environment, the training of a village teams and the connection to various networks ...).

6-6-1 Goals

42. The aim of the PIEA is to contribute to the improvement of the quality of non-formal basic education articulated with the fight against poverty in a perspective of growth and of the personalization of local development. As far as its objectives are concerned they aim at:

- the reduction of the rate of adult illiteracy in the five regions of intervention of the project, with priority given to women and to areas of poverty

- rendering autonomous the communities which benefit from the programme due to the acquisition of a social, economic and cultural capital.

6-1-2 Inputs

43. The unitary cost per learner: 35,000 Francs CFA per learner allows for the acquisition of teaching materials, textbooks/manuals and supplies, creation of training sessions for personnel, follow-up, administration of the centre, etc. A subsidy of 100,000 is made per class, that is, an allocation of 3,333 Francs CFA per learner for activities that generate income.

- The programme is spread out over a maximum of 24 months for 450 hours at a minimum, of which at least 300 hours are given over to training in the use of tools/instruments.

44. The training is given in the language, chosen by the mutual agreement of the beneficiaries in a given environment, amongst the eleven nationally codified languages.

45. The programme strategy is that of Getting it done by Others, as mentioned above. It is also based on the implementation of a procedural manual which defines the process, the procedures and the modes of access to the financing and execution of the sub-projects. It initiates a system of employing under a contract which includes a group of obligations in terms of the results to be obtained.

The implementation of the programme favours decentralization in its philosophy of providing education that is specific, as the status of literacy implies a transfer of competency to local communities. At the same, it calls for the observance of various principles, such as commitment, participation, making communities responsible for the mobilization of local multi-dimensional resources, as well as ensuring that they become autonomous, so that the operation results - by the giving of roles to be taken up and ensured at the base - are perpetuated locally.

6-1-3 Results obtained

46. The evaluation published in March 2005 in the regions of Louga, Diourbel, Dakar, Fatick and Kolda by the National Literacy Department (DALN), in co-operation with the devolved departments, has made it possible to appreciate better the various parts of the programme. The evaluation covered 137 Centres for Cultural Activities and Reading (CAL), which attract 1,567 learners. The analysis of the data gathered has brought out the following information:

- Terminal skills have been attained in reading by 69.91% of the learners, with high levels of 88.3% at Kolda; in arithmetic by 50.05%, and in composition by 60.34%. These performances, which describe the

capacity of the learners to read, calculate and write, give an average of around 60.10%.

47. The following gives more detailed information on the background related to these results:

- The programme was completed by 81.19% of those registered.
- The teaching materials were correctly used by 79.12% of the sites.
- The booklets on functional themes and the reading and arithmetic textbooks kept by the learners were respectively checked in 48.59% and 98.10% of the centres.
- The credited number of hours, i.e. a minimum of 450 hours, indicates an average of 360 hours taken up. The time given over to such learning attained a rate of 80%, which means that there is an average deficit of 90 hours.
- A literate environment has been established by the existence of libraries in 76.40% of the centres, and in the development and production of written materials in 63.60% of the centres.
The use of newspapers is only effective in 41.94% of the Centres for Cultural Activities.
- Management committees exist in all of these centres. Their management and organization occupy an important place in the community and in its organization. Their support is undertaken with the help of leaders who are satisfactorily qualified – (82.2%), with at least the school certificate obtained at the end of primary school (43.4%), or a certificate obtained at the age of 15 (39.5%), or a baccalaureate (5.3%), the others being newly literate (11.8%). This information allows us to note the dynamism in the development of the activities and the positive change in behaviour.
The presence of women that has been noted, of about 60.8%, facilitates communication with their illiterate sisters, above all with regard to certain themes linked to maternity and to sexually-transmitted diseases.
- Activities which generate income have been developed in 86.79% of the centres. The activities are oriented towards fishing, the production of soap, market gardening, agriculture, the transformation of local products (fruit, vegetables, halieutic products), craft work, as well as others.

48. **6-1-6 Strengths and weaknesses**

Strong points	Weak points	Recommendations
- Existence of organized structures	- The length of the training of the leaders and of the shortened shifts	The training of the operator's personnel must be supervised by the project or the central department in co-operation with the devolved departments of the Academic Inspection and the National Educational Department of Inspection (IA, IDEN), in order to respect the length of time foreseen.
- Appropriation of the basic rules of good management (holding of regular meetings)		
- Functional management committees having activity plans		
- The existence of a connection with local financial structures	- Connection to other networks (administrative, technical, judicial, material)	This dimension of the programme must be the object of a rigorous periodic supervision by the project. It is often left open to the initiative of the beneficiary organizations. However, the complexity of the task requires the participation and the active support, particularly, of the operator.
- Existence of an 86% AGR of the CAL		
- High level of assets (10,165,940 Francs CFA), in spite of - more often than not - the weakness involved in the operators making available the support offered by the project	- The financing given by the operators is insufficient and, in certain cases, they do not even give it	- This mechanism is very important. It should be the subject of more strict control. The non-respect of such mechanisms should be severely sanctioned (e.g. suspension of the financing, in order to force the operator to take action with regard to the respect of such mechanisms).
	- Weakness of the intervention of resource persons	- Experience has shown that there is no taking up by the operators of the costs of resource persons within the framework of programme delivery. This state of affairs discourages them. Therefore, it is necessary to have them paid either through institutional support, or by the operator and the community out of the sub-project budget.

Strong points	Weak points	Recommendations
- Production of management documents	- Development of the production of written work and its circulation	-The production of written work and its dispatch to other destinations is a very important dimension of the setting up of a literate environment. Its development demands of the operator, on the one hand, the creation of relationships between the various CAL and, on the other hand, between these and the various structures in order to create a desire to read and to communicate
- Setting up of libraries that are equipped, and the provision of other writing aids	- Setting up of signposts	- It has been noticed that the operator has not taken into consideration the development and the setting up of signposts. Thus it is urgent to obtain information on such an arrangement before the end of the sub-project. A follow-up and supervision of this element will be necessary during the implementation of the project.

49. The examination of the results obtained by the Integrated Programme for Adult Education (PIEA) reveals interesting performances obtained by the training and in the capacity to generate income. In addition, the use of the resources generated shows that the beneficiaries have a certain amount of income at their disposal that they use in various ways:

- by sharing dividends between the members in the form of credits which are invested in individual activities;
- by re-investing it to extend the activity; diversification in a portfolio of activities, or the deposit of the resources generated in local structures pertaining to savings or to credit.
- In addition, the priority given to women in the areas of poverty contribute, through an integrated approach (literacy and income-generating activities), towards improving the social and economic position of women in their environment and, as a result, also in their families. The management committee intervenes as: 1) the governing and community-management body, and as an instrument for the mobilization of actors, partners and local resources in the dynamic current of a more active and effective participation, but also as 2) the means of appropriation of mechanisms and procedures for the implementation of programmes, with a view to making the beneficiaries autonomous and in order to perpetuate the activities.

6-1-7 Conditions and factors of effectiveness

50.

- A relevant programme is put together as a result of a participative study on the environment, identifying the specific needs of each community, which should lead to making the learners autonomous and perpetuating the actions taken.
- The free choice, agreed upon by consensus, of the codified language used in training the communities, with available teaching materials.
- A realistic timetable, allowing for sufficient training to take place and giving flexibility in the use of that time.
- Qualified personnel with basic training, enabling the persons concerned to implement the programme, either as leaders or as those who accompany the learners in the process of learning.
- Adequate training should have been received in the type of programme to be carried out.
- The determination of a reasonable, sustainable cost.
- The gradual establishment of a literate environment, particularly around the members of the class.
- The organization of the community to support the carrying out of the programme, particularly by individuals to play an active role in it as well as taking on responsibilities.
- The adoption of an integrated approach, from a modular and interdisciplinary perspective, between the tool/instrument and functional training sessions.
- The articulation of literacy with activities that generate income in order to constitute, at one and the same time, an intellectual, social and economic capital, whilst trying to avoid a purely economical vision of the intervention.
- A follow-up and evaluation mechanism which controls the training so that satisfactory performances are obtained.

- The correction of disparities, according to sex and the area, is a factor of social equality and balance.

6-2 Basic Education of youth: a provision founded on the prolongation of the Basic Education Community Schools (ECB), articulated with vocational education and training: the vocational education and training of the newly literate

51. The support Project for the Vocational Education and Training of the Newly Literate (PAFPNA) is the result of bi-lateral co-operation between the Government of Senegal, represented by the Cabinet of the Minister Delegate, in charge of Literacy and National Languages and that of Canada, represented by the Canadian International Development Agency (CIDA) and the Paul Gérin-Lajoie Foundation, in charge of its execution. It is part of the CIDA's basic education sectoral programme in Senegal.

6-2-1 Objectives and aims of the project

52. **The objective** of the project is to contribute to the social and economic development of Senegal by contributing to the improvement of non-structured vocational education and training by making training available for professions where there appear to be openings and that are appropriate for the newly literate, cut off from the provision of structured vocational education and training.

53. **The aims** of the project are:

- to support the improvement of the actions taken towards training in national languages in those professions where opportunities for work would appear to be available; are of a low level of technical complexity, and adapted to the needs of newly literate girls and boys.
- to improve the cost-covering by the regional communities of St-Louis and Louga of their educational needs, particularly with regard to non-structured vocational education and training by the reinforcement of the organizations such as the chambers of commerce and trade, the associations of artisans and with regard to certain of the master artisans that have been chosen.

6-2-2 Results expected

54.

- At least six vocational education and training subjects of a low level of technological complexity that are well-researched and form part of the training programmes.
- At least 12 trainers/supervisors, amongst whom 50% are girls, trained within the framework of the training given by master artisans.
- 100 master artisans qualified in vocational education and training of the newly literate.
- The institutional and organizational partners have been made aware of the importance of equity between the sexes.
- The newly literate possess basic knowledge in health/security at work, in the protection of the environment and in entrepreneurial matters.
- A personal plan of integration into the labour market is developed for each person when they finish their training.
- A management and support committee which deals with training to be set up in each region.
- An association for those trained to be set up in each region in order to give help with regard to their insertion into the labour market.

6-2-3 The input

55. The resources mobilized for the creation of the project include:

- Financial resources of 3,000,000 Canadian dollars, of which 250,000 dollars are from the Paul Gérin-Lajoie Foundation.
- **The training of trainers**

Before the training in the workshop starts, a training seminar is organized by the regional technical councillors and the trainers/supervisors for the master artisans on the subject of the approach used according to skills already possessed as well as on the use of guides that have been produced

- **The management bodies and the modes of functioning**
 - The management committee
 - The boards of management
 - The meetings concerning dialogue with the Technical Department of the ministry
 - Meetings concerning dialogue with the regional councils as well as with the technical and financial partners in the field of education
 - The Chambers of Trade

6-2-4 General strategy for implementation

56. In brief, the Project for the Vocational Education and Training of the Newly Literate (PAFPNA) deals with **the experimentation of vocational education and training, linking** the advantages of the formal (the planned, documented, structured character of training), the know-how of the master artisans working in an informal framework, bringing with them the missing modules (management of financial, human and environmental resources, the prevention of Aids and marketing), whilst articulating them with literacy.

In order to do this, the principal elements of the implementation strategy are partnership, the participation of the environment and leadership. In other words, it means creating together with the experimenting of the vocational education and training model chosen, **a dynamic partnership** with the local bodies (regional and municipal councils), the structures of non-formal vocational education and training (garages and workshops), associations of artisans, chambers of trades and the academic authorities capable of dealing with the planning as agreed upon, and in a participative manner, and the implementation of the training model. This strategy is mainly based on accompanying those working within the structures and those persons targeted by the project, all of this taking into account the main goals of the Decennial Plan for Education and Training (DPET) as well as the goals of the State in matters of **decentralization and the transfer of skills.**

The aims of the interventions of the PAFPNA consist in reinforcing the provision of vocational education and training and the ability of the partners to manage **in a more participative manner**, as well as offering the best services to a greater number of beneficiaries who are the newly literate. This latter aspect also covers the dimension of **equality of opportunity between girls and boys**, and consequently necessarily advances the participation of women in the sustainable development of their society. The choice of the place of training is based at one and the same time on the provision of and demand for training, and on the possibilities of insertion into the labour market available in the area of training.

6-2-5 Results, strengths and weaknesses

The concrete implementation of training activities for the newly literate has brought to light some un-hoped for and surprising knowledge, but also difficulties of unexpected amplitude.

57. The **strengths** can be said to be:

- ▶ The involvement and the active participation of all actors (the Regional Technical Advisors (CTRs), trainers/supervisors, master artisans), institutional partners (governors of the region, chambers of trade, regional councils, regional development agencies, decentralized departments of the State) and organizational partners (the Regional Co-ordination of literacy operators (CROA), professional associations of artisans), as well as the strong support of the parents in the programme.

- ▶ The high level of participation of girls in the programme (more than 74%).
- ▶ The positive discrimination with regard to the participation of girls in the training provided.
- ▶ The high level of motivation of the learners in the workshops.
- ▶ The effective management of a complex partnership with the Senegalese institutions, each possessing their own form of reasoning and culture.
- ▶ The high level of motivation of the trainers/supervisors and the master artisans in the development and the validation of the programmes, tools and training plans.
- ▶ Making the various partners responsible in the taking of major decisions regarding the project (making the population aware of literacy sites together with the National Education Departmental Inspection (IDEN) and the Departmental Commission for Agricultural Orientations (CDOA); selecting those registered with the PAFPNA together with the Academic Inspection (IA) and the Regional Coordination of Literacy Operators (CROA); identification, selection and recruitment of the trainers/supervisors, and the master artisans together with the IA and the chambers of trade; ensuring the proper functioning of the regional management committees.

58. The weaknesses are linked essentially to the:

- ▶ The weak participation of those leaving basic education community schools, registered as learners in the PAFPNA, to the advantage of those who are no longer in school.
- ▶ The insufficiency of information given regarding the best subjects to take in each area, and on the parents' reticence (above all, in the Pulaar milieu), to accept that a young girl who is married should leave her home.
- ▶ The low level of esteem given by the people of certain social backgrounds to the profession of artisan, which is not deemed to enhance one's standing in society.
- ▶ The low level of mastery in the understanding of the written code (reading, arithmetic) of the newly literate who have been recruited.
- ▶ The heterogeneousness of the chosen subject: certain subjects such as metal construction; domestic cold, and the mechanical maintenance of agricultural motors are taught by a single master artisan in one workshop, when other subjects like sewing/dyeing, the transformation of agricultural products and agro-breeding, in order to master all the skills required in the training guide for the exercise of the profession, need the intervention of a number of master artisans, working in various workshops, situated in different places. That is why more master artisans have been called upon than originally foreseen in the plan.
- ▶ The need to use various workshops at the same time and to call on the services of a number of people for the same subject.

- ▶ The total number of people that can be fitted into the workshops as well as the quality of the professional abilities of the master artisans are not always satisfying.
- ▶ The lack of teaching materials in national languages for the various professions.

6-2-6 Lessons learned and possibilities of improvement

59. A certain number of lessons and possible ways of improvement have been learned from the building up of acquired knowledge as well as from the difficulties encountered by the first generation of those trained.

- ▶ The domains of mechanics and of mechanical cold constitute two new domains which require a certain level of knowledge of a technical nature.
- ▶ To receive training is something special in Senegal, given the high numbers excluded from formal education who are forced to learn a trade.
- ▶ The training model is based on a non-structured format, developed by the artisans who have the acquired skills, according to an empiric method, mostly based on the repetition of technical gestures. Practising is the main way of learning in the workshops.
- ▶ Experimentation leads to the establishing of theories and structure of a new form of management in the training of the newly literate, coming from the formal education system as well as from the basic education community schools.
- ▶ Based on the knowledge acquired in the informal sector, a tentative response is being made to young adolescents confronted with the problem of employment by giving them training which is articulated with the non-formal sector, thus joining up of the three sectors.
- ▶ The dimension of gender provides for the equal representation of boys and girls (50%), which encourages the girls to take up subjects traditionally reserved for boys. Such an opening up of choice comes from a change in mentality.

6-2-7 Ways of Improvement

- Revise and edit the programmes and plans for vocational education and training in the six chosen subjects for the new group of 250 beneficiaries.
- Create an assessment/participative capitalisation of the model and of the tools tested with the first group of 150 newly literate.
- Reinforce the creation of a good environment for training and for the insertion of the first young artisans to be trained by the PAFPNA.
- Take into account more precisely the economic context of each department, in order to refine and adapt training to the realities of the terrain, aiming at eventual economic insertion.
- Reinforce the teaching framework of the master artisans by the production and availability for all subjects of teaching materials/aids which are both relevant and adapted to the objectives.

- Reinforce transparency in all operations concerning selection through the involvement of committed partners, who are both competent and interested in the success of the project.
- To improve the involvement of local communities, leaders of opinion and women's organizations, making them aware of the specificities of certain subjects, the obligations to be fulfilled when they enrol girls and on the necessity to respect them in order to ensure that they remain in training.
- Encourage the recruitment of those leaving basic education community schools, whilst insisting that the chosen candidates have a certain level of mastery of the written code, and using, where possible, with regard to the second generation of trainees, the master artisans who previously performed well.
- Maintain transparency in the selection operation concerning master artisans, the sharing out of support between the workshops, and reinforcing the involvement of the regional management committees (Parent-Teacher Associations (APEs), Chambers of Trade).
- Define a budgetary item of shared allocations relating to the support of all workshops, which takes into account the differential costs of equipment with regard to the various subjects.
- Work on the making up of kits containing basic tools in line with personal or collective plans with regard to insertion into the labour market.
- Insert into the guides concerning integration into the labour market information on labour legislation to help the young people who have been trained to integrate more easily.
- Make parents in rural areas more aware in order to obtain a better respect of the obligations incurred in taking up training, particularly, with regard to maintaining girls in training.
- Pay particular attention to the insertion of trained girls into the labour market.
Encourage the greater presence of women who are master artisans and to the enrolment of girls in subjects traditionally reserved for men (metallic construction, cold and motor mechanics).
- Create a database which contains, on the one hand, the background of the learners, master artisans and the trainers/supervisor and, on the other hand, the statistics regarding the success in relation to the various skills that are required in each subject.

6-3 Basic education of the young: the reform of the Koranic schools through the use of national languages, French and Arabic as well as the introduction of vocational education and training:

60. The Programme of Introduction to Tri-lingualism and of Vocational Educational and Training in Koranic schools is one of the reforms being undertaken by the State in the sub-sector of non-formal education, in partnership with UNICEF. It should take 5 years (2003-2007).

6-3-1 Problems and stakes involved

61. Since its independence, Senegal has been leading a crusade against illiteracy, based on the non-formal sector. The organization of this sector has provided satisfactory results. Even so, an important category of the adolescent population, the *talibés* (students at Koranic schools), is still lagging behind. Yet the *daaras* have always been places where our most positive values have been perpetuated, which have never been taken into account in the school system. However, even if the *daaras* enable the *talibés* to acquire knowledge of the Koran and Islamic sciences, whilst at the same time perpetuating our system of values, the basic education given to them does not always offer the same opportunities of access to a productive life as that received by the children in the formal education system. In addition, the learning conditions of the *talibés*, and the teaching in most of the *daaras* are not always of the quality necessary to guarantee the success of an educational activity.

The organization of this type of teaching constitutes a priority for the State in order to attain the objectives of Education for All. As, in Senegal, to go to the *daara* was always considered obligatory in the education of a young Muslim, it carries a non-negligible amount of weight in the basic education sector. The introduction of tri-lingualism and vocational education and training in the *daara* is therefore the beginning of a very important experience which should provide, in the third millennium, each *talibé* with special opportunities. In addition, the desire of our country to encourage actions which are sustainable, and which will contribute to sustainable development, naturally implies an articulation with both schools and the socio-economic and the cultural needs of the individuals in the communities who are the beneficiaries. In this dynamic current, the introduction of tri-lingualism and vocational and education and training in Koranic schools allows for the creation of a liaison between education and development through a more refined articulation with training, focused both on the demands related to the local context and on the need for endogenous development.

6-3-2 Objectives and results expected of the programme

62. General objectives

- Contribute to the improvement of the quality of training in the *daaras*.

- Support the process of the socio-vocational insertion of the *talibés*.

63. Specific objectives

- Informing and mobilizing all the actors involved.
 - Master the technicalities involved in languages by living under the same roof, of pedagogical management, of the management of tri-lingualism and of vocational education and training.
 - Create and produce teaching aids and materials necessary for the introduction of tri-lingualism and of vocational education and training.
- Support the development of modules for the training of supervisors.
- Support the equipment of the *daaras* with regard to school furniture and sanitary facilities.
 - Establish a system of reference of the skills that need to be acquired by the learners.
 - Develop practical training activities for the learners in the *daaras*.
 - Develop the capacity of the chosen languages to express the contents of the curricula that has been envisaged.

64. Expected results

- The populations become involved will take up the programme.
 - The Koran is well recited and mastered.
 - There is an improved mastery in the teaching of tri-lingualism.
 - The manuals and textbooks are designed and developed.
 - The physical and sanitary facilities of the *daaras* are improved.
 - Teaching skills are reinforced.
 - Insertion into the structures of vocational education and training take place.
- The piloting experience is generalized.

6-3-3 Strategy

65. Various approaches have been tried out in the introduction of tri-lingualism into the *daaras*. Amongst these, in the first stage, the Arabic and national languages have been chosen as teaching mediums. With regard to particular groups that have, at the beginning of the programme, already spent three years studying the Koran, in from the first year the national and the Arabic languages are introduced as teaching mediums and the languages themselves are also studied. In addition, the skills of everyday life relating to pre-vocational education and training are developed in the first year, according to an approach which has become increasingly complex.

The above-mentioned training lasts for three years and has to be completed by three other stages of one year each. The training in the Arabic language only comes into being in the second stage, as a medium and as a subject, based on the example of the national languages. In the last stage, the French language and vocational education and training are introduced.

The teaching contents, in addition to including the learning of the Koran at all levels, also take into account the skills needed in everyday life; problem solving, and the management of activities which generate income. These basic skills are covered in a book where information is gone over again with regard to hourly credits per subject, giving the liberty of choice in the organization of time to the *daaras'* authorities, taking into account the realities of their environment and tradition.

The principles of sharing, participation, partnership, decentralization/devolution and co-ordination underlie the entire mechanism of the support given to the Koranic masters.

6-3-4 Results achieved

66. The first few results obtained in the implementation of the programme are promising, but great effort is still necessary in order to place these schools on new tracks.

***Acquired**

67. It has been a great pleasure to note the adherence to the programme of the religious chiefs, the academic authorities of the regions where training has started, and of the parents, allowing for the reform of 80 *daaras*, with a total number of 15,735 students, for whom 80 Koranic masters have been mobilized, together with 10 supervisors, trained and supervised by the project, with, in addition, 10 inspectors and 6 pedagogical councillors, who are in charge of the follow-up/evaluation on behalf of the administration. It has equally been noted that the *daaras* have received teaching materials and various supplies in addition to an improvement having been made in the conditions of hygiene and cleanliness.

***Strengths**

68. These few results were obtained due to a campaign developed to make leaders of opinion aware of the training activities being undertaken with regard to the reinforcement of the skills of the actors, based on documents providing a framework, which were drawn up and consensually agreed upon and validated. These are: the orientation framework, the five-year plan of operations and a recommended curriculum, written in Arabic and in French.

***Weaknesses**

69. In order to extend the knowledge acquired and to face up to the future, two major problem needs to be tackled: the insufficiency of financial means, and the qualifications of the Koranic masters with regard to their linguistic capacities in three languages: national languages, Arabic and French, and the problem of vocational education and training containing these elements in terms of specific skills to be acquired, according to the activities implemented or envisaged for the future.

There are too few Koranic masters who are trained so that they could successfully carry out the training in a multi-lingual environment, either by themselves, or by making efficient use of the intervention of outside resource persons.

***Perspectives**

70. With all this in mind, it is therefore necessary to find additional financial resources to increase the amount of teaching materials available per pupil. A particular lack of material with regard to French and Vocational Education and Training has been noted.

It is also necessary to reinforce the mechanism of training in the supervision of the Koranic masters with regard to the implementation of the basic curriculum, so that the necessary changes are made, according to the targets set, as well as to the environment, so that tri-lingualism becomes a reality. French is still very deficient, if not absent in certain cases, and the integration of Vocational Education and Training (which is not the same thing as the more general acquirement of skills in everyday life) has not yet taken place.

Local partnership must be emphasized, in order to help in establishing the desired integration, so that there is a noticeable improvement in both local development and teaching activities.

This would also enable benefit to be obtained from the inter-sectoral synergy created, as well as in mobilizing the additional resources needed for the successful carrying out of the planned operations.

6-4 A few lessons learned from the cases presented

6-4-1 Positive convergence

71. The adoption of the Getting it done by Others strategy and, in a general way, the partnership with civil society for the implementation of educational operation within the framework of the non-formal system offers opportunities for diversity in the strategies of intervention.

The various problems presented in the below-mentioned case are an illustration of this. They consecrate the diversity of the non-formal system and the important of the study of the environment as a point of departure that is indispensable for the mobilization of any provision of education in the sub-sector.

The literacy operators, for example, after a study of the environment has been carried out, submit requests (technical and financial provision), in which - according to the aims and the areas involved - the objectives, the activities and the means of training are planned according to the problems needed to be resolved, as perceived by both the beneficiaries and the actors. Thus the provision becomes relevant, since, in addition to the use of national languages, which are the languages spoken by those targeted for training, the programmes are conceived according to an approach concerning the skills needed in order to improve the standard of living of the beneficiaries.

The programmes are also integrated. The services of local expertise are used to provide trainers, and through this, by the application of an inductive approach, local and traditional knowledge and know-how are mobilized.

In all the cases presented and in general, in the Getting it done by Others strategy, the personnel is recruited locally. The relevance of the integration of the various forms of provision of education contributes, in concrete terms, to the success of the operations, by guaranteeing its acceptance by each and every actor that has been mobilized. The beneficiaries feel involved and participate in forms of cash (financially-speaking) or in kind in the mobilization of resources for the training given.

6-4-2 Problems and challenges

72. The diversification of the provision of education articulated with the real demand of those targeted poses a certain number of problems in various domains:

- Partnership: the partnership suffers sometimes from outmoded representations or behaviour, above all in the administration, where there is a tendency to dictate rather than to control. Sometimes, members of the population hesitate in taking on new, responsible roles.
- The resources: the supply is insufficient everywhere in relation to demand. Teaching materials are insufficient in quantity and quality and the payment of the personnel is derisory and does little to motivate them towards a sustainable commitment.
- The training: the training of trainers is very superficial in the fields of languages and vocational education and training.

- The Koranic masters have insufficient knowledge of French and the absence of vocational education and training in the curricula used is the result of a lack of expertise. The tendency is to confuse skills pertaining to everyday life and vocational education and training which is much more complex.
- Institutional co-ordination also represents a challenge to be taken up, in order to mobilize all the synergy necessary to establish the provision of the various forms of education, so that there is a better integration into: the local development of human resources; socio-economic and cultural development, and the development of employment, to enable a better grip to be had on both the improvement of the standard of living of the people and on the future. The projects and programmes are, of course, planned using participative approaches, but they function in isolation.

6-5 The challenges, lessons learned from the various experiences, and perspectives of improvement and of development

74. Positive lessons can be learned from the various experiences that we have just covered, both from the results of the national policy as well as regarding the specific provision made of functional literacy and an alternative model for the improvement of the provision of education, towards making it more accessible, more relevant, more effective and more useful.

1- Getting it done by Others is an appropriate strategy for the implementation of the diversification of the provision of non-formal education

It provides an opportunity to take the necessary steps, with the various local partners, to handle the demand and to mobilize, as a result, the relevant provision of education, which is: adapted to the environment; chosen in order to resolve local problems; satisfies the real needs that have been identified, simultaneously correcting the existing disparities.

2- The diversification of the provision of education allows for the enhancing of specificities, whilst integrating all that is general

Whilst respecting national or local goals (both academic and related to development in general), the taking into account of the needs, expectations and aspirations of the population - carefully dividing up the potential beneficiaries into various groups - represents an important factor in social inclusion and the prevention of all forms of marginalization and exclusion. Various types of training can be made available to this end: initial or continuing, specialized or general.

3- Diversification is a factor of quality

It allows for the transformation into facts, the principles of liberalization and functionality in the non-formal provision of education, in order to guarantee its relevance and flexibility. In this way, it provides the opportunity of celebrating diversity in teaching and liberty of organization with regard to the commitment taken with the beneficiaries to obtain certain results. This provides them with the necessary motivation to acquire knowledge and new skills during the implementation of the operations. However, the quality must be reinforced by a local book- trade industry which is appropriate and viable and which uses national languages.

4- The diversification of the provision of non-formal education is a necessity in the management of pluralism and diversity

The risks of isolation of the programmed educative units must be prevented by putting into place flexible mechanisms for dialogue and co-ordination, as well as the framework and appropriate tools for the validation and harmonization of the knowledge acquired, in order to establish its recognition, thus favouring social and professional mobility.

- 5- The diversification of the non-formal provision of education encourages educational democracy and the equality of opportunities through the access of all to education**

It should offer to everyone the possibility of satisfying their right to education, based on a list of educational opportunities drawn up according to those needs and preoccupations expressed in the processing of the demand, and according to the mutations and changes taking place in the environment. In addition, above and beyond the development of accessibility to the provision of education, the diversification in the provision of education allows for the preparation of continuing education that will be indispensable to regular improvement, in face of the growing complexity of life and the rapidity of the changes in everything around us.
- 6- The diversification of the provision of education, giving priority to steps to be taken locally and to participation in the processing of the demand, is improved by the decentralization of the political and administrative framework**

It profits from local plans of development, in terms of relevance and integration, and benefits, in case of need, from the momentum gained from inter-sectoral dynamics with regard to the mobilization of resources and the synergy developed to enable problems to be solved.
- 7- The diversification in the provision of non-formal education has shown that the use of a single model is not sufficient for education and training,** but rather that the choices must be appropriate and agreed upon, a plurality of provision without any limit of imagination, except the needs that have been defined, the expectations, the research for efficacy, and the desires of the actors concerned.
- 8- The analysis of the demand for non-formal education must be less superficial in order to take into account both those targeted and the immediate context, as well as the global, national and international environment.**

The educational services provided as a result must be more ambitious and more functional (relevant, useful), more motivating and more appealing to the beneficiaries by integrating, a priori, the realities of the modern world that are globalization and information and communication technologies. These must be included in the design of the programmes as well as being implemented in the courses.

From that moment on, in order to comprehend the dimensions of the present world and the future, and to participate effectively in the inherent elements at stake: productivity, competitiveness; mobility; employability; cultural and religious diversity and integration, the systematic rewriting of the non-formal curricula will have to be undertaken, starting from the skills to the to the teaching/training.
- 9- The use of the National Information and Communication Technologies (NICTs) in the non-formal system (Internet, on line courses, forums, web sites), in addition to the traditional services, could also enlarge the portfolio of activities and opportunities available to the population.**

But it needs a voluntarist policy of partnership with specialized industries to mobilize the appropriate digital space and services according to the various contexts and the beneficiaries targeted. The digital working space is a global mechanism set up to allow users to have free access to information in relation to their activities in initial training as well as in continuing education.

- 10. The diversification of the provision of education is a factor of innovation**
The various new situations identified whilst processing the social demand have expanded and deepened our knowledge by means of the various studies undertaken in the field on the various dimensions of non-formal education. They have also enabled the drawing up of new frameworks to manage activities in education (planning, organizing, following-up, evaluating, and taking decisions), by putting the actors concerned in synergy with their organizations, and in harmony with national and local educational guidance.

7 – GENERAL CONCLUSIONS

74. Literacy and adult education represent essential stakes in sustainable human development due to their impact on the enhancement and promotion of human resources; the activities which produce riches, and the well-being of the individuals, as well as of the group to which they belong.

As a result, our march towards Education for All (EFA) and the Millennium Development Goals (MDG), should concentrate more on giving access to education to all members of communities, all citizens wherever they are, and at any time of their lives, so that they can benefit, according to their concerns of the moment, from the most appropriate form of provision of education for the satisfaction of their needs and the resolution of their problems.

75. A general revision of the political priorities in education needs to be undertaken to give non-formal education its rightful place. Greater means and expertise should be made available in every domain (finance, management, training, research, evaluation, languages, communication), in order to encourage the definitive emergence of a literate society in Senegal, in a world context of globalization, mobility and the exponential development of communication.

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