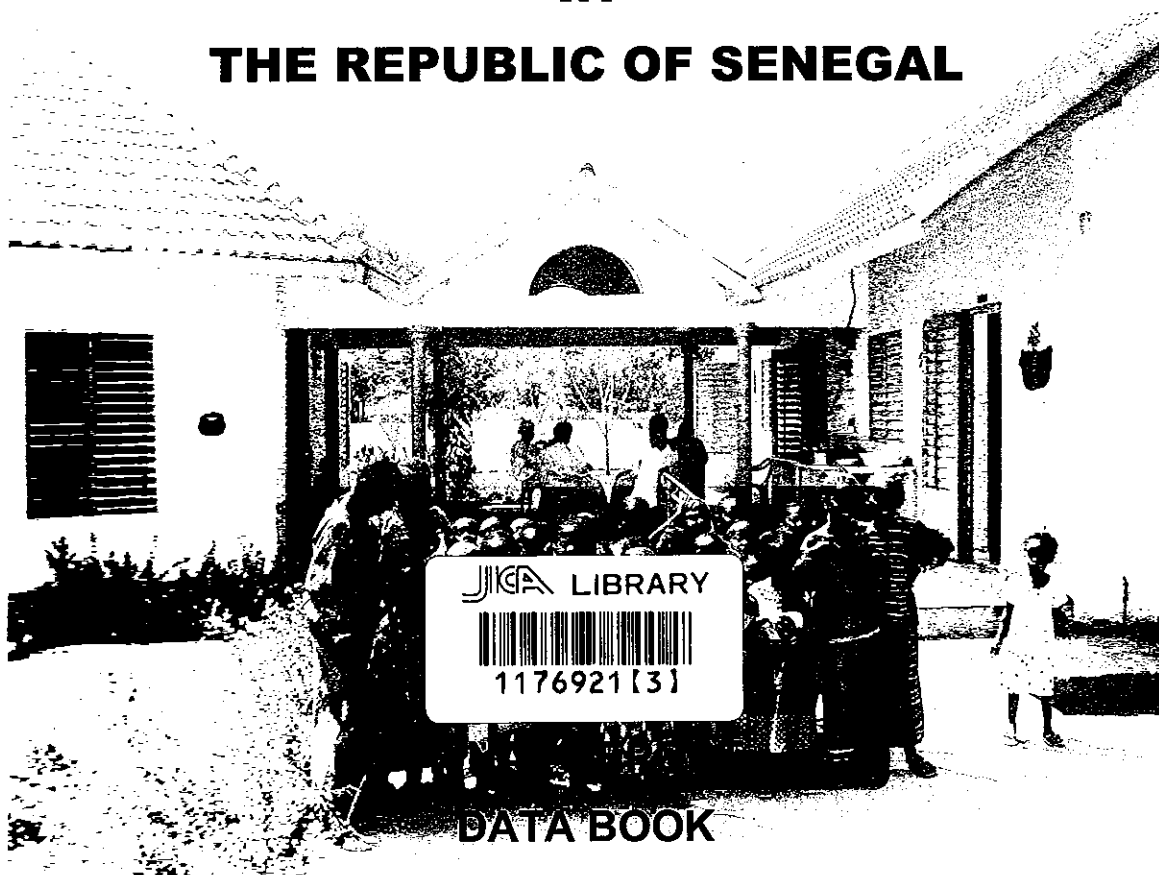


JAPAN INTERNATIONAL
COOPERATION AGENCY

NATIONAL AGENCY OF CASE
DES TOUT-PETITS (NACTP)
THE REPUBLIC OF SENEGAL

**THE STUDY
ON
THE IMPROVEMENT OF ENVIRONMENT
FOR EARLY CHILDHOOD
IN
THE REPUBLIC OF SENEGAL**



August 2004

KRI INTERNATIONAL CORP.

HM
JR
04-14

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**FINAL REPORT
DATA BOOK**

AUGUST 2004

KRI INTERNATIONAL CORP.

FINAL REPORT

SUMMARY REPORT

MAIN REPORT

SUPPORTING REPORT

DATA BOOK (MANUALS)



1176921 [3]

Exchange Rate

(as of August 2004)

US\$1=¥110.45

US\$1=FCFA534.08

FCFA1 = ¥0.21

INTRODUCTION

If you and your community members have a dream of starting a Case des Tout-Petits (CTP), this Data Book (Manuals) will give you an idea about how you can realize it

If you and your community members have a plan to promote the early childhood development (ECD) through the CTP operation for improving environment for early childhood, this Data Book (Manuals) will show you the proper way to proceed

This Data Book (Manuals) integrates the necessary information in the following components to show you the steps and the procedures for facilitating the CTP operation and management through the community participatory approach

The components of this Data Book (Manuals) are:

Chapter 1 “MANUAL FOR COMMUNITY APPROACH”

Chapter 2 “MANUAL FOR CTP SENSITIZATION”

Chapter 3 “MANUAL FOR MANAGEMENT COMMITTEE ON SENSITIZATION AND CTP OPERATION”

Chapter 4 “MANUAL FOR CTP MAINTENANCE”

Chapter 5 “REGULATIONS OF CTP MANAGEMENT COMMITTEE”

We hope that this Data Book (Manuals) will contribute to promote ECD and to improve environment for early childhood. We also hope that this kind of ECD activities could lead up to the community empowerment as well as protection of children's rights.

Note

This Data Book (Manuals) was prepared by the NACTP (former MFEC) under the technical cooperation of the JICA Study Team in the JICA Pilot Project. Hereafter, this Data Book (Manuals) is periodically to be upgraded by the NACTP in collaboration with development partners through lessons and experience from the CTP operation and management.

Summary of Manuals

Title	Target	Objectives	When to use	How to use	Material type	Language
Manual for Community Approach	NACTP Staff	<ul style="list-style-type: none"> - For the NACTP staff and the people related to CTP to understand that understanding of the population and the active community participation from the planning stage is crucial for the smooth construction and operation of CTP. - For the NACTP staff and the people related to CTP to use this as a manual when they approach the community for construction and operation for new CTP 	Before the CTP construction	<ul style="list-style-type: none"> - For the NACTP staff to use this as a manual in the lecture to the NACTP staff and CTP staff - For the NACTP staff and CTP staff to use this as a guide in the field 	Text	English, French
Manual for CTP Sensitization	Sensitization team composed of NACTP Staff, Instructors, Assistant Mothers and so on	<ul style="list-style-type: none"> - For the population in the target area to understand better the environment surrounding the children - For the population in the target area to raise the awareness regarding the environment surrounding their children 	Before the CTP construction	<ul style="list-style-type: none"> - For the NACTP staff to use this as a manual in the lecture to the NACTP staff and CTP staff - For the NACTP staff and CTP staff to use this as a guide in the field 	Picture, Text, Video	English, French
Manual for Management Committee on Sensitization and CTP Operation	NACTP Staff, Instructors, Assistant Mothers, Management Committee Members	<ul style="list-style-type: none"> - For the Management Committee Members and CTP staff to obtain the necessary knowledge regarding the sound administrative and financial management 	Before and during the CTP construction	<ul style="list-style-type: none"> - For the NACTP staff to use this as a manual in the lecture to the CTP staff and Management Committee Members - For the Management Committee Members to use this as a guide in CTP operation and in the field 	Picture, Text, Video	English, French (partially Wolof and Pulaar)
Manual for CTP Maintenance	NACTP Staff, Instructors, Assistant Mothers, Management Committee Members	<ul style="list-style-type: none"> - For the CTP staff and Management Committee Members to understand the importance of facility maintenance and to learn how to maintain the facility 	Before the CTP operation	<ul style="list-style-type: none"> - For the NACTP staff to use this as a manual in the lecture to the CTP staff and Management Committee Members - For the CTP staff and Management Committee Members to use this as a guide in CTP operation 	Text	English, French
Regulations of CTP Management Committee	NACTP Staff, Instructors, Assistant Mothers, Management Committee Members	<ul style="list-style-type: none"> - For the Management Committee Members to gain the consensus and stipulate on the role of the committee, how to operate and to promote the smooth operation 	Before the CTP construction	<ul style="list-style-type: none"> - For the Management Committee Members to use this as a reference to establish their own Regulations 	Text, Video	English, French, Wolof, Pulaar

Chapter1 ***MANUAL FOR COMMUNITY APPROACH***

**THE STUDY
ON
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MANUAL FOR COMMUNITY APPROACH

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- Annex A: How to communicate.
- Annex B: Description of the village (or district).
- Annex C: How to draw a problem tree
- Annex D: Table-Planning activities (example of gardening)
- Annex E: Table-Description of the persons in charge of CTP operation
- Annex F: Table-Records of children (0-6 years) entitled to attend case des tout-petits

1 INTRODUCTION

The absolute necessity of involving local populations to establish a relevant management system for the Cases des Tout-Petits (CTPs) resulted in the need to provide instructors with elements for the principles and techniques of the community-based approach.

In many cases, the neglect and even the abandonment of newly established facilities, or *sometimes their under-use*, as well as the refusal of proposed management systems can be observed.

One of the reasons might be that such initiatives, even though they bring hope in theory, are not based on a sound comprehension of the convictions and attitudes among the expected beneficiary populations

This guide, which aims at contributing to address this type of issue, is a practical guide to serve as a basis for the knowledge of the environment, for capacity-building and for the respect of the beliefs of the local groups with whom instructors will work.

The proposed method is flexible and gives a large place to simple, albeit efficient tools.

2 GENERAL OBJECTIVES

The guide aims at providing the instructors with the necessary capacities to understand the necessity of the community-based approach as a strategy for the appropriation of the Case des Tout-Petits operation by the local population.

3 SPECIFIC OBJECTIVES

The aim is to provide the instructors with the capacities to:

- Master the essential data for instructing the local groups,
- List the major features of the participatory approach,
- Justify the relevance of the community-based approach for the management of the Cases des Tout-Petits,
- Ensure proper communication with the local groups,
- Conduct a participatory evaluation, and
- Ensure the community-based management of the Cases des Tout-Petits.

4 METHODS

A number of methods are listed below:

- Presentations
- Technical briefs
- Group-based simulation
- Organized visits
- Experience exchange
- Evaluation tests

5 INSTRUCTING: A PREREQUISITE TO THE OPERATION OF CASES DES TOUT-PETITS

The following problems are present in our villages and cities:

- Strong population growth
- Lack of an early childhood care system
- Young people unemployment
- Poverty
- Unsanitary habitation
- Household refuse visible nearly everywhere
- Lack of water
- Insufficient power supply
- Frequency of diseases (diarrheas, malaria, respiratory diseases, etc.)
- Lack of classrooms
- Rampant insecurity
- Lack of agricultural land, etc.

Faced with such difficulties, the populations try to get organized in order to improve their living conditions.

Thus, the establishment of several grassroot organizations such as the Organizations for the Promotion of Women (GPF), Sport and Culture Organizations (ASC), Economic Interest Organizations (GIE), Religious Organizations (Dahira), Mutual Help Organizations ("Mbotaa"), etc. can be seen nearly everywhere.

Furthermore, community-based actions such as day care facilities are initiated in these communities.

To enhance the benefits expected from the Cases des Tout-Petits, such a wide-scale movement should be taken into account and the dynamics used as a support through continuous instructing activities based on observation, listening, comprehension and due consideration of population concerns.

6 WHY THE COMMUNITY-BASED APPROACH FOR THE OPERATION OF CASES DES TOUT-PETITS?

Focused on the village or the district, which appear as the space where rural and urban populations identify more easily, rather than those entities called communes or rural communities, the community-based approach allows local populations to maintain their first place and the role which is rightly theirs, while realizing their aspirations.

The community-based approach gives these populations a possibility to properly assume their responsibilities in the decision-making process for the proper operation of Cases des Tout-Petits and development projects in their communities.

7 ESSENTIAL CHARACTERISTICS OF THE COMMUNITY-BASED APPROACH

In view of what precedes, the community-based approach can be described as a method and/or a process undertaken on a rational basis for the establishment of a partnership with the population, on the basis of actions adopted by the population and/or with the population, with the aim of local development.

Therefore, the community-based approach may essentially be resumed as follows:

- A good knowledge of the environment
- A rational and comprehensive process
- A partnership, offering possibilities for active participation
- A process based on listening and learning, and
- An attitude and behaviors promoting the self- promotion of local communities.

Hence, the objective will be to:

- Facilitate the appropriation of Case des Tout-Petits and Micro-Projects operation by the beneficiary populations, and
- Conduct the micro-planning allowing for solutions to be identified by a larger number of people.

Furthermore, promoting the acquisition of progressive autonomy in addressing issues

and improving performances will also be included.

Innovations will no longer be perceived as imposed facts but as responses to a widely-perceived situation issue.

From this viewpoint, the chances of enhancing the sustainability of these innovations (construction of a Case des Tout-Petits, establishment of a Micro-Project) will be increased since they will be requested and accepted by the population. Needless to say, humility, availability, listening, comprehension and due consideration for the concerns of the local population are all requested from the instructor in the community-based approach.

8 A FEW HINTS FOR THE CASE DES TOUT-PETITS INSTRUCTOR

The hints can be introduced as increased capacities for the benefit of the personnel to enable it to:

- Characterize the profile of instructor,
- Determine and master their roles in the operation of the Case des Tout-Petits.
- Properly use the proposed tools for community-based approach (See “*Savoir communiquer*(Know How to Communicate)”),
- Establish an appropriate basis of elements in connection with the knowledge of the environment (village or district),
- Conduct an evaluation of quality widely accessible to people (See “*Fiche village ou quartier*(Village or District Brief)”), and
- Be able to communicate the evaluation results to the population and all other partners.

Through the following elements, interventions will be focused on:

8.1 Awareness-raising of populations

Awareness-raising of populations aims at the following:

- To enhance community capacities for analysis, to enable them to trace the evolution of the village or district and to introduce the phenomenon of poverty through its causes and impacts: (Problem Tree)
- To sensitize local organizations (GPF, ASC, “Dahiras”, “Mbotay”, GIE, etc.) to the obstacles hindering the improvement of the living conditions of populations and to enable them to acquire the skills for describing the changes in the environment as an evolutive process in which populations have a part of responsibility.

8.2 Conscientization

The evaluation process of the environment will address the issue of support for the populations.

Therefore, they will be able to better identify their place in the analysis of the situation, with a view to taking action after careful consideration.

8.3 Identification of problem situations

The identification of problem situations will aim at assisting populations with capacity building as follows:

- To identify those situations deemed as unsatisfactory by the larger number and as they are effectively experienced by the communities.
- To establish the link between the changes in the general situation and the problems.

8.4 Prioritizing the problems

Prioritizing the problems will aim at:

- Enabling the populations to list priorities, taking into account actual experiences and positive and hindering factors for the success of future actions.

8.5 Identification of the elements of solutions

The objective will be to support the populations in order to enable them to:

- Enhance their knowledge and practices,
- Analyze the causes of continuing problems, and
- Select those actions most appropriate to the context of the environment (village or district).

8.6 Organization of Micro-Planning

The organization of micro-planning will aim at:

- Assist the populations towards an effective and efficient appropriation of future actions through an appropriate planning system (See the Brief "planning des activités(Activity Planning)")

8.7 Implementation of Activities

The implementation of activities will aim at:

- Enabling populations to control the elements necessary for the proper implementation of planned activities.

8.8 Monitoring & Evaluation

The aim is to enable the populations to:

- Actively contribute to the monitoring and evaluation through identifying the discrepancies between results and objectives to be provided with continuous adjustments.

The critical analysis of participation in activity implementation remains an essential condition to ensure sustainability.

ANNEXES

HOW TO COMMUNICATE

I- DEFINITION

Communication is the whole of the physical and psychological process through which information is exchanged or one or several persons collaborate with one or several persons to reach such objective.

Process through which experience is transferred from emitter to receptor using audio, visual accessorially tactile aids; and provided the emitter and the receptor have common knowledge and principle to organize such transfer.

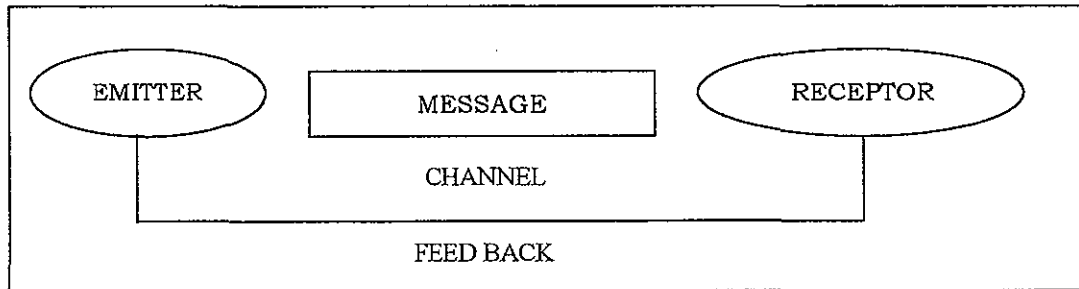
II- COMMUNICATION PROCEDURE

A) *Formal aspects*

The communication procedure includes the following key elements:

- *Emitter*: It is the source from where ideas spring.
- *Receptor*: It is the addressee of the ideas.
- *The message*: It is the ideas or information meant to be transferred.
- *The code*: That is the language, the signs, the gestures and symbols used.
- *The channel*: That is the way used to convey the message (communication between persons and communication through medias)
- *Feedback*: It is the whole of the verbal and non-verbal reactions from receptors after receiving the message.

FORMAL COMMUNICATION PROCEDURE CHART



COMMON CODE

B) Psychological aspects

The emitter does not always manage expressing his meant idea and receptor often receive only one portion of the addressed message for the following psycho-sociological reasons:

- Their personal story
- Their motivation
- Their affective situation
- Their intellectual and cultural levels
- Their reference frame
- Their social statute and role.

III- CONSTRAINTS

A) At the emitter's scale

- Attitude of the emitter: superiority, inferiority complex, non-respect of local customs, impatience, lack of credibility;
- Age, gender difference (sometimes) between emitter and receptor;
- Socio-economic difference shown for instance by jewels, and clothes;
- Difference in experiences;
- Lack of knowledge about the target group;
- Religious values;
- Negatives personal values;
- Lack of knowledge about the issue.

B) At the receptor's scale

- Awaiting phenomenon.
- Perception of message governed by personal sensitivity and experiences;
- Too concerned, busy with other issues;
- Attitude (superiority, inferiority complex);
- Lack of interest for the message;
- Not concerned with the message;
- Lack of trust for the emitter.

C) At the message scale

- Too technical terms;
- Length of the message;
- Too many messages at the same time; too many information;
- Unclear and not understood message;
- Message not matching with the receiver's needs.

D) At the channel scale

- Wrong choice regarding channel;
- Unfavourable environment: noise, crackling device, radio interferences, etc.
- Unavailability of channel to the target population.

E) At the Feed-back scale

- Absence of feed-back;
- Inappropriate methodology; insufficient feed-back;
- Inappropriate message.

IV- PRINCIPLE FOR GOOD COMMUNICATION

CREDIBILITY: The source has to be competent and trustworthy for the receptor to believe the message.

CONTEXT: The message has to be relevant to the receptor and solicit his participation.

CONTENT: The message must have a real meaning

COMMON CODE: The message has to be understood by both the emitter and by the receptor.

CLEARNESS/COMPREHENSION: The message has to remain typically same; despite possible alterations from repetition.

CHANNELS: The message has to be conveyed through channels the receptor is able to use.

CAPACITY: the receptor should be capable of doing what the message requests him to do.

DESCRIPTION OF THE VILLAGE (OR DISTRICT)

I- GENERAL INFORMATION

- Name of the village or district
- Location
 - C.R
 - City
 - Department
 - Region
- Date of establishment
- Number of houses
- Name of the head of village /District representative
- Profession
- Geographical delimitation
- Number of houses
 - Where owner is residing
 - Where owner and tenant are residing
 - Where tenant or tenants are residing

II- POPULATION DATA

- Total Population of the village or district
- Number of male adults
- Number of female adults
- Number of young people (15-35 years)
 - Girls
 - Boys
- Number of old people
 - Males
 - Females

III- SOCIAL DATA

- Indicate the 03 major ethnic groups.
- Existing education facilities
 - Primary schools
 - Daaras
 - Schools
 - Workshops or training centres
 - Others, specify
- Existing social and health care infrastructures in the village, the district - Others (to be specified)
 - Health hut
 - Public benefiting centres
 - Health centre or post
 - Maternity house or PMI
 - Hospital
- Existing associative organizations and its number
 - Associations
 - Groupings
 - G.I.E
 - Others (specify)
 - Dahiras
 - Teacher-Parent association
- Number of unemployed young people (specify their age)
 - Girls
 - Boys
- Identify the notables of the district
- Existing commercial facilities
 - Markets
 - Shops
 - Stores
- Relaxation facilities for the Young
 - Public garden s
 - Meeting place
- Place of worship
 - Mosque

- Big mosque
- Church
- Other Equipment
 - Is there any water supply service?
- Individual ones
 - Is there any electricity supply service?

IV- DISTRICT DYNAMICS

- Has there been any past experience of district mobilization (total or partial) for the undertaking of some activities?
- In what field?
- Describe motives?
 - Religious or Laic?
 - Which was the promoting group (the Young, adults, male, female)?
- Is there any prospect regarding the intended actions to promote the development of the village (district)?
 - Which ones?
- Nature of the relationships with the local authorities (Rural Community, Municipality, etc.)

V- PRIORITY ISSUES FOR THE VILLAGE OR DISTRICT

HOW TO DRAW A PROBLEM TREE

DEFINITION: A problem tree is a diagram with some roots representing minor issues, the trunk being the intermediary issue and the leaves the core problem.

Such instrument is used further to the results obtained further to the «*diagnosis*» portion (Cf. Description of village or district) and allows identifying together with the concerned populations the key issue.

That is in this case early childhood care.

How to achieve it?

To draw the problem tree, the following phases will be proceeded:

- First of all, identify on a consensual basis the core problem say, the one the majority of people attending consider as essential (Early Childhood Care).
- Then sort out step by step its causal problems finally leading to:
 - The smallest problem to be solved in priority.
 - Or to some problems without any imaginable solution.
 - Or some solutions about which population's opinions differ, which might constitute a constraint when the intended action is implemented (CTP or micro-project).

PLANNING ACTIVITIES

Example of Micro-garden

Period Activities	October				November				December				January				February				March			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
- Site selection	--																							
- Procurement of Equipment	--	--																						
- Manufacturing tables			--																					
- Procurement of seeds		-	-																					
- Sowing			-																					
- Maintenance			--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
- Harvesting				-											--	--	--	--	--	--				
- Evaluation																							-	

REPUBLIC OF SENEGAL

MINISTRY OF FAMILY AND
EARLY CHILDHOOD

DIVISION OF EARLY CHILDHOOD
AND CHILD RIGHTS

Date-----

DESCRIPTION OF THE PERSONS IN CHARGE OF CTP OPERATION -----

Region..... Department..... Arrondissement..... Rural Community..... District.....

	Function	First name and Name	Sex	Age	Telephone	Observations
<i>The CTP Personnel</i>	The CTP instructor					
	The Assistant mother					
	Grandmother					
	Grandfather					
	Other (2 nd instructor)					
	Other (2 nd assistant mother)					
	President					
	Vice-president					
<i>The CTP Management Committee</i>	General Secretary					
	Deputy General Secretary					
	Treasurer					
	Deputy Treasurer					

	Function	First name and Name	Sex	Age	Telephone	Observations
<i>Supervisory Committee</i>	Head of village /district representative					
	Representative of the Women promotion Groupings					
	Representative of the youth association					
	Representative of the local elected people residing in the village/district					
	Representative of the notables and religious leaders					
	Representative of the socio-professional groups					
	Director of the primary school					
	Nurse of the health post					
	CTP instructor					
	Artificial person: The President					
<i>General Assembly</i>	Representative of the micro- project Group					
<i>Micro-Project Coordination</i>						

- Representative of the local elected people residing in the village – rural, municipal councillors.
- Representative of Socio-professional Groups - craftsmen, drivers, traders.

REPUBLIC OF SENEGAL

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EARLY CHILDHOOD

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Date-----

RECORDS OF CHILDREN (0 - 6 YEARS) ENTITLED TO ATTEND CASE DES TOUT-PETITS DE -----

« List of children »

Region..... Department..... Arrondissement..... Rural Community..... District.....

No	First name and Name of the child	Age	Sex	First name and Name of the Parents	Telephone Number	Observations

Chapter 2 MANUAL FOR CTP SENSITIZATION

**THE STUDY
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MANUAL FOR CTP SENSITIZATION

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3. ORGANIZATION.....	2-16
- The Management Committee (6-member executive branch)	2-17
4. TRAINING	2-20

1. THE SOCIO-ECONOMIC ENVIRONMENT OF THE CHILD



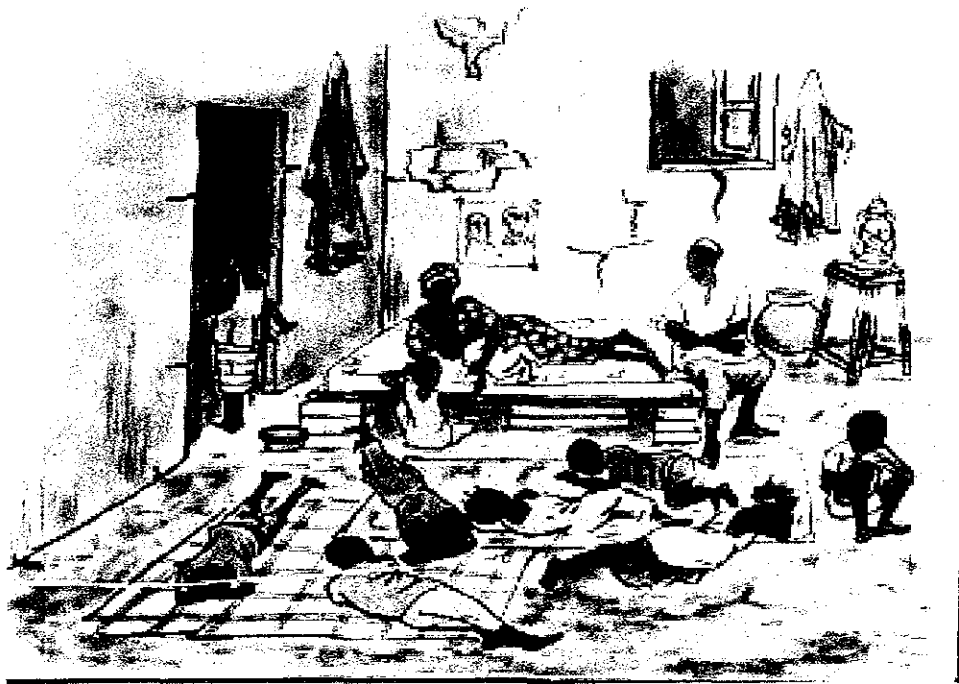
The animation/sensitization team, in the framework of the sites' diagnosis, defines with the population the socio-economic environment of the child



Poverty strikes all of the sites.



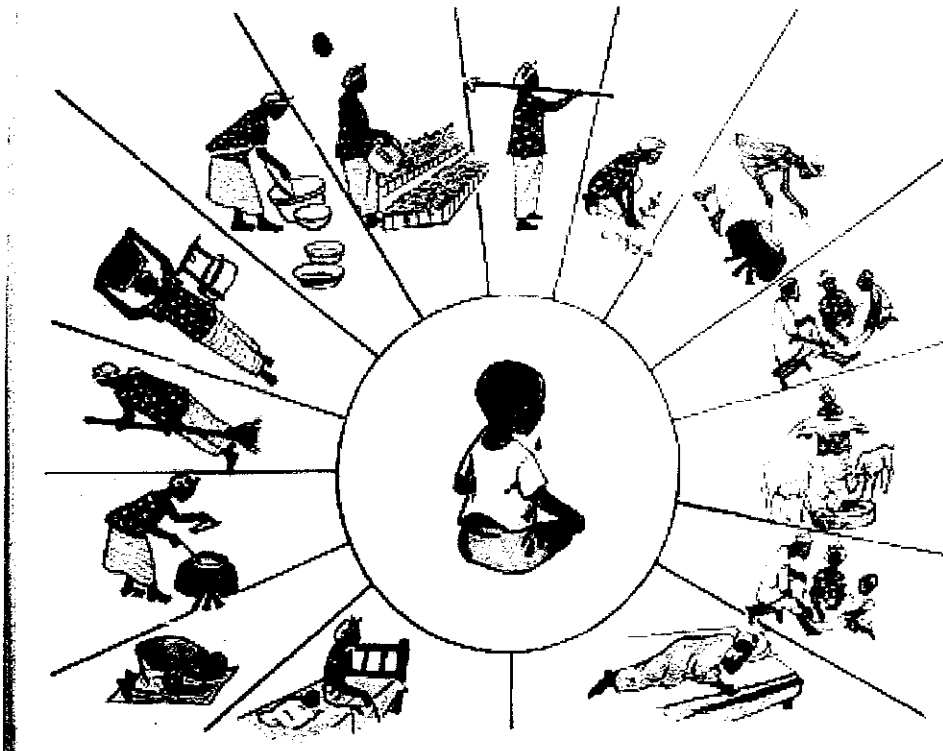
The number of children who rely on their parents is high.



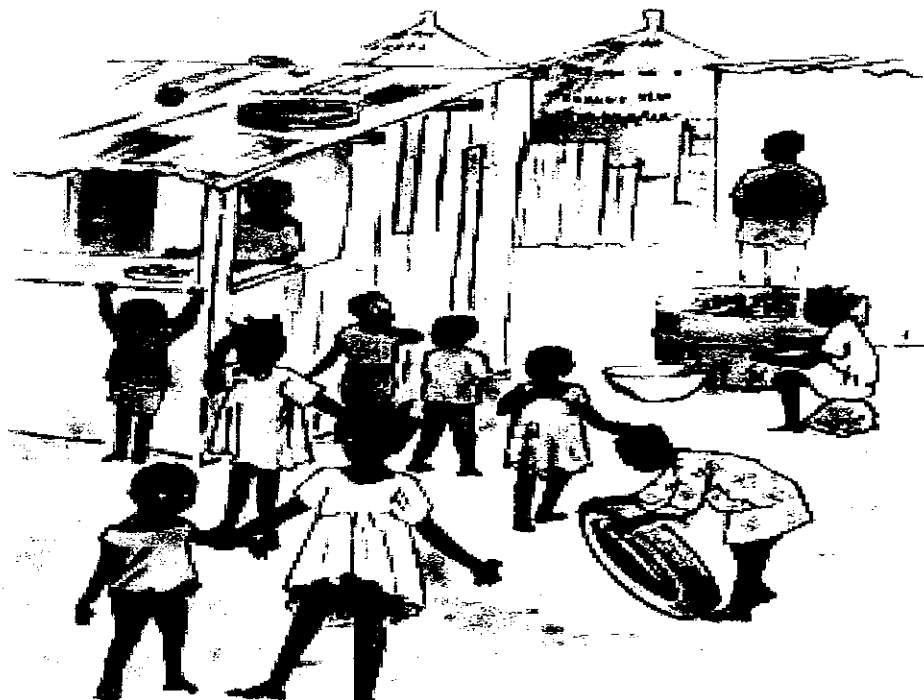
The families' living conditions are very precarious...



and have a negative influence on the health of the population,
in particular the children.



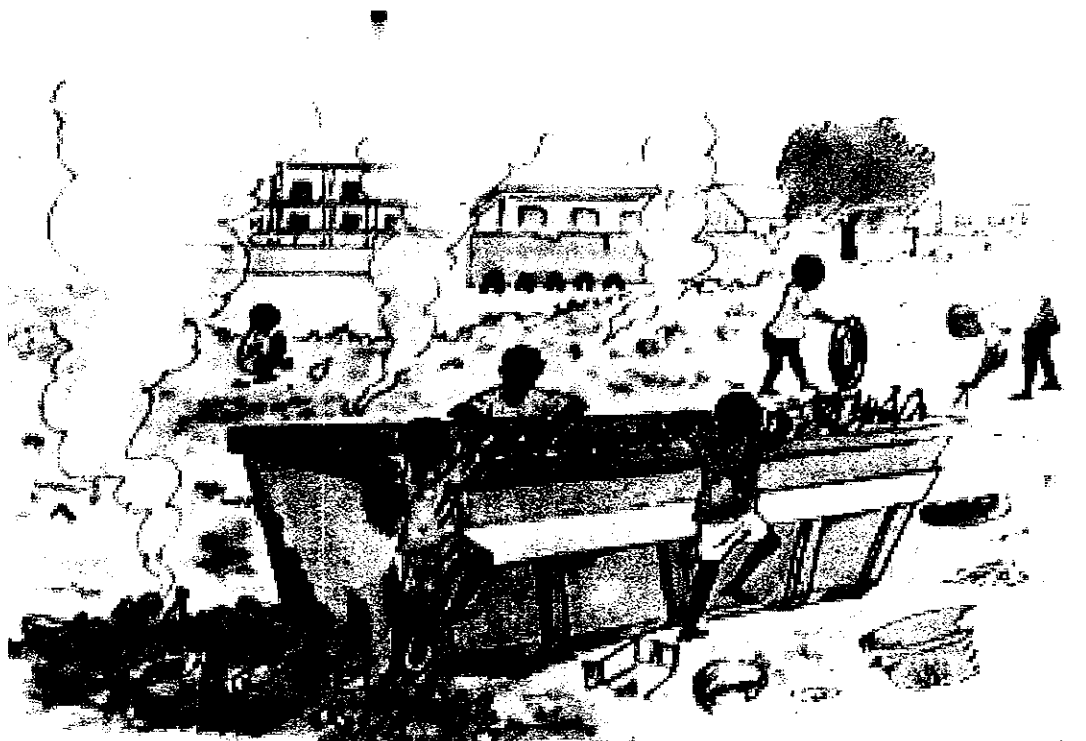
The woman's overload of work does not give her free time to properly take care of her child.



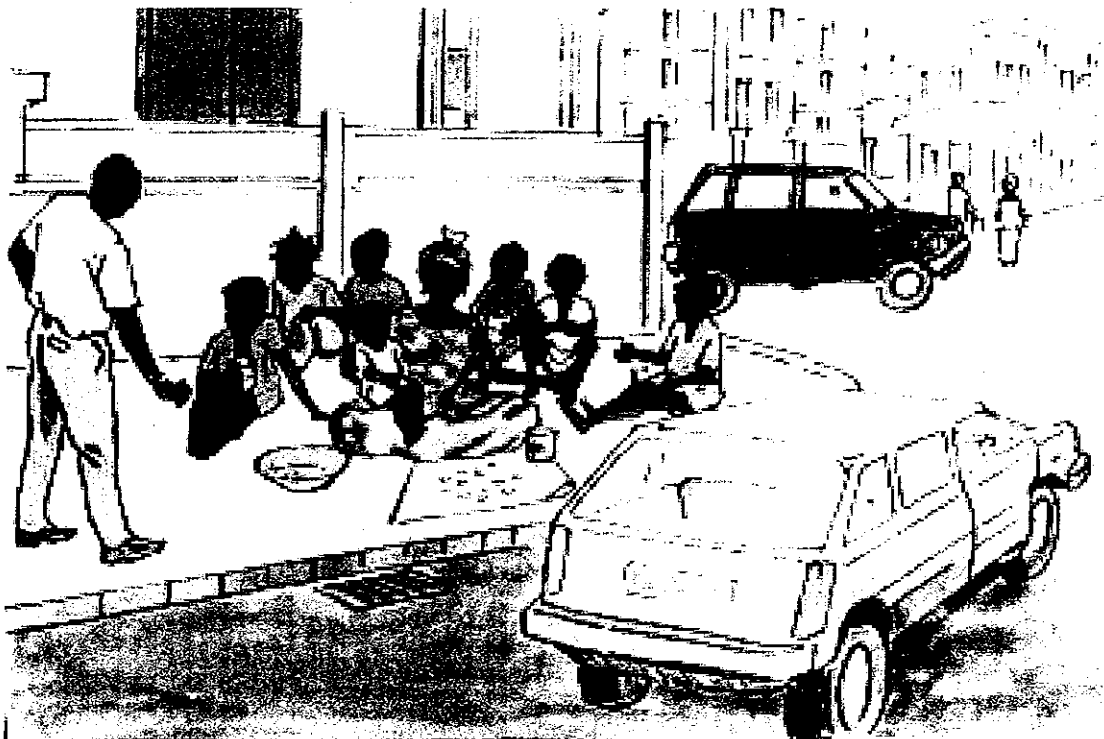
Very early, they are left to themselves in the streets,



while others are lucky enough to go to school.



They spend their time in trash dumps, looking for food.



Adults use them to bring sympathy on themselves.



Without a shelter, they sleep in the streets.



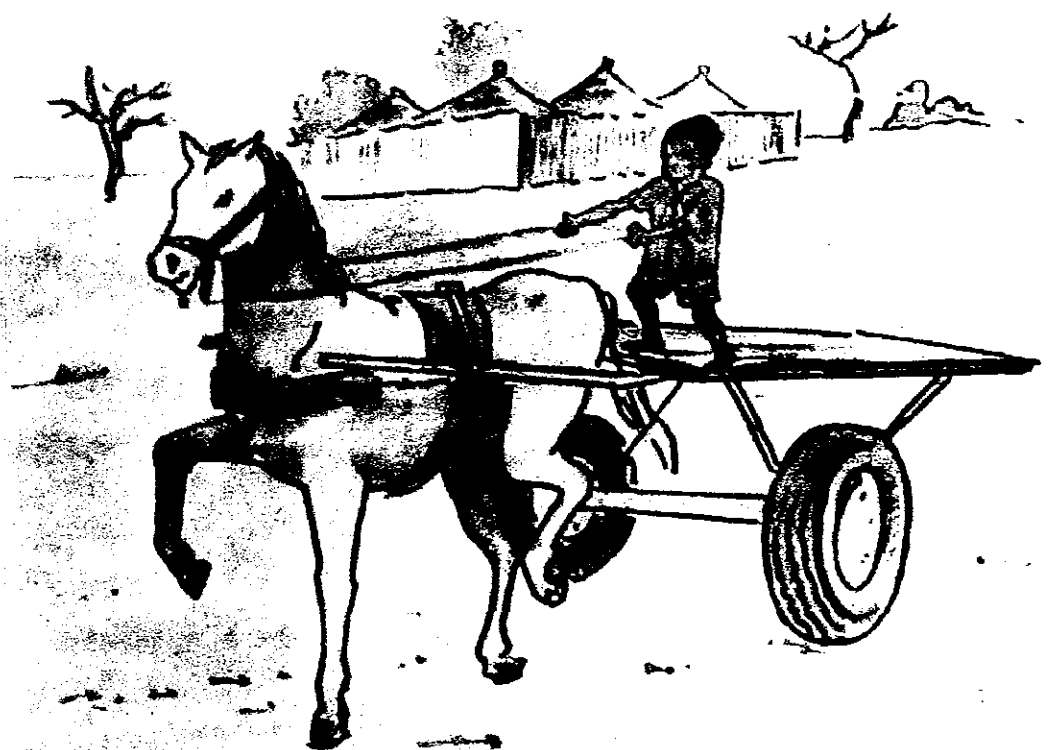
Sometimes they are exploited...



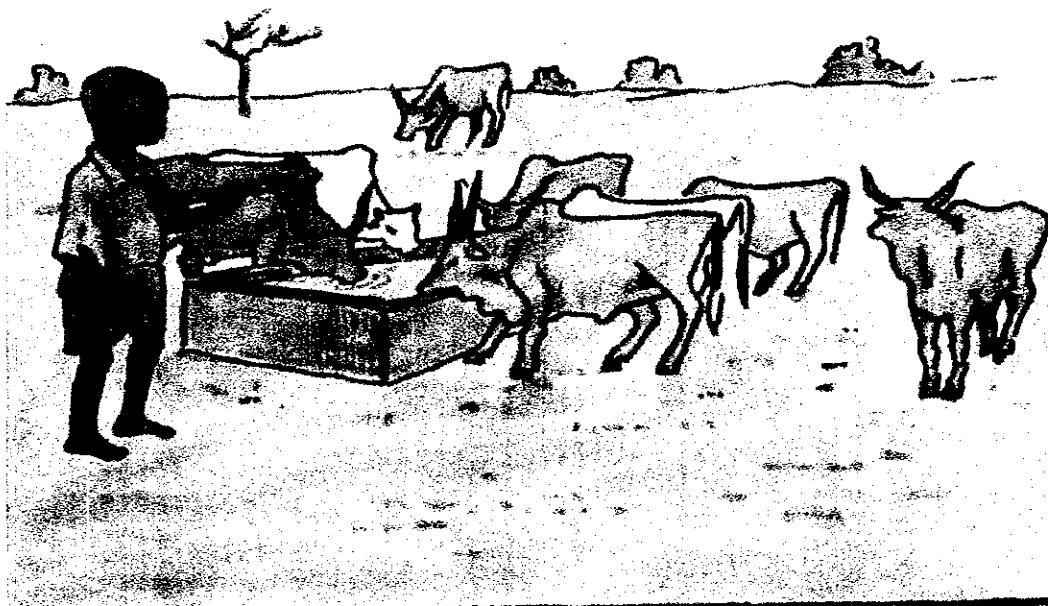
... for beggary.



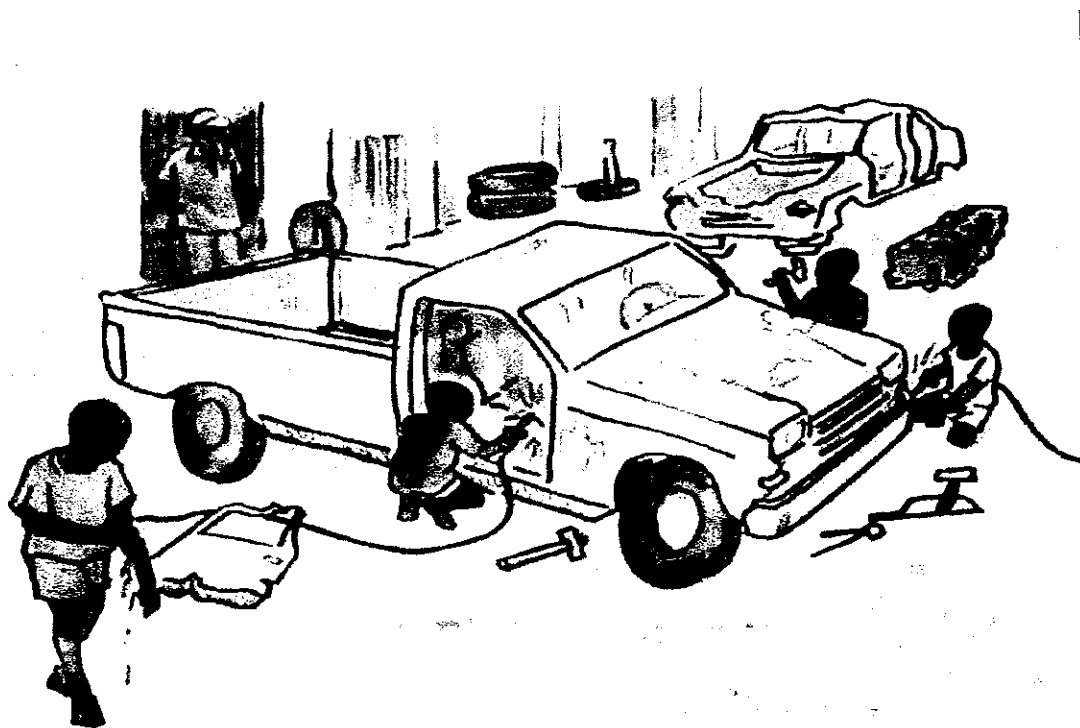
Child labor soon becomes a reality : the shoeshiner,



the cart driver,



the young cattle breeder,



the mechanics who often accomplishes dangerous tasks.



The young girl does not get a chance to go to school. She is in charge of the housework : she grinds the millet ;

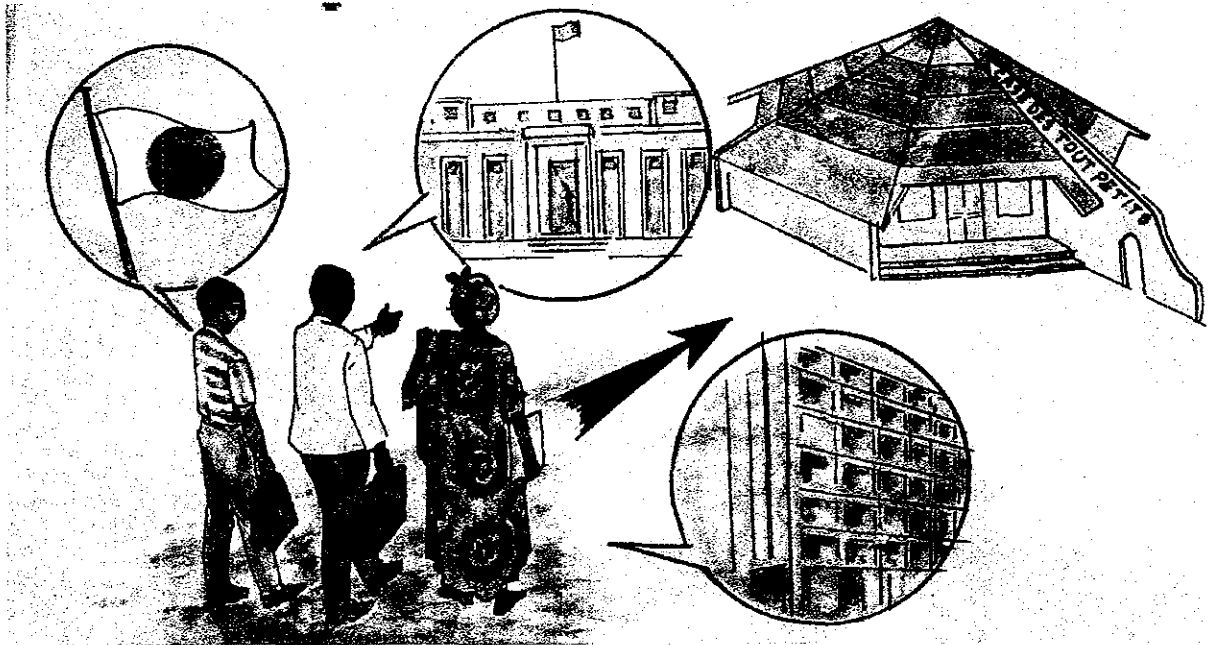


she sweeps the house ;



she helps her mum with the cooking.

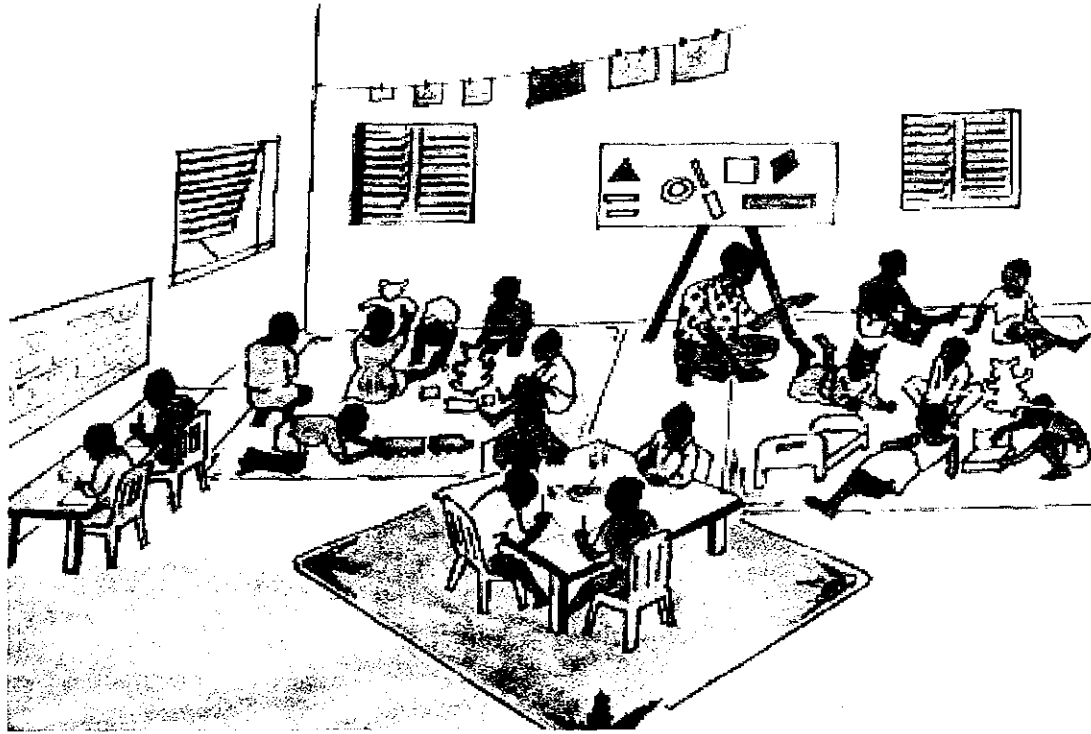
2. THE "CASE DES TOUT-PETITS" : A SOCIALIZING PLACE



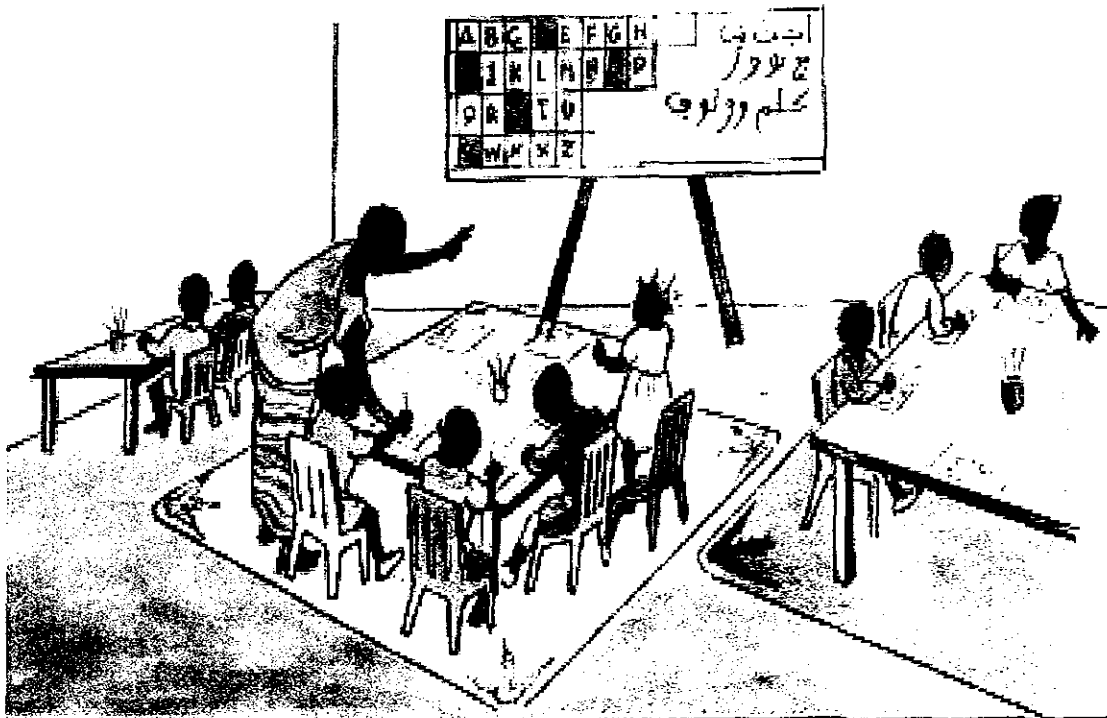
Imagined and designed by the President, the "case des tout-petits project" is carried out by the Ministry of Family and Infancy. It benefits from the financial support of the Japanese Cooperation.



The "case des tout-petits" is a socializing, educational place that is open to all the children, without any distinction.



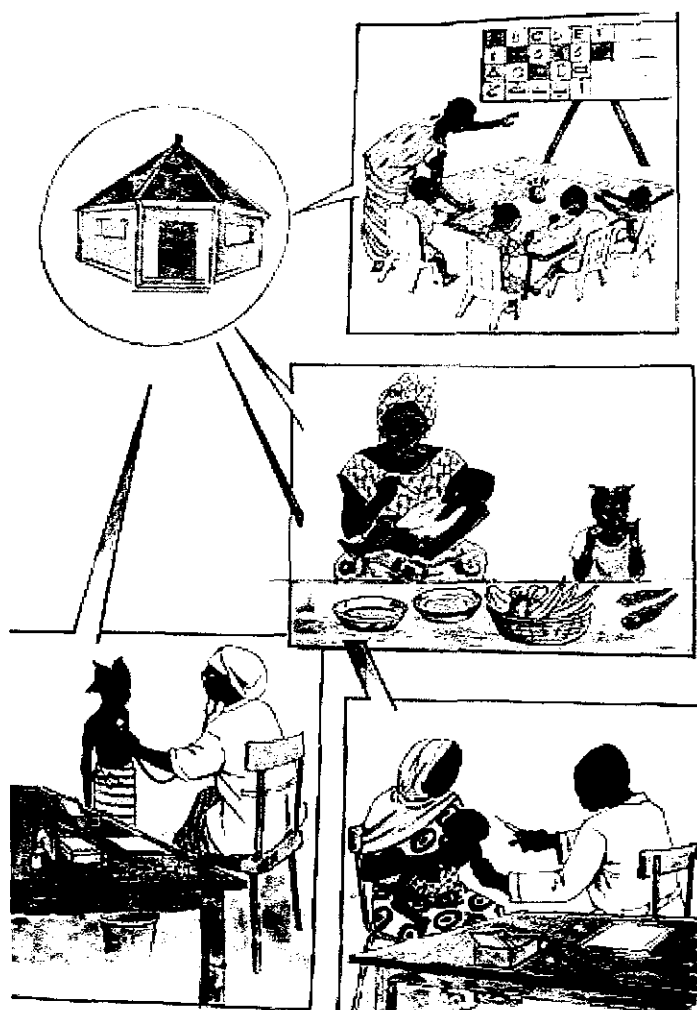
An educational place for the building of the children's future.



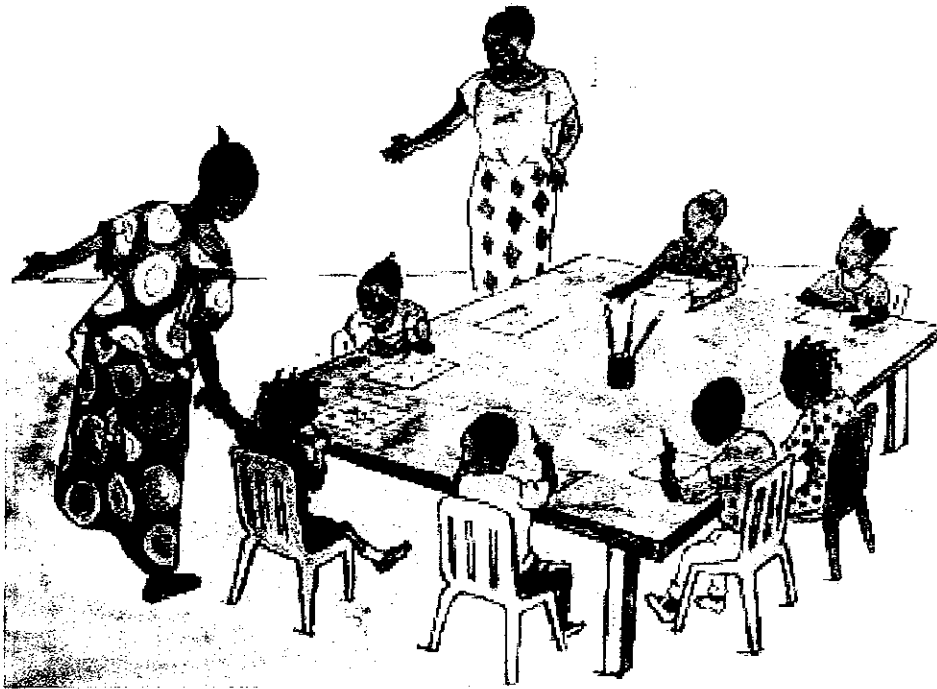
A cultural place for a better assimilation of our traditional values



A playground for the children.



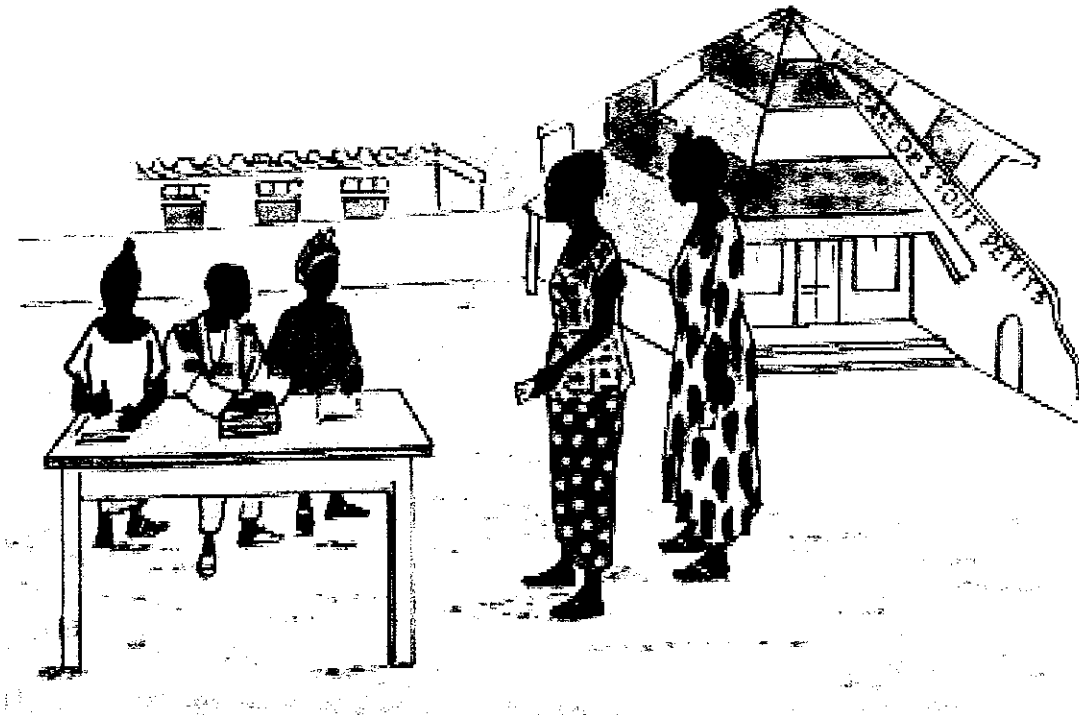
A multi-functional place : education, nutrition, mother and child health promotion.



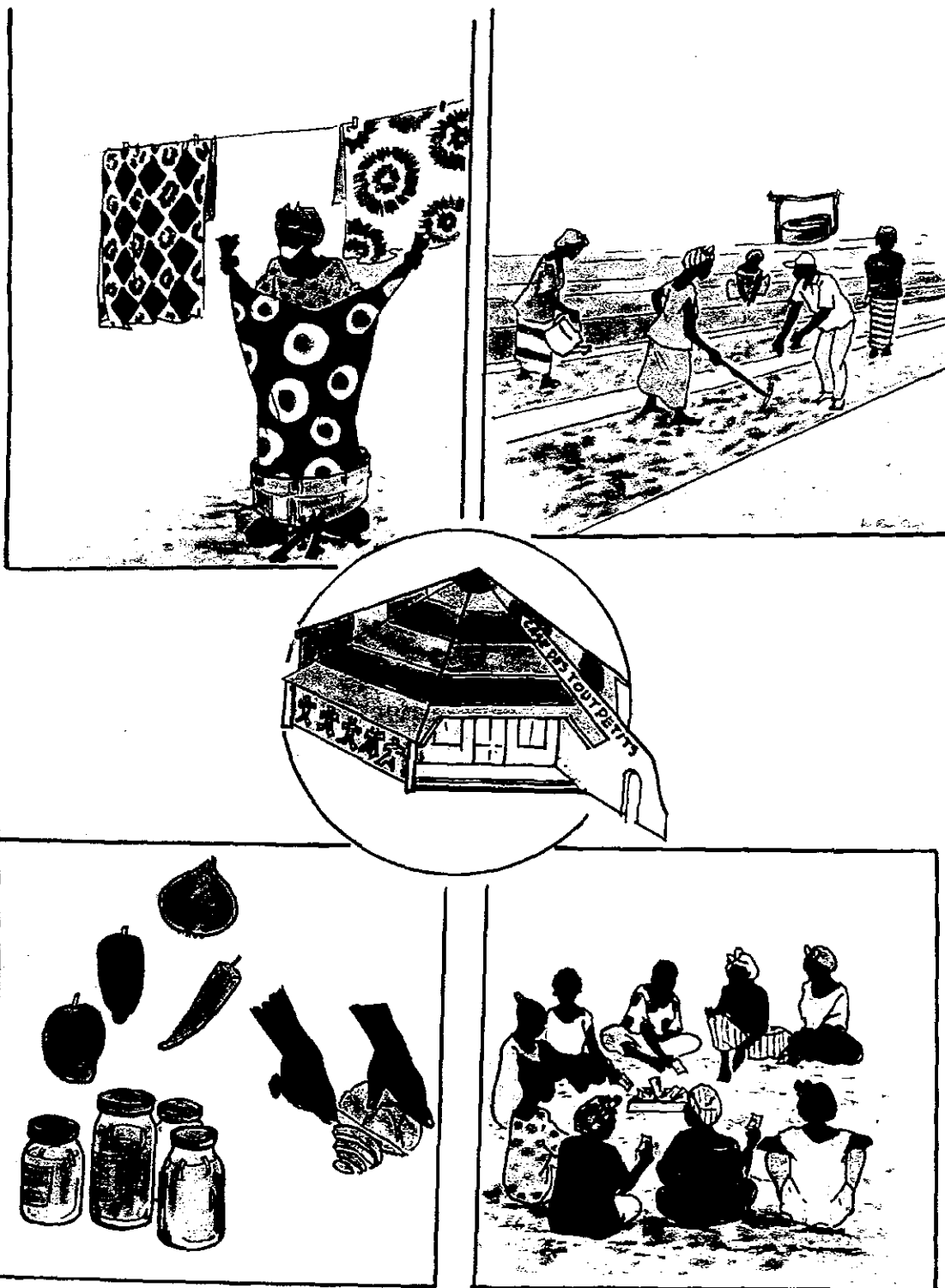
The girl has a right to access to education,



So does the boy.

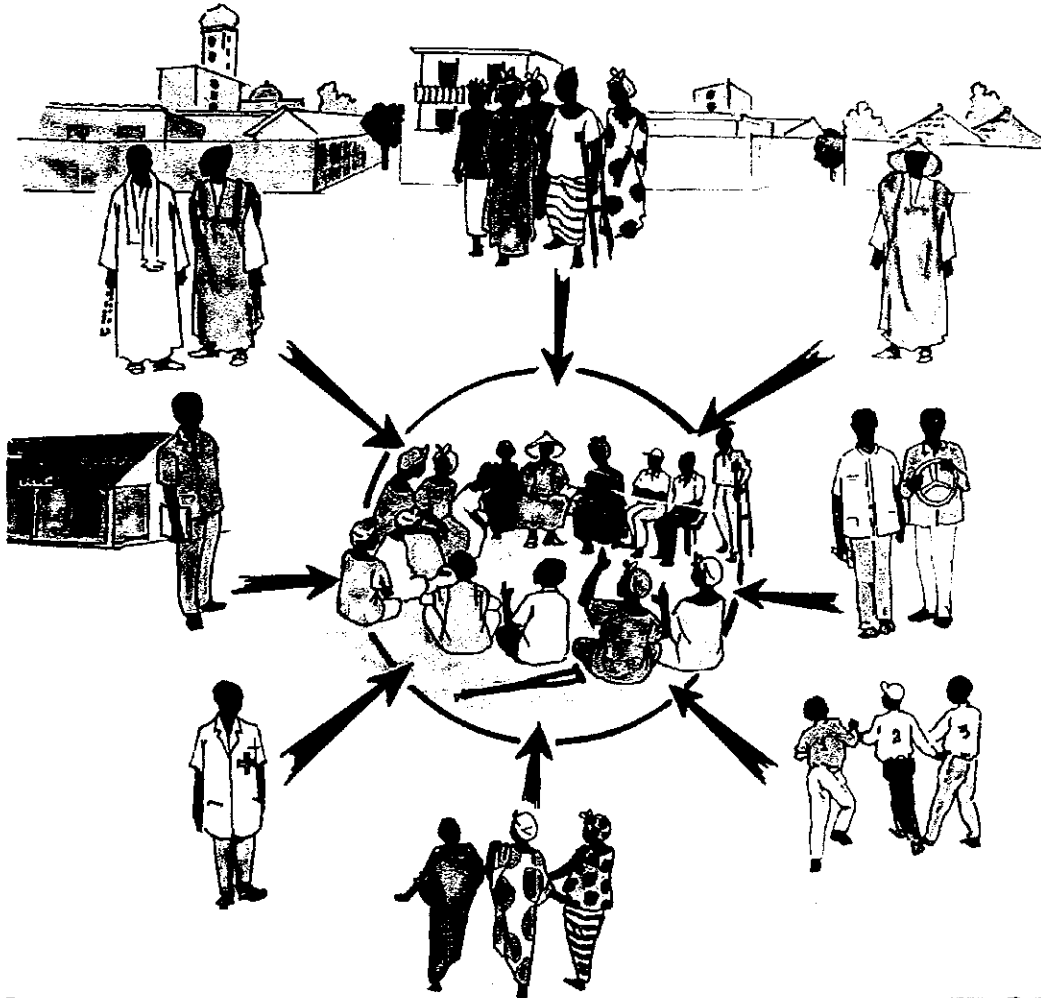


For sustainability's sake, the population has to participate in the running of the Case.



For the sustainability of the project, the Case will be a means for the development by supporting the Women's groups' activities : dyeing, market gardening, fruit and vegetables processing, microcredit.

3. ORGANIZATION

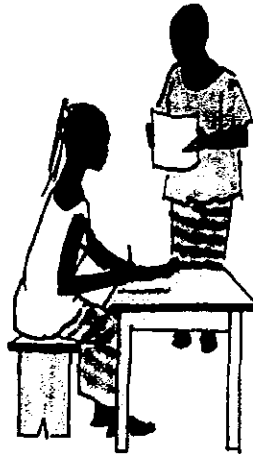


In order to run the Case des Tout-Petits, the population has to get organized, set up an Executive Board that would be representative of the population, and that would elect a Management Committee.

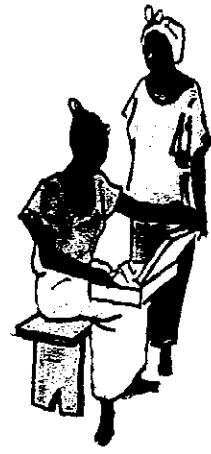
- The Management Committee (6-member executive branch)



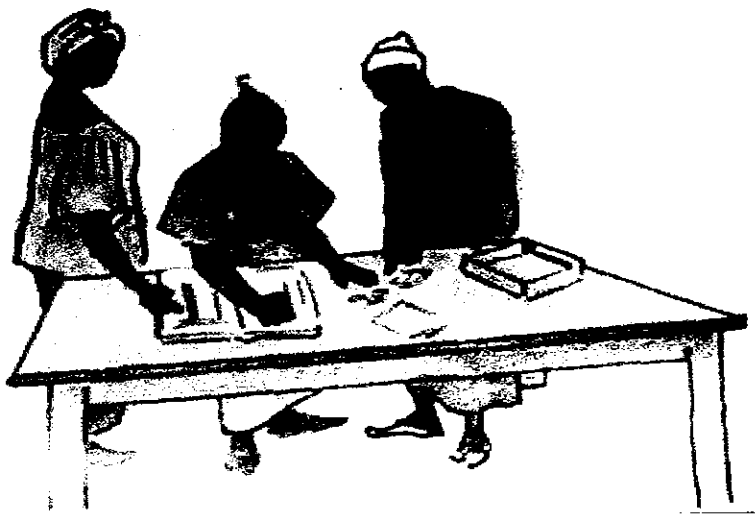
The Management Committee
is made of the President and
her Vice-President,



The secretary and her
deputy,



The treasurer and her
deputy,



Two elected Financial Audit Officers take
care of auditing the treasury.



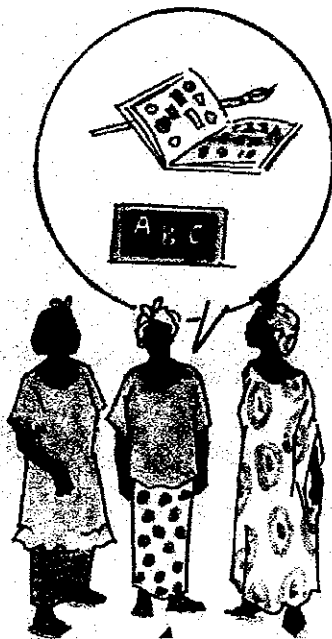
Commissions will be set up in order to optimize the running of the Case. There will be : a Finance Commission



A Cultural Commission



A Social and Medical Commissions



A Pedagogical Commission



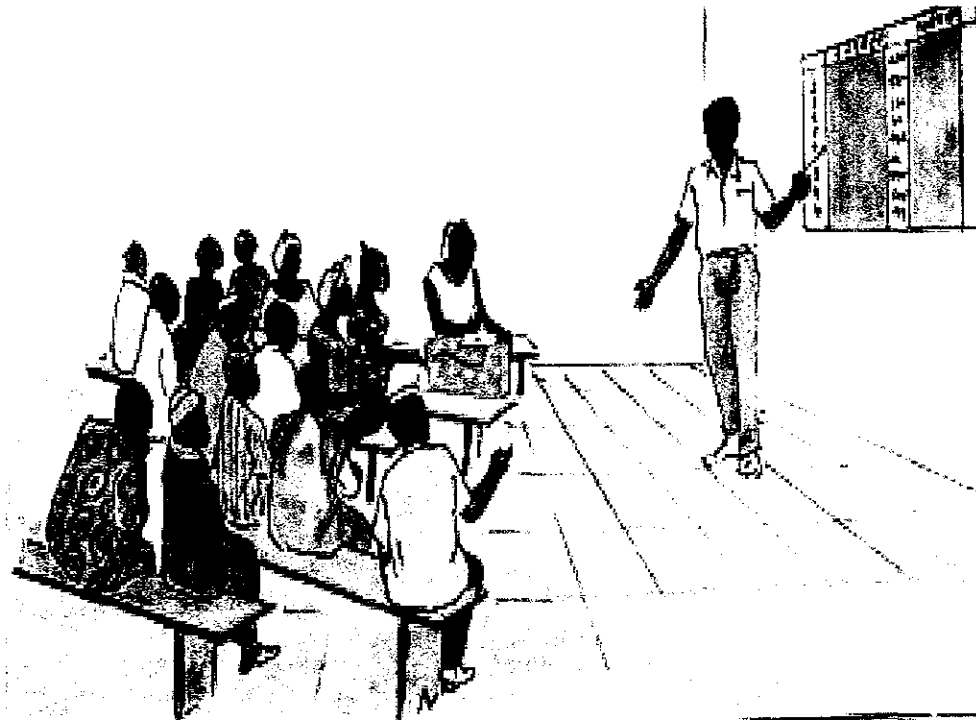
An Organization Commission



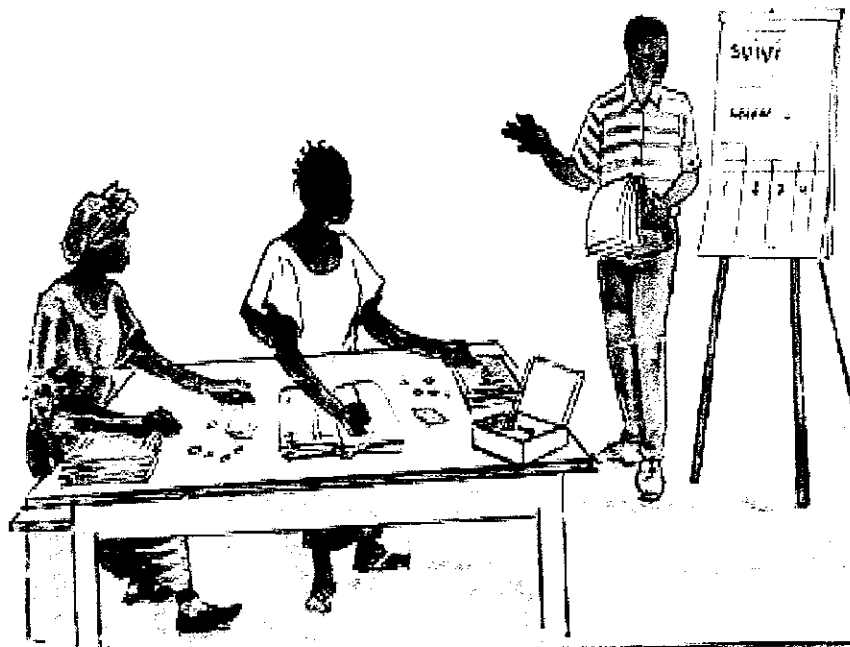
The Ministry of Family and Infancy together with the Management Committee examines the applications for :

- Animation person
- Assistant mother
- Grand-Father or grand-mother

4. TRAINING



A training is necessary in order to initiate the Management Committee to...



the administrative and financial management mechanisms, and in order to create a follow-up system.

***Chapter 3 MANUAL FOR MANAGEMENT COMMITTEE ON
SENSITIZATION AND CTP OPERATION***

**THE STUDY
ON
THE IMPROVEMENT OF ENVIRONMENT
FOR
EARLY CHILDHOOD
IN
THE REPUBLIC OF SENEGAL**

**MANUAL FOR MANAGEMENT COMMITTEE ON SENSITISATION
AND CTP OPERATION**

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Annexes

- Annex A: Creation of Management Committees: Case Study
- Annex B: Accounting Tools

1. INTRODUCTION

The objective of using this materials for the training of the Management Committee members is to facilitate the acquisition of the requested knowledge for the sound administrative and financial management of the Huts established within the scope of the CTP program. The document is dealing with the management mechanisms of the organizations that have been established in the stages prior to the training as well as the financial management techniques.

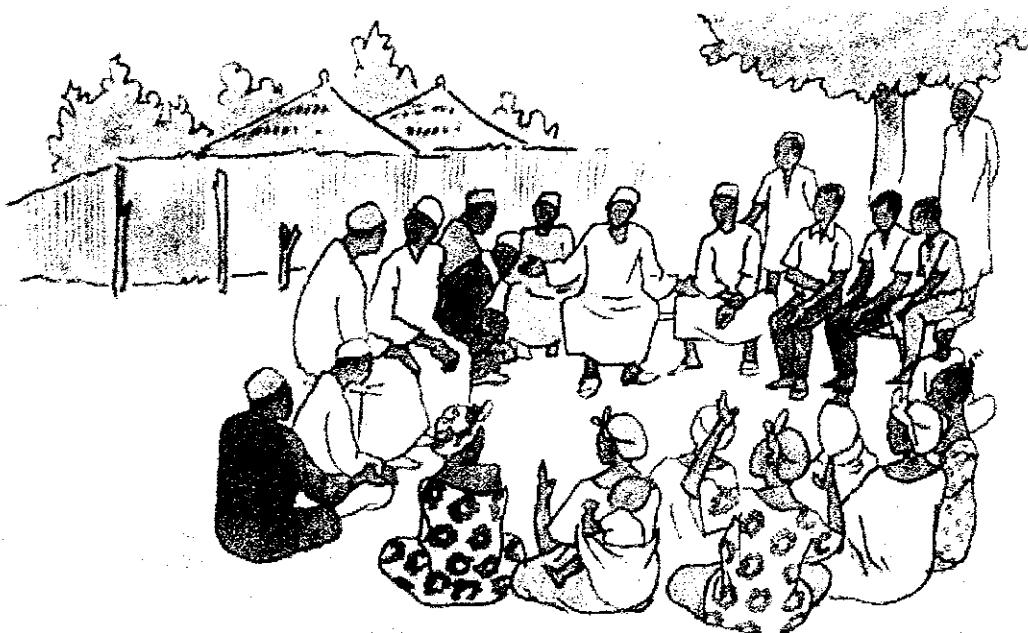
In the annex, the main accounting instruments used in the framework of the CTPs management are presented.

This document is addressed for training purposes to the instructors and for memory to the members of the Management Committee board.

2. ORGANISATION OF THE ASSOCIATION FOR THE PROMOTION AND THE DISSEMINATION OF THE CASE DES TOUT-PETITS (APEC)



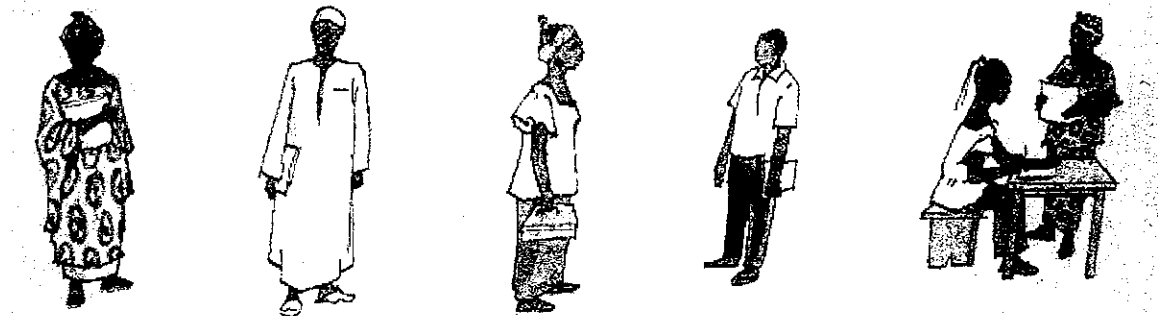
The association is composed by the overall population of the village or the district where the CTP is located , accepting the adhesion conditions and having paid their contribution.



The Supervisory Committee that is elected democratically by the members of the Association defines the major principles as far as the operation policy and the management of the CTP. It controls if the elected Management Committee is observing properly its assigned directions and actions.

3. THE MANAGEMENT COMMITTEE

The management committee is composed of:



The President, the Vice-President, the Secretary and her assistant, the Treasurer and her assistant.

The members of the Management Committee are elected democratically by the representatives of the Supervision Committee.



Under supervision of its President, the Management Committee executes the decisions taken the Supervisory Committee.

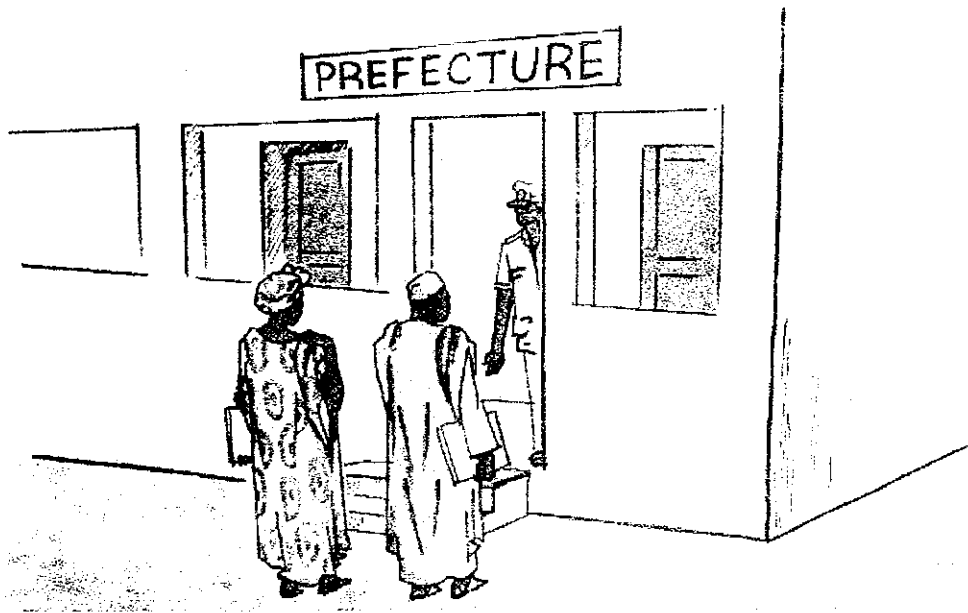
3.1 Attribution of the President



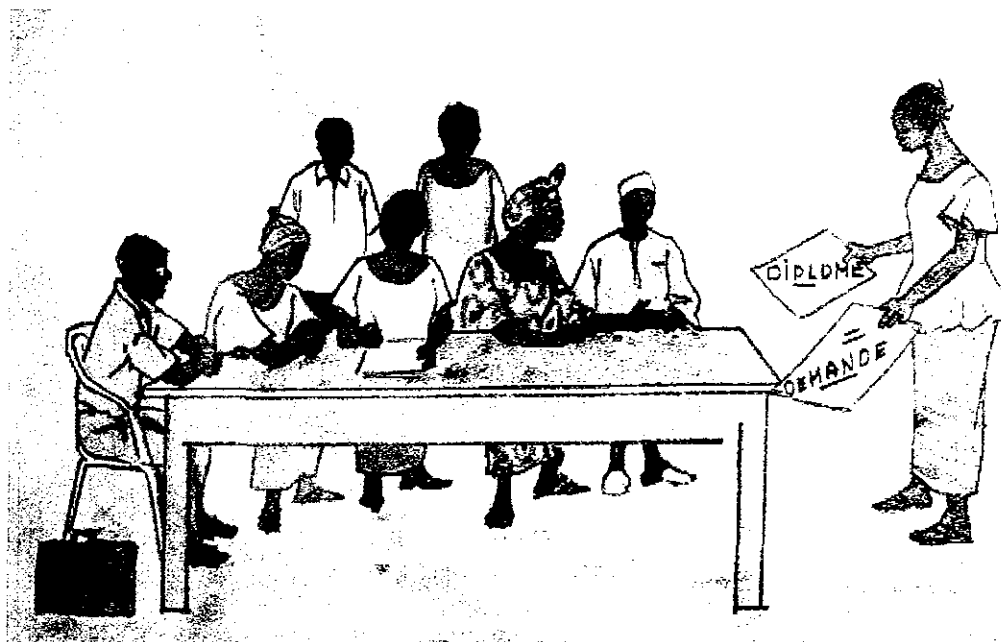
She is the moral authority of the Association and coordinates all the activities of the Management Committee. She is assisted, in case of absence by the Vice-President, according to the order of precedence.



She will see to it that the initial contribution should be mobilized (counterpart fund) before the operation of the CTP starts.



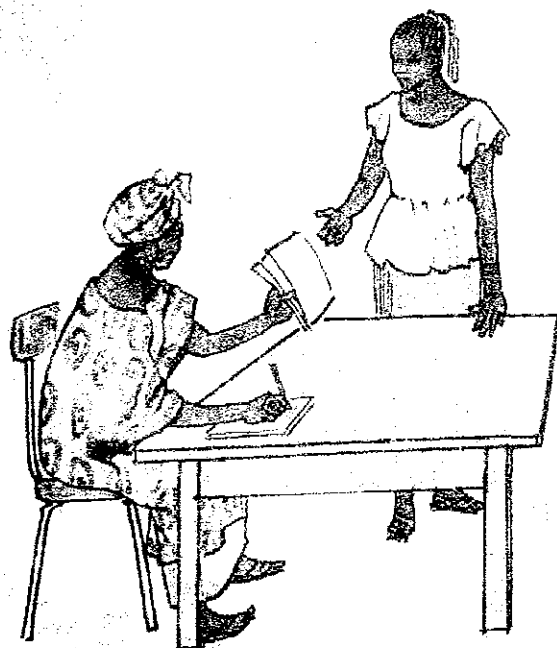
It undertakes all the necessary administrative procedures and represents the Association towards third parties



Recruitment of the Instructor



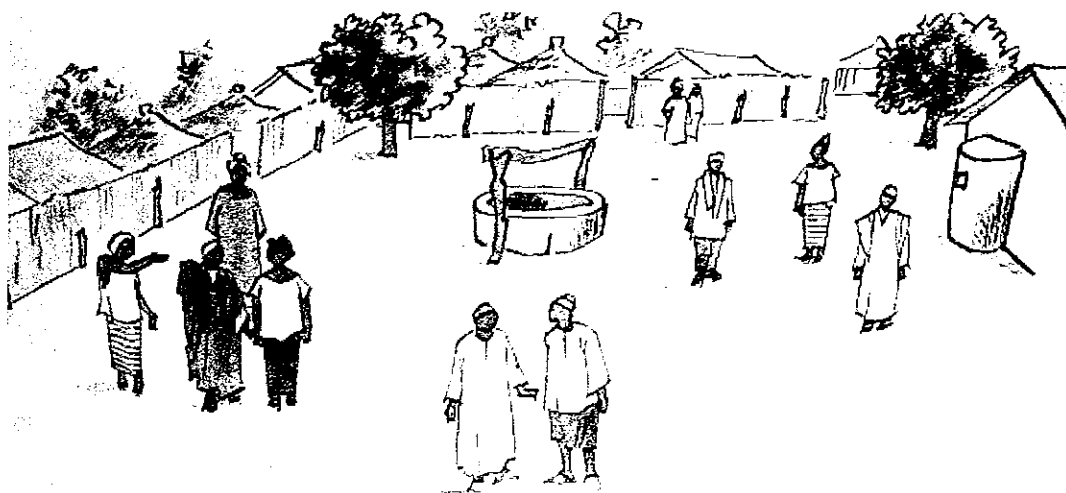
The President is responsible for the preparation of the meetings;



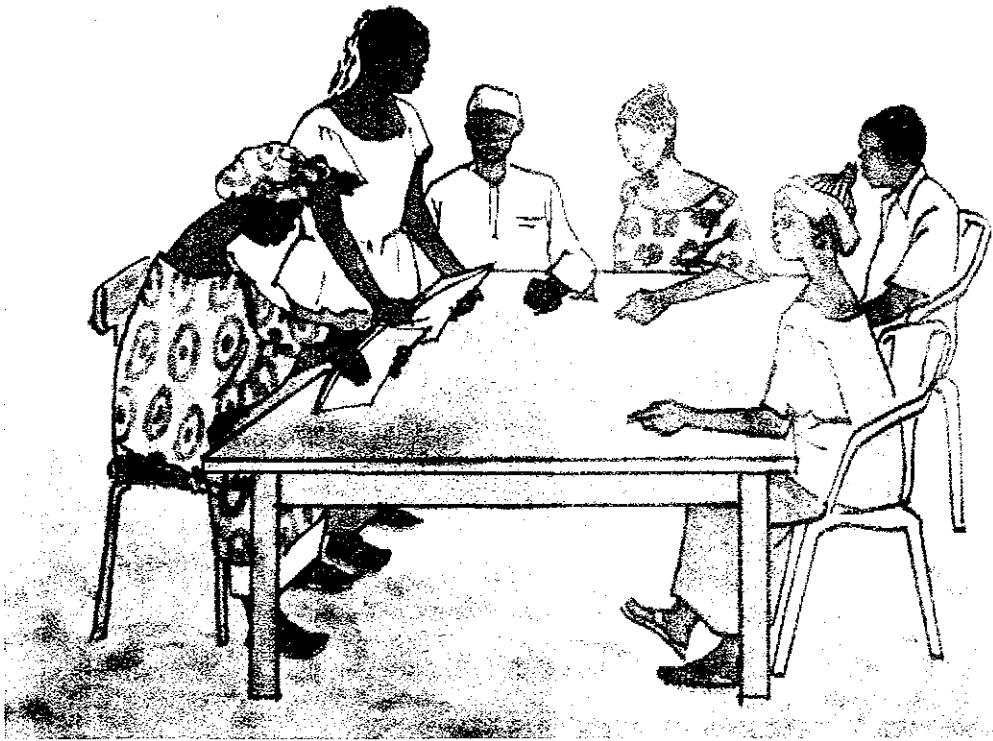
She prepares notices of attendance.



The Secretary is responsible for sending the notice to attend (written or oral)
To the members of the Supervisory Committee or Management Committee.



All the invited person shall attend the meeting



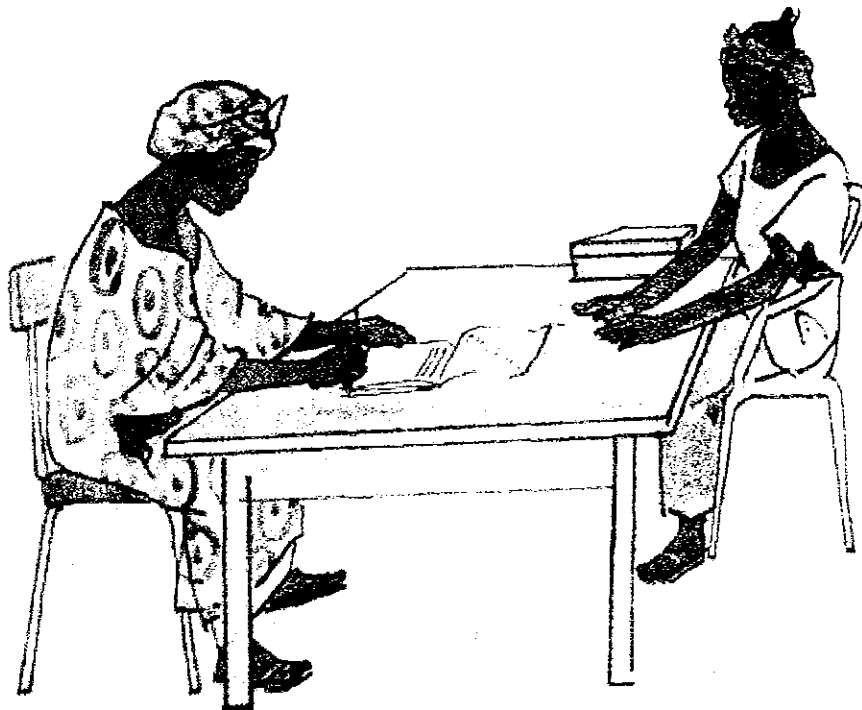
The members of the Management Committee participate to a meeting led by the President.



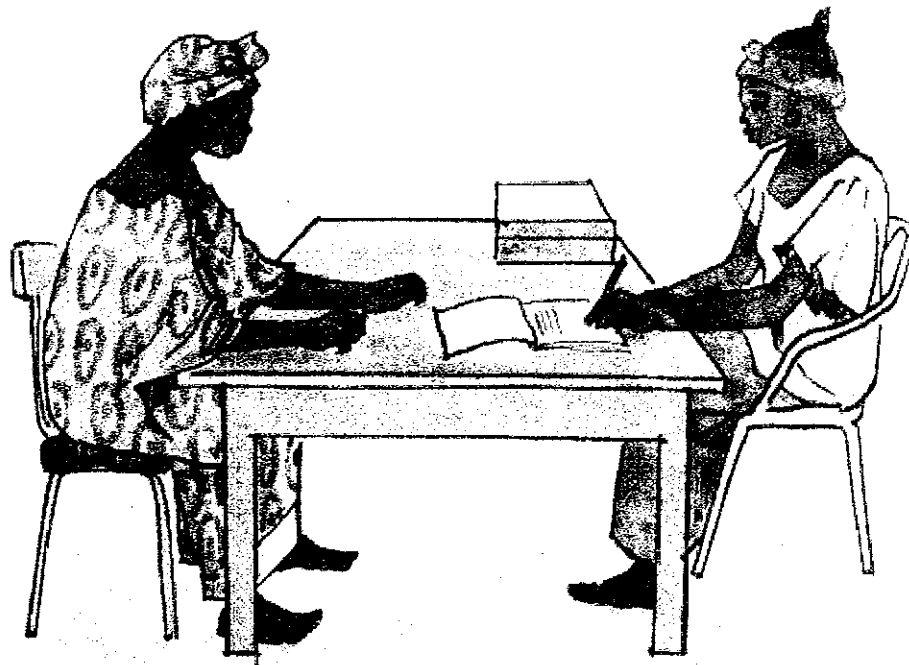
The President leads a meeting of the Supervisory Committee.



The President prepares all the mails relating to the management of the association and orders all the expenditures.



She stamps her visa in all the expenditures and signs the cheques for all the disbursements.



The Treasurer and the Secretary are cosignatories of the cheques.



The President, Treasurer, and/or Secretary carry out together the bank operations.

3.2 Attribution of the Secretary



She writes out the minutes of the meeting held by the Management Committee



and the Supervisory Committee.



She is in charge of the classification and preservation of all the administrative documents of the Association (mails, contracts, minutes...)



She receives the incoming mail.



She sends the outgoing mail....

3.3 Attribution of the Treasurer



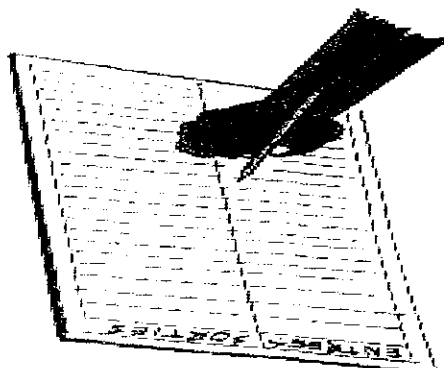
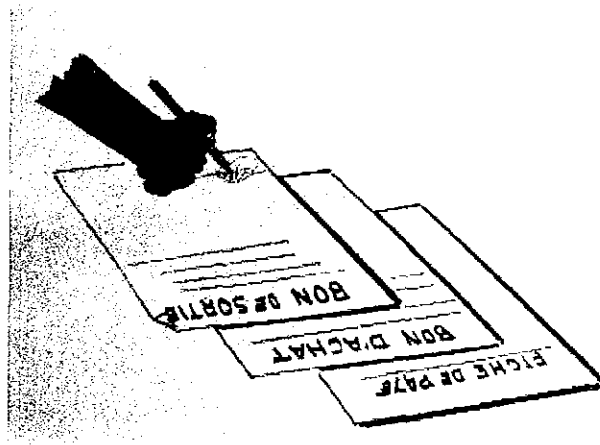
She is in charge of managing the Association's funds.

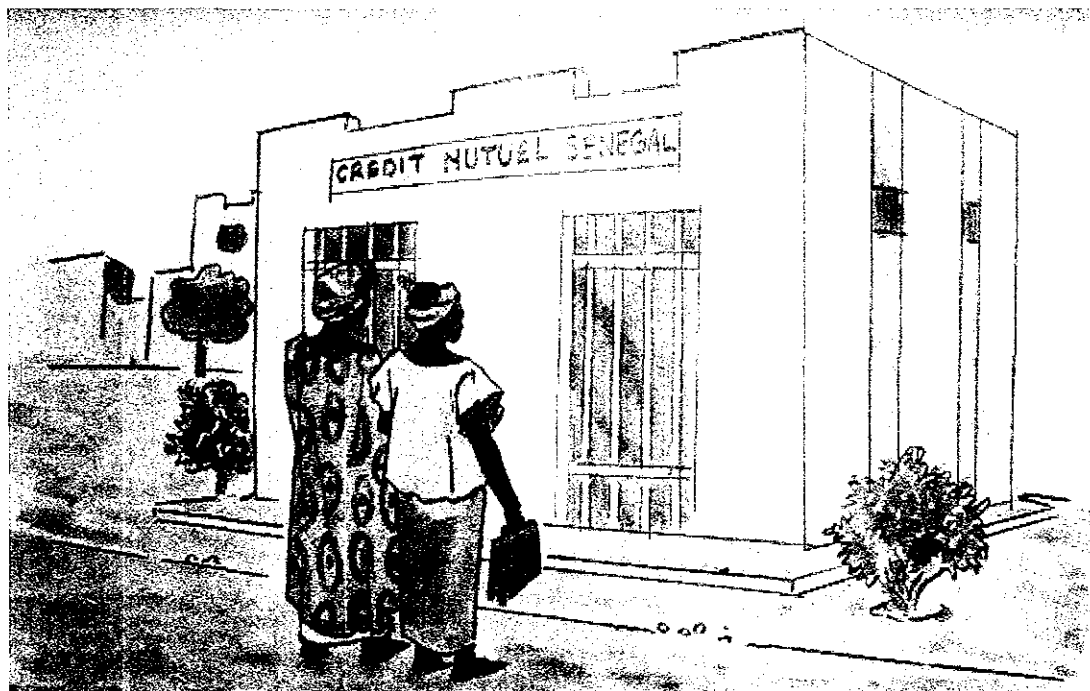


As Treasurer, she updates the register where all the incomes and expenditures are listed.



She makes out the purchasing certificates, and payslips.





The President, Treasurer, and/or Secretary carry out together the bank operations (money deposit and withdrawal at the bank)

4. THE MANAGEMENT COMMITTEE'S ACTIVITY REPORTS



The Management Committee submits a monthly report to the Supervisory Committee.



The Management Committee submits a technical and financial report to the General Assembly

REPUBLIC OF SENEGAL

**MINISTRY OF FAMILY
AND EARLY CHILDHOOD**

**DIVISION OF EARLY CHILDHOOD
AND CHILD'S RIGHTS**

MFEC – JICA

**AGENCE JAPONAISE
DE COOPERATION INTERNATIONALE**

CREATION OF MANAGEMENT COMMITTEES

CASE STUDY

AMJYO Case des Tout-Petits management committee has carried out the following operations:

- Receipt from families of cash, representing the contribution of 60 children as registration fees at the rate of Fcfa 500 per child per year, on 30 September 2001.
- Product of 3 tons of souna millet as contribution in kind at the rate of fca 115 a kilogram on 15 October 2001.
- Receipt of fca 1500 per child and per month for 60 children on 30 October 2001.
- Payment of Case des Tout-Petits staff as follows on 30 October 2001:
 - Fcfa 45,000 per instructor and for two instructors.
 - Fcfa 20,000 for assistant mothers at the same date.
 - Fcfa 10,000 for grand mothers at the date.

To support Case des Tout-Petits functioning, the MFEC has found a financing of F CFA 2,150,000 transferred in the Committee's bank account on 08 October 2001 for the implementation of the dyeing and tying and sewing micro-project.

Thus, various purchases has been made within the framework of the micro-project as the following elements indicates it:

- On October 2001, withdrawal of Fcfa 750,000 for the purchase of 2 sewing machines, Fcfa 3250,000 each.
- Payment of Fcfa 15,000 worth of transportation fees at the same date.
- Purchase of fabric and thread worth Fcfa 50,000 on 17 October 2001.

On 25 October 2001, the Committee received the visit of a friends' group that made him

a gift of small material including.

- 1 sliding unit
- 10 tables for children
- 01 cooker
- 20 chairs
- 05 wheelbarrows
- 10 rakes
- 04 shovels

Within the framework of the implementation of the micro-project, on 12 November, after a meeting, the president ordered the withdrawal by check of Fcfa 1,300,000 from the bank

Work to be done: To make a correct record of the various operations mentioned above in your accounting book.