

**Economic and Social Council  
2011 Annual Ministerial Review**

**National Voluntary Presentation**

**Senegal**

**Introduction**

The Government of Senegal has made education and training its first priority in development policy for this sector the largest share of its expenditure. Is that education affects a person, besides his own, the productivity of other individuals change their behavior economic, political, social or cultural. This effect, similar to a "collective expertise", that is, information beneficial to the community, justifying a massive public investment in universal access to good. The macroeconomic context within which the Senegalese education system, however, requires a judicious use of available resources for the sector's performance are the ambitions of the Government and its commitments to the international community in education. Develop a system of accountability in relation to its own commitments is a way to get voluntarily under the conditions of continuing efforts to improve performance, become more efficient helps to create the conditions for optimal use of these resources. And good governance. The annual review of the education sector, involving all stakeholders in the education system, and mission oversight of annual technical and financial partners that precedes it, is accountability mechanisms in place to strengthen good governance in the sector education. The Annual Ministerial Review (RMA) of the Economic and Social Council (ECOSOC) in 2011 on the measures taken to achieve the agreed objectives in the international commitments on education and on progress in this area , offers the opportunity to the Government of Senegal to continue the dialogue with the international community about its policies, successes and challenges in the field of education. This report submitted to the RMA 2011 is the result of collective thinking involving the various stakeholders in the education system in Senegal. It not only represents the views of the Government. It reflects the consensus of all players in the Senegalese education system of what has been done to date to achieve the objectives, the road that lies ahead and the major issues whose resolution will have to mobilize their energy in the years to come. The report focuses on basic education which corresponds to the Millennium Development Goals (MDGs) 2 and 3 on the generalization of a quality primary education and gender equality, but also those of Education for All (EFA).

The report is drawn from national strategies for educational development and their implementation, the available data on education and simulation results on the costs of achieving the Millennium Development Goals (MDGs) and scenarios for funding. Section 1 reviews the strategies and policies for development of education implemented in the 2000s to achieve the objectives of developing education that the Government of Senegal agreed in Section 2 traces the progress towards achievement of objectives arising from international commitments in education, the most important are the MDGs on education and gender equality (MDG3) and Education for All (EFA). Section 3 gives examples of good practice. Are those used for the education of girls has been a remarkable success in Senegal and the involvement of civil society in the development of education .. The section identifies the current challenges the country still faces and the strategies that can be implemented to overcome them. The conclusion draws some implications from the foregoing.

**I. IMPLEMENTATION OF NATIONAL STRATEGIES AND POLICIES FOR DEVELOPMENT OF EDUCATION IN SENEGAL**

**2.1. Brief overview of Senegalese education system**

The current education policy options in Senegal based on the findings and recommendations of international conferences (Jomtien 1990, Dakar 2000, etc..) And regional (MINEDAF VI, 46th

general session of the CONFEMEN, Pan African Conference on the education of girls. ..), but also of national consultations (general education and training in 1981) and sectoral posed uncompromising diagnostics sector and made recommendations. The diagnosis of the education system conducted in 1998 led the Government to undertake a major reform in the sector and to adopt in 2000 a policy letter for the education sector (covering the decade from 1999 to 2008) with Ten-Year Programme of Education and Training (PDEF) is part of operationalization. Revised in 2005, this document replaces the educational process in a macroeconomic framework by articulating the objectives of the Strategy Paper Poverty Reduction Strategy Paper (PRSP) for the medium term and the Millennium Development Goals (MDGs) for the long term. Three major objectives are pursued by the PDEF: expanding access to education and training, raising the quality and effectiveness of the education system at all levels, improving the management a more efficient policy coordination and rationalization of the mobilization and use of resources. The PDEF, whose implementation was a slight delay in its third phase of implementation. It adopted a new policy letter in 2009 for the period 2009-2011.

2.2. The major constraints of the education system and the strategies implemented  
The implementation of the PDEF met with macroeconomic constraints but also specific to the education sector. Since 2000 some macroeconomic indicators show that the country is changing sawtooth of its GDP.

Annual GDP growth above 6% was recorded between 2003 and 2005. Other years, it is barely above population growth. Maintaining a current account deficit at a high level reflects the country's heavy dependence on foreign savings. The small force of economic growth was partially offset the public finances by raising the tax burden of 16% of GDP in 2000 to 18.9% in 2010 and lower by more than half of the outstanding public debt, 78.6% of GDP in 2000 to 34.4% in 2010. Both of these positive developments have contributed to the increase of public resources for education, but were not sufficient to loosen the hard budget constraint exerted on the education system. The sector has also faced major internal stresses. The first years of the decade 2000-2010 were marked by the very high unit costs of school buildings and teaching staff, low internal efficiency of the education system is manifested by high repetition and dropout rates, the rejection of the modern French school for religious reasons in large communities in central Canada, spatial disparities and gender important in access to primary education, the low involvement of non-state actors in the definition and implementation educational policies, deficiencies in the notorious support of quality, institutional instability and the dispersal of decision-making centers that weaken the control of the area. All these factors prevented any possibility of sustainable progress towards the goal of a quality primary education for all. Table 2 describes the different constraints and strategies implemented to reduce them significantly in order to achieve the goals of educational development.

Strategies (adopted and implemented to significantly reduce these constraints (Table 2). The recruitment of new teachers at a cost significantly lower than that of a teaching staff member for an academic level is often higher (Table A1), the institution of the double cohort in schools with high numbers, the use of multigrade classes have a sharp drop in unit labor costs (Table A 2) and the change in the composition of teaching staff in favor of new categories masters not servants who have contributed greatly to the revival of schooling (Table A3). This was supported also by lowering infrastructure costs scolaires par improving procedures for tendering and a generalization of the most successful experiences in construction.

The low internal efficiency of the education system has led national authorities to take a ministerial order prohibiting the repetition between the stages of primary school - which has three to two years each. and the increase in school canteens. Efforts to reduce regional disparities and gender, including the diversification of educational provision (basic community schools, daaras modern Franco-Arab schools ...), awareness campaigns for girls' education and the establishment a framework for coordination of interventions to better take into account the issue of equality and equity in access to education for girls and boys as well as greater visibility for partners that s' invest in this area have also contributed to keeping children in school while under

strongly reducing regional disparities in schooling. Indeed, these are the regions lagging behind in school who also knew the greatest disparities between boys and girls and where distrust vis-à-vis the modern school was the strongest. Steering the sector has been improved speak participatory process in the design, monitoring and evaluation of educational policy introduced by the PDEF, setting up an organizational chart and decentralized, as well as external evaluation every year of developments in the area were a way to better engage non-state actors. Coordinating the many defects resulting from the management of the education sector by three ministries and one agency has been reduced by the introduction of PDEF is a cross-cutting program and a Department of Planning and Education Reform responsible for the coordination of this program ..

For raising the level of quality of education, a policy has been defined and implemented with such an increase to 800 hours / year of learning time, strengthening and decentralization of initial and continued teachers, students staffing sufficient number of textbooks, development and financing of school projects, etc., construction and testing of a new national curriculum.

### 2.3. Role of different actors in the development and implementation of education policy and lessons learned from their involvement

The major educational reforms in the early 2000 by the PDEF have required increased resources to their implementation that the state alone was not able to provide. Therefore, the government has committed to developing an active partnership to bring the resources of all kinds, available from the various stakeholders in the education system. He engaged in an ongoing dialogue with trade unions, associations of parents, development partners and NGOs have been a consistent contribution to education policy. This contribution, beyond the significant financial aspects, has embraced an important area of participatory management. Table 3 shows the status of the different roles stakeholders in the implementation of education policy and the lessons to be drawn.

Although the actions of trade unions are often intended to improve working conditions for teachers, they have contributed to a more transparent management of the careers of teachers, more attention paid to training and continued professional teachers, raising sensitive wages to improve the incentive system. However, the high number of trade unions (28 now) who engage in bidding wars resulting in the proliferation of platforms, claims, strikes and stops unwanted lessons as a result of "walkouts" greatly reduce the effective time of student learning. . The parents, principal customers of the education system, have been an important source of funding. Their financial holdings represent a relatively large share of financial sector. Their involvement also in school management through the management committees, school projects, their participation in various discussion workshops, missions monitoring and supervision are other forms of engagement by which they contribute to development of the Senegalese school. As development partners now, third largest in the sector since the advent of the PDEF, contribute to the adoption of quality policy and provide technical support. With more focused interventions in non-formal education, organizations of civil society also mobilize resources for segments of the population excluded from formal education. However, if they participate in the activities of PDEF as other non-state actors, their actions lack visibility and take into account the low-priority sector. The private sector, which plays an important role in the development of different levels of education including early childhood education, higher and vocational training, does not yet officially supported to the extent of its actual or potential contribution .

### III. PROGRESS TOWARDS THE ACHIEVEMENT OF INTERNATIONAL COMMITMENTS IN EDUCATION

During the 2000s, Senegal has resumed its accelerated towards the goals of Education for All (EFA) and Millennium Development Goals (MDGs). Although decisive progress has been made

even if they are not equally important in all areas where they were expected. The performances are presented showing the different goals of EFA and MDG education.

### 3.1 Developing the protection and early childhood education: EFA Goal 1

Between 2000 and 2010, the gross preschool (TBPS) from 2.3 to 9.8%. If for the period, the TBPS for girls has increased by 7.9 points for boys, the increase is about 7.1 points which results in a parity index always in favor of girls. This low level of TBPS, below the target of 20% in 2010, has low access to higher education for the overwhelming majority of children of school age to attend. It also hides regional disparities. While in Dakar, the national capital which hosts more than a quarter of the population, the rate is 17% in 2010, it is of the order of about 2.2% only Kaffrine (a region in the center of the country) and 3% Sédhiou (south-east of the country). Another feature of this type of education is the predominance of the private sector who enlists half the enrollment and education community, the public sector received only 21% of the latter.

### 3.2 Ensuring quality primary education for all: Objective 2 of EFA and MDG 2

In revising its targets for primary education, Senegal pledged to provide primary education to virtually all children, that is, to ensure, by 2015, a cycle primary schooling to more than 90% of children aged 7 to 12 years. The review of admission rates, enrollment and primary completion can assess progress towards the 2015 targets. Admission to first year of primary school has increased steadily. Thus, 85.1% in 2000, the gross intake rate (GIR) rose to 148.9% in 2010. While the current high level of TBA due in part to early registration (before the legal age) and late, it nonetheless reflects an impressive progress in access to primary education. It should be stressed that this expansion is mainly due to advances in the schooling of girls whose annual rate of increase of TBA (4.5 points clearly exceeded that of boys (3.1 points). The strong expansion of the Admission is behind the rapid increase in enrollment compared to school-age population in primary school. Thus, the gross enrollment ratio (GER) rose 67.2% to 94.4% between 2000 and 2010. If the trend continues, the GER will reach 112% in 2015. The progress made in the admission and enrollment in primary education are due to a number of factors: the continued expansion of the network through the recruitment large numbers of teachers are not civil servants who received a short training, construction of classrooms by the state and classes as temporary shelters by the communities, and greater adaptation of the provides specific requirements through the opening of a number of increasingly important to schools Franco Arab public and private especially in the central regions of the country inhabited by large religious communities resistant to the French school, the awareness campaigns for the registration of children at first grade.

If significant progress is made in access to primary education, the Senegalese education system still struggling to keep its students, its attrition rate remains high. But we must recognize that efforts have been made. At the beginning of the 2000s, the completion rate of 100 seemed critical because children in the CI, only 38 were able to complete primary school. The conditions of detention in 2010 resulting in a workforce of 59 pupils reaching the end of primary school of 100 who entered, a gain of 20 points in ten years. But these advances are still clearly insufficient. Not only do they fail to attain the goal of universal primary completion is not only to be discarded, but if nothing is done, the target of 90% set will not be realized in 2015, the rate of increase in completion rates recorded in the last five years allowing that a score of 73% in 2015.

### 3.3 Develop learning and skills among young people and adults: Objective 3 EFA

Coverage in technical education and vocational training has grown significantly over the past four years, with a number of students per 100 000 inhabitants increased from 265 to 287 between 2007 and 2010. The national cache of regional disparities due to uneven distribution of the structures of vocational and technical training (FPT) between rural (2%) and urban (98%). The largest share of the 43 structures of the FPT are concentrated in Dakar, other urban centers in the other and none are located in rural areas.

Compared to other countries, Senegal has a position below the average of countries of the region such as Mali (425 students) and Cameroon (1210 students) in the development of technical education and vocational training. There is also a mismatch between the profiles of the outgoing and the skills needs of sectors applicants labor.

### 3.4 Increasing the rate of 50% adult literacy: the EFA Goal 4

The adult literacy defined as the ability to read and write in any language, is measured with persons aged 15 and over. The survey on the priorities of Senegalese households (ESPS) in 2005 puts the number of illiterate people to 4,057,800, the majority are women, while the population was about 11 million people. Management of Literacy and National Languages, in its mission to combat illiteracy is heavily loaded against women. The number enrolled in 2009 totaled 77,988 with a workforce of 92 893 target. While the target is not reached, the proportion of women in the workforce is 85.7% well above the target of 75%. It must be recognized that the indicator "enlisted personnel" is not appropriate to measure the growth of literacy rates.

### 3.5 Achieving gender parity by 2005 and equality by 2015: Goal 5 of EFA and MDG 3

The progression of primary school enrollment has mainly benefited for girls during the period 2000-2010. The parity index GER increased from 0.87 in 2000 to 1.09 in 2010. The goal of gender parity in primary education has reached since 2006. However, in junior and secondary parity is not achieved (0.91 in general high school and 0.74 in the general secondary education) even though the index has improved significantly in favor girls in the last decade. If more efforts are made to absorb at a faster rate disparities in these cycles, the parity will be reached in 2013 in lower secondary school but for the upper secondary school, it was not until 2021. Regional differences in the gender parity index has been greatly reduced since the fourteen regions that make up the Senegal, only two (and Kédougou Sédhiou) located in the southeast still have an index less than unity, but as superior to 0.8.

### 3.6 Improve the quality of education: EFA Goal 6

National Testing Program conducted by the analysis of education systems in the CONFEMEN (PASEC) on students of the second and fifth years of primary education in Senegal provide evidence of progress in acquiring knowledge by the students at this level teaching. The availability of two waves of evaluation performed on a uniform basis in 1996 and 2007 provides a measure of the progress of the education system in terms of mastery of learning. Indeed, in the second year, the scores were not significantly different between 1996 and 2007 (Report PASEC Senegal, 2007). The scores of students in French and mathematics in 1996, respectively 44.7 and 46.0 out of 100 out of 100 in mathematics, have not progressed in 2007 (respectively 45) and 47.2. In the fifth year of primary school, progress is in the order of a point for both the French and for mathematics. These results are average when compared to Senegal, other African countries that participated in this type of evaluation (Table 4)

However, according to the analysis of some elements of context, though great efforts have been made to equip students with second-year textbooks French and mathematics, those attending the fifth year are under less filled in text books in between 1996 and 2007.

With regard to gender disparities in the mastery of learning, the girls made more progress between 1996 and 2007 in mathematics. If the level of French has not experienced significant changes for both boys and girls in second grade of primary school, mathematics, the level of girls has improved. In the fifth year, the level of girls has improved in both disciplines (Figure 1).

## IV. CASE STUDIES

The experience gained during the last decade has enabled us to record examples of good practice that can be shared with other countries.

#### 4.1. Girls' enrollment in primary success

The place of women in the family and in society in general is central. The more she is educated, the more this place is crucial in the economic and social development of the community. A society in which the percentage of educated women is high has more opportunities to access knowledge, economic assets, health and cultural as consisting predominantly illiterate. Within the family, the role of the mother in the academic success of children in the family was the subject of numerous studies that have shown that children whose mothers have a certain level of education were more likely to studies of successful than those whose mothers are illiterate. This has impacted on the orientation of the education systems in the late twentieth century and the beginning of XXI th. The meeting in Jomtien in 1990 as the Dakar in 2000 have particularly emphasized the need to put more emphasis on the education of girls.

5 The objectives of EFA and MDG 3 encouraging countries to achieve gender parity by 2005 and equality by 2015.

Senegal, early 2000, the enrollment of boys was greater than that of girls. GER (GER) in primary education was for boys were 71.9% and girls 62.3% (difference of about 9 points in favor of boys). The completion rate of elementary school was 45.8% for boys and 31.2% for girls. Not only are more boys attended school but did better than girls. This fact was mostly driven:

- In the cultural, religious and cultural which gave the woman a strictly related to the education of children, maintenance of the house (kitchen, laundry, house cleaning, gardening ...) and the husband.
- A poverty especially in rural areas. Given the paucity of population and unsustainable costs of school fees, parents preferred to send boys to school at the expense of girls who stayed home to help mothers in household chores.
- At the illiteracy of the people who saw the school as a middle of acculturation and acculturation.
- A distance of schools that required students to travel long distances to get there ...

The Ten-Year Education and Training (PDEF) then put in place a strategy and an important means of achieving parity in the time allowed by the EFA and the MDGs.

- Elementary education was considered the first priority of the sector and was to receive 40 to 45% of the budget.
- The National Committee for Teachers for Promoting Education of Girls (CNEPSCOFI), began to receive significant financial and material support of the PDEF. the creation of the SCOFI was the first step in the place of girls' education by the Ministry of Education through the Project Human Resource Development with the support of development partners. Between 1995 and 2000, she held multiple advocacy, information, communication and capacity building of teachers and incentives (scholarships, distributing prizes to the best girls) to the girl child .
- The Department of Elementary and decentralized services sector (Inspections and Inspections Departmental Academy) were considerably strengthened financial and material resources.
- Public awareness campaigns for girls' education were intensified especially in rural areas where the differences between girls and boys reached record figures.

- Campaigns statistics were reinforced with more resources and a more efficient and more regular. This allowed to monitor year by year changes in the indicators and especially that relating to gender parity in all localities, even the most remote.
- An inventory was conducted by the Department in 2006 on all interventions on girls' education and a framework for coordination of interventions put in place (ME / DPRE, 2006).
- Many new schools and classrooms were built to bring the school population and prevent girls from walking long distances to get there.
- In areas of strong resistance to girls' education such as religious centers, the State emphasized the opening of Franco Arab schools.
- Religious education was introduced in all elementary schools with subsequent recruitment of Koranic teachers.
- Separate latrines for girls were built in all schools.
- Literacy campaigns that gave priority to the illiterate women were deployed throughout the country and especially in rural areas.
- Free textbook was erected in good standing in all elementary schools.
- Installation of school canteens in rural areas.
- The strengthening of decentralization and the involvement of communities and CSOs (NGOs, women's groups, parents ...) in the management of the education system is gradually becoming a reality.

Through a combination of all these efforts, the indicators began to change in favor of girls.

Between 2000 and 2010, the admission rate in the first years of elementary education passed:  
- For girls of 83.5% to 129.7%;  
- And boys of 85, 1% to 117.7%.

The rate of girls for the first time exceeded that of boys for the first time in 2004 (95.1% against 91.8%). This gap has since widened gradually from year to year.

The gross enrollment rate has evolved in the same way for girls between 2000 and 2010. It went from:

- 62.3% to 98.7% for girls;

- 71.9% to 90.3% for boys.

It was in 2006 that parity was reached (83.4% for boys and girls). Gradually the gap has widened over the years for girls (see table below).

This strategy has had great success and the demand for education has exploded as for girls than for boys. The challenge now is to keep them as long as possible at school. This is in terms of completion rates, retention and academic performance, infrastructure, taking into account the specificities of the girl. Efforts continue today. In addition to support to interventions by the Senegalese government, the technical and financial partners are carrying out actions aimed at reducing barriers to girls' education. One example is with the UNICEF relief for children fetching

water with the construction of pump wells in the vicinity of classes, separate toilet facilities but also the Italian Cooperation and the WFP with the implementation school canteens. The United Nations Initiative for Girls' Education Initiative (UNGEI), based on partnership, allowed the establishment of a new project in charge of coordinating efforts for the education and retention of girls school for the achievement of the Millennium Development Goals (MDGs) by providing primary education to all without gender disparity. Strengthening SCOFI continues with inspections of departmental education.

#### 4.2. The involvement and dynamism of civil society in the development of education

The achievement of international commitments in education requires a partnership relationship dynamics between all actors in the process of developing the sector. The meetings in Jomtien in 1990 and Dakar 2000 have stressed the need for greater involvement of CSOs in the management of education systems. The Senegalese experience in several respects, allowed the education system to achieve significant results in terms of participation of civil society (NGOs working in the sector, parents, teachers unions ...). The latter has played a significant role in managing the Ten-Year Education and Training (PDEF), an instrument of implementation of education policy in Senegal.

The present case study aims to share the devices and strategies implemented and have led to these results.

##### 1. Before Jomtien (1990)

In this context, the involvement of civil society organizations (CSOs) in the conduct of education policy is another experience to share. Although their contribution to early 2000 was not well appreciated, their role and participation in the education sector have significantly strengthened the recent years. In addition, their lobbying and advocacy for increased accountability of the communities have finished making them indispensable agents of development of the education system.

Strategies in place to strengthen the involvement of CSOs in the education management

Drawing on expertise gained over the years, CSOs have become more aware of their place and role in the formulation, implementation and promotion of fair and effective policies and invest to improve their participation in chat rooms , exchange and monitoring of education policy (Contribution of the actors of civil society in the review of the PDEF, 2011). The observation of the operation of the school through space and time, revealed that the concept of partnership in education is not as recent as we think. Since independence, the parents of students, teachers, through their unions, resource persons, NGOs have always been together industry leaders at all levels to support the operation and financing of education. The parents, given the limitations of the state to provide only the management of the sector, were ubiquitous in

- The purchase of school supplies for their children;
- The management of travel expenses;
- Payment of registration fees;
- Contributions for the financing of the cooperative canteen and school;
- The construction and equipping of classrooms, school maintenance through parent-teacher associations,
- Monitoring the education of their children

NGOs have always supported school construction, maintenance and equipment of classrooms and schools. They are also much involved in teacher training and implementation of projects to improve the quality of teaching and learning. Teachers' unions have been very active in training teachers and social demands (wage increases, orientation of the education system, improving conditions of life and work of teachers).

Neighborhood associations, the contacts, artists ... the operation supported the school through the organization of events whose revenues have funded school activities. This involvement, however, was not organized, formalized as seen today. Senegal takes the new school as a basic reference for the partnership dynamics States General of Education and Training (EGEF) of 1981, which functioned as a forum that brought together all stakeholders and partners of the education: institutional players, agencies and institutions for cooperation and technical assistance, social partners, faith-based organizations, NGOs, youth associations, women's sports and cultural associations, opinion leaders, political parties, associations of parents, student associations, students, etc.. This forum was a great moment of dialogue and consultation that helped define the direction and set policy options in education. The establishment of the National Reform of Education and Training (CNREF) and level of involvement of partners in this work has demonstrated the willingness of the state to build a strong partnership around the school. The findings formalized by CNREF have produced what the strategic orientation of the Act.

## 2. After the meeting in Jomtien (1990)

In recent decades, the concept of partnership has become very active in the sector. Everywhere, even in the most advanced countries in education, new concepts have emerged: collaborative management, partnership approach, partnership, community participation. All these concepts refer to the same reality: the involvement of all segments of society, of all national and international partners in the management of education.

The Jomtien Conference (Thailand, 1990) was one of the major moments in which the international community looked in solidarity on issues of education around the world to make a diagnosis and propose an action plan to result meet the "basic learning needs". It considers the resolution of these as a key element in the development process. It introduces two key innovations:

- The need for comprehensive and integrated vision of education,
- The partnership approach in managing the sector.

Following the World Declaration on Education in Jomtien several meetings were organized by the Ministry of Basic Education at the time to implement the recommendations of this great Conference. These include:

- The conference of Kolda in 1993 that produced the action plan for non-formal education in Senegal and allowed the establishment of a consensual framework for the achievement of literacy programs for young people, the adults and especially women;
- The conference in St. Louis in 1995, which identified the major policies and strategies for enhancing access to education, the realization of the joint management of the sector, harmonization of interventions in the sector education, study and deepening of alternative models for basic education, etc.

Between 1990 and 2000, the foundation's Ten-Year Education and Training were asked and the involvement of CSOs in sector management strengthened.

### 3. After the Dakar Forum (2000)

The framework developed by the Dakar Forum in 2000 has reinforced the findings of Jomtien on partnership and invited countries to develop and implement credible EFA plans. Credibility concept on which the actors, partners and education specialists was much discussion, refers to the relevance and feasibility. Or an education plan can not meet these criteria if it does not take into account the concerns and opportunities for all stakeholders, partners and beneficiaries involved in the development of education and training.

In 2000, the Ministry of Education has finalized in a participatory manner, its program of educational development, the PDEF, which has adopted a program segment that allows the integration of all available resources (domestic and external) and part of a dynamic partnership that targets different types of partnerships.

The PDEF also reflects a paradigm shift in the dynamic management of the education system by redefining the roles of different actors. Thus, the state, while affirming his leadership by defining the framework and modalities of intervention, has a function more as a strategist and a referee who enforces the rules and standards while creating opportunities for dialogue and negotiation open and flexible enough so that other players can express themselves easily. Thus the PDEF ensures full participation of civil society in educational development at all levels. Indeed, NGOs, teacher unions, associations of parents, women's associations, sports and cultural associations are increasingly involved in the design, construction and in the evaluation of policies and development programs of education at all levels of the system.

#### 3.1 Development of Policy Letter

First, in his Letter of Sector Policy, approved with the participation of all partners, the Government is firmly committed to developing a broad partnership, effective and better organized, so that the resources of any kind, available in different actors and partners can be invested without hindrance in the education system. The principles developed in this letter are: participation, accountability of all stakeholders, shared vision by all stakeholders, accountability at all levels and all stakeholders.

#### 3.2 Device management established PDEF

Between the State of Senegal and partners of Education, it was created spaces for dialogue, action and follow-up governed by a charter called the "Charter of Partnership in Education and Training". It was through this document to implement the principles set out above. The coordination of PDEF is provided by a steering participatory (the Management) declined from the central (CONSEF, CRCS) at decentralized (CRCS, CDCS, KEY, CGE). Local authorities are responsible, under the powers transferred to them, the development of education in their area of management, chairman of the management bodies at the local and CSOs are members of these bodies.

#### 3.3 The Tables

Areas of Consultation are spaces of exchange designed to provide an answer to the scattering of interventions in the sector and provide a basis for building an integrated and structured partnership with the guidelines of the education system. They include all partners interested in the problems of the school to enable them to meet, to know, to decline their roles and responsibilities, define how they function, the mechanisms of monitoring and evaluation of partnership, develop mechanisms for sustainability.

3.4 The development of sectoral action plan in a bottom-up planning and participatory The PDEF has adopted a bottom-up participatory planning. The Action Plan is a consolidation of sectoral action plans at central and decentralized (action plans of the regions and central departments of education). All the planning is done in a participatory manner with all stakeholders and partners in education (actors, PS, PTF, civil society, trade unions ...), at all levels (local and national).

3.5 The organization of meetings between partners Several types of meetings that include all actors, partners and beneficiaries of education are held periodically DPRE order to:

- Monitor the implementation of the PDEF,
- Propose corrective action to dysfunctions.

These meetings are organized periodically. These joint supervision missions, annual reviews and assessment meetings.

### 3.6 Main areas of intervention of CSOs

3.6.1 CSOs and Literacy: The main partners of literacy in the make-do are the CSOs and NGOs primarily active in education.

3.6.2 CSOs and Learning: As part of EQJA (Education qualification for Youth and Adult) advocated by the Dakar Framework, NGOs involved in vocational training and learning.

3.6.3 CSOs and school governance: the democratic management with built in rules, teachers' unions are involved in all activities of assignment of teaching staff. NGOs, parents, dignitaries, religious leaders play an important role of mediation in school crises. It was set up a monitoring and conflict prevention.

3.6.4 CSOs and Alternative Education: Civil society is involved heavily in the development of alternative systems of education such as Koranic schools, the Franco-Arab schools, street corners, schools, community-based (ECB).

3.6.5 CSOs and improving the quality of teaching and learning: NGOs involved in quality improvement through the provision of schools with school supplies, support for teacher training, the financing of studies on the quality ... The teachers' unions, as well, often organize workshops on quality issues.

However, CSOs recognize their weaknesses among which are:

- Lack of visibility of their interventions;
- The lack of capitalization of experiences;
- The difficulty of coordinating their actions

Aware of these shortcomings, they decided to organize an annual review which should be a space for dialogue for all stakeholders to lay the foundations of a sound, sustainable and continually expanded to more effectively contribute to the development and implementation of educational strategies and overcome the challenges of EFA. The first annual review of CSOs was organized in April 2011 to allow all players to prepare a participatory contribution to the great annual review of the ten-year program of education and training. This contribution has enabled:

- To take stock of the consensus of civil society contribution to the achievement of EFA goals;

- Establish an inventory of performance and challenges of the Senegalese education system;
  - To adopt a system and strategies for the next review of civil society in Senegal.
- These reviews are spaces for dialogue and consultation of CSOs for advocacy even harder to effective ownership by local communities and educational policy.

## V. AREAS OF THE COUNTRY IS FACING CHALLENGES AND HOW TO OVERCOME (CHALLENGES AND PERSPECTIVES)

### 5.1 The challenges and strategies to be implemented to overcome them

Despite the gains in enrollment, the education system still faces major challenges: the care of outside the system, low internal efficiency resulting in the difficulty of keeping children in school, the low level of the quality of education; the administrative and teaching unsatisfactory resulting in allocation of human, material and financial slightly consistent with the objectives and the ability to transform these inputs into outputs relatively low attenuation control of schools , principals and teachers face the dramatic increase in the number of schools and teachers and the virtual stagnation in the number of school inspectors, and more approximate approaches for the management of vocational training, learning and literacy.

These challenges can be overcome through strategies developed by stakeholders in the Senegalese education system, but a contribution to the international community to facilitate the implementation.

For example, regarding the low retention of children in school is the main challenge of the education system, it will accentuate the awareness campaigns for parents, addressing the factors in favor of the school

## VI. CONCLUSION

Annual GDP growth above 6% was recorded between 2003 and 2005. Other years, it is barely above population growth. Maintaining a current account deficit at a high level reflects the country's heavy dependence on foreign savings. The small force of economic growth was partially offset the public finances by raising the tax burden of 16% of GDP in 2000 to 18.9% in 2010 and lower by more than half of the outstanding public debt, 78.6% of GDP in 2000 to 34.4% in 2010. Both of these positive developments have contributed to the increase of public resources for education, but were not sufficient to loosen the hard budget constraint exerted on the education system. The sector has also faced major internal stresses. The first years of the decade 2000-2010 were marked by the very high unit costs of school buildings and teaching staff, low internal efficiency of the education system is manifested by high repetition and dropout rates, the rejection of the modern French school for religious reasons in large communities in central Canada, spatial disparities and gender important in access to primary education, the low involvement of non-state actors in the definition and implementation educational policies, deficiencies in the notorious support of quality, institutional instability and the dispersal of decision-making centers that weaken the control of the area. All these factors prevented any possibility of sustainable progress towards the goal of a quality primary education for all. Table 2 describes the different constraints and strategies implemented to reduce them significantly in order to achieve the goals of educational development.

Strategies (adopted and implemented to significantly reduce these constraints (Table 2). The recruitment of new teachers at a cost significantly lower than that of a teaching staff member for an academic level is often higher (Table A1), the institution of the double cohort in schools with high numbers, the use of multigrade classes have a sharp drop in unit labor costs (Table A 2) and the change in the composition of teaching staff in favor of new categories masters not servants who have contributed greatly to the revival of schooling (Table A3). This was supported also by

lowering infrastructure costs scolaires par improving procedures for tendering and a generalization of the most successful experiences in construction.

The low internal efficiency of the education system has led national authorities to take a ministerial order prohibiting the repetition between the stages of primary school - which has three to two years each. and the increase in school canteens. Efforts to reduce regional disparities and gender, including the diversification of educational provision (basic community schools, daaras modern Franco-Arab schools ...), awareness campaigns for girls' education and the establishment a framework for coordination of interventions to better take into account the issue of equality and equity in access to education for girls and boys as well as greater visibility for partners that s' invest in this area have also contributed to keeping children in school while under strongly reducing regional disparities in schooling. Indeed, these are the regions lagging behind in school who also knew the greatest disparities between boys and girls and where distrust vis-à-vis the modern school was the strongest. Steering the sector has been improved speak participatory process in the design, monitoring and evaluation of educational policy introduced by the PDEF, setting up an organizational chart and decentralized, as well as external evaluation every year of developments in the area were a way to better engage non-state actors. Coordinating the many defects resulting from the management of the education sector by three ministries and one agency has been reduced by the introduction of PDEF is a cross-cutting program and a Department of Planning and Education Reform responsible for the coordination of this program.

For raising the level of quality of education, a policy has been defined and implemented with such an increase to 800 hours / year of learning time, strengthening and decentralization of initial and continued teachers, students staffing sufficient number of textbooks, development and financing of school projects, etc., construction and testing of a new national curriculum.

### 2.3. Role of different actors in the development and implementation of education policy and lessons learned from their involvement

The major educational reforms in the early 2000 by the PDEF have required increased resources to their implementation that the state alone was not able to provide. Therefore, the government has committed to developing an active partnership to bring the resources of all kinds, available from the various stakeholders in the education system. He engaged in an ongoing dialogue with trade unions, associations of parents, development partners and NGOs have been a consistent contribution to education policy. This contribution, beyond the significant financial aspects, has embraced an important area of participatory management. Table 3 shows the status of the different roles stakeholders in the implementation of education policy and the lessons to be drawn.

Although the actions of trade unions are often intended to improve working conditions for teachers, they have contributed to a more transparent management of the careers of teachers, more attention paid to training and continued professional teachers, raising sensitive wages to improve the incentive system. However, the high number of trade unions (28 now) who engage in bidding wars resulting in the proliferation of platforms, claims, strikes and stops unwanted lessons as a result of "walkouts" greatly reduce the effective time of student learning. . The parents, principal customers of the education system, have been an important source of funding. Their financial holdings represent a relatively large share of financial sector. Their involvement also in school management through the management committees, school projects, their participation in various discussion workshops, missions monitoring and supervision are other forms of engagement by which they contribute to development of the Senegalese school. As development partners now, third largest in the sector since the advent of the PDEF, contribute to the adoption of quality policy and provide technical support. With more focused interventions in non-formal education, organizations of civil society also mobilize resources for segments of the population excluded from formal education. However, if they participate in the activities of PDEF as other non-state actors, their actions lack visibility and take into account the low-priority sector. The private sector, which plays an important role in the development of different levels of

education including early childhood education, higher and vocational training, does not yet officially supported to the extent of its actual or potential contribution .

### III. PROGRESS TOWARDS THE ACHIEVEMENT OF INTERNATIONAL COMMITMENTS IN EDUCATION

During the 2000s, Senegal has resumed its accelerated towards the goals of Education for All (EFA) and Millennium Development Goals (MDGs). Although decisive progress has been made even if they are not equally important in all areas where they were expected. The performances are presented showing the different goals of EFA and MDG education.

3.1 Developing the protection and early childhood education: EFA Goal 1 Between 2000 and 2010, the gross preschool (TBPS) from 2.3 to 9.8%. If for the period, the TBPS for girls has increased by 7.9 points for boys, the increase is about 7.1 points which results in a parity index always in favor of girls . This low level of TBPS, below the target of 20% in 2010, has low access to higher education for the overwhelming majority of children of school age to attend. It also hides regional disparities. While in Dakar, the national capital which hosts more than a quarter of the population, the rate is 17% in 2010, it is of the order of about 2.2% only Kaffrine (a region in the center of the country ) and 3% Sédhiou (south-east of the country). Another feature of this type of education is the predominance of the private sector who enlists half the enrollment and education community, the public sector received only 21% of the latter.

3.2 Ensuring quality primary education for all: Objective 2 of EFA and MDG 2 In revising its targets for primary education, Senegal pledged to provide primary education to virtually all children, that is, to ensure, by 2015, a cycle primary schooling to more than 90% of children aged 7 to 12 years. The review of admission rates, enrollment and primary completion can assess progress towards the 2015 targets. Admission to first year of primary school has increased steadily. Thus, 85.1% in 2000, the gross intake rate (GIR) rose to 148.9% in 2010. While the current high level of TBA due in part to early registration (before the legal age) and late, it nonetheless reflects an impressive progress in access to primary education. It should be stressed that this expansion is mainly due to advances in the schooling of girls whose annual rate of increase of TBA (4.5 points clearly exceeded that of boys (3.1 points). The strong expansion of the Admission is behind the rapid increase in enrollment compared to school-age population in primary school. Thus, the gross enrollment ratio (GER) rose 67.2% to 94.4% between 2000 and 2010. If the trend continues, the GER will reach 112% in 2015 .. The progress made in the admission and enrollment in primary education are due to a number of factors: the continued expansion of the network through the recruitment large numbers of teachers are not civil servants who received a short training, construction of classrooms by the state and classes as temporary shelters by the communities, and greater adaptation of the provides specific requirements through the opening of a number of increasingly important to schools Franco Arab public and private especially in the central regions of the country inhabited by large religious communities resistant to the French school, the awareness campaigns for the registration of children at first grade.

If significant progress is made in access to primary education, the Senegalese education system still struggling to keep its students, its attrition rate remains high. But we must recognize that efforts have been made. At the beginning of the 2000s, the completion rate of 100 seemed critical because children in the CI, only 38 were able to complete primary school. The conditions of detention in 2010 resulting in a workforce of 59 pupils reaching the end of primary school of 100 who entered, a gain of 20 points in ten years. But these advances are still clearly insufficient. Not only do they fail to'atteindre the goal of universal primary completion is not only to be discarded, but if nothing is done, the target of 90% set will not be realized in 2015, the rate of increase in completion rates recorded in the last five years allowing that a score of 73% in 2015.

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