



2005 - 2008



Dr. Mickey L. Burnim, (Chancellor, ECSU), Signs ECSU – Senegal 2005-2008 TLM Program MOU, December 2005



Moustapha Sourang, (Minister of Education, Senegal), Signs ECSU – Senegal 2005-2008 TLM Program MOU, December 2005



Accra, Ghana, January 2006
Laura Bush Initiates The TLM Program in Africa



ECSU-Senegal TLM Program



USAID
FROM THE AMERICAN PEOPLE

U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (USAID)

President George W. Bush's Africa Education Initiative (AEI)

TEXTBOOKS and LEARNING MATERIALS PROGRAM (TLMP)

ELIZABETH CITY STATE UNIVERSITY (ECSU)

Elizabeth City, NC (USA) 27909

and

The West African Country of Senegal

ECSU-Senegal TLM Program

2005 - 2008

Final Report

October 1, 2005 - December 31, 2008

Website: <http://tlmp.ecsu.edu>

Johnny L. Houston, Ph.D., Program Director

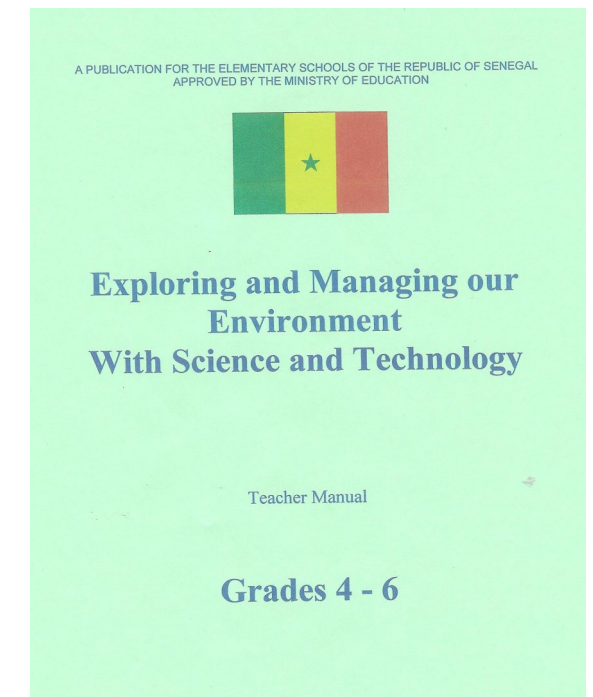
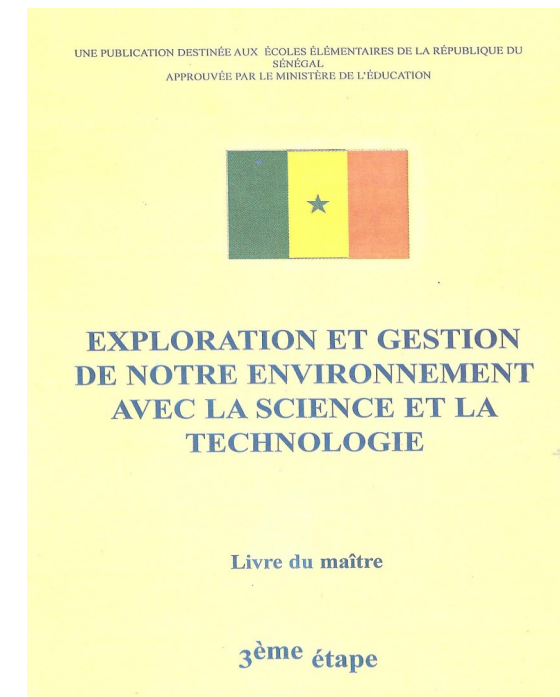
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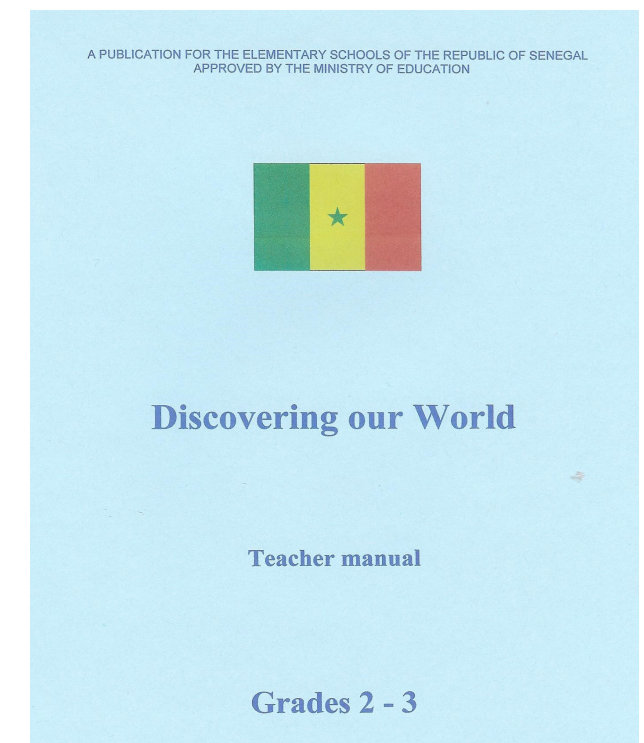
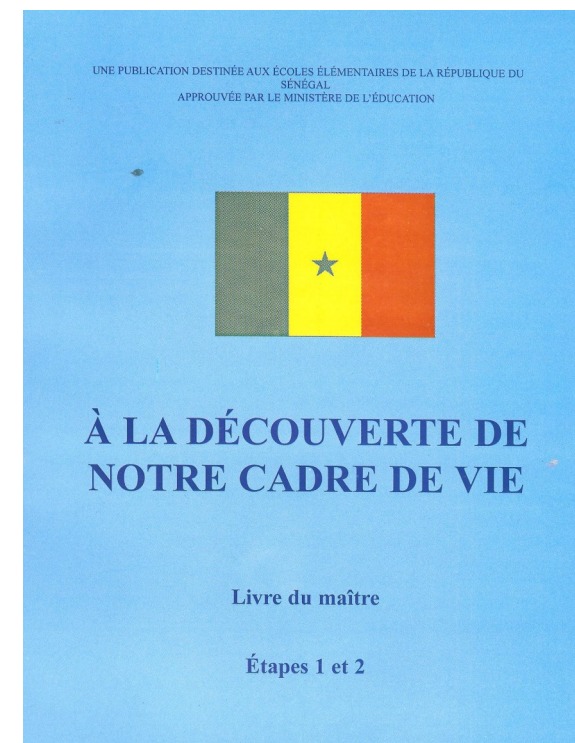
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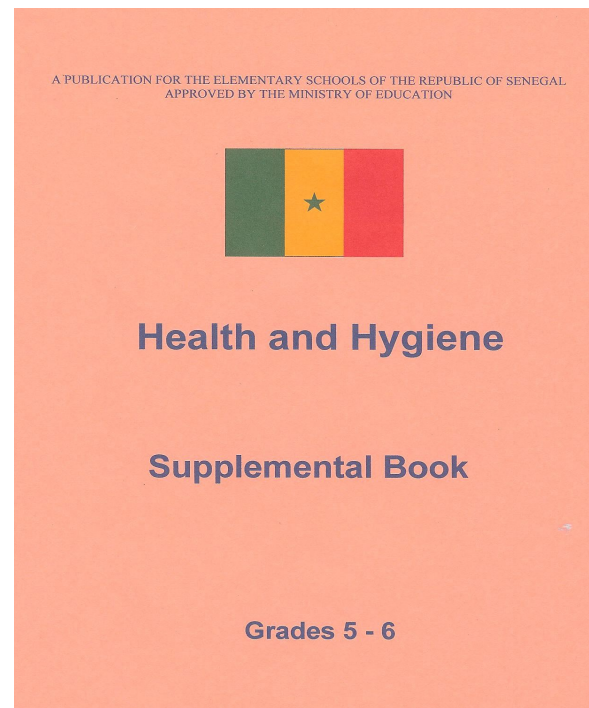
"Exploration et Gestion de Notre Environnement avec la Science et la Technologie" (Livre du maître, 3eme etape)- 91 Pages "Exploring and Managing Our Environment with Science and Technology" (Teacher Manual, Grades 5-6)



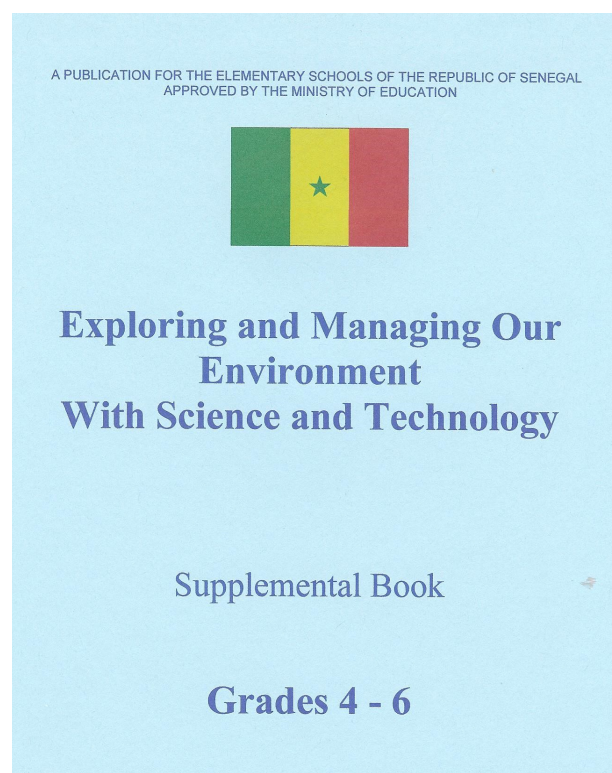
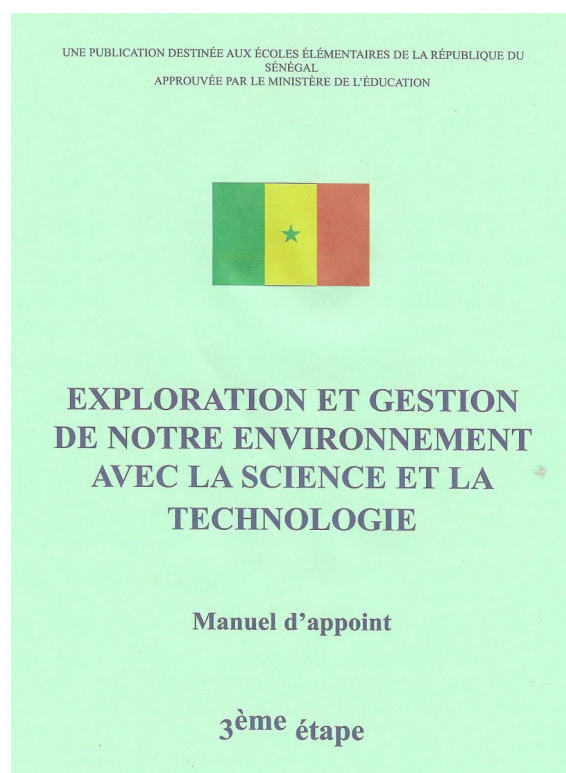
"A la Decouverte de Notre Cadre De Vie" (Livre du maître, Etapes 1 et 2)- 70 Pages "Discovering Our World" (Teacher Manual, Grades 2-3)



"L'hygiene et la Sante" (3eme etape) - 72 Pages
"Health and Hygiene"(Grades 5-6)



"Exploration et Gestion de Notre Environnement avec la Science et la Technologie" (3eme etape)- 122 Pages
"Exploring and Managing Our Environment with Science and Technology" (Grades 5-6)



ECSU-Senegal TLM Program
2005-2008
Program Summary

On October 1, 2005, Elizabeth City State University (ECSU) in Elizabeth City, NC, (USA) signed a Cooperative Agreement (CA) with USAID to develop a partnership with the West African country of Senegal, under President George W. Bush's Africa Education Initiative (AEI)–Textbooks and Learning Materials Program [TLMP or TLM Program] to produce textbooks for the public schools of Senegal, from October 1, 2005 thru September 30, 2008.

Quality Textbooks and/or Learning Materials (TLM)

The TLM produced were required to meet the following criteria:

- To be designed, developed, and produced according to Senegal's National Curriculum/Reform Efforts,
- To be academically and pedagogically sound; field-tested and modified in Senegal,
- To be culturally relevant/sensitive to Senegal in its content,
- To reflect gender equity in its content,
- To be appropriate for the grade and age levels designated,
- To be printed in French in Senegal, meeting professional publication criteria,
- To be a joint-venture collaborative activity with ECSU and the country of Senegal.

Initially, a Cooperative Agreement was funded in the amount of \$3,000,000.00 (Oct. 1, 2005). Later, it was amended by adding an additional \$2,000,000.00 (Oct. 1, 2007), bringing the total amount of the Cooperative Agreement for the three (3) year period to be that of \$5,000,000.00 (Oct. 1, 2005 - Sept. 30, 2008) with the requirement to produce at least 1,000,000 TLM (books). \$5,000,000.00 + 750,000.00(Cost Sharing) = \$5,750,000.00 will have been spent as of Dec. 31, 2008. \$5,750,000.00 / 1,634,000 = \$3.52; considering gifts, it costs approximately \$3.65 for each book.

Implementation of Cooperative Agreement

The Implementation of this Cooperative Agreement involved hundreds of persons and its impact reached millions of persons in the West African country of Senegal and in the USA.

Primary Implementing Partners on the American Side of the Atlantic

- The ECSU TLM Program Leadership Team
 - Dr. Johnny L. Houston, Program Director
 - Dr. Abdou Maty Sene, Associate Program Director/Program Coordinator I
 - Dr. Cherif Seck, Program Coordinator II
 - Dr. Margery Coulson-Clark, Assistant Program Director
 - Dr. Sandra S. Copeland, Mathematics-Science Facilitator
 - Dr. Beverlyn Cain, Language-Arts Facilitator
- ECSU Faculty Educators
- Distinguished and Accomplished American Public School Teachers
- ECSU TLM Program Support and Technical Staff
 - Mr. Randolph Harris, Information Tech. Specialist/Graphic Illustrator
 - Ms. L. Genell Brothers, Admin. Assistant/Clerical Support
 - Ms. Shawndria McCoy, Admin. Assistant/Clerical Support
 - Ms. Dadryn G. Johnson, Admin. Assistant/Clerical Support
- ECSU's Program Advisory Committee - Selected ECSU Officials

ECSU-Senegal TLM Program 2005-2008 Program Summary - continued

PRIMARY IMPLEMENTING PARTNERS ON THE SENEGALESE SIDE OF THE ATLANTIC

- **The Senegal TLM Program Leadership Team**

Pape Momar Sow, USAID-Senegal Educational Leader
Pr. Moustapha Sourang, Minister of Education (MOE)-Senegal
Pr. Kalidou Diallo, Minister of Elementary and Middle School Education
Pr. Abdou Salaam Sall, Recteur (President), Univ. of Senegal (UCAD)
Mr. Leopard Faye, Director of Middle Schools – High Schools, Senegal
Mr. Alexandre Diop, Director of Elementary and Middle School Education
Dr. Valdiodio Ndiaye, Dean, Normale Superior (Sch. of Ed.), UCAD
Mr. Samba Fall, Editor and Senegal Field Office Coordinator

- **Senegal's Program Advisory Committee**

Cheikh Diakhate, Director – Division of Studies and Curriculum
Bakary Badiane, National President, Senegal's PTA
Ministry of Education/INEADE/IGEN Appointees
UCAD Appointees

- **Senegal's Technical Writing Team Leaders**

Mangary Ka • Dr. Cheikh Khadire Diop • Joseph Sarr
Birame Faye • Cheikh Tidiane Diop • Mamadou Bachir Diahm
Abdourahmane Mbengue • Dr. Helene Sakiliba • Samba Dabo

- **Senegal's Field Testing and Facilitating Teams**

- **Senegal's Teacher Training Teams**

WASHINGTON, DC COORDINATING-SUPPORT GROUPS

- **USAID – Division of Education Leadership Team**

Dr. Sarah Moten, Education Division Chief, AFR/SD, USAID
Mr. Freeman Daniels, CTO, AFR/SD, USAID
Aleta Williams, Senior Education Advisor, AFR/SD, USAID
Other USAID Professionals

- **US Governmental Officials - Support Groups**

US Government Designated Support Staff
Chief Administrator USAID Secretary of State
The White House
White House Staff
First Lady Laura Bush / President George W. Bush

- **Senegal Ambassador to the US**

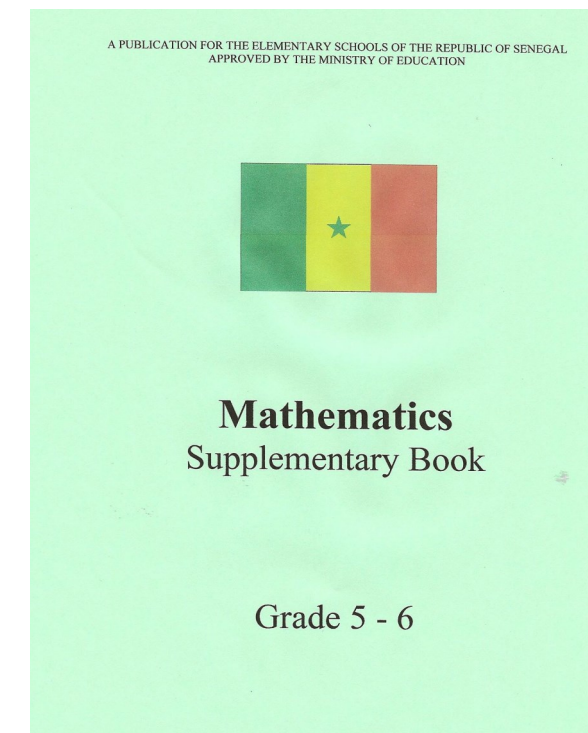
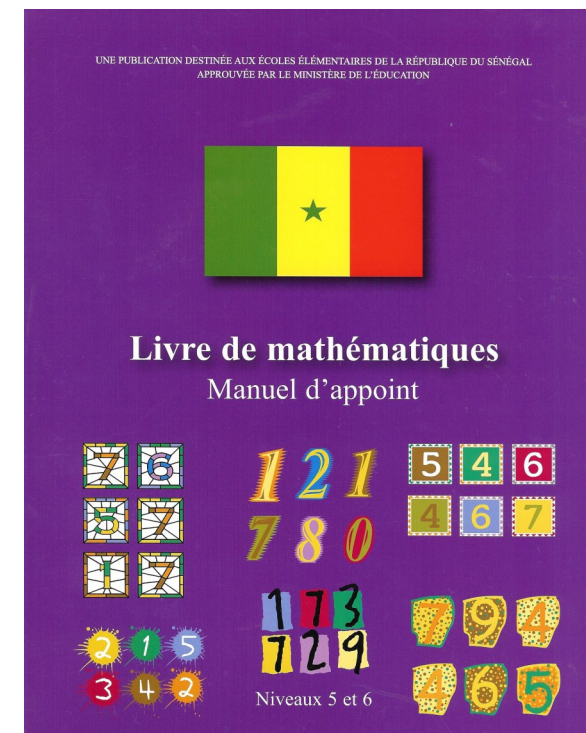
Dr. Amadou Lamine Ba

- **Other US and African Officials**

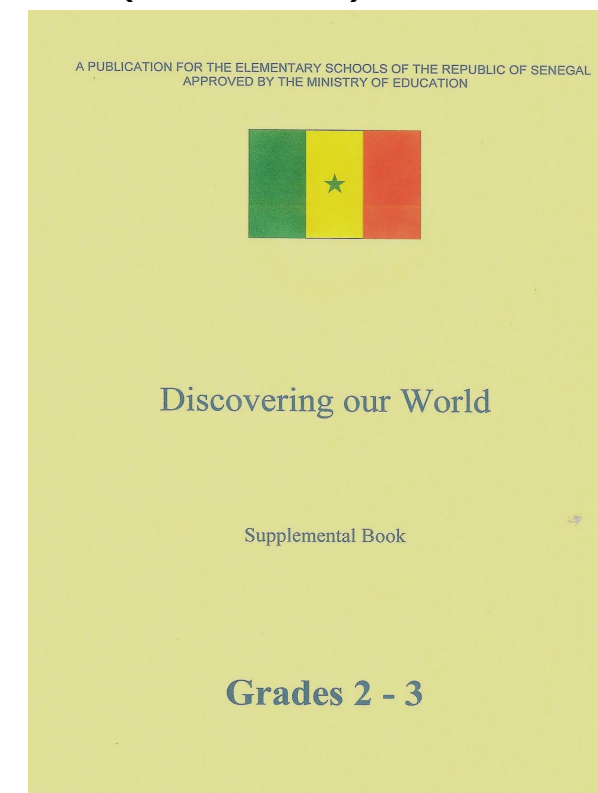
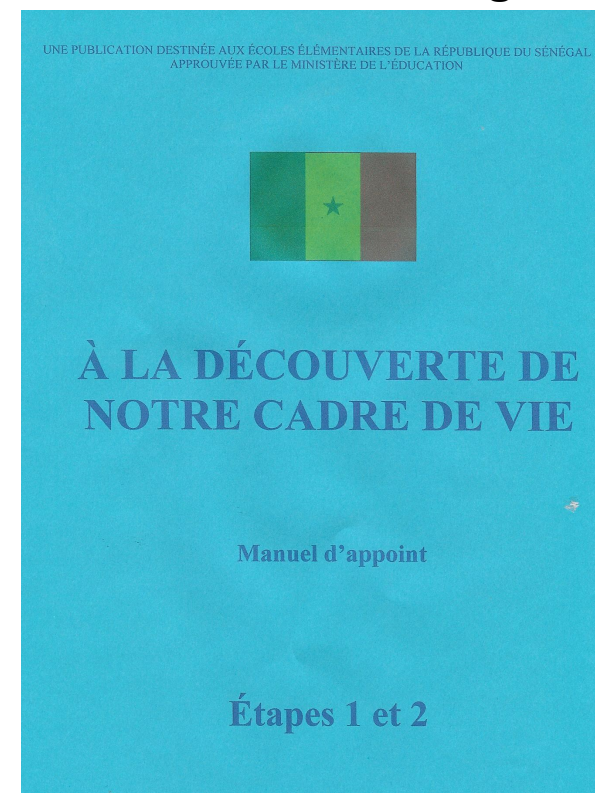
Primary Beneficiaries of the ECSU-Senegal TLM Program 2005-2008

– Scores of Senegalese Educators/Officials – Hundreds of Senegalese Inspectors/Principals –
– Thousands of Senegalese Teachers – Millions of Senegalese Children/Families –
– Senegalese Printers/Local Economy - Elizabeth City State University,
USAID and the American People

"Livre de Mathematiques" (3eme etape) - 125 Pages "Mathematics" (Grades 5-6)

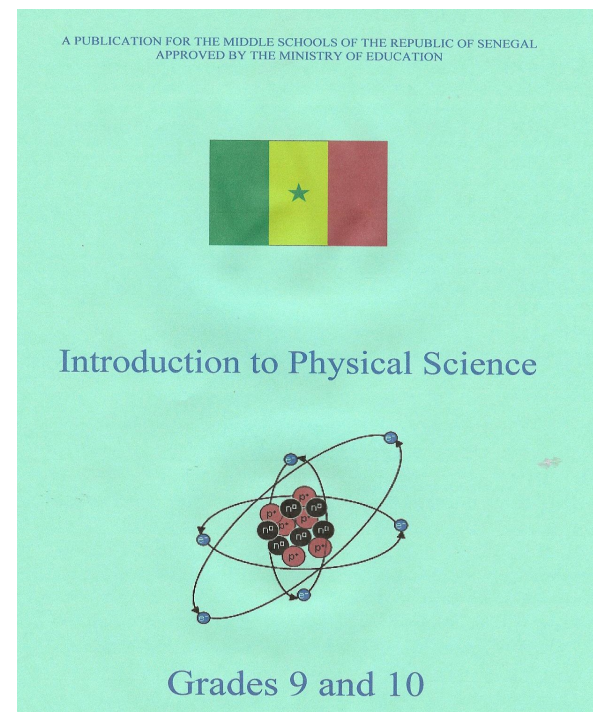
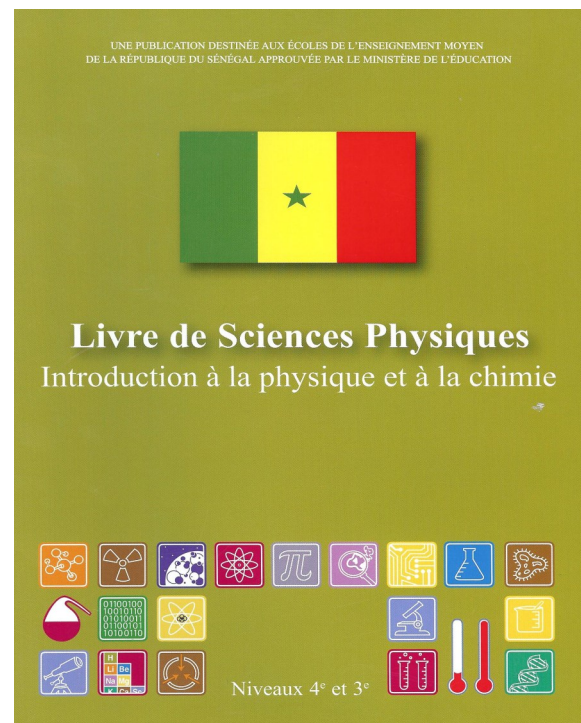


"A la Decouverte de Notre Cadre De Vie" (Etapes 1 et 2)- 150 Pages "Discovering Our World" (Grades 2-3)



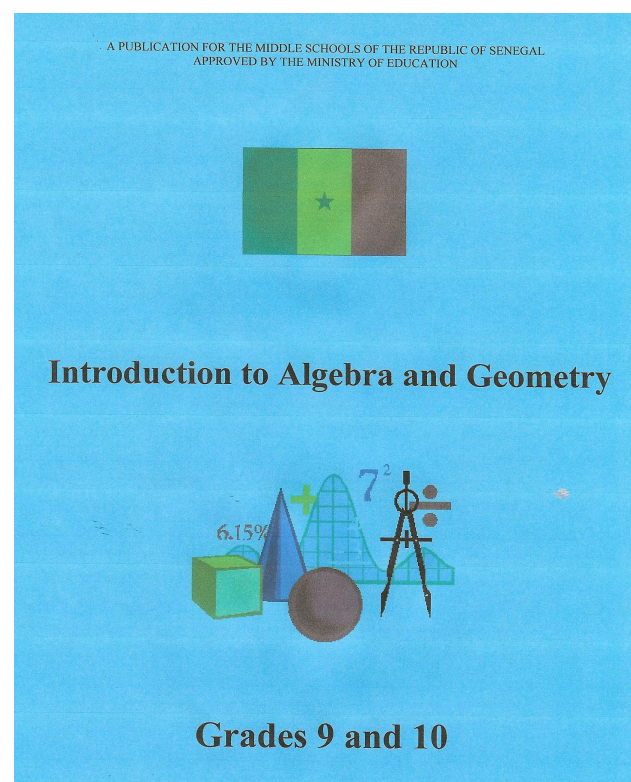
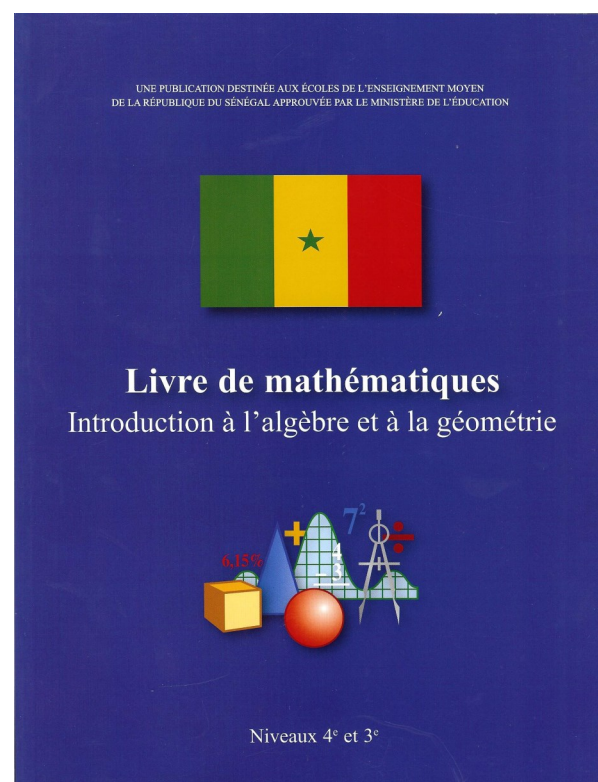
"Livres de Science Physiques: Introduction a la physique et a la chimie" (Niveaux 9-10) - 181 Pages

"Physical Science: Introduction to Physics and Chemistry" (Grades 9-10)



"Livres de Mathematiques: Introduction a l'algebre et a la Geometrie" (Niveaux 9 et 10) - 152 Pages

"Mathematics: Introduction to Algebra and Geometry" (Grades 9-10)



DELIVERABLES: TLM - Books Produced/Printed/Distributed

- All Textbooks have been produced in both English and French (French books have been printed in Senegal).
- Student books and teacher guides produced have met high academic standards of quality, including being academically/pedagogically sound, culturally relevant/sensitive, gender equity, age and grade appropriate.

I. October 1, 2005–September 30, 2006

Books produced: 225,000

A. Elementary School Books

225,000 Copies

A. Grades 4-6 "Exploration et Gestion de Notre Environnement avec la Science et la Technologie" 150,000

Negotiated a contract with La Senegalaise de l'Imprimerie to print 75,000 (Science)

Negotiated a contract with Tandian Imprimerie to print 75,000 (Science)

B. Grades 2–3 "A la Decouverte de Notre Cadre De Notre Cadre de Vie" 60,000

Negotiated a contract with SIPS Imprimerie to print 30,000 copies (Language Arts)

Negotiated a contract with Polykrome Imprimerie to print 30,000 copies (Language Arts)

C. Teacher Manuals (10,000 copies of "Exploring..."; 5,000 of "Discovering...") 15,000

Negotiated a contract with SIFNI Imprimerie to print 15,000 copies

II. October 1, 2006–September 30, 2007

Books produced: 800,000

A. Elementary School Books

300,000 Copies

1. Grades 5 – 6: Mathematics (3eme Etape): Livre de mathematiques ; 200,000 copies

Negotiated a contract with Tandian Imprimerie to print 200,000 copies

2. Grades 5 - 6: Health and Hygiene (3eme Etape) : L'hygiene et la sante ; 100,000 copies

Negotiated a contract with La Senegalaise de L'Imprimerie to print 100,000 copies

B. Middle School Books 400,000 Copies (+100,000) 500,000

1. Grades 9 - 10: Mathematics: Introduction a l'algebre et a la geometrie ; 225,000 copies

Negotiated contracts with Tandian (75,000), SIPS Imprimerie (75,000) and Polykrome (75,000)

2. Grades 9 –10: Physical Science: Introduction a la physique et a la chimie ; 175,000 copies

Negotiated a contract with Tandian Imprimerie to print 175,000 copies

3. September 30, 2007 PAEM 2007 TLMP Books re-produced: 100,000

a. Grades 9-10: Mathematics: Introduction a l'algebre et a la geometrie 50,000

b. Grades 9-10 : Physical Science : Introduction a la physique et a la chimie 50,000

III. October 1, 2007 - December 31, 2008

Books Produced: 809,000

A. Elementary School Books (reprint)

250,000 Copies

1. Grades 5–6: (Science): "Exploring and Managing our Environment with Science and Technology"

Negotiated a contract with Tandian Imprimerie to print 250,000 copies

B. Middle School Books

459,000 copies (+100,000) 559,000

1. Grades 7-8: (Math): "Livre de Mathematiques: Raisonement Quantitatif " 250,000

Negotiated a contract with Polykrome Imprimerie to print 250,000 copies

2. Grades 9 –10: (Life Science-Earth Science): "Livre de Sciences de la Vie et de la Terre" 150,000

Negotiated a contract with SIPS Imprimerie to print 150,000 copies

3. September 30, 2008

2008 TLMP Books re-printed: 59,000

a. Grades 9-10: Mathematics : Introduction a l'algebre et a la geometrie 29,500

b. Grades 9-10 : Physical Science : Introduction a la physique et a la chimie 29,500

4. November 2008

PAEM 2008 TLMP Books re-produced: 100,000

a. Grades 7-8: (Math): "Livre de Mathematiques: Raisonement Quantitatif " 50,000

b. Grades 9-10: (Life Sci.-Earth Sci.): "Livre de Sciences de la Vie et de la Terre" 50,000

Total TLMP Books (2005-2008) Printed and Distributed by ECSU-Senegal TLMP 1,634,000

Total PAEM-TLMP Books (2007-2008) In regions of Fatick, Tamba, Kolda, & Ziguinchor 200,000

TOTAL (2005-2008) TLMP BOOKS PRODUCED/PRINTED FOR SENEGAL: 1,834,000

IV. Oct. 1, '05–Dec. 31, '08 - Produced/Printed 1,634,000 Books at an average cost of \$3.65 per book (i.g.)

50 (2006), 50 (2007), 64 (2008) From all regions in Senegal Teachers/Inspectors Trained: 164

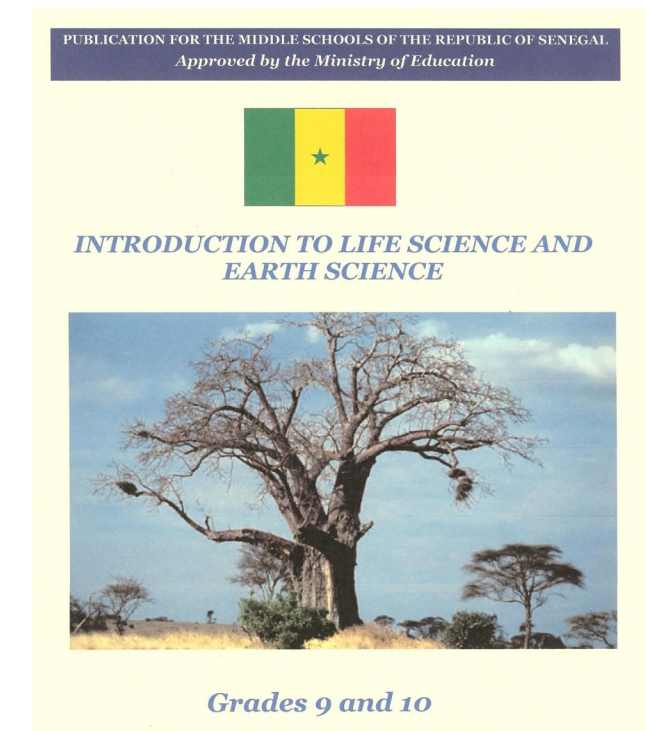
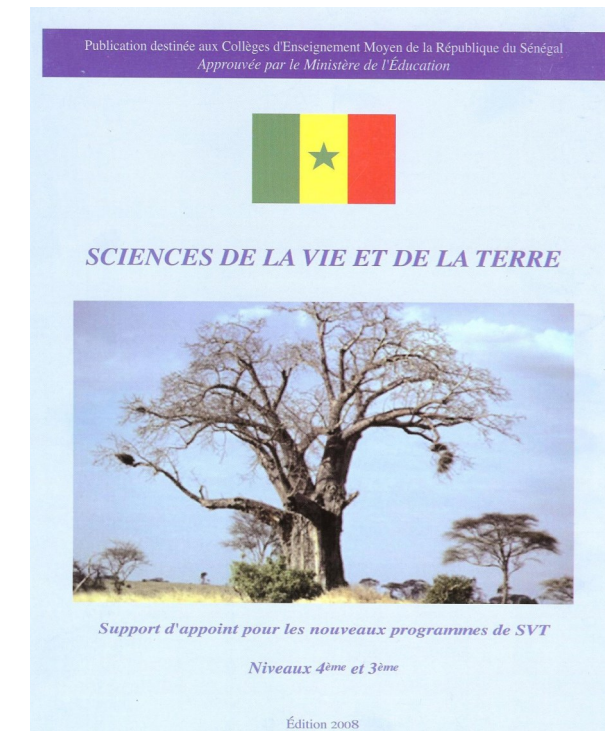
The ECSU-TLMP Model of Collaboration for Writing Textbooks for Africa

The ECSU-Senegal TLM Program, a Joint Venture Model for Writing and Printing Textbooks for Senegal in West Africa, is a remarkable collaboration between a Minority Serving Institution (MSI) of higher learning in the USA (ECSU, in North Carolina) and an educational system in a sub-Saharan African country, with coordination by the USAID Mission in that country. In Senegal, the collaboration includes partnering with the entire Ministry of Education (MOE), an African university: Université Cheikh Anta Diop (UCAD)–University of Senegal–Dakar, the National PTA, all inspectors (regional superintendents) in the eleven (11) governmental/educational regions of Senegal, principals, teachers and students at specific schools (especially, those involved in field-testing of books). The collaboration has been strengthened by mutual respect, a spirit of teamwork, a commitment of excellence in the production of books, a commitment to provide increased access to books by more students and a commitment to improve the quality of education for the public school students in Senegal, as well as provide additional training for teachers. The books produced by this Joint Venture Partnership-Model of Collaboration are culturally relevant and culturally sensitive. They reflect gender equity; they reflect grade and age appropriateness; they address (some books) issues of local concern with health care (HIV-AIDS, Malaria, etc.); and they promote community involvement with improving the quality of education in Senegal.

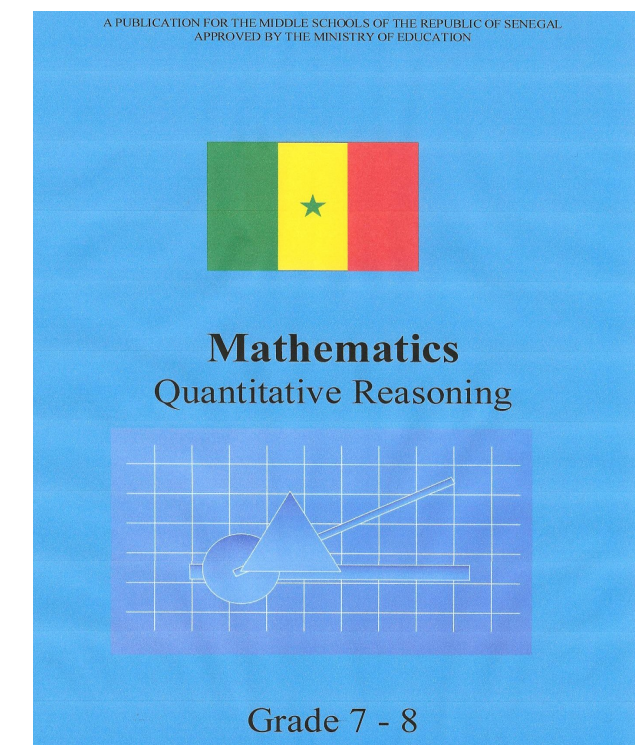
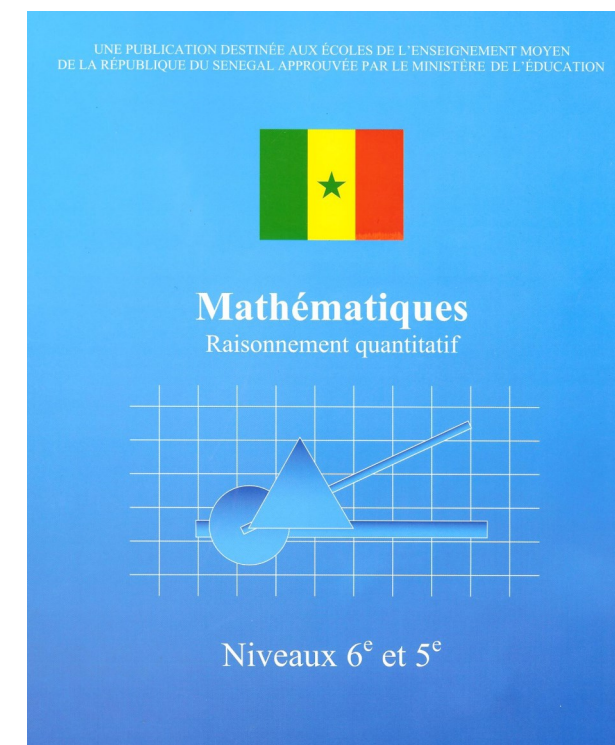
All the books were jointly produced. They were all printed in Senegal in the French language. After an in-depth in-country assessment of Senegal's educational needs, books were selected to be produced as directed by Senegal. These books are consistent with Senegal's National Curriculum or with directions from the country's National Educational Reform Commission(s). The writing of these books has been a superb joint-venture effort. African scholars/educators, teachers, and students led in the development of each book, beginning with the selection of the books' subject or title, grade level, as well as the content of many chapters or units. The Senegalese jointly wrote all books, modified all books, and initially designed some of the books. These Joint Venture efforts have resulted in a lot of capacity-building within the country of Senegal: critical thinking and writing skills have been developed by several groups of persons. These groups and their collaborations with in-country curriculum groups and reform commissions as well as their collaborations with Senegalese printing houses and writing groups at ECSU, are building a foundation of sustainability for future textbooks writing in the country of Senegal. All books are scholarly based and were modified-revised after field-testing to ensure an excellent final product. The ECSU-Senegal TLM Program, A USAID Joint Venture Model of Collaboration for Writing and Printing Textbooks in Africa, has two other major capacity-building features. Teachers have been provided additional training; primarily using the Cascade Model where selected "Master" Teachers were trained, from all regions of Senegal. These persons were also trained how to train other teachers; thereby building-capacity in the area of in-country teacher training. These "Master" teachers and trainees are forming the foundation of future teacher training and its sustainability in Senegal. Also, a large amount of economical and technical capacity-building was established when all the textbooks were printed in the country of Senegal. Many persons received income that would not have been received otherwise and many printing houses' executives and regular employees learned printing skills, bought better printing machines and developed economic and technical skills that would not likely have come without the TLM Program printing books in Senegal.

Most rewarding of all, the ECSU-Senegal TLM Program, a USAID Joint Venture Model of Collaboration for Writing and Printing Textbooks in Africa, has brought about increased access to textbooks for millions of public school students who did not have prior access. These high quality, culturally relevant, and culturally sensitive books have greatly improved the quality of education for the public school students of Senegal. Prior to the TLM Program, for a number of subjects and grade levels, the ratio of available books for students was as high as 1 book per 25 students. In 2008, in Senegal's middle schools, the ECSU-Senegal TLM Program has reduced the ratio for Mathematics and Science books to 1 book per student. Significantly, this comes at a time when the Curriculum Reform Commission in Senegal is shifting the paradigm of education from that of a "letter and art perspective" to a "scientific perspective." Senegal wishes to become a more self-sufficient nation, technologically. Thus, Senegal is becoming a more stable and productive democracy, contributing more to the world community as it depends less on the USA and other industrial nations. The ECSU TLM Program has contributed greatly to this achievement of Senegal.

Sciences de la vie et de la terre, Niveaux 4ème et 3ème - 211 Pages Introduction to Life Science and Earth Science, Grades 9 - 10



Mathématiques: Raisonnement quantitatif, Niveaux 6° et 5° - 177 Pages Mathematics: Quantitative Reasoning, Grades 7 - 8



Students and Teachers Working with TLMP Textbooks



The Republic of Senegal

Capital: Dakar

Location: West Africa, borders the N. Atlantic Ocean, between Guinea-Bissau and Mauritania

Land Area: 192,530 sq km (74,336 sq miles)

Official Language: French **Nationality:** Senegalese

Religion: Muslim 94%, Christian 5%, other 1%

Population: 12,521,851 **Life Expectancy:** female-64.61 yrs.; male-61.29 yrs.

Education: 75% of Elementary Sch. age children attend school,

More than 50% pass sixth grade exam to enter middle school

Literacy Rate: Age 15+ can read & write; Total Pop.: 39.1%; Male: 51.1%, Female: 28.9%

Fertility Rate: 5.03 children born/woman **Birth Rate:** 36.99/1,000 population

Infant Mortality Rate: 55.4 deaths/1,000 live births **Death Rate:** 8.14 deaths/1,000 pop.

HIV/AIDS adult prevalence rate: 1.4%; People living with HIV/AIDS: 95,000; Deaths 10,000

Climate: Tropical: hot, humid, rainy season (July to Oct.), strong winds;

Dry season: (Nov. to June) hot, dry winds

Natural Resources: fish, phosphates, iron ore

Government: Republic under multiparty democratic rule; Senegal has the most stable and oldest democratic government in Africa dating back to the 1960's.

Chief of State: President Abdoulaye Wade

Head of Government: Prime Minister Mame Madior Boye

Ambassador to U.S.: Dr. Amadou Lamine Ba

U.S. Ambassador to Senegal: Marcia S. Bernicat

National Holiday: Independence Day (April 4); Declared independence from France in 1960

Dakar is a cosmopolitan city. 4 Millions people live in Dakar. Dakar covers 2.8% of the country's surface area and accounts for 32% of Senegal's total population. It was founded by the French in 1857, at the site of a fishing village. Its importance as a trading center started to grow in 1885 with the establishment of a rail link with the city of Saint Louis on the Senegal River. Dakar is the political, administrative, economic and cultural center of Senegal. Built around a magnificent deepwater basin, the city emerged as a major port in the 1860s.

*Saint Louis (265 km north of Dakar) was the first capital of West African French colonies and remained the administration capital until 1902 and the capital of Senegal until 1958.

- Other main cities of Senegal: Thies, Kaolack, Ziguinchor, Mbour, Diourbel, Tambacounda and Louga
- Touba, the holy city, is the famous Muslim city with its minarets, Muslim temple of gold and marble, and its library of thousands of books.
- Goree Island (20 min. by ship, from Dakar) is where millions of Africans were shipped into slavery for a special pilgrimage.
- The Fulani tribe of Senegal is the most expanded ethnical group in all of the Mother Land
- The largest desert in Senegal is the Loumpoul Bivouac.
- The famous Pink lake, a natural rose color lake, has an abundance of salt.
- In January 1994, Senegal undertook an economic reform program with support from the international donor community. As a result, Senegal's growth in GDP averaged 5% annually from 1995-2001. Private activity now accounts for 82% of GDP; however, Senegal still faces deep-seated urban problems of chronic unemployment, trade union militancy, juvenile delinquency, and extensive poverty.



**President
Abdoulaye Wade**



SENEGAL



ECSU-Senegal TLM Program 2005-2008: Impact on Senegal

Senegal's Population/Regional/Educational Profile

The Country of Senegal has approximately:

- 12,500,000 Citizens
- 11 Different Governmental Regions
- 6,000 Elementary Schools
- 35 Junior High Schools
- 10 Senior High Schools
- 50 Inspectors (Area Superintendants)
- 3,000 Principals
- 30,000 Teachers

Students Impacted by ECSU-Senegal TLM Program

- The distribution of each textbook produced, has been nationwide; with students in the eleven (11) educational/governmental regions having access to each textbook.
- In the elementary schools, many of the books were placed in the school library so all appropriate students and teachers could share them during the academic year.
- In the middle schools, enough books were produced for all students taking designated classes to have an individual textbook.

Teacher Training Model/Number Trained - The Cascade Training Model has been used; inspectors and principals from each of the educational/governmental regions were trained first; the TLMP trained 50 or more persons each year; a total of **approximately 164 persons have been trained** by the ECSU-Senegal TLM Program. Others have been trained as follows:

- The Inspectors/Principals Trained Master Teachers in each of their regions.
- The Master Teachers trained other teachers in their regions/schools.

Community Involvement/Support

- The TLM Program's books have been well-received by local educators.
- The TLM Program's books have been well-received by the nat'l and local PTA.
- The TLM Program's books have been well-received by students/families.
- Several printers have published books at lower than normal market prices to provide more books for the students; some gave a specific number of books as gifts for the schools.

Institutional Capacity Building

- Writing Teams have been formed to help write each book produced as a joint venture effort.
- Principals, teachers and schools have field-tested each book produced during the first draft stage; their feedback was used to help modify the final version of each book.
- Inspectors, area superintendants, curriculum specialists in the Ministry of Education/INEADE have reviewed, critiqued, and modified each book before the final revision for publication was approved.
- The ECSU-Senegal TLM Program has positively impacted every educational level involved in selecting/approving and using the textbooks in the public schools of Senegal; all levels have developed and improved their skills and abilities to design, select and write good books for the public school students of Senegal.
- Reform Commissions have used the ECSU-Senegal TLM Program books as good experimental textbooks and as models to guide future development of textbooks for the schools of Senegal.
- The ECSU-Senegal TLM Program has led to the creation of professional writing teams in Senegal for developing good books for the subject/grade level of the books produced; these teams include educators at all levels (public schools – University faculty). These teams did not exist before the TLM Program was implemented in Senegal.
- Four major printing companies in Senegal have greatly increased their skills and capacities in the printing and producing of quality textbooks in large numbers.

Printing Houses/Publishers Involved

- Tandian Imprimerie:** Mr. Hayda Tandian, Yoff Layene, Route de l'Aéroport L. S. Senghor, B.P. 8076, Dakar, Senegal, West Africa, E-mail: canmatin@yahoo.fr
- SIPS Imprimerie;** Mr. Raid Boukaroum, Km 11, Route de Rufisque, B.P. 1818, Dakar, Senegal, West Africa, E-mail: sips@sentoo.sn
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Reflections: The ECSU - Senegal 2005-2008 TLM Program by Dr. Johnny L. Houston, ECSU-Senegal TLM Program Director

The ECSU-Senegal TLM Program has achieved noteworthy success between October 1, 2005 and December 31, 2008, designing, developing, and printing approximately two million (2,000,000) books for the public school children of Senegal. This success is the direct result of the efforts of many talented persons who exhibited outstanding teamwork while demonstrating a high commitment to excellence in performance and to the improvement of public education in Senegal.

The Program began as a vision. The vision evolved into a goal. The goal became a commitment for the scores of persons who joined together as a team to implement it. In December 2008, the Goal was accomplished by completing the delivery of approximately two million (2,000,000) quality, age and grade appropriate, cultural and gender sensitive books for the students and teachers in the public schools of Senegal. The use of these books is beginning to have a positive systemic impact on the quality of education being delivered by the teachers and being received by the students in all the eleven (11) governmental/educational regions of Senegal.

The Team dialogued collectively together. The Team did research together. The Team designed books together. The Team developed books together. And as individual members of the Team, we exchanged ideas; we learned from each other; and we respected each other. As we worked as a cohesive Team, our individual professionalism, our individual views of education, and even our individual views of the world, grew larger and larger. Beginning as a diverse group of individuals on two different sides of the Atlantic, from two different cultures, with two different official first languages; along the journey we came to share **One Vision**, we became **One Team**, with **One Commitment**, and **One Goal**: to enhance and improve the public education for the students of Senegal.

Each year the Team began its dialogues with an assessment of the current educational needs of the students and teachers of Senegal. Each year the Team carefully considered the current conditions of education in the public schools of Senegal. Each year the Team learned and discussed the current thinking and views of the National Education Reform Commissions for different grades and different subjects. Specifically, the Team researched, learned, and discussed the current shortages of textbooks and learning materials for various grades and subject levels each year. Finally, with our Senegal partners taking the lead, the Team established the priorities as to what books would be designed, developed, and produced during each given year. Based on needs, budgetary constraints, and printing costs, the Team would then set a specific number as to how many copies of a given book it would attempt to print for a given year. This is how the Team was able to achieve what it did.

For every person who has been a member of this productive Team (from President Wade and Minister Sourang, who have given their support from the beginning of the Program, to the millions of students and thousands of teachers who are using the books effectively), and to all involved, we say thank you for your support and participation in this constructive Program.

It has been a great pleasure for President Bush's African Education Initiative (AEI), USAID, and the Elizabeth City State University (ECSU) - Senegal TLM 2005-2008 Program to design, develop, and guide this Program to achieve the success that it has. I wish to give special thanks to First Lady Laura Bush (USA) who became personally involved in this Program by writing the foreword for four (4) of the books and for visiting Senegal to present some of these books to the students, teachers, and the country of Senegal; to Mr. Pape M. Sow (USAID-Senegal); the inspectors and directors, principals, teachers and educators with the Ministry of Education of Senegal; editors and consultants; Recteur Sall and the faculty/staff at UCAD; Chancellors Mickey Burnim and Willie Gilchrist (ECSU); Dr. Abdou Maty Sene/Dr. Chérif Seck, Dr. Margery Coulson-Clark and others at ECSU who helped produce these books (each book of which I had the pleasure to serve as editor-in-chief and a co-author), I thank each of you for your contributions to the success of this Program. I am pleased that the school children of Senegal are the beneficiaries of our efforts.



Reflections: The ECSU - Senegal 2005-2008 TLM Program by Professor Moustapha Sourang, Minister of Education-Senegal



Professor Moustapha Sourang, Senegal Minister of Education, stated that “the relationships between the United States of America and Senegal, which are unique, started with Senegal’s independence with support provided to put in place indispensable tools for the country’s social and economic growth and its national unity. These relationships have been significantly strengthened, thanks to the commitment of his Excellency President George W. Bush, who has provided support to President Abdoulaye Wade and Senegal through USAID-AEI to promote an education system that trains children to have skills for everyday life, and to be good citizens. This commitment is the result of important common values between our two countries for the reduction of poverty, the reduction of HIV/AIDS, the promotion of peace and tolerance, participatory democracy at a grassroots level, and the promotion of education for all our citizens.”

Pr. Sourang stated that “these important gifts of textbooks come at a time as Senegal begins the reflections of its educational system to encourage the students to study scientific subjects. By choosing to support Senegal through USAID-AEI, The United States government has once again demonstrated a perfect understanding of the challenges facing education in Senegal and in Africa. These books will considerably transform working and learning conditions of teachers and students in our public schools.”

“Moreover, these books will bring support to Senegal’s education reform so that the students can be more interested in the fields of science and technology. We’re building Reflection Commissions for the introduction of scientific and technological schooling from kindergarten to the university levels. We now have the ingredients and tools that can help us to build the starting points of our Reform Commissions,” explained the Minister.

The Minister states that, “Senegal’s Department of Education is very pleased with the books produced by the ECSU-Senegal TLM Program and funded by USAID. Moreover, these textbooks will arouse the interest of Senegalese students to learn about science and technology, giving our schools the opportunity to ensure that the elementary school children of Senegal will have access to scientific introduction at an early age; as well as encouraging the students at the middle school level to study scientific subjects. These gifts come also at a time when Senegal is shifting the trend of the school configuration so we can have 70% of scientific students versus 30% in art and letter,” said the Minister. The textbooks received will provide students and teachers with valuable resources to learn about mathematics, science and technology.”

Pr. Sourang stated that, “Senegal has made a strategic and irreversible choice to have education as the pillar of development. This is demonstrated by several actions: The financial will to devote 40% of the national budget to education, whereas international standard for public financing in education is 20% and the political will that changed the age for mandatory education from six to 16 years.”

“To His Excellency President George W. Bush, through USAID-AEI, Elizabeth City State University, and Professor Johnny L. Houston, Director of The Textbooks and Learning Materials Program at ECSU, I am happy to take this opportunity to thank the United States of America for its continued support of Senegal’s efforts to provide quality education to all of its citizens.”

Future Possibilities and Lessons Learned from the Past

Looking Forward

The Vision of what Could be Accomplished by the ECSU TLM Program in the Future; There are three (3) Situations of great need:

- To produce for the public schools of Senegal, quality mathematics and science books at the high school level.
- To produce for the public schools of Senegal, quality textbooks in other areas (other than mathematics and sciences) at the elementary school, middle school, and high school level.
- To produce for another neighboring country (that is near Senegal), that uses French as its Official language, textbooks in mathematics, science and/or language arts at the elementary, middle school, and /or high school level; a country such as Guinea or Mali.

Recommendations/Lessons Learned

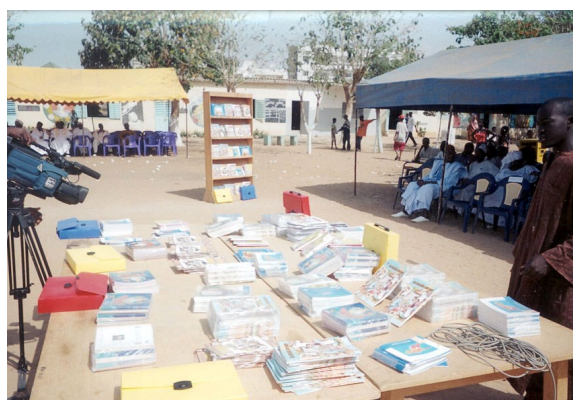
- All the textbooks that are produced for Senegal (or another country) must be jointly produced with integral involvement of local scholars and/or educators or the textbooks are not likely to be used by the MOE, principals, teachers, and students.
- All textbooks that are produced for Senegal (or other countries with different cultures) must be field-tested in some local schools before the final version is written. Moreover, the final version should reflect the feedback from this field testing or the textbooks are not likely to be used by the MOE, principals, teachers, and students.
- All textbooks that are produced for Senegal (or other countries with different cultures) must be consistent with the National Curriculum and/or reform efforts or they are not likely to be used by the country, especially by the MOE, principals, teachers, and students.
- All textbooks, where feasible, that are to be produced for Senegal (or other countries with different cultures) must integrally involve the educational specialists from the local USAID Mission/ Ministry of Education and appropriate authors/personnel or the textbooks are not likely to be used by the MOE, principals, teachers, and students.
- The TLM Program participants must learn the country’s culture, respect its scholars/educators, listen to their views, and help to properly assess their educational needs/priorities of the country before proposing a plan or beginning to develop textbooks; they must be absolutely clear that what the country desires is clearly understood. The TLM Program Leadership Team and the country’s educational Leadership must both agree (in writing) as to what should be done and how or the textbooks are not likely to be used by MOE, principals, teachers, and students.

Documentation of ECSU-Senegal TLM Program 2005-2008 Activities

- The ECSU-Senegal TLM Program has produced quarterly newsletters to describe, in detail, activities that were developed at a given time for the Program. These newsletters may be viewed on the ECSU TLM Program Website.
- The ECSU-Senegal TLM Program has developed a Website that gives more details about this Program than is available in this report.
- An ECSU-Senegal photo library has been established which contains several hundred photos of activities related to the TLM Program over the three (3) year period: 2005-2008.
- **The ECSU-Senegal TLM Program has participated in the development of a video that gives more details about the impact of this Program than one will find in this report.**

Website: <http://tlmp.ecsu.edu>

Scenes from Textbooks Presentations in Senegal



Reflections: The ECSU - Senegal 2005-2008 TLM Program by Mr. Pape M. Sow, USAID-Senegal Educational Specialist



“From my point of view, the Textbooks and Learning Materials Program (TLMP), which is implemented in Senegal by Elizabeth City State University (USA), Cheikh Anta Diop University and the Ministry of Education is unanimously regarded as a model of efficiency for providing assistance for Senegal. Over the past 3 years approximately 2 million textbooks in different subject areas have been designed/produced and distributed to Senegalese primary and middle schools. This great story started in 2003 when Senegal was selected to be a part of USAID’s Africa Education Initiative (AEI). This Initiative was consistent with the Ministry of Education’s Ten-Year-Master Plan to improve the quality of education in Senegal. These two endeavors provided an unprecedented opportunity to upgrade Senegal’s textbook per child ratio. In 2003 there was one mathematics textbook per ten children and one language book per 5 children. Thus the teaching and learning conditions were not conducive for high performance. Thanks to the TLM Program, in middle schools in Senegal, there is now one textbook in Mathematics and one in Physics and Chemistry for each student in 9th grade and 10th grade.

The first key word for the success of this Program is “**partnership.**” The wisdom of ECSU was to start the program by building a strong alliance with the various stakeholders within and outside of the Ministry of Education. In a context of policy dialogue and with a focus on inclusion and capacity building, the roles and responsibilities of each partner were identified and clearly described so as to facilitate smooth and harmonious implementation of the Program. Effective bridges of communication and dialogue were built through email, videoconferences, telephone conferences, and field visits, enabling mutual consensus on technical issues and policy issues. Language has never been a barrier for communication between experts and decision makers from Senegal and the US. The ECSU team improved its French fluency significantly over the years and the Senegalese team also improved their English communication skills.

The second key word is “**humility.**” ECSU experts knew their limits as they were working in a new environment with social, cultural and spiritual values they needed to understand in order to be effective. The Senegalese experts knew their limits in terms of textbook design and development, using a competency based approach. This self awareness from each side made the partnership a real learning process and a cross-fertilizing experience for all stakeholders.

The third key word is “**usefulness.**” Through a meticulous needs assessment and a new vision of what Senegal aspires to be, the Program produced textbooks and learning materials more responsive to the new demands of the global market. The textbooks also promote better communication, critical thinking and reasoning skills, as well as greater knowledge in the areas of science and technology, health and environmental awareness.

As a model of efficiency for providing assistance for Senegal, as respect for cultural dimensions of the recipients, and as promotion of ownership through capacity building, empowerment and participation., the TLM Program in Senegal has been a brilliant illustration of these principles.”

Mr. Pape Momar Sow is a Senegalese who is currently the Chief Education Officer at USAID in Senegal, a position he has held for several years. Prior to this position he had pursued a professional career in Education in Senegal. He has been a distinguished teacher, principal and inspector in the Ministry of Education in Senegal. He has been a highly effective liaison person for coordinating meetings, activities and communications for the ECSU-Senegal TLM Program in Senegal. He has been a strong advocate for the Program, both with USAID and from the perspective of the Ministry of Education of Senegal. He has been very valuable to the success of the ECSU-Senegal TLMP.