

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Senegal

Early Childhood Care and Education (ECCE) programmes

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SENEGAL

Early Childhood Care and Education (ECCE) programmes

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS), the compulsory education age range is 7 to 12 years. Under Law 91 22, as amended, schooling is now compulsory for children aged 6 to 16.

1. ISCED 0 PROGRAMMES (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programmes:

Pre-school education

1.2. Normative age group(s) covered by ISCED 0 programmes:

3-6 years

1.3. ISCED 0 programmes: statistics and indicators (source: UIS)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	5.6	2003/2004
Net enrolment ratio	3.2	2003/2004
Percentage of children entering primary education with previous preschool experience	4.4	2003/2004

Note: 2004-2005 enrolment: 78,812, of which 41,069 girls (52%), out of a total pre-school population estimated at 1,190,000. Source: School Statistics, Integrated Early Childhood Development, School Year 2004/2005, DPRE/BSS, Ministry of Education, July 2005.

1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable): Not available

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7

UIS estimate. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

Enrolment by level (2004/2005)

	First-year group	Second-year group	Third-year group	Transition class	TOTAL
Age group	2-3 years 3-4 years	4-5 years	5-6 years 6-7 years	6-7 years	
Enrolment	25,871	27,451	24,892	598	78,812

Source: Ministry of Education, January 2005.

1.3.3. Teachers:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
2,259	66	100	100	100

Source: Ministry of Education, January 2005. The data refer to 2004/2005.

1.3.4. Funding:

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	2.54 (2004)

Source: UIS

1.3.5. Main source(s) of financing:

State, development partners, families, local authorities.

2. OTHER ECCE PROGRAMMES (Generally preceding ISCED 0 programmes)

2.1. National definition of other ECCE programmes:

- nutrition improvement programme (0-5 years);
- mother/infant health programme;
- Integrated Childhood Diseases Treatment Programme (PCIME).

2.2. Normative age group(s) covered by other ECCE programmes:

- 0-5 years (nutrition improvement);
- 6 months to 2 years old, in the case of action for malnourished children in the communities where Early Childhood Reception Centres (CTPs) have been set up;
- 1 month to 2 years in private nurseries.

2.3. Estimate number of children covered by other ECCE programmes:

4,600 children aged 6 months to 2 years under the nutrition scheme in the Early Childhood Reception Centres.

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMMES (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

1. Act No. 94-82 of 23 December 1994 abrogating and replacing the 1975 Pre-School Education Act No. 75-70 of 9 July 1975 lists the various institutions that may provide such education and the conditions governing their establishment and recognition, the educational activities authorized, and their administrative and pedagogical supervision.
2. The Education and Training Sector Policy Statement.
3. The draft national policy document on Early Childhood Development.

3.2. Official body/bodies in charge of supervision or coordination:

The entire education system is the responsibility of the Minister of Education. Pre-school education is administered by the Pre-School Education Division, while the Early Childhood Reception Centres project is managed by the National Agency for Early Childhood Reception Centres.

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

3.3.1 Education authorities outside central government (supervise administration and teaching)

- Regional Academy Inspectorate
- Departmental [i.e. provincial] Inspectorate of Education – IDEN (especially in the case of the public nurseries and community nurseries and centres)

3.3.2 Decentralized services

- Local authorities or communities: support for building, equipment, rehabilitation, staff matters.

3.3.3 *Development partners*

- International organizations: UNICEF, UNESCO, World Bank
- NGOs (such as CCF, PLAN International and Senegal's Catholic Pre-school Establishments' Mutual Assistance Association, in respect of private nurseries and community centres)

3.3.4 *Employers' and labour organizations*

- Neighbourhood Community Organizations (OCB) and Women's Promotion Groups (GPF), in respect of the community nurseries
- Pupils' parents association

3.4. Type of personnel involved:

Pre-school teachers and inspectors, primary school teachers, volunteer teachers, general teaching assistants (at CTPs and community centres), community workers (instructors, helping mothers, grandparents, ancillary staff, watchmen, housekeepers and others).

3.5. Type of staff training (requirements):

The task of the Primary Teacher Training Colleges (EFI) is to provide initial general theoretical and practical training for teaching in both pre-schools and elementary schools. The colleges train volunteer teachers who can teach in both pre-schools and elementary schools.

EFIs are organized to provide initial training and their approach is holistic, designed to meet all of the child's needs (education, health, nutrition, environment, rights of the child, with emphasis on the community).

Training is in the form of seminars, lectures, various experimental exercises, case studies, the drafting and execution of teaching sequences followed by evaluation, teaching practice in the province's schools and health centres (immersion, semi-autonomous responsibility and full responsibility); drafting of observation reports, simulation exercises and critical analysis using various media (pupils' exercise books, children's drawings, etc.), making items to be used in classroom practice, and drawing up community projects jointly with neighbourhood community organizations.

There are also Regional Training Centres (PRF) which provide continuing training for the staff jointly with the Provincial Education Inspectorates (IDEN); these services come under the Academy Inspectorate (IA).

Furthermore, IAs, IDENs and NGOs organize initial and continuing training on the basis of the existing references, including training for teaching assistants and other community centre or pre-school staff. Mention should be made of the Saint-Joseph Training Centre at Thies, a member of the Senegal Catholic Pre-schools' Mutual Assistance Association, which has been providing a ten-month training course for some 30 pre-school teachers every year for the last 15 years.

3.6. Recent national policies and reforms:

The Education and Training Sector Policy Statement, based on a diagnostic study of access, quality and management in early childhood provision, proposes a number of strategies and an action plan for the development of this sub-sector until 2007.

Like other countries in the subregion, Senegal finalized in 2004 a national policy document on Early Childhood Development, which is undergoing institutional validation. It analyses the early childhood education situation in Senegal, surveys current programmes, sets out a national view of early childhood provision, strategies and programmes, and proposes an institutional framework and support structure for the implementation of the training, communication, monitoring and evaluation policy.

3.7. Efforts targeted at vulnerable or disadvantaged children:

Specialist centres attend to children with disabilities (the Centre Verbotonal (for deaf mutes), the Talibou DABO Centre for the physically disabled, Kor Khaley and the Senegal Association for Adaptation of the Mentally Handicapped, ASADEM). With UNESCO's support, inclusive education forms part of teacher training. Gender issues, though quite vague at pre-school level, are increasingly incorporated into Integrated Early Childhood Development programmes.

Action is also being planned by the Ministry of Family and Social Development as part of the project designed to combat the worst forms of work to assist children exploited as beggars.

3.8. Special projects/programmes aiming at expanding or improving ECCE:

- PDEF (Ten-Year Education and Training Programme)
- UNDP Project (United Nations Volunteers: community kindergartens in the rural areas)
- JICA (Japan International Cooperation Agency: study project on the improvement of the early childhood environment)
- UNICEF: early childhood development support project
- UNESCO (development of children's pre-literacy skills at home)
- Project on local capacity-building to promote early childhood (PLAN International – Louga Region)

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programmes

3.9.1. Objectives and aims:

The objectives of pre-school education are:

- to give children a firm grounding in their national languages and cultural values, with a view to consolidating their identity and protecting them in advance against the dangers of cultural alienation;
- to foster the development of their various psychomotor, intellectual and social abilities and thus enable them to develop their own personality to the full and lay the foundations for school learning.

3.9.2. Learning areas and teaching-learning methods:

Communication, arousal of environmental awareness, psychomotor and art education and day-to-day life skills are the areas through which pre-school education pursues its objectives. Its activities are: language, singing, art, manual art, psychomotor exercises, motor perception exercises, introduction to science and technology, sustainable development, science education and education for life in society, stories, drawing, painting and pre-reading and pre-writing activities.

Instruction is provided in the national language; French is introduced systematically in the third year of pre-school education.

Though there is continuous assessment at the pre-school level, no standard is imposed nor is any certificate issued. Pre-school teachers monitor their pupils' performance through daily, weekly and yearly appraisals. All of these assessments culminate in a final review at the end of the three pre-school years. Formative assessments are oral (questions), written (drawings, writing and so on) and behavioural (socialization).

3.9.3. Average number of hours per week and average amount of weeks per year:

Children attend public pre-schools 25 hours per week, 30 weeks per year. In the case of community pre-schools, children attend the centres all year round, depending on the community's needs.

Note:

In the basic education curriculum, pre-school education is regarded as the first level of the education system. It is still being developed and has been introduced in part into the education system in the last two years.

Input materials (booklet with pre-school timetable and curriculum, teachers' guide, trainers' manual and pupils' workbook) have been entirely rewritten.

Throughout the re-writing there were regular classroom interactions to ensure proper feed-back and the fine-tuning of these resources where needed: this was the *active construction* phase, designed to test the tools produced on a small sample of classes, and to capitalize on all the comments and observations about their relevance and feasibility so that adjustments could be made before full-scale trials and final roll-out.

The following steering groups have been set up:

- National Curriculum Steering Committee (CNPC), with members from all the ministries with teaching departments involved in curriculum design.
- Permanent Technical Secretariat (STP) within DPRE, which has technical and operational responsibility for curriculum development.

Trials have been under way throughout the country since the end of November 2005 on the following basis:

- one first-year group per Academy Inspectorate;
- one literacy class per Academy Inspectorate;

- one CI class per Provincial Inspectorate.

Under the roll-out schedule the curriculum is to be extended gradually to all pre-school sections within three years.

Other standards and reference material:

As part of the initial training provided by the EFIs for primary teachers and volunteer teachers, a document entitled *Skills Compendium: Initial Training in EFIs* sets out a detailed profile for future primary school teachers graduating from EFIs and the skills required in various fields. Within each field, the compendium defines the skills themselves, the capacities, the associated content, criteria and evaluation indicators.

A single standard reference work for early childhood staff training was finalized in 2005 and it now constitutes the basis for all such training.

3.10. Any other relevant and pertinent information

In 1998-1999 there were 23,625 pupils attending 1,002 pre-school classes in 313 pre-schools, 225 of which were private schools. The enrolment ratio is still low: 2.53% nationwide, though varying enormously from region to region. It is 4.3% in urban areas and 0.3% in the countryside. In 2001-2002 there were 28,663 pupils attending 1,090 pre-school classes in 377 schools (281 private). In 2004-2005, enrolment rose to 78,812 in nearly 1,000 early childhood schemes.

The Government aims to promote pre-school education. The type of education provided at this age generally prepares children for later learning, and so helps to reduce failure rates in later stages of education. The goal is to raise the pre-school enrolment rate from 3% in 1998 to around 30% in 2015 and to promote, alongside the development of private and public pre-school provision, a community model of pre-school education which would be less costly but adapted to the country's sociocultural situation (*National Report on the Development of Education*, 2004).

Since 2000 very heavy emphasis has been placed on the programme for the development of early childhood reception centres (CPTs), which are designed to attend to every aspect of the development of children from 0 to 6 years old.

Together with the early childhood reception centres, a similar community-based provision has been growing on the initiative of communities and has contributed significantly by increasing access. A number of projects and activities by IDENs, NGOs or OBCs, supported by international partners (UNICEF, World Bank, PLAN, CCF, Luxembourg's Cooperation Development and others) are all helping to improve the quality of service in these centres.

A study project designed to improve the early childhood environment was set up by the Government of Senegal and Japan, represented by its development cooperation agency, JICA. The aims of the project were to:

- draw up a master plan for improving the early childhood environment;
- transfer technology transfers of study methods, between Japanese and Senegalese researchers.

Under the 32-month project (December 2001 to July 2004), four experimental early childhood reception centres were set up and a feasibility study of their operation was carried out. The JICA is currently considering how to carry the project forward.

In the case of non-formal pre-schooling, the Koranic schools or *Daara* offer religious teaching for children from an early age until adolescence. The exact size of this sector is not well known, but it is thought to involve considerable numbers, for there is a strong social demand among parents.

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	Yes, expanding	About 10,000 children
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes	Fewer than 1,000 children from 6 months to 36 months
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	No, not in an organized way	Not available
As component of adolescent, livelihood or literacy programmes	No, not in an organized way	Not available
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	Under study	Not available
Other (please specify)	Yes, the <i>Home Pre-literacy</i> project	1,000 children in four distant regions

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Yes, the integrated nutrition programmes for malnourished children and their parents.

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

Currently being prepared as part of the Ten-Year Education and Training Programme (PDEF) and the curriculum.

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

A policy document exists and is currently being validated.

[Information revised by the Ministry of Education, January 2006.]