

## CHAPTER 3 CTP AND PILOT PROJECT IMPLEMENTATION

### 3.1 Background and Objectives of the Pilot Project

Abdoulaye Wade has placed great importance on early childhood development since becoming the President of the Republic of Senegal in 2000. It was he who introduced the concept of the Case des Tout-Petits (CTP) and made early childhood development a top national priority. Soon after the President designed the CTP model, his government placed a request for technical assistance from the Government of Japan. In response, the JICA Study on the improvement of environment for early childhood started in December 2001.

A few CTPs constructed by the Taiwanese Cooperation and other agencies were already in operation when the Study team started its first field work in Senegal. Most, however, were not operating well.

The Pilot Project was implemented with the following objectives

- 1) To check the relevance of the CTP in the context of the Senegalese government initiatives for early childhood development,
- 2) To analyze and design the conditions for sustainable operation of the CTP; and
- 3) To draw lessons from the Pilot Project and incorporate the results into the Master Plan

In view of the above objectives, the construction and operation of four CTPs, two in Kaolack and two in Tambacounda, were planned out the Pilot Project. Two CTPs were constructed in each region to investigate their sustainability in the environments in which they were located, that is, one in an urban area and the other in a rural area.

### 3.2 Concept of JICA CTP

The basic concepts of the CTP chosen for application in the Study are briefly summarized below and presented in Figure 3.1.

#### (1) Holistic Approach

A holistic approach towards early childhood development with combined focuses on education, healthcare and nutrition is to be taken. In the CTPs, healthcare and nutrition for mother and children are also important in preschool education. To attain this, the counterpart staff and several government ministries such as the MOH, MPPHS and MFSDNS reviewed the necessary contents of the Study and prepared training materials

for instructors for healthcare and nutrition. Mothers of the CTP children were invited to the mothers' class, where the staff of nearby clinics and health posts provided orientation on healthcare for mothers and children. Videos related to vaccinations and healthcare were also presented to the people in the community through the *Cine-bus* – a land-cruiser with cinema screening equipment procured by JICA. *Cine-bus* visited each CTP site for the screening tour-operation.

Further cooperation was provided for attaining a holistic approach from nearby primary schools and clinics that give technical knowledge and practical support to the instructors and assistant mothers.

## **(2) Design for Multi-purpose Buildings**

The Study Team and counterpart staff prepared the design for the JICA CTP after reviewing the existing designs. The selected design consists of two buildings, a hexagonal building for classrooms and teachers' room, and a rectangular building for the multi-purpose/mothers room and sanitary facilities. The security of the children was carefully considered in the design of the entrance promenade and windows, while the sanitary facility is located separately from the classroom. The JICA CTP also includes a multi-purpose room with accommodation for children of 0-2 years old to be used both for mothers' classes and as a community center.

## **(3) Intensive Community Participation and Management**

The JICA CTP project was planned to be implemented with intensive participation of the community people from the planning, construction and operation stages. From the operation stage, all the responsibilities were handed over to the local community.

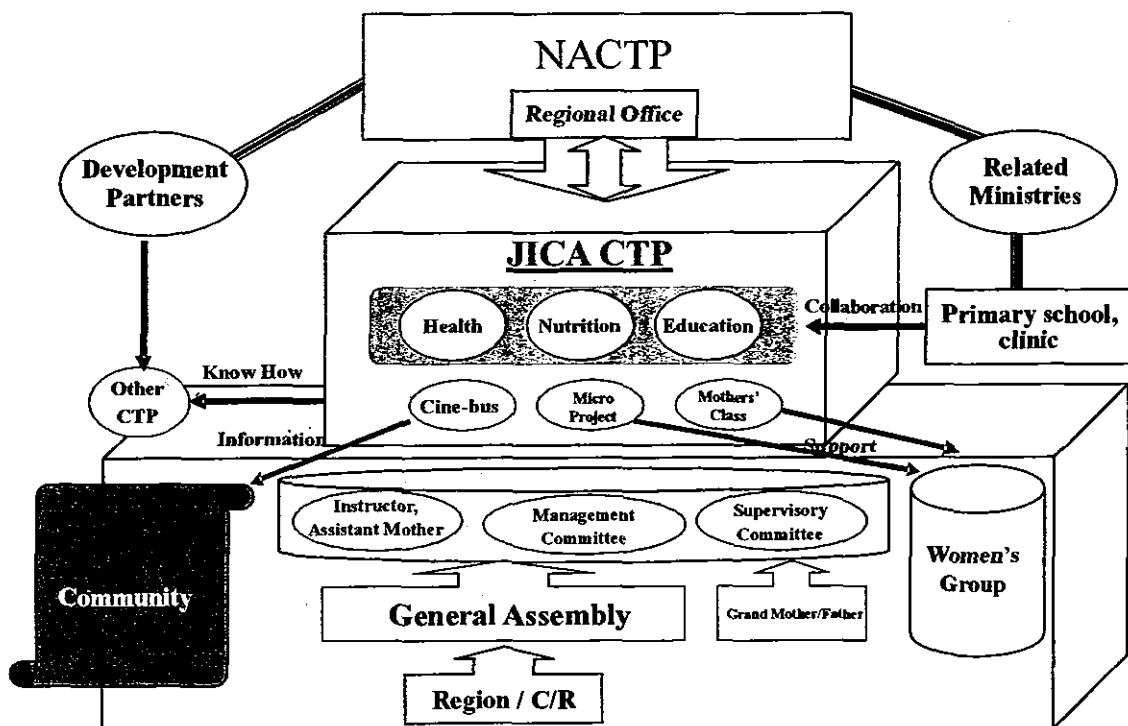
A Supervisory Committee and Management Committee made up of community leaders and resource people were established to supervise the operation and management of the CTP. Instructors and assistant mothers for the JICA CTP were also recruited from the community. After receiving government training, instructors and assistant mothers operate the CTP under the control of the Management Committee.

To assist the instructors and assistant mothers, grandmothers of the community joined the operation to provide traditional culture to the children. Another type of community participation was the implementation of Micro-projects for income generation. Community people in the CTP implemented various Micro-projects for generating income to fund the CTP operation.

**(4) Self Sustainability through Cooperation of the Donors and Regional Offices**

CTP facilities are constructed under the responsibility of the Government. Once the construction is complete, the operation and maintenance of the CTP are, in principle, under the responsibility of the community people. The financial sustainability of the CTP is mainly secured by entrance fees and monthly fees collected from the parents of the children. Revenue from the Micro-projects is a secondary source of income for attaining sustainability, and further supplemental income is generated by arranging community activities such as wrestling and dance parties. The cooperation and contribution of other donors such as UNICEF and UNESCO, as well as the special subsidies from the regions and communities, also contribute to the self sustainability of the CTP.

**Figure 3.1 Concept of JICA CTP**



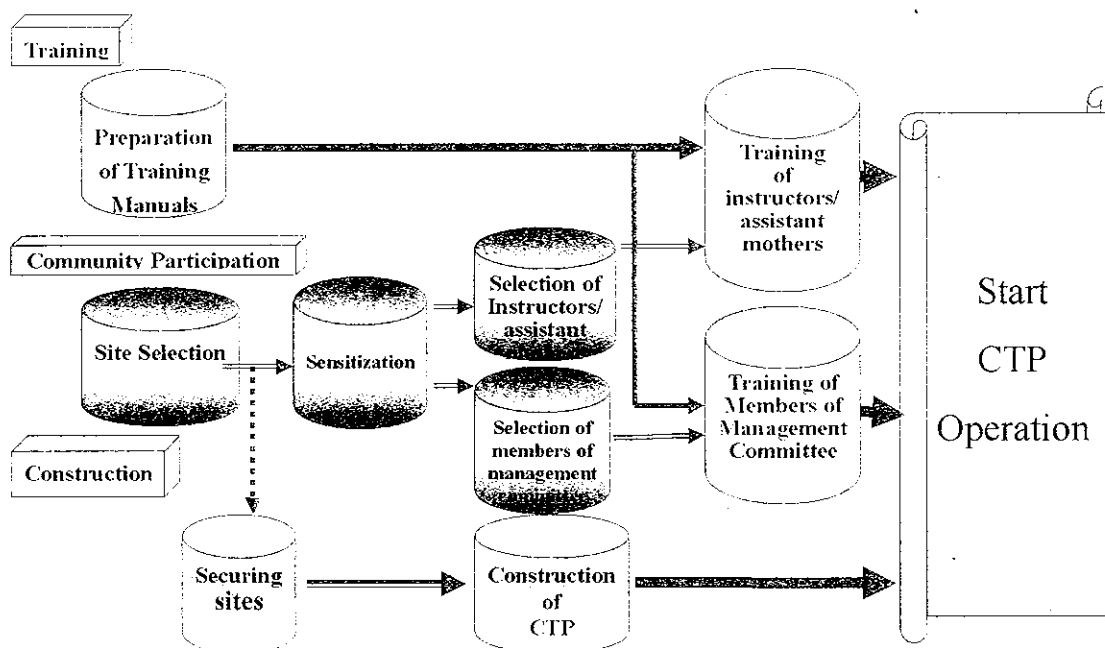
**3.3 Design of the Pilot Project**

**3.3.1 Flow of Pilot Project Implementation**

Pilot project was implemented in the following manner and as shown in Figure 3.2.

- 1) Training  
Prepared the training materials, and trained instructors and assistant mothers, and management committee members.
- 2) Community participation  
The construction sites were selected with advice from the local authorities and the community. Sensitization workshops were organized for the local people. Instructors/assistant mothers and management committee members were selected from the near-by community.
- 3) Construction  
CTPs were constructed by local contractors.

**Figure 3.2 Flow of Pilot Project Implementation**



### 3.3.2 Selection of Candidate Sites

Selection of the possible sites was made by getting the consensus of the community people with the following procedure.

#### (1) Land Allocation for CTPs

##### 1) Urban Areas

When procuring proposed sites for the CTPs in the urban areas, the first step is to explain the Pilot Project to the state governor and prefecture in order to obtain their agreement. The JICA Study Team and counterpart staff visited

URBANISME or CADASTRE (Cadastral office), which controls the urban land.

2) Rural Areas

Before discussion with the authorities concerned, the JICA Study Team selected several villages where the water associations had been functioning well. The rationale was these villages already had good management skills.

**(2) Collection of Information about People's Group Activities**

1) Urban Areas

The Rural Community (Communaute Rural - C/R) is a basic administrative body. The C/R can evaluate the performance of each group in terms of the criteria of a good association as listed below.

- A good leader
- Sustainable activities,
- Clear roles of members,
- Frequency of meetings,
- Well-known among the people,
- Good reputation among the people

2) Rural Areas

The JICA Study Team listed several villages for comparison. Members of the administrative organs in the C/R were aware of the activities carried out locally, but it was difficult for the C/R to evaluate all the areas. Therefore, the JICA Study Team utilized information on the group activity provided by the Ministry of Energy and Hydraulics.

**(3) Selection Criteria**

After discussion with the MFEC (NACTP), the following criteria for site selection were proposed.

- 1) Available Infrastructure: water supply, health centers or health huts, primary schools nearby.
- 2) Local participation: presence of an active association with at least 2 – 3 years of experience; CTP is accepted by most residents in the community; adequate number of children of the pre-school age(0-6 years).
- 3) Geographical accessibility (accessible by road throughout the year).

- 4) Land acquisition and site location: availability of public land of 1,000m<sup>2</sup> or more without any problems (e.g. resettlement): not prone to flooding.

Based on the above criteria, the Study Team compared the possible sites. The results of the comparison are summarized in Table 3.1 below.

**Table 3.1 Comparison of Proposed Sites for the Pilot Project**

• Urban area in Kaolack

	Criteria for Selection	Bongse-Kaolack	Kasnack	Bongre	Pascelles Assanies	Touba Kaolack	Thiofak
1	Infrastructure	3	3	3	3	3	3
2	Local Group Activities	2	2	2	2	3	2
3	Geographical Accessibility	3	3	2	2	2	2
4	Site Location	1	3	1	1	3	1

• Rural area in Kaolack

	Criteria for Selection	Dariy Minam II	Sagna
1	Infrastructure	2	2
2	Local Group Activities	3	3
3	Geographical Accessibility	1	3
4	Site Location	3	3

• Urban area in Tambacounda

	Criteria for Selection	Liberte I	Liberte II	Medina Couva	Camp Navetane
1	Infrastructure	3	3	3	3
2	Local Group Activities	2	2	2	3
3	Geographical Accessibility	3	3	3	3
4	Site Location	1	1	3	3

• Rural area in Tambacounda

	Criteria for Selection	Diaglesine	Darou Ndiawene	Keur Daouda	Sinthiou Maleme
1	Infrastructure	2	2	2	2
2	Local Group Activities	3	3	3	3
3	Geographical Accessibility	1	1	1	3
4	Site Location	3	3	3	3

Note: Evaluation: Good (3), Moderate (2), Poor (1)

Infrastructure: Water supply, Primary school, Electrification, and Sanitary facilities

Site Location was evaluated from the quality of the size/shape of the land and its property (public or private).

Source: JICA Study Team

#### (4) Proposed Sites

Through the above analysis, the sites in Table 3.2 below were proposed sites for the CTP.

**Table 3.2 Selected Sites for the Pilot Project**

	<b>Region</b>	<b>Urban / Rural</b>	<b>Distance from the nearest town</b>
Touba Kaolack (commune)	Kaolack	Urban area	Within Kaolack-city
Sagna (village)	Kaolack	Rural area	18 km from Kaffrine
Camp Navetane (commune)	Tambacounda	Urban area	Within Tambacounda-city
Sinthiou Malem (village)	Tambacounda	Rural area	25 km from Tambacounda-city

Source: JICA Study Team

Profile of the proposed sites is briefly described below.

1. Touba Kaolack is a district located in the urban area of the Kaolack Region. It has a population of around 5,000 and belongs to the middle-income group. The major economic activity is agriculture. Women are engaged in small trade and dyeing. The average monthly household income is estimated to be 80,000 FCFA.<sup>1</sup>
2. Sagna is a village located in the rural area of the Kaolack Region. It has a population of 675. Its main economic activities are agriculture (millet, groundnut, sorghum, maize, beans, and watermelon) and cattle breeding (sheep and goats). The average monthly household income is estimated to be as low as 36,000 FCFA.
3. Camp Navetane is a district located in the urban area of the Tambacounda Region. It has population of about 9,500 persons from diverse ethnic groups. The main economic activities are handicraft, fruit and trade. Many women are engaged in agricultural and handicraft activities. The average monthly household income is estimated to be 70,000 FCFA.
4. Sinthiou Maleme is a rural district of the Tambacounda Region. It has a population of around 3,000. Its main economic activities are agriculture, trade, and livestock breeding. Like Camp Navetane, the district had considerable ethnic diversity. The average monthly household income is estimated to be 70,000 FCFA

Excluding a number of relatively well-off groups in each of the above-mentioned sites, the income level within the districts and villages are more or less the same. The income differential among households is smaller in the rural sites (Sagna and Sinthiou Maleme) than in the urban sites (Touba Kaolack and Camp Navetane).

<sup>1</sup> The explanations on these sites are based on the results of the social survey undertaken by the JICA Study Team.

### **Box 3.1 Further Points for the Site Selection**

In selecting project sites, the JICA Study team took into account the following aspects;

- ① Touba Kaolack
  - The leader of the existing women's group and other women in the village showed great interest in the project.
  - There was a strong support from the NGO that had been operating a public kindergarten.
  - The principal of the nearby primary school and nurses from the clinic collaborated well on the project actively and well.
- ② Sagna
  - Through the operation of the water supply facilities built by an earlier JICA collaboration, the community had already accumulated the know-how to systemize the operation.
  - The whole village, including the chief of the village, had strong trust in Japan.
  - There was an active support from the principal of the nearby primary school.
- ③ Camp Navetane
  - The leader of the local women's group zealously supported the project and the activities of her group were energetic.
  - The association for the disabled was very cooperative to the project.
  - The Governor collaborated very actively.
- ④ Sinthiou Maleme
  - The ethnic composition is more diverse than that at the other sites.
  - The gender ratio and ethnic composition were both considered in granting admission.
  - The principal from the nearby primary school and the nurses from the clinic collaborated actively.

### **3.3.3 Participatory Workshop and Sensitization**

Dialogs with the people through workshops and sensitization activities were the most important activities for the successful operation of the CTP with full community participation.

Participatory workshops were conducted two times for each site in this study. The workshop objectives were as follows:

- 1) Explanation of the functions of the CTP;
- 2) Explanation of the fees for the CTP and confirmation of their understanding of the fees; and
- 3) Discussions about the CTP and confirmation of the results

The objectives at this stage were to clarify the role of the CTP for the people, to arrange cost sharing with the government, to discuss the possible project site, and to obtain agreement from the people.

The workshops were recorded on videotape with plans to use the recordings as a teaching material in the future.



**Box 3.2 Future of the Children is as Important as Water**

From the beginning of the Project, the sustainable operation of a CTP based on community participation and the establishment of a system for collecting CTP operational costs from the population was not expected to be easy. The JICA Study Team tried to make the population comprehend by presenting the example of the water supply system during the sensitization on the basic management.

In Senegal, the rural water supply facilities are operated by water management committees made up of members chosen from among the communities. Each committee collects the fee from people in the community and uses it for management and operation. If the people understand the importance of the CTPs (as they do for the water), the collected fees was expected to be sufficient to fund the effective operation of the CTPs.

The fact that the CTPs have continued operating until now proves that our efforts to sensitize the community using the example of water were quite useful to motivate the population.

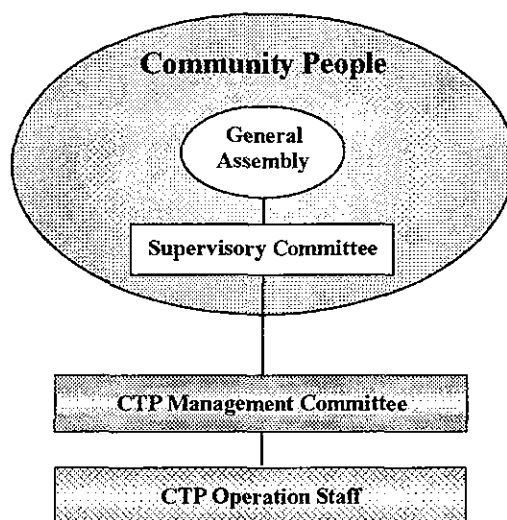
**3.3.4 Implementing Organization**

**(1) Implementing Organization**

Appropriate organization of managing the CTPs were required for their sustainable development. In principles, the operational costs for CTPs are to be borne by the local people. A close cooperation between the CTP and the local community will be an important factor for sustainable management.

The JICA Study Team proposed to set up community-based organizations for operating the CTP as shown in figure3.3.

**Figure 3.3 Organizational Structure for CTP**



1) General Assembly

All the members of the association convene in the General Assembly to promote and expand the CTP. The General Assembly deliberates on CTP activities and approves the financial report of the previous year and the budget.

2) Supervisory Committees (S/C)

A Supervisory Committee of representatives from related villages/districts was established. The main function of the Supervisory Committee is to check overall management of the CTP and provide necessary coordination for its successful implementation of CTP.

3) Management Committees (M/C)

The Management Committee, a committee of members selected from among the local population, handles the management organization for CTP operation. The functions of the committee are to manage operations, control the finances, and report the management situation to the local people and General Assembly through the Supervisory Committee. The regulations of the Management Committee were prepared in due consideration of the Committee's important role in the operation of the CTP.

The following aspects were considered in selecting the committee members and participants in order to balance the partition of the members.

- Gender
- Ethnic groups
- Age

4) CTP Operation Staff

The CTP operation staff includes instructors, assistant mothers and grandmothers. They are recruited among the local people.

**(2) Training for the Management Committee**

An Operational Manual of the Management Committee was prepared to introduce organized administration to the committee members. This was used when the counterpart gave an introductory course to committee members.

Teaching materials were prepared to help Management Committee members and for the counterpart staff. In addition, a video was prepared to help the M/C members learn.

**3.3.5 Fee Structure**

The basic principles for the funding and operation of the CTPs are summarized below.

- Funding for the construction of the CTPs, including minimum facilities and equipment, is provided by the Government.
- Operation costs are to be borne by the local participants.

Based on the above principles, the appropriate fees to be collected from parents were estimated based on factors such as the CTP running costs (electricity, water, stationery, personnel salaries, etc.) and the capacity of the local people to pay.

In Sagna, it was proposed that a part of the tuition fees be paid in kind with 50kg of millet per year. This type of payment method was considered appropriate for the sustainability of the CTP operation.

The fee structure proposed for each CTP site is summarized in Table 3.3.

**Table 3.3 Fee Structure for CTP**

(FCFA)

	Touba Kaolack	Sagna	Camp Navetane	Shintiou Maleme
<b>Entrance fee per year: In Cash</b>				
0-2 years old	500	-	-	-
(20 children)	10,000	-	-	-
3-6 years old	2,500	500	1,000	500
(60 children)	150,000	30,000	60,000	30,000
<b>Total Entrance Fee/year</b>	<b>160,000</b>	<b>30,000</b>	<b>60,000</b>	<b>30,000</b>
<b>Tuition fee per child /month: In Cash</b>				
0-2 years old	500	-	-	-
(20 children)	10,000	-	-	-
3-6 years old	1,000	500	2,000	1,000
(60 children)	60,000	30,000	120,000	60,000
In Kind :	-	Millet 50kg/year equivalent to 750,000 FCFA 62,500/month	-	-
<b>Total Tuition/month</b>	<b>70,000</b>	<b>92,500</b>	<b>120,000</b>	<b>60,000</b>
<b>Total Tuition/year</b>	<b>700,000</b>	<b>925,000</b>	<b>1,200,000</b>	<b>600,000</b>
<b>Total Income/year</b>	<b>860,000</b>	<b>955,000</b>	<b>1,260,000</b>	<b>630,000</b>

Source: JICA Study Team

### 3.3.6 Staff Recruitment

Two instructors and two assistant mothers were recruited for each CTP as well as grandmothers/grandfathers. The local CTP staff were recruited, in principle, at the district level or village level, depending on the location of the CTP. The main objectives were to involve the local people in the operation and management of the facility and contribute to local employment. The recruitment of women as instructors was promoted. Other candidate instructors included people with experience in the fields of health, nutrition, and early childhood care. Disabled people were also included as candidates.

### 3.3.7 Curriculum / Teaching Materials and Training

#### (1) Basic Principles

Children are expected to acquire the foundations of emotional and physical development in the preschools. The following five aspects were considered in preparing the CTP curriculum:

- Physical exercise and good behavior
- Cooperation with friends
- Natural environment
- Interest in quantity & shape
- Listening and speaking
- Writing, drawing and singing

#### (2) Technical Manuals

The following three technical manuals were prepared for the training of instructors and assistant mothers.

- Guideline of Living Discipline
- Community Approach
- Disabled Personnel

#### (3) Training of Instructors and Assistant Mothers

Training programs were prepared in consideration of the trainees' capabilities and the approximately two-month duration of the training. The basic components of the training program are shown in Table 3.4.:

**Table 3.4 Components of the Training Program**

	<b>Hours</b>
CTP operation policy, Regulation, Records and Evaluation	70
Exercise, Play	21
Education	16
Healthcare	21
Nutrition	13
Children's Rights	10
Site Visit (Primary School)	65
Site Visit (Others)	10
Others	14
<b>Total</b>	<b>240</b>

Source: JICA Study Team

### **Box 3.3 Effective Training by Living Together**

Three different types of training, namely, initial training, supplemental training and exchange meeting, were provided in the pilot project. The initial training and supplemental training were held in Tambacounda. The former was conducted from 19 August to 11 October, 2002 and the latter was from 23 June to 11 July 2003. Exchange meeting was held in CTP Touba Kaolack from 4 to 5 December.

During the initial training the participants lived together. Various inquietudes and problems arose as a result.

Once these difficulties were overcome, however, the participants became like a family, bonded in a relationship conducive to working together and helping each other.

While we call it "training," there is a big difference between day training (participants return home at the end of every day) and live-in training (participants live together). In the latter, participants can discuss what they have learnt and enhance their comprehension not just during training hours, but off-hours as well. To plan training, the latter type can be a basis since side effects raised from the participants can be fully expected.

### **3.3.8 Design of CTP Buildings**

Two buildings were designed: a hexagonal building (Building A) for classrooms and the teacher's room, and a rectangular building (Building B).

- To accommodate a multipurpose room and kitchen (building B) in addition to the classroom (building A)
- To separate the toilet from the classroom
- To have a roofed terrace between the two buildings
- To prepare a ramp to accommodate disabled children

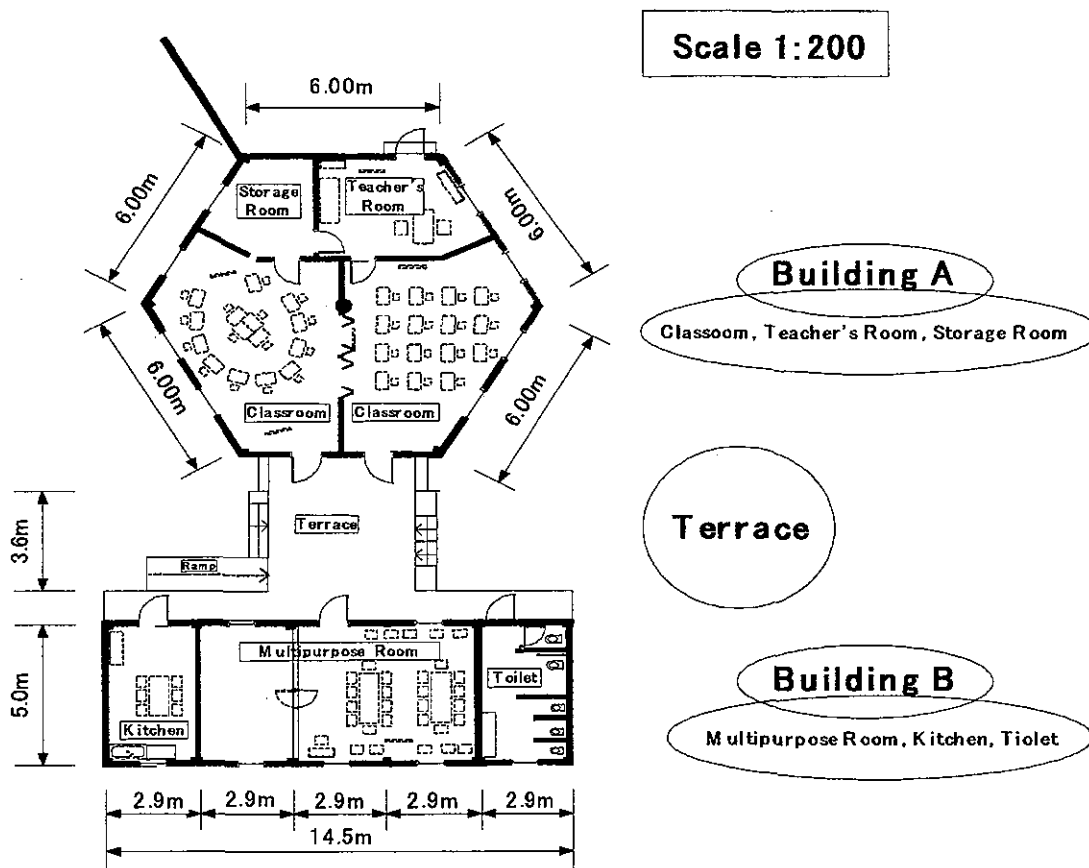
The CTPs established prior to the JICA CTPs<sup>2</sup> did not share these features. A health room was included in design of Sagna CTP since no health post was operating nearby the site. In addition, the contract was awarded to local contractors with a view to enabling better maintenance of the buildings and fixtures.

Figure 3.4 shows a floor plan of a typical CTP.

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<sup>2</sup> Some NACTP staff refer to the CTPs established prior to the JICA Pilot Project as "First generation CTPs."

**Figure 3.4 Location and Floor Plan of CTP**



**Box 3.4 Consideration for the Disabled : Design of the CTP**

The leader of the association for the disabled in Tambacounda, Mr. Sane listened to the presentation of the JICA Study Team seriously. After the presentation he came up to the JICA Study Team and asked "Can we, the disabled, work for the project?" The counterpart person answered, "The related ministries did not consider the disabled in their plan, but we would like to take the disabled into account." Following this comment, the Study Team started to work for the project in collaboration with the association for the disabled.

Although the design of the CTP was already underway, the Study Team decided to modify the design to make it barrier-free in response to the request of the disabled.

The Study Team also concluded that the instructors and assistant mothers of the CTP needed to have minimum knowledge to work with the disabled. The Study Team thus formulated a manual for working with the disabled and held training, to which Mr. Sane was invited.

These types of efforts to integrate the disabled are not yet applied to the CTPs other than JICA's. In the future, however, this JICA model is expected to be applied.

**3.3.9 Micro-projects and the Cine-bus**

After selection of the project sites, Micro-project for income generation was implemented at each site with the assistance of the JICA Study Team and counterpart staff.

### (1) Micro-projects

The main objectives of implementing the Micro-project are summarized below:

- To make the CTP more attractive and accessible for the local population, particularly for income generation;
- To enhance income-generating opportunities for the local participants and increase the financial viability of the CTP; and
- To provide opportunities for practical education for the children

The JICA Study Team conducted preliminary studies on the activities to be carried out in the Micro-project. The following three activities were proposed as possible projects based on budget and space limitations of the CTP.

**Table 3.5 Proposed Activities for the Micro-projects**

	First	Second
Touba Kaolack	Dyeing	Dress making
Sagna	Milling	-
Camp Navetane	Dyeing	Dress making
Shinthiou Maleme	Dyeing	Dress making

Source: JICA Study Team

#### **Box 3.5 Effects of the Micro-projects**

Micro-projects at each site were implemented in order to support the operation costs of the CTP. The flour mill was granted to Sagna and it has been well operated from the very beginning. The benefits from the project contribute greatly to the operation of the CTP. The success of the micro-project in Sagna can be credited to the determination of the people operating the project to learn from earlier failure.

On the other hand, the other three sites chose dyeing and sewing as the subjects for their Micro-projects. Although the Study Team granted the materials and equipments for dyeing and sewing, the team was not able to establish a business model. However, the women participating in the Micro-project recognized that arithmetic was indispensable to their business. The women started to organize literacy classes using the CTP classroom after the children went home. This was an unexpected positive effect of the project.

Besides the mother's class, the fact that women started to use the CTP as a place for gathering shows a good start-up for the community development.

### (2) Cine-bus Operation

The main objectives of introducing Cine-bus were as follows:

- To deepen the awareness of the local people on the objectives of CTP operation and its programs;
- To give basic information to local people on topics such as pre-school education, health, sanitation, nutrition and children's rights; and
- To promote rural participation in CTP.

Cine-bus, a land-cruiser with cinema screening equipment procured by JICA, visited each CTP site for the screening tour.

The following video programs were presented.

- Activities in Japanese CTP (produced by JICA Study Team)
- Health, sanitation and nutrition education (produced by NGO, UNICEF, etc.)
- Environment surrounding children's rights (produced by NGO, UNICEF, etc.)
- Introduction to Japanese culture

#### **Box 3.6 The Day of Cine-bus Operation**

The Study Team operated the cine-bus while monitoring the Pilot Project. The response was enthusiastic, especially in Sagna. The population from a village neighbouring Sagna also came to see the movies, lacking other diversions to amuse them in the evenings. The location of Sagna along the main street was also favourable, as truck drivers could easily park their vehicles and join the movie. Note, however, that the cine-bus activity entailed more than just cinema showings. The study team made considerable efforts to respond the expectations of the population. At the beginning of the project, for example, videos for sensitization were mostly recorded in French. Since there are not many people who understand French in the rural area, the team made the effort to find videos recorded in the local language. In order to collect as many people as possible, the team showed a popular Senegalese comedy before showing the videos for sensitization.

Many families in the towns have TV sets. When good programs were being aired on TV, the population did not come out to see the movie. Factors such as this must be considered when scheduling a cine-bus show. While we refer to it narrowly as "cine-bus operation," the service itself should flexibly respond to the conditions and needs of each site.

### **3.4 CTP Operation and Monitoring**

#### **3.4.1 Objectives of the Monitoring**

CTPs operation was commenced in November 2002. Monitoring surveys started with the following objectives.

- To check the operation of the CTPs and clarify the problems, including the organizational structure to provide support for achieving more sustainable CTP operation;
- To assess the impact of the CTP on children and their families, as well as the local people; and
- To prepare a more practical plan in the final report by incorporating the improvement measures and lesson learned from monitoring.



**Box 3.7 Activities of the Women's Group to Support the CTP Operation**

Although the operation of the CTPs is still ongoing, some of the CTPs, especially in the rural areas, are under financial strain. It is surprising, however, that the CTPs in Senegal have managed to function without government support while the kindergartens and nursery schools in a country such as Japan so heavily depend on government funding. Among the four project sites, Sinthiou Maleme was the first to start an activity to generate revenue for the CTP. The accountant of the management committee organized a women's wrestling competition and collected entrance fees. (This accountant was an avid wrestler herself and won the competition.) These kinds of activities were reported at the exchange meeting, a gathering of all of the instructors and assistant mothers held twice a year to share the experiences learnt their sites and reflect them in other sites.

**3.4.2 Results of CTP Operation and Monitoring**

**(1) First year**

1) Operational Results

During the period from November 2002 to January 2003, four CTPs commenced their first year of operation as shown in Table 3.5.

**Table 3.6 CTP Operation for the First Year**

Site	Start operation	Close of First Year
Touba Kaolack	Nov / 4 / 2002	End of July 2003
Sagna	Nov / 27 / 2002	End of July 2003
Camp Navetane	Jan / 27 / 2003	End of July 2003
Sinthiou Maleme	Jan / 13 / 2003	End of July 2003

Source: JICA Study Team

The major findings of the monitoring surveys in the first year are summarized below.

a) Curriculum contents

The duration of the initial training (three months) was too brief to allow the instructors and assistant mothers to learn a sufficient variety of songs, games, and other contents. The instructors and assistant mothers felt the contents to be insufficient as the classes progressed.

b) Other supports

In some CTP, current and/or retired teachers from primary schools offered to voluntarily transfer their knowledge on the preparation of guide plans. Koran teachers (Arabic language teachers) were also invited to some of the CTPs to teach the Arabic Language to children. Some grandmothers pitched in by telling fairy tales.

c) Attendance record

Some of the CTPs did not take records of registered attendance in the beginning stages. The registration procedures were instructed at the supplemental training course and now all the sites keep registration records.

d) Rain holidays

The holidays were fixed during the rainy season from August to September. However, information on the rain holidays was not adequately explained to the parents. Some of the parents were confused as a result and kept their children at home in July.

e) Maintenance of facilities

The maintenance of the CTP facilities has been very well handled, in general, in accordance with the prepared maintenance manual. All the CTPs are maintained with sufficient cleaning service, including sufficient cleaning of the toilets. Most of the equipment and toys are well kept well, though improper use has led to some problems.

2) Micro-projects

The flourmill at Sagna has been well operated and has provided funds for the CTP. Dyeing and dress making activities have not been successfully implemented due to the complicated process involved and limited marketing knowledge.

3) Cine-bus operation

The Cine-bus shows have been popular at each site among all generations, from children to the elderly. The Cine-bus provides useful information on the improvement of the environment for early childhood, including aspects such as health, nutrition, and human rights. The community people understand the activities of the CTPs well and seem to take an interest in them.

4) Financial situation of CTPs in the first year

During the first 9 months of operation, the Management Committee tried to manage the financial sustainability of CTP operation. Micro-projects were started as another source of financial support for the CTPs.

a) Summary of revenue and expenses

The financial situation of CTPs for the first year operation is summarized in Table 3.7.

**Table 3.7 Financial Situation of CTPs for the First Year(2002-2003)**

(FCFA)

		Touba Kaolack	Sagna	Camp Navetane	Sinthiou Maleme
(Operation period*)		(9month)	(9month)	(8month)	(9month)
<b>Income</b>					
	Registration Fee**	(1) 315,000	223,410	460,000	45,000
	Monthly Fee	(2) 688,500	108,250	886,000	467,100
	Others	(3) 58,290	262,975	266,270	389,215
	Total of monthly income ((2)+(3))	(4) 746,790	371,225	1,152,270	856,315
	Average of (4)	(5) 82,977	41,247	144,034	95,146
	Total income ((1)+(2)+(3))	(6) 949,565	594,635	1,612,270	901,315
	Average of (6)	105,507	66,071	201,534	100,146
<b>Expense</b>					
	Salary for CTP staff	690,000	537,000	1,102,500	605,000
	Instructors /Assistant mothers	(480,000)	(392,000)	(820,000)	(435,000)
	Janitor/Cleaner/etc	(210,000)	(145,000)	(282,500)	(170,000)
	Charge	391,450	76,225	559,567	279,757
	Electricity	(27,601)	(0)	(71,600)	(104,162)
	Water	(240,059)	(25,625)	(89,125)	(2,500)
	Maintenance	(20,100)	(14,550)	(277,312)	(33,800)
	Others	(103,690)	(36,050)	(121,530)	(139,295)
	Total expense	(7) 1,081,450	613,225	1,662,067	884,757
	Average of (7)	(8) 120,161	68,136	207,758	98,306
	Balance (6)-(7)	-131,885	-18,590	-49,797	16,558

Source: JICA Study Team

Note: \*CTP Touba Kaolack started from December

\*\* Sagna: total of cash and millet sales (182,910)

b) Coverage ratio of annual income to annual expense

The Table 3.8 shows the coverage ratios of actual annual income, including registration fees, monthly fees, and contributions from Micro-project and other revenue sources to the total annual expenses. The coverage ratios of actual income were around 90% in Touba Kaolack, Sagna, and Camp Navetane for the first year. The annual income in Sinthiou Maleme could cover all of the expenses.

**Table 3.8 Coverage Ratio of Total Income to Annual Expense**

(FCFA)

	Touba Kaolack	Sagna	Camp Navetane	Sinthiou Maleme
Annual income	949,565	594,635	1,612,270	901,315
Annual expense	1,081,450	613,225	1,662,067	884,757
Coverage ratio	87.8%	97.0%	97.0%	101.9%

Source: JICA Study Team

c) Collection rates

The Table 3.9 shows the collection rates of registration and monthly fees.

The collection rates of monthly fees were lower in the rural areas (58.8% in Sagna and 67.4% in Sinthiou Maleme), than in the urban areas (86.8% in Touba Kaolack and 71.5% in Camp Navetane).

**Table 3.9 Collection Rates of Registration Fee and Monthly Fee**

	Touba Kaolack	Sagna	Camp Navetane	Sinthiou Maleme
<b>Expected full income (1st Year)</b>				
No. of children	90	54	106	95
Unit Rate of Registration Fees	3,500	1,000	5,000	500
Total of Registration Fees*	315,000	236,910	530,000	47,500
Accumulated No. of Children	529	368	620	462
Unit Rate of Monthly Fees	1,500	500	2,000	1,500
Total of Monthly Fees	793,500	184,000	1,240,000	693,000
Total of expected income from fees	1,108,500	420,910	1,770,000	740,500
<b>Actual income</b>				
Registration Fees**	202,775	223,410	460,000	45,000
Monthly Fees	688,500	108,250	886,000	467,100
Total income from fees	1,003,500	331,660	1,346,000	512,100
Collection rate of registration fee	64.4%	94.3%	86.8%	94.7%
Collection rate of monthly fee	86.8%	58.8%	71.5%	67.4%
Overall collection rate	80.4%	78.8%	76.0%	69.2%

\*Sagna: plus income from millet sales \*\*Sagna: total of cash and millet sales (182,910)

Source: JICA Study Team

**(2) Second Year**

The second year of operation of the CTPs started from October 2003. The results of the monitoring survey are summarized below.

1) Enrolment of children

Table 3.10 below shows the number of registered children in each CTP for the second year.

**Table 3.10 Number of Registered Children for the Second Year (October.2003)**

Register of Enrolment	Touba Kaolack		Sagna		Camp Navetane		Sinthiou Maleme	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Small section (2-3 years)	16	20	5	6	22	19	8	20
Middle section (4years)	6	12	11	11	27	22	11	20
Large section (5-6 years)	6	6	8	6	18	24	6	9
Handicapped (8 years)	1	0	0	0	0	0	0	0
Total boys and girls	29	38	24	23	67	65	25	49
Total	67		47		132		74	

Source: JICA Study Team

2) Fee structure for enrolment

The Table 3.11 below shows a comparison of registration fees and monthly fees between the first and second years. Each site learned from the results of the first year and worked out fixed fees and how to collect them.

**Table 3.11 Registration Fee and Monthly Fee**

Site	Registration fee (1 <sup>st</sup> year)	Registration fee (2 <sup>nd</sup> year)	Monthly fee (1 <sup>st</sup> year)	New Monthly fee (2 <sup>nd</sup> year)
Touba Kaolack	3,500FCFA	6,500FCFA	1,500FCFA	2,100FCFA
Sagna	1,000FCFA 50kg Millet	2,500FCFA	750FCFA	750FCFA
Camp Navetane	5,000FCFA	5,000FCFA	2,000FCFA	2,000FCFA
Sinthiou Maleme	500FCFA	1,000FCFA	1,500FCFA	1,500FCFA

Source: JICA Study Team

3) Teaching staff and CTP operation

The performance of the instructors and assistant mothers improved after one year of operation. They had confidence in answering the parents and contacting the children. Each site accepted 2-year-old children for the second year as well as the first. The parents indicated that this had reduced their workloads considerably, given that children between the ages of 2 and 3 generally require many hours of caretaking and attention. Some of the CTPs were over-enrolled in the second year. To cope with this situation, the Management Committee requested the cooperation of local volunteers called grandmothers (elderly women). Some women who participated in the Micro-projects helped the children as well.

4) Maintenance of CTP facilities

The results of the monitoring surveys on the maintenance of CTP facilities are summarized as follows.

- The toilets have been kept clean. All those who use the toilets have been instructed to continue cleaning them, as before.
- The instructors, assistant mothers, and all of the other participants in the CTP have read and understand the maintenance manual prepared by the Project.
- Thanks to the training on the usage of first aid box organized at the supplemental training course, the first aid box has been well managed. (An assistant mother who used to be a nurse gave the course).

5) Micro-project

The flourmill at Sagna functions well and generates cash for CTP operation. The total contribution for the CTP between November 2003 and April 2004 stood at 298,000FCFA. The sustainability of the Micro-project depends on assuring a fund for changing parts of the mill.

The dressmaking and dyeing Micro-projects have had some difficulties. However, dyeing activities are implemented intermittently at the CTPs where funds for the materials are available.

6) Summary of revenue and expenses.

Table 3.12 below summarizes the financial situation of the four CTPs from October 2003 to April 2004.

**Table 3.12 Financial Situation of the CTPs for the Second Year (Oct 2003-April 2004)**

Operation period		Touba Kaolack 7month	Sanga 7month	Camp Navetane 7month	Sinthiou Maleme 7month
<b>Income</b>					
Registration Fee	(1)	467,000	38,000	685,000	74,000
Monthly Fee	(2)	693,000	36,000	1,618,000	337,500
Others	(3)	680,750	256,000	0	218,000
Total of monthly income (2)+(3))	(4)	1,373,750	292,000	1,618,000	555,500
Average of (4)	(5)	196,250	41,714	231,143	79,357
Total Income ((1)+(2)+(3))	(6)	1,840,750	330,000	2,303,000	629,500
Average of (6)		262,964	47,143	329,000	89,929
<b>Expense</b>					
Salary for CTP staff		690,000	350,000	1,155,000	247,500
Instructors /Assistant mothers		(650,000)	(330,000)	(840,000)	(225,000)
Janitor/Cleaner/etc		(40,000)	(20,000)	(315,000)	(22,500)
Charge		588,988	6,450	322,858	197,125
Electricity		(6,420)	(0)	(38,060)	(42,920)
Water		(65,263)	(0)	(64,923)	(250)
Maintenance		(15,325)	(0)	(56,700)	(9,400)
Others		(501,980)	(6,450)	(163,175)	(144,555)
Total expense	(7)	1,278,988	356,450	1,477,858	444,625
Average of operation period	(8)	182,713	50,921	211,123	63,518
Expense per child per year		2,762	1,169	1,561	1,061
<b>Balance ((6)-(7))</b>		<b>561,762</b>	<b>▲ 26,450</b>	<b>825,142</b>	<b>184,875</b>

Source: JICA Study Team

a) Coverage ratio of total income to total expense

With Sagna excluded, the three sites all have coverage ratios of 100%, as summarized in Table 3.13. These coverage ratios suggest that the CTPs in Touba Kaolack, Camp Navetane, and Sinthiou Maleme are financially

sustainable. Note, however, that this data covers only the first seven months of the second year, while registration fee to be utilized throughout the year is collected only at the beginning of the year.

**Table 3.13 Coverage Ratio of Total Income to Total Expense**

(FCFA)

(Oct.2003-Apr.2004)	Touba Kaolack	Sagna	Camp Navetane	Sinthiou Maleme
Total Income	1,840,750	330,000	2,303,000	629,500
Total Expense	1,278,988	356,450	1,477,858	444,625
Coverage Ratio	143.9%	92.6%	155.8%	141.6%

Source: JICA Study Team

b) Collection Rate of Registration and Monthly Fees

The Table 3.14 shows the collection rate of registration and monthly fees.

With Sagna excluded, the collection rate of the registration fee is high. The collection rate of the monthly fee is low, in Sagna and Sinthiou Maleme.

**Table 3.14 Collection Rate of Registration Fee and Monthly Fee**

(FCFA)

(Oct.2003-Apr.2004)	Touba Kaolack	Sagna	Camp Navetane	Sinthiou Maleme
Collection rate of registration fee	107.2%	32.3%	98.6%	100.0%
Collection rate of monthly fee	71.3%	15.7%	85.4%	53.7%
Overall collection rate	82.4%	21.4%	89.0%	58.6%

Source: JICA Study Team

7) Cine-bus operation

Table 3.15 below shows the scheduled program for the Cine-bus Operation.

**Table 3.15 Cine-bus Operation for the Second Year**

	Theme	Number of participants			
		Touba Kaolack	Sagna	Camp Navetane	Sinthiou Maleme
Oct. 2003	Children's rights	200-350	300-350	200-250	250-300
Nov.2003	Health	300-350	300-350	200-250	300-350
Dec.2003	Vaccination	300-350	300-350	200-250	250-300
Jan.2004	Cancelled by bad weather				
Feb.2004	Diarrhea, etc	200-250	300-350	200-250	300-350

Source: JICA Study Team

### 3.4.3 Results of the Impact Surveys

#### (1) Objectives

The main objectives of the Impact Survey conducted in January 2004 were as follows:

- To survey the attitudes and perceptions of participants of the CTPs, parents whose children did not go to the CTPs, members of the Management Committees, instructors, and assistant mothers and children in CTPs.
- To compare the results of the Impact Survey with those of the Baseline Survey and the Social Survey carried out before the implementation of the Pilot Project, and to analyze the changes of attitudes and perceptions.

#### (2) Methodology

The Impact Survey was conducted using questionnaires and structured interviews as instruments to measure the impact. In consideration of the literacy of the respondents, the structured interviews targeted the parents and Management Committee members, while the questionnaire survey targeted the instructors/assistant mothers and primary school teachers near the CTPs. Sample numbers of each target group are shown in the Table 3.16.

**Table 3.16 Sample Numbers of Target Groups for Impact Survey**

	Male	Female	Total
Parents of children attending the four CTPs	40	40	80
Non-participating parents per community	20	20	40
Instructors and assistant mothers	1	13	14
CTP Management Committee memmbers	N/A	N/A	16
Teachers from primary schools near the CTPs	N/A	N/A	9

Source: Jica dy Team

#### (3) Results and Analysis

The results and analysis of the Impact Survey are presented below. As shown in Table 3.16, the sample numbers of some target groups are too small to analyse only in percentage terms and may lead inaccurate interpretations in the absence of actual numbers. Therefore, the following analyses present results in numbers as well as percentages.

##### 1) Answers from parents of CTP children

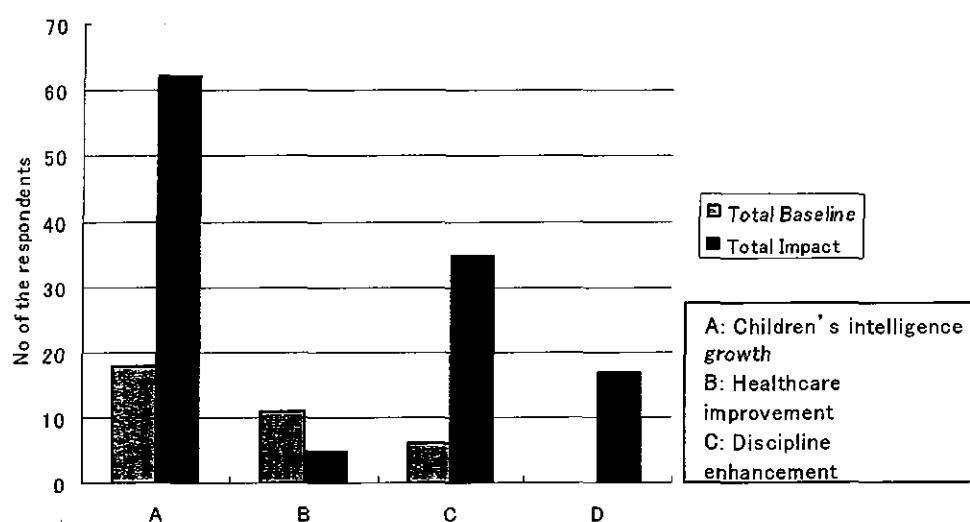
###### a) Impacts of the CTPs on children's development

The multiple-choice interview survey revealed that parents recognise "growth in the children's intelligence" (77.5%) and "enhancement of the children's discipline"(43.8%). On the other hand, "positive impacts on preparation for entering primary school"(21.3%) and "health improvement impact"(6.3%) are



not widely recognised. Other answers were: “Children become sociable”; “Children become hygienic”; “Mental growth”; “Children can spend time in a safe environment” (i.e. in the CTP).

**Figure 3.5 Impacts of the CTP on Children’s Development**



Source: JICA Study Team

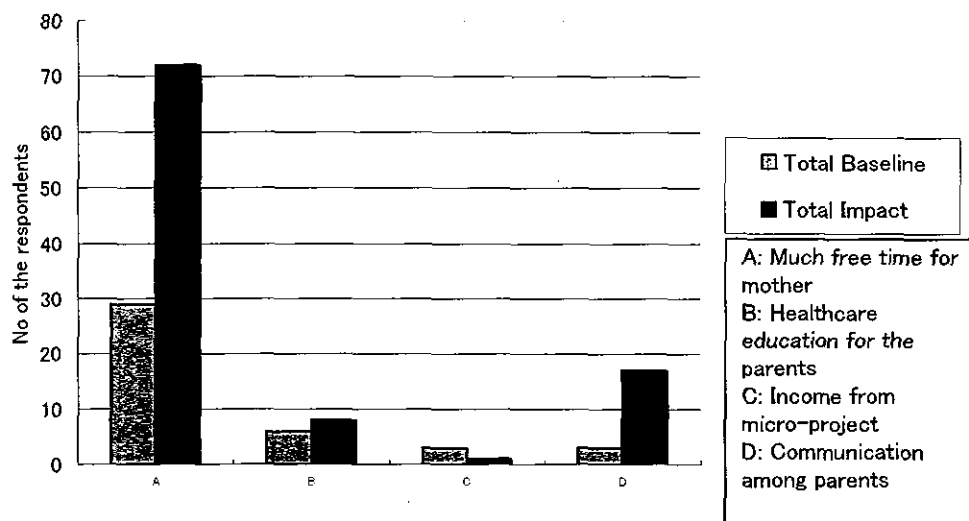
Compared with the Baseline Survey, the answers affirming the “growth in the children’s intelligence”, “enhancement of the children’s discipline” and “positive impacts on preparation for entering primary school” all increased.

On the other hand, the evaluations on health aspects decreased. Comments on “Others” were more diverse, indicating that the parents recognized various changes in their children, especially their growth.

**b) Impacts of the CTP on the parents**

According to the multiple choice survey, the impacts on the parents were: 1) “much free time for mothers”(90%), 2)“communication among parents”(21.3%), 3)“healthcare education for the parents”(10%), and 4)“income from Micro-project”(1.3%). Apart from these, mothers mentioned that their workloads reduced and that their children could spend time in a safe environment.

**Figure 3.6 Impacts of the CTP on the Parents**



Source: JICA Study Team

Both men and women stated that mothers have more free time compared to the baseline survey result. This shows that the CTP contributes to their community life by reducing women’s work.

At the same time, the increase in repondees indicating improved “Communication among parents” implies that the CTP served as a community center of sorts.

**c) Impacts of the CTP on the community**

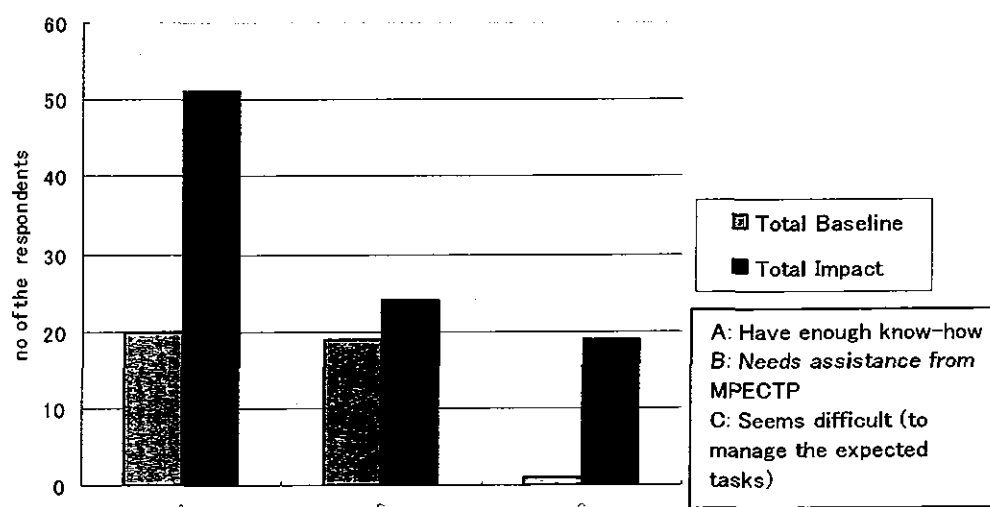
The impacts on the community were: 1)“strengthened community solidarity”(66.3%), 2)“enhanced awareness of preschool education”(52.5%), 3)“enhanced opportunity for income increase”(6.3%), and 4)“enhanced awareness of healthcare for children”(6.3%). Respondees also mentioned that the CTPs furnished an opportunities to deepen the relationship among local residents and among children, and further, that parents had a freer and more relaxed time once the CTPs were put into operation.

Since the Study ultimately seeks to improve the environment for children through ECD, and enhance sustainability through community participation, this survey result suggests that the foundation for our final goal was developed.

d) Performance of instructors/assistant mothers

The performance of the instructors and assistant mothers was evaluated as follows: 1)“they have enough know-how”(63.8%), 2)“they need assistance from MPECTP”(52.5%), and 3)“seems difficult (to manage the expected tasks)”(23.8%). Although the majority of respondees appreciated their performance and understood the difficulty of the work, they were not yet fully satisfied. The Study Team suggests that the people of the community provide more support to the instructors and assistant mothers.

Figure 3.7 Performance of Instructors/Assistant Mothers



Source: JICA Study Team

The answer “have enough know-how” accrued far more points this time than it did in the Baseline Survey. The instructors/assistant mothers clearly received higher evaluation from the parents.

At Camp Navetane, the answer “seems difficult (to manage the expected tasks)” increased. The parents probably recognized the difficulties facing the instructors/assistant mothers because of the large number of children attending the CTP.

e) Performance of Management Committee

The performance of Management Committee was evaluated as follows: 1)“good management of CTP operation”(67.5%), 2)“assistance from MPECTP needed”(31.3%), and 3)“not satisfactory/improvement needed”(7.5%).

Satisfaction with the activities of the Management Committee increased in the Impact Survey. Most of the respondees were satisfied with the Management Committee. In Sagna, all of the respondees answered “Good management for CTP operation”. In general, the Management Committee and parents seemed to maintain a good relationship

2) Answers from parents of children not attending CTPs

In total, 97.5% of the respondents answered that they had intentions to send their children to a CTP. It thus appears that the nearby people found some concrete changes in the children attending the CTPs and thus acknowledged the usefulness of the system.

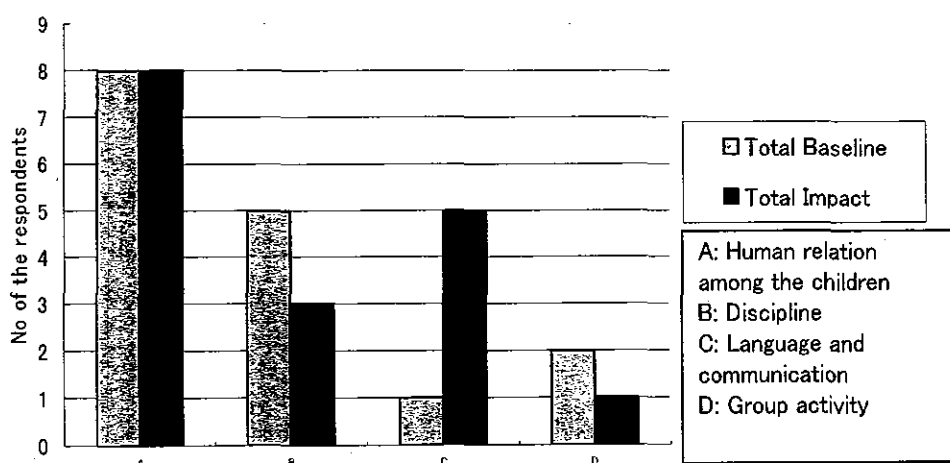
Their reasons for wanting to send their children to CTPs were as follows: 1)“for good education”(90%), 2)“for healthcare”(7.5%) and 3)“for freedom from childcare”(7.5%). Other answers were “improvement of hygienic habits” and “improvement of intelligence.”

3) Answers from instructors and assistant mothers

a) Most important teaching subject in CTP

In this survey, the instructors recognized the following teaching subjects in the CTPs as the most important: 1)“human relations among children”(57.1%), 2)“language and communication”(35.7%), 3)“discipline”(21.4%), and 4)“group activity”(7.1%).

Figure 3.8 Most Important Teaching Subject in CTP



Source: JICA Study Team

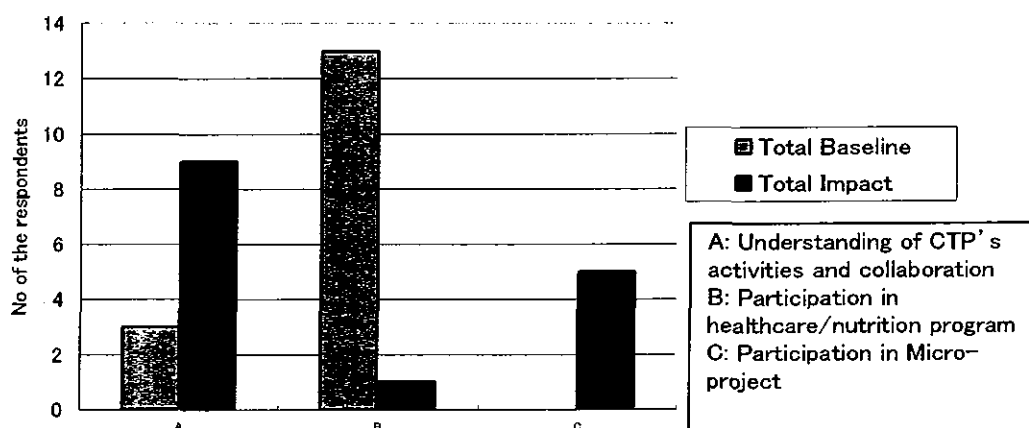
Compared with the Baseline Survey, there was a remarkable increase in the number of instructors/assistant mothers who recognized “language and communication” as the most important teaching subject.

The instructors/assistant mothers put an emphasis on human relations among the children, while the parents had high expectation for “Educational activity.”

b) Most important contributions from participants

The instructors/assistant mothers appreciate: 1)“understanding of CTP activities and collaboration”(64.3%), 2)“participation in Micro-project” (35.7%), and 3)“participation in healthcare/nutrition program”(7.1%).

**Figure 3.9 Most Important Contributions from Participants**



Source: JICA Study Team

Compared with the Baseline Survey, the answer “Participation in healthcare/ nutrition program” decreased significantly, while “Understanding of CTP activities and collaboration” dramatically increased.

The increase in “Participation in Micro-project” indicates that the respondees expected participation in the Micro-project to improve project performance.

c) Self-evaluation of instructors’/assistant mothers’ performance

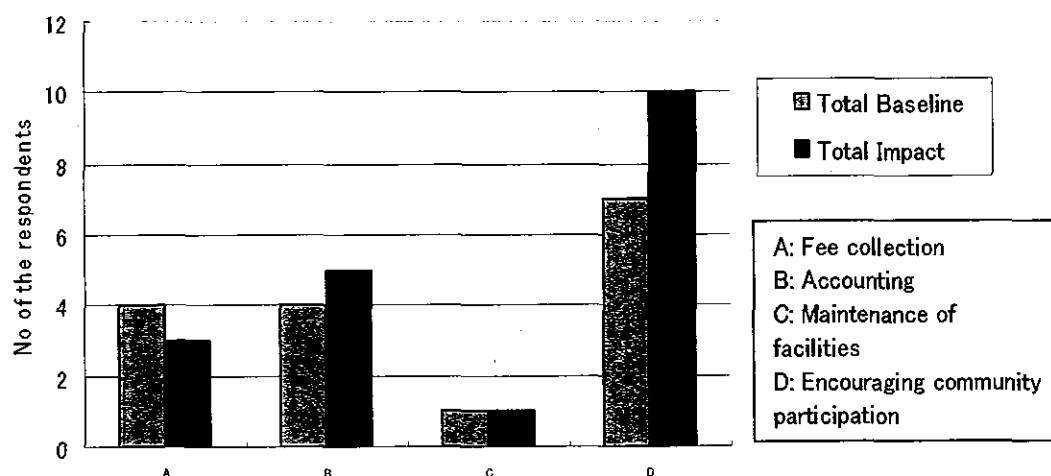
The instructors/assistant mothers evaluated themselves severely. A total of 78.6% recognized the need for improvement. Another 14.3% thought that their performance was “good” and 7.1% rated themselves as “very good”.

The instructors and assistant mothers appeared to recognize their limited capacity, but to be gaining confidence through the CTP operation.

- 4) Answers from the Management Committee  
a) Most important role of the CTP Management Committee

The Management Committee recognised the importance of their roles in: 1)“encouraging community participation”(62.5%), 2)“accounting”(31.3%), 3)“fee collection”(18.8%), and 4)“maintenance of facilities” (6.3%). They also indicated that they had the important role of encouraging the parents to send their children to the CTPs.

**Figure 3.10 Most Important Role of the CTP Management Committee**



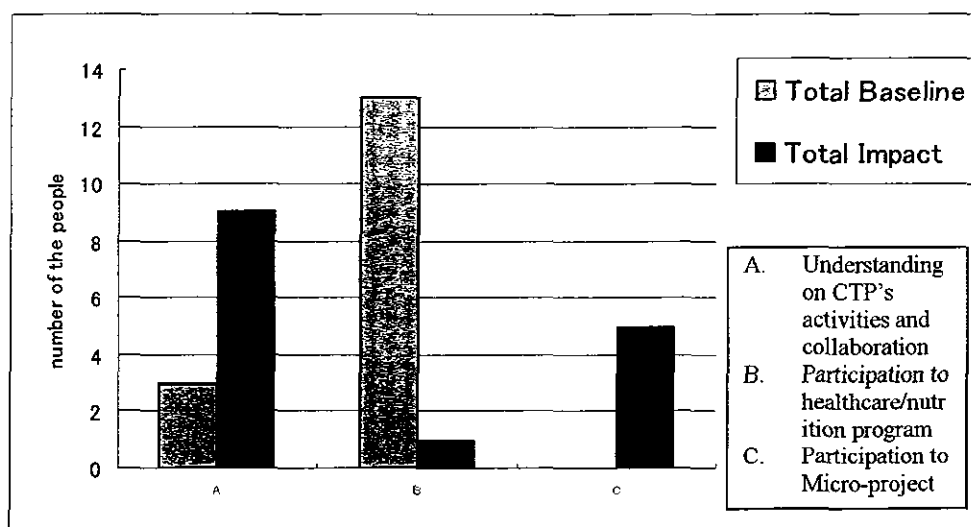
Source: JICA Study Team

Compared with the Baseline Surveys, the answer “Encouraging community participation” increased by 20%. This was probably because the Management Committee understood their function.

- b) Most important contributions from the participants

The important contributions from the participation were: 1)“understanding of CTP activities and collaboration”(64.3%), 2)“participation in the Micro-project”(35.7%) and 3)“participation in the healthcare/nutrition program” (7.1%). “Regular payment of fees” was a big concern even after starting CTP operation.

**Figure 3.11 Most Important Contribution from the Participants**



Source: JICA Study Team

c) Performance of instructors/assistant mothers

The Management Committee members evaluated the performance of the instructors/assistant mothers as good (87.5%) or fair (12.5%), with no negative responses. The Management Committee clearly appreciated the activities of the instructors /assistant mothers.

5) Answers from the teachers from the nearby primary school

a) Difference between the children pre-educated in the CTP and children without preschool education

This survey also measured the impact of the preschool CTP education on the children once they entered primary school. The majority of the teachers recognized a difference in the children with CTP pre-schooling. The community seemed to recognize the role of the CTP.

**Table 3.17 Impact of the CTP on Preschool Education**

	Touba Kaolack	Sagna	Camp Navetane	Sinthiou Maleme	Total	(%)
Yes	2	2	2	2	8	88.9
No	1				1	11.1
Do not know					0	0.0
Total	3	2	2	2	9	

b) Good aspects of the children with CTP pre-schooling

In a comparison of the children with and without CTP pre-schooling, the former received the following favorable assessments: 1) “know how to greet and greet often” (25%), 2) “express themselves well” (25%), 3) “are very well disciplined” (25%), 4) “understand the Wolof and French languages very well” (12.5%), and 5) “concentrate very well in class” (12.5%). Other good aspects included: “they adjusted to school life quickly” and “some of them show their leadership in class.”

**Table 3.18 Good Aspects of ex-CTP-children**

	Touba Kaolack	Sagna	Camp Navetane	Sinthiou Maleme	Total	(%)
A		1			1	12.5
B		2			2	25.0
C			1	1	2	25.0
D		1		1	2	25.0
E		1			1	12.5
Total	0	5	1	2	8	

### 3.5 Evaluation of the Pilot Project

The Pilot Project was evaluated by assessing the effects of the CTPs, operated during the two terms. Both direct and indirect effects were evaluated as presented below. The overall evaluation of the Pilot Project was based on these effects.

#### (1) Direct Effects

The direct effects were classified into effects on children and ECD, effects on mothers/families, and effects on the community.

##### 1) Effects on children and ECD

- a) Effects of early childhood education in enhancing discipline, intelligence, etc. (as recognized by parents and people in the community).
- b) Improvement of the healthcare and nutrition (health environment) of the children (as reflected by the improved vaccination rates and increased knowledge on nutrition and healthcare).
- c) Enhanced awareness of children’s rights (as indicated by increased birth certificate registration).



- 2) Effects on mothers/families
  - a) Reduced childcare labor for mothers (as reflected by the parents' favorable comments, e.g., "allows much more free time for mothers") contributing to family life by allowing further diversification and providing additional opportunities for income.
  - b) Increased knowledge of healthcare and nutrition, contributing not only to the lives of children, but of whole families.
  - c) Strengthened family ties through the intensive participation of local people in CTP activities.
- 3) Effects on community
  - a) Integration of community people through the operation of the CTP based on community participation.
  - b) Community empowerment attained through:
    - Training of instructors/assistant mothers who are now responsible for the daily operation of the CTPs
    - Management Committees drawn from the local community manage and control the overall operation of the CTPs

## **(2) Indirect Effects**

- 1) Enhanced community participation and ownership

The local community participated intensively from the stages of planning and design. The instructors/assistant mothers were selected from the community and trained while the Management Committees were still formulating the details of the operation and management of the CTPs and inviting representatives from the communities. Through the first year of operation, the community participation has been upgraded to ownership of the CTPs, wherein actual operations are carried out by instructors/assistant mothers and the Management Committees. Other examples of ownership have included fundraising for CTPs operations, by holding dance parties, wrestling, etc. The successful commencement of the second year of operation by the community people alone attests to the sense of ownership already secured.
- 2) Functioning as a community center

The CTP is a kind of community center for the parents and grandparents who come to the CTP to drop off their children and pick them up.

The mother's class is a good opportunity for the clinic staff to provide useful information to the mothers. The CTP organized a course on literacy education at Touba Kaolack, and a class learning the Koran is after school at Sagna.

The network of mothers nearby was strengthened through various opportunities, including the mother's class and Micro project.

These examples show that the CTPs are functioning not only as facilities for preschool education, but also as a core of their communities.

Through these activities, the CTPs provide considerable effects in intensifying community empowerment and solidarity.

### 3) Promotion of decentralization

After the completion of the construction, the operation of the CTPs was handed over to the local communities or Management Committees. Entrance fees and monthly fees covered most of the expenses for CTP operations, and fundraising activities helped cover any shortages. Some funds were also collected from regional offices or communities without getting further financial assistance from the central government. Through these activities, decentralization, a national policy, has been further promoted.

#### **Box 3.8 CTP as a Base for Disseminating the Information to the Community**

The mothers' class held by instructors (mainly) twice a month now serves the important function of disseminating information to the community. The mothers particularly value the classes for health and nutrition.

The nurse from the clinic in Sinthiou Maleme recommended widespread voluntary participation in the mother's class, remarking that, "Hospitals only care for the sick, while even the healthy have so much to learn." The staff working for the clinic at Touba kaolack, takes part in every mother's class and provides useful information ordinarily obtainable at the hospital. Participants appreciate information such as "Thanks to donor X we can offer vaccinations cheaply".

While Senegal still has an extended family system, the mother's class is clearly a place for mothers to meet and exchange their concerns about parenting.

### **(3) Overall Evaluation**

Based on the assessment of the effects of the CTP, the overall evaluation of the CTP can be summarized as follows:

- 1) A holistic approach quite effective for ECD as a whole can be realized in the CTP.
- 2) The applied model of the JICA CTP can be a model for future development in terms of physical design and organizational/implementation structure.
- 3) The CTP operation is financially viable, providing several conditions are met.

### **3.6 Condition for a Sustainable Operation of CTP**

Judging from the result of the Pilot Project, sustainability seems possible if several conditions are met. The main conditions requisite for the sustainable operation of the CTPs are described below.

#### **(1) Site Selection**

The site selection is quite important to ensure the sustainable operation. Essential factors such as the presence of leaders and personnel with experience in cooperatives will be required if the sustainability is to be assured. For sites without human resources, training will be necessary at the preparatory stage of each CTP.

Minimum infrastructure and facilities such as water supply, health facilities, and primary schools will be required nearby each proposed site.

Another important factor for site selection will be to check the level of income of the residents. If a site with low capacity to pay is selected, special consideration for subsidy or institutionalizing additional income should be taken into account for sustainable operation.

#### **(2) Community Perception of CTP**

At present, the CTP is operated by the initiative of the local people. However, it will not be easy to continue paying the salaries of the CTP staff and maintaining the facilities.

Note, however, that water supply corporations in Senegal are able to maintain the water supply facilities using funds collected from the people. These corporations already have economic power and the ability to manage. If the residents consider CTPs as important as water, the fees for the CTPs can be paid and controlled. Therefore, it will be critically important to conduct intensive sensitization training for the community (utilizing the experience of the CTPs under this Study) to help the people understand the importance of early childhood development and the expected outcomes of the CTPs.

#### **(3) Careful Social Consideration**

If the CTPs are to be rooted into the communities, they must be accepted by the local residents. This makes it all the more important to pay careful attention to the social and cultural situations.

When selecting the members of the Management Committee, the members of the Supervisory Committee, the instructors/assistant mothers, and the children to enrol, great care should be taken to strike an equitable balance of ethnicity, gender, age and

other social factors. It will be imperative to avoid complaints among the residents.

#### (4) Continuous Support from the Government and Other Donors

The construction of the CTPs is funded by the central government, while operation and maintenance are primarily the responsibility of the communities. However, continuous government support is necessary, particularly for communities in rural areas where disposable income is limited. Some of our Pilot Projects have received financial assistance from their communities (county/city). Beside this, major improvements and rehabilitations of the CTPs will require considerable costs that the community will be hard pressed to provide on their own. Some subsidy is to be allocated for this purpose by the national or regional government.

At present, the WFP regularly provides food to supplement children's nutrition and some materials related to CTPs. For continued CTP operation, cooperation with these organizations is very important.

The financial assistance and other supports provided to the JICA CTP for supporting operation is summarized below.

**Table 3.19 Financial Assistance Extended to the CTPs**

	<b>Touba Kaolack</b>	<b>Sagna</b>	<b>Camp Navetane</b>	<b>Sintiou Maleme</b>
City	Allocated fund for operation Plans to institutionalize its budget allocation	N/A	N/A	N/A
Rural Council	N/A	N/A	N/A	Rural Council allocated fund for the past two years. Trying to institutionalize its assistance
Community	Management Committee members work for CTP voluntarily	Management Committee members work for CTP voluntarily	Management Committee members work for CTP voluntarily	Management Committee members work for CTP voluntarily

Source: JICA Study Team

Note: The Governor of Tamabacounda has been particularly supportive of the CTP Operation.

**Box 3.9 Financial Supports by the Local Government and Approach**

The CTP in Sintiou Maleme in the rural area of Tambacounda has received financial support from the Rural Community for two consecutive years and this support is about to be integrated as a part of the annual budget.

The administrative units in Senegal are as follows (in descending order): region, prefecture, county, rural community and village. *The rural community seems to be the most flexible unit in meeting community needs.*

The experience from Sintiou Maleme shows the conditions under which the rural community can secure the budget annually.

-Although the rural community is made up of several villages, not every village has the same capacity. Usually there is a main village that occupies the principal role of the council. This kind of village tends to receive the budget more easily than the others.

-If the councillor joins the supervisory committee, he might feel the activities of the CTP more closely and understand its positive effects. As a result, his attempt to secure the budget will be expected.

Needless to say, the petition repeated by the management committee is indispensable to secure the budget. As demonstrated in Sagna, the CTP tour for the councillors seems to be a useful way of highlighting the importance of the CTP.

**(5) Selective Micro-project for Fundraising**

Several Micro-projects were introduced to strengthen the financial viability of the CTPs in the Pilot Project. These limited activities were successful for supporting the CTPs.

The following lessons were learnt through this experience:

- The activities of a Micro-project should be simple and free of complicated procedures;
- The activities of a Micro-project should include as many participants as possible to guarantee transparency to the community;
- The activities of a Micro-project should help the people in the community gain experience and learn from various problems;
- The activities of a Micro-project should produce quick cash income;
- A Micro-project should provide not only training in production techniques, but also instruction on process for marketing the products and securing profits.

To attain sustainable operation of the CTP, a selective Micro-project should be introduced in due consideration of the above.

**(6) Cooperation with Nearby Primary Schools and Health Clinics**

Cooperation with primary schools and health clinics seems very important for the successful operation of the CTPs. In the Pilot Project, teachers from the primary schools and doctors/nurses from health clinics provided advice to the CTP instructors on how to treat children. The principals of the primary schools and nurses from the health clinics

joined the Management Committees of the CTPs as members and provided valuable advice.

### **3.7 Lessons Learnt from the CTP Operation**

Several lessons have been drawn from the pilot CTP operation. The major points are summarized in Table 3.20.

**Table 3.20 Lessons Learnt from the CTP Operation**

Issues	Lessons Learnt
<p>1. Site Selection</p> <p>- The low level of the household income at Sagna adversely affected the sustainability of the CTP.</p>	<ul style="list-style-type: none"> <li>- Presence of community leaders with active Cooperatives is one the most important factors for sustainable CTP operation.</li> <li>- A primary school and healthcare facilities must be located nearby the CTP .</li> <li>- Income levels of the community must be analyzed to determine the people's capacity to pay.</li> </ul>
<p>2. Sensitization and Community Appreciation</p> <p>- To make the people understand the importance of the CTP, the JICA Study Team referred to the experience in water management organization.</p>	<ul style="list-style-type: none"> <li>- Sensitization and understanding of ECD and the CTPs are important for sustainable CTP operation.</li> </ul>
<p>3. Social analysis</p> <p>- As the ethnicity is more diverse at Sintiou Maleme, much care was taken in selecting the members of the Management Committee.</p>	<ul style="list-style-type: none"> <li>- Due attention must be paid to ethnic groups, gender, age and other social factors such as (e.g., disability) when selecting the members of the Management Committee.</li> </ul>
<p>4. Continuous Support from Government/Donors</p> <p>- Sintiou Malem received financial support from the rural community that enhanced the financial sustainability of the CTP.</p>	<ul style="list-style-type: none"> <li>- Government monitoring is required for CTP operation.</li> <li>- Public relations is important in obtaining support from development partners.</li> </ul>
<p>5. Micro-project</p> <p>- The flour mill introduced at Sagna produces regular income for the CTP. The other projects (sewing and dyeing) at the other three sites have not satisfied expectations.</p>	<p>The following issues shall be taken into account in implementing Micro-project</p> <ul style="list-style-type: none"> <li>- Micro-project activity shall involve as many participants as possible from the community in order to keep the project transparent/</li> <li>- Quick outputs including cash, are effective for maintaining the interest and motivation of the people.</li> <li>- Guidance is essential not only on production techniques, but marketing as well.</li> </ul>
<p>6. Volunteers at CTP</p> <p>-Grandmothers and assistant CTP staff joined to take care of the 2-year old children at the CTP.</p>	<p>Support from volunteers ("grandmothers") is useful in:</p> <ul style="list-style-type: none"> <li>- Taking care of all of the children, especially when more than the allotted numbers of children are enrolled</li> <li>- Taking care of the 2-year old children in particular (2-year children were originally not supposed to attend the CTPs)</li> </ul>
<p>7. Network with Neighboring Facilities</p> <p>- Collaboration with nearby facilities such as primary schools and health clinics promoted the holistic approach introduced by the CTP.</p>	<p>Networking with neighboring facilities include the following benefits:</p> <ul style="list-style-type: none"> <li>- Elder brothers and sisters of nearby primary schools visit CTPs to communicate with their younger brothers and sisters</li> <li>- Primary school teachers provide CTP instructors with teaching materials</li> <li>- Doctors and nurses from nearby clinics provide advice on how to treat the children at the CTPs</li> <li>- The principals of primary schools and nurses are good candidates for management committee members</li> <li>- Clinic nurses provide advice on nutrition and vaccinations during the mother's classes at the CTPs</li> </ul>





## **CHAPTER 4 MASTER PLAN FOR IMPROVEMENT OF THE ENVIRONMENT FOR EARLY CHILDHOOD (KAOLACK AND TAMBACOUNDA REGIONS)**

### **4.1 Objectives and Approach to the Master Plan**

The overall goal of the Master Plan is to promote the early childhood development (ECD) in the Kaolack and Tambacounda regions. The Master Plan has been prepared for the NACTP, the body responsible for ECD in Senegal. It has therefore been suggested the NACTP take the initiative in implementing the improvement plans proposed in the Master Plan in collaboration with the ministries concerned. The beneficiaries of this Master Plan are children in early childhood (0-6 years old), their family members, and eventually the people of the communities of Kaolack and Tambacounda.

#### **4.1.1 Objectives and General Approach**

The main objectives of the Master Plan are to formulate plans for improving the environment for early childhood in the Kaolack and Tambacounda regions and to realize goals of the National Policy for Integrated Early Childhood Improvement (NPIECD) in accordance with global strategies for the ECD.

As its Pilot Project to attain these objectives, the Study has adopted the plan for CTP construction and operation advocated by the President of the Senegal and promoted by the NACTP. The results of the Pilot Project thus far obtained have clearly demonstrated the effectiveness with which the CTPs promote ECD using a holistic approach, and the positive impact this has had on the environment for early childhood. Thus, the improvement plans are focused mainly on the expansion of the CTPs for ECD in the two regions covered under the Master Plan.

The Master Plan also proposes plans for the improvement of organizational development, capacity building, and policy-making at the national level in due consideration of the following points:

- 1) The current problems and constraints in Kaolack and Tambacounda are quite similar to those in other regions, as mentioned in Chapter 2.
- 2) Improvement plans to solve the current problems and constraints in Kaolack and Tambacounda need to be formulated at the national level.

#### **4.1.2 Approach to the Master Plan**

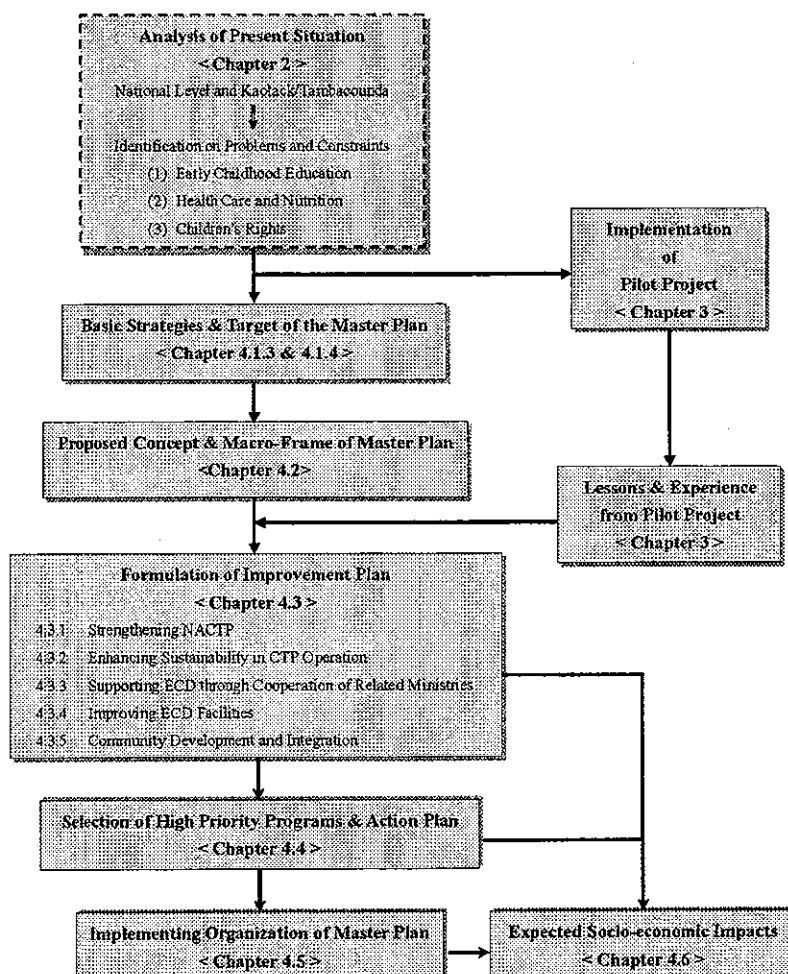
The Study Team took the following approach in formulating the Master Plan:

- 1) Identification of problems and constraints surrounding ECD Kaolack,

- Tambacounda, and Senegal as a whole after a review of the present situation;
- 2) Formulation of basic strategies for preparing the Master Plan;
  - 3) Setting up the ECD targets in Kaolack, Tambacounda and Senegal as a whole(target year is set up year 2015);
  - 4) Implementation of the CTP operation and management as a Pilot Project in Kaolack and Tambacounda;
  - 5) Compilation of lessons learned from the experience of the Pilot Project;
  - 6) Formulation of the Master Plan for ECD in Kaolack and Tambacounda, including the plans to improve organizational development and capacity building at the national level; and
  - 7) Selection of high-priority programs and preparation of the action plan.

The procedures taken for the formulation of the Master Plan are shown in Figure 4.1.

**Figure 4.1 Approach to Master Plan Formulation**



Source: JICA Study Team

### **4.1.3 Basic Strategies**

The following aspects were taken into account as the basic strategies in formulating the Master Plan.

#### **(1) Preparation of Realizable Improvement Plans**

The indicators of the environment for early childhood -e.g., pre-school enrollment rate, health, and nutrition- tend to be fairly low in Senegal in comparison with those in other developing countries. To make matters worse, the indicators in Kaolack and Tambacounda are lower than the national average of Senegal. It was these conditions that first prompted President Wade to promote the establishment of CTPs as a means of improving ECD in his country. Yet CTPs alone are not enough to solve all of the problems and constraints facing ECD. Taking this into account, the Study has proposed a number of definite goals and possible improvement plans.

#### **(2) Plans for Organizational Development at the National level / Plan for ECD in Kaolack and Tambacounda**

The objective of the Study is to set up the Master Plan for ECD specifically in Kaolack and Tambacounda. Yet many of the current problems and constraints in the two regions are quite similar to those affecting other regions in Senegal. To tackle these problems, the Master Plan proposes plans for policy-making and organizational development at the national level in addition to improvement plans for ECD in the two regions. This is why the plans at the national level are considered indispensable for improving ECD in Kaolack and Tambacounda.

#### **(3) Formulation of Master Plan through the Implementation of the Pilot Project**

In the Pilot Project of this study, four (4) CTPs were constructed and operated through community participation in Kaolack and Tambacounda. The results of the Pilot Project have clearly shown, firstly, that the CTPs are an effective means to promote ECD using a holistic approach, and secondly, that the CTPs have had more positive impact on the environment for early childhood than other ECD facilities such as nursery schools and kindergartens.

Therefore, the experiences and lessons gained through implementation of the CTPs were duly applied in the formulation of the Master Plan, including the proposed plans to improve organizational development and capacity building, in order to realize sustainable construction and operation of the CTPs in Kaolack and Tambacounda.

#### **(4) Formulation of Improvement Plan for NACTP as Executing Agency**

Besides the NACTP, various ministries such as the MOE, MOH, MPPHS and MFSDNS have been involved in ECD in Senegal. At present, the NACTP is in charge of CTPs with a holistic approach and shoulders the important responsibility of preparing the national basic strategy for ECD. It has therefore been proposed that the NACTP act as the executing agency of the Master Plan. In such a capacity, the NACTP will certainly require the support of other related ministries in its efforts to promote ECD. Accordingly, the NACTP is to be assigned to the secretariat of the Executive Coordination Committee for ECD, a body of representatives from related ministries (refer to the Proposed Plan 1-5).

#### **(5) Priority to Bottom-up Approach through Community Participation**

Through the implementation of the Pilot Project, it became obvious that community participation was crucial for the construction and operation of sustainable CTPs. Thus, in parallel with the policy formulation and institutional capacity development at the national level, a bottom-up approach through community participation is to be promoted for the realization of the sustainable development of the CTPs.

#### **4.1.4 Target of the Master Plan**

Prior to formulating the improvement plan, the Study Team is to confirm the projected socio-economic framework of Senegal during the target year of 2015 based on the targets to be set for the improvement of the sub-sectors of ECD.

##### **(1) Demographic and Social Indicators**

Demographic projections of Senegal in the target year of 2015 were made using data provided in an internal paper from the Department of Planning for Human Resources under the Ministry of Economy and Finance. The total population of Senegal is expected to increase from 9.6 million in 2000 to 14.5 million in 2015. The population growth rate will decrease from the current 2.9% to 2.5% in 2015, through a decrease in the fertility rate from the current 5.1 to 4.1 and an increase of contraceptive prevalence from the current 8.1% to 23.2%.

Applying the same growth rates indicated above, demographic projections were made for both Kaolack and Tambacounda, as shown in Table 4.1. By 2015, the total population is expected to increase to 1.6 million in Kaolack (from the current 1.1 million) and to 0.8 million in Tambacounda (from 0.5 million). By 2015, the population of children aged 0 to 6 years old is expected to reach 384,000 in Kaolack

(approximately 23% of the regional population) and 195,000 in Tambacounda (approximately 25%). In all of Senegal, the number of children aged 0 to 6 years old is expected to increase from two million in 2000 to three million in 2015 (approximately 20% of the total population of the country).

**Table 4.1 Demographic Estimates on Kaolack and Tambacounda in 2015**

Region	Age	2000	2005	2010	2015
Kaolack	Total population	1,100,939	1,273,314	1,458,140	1,656,180
	0-6 years	255,365 (23%)	295,348 (23%)	338,219 (23%)	384,154 (23%)
Tambacounda	Total population	518,040	599,150	686,119	779,305
	0-6 years	129,899 (25%)	150,237 (25%)	172,045 (25%)	195,412 (25%)
Senegal	Total population	9,681,292	11,197,100	12,822,400	14,563,900
	0-6 years	2,000,726 (20%)	2,313,981 (20%)	2,649,864 (20%)	3,009,761 (20%)

Source: 2000 MFEC, 2005-2015 estimated by JICA Study Team

The social conditions of Senegal in 2015 were projected in the Poverty Reduction Strategy Paper (PRSP) released in 2002.

In the education sector, primary education is regarded as a key factor to tackle poverty. The country plans to increase its primary school enrollment rate from 70% in 2001 to 98% by 2015. The attendance rate of females was projected to increase from 64% in 2001 to 98% by 2015.

In the area of early childhood education, the Government of Senegal aims at a 10% enrollment rate for pre-school in 2010, sharply up from 1.6% in 2000. Assuming that the average number of new enrollments between 2010 and 2015, the expected enrollment rate will be 12% or more in 2015.

Two of the biggest issues facing the health sector are the implementation of maternal healthcare and reduction of child malnutrition. Senegal targets a reduction in the under-five mortality rate per 1,000 live births to 50 in 2015 (down from 98 in 2000). The targeted coverage rates of birth assisted by health personnel, vaccination, and access to health services in 30 minutes are 90%, 100% and 90% in the year 2015, respectively (all were below 50% in 1998). The targeted coverage rate of pre-natal consultation is 95% in 2015 (up from 67% in 1998). The government hopes to reduce the prevalence of stunting and underweight among children under 5 to 3% and 1% in 2015, respectively (down from 19% and 9% in 2001).

## **(2) Targets of the Sub-Sector**

Targets of the Master Plan were set up for each sub-sector, namely for early childhood education, healthcare and nutrition and protection of children's rights, based on an analysis of the current situation in due consideration of the long-term national

development programs. Note, however, that the target figures set here are to be indicative ones or figures expected to be attained.

1) Early childhood education

To establish targets for preschool education, a simulation study was conducted in due consideration of the current situation and plans of the Kaolack and Tambacounda regions. Based on the results of this study (presented in Appendix 2), the projected targets were set for as follows.

a) Preschool enrollment rates

Through the construction of the CTP and kindergartens, the enrollment rate for preschool will be increased to 6.0% in 2010 and 10.0% in 2015 in Kaolack, and to 7.0% in 2010 and 11.0% in 2015 in Tambacounda (the national target is set at 10.0% in 2010).

b) Preschool facilities

The government is to construct many CTPs in order to achieve the preschool enrollment targets. In Kaolack, 75 CTPs are to be constructed from 2004 to 2010 and 79 CTPs are to be constructed from 2011 to 2015. In Tambacounda, 52 CTPs are to be constructed from 2004 to 2010 and 63 are to be constructed from 2011 to 2015. In extending the number of preschools, it will also be necessary for the private sector to construct kindergartens. In Kaolack 51 private preschools are to be constructed from 2004 to 2010 and 48 are to be constructed from 2011 to 2015. In Tambacounda, 35 private preschools are to be constructed from 2004 to 2010 and 41 are to be constructed from 2011 to 2015.

c) Number of teaching staff

The CTPs in Kaolack are expected to require 375 instructors and assistant mothers in 2010 and 728 in 2015. Tambacounda, in turn, is expected to require 241 instructors and assistant mothers in 2010 and 498 in 2015. It will also be necessary to recruit the following number of instructors to operate the new private preschools: for Kaolack, 222 instructors in 2010 and 399 in 2015; for Tambacounda, 138 in 2010 and 262 in 2015.

2) Healthcare, nutrition, and protection

For healthcare and nutrition, the targets were set for the following five indicators;

a) Under-five mortality rate (U5MR)

As indicated in the preceding section, Senegal targets a national U5MR (per 1,000 live births) of 75 or less by 2010 and 50 or less by 2015. The Master Plan targets reductions in mortality rates from the current levels (198 in Kaolack and 182 in Tambacounda) to 100 or less by 2010 and 75 or less by 2015.

b) Vaccination coverage

The government targets vaccination coverage rates of 95% and 100% nationwide in 2010 and 2015, respectively, as indicated in the preceding section. The Master Plan targets increases in the coverage from the current levels (22.2% in Kaolack and 25.1% in Tambacounda) to 50% in 2010 and 75% in 2015.

c) Nutritional status

Among the nutrition components, an increase in the number of mothers who breastfeed their babies for up to 4-6 months is the first priority (targeted increase to 80% by 2015). Stunting and underweight are the major nutritional indicators (targeted reduction to 5% and 3% or better by 2010, and 3% and 1% or better by 2015). The Master Plan targets reduction in the prevalence of underweight children from the current levels (24.7% in Kaolack and 24.0% in Tambacounda) to 15% in 2010 and 10% in 2015.

d) Birth registration

The national targets are to increase the birth registration rate from the current 60% to 80% and 100% by 2005 and 2010, respectively, and then to maintain the 100 % rate through the year 2015. The Master Plan targets increases in birth registration rates in Kaolack and Tambacounda from the current 46.2% and 44.4% respectively, to 70% by the year 2005, 90% by 2010 and 100% by 2015.

## **4.2 Proposed Concept and Framework of the Master Plan**

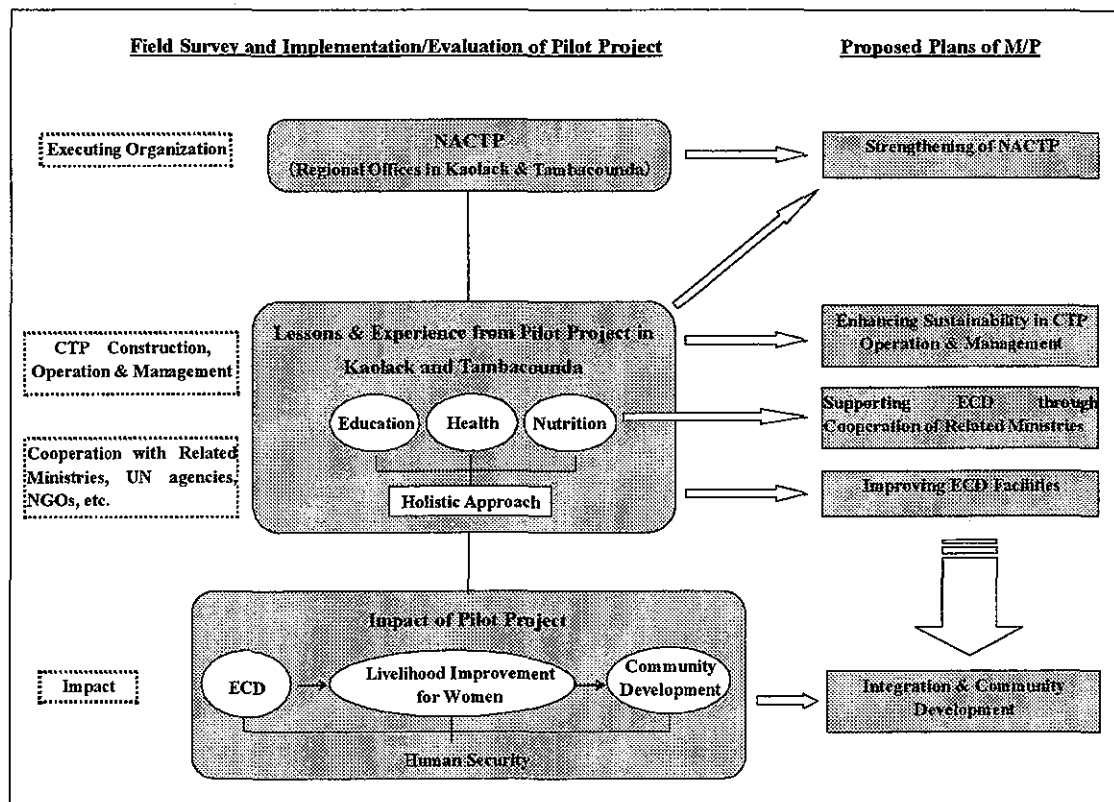
### **4.2.1 Proposed Concept of the Master Plan**

As explained in the preceding section, the Master Plan for ECD, emphasizes the expansion of CTP under the NACTP. The plan was formulated in accordance with the following concepts on the basis of lessons learned and experiences gained from the Pilot Project implemented in Kaolack and Tambacounda, as well as the results of the various

evaluations performed in the course of the project.

The figure below presents the process of the implementation and evaluation of the Pilot Project as well as proposed concepts of the Master Plan in the Study. The basic concept of the Master Plan is shown in Figure 4.2.

Figure 4.2 Concept of Master Plan



**(1) Strengthening of the NACTP**

Firstly, plans to strengthen the organizational development of the NACTP (the agency in charge of the construction and operation of the CTP, as well as the executing agency responsible for ECD in Senegal) have been proposed based on a review of the NACTP’s functions and jobs. In addition to the organizational development and capacity building of the NACTP, the formulation of a Executive Coordination Committee for ECD with a specific set of roles within the NACTP has been proposed.

**(2) Enhancing Sustainability in CTP Operation**

On the basis of lessons and experience in the Pilot Project, plans for enhancing sustainability in CTP operation are proposed. Several approaches toward the enhanced effectiveness of the community participation have also be proposed; namely, the raising



of people's awareness, strengthening of the training system for CTP staff, the establishment of an evaluation and monitoring system, and standardization of CTP structures and management.

### **(3) Cooperation with Related Ministries for ECD**

In addition to the NACTP initiative, cooperation with related ministries such as the MOE and MOH will be indispensable for promoting ECD with a holistic approach at the CTPs. Meanwhile, the related ministries have recommended ECD support through definite cooperation plans using the CTPs, including plans for the acceptance of birth registration, education for health and nutrition through mother's classes, vaccinations, and literacy education.

### **(4) Improving ECD Facilities**

The ECD facilities are to be strengthened in order to improve the access and quality of ECD. The promotion of new construction and the activation of the existing CTPs have been proposed. An incentive plan for private kindergartens has also been proposed. In addition, the experience and lessons from the CTP construction and operation will be applied for dissemination to ECD facilities, including other CTPs, kindergartens, community huts, and daaras.

The basic concepts of the Master Plan consist of the four categories of improvement mentioned above. Note, however, that the proposed plans are expected to contribute to more than just ECD. The evaluation of the Pilot Project has suggested that the activities of mothers/women's groups for livelihood environment and community development will also benefit. The integration and community development will be further promoted through the application of a holistic approach.

#### **4.2.2 Framework of the Proposed Master Plan**

Table 4.2 gives an overview of the framework of the Master Plan, including its objectives, approaches, targets and improvement plans.

**Table 4.2 Framework of Master Plan for the Improvement of Environment for Early Childhood in Kaolack and Tambacounda (2004 to 2015)**

Summary	Indicator	Important Assumptions
<p>&lt;Overall Goal&gt; Promotion of Early Childhood Development in Kaolack &amp; Tambacounda</p>	<p>Target indicators in the National Policy for Integrated Early Childhood Development (NPIECD) are realized in Kaolack and Tambacounda.</p>	<p>Senegalese government establishes the NPIECD and continues to place high priority on ECD.</p>
<p>&lt;Purpose&gt; 1. Sustainable operation and management of CTP 2. Improved ECD facilities (CTPs, kindergartens, community huts, etc.) 3. Improved quality of ECD</p>	<p>1. Most of CTPs in Kaolack and Tambacounda are operated with financially sustainable. 2. Most of CTPs in Kaolack and Tambacounda are operated with a standard structure and standard curriculum, teaching materials, and manuals. 3-1. Preschool enrollment rate increases to 10% in 2015 from 2.2% in 2004 in Kaolack and to 11% in 2015 from 2.8% in 2004 in Tambacounda. 3-2. Full vaccination coverage rate increases to 75% in 2015 from 22% in Kaolack and 25% in Tambacounda. 3-3. Birth registration rate increases to 100% in 2015 from 44% in Kaolack and 46% in Tambacounda.</p>	<p>NACTP takes on responsibility for ECD and continues to provide technical and administration services in Kaolack and Tambacounda.</p>
<p>&lt;Output&gt; 1. Strengthened capacity of NACTP 2. Enhanced sustainability in CTP operation 3. Established to promote the cooperation of related ministries 4. Improved ECD facilities</p>	<p>1-1. NACTP strengthens institution and organization in accordance with NPIECD and disposes necessary personnel who provide required services for the CTPs (including the regional offices). 2-1. CTP structure and CTP management organization are standardized. 2-2. CTP curriculum and teaching materials &amp; manuals are integrated and disseminated to the CTPs. 2-3. Necessary staff (399 teachers and 728 CTP staff in Kaolack and 262 teachers and 491 CTP staff in Tambacounda) are trained through the NACTP regional offices of Kaolack and Tambacounda by 2015. 3-1. ECD is supported by related ministries using the CTPs: (i) Awareness on ECD for local people, (ii) health/nutrition, children's rights, literacy through mother's class, (iii) Increase of birth registration, (iv) Promotion of gender equity 3-2. Local governments provide supplementary budget for supporting CTP operation. 4-1. Necessary facilities for ECD (182 CTPs and 133 kindergartens in Kaolack and 123 CTPs and 87 kindergartens in Tambacounda) are constructed by 2015. 4-2. Lessons from CTPs, especially health &amp; hygiene, are disseminated to ECD related facilities.</p>	<p>Local communities in Kaolack and Tambacounda understand the objectives of ECD and provide continuous support for the CTPs and other ECD facilities.</p>
<p>&lt;Proposed Plans&gt; <u>1. Plan for Strengthening of NACTP</u> 1-1. Resolution of Clarified Function of NACTP and Budget Allocation 1-2. Organizational Development and Capacity Building of the NACTP 1-3. Strengthening of NACTP Regional Services 1-4. Establishment of National Policy on ECD 1-5. Establishment of Executive Coordination Committee for ECD 1-6. Consolidation of Legal Framework on Children's Rights <u>2. Plan for Enhancing Sustainability in CTP Operation</u> 2-1. Standardization of CTP Structure and Organization 2-2. Standardization of CTP Curriculum 2-3. Integration of Teaching Materials and Manuals for CTP Staff 2-4. Facilitating Provision of Teaching Materials/Equipment 2-5. Strengthening of Sensitization and Social Mobilization 2-6. Consolidation of CTP Training System and Continuous Training 2-7. Establishment of Data Base for ECD Facilities 2-8. Establishment of Training School for CTPs 2-9. Strengthening of Monitoring and Evaluation System</p>	<p><u>3. Plan for Supporting ECD through Cooperation of Related Ministries</u> 3-1. Enhancing Awareness of ECD through CTP Operation 3-2. Support for Integration of Standard Curriculum and Teaching Materials for CTPs 3-3. Support for Training of CTP Staff 3-4. Support for Increasing Birth Registration using CTPs 3-5. Support for Improving Access to Healthcare using CTPs 3-6. Support for Improving Living Environment of CTPs 3-7. Support for Mothers and Women using CTPs / Promotion of Gender Equity 3-8. Budgetary Support for CTP Operation <u>4. Plan for Improving ECD Facilities</u> 4.1. Activation Program for the Existing CTPs 4.2. Establishment of CTP Federation and Promotion of Collaboration 4.3. Construction Plan for CTPs 4.4. Incentive Plan for Private Preschools 4.5. Supporting Plan for Community Huts 4.6. Plans for Improving the Daaras 4.7. Plan for Establishing a Fund to Support ECD <u>5. Plan for Integration and Community Development</u> 5.1. Plans for Community Development through CTP Operation</p>	

### **4.3 Plan for Improving ECD**

#### **4.3.1 Plan for Strengthening the NACTP**

With an enactment of the Presidential decree on June 2004, the NACTP (formerly the MECCTP) was established to improve the quality and scope of ECD throughout Senegal by promoting CTPs under the Presidential Office. The NACTP still has much to accomplish organizationally, however. The allocation of responsibility within the agency cannot be determined until its central, regional organizations, and staff disposition are finalized.

Poor institutional support is one of the major constraints impeding the promotion of ECD. As such the organizational development and capacity building of the NACTP are urgently needed if the agency is to play an important role for ECD not only in Kaolack and Tambacounda, but Senegal as a whole.

The following improvement plans have been proposed for the strengthening of the NACTP and its activities.

### **(1-1) Resolution of Clarified Function of the NACTP and Budget Allocation**

As an executing agency of ECD, the NACTP requires a set of clearly defined missions and an explicit definition of its role among other organizations such as the MOE, MFSDNS, MOH and MPPHS. This plan also proposes that the necessary budget for the NACTP is to be allocated for the promotion of ECD.

<p><b>Objectives</b></p> <p>To clarify the missions of the NACTP (planning, construction management of CTPs, and training of CTP staff) and acquire budget</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"><li>1) To clarify the function and responsibility of the NACTP among the related ministries such as the MOE, MFSDNS, MOH, MPPHS, particularly in the following functions:<ul style="list-style-type: none"><li>- Expansion plan and construction of CTPs</li><li>- Preparation of teaching materials and manuals for CTP instructors</li><li>- Training of CTP staff</li><li>- Improving ECD facilities such as community huts and daara</li></ul></li><li>2) To discuss the clarified function with related ministries and to have the missions approved.</li><li>3) To request budget allocation based on the clarified function and negotiate with authorities concerned</li></ol>
<p><b>Executing Agency</b></p> <p>The NACTP in cooperation with related ministries such as the MOE and MOH</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented by the end of 2005</p>

### **(1-2) Organization Development and Capacity Building of the NACTP**

The organizational structure of the NACTP is not yet finalized. Further, the NACTP lacks the necessary human resources, equipment, and materials to carry out its expected missions. Capacity building of the NACTP staff is to be implemented in parallel with the organizational development.

<b>Objectives</b> To strengthen the capacity of the NACTP, particularly in planning, training, and monitoring and evaluation
<b>Project Components</b> 1) Set up necessary organizations in the NACTP, including the following: (i) Dept. of Planning and Coordination, (ii) Dept. of Sensitization and Community Approach, (iii) Dept. of Healthcare and Nutrition, (iv) Dept. of Training/Teaching Materials, (v) Dept. of Monitoring and Evaluation, and (vi) Dept. of Finance and Administrative Services 2) Strengthen the NACTP's capacities through - Recruitment of experts on ECD - Training of the staff and regional officers - Establish a data base and data collection system 3) Procure minimum equipment and vehicles (computers, photocopiers, audiovisual education aids, and vehicles)
<b>Executing Agency</b> The NACTP
<b>Implementation Schedule</b> To be implemented between 2004 and 2007

**Planning of NACTP Regional Services**

Planned functions of the regional offices are important to promote ECD through community participation. Thus, it will be necessary to assign two inspectors to each of the regions (two in Kaolack and two in Tambacounda) to support sensitization, training of CTP staff, and monitoring and evaluation activities.. These two inspectors will work together with regional coordinators (The lesson and experiences are to be extended to other regions in Senegal).

<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1) To review and establish the ECD policies in Kaolack and Tambacounda</li> <li>2) To coordinate ECD activities with local communities and development partners including NGOs</li> <li>3) To sensitize and train CTP staff, to evaluate and monitor, and to assist the community in the management of the CTP</li> </ol>
<p><b>Project Components</b></p> <ol style="list-style-type: none"> <li>1) To appoint two NACTP staff for each regional office (to be recruited from preschool inspectors assigned to the central office/regional office)</li> <li>2) To train the staff responsible for planning and sensitization, CTP operations, and monitoring and evaluation</li> <li>3) To supply the regional offices with minimum office equipment such as computers, photocopiers, audiovisual education aids, and vehicles (motorcycles)</li> <li>4) To allocate of fund/materials in close collaboration with development partners/NGOs</li> </ol>
<p><b>Executing Agency</b></p> <p>The NACTP in cooperation with the MOE</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented between 2004 and 2007</p>

**(1-4) Establishment of National Policy on ECD**

The Planning Group for the National Policy for Early Childhood of the MECCTP (now the NACTP) has been drafting the “National Policy for Integrated Early Childhood Development (NPIECD)” since 2003. The policy is being prepared with technical and financial assistance of UNICEF, UNESCO and ADEA. Due to the government administrative reshuffling in April 2004, the drafting has been delayed. The timely promotion of ECD in Senegal hinges on the completion of a national policy (the NPIECD) that incorporates the results of the JICA Study.

<p><b>Objectives</b></p> <ol style="list-style-type: none"> <li>1) To finalize and officially adopt the national policy for early childhood development</li> <li>2) To clarify the responsibilities of the related ministries/agencies</li> <li>3) To clarify the roles and functions of the CTPs among preschool institutions</li> </ol>
<p><b>Project Components</b></p> <ol style="list-style-type: none"> <li>1) To organize workshops on the NPIECD and discuss ECD issues</li> <li>2) To make necessary adjustments following the workshop</li> <li>3) To finalize the NPIECD</li> <li>4) To have the national policy on ECD authorized</li> </ol>
<p><b>Executing Agency</b></p> <p>The NACTP in cooperation with the MOE, MFSDNS, MOH and MPPHS</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented by the end of 2007</p>

#### **(1-5) Establishment of Executive Coordination Committee (ECC) for ECD**

There is no inter-ministerial committee on ECD in Senegal. In order to promote a holistic approach to ECD, it will be necessary to set up a committee to improve coordination on policy formulation and the implementation of various activities at the national level. (The Draft NPIECD proposes the establishment of a “National Permanent Secretariat for Early Childhood” consisting of the related ministries.) The NACTP is to be a promoting organization for the ECC as a secretariat.

<p><b>Objectives</b></p> <p>To establish a national coordination committee for efficient implementation of ECD with a holistic approach</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"> <li>1) To establish a committee served by the NACTP and manned with members from related ministries such as the NACTP, MOE, MOH, MFSDNS and MPPHS.</li> <li>2) To formulate policy and basic strategies for ECD</li> <li>3) To integrate an annual development plan for ECD</li> <li>4) To supervise and coordinate the activities of the related ministries</li> </ol>
<p><b>Executing Agency</b></p> <p>The NACTP in collaboration with the MOE, MFSDNS, MOH and MPPHS</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented by the end of 2007 and continued up to 2015</p>

### **(1-6) Consolidation of Legal Framework on Children's Rights**

Senegal has no inter-ministerial committee on children's rights. A committee is to be set up for better coordination on policy formulation and the implementation of various activities in order to integrate issues pertaining to the protection of children's rights.

<p><b><i>Objectives</i></b></p> <p>The "Children's Code" is to be translated into national law and adapted to the national context, to the rights and duties set forth in the Convention on the Rights of Children (CRC) and its optional protocols, and to other relevant treaties.</p>
<p><b><i>Project Components</i></b></p> <ol style="list-style-type: none"><li>1) To establish a working group chaired by the Ministry of Justice and served by legal experts from the NACTP, MOE, MFSDNS, and Ministry of Labor</li><li>2) To have the working group draft a code adapted to the national context, to the rights and duties contained in the CRC and its optional protocols, and to other relevant treaties</li><li>3) To discuss and translate the draft for approval</li></ol>
<p><b><i>Executing Agency</i></b></p> <p>The Ministry of Justice in cooperation with the NACTP, MOE, MFSDNS and the Ministry of Labor</p>
<p><b><i>Implementation Schedule</i></b></p> <p>To be implemented between 2008 and 2015</p>

#### **4.3.2 Plan for Enhancing Sustainability in CTP Operation**

On the basis of experience and lessons gained from the Pilot Project in Kaolack and Tambacounda, the following plans to enhance the sustainability of CTP operation and management have been proposed.



### **(2-1) Standardization of CTP Structure and Organization**

As verified through the Pilot Project, the JICA model can be a model of both the physical design and operational organization of the CTP. However depending on the location and different socioeconomic conditions, several versions of the model are to be prepared based on the standard model. The organizational structure is also to be standardized and necessary manuals for operation are to be prepared.

<b>Objectives</b> To standardize the design of the CTP and its specifications in order to maintain an adequate level of quality and to establish standards for management and operation systems through community participation
<b>Project Components</b> 1) Formulate a working group (WG-1) in the NACTP inviting the related architects and Management Committee members of the operating CTP in collaboration with MPHHC and MOE: <ul style="list-style-type: none"><li>- To review the existing designs and prepare the standard models for the CTP design</li><li>- To review the existing situation and select standard equipment and playing kits to be installed</li><li>- To review the specifications of the existing CTPs and prepare the standards</li><li>- To review present management and operation systems and to prepare standard models that integrate regulations and operation manuals for the Management Committee and Supervisory Committee</li></ul> 2) Prepare standard documents for regional offices and related ministries after the authorization
<b>Executing Agency</b> The NACTP in close collaboration with MPHHC and MOE
<b>Implementation Schedule</b> To be implemented by the end of 2007

## **(2-2) Standardization of CTP Curriculum**

Though a curriculum was prepared for the CTPs during the Pilot Project, a standard CTP curriculum has not yet been prepared. The curriculum is to be standardized with integrated content in education, healthcare, and nutrition in order to promote the future expansion of the CTPs.

<b><i>Objectives</i></b> To standardize the CTP curriculum and clarify the contents of instruction
<b><i>Project Components</i></b> <ol style="list-style-type: none"><li>1) Formulate a working group (WG-2) in the NACTP consisting of the persons in charge of training the CTP instructors/assistant mothers, and the related staff from the MOE, MOH and MPPH for standardization of the curriculum of the CTP</li><li>2) Review the existing curriculum and seek out suggestions from the CTP instructors/assistant mothers</li><li>3) Prepare and circulate the standard curriculum to the CTPs and kindergartens after authorization</li></ol>
<b><i>Executing Agency</i></b> The NACTP in collaboration with the MOE, MOH, MPPHS and MFSDNS
<b><i>Implementation Schedule</i></b> To be implemented by the end of 2007

### **(2-3) Integration of Teaching Materials and Manuals for CTP Staff**

Manuals for instructors/assistant mothers and Management Committees (M/C) were prepared and used for the training courses in the Pilot Project. The MOE has also prepared similar materials with the cooperation of development partners. The integration of these materials and the preparation of standard instructor manuals and teaching materials will be necessary for the expansion of the CTP.

<p><b>Objectives</b></p> <p>To prepare standard manuals for instructors/assistant mothers and M/C integrating and compiling the existing manuals , and to standardize the teaching materials</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"><li>1) The same working group (WG-2) formed for the standard curriculum will oversee this work, either in parallel with the curriculum standardization or after its completion</li><li>2) Review of the existing manuals and materials, and examination of the actual demand in the CTP</li><li>3) Integrate and finalize the manuals and materials in the form of textbooks and/or videos</li><li>4) Have the manuals and materials approved by the MOE/NACTP and distribute them to the CTPs and other ECD facilities such as kindergartens and community huts</li></ol>
<p><b>Executing Agency</b></p> <p>The NACTP will be the executing agency in collaboration with the MOE, MOH, MPPHS and MFSDNS.</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented by the end of 2007</p>

#### **(2-4) Facilitating Provision of Teaching Materials/Equipment**

Development partners such as UNICEF, UNESCO and various NGOs now join governmental organizations in providing teaching materials and equipment. However, lack of communication and coordination with these partners prevents the NACTP from controlling or managing their activities. For efficient distribution, the NACTP should establish a distribution system for teaching materials and equipment through the regional coordinators in collaboration with the development partners.

<b><i>Objectives</i></b> To establish a smooth and unified distribution system for teaching materials and equipment under the control of the NACTP
<b><i>Project Components</i></b> <ol style="list-style-type: none"><li>1) To review the current methods used to distribute teaching materials and equipment in Kaolack and Tambacounda</li><li>2) To discuss an annual distribution program for teaching materials and equipment with the development partners</li><li>3) To prepare a distribution plan and schedule under the supervision of the NACTP</li><li>4) To distribute teaching materials and equipment through the regional coordinators of the NACTP</li></ol>
<b><i>Executing Agency</i></b> The NACTP in collaboration with development partners and NGOs
<b><i>Implementation Schedule</i></b> To be implemented by the end of 2007 and continued up to 2015

## **(2-5) Strengthening of Sensitization and Social Mobilization**

Sensitization and social mobilization for local people are one of the most important tasks for the sustainable operation and management of the CTPs. Counterpart personnel in the Pilot Project have implemented this activity in collaboration with JICA experts and NGOs. The NACTP is to collaborate with regional officers in promoting the people's understanding and participation.

<p><b>Objectives</b></p> <p>To strengthen the capacity of sensitization and social mobilization in the NACTP by consolidating the existing system</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"><li>1) To review the existing materials prepared by the NACTP for sensitization and social mobilization, and to integrate them into a standard manual</li><li>2) To use the integrated manual and to train regional officers and inspectors</li><li>3) To prepare an annual plan for sensitization and social mobilization on the basis of the construction plan for the CTPs</li><li>4) To arrange a budget to fund the sensitization training in Kaolack and Tambacounda</li><li>5) To have the regional coordinators and inspectors coordinate and supervise the sensitization training and social mobilization to be conducted in Kaolack and Tambacounda at the regional level</li></ol>
<p><b>Executing Agency</b></p> <p>The NACTP will be the executing agency in collaboration with NGOs and members of the Management Committees of operating CTPs.</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented by the end of 2007 and continued up to 2015</p>

## **(2-6) Consolidation of CTP Training System and Continuous Training**

The current training system for instructors and Management Committee (M/C) members is to be further strengthened. The training unit to be established in the NACTP will be responsible for training the regional officers (coordinators and inspectors for the CTPs). Once the regional officers are trained, they will undertake the training of the CTP staff in Kaolack and Tambacounda with assistance from the central NACTP. This system is to be extensively consolidated.

<p><b>Objectives</b></p> <p>To consolidate the existing training system through more intensive training at the regional level and provide continuous training to instructors/assistant mothers, and M/C members in order to expand the CTPs</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"><li>1) To establish a Training Dept. in the NACTP to review the number of existing CTPs and future construction plans, and estimate the need for training and retraining in collaboration with regional officers</li><li>2) To prepare annual training plans for instructors/assistant mothers and M/C members for Kaolack and Tambacounda</li><li>3) To prepare necessary training plans for the regional officers at the central level</li><li>4) To arrange budget for the training, including allocations from development partners</li><li>5) To have the regional officers implement the training in Kaolack and Tambacounda in collaboration with the MOE and instructors/assistant mothers of the operating CTPs</li></ol>
<p><b>Executing Agency</b></p> <p>The NACTP in collaboration with the MOE, MOH and MPPHS</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented by the end of 2007 and continued up to 2015</p>

### **(2-7) Establishment of Data Base for ECD Facilities**

Though the Government of Senegal plans to construct a large number of CTPs in the future, the details of demand and supply have not been well recorded. (In other words, adequate statistical data on the ECD facilities has not been prepared). Statistics will be an effective and indispensable tool for policy making, implementation, and monitoring and evaluation of ECD.

<p><b><i>Objectives</i></b></p> <p>To improve the quality of the data base on ECD facilities by developing an Early Childhood Education Management Information System (ECD-EMIS) in Kaolack and Tambacounda</p>
<p><b><i>Project Components</i></b></p> <ol style="list-style-type: none"> <li>1) To set up a working group for an Education Management Information System in the NACTP</li> <li>2) To review data currently available for ECD facilities (CTPs, Kindergartens, and Nursery Schools), including the numbers of facilities, children and teaching staff</li> <li>3) To develop an assessment form for ECD facilities</li> <li>4) To collect and compile data for ECD facilities in Kaolack and Tambacounda</li> <li>5) To analyze the data for future planning</li> <li>6) To develop an Early Childhood Education Management Information System (ECD-EMIS)</li> </ol>
<p><b><i>Executing Agency</i></b></p> <p>The NACTP in close collaboration with the MOE</p>
<p><b><i>Implementation Schedule</i></b></p> <p>To be implemented by the end of 2007 and continued up to 2015</p>

## **(2-8) Establishment of a Training School for CTP**

A considerable number of CTPs will be constructed in the near future. This will generate the need for more training of instructors/assistant mothers and Management Committee (M/C) members. Even with the further consolidation of existing training system, this high demand cannot be accommodated without establishing a permanent training facility.

### ***Objectives***

To consolidate the existing training system through more intensive training at the regional level and provide continuous training of instructors/assistant mothers, and M/C members for the growing number of CTPs

### ***Project Components***

- 1) To review the existing CTP and current CTP expansion plan, and formulate a long-term plan for training instructors/assistant mothers and M/C members
- 2) To estimate annual training needs on the basis of the long-term training plan
- 3) To determine the required scale and location (existing facilities are already available at one candidate site in Thies)
- 4) To raise funds and establish a training center
- 5) To train the staff of the training center and commence its operation

### ***Executing Agency***

The NACTP in collaboration with the MOE, MOH, MPPHS and MFSDNS

### ***Implementation Schedule***

To be implemented between 2008 and 2015



### **(2-9) Strengthening of Monitoring and Evaluation System**

Support during the operational stage of the CTPs through continuous monitoring and evaluation will be indispensable for the sustainable development of the CTPs in the future. This has been proved through the implementation of the Pilot Project. This function will have to be strengthened in the NACTP if the sustainability of the CTPs is to be enhanced.

<p><b>Objectives</b></p> <p>To establish a monitoring and evaluation system based on the experience of the Pilot Project, and to provide regular monitoring and evaluation services to the existing CTPs</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"> <li>1) To establish a monitoring and evaluation unit for the CTPs in the NACTP</li> <li>2) To review the current monitoring situation and establish an integrated monitoring and evaluation system with clearly defined functions for the central office and regional office</li> <li>3) To prepare a monitoring and evaluation plan and budget allocation</li> <li>4) To train regional officers for monitoring and evaluation</li> <li>5) To perform the monitoring and evaluation at the regional level (Kaolack and Tambacounda)</li> </ol>
<p><b>Executing Agency</b></p> <p>The NACTP in collaboration with its regional offices and NGOs</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented by the end of 2007 and continued up to 2015</p>

#### **4.3.3 Plan for Supporting ECD through Cooperation of Related Ministries**

A holistic approach will be required to facilitate ECD from the standpoint of not only education, but also health, nutrition, and the protection of children's rights. Continuous supports from the NACTP and related ministries such as the MOE, MOH and MPPHS will be indispensable for promoting ECD in Kaolack and Tambacounda. This section lists proposed plans for supporting ECD through CTP operations with the cooperation of the related ministries.

### **(3-1) Enhancing Awareness of ECD through CTP Operation**

Lack of awareness of ECD is one of the major constraints to an improved environment for early childhood. The experience and lessons from the Pilot Project have proved that the local awareness of ECD is greatly enhanced by CTP operations such as the community meetings and the Cine-bus operation (conducted in collaboration with related ministries such as the MOE and MOH). Thus, the awareness-raising campaign should be expanded to the other CTPs in Kaolack and Tambacounda not operated under the JICA project.

<p><b>Objectives</b></p> <p>To use the CTP operations as a tool for publicizing the importance of awareness on ECD to local communities in Kaolack and Tambacounda</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"> <li>1) To review and strengthen the awareness-raising campaign on ECD through the CTP operations such as community meetings and Cine-bus (in cooperation with the related organizations such as the NACTP, MOE, MOH, development partners and NGOs)</li> <li>2) To make an annual plan for the campaign in Kaolack and Tambacounda in cooperation with the related organizations</li> <li>3) To implement the campaign through community meetings and Cine-bus showings at the JICA CTPs in Kaolack and Tambacounda</li> <li>4) To publicize the importance of awareness on ECD throughout all of the CTPs in Kaolack and Tambacounda</li> </ol>
<p><b>Executing Agency</b></p> <p>The NACTP in collaboration with the MOE, MOH, and development partners</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented by the end of 2007 and continued up to 2015</p>

### **(3-2) Support for Integration of Standard Curriculum and Teaching Materials for CTP**

The MOE has accumulated knowledge of curriculum and teaching materials for early childhood education and the MOH and MPPHS have accumulated knowledge on health and nutrition. Accordingly, it has been proposed that the related ministries provide existing materials and data, and assist the NACTP in integration the curriculum and teaching materials for ECD. This plan is closely related with proposed plans (2-2) and (2-3).

### **(3-3) Support for Training of CTP Staff**

In principal, the Directorate of Preschool under the MOE is in charge of training for teachers for ECE. However, the various content in the training curriculum (health,

nutrition, ECE, etc.) has made it necessary to form a team of experts from various sectors to conduct the training of the CTP staff (instructors/assistant mothers) under the leadership of regional coordinators. Thus the training of the CTP staff is to be undertaken under the integrated support from related ministries such as the MOE, MOH and MPPHS. This proposed plan is closely related with the proposed plans (2-5) and (2-6).

### **(3-4) Support for Increasing Birth Registration using CTP**

Birth registration is a basic condition for protecting children's rights. However, inconvenient access makes it difficult for many parents to reach the local authorities for the birth registration, particularly in rural areas. The CTPs should offer the parents improved access to local authorities for birth registration.

<p><b>Objectives</b></p> <p>To improve the birth registration system of newborns and children under 6 years old using the CTPs</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"> <li>1) To review present status of birth registration</li> <li>2) To consider a more flexible system for birth registration using the CTPs in cooperation of related ministries</li> <li>3) To verify the birth registration system at the four JICA CTPs as a pilot project and to modify the system</li> <li>4) To disseminate and promote the modified system to the other CTPs in Kaolack and Tambacounda</li> </ol>
<p><b>Executing Agency</b></p> <p>The NACTP in cooperation with the Ministry of Justice and MFSDNS</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented between 2005 and 2015</p>

### **(3-5) Support for Improving Access to Healthcare using the CTPs**

With the present shortages in the number of health facilities, it is difficult for much of the population to access higher medical services or even health posts in rural areas. In the Pilot Project, basic health services such as vaccinations and physical examinations were provided for children through the CTPs in collaboration with the neighbouring health workers and health facilities. The experience and lessons of the Pilot Project should be extended and applied to all the CTPs in Kaolack and Tambacounda.

<b><i>Objectives</i></b> To improve the access to health services through the CTPs in collaboration with the neighbouring health facilities and the MOH and MPPHS
<b><i>Project Components</i></b> <ol style="list-style-type: none"><li>1) To review the health service system for early childhood with support from the MOH and MPPHS</li><li>2) To set up a coordinating system among the related organizations and the CTPs</li><li>3) To promote and expand health services for children through the JICA-CTP operation in Kaolack and Tambacounda in collaboration with the neighbouring health workers and health facilities</li><li>4) To disseminate the experience and lessons to other CTPs in Kaolack and Tambacounda</li></ol>
<b><i>Executing Agency</i></b> The NACTP in cooperation with the MOH, MPPHS and local health organizations
<b><i>Implementation Schedule</i></b> To be implemented between 2005 and 2015

### **(3-6) Support for Improving Living Environment of CTP**

Working in collaboration with the Ministry of Environment , the participants in the Pilot Project implemented forestation and vegetable gardening activities with community participation through the CTPs. The Pilot Project confirmed that forestation and vegetable gardening improved the living environment in and around the CTPs, as well as the environmental and nutrition education for the children and their mothers. The experience and lessons of the Pilot Project are to be strengthened and extended to other CTPs.

<b><i>Objectives</i></b> To improve the living environment in and around the CTPs, as well as the availability of nutrients for children
<b><i>Project Components</i></b> <ol style="list-style-type: none"><li>1) To review living environment in and around the CTPs and prepare a standard for CTP environments</li><li>2) To review the experiences of the Pilot Project and prepare programs for vegetable gardening</li><li>3) To promote greenery activities in order to improve the living environment in and around the CTPs through the JICA CTP operations in Kaolack and Tambacounda</li><li>4) To disseminate the experiences and lessons to the other CTPs in Kaolack and Tambacounda</li></ol>
<b><i>Executing Agency</i></b> The NACTP in cooperation with Ministry of Environment
<b><i>Implementation Schedule</i></b> To be implemented between 2005 and 2015

### **(3-7) Support for Mothers and Women using CTP/ Promotion of Gender Equity**

In the Pilot Project, the mother's classes offered through the CTPs helped improve basic education on literacy, religion, etc., for both women and men in the community. In addition, seminars and awareness campaigns on health, nutrition and children's rights were conducted to promote ECD through the mother's classes. The mother's classes are to be strengthened in collaboration with the related organizations, the MOE and MOH in particular, and to be expanded to the other CTPs in Kaolack and Tambacounda.

<b><i>Objectives</i></b> To strengthen the mother's classes as a means of promoting ECD and gender equity through the CTPs
<b><i>Project Components</i></b> <ol style="list-style-type: none"><li>1) To review ongoing activities in the mother's classes and prepare standard curriculum including education on literacy, health and nutrition, and the protection of children's rights</li><li>2) To prepare manuals for the mother's classes based on the experience of the Pilot Project</li><li>3) To promote the mother's classes for ECD through the JICA-CTP operations in Kaolack and Tambacounda</li><li>4) To disseminate the experience and lessons to the other CTP in Kaolack and Tambacounda</li></ol>
<b><i>Executing Agency</i></b> The NACTP in cooperation with the MOE and MOH
<b><i>Implementation Schedule</i></b> To be implemented between 2005 and 2015

### **(3-8) Establishment of Budgetary Support System for CTP Operation**

In principal, the operation of each CTP is to be managed by its local community. However, some of CTPs are in financial difficulties due to the low and/or fluctuating income from the beneficiaries in the rural areas. To address this situation, the NACTP is to provide budgetary support to the CTPs and request the rural and municipal authorities for periodical budgetary support to enhance the sustainability of the CTP operations. In addition, the Management Committee (M/C) and Supervisory Committee (S/C) of each CTP are to request the local authorities for financial support in order to ensure stable CTP operations.

<p><b>Objectives</b></p> <p>To enhance the sustainability of CTP operations by ensuring budgetary support</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"> <li>1) To review the financial records of the existing CTPs, including the JICA CTPs</li> <li>2) To analyze the causes of the financial problems and their constraints</li> <li>3) To discuss the matter of budgetary support with local governments (rural and municipality) through the regional coordinators</li> <li>4) To establish rules and standard criteria for the support</li> </ol>
<p><b>Executing Agency</b></p> <p>The NACTP in cooperation with local governments</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented by the end of 2007 and continued up to 2015</p>

#### **4.3.4 Plan for Improving ECD Facilities**

CTPs and nursery schools are to be expanded to achieve the Master Plan target of increased enrollment rates in the preschools of Kaolack and Tambacounda. The MOE now has a plan to expand the CTPs and support private kindergartens in order to increase the enrollment rates. During a hearing with the Directorate of Preschools in May 2004, however, the MOE indicated that it would not be including nursery schools in its plans. Correspondingly, the Master Plan proposes a plan for expanding CTPs and kindergartens. To achieve the Master Plan target by 2015, 182 CTPs and 133 kindergartens are to be constructed and operated in Kaolack, and 123 CTPs and 87 kindergartens are to be constructed and operated in Tambacounda (as presented in Appendix 2).

In addition, the Master Plan proposes improvements in the community huts and daaras

now playing a complementary role for early childhood education in Kaolack and Tambacounda.

#### **(4-1) Activation Program for the Existing CTPs**

CTPs are now being constructed in Kaolack and Tambacounda. However, nine (9) CTPs in Kaolack and six (6) CTPs in Tambacounda are reportedly still waiting to begin operation. Much stronger activation of the existing CTPs will clearly be needed if the CTPs in Kaolack and Tambacounda are to be developed as planned in the future..

<b><i>Objectives</i></b> To activate the existing CTPs by facilitating the construction and/or training of CTP staff, and to commence CTP operations to meet the high local demand
<b><i>Project Components</i></b> <ol style="list-style-type: none"><li>1) Organize a reactivation team for the non-operating CTP in the NACTP</li><li>2) Collect current information on the non-operating CTP in Kaolack and Tambacounda in collaboration with the regional coordinators</li><li>3) Study the problems for non-operation and identify the countermeasures</li><li>4) Provide necessary countermeasures such as support for construction, management organization and training</li></ol>
<b><i>Executing Agency</i></b> The NACTP in collaboration with regional coordinators
<b><i>Implementation Schedule</i></b> To be implemented by the end of 2007



#### **(4-2) Establishment of CTP Federation and Promotion of Collaboration**

Communication among the existing CTPs is quite limited in Kaolack and Tambacounda. In order to strengthen the sustainability of CTP operation, it will be necessary to set up an organization to federate the CTPs in Kaolack and Tambacounda. This will enhance the sustainability by providing a forum for the exchange of experiences and lessons on CTP operation. .

<b><i>Objectives</i></b> To establish a CTP federation for promoting collaboration among CTP in Kaolack and Tambacounda
<b><i>Project Components</i></b> <ol style="list-style-type: none"><li>1) To set up the federation by inviting all the existing CTP in Kaolack and Tambacounda</li><li>2) To hold regular meetings and exchange experience of CTP operation in order to strengthen the sustainability based on the results of the Pilot Project</li><li>3) To review the results of the activities</li><li>4) To integrate other regions and to disseminate the experience throughout the whole country</li></ol>
<b><i>Executing Agency</i></b> The NACTP in collaboration with the CTPs in Kaolack and Tambacounda
<b><i>Implementation Schedule</i></b> To be implemented by the end of 2007 and continued up to 2015

### **(4-3) Construction Plan for CTP**

To achieve the target preschool enrollment rate in the Master Plan, 182 CTPs in Kaolack and 123 CTPs in Tambacounda are expected to be constructed by 2015. To realize this target, a definite CTP construction plan for 2005 - 2009 is to be prepared in collaboration with the regional governments of Kaolack and Tambacounda. At the same time, a financial plan is also to be prepared based on the estimated funds required for the construction in coordination with the Presidential Office and development partners.

<b><i>Objectives</i></b>
To improve access to ECD by constructing CTPs and increasing the preschool enrollment rates in Kaolack and Tambacounda
<b><i>Project Components</i></b>
1) To prepare an inventory of CTPs and review the plans for CTP construction in Kaolack and Tambacounda 2) To study the required number of CTPs in collaboration with the regional coordinators in Kaolack and Tambacounda 3) To prepare a concrete CTP construction plan (initial 5 year plan: 2005-2009) 4) To estimate the required funds for construction on the basis of the construction plan and arrange the fund on the basis of the financial plan in coordination with the Presidential Office and development partners 5) To construct the CTPs in Kaolack and Tambacounda
<b><i>Executing Agency</i></b>
The NACTP in collaboration with the regional coordinators and the Presidential Office
<b><i>Implementation Schedule</i></b>
To be implemented between 2005 and 2015

#### **(4-4) Incentive Plan for Private Preschools**

The work of improving preschool education by private entities in both Kaolack and Tambacounda will further encourage private participation in preschool education. To promote deeper participation of the private sector in the preschool education, the Master Plan proposes that the government provide support and incentives.

<b><i>Objectives</i></b> To facilitate private preschools by providing government support and incentives
<b><i>Project Components</i></b> 1) To review the present government support system 2) To prepare plans for support to preschools - to exempt private preschools from tax and duties - to reduce or exempt import duties and tax on materials and equipment for private preschools 3) To reallocate the budget for the support program 4) To provide pedagogical assistance by the MOE and NACTP inspectors
<b><i>Executing Agency</i></b> The MOE in collaboration with the NACTP
<b><i>Implementation Schedule</i></b> To be implemented between 2008 and 2015

#### **(4-5) Supporting Plan for Community Hut (Case Communautaire)**

Numerous community huts (smaller CTPs of a more primitive type) are being constructed and operated in Kaolack and Tambacounda. However, their services, facilities, and teaching materials are quite low in quality compared to those at the full-fledged CTPs. Given the limited resources in the two regions, it will be difficult for all of the community huts to reach the CTP standard. It will be necessary to support community huts and improve the quality of the services.

<b><i>Objectives</i></b> To improve community huts in order to promote ECD in Kaolack and Tambacounda
<b><i>Project Components</i></b> 1) To conduct inventory surveys of community huts in Kaolack and Tambacounda 2) To assess the needs of the teaching materials and manuals and prepare distribution plan in coordination with development partners and NGOs 3) To prepare a re-training plan for community hut staff such as instructors and assistant mothers 4) To distribute the teaching materials and manuals and to re-train the community hut staff 5) To disseminate experience and lessons of the CTPs to community huts in Kaolack and Tambacounda
<b><i>Executing Agency</i></b> The NACTP in collaboration with the MOE and the regional coordinators in Kaolack and Tambacounda
<b><i>Implementation Schedule</i></b> To be implemented between 2008 and 2015

#### **(4-6) Plan for Improvement of *Daaras***

The *daaras* of Senegal are truly unique facilities for accommodating children. Numerous *daaras* are established in the target regions, especially in Kaolack. As mentioned in the preceding chapter, the living conditions of *daaras* are not generally favorable to children's health and nutrition. Thus, improvements in the living environments of the *daaras* will be indispensable for promoting ECD in Kaolack and Tambacounda. However, it will be difficult to tackle all the problems and constraints since the *daaras* are beyond governmental administration. The Master Plan proposes the development of a cooperation system linking the living environments of the *daaras* and CTPs with a focus on improving health and nutrition in the *daaras* in collaboration with development partners and NGOs.

<p><b><i>Objectives</i></b></p> <p>To develop a cooperation system among CTPs and <i>Daaras</i> and improve the health and nutrition status of the <i>talibés</i></p>
<p><b><i>Project Components</i></b></p> <ol style="list-style-type: none"> <li>1) To establish a collaboration system among the CTPs and pilot <i>daaras</i> and implement an exchange program</li> <li>2) To provide ECD programs to the pilot <i>daaras</i>, especially health and nutrition programs in cooperation with the MOH, MPPHS, and nearby health facilities</li> <li>3) To review results and disseminate experience and lessons to other <i>daaras</i> in Kaolack and Tambacounda</li> </ol>
<p><b><i>Executing Agency</i></b></p> <p>The NACTP in collaboration with the regional coordinators, MOH, and MPPHS</p>
<p><b><i>Implementation Schedule</i></b></p> <p>To be implemented between 2008 and 2015</p>

#### **(4-7) Plan for Establishing a Supporting Fund for ECD**

The budget for preschool education remains low compared to those allocated for other sub-sectors of education. In the Ten-Year Education and Training Program (PDEF), 10% of the total budget is to be allocated to preschool education. Actual allocation in the past, however, has been lower than the planned allocation. For promoting ECD, a supporting fund additionally applicable to the CTPs is to be established by reallocating the funds from the development partners.

<p><b><i>Objectives</i></b></p> <p>To establish a supporting fund for financing various programs and projects for ECD and promoting private participation for preschool education</p>
<p><b><i>Project Components</i></b></p> <ol style="list-style-type: none"> <li>1) To set up a taskforce under the executive coordination committee (to be established) for fundraising for ECD</li> <li>2) To formulate a plan for raising ECD funds by a task force team (objectives, fund source, application, etc.)</li> <li>3) To discuss and negotiate for the fund arrangements with development partners in collaboration with the Ministry of Economy and Finance</li> <li>4) To allocate the Government funds             <ul style="list-style-type: none"> <li>- The initial fund requirement is estimated at around US\$ 10 million</li> </ul> </li> </ol>
<p><b><i>Executing Agency</i></b></p> <p>The NACTP in collaboration with the MOE, MOH, MPPHS and MOEF</p>
<p><b><i>Implementation Schedule</i></b></p> <p>To be implemented between 2008 and 2015</p>

#### 4.3.5 Plan for Community Development and Integration

Through the Pilot Project presented in Chapter 3, the CTPs are to promote community integration and development by activating women's groups and income-generation activities. The activities of the CTPs are to be further integrated into community development.

##### (5-1) Plan for Community Development through CTP Operations

<p><b>Objectives</b></p> <p>To promote community development through the CTP operations</p>
<p><b>Project Components</b></p> <ol style="list-style-type: none"> <li>1) To enhance the relationship between the CTP management (e.g. the Management Committee (M/C) and Supervisory Committee (S/C)) and the community assembly</li> <li>2) To facilitate the formulation of various types of community organizations such as women's groups and livelihood improvement groups and to promote their activities through the CTPs</li> <li>3) To expand activities of community organizations outside the CTPs</li> </ol>
<p><b>Executing Agency</b></p> <p>The NACTP (regional coordinators in particular) in collaboration with the related ministries, development partners and NGOs</p>
<p><b>Implementation Schedule</b></p> <p>To be implemented between 2008 and 2015</p>

#### 4.4 Selection of High-Priority Programs and Preparation of Action Plan

##### 4.4.1 High-Priority Programs

The target year of the Master Plan is set at the year 2015 in due consideration of the current status of ECD in Kaolack and Tambacounda. The high-priority programs in the Master Plan have been selected by applying the following criteria. In selecting the programs, individual projects proposed are integrated with others when consolidation is more efficient for the implementation.

- Criteria 1: Quick project for strengthening of the NACTP as an executing agency of ECD
- Criteria 2: Urgent project for sustainable operation of the CTPs
- Criteria 3: High demand project for ECD with support of related ministries