Exclusion - Eighteen years after the World entered the 3rd millennium, thousands of Senegalese children are still denied school enrolment. Meanwhile other children drop out without securing any diploma, and they may be kept away from schools forever. They are innocent victims of school exclusion, because of either limited access to school or lack of alternative or diversified educational opportunities. Sometimes this plight is imposed on these children following a parental decision. Though these parents do not consider the need to enroll their offspring as they can see the number of unemployed people roaming the streets of cities and rural areas to find any job opportunities of all kinds to improve their living standards.

Alert - The lessons learnt from the findings of the Jənganda study on school exclusion in Senegal are explicit, whether they concern regional, gender, or causal disparities. From a geographical point of view, Saint-Louis, Matam and Tambacounda are the regions with the highest number of children aged 9 to 16 who have never been in a place of learning. Kédougou and Matam top the list with high dropout rates, contrarily to Ziguinchor, Dakar or Sedhiou where the dropout rates are the lowest. Meanwhile in Louga, Diourbel or Kaffrine, this risk remains high for a child not to attend a place of learning. Elsewhere in the regions of Kolda, Fatick, Kaolack the situation is almost similar. Children in rural areas are also more affected by exclusion. In terms of gender, the disparities in attendance at places of learning are also meaningful. The young girls aged 9 to 16 years old chances of going to and remaining in a place of learning are low compared to boys.

In the case of dropouts, one of the key reasons is the lackluster attractiveness of some formal and non-formal learning opportunities. Here and there, the causes of exclusion from a place of learning can be different (lack of infrastructures, poor school results, early marriages, poverty, lack of manpower or existence of a local daara...). However, the impacts remain the same, the increasing number of the excluded children and the gap in achieving inclusion. Hence, our education system has been pursuing such inclusion since 2004, as the Act 2004-37 of 15 December 2004 amending and supplementing National Education Policy Act No. 91-22 of 16 February 1991, stipulates that “schooling is compulsory for all children of both sexes aged 6 to 16 years...”

Justice - It is therefore imperative to promote actions that will encourage communities to act and local authorities to measure the level of exclusion in each department concerned by the scale of the phenomenon. In addition, the structural constraints on rural areas shall be removed, while establishing political and social dialogue between the State and religious communities, which would help to resolve the complex issue of banning formal schooling in the region of Diourbel. Finally, it is necessary to bring the State accountable for the right to education of all children. Indeed, every child has a learning potential that must be valued, no child should be left behind. It is an essential to social and economic justice.
Senegalese education: A focus on the excluded

This study through an in-depth analysis is mainly aimed at making a contribution to the subject of learners excluded from school. It seeks primarily:

- To provide statistical data on the scale and distribution of exclusions from the education system;
- To map excluded children by pinpointing them at the national, regional and departmental levels;
- To identify the factors behind learners’ exclusion based on the characteristics of children, households and learning performance;
- To propose courses of action for more inclusive strategies.

The final goal of the study is to articulate access and quality learning in order to provide targeted information for the inclusion of all children in the education system.

This study analyzes exclusion from two categories of children aged 9 to 16 years: (1) those who are «out of school» (who attended no type of formal, non-formal or informal education) and (2) those who are «out of formal school» (who attend no formal school). For each of these two categories of children, there are two subgroups: (1) those who have never attended a place of learning and (2) those who have dropped out or been expelled from learning.

The data used in this study result from the Jängandoo 2016 survey, which measures the quality of learning in Senegal for children aged between 9 and 16. This evaluation is representative of the departmental level in Senegal, involving 23,961 children in 16,199 households. The results showed a high number of children excluded «from any place of learning», i.e. 10% (2,668 children) and 24.5% for children «out of formal school». From the perspective of children’s individual characteristics, the differences between boys and girls are not significant (49% for boys and 51% for girls) among children who never attended a place of learning. A few gender disparities are noted with regard to the dropout rates (53% for girls and 47% for boys).

According to the residence area, 8% of all children living in rural areas never attended a place of learning compared to 1% in Dakar and 2% in other cities. However, in rural and urban areas, the dropout rates are relatively the same with 6% of all children living in rural areas dropping out of school compared to 4% in urban areas other than Dakar. An analysis of the geographical spread of children «out of school» at the national level suggests that the differences between boys and girls are not significant (49% for boys and 51% for girls) among children who never attended a place of learning. A few gender disparities are noted with regard to the dropout rates (53% for girls and 47% for boys).

The main reason for non-attendance is the absence or remoteness of a learning facility for both boys (28%) and girls (27%). Other reasons are also mentioned, such as the lack of parental and/or child self-interest (17% for boys and 18% for girls), household chores (20% for girls compared to 12% for boys), household economic problems (14%) and lack of a civil-status document (4% for boys and 5% for girls).

Considering the features of households where “excluded” children live, the findings of the survey also show that among all children living in a male-led household, 6% have never attended a place of learning compared to 2% for women-led families. The proportion of children who have never attended a place of learning is higher when the household is led by a non-educated individual (10%) or if he/she has only attended Koranic school, whereas the rate is 7% for dropouts.

Similarly, the survey showed that the majority of excluded children lived in households with poor living conditions. Among those living in «poor» households, 9% never attended a place of learning and 7% dropped out of school. This rate is much lower in households with «average» or «good» living conditions, as it reaches 2% for those who have never attended a place of learning.

1. The level of educational exclusion in Senegal

The Jängandoo 2016 findings show that among 23,961 children aged between 9 to 16 years tested in Senegal, 21,293 children (90%) attended a place of learning during the survey. Those who did not attend a place of learning account for 10 percent of the total number of children, meaning 2,668.

Table 1: Distribution of children according to the attendance of a learning place

<table>
<thead>
<tr>
<th>Learning place attendance</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In formal school</td>
<td>21,293</td>
<td>90</td>
</tr>
<tr>
<td>Out of learning place</td>
<td>2,668</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>23,961</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Jängandoo 2016, LARTES-IFAN

The descriptive analysis for formal and non-formal school enrolment suggests that 75.5% of children aged 9 to 16 years attended a formal school during the survey (Figure 1). Those who do not attend a formal school represent 24.5% of the sample.

With children «out of a place of learning», half of them (50.1%) were never enrolled in any learning place; while just under half of them dropped out (48.3%) and those expelled from a place of learning account for 1.6% as shown in Figure 2. Due to the very small numbers of children expelled from a place of learning, this category of children will be included in the dropout group in the subsequent analyses.

2. Children «out of a place of learning»

The lack of local learning facilities is a major constraint for children who have never attended a place of learning.

Table 2: Reasons for non-enrollment by sex of children never enrolled in a place of learning

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never attended a learning place</td>
<td>51.1</td>
<td>79</td>
</tr>
<tr>
<td>Dropped out from the learning place</td>
<td>48.3</td>
<td>77</td>
</tr>
<tr>
<td>Expelled from the learning place</td>
<td>1.6</td>
<td>3</td>
</tr>
</tbody>
</table>

Source: Jängandoo 2016, LARTES-IFAN

1. The relatively high rate in the Saint-Louis region is largely attributable to the Podor department, which is home to 84% of the isolated children in the Saint-Louis region.

For children who are «out-of-school», there are still marked differences between the regions shown in Map 2. The phenomenon of «out-of-school» children is very marked in the regions of Diourbel, Kaffrine and Matam with highest dropout rates ranging from 40% to 52%. Also, the region of Tambacounda, Kolda, Fatick, Saint-Louis and Louga stand out quite negatively with an «out-of-school» rate of 26% to 32%. Not surprisingly, Dakar and Ziguinchor have the lowest proportions of «out-of-school» children (between 3% and 9%).

Table 2: Reasons for non-attendance by sex of children never enrolled in a place of learning

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No learning place</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>Parent/child disinterest</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Housework</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Financial resources</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Field work</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Lack of civil registry</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health problem/disability</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Lucrative work</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Marriage</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Mobility</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Jängandoo 2016, LARTES-IFAN

Children who have never attended a place of learning are concentrated massively in the regions of Matam, Tambacounda and Saint-Louis with a percentage ranging from 14% to 17% (Map 3). Then follows the region of Kolda around 8 percent dropout rate. Louga, Diourbel and Kaffrine have lower rates standing between 5% and 7% of those who have never attended a place of learning among all children aged 9 to 16 in the region concerned. In addition, Dakar, Ziguinchor and Thies have the lowest rates (less than 2%).

1. The relatively high rate in the Saint-Louis region is largely attributable to the Podor department, which is home to 84% of the isolated children in the Saint-Louis region.
have never attended school (between 32 and 48%). Also the phenomenon of children who never enrolled in school affects less the region of Ziguinchor, and to a lesser extent Dakar and Kédougou.

Key determinants for non-attendance of a formal school among children who never enrolled

A child living in Diourbel is 46.6 times more likely to be never enrolled in formal school than a child living in Ziguinchor, while in Kaffrine the risk is 31.7 times higher than in Ziguinchor.

Children living in rural areas increase their likelihood of never attaining a formal school

There are strong links between the place of residence and the non-attendance of a formal school. A child living in a rural area is 2.7 times more likely to never attend a formal school than one living in an urban area.

Children with poorly educated parents are less likely to attend formal schools

A child living in a household led by an uneducated individual is 1.7 times more likely to never go to formal school than his/her peers living in a household led by a highly educated person. This risk is threefold when the household head has only attended Koranic school.

A child living in a household with modest living conditions is 1.8 times more likely to never have a formal education than one in a household with better living standards.

Boys are less likely to attend formal school than girls

Girls are less prone to be among «out-of-school» children. This shows that a boy is 1.5 times more likely to never attend a formal school than a girl, all other things being equal.

Disability increases the likelihood of never being enrolled in formal school

Disability has a significant impact on the child’s likelihood of attending a formal school or not. It appears that a child with a disability is 1.7 times more likely to never attend formal school than a child without.

Children living in a large family increase their risk of never attending formal school

A child living in a household larger than 10 people is 1.5 times more likely to never attend a formal school than a child living in a household of 5 or less.

Children who dropped out of formal school

The results reveal that the phenomenon of school dropouts is more widespread in the regions of Kédougou and Matam (Map 6). Children leaving the school system in these two

3. Children «out of formal school»

Children who never attended school

The regions of Diourbel and Kaffrine have the highest rates of children who never enrolled in school

For children who have never attended a formal school, the results show that Diourbel, Kaffrine and Matam stand out negatively (Map 5). These regions, marked by high levels of daara attendance, have the highest rates of children who

regions account for between 6 and 9%, followed by the regions of Kolda, Tambacounda and Kaffrine with dropout rates of between 3 and 6%. Kaolack and Sédhiou have the lowest dropout rates with less than 2%.

Main reasons for dropping out of school

Dropping out of school is characterized by strong regional disparities

It is observed that a pupil residing in the region of Matam leaves the school system 4.1 times sooner than one living in Ziguinchor. If one considers the regions of Kédougou, Tambacounda and Kaffrine, this risk is 3.8, 3.6 and 3.5 respectively, compared to children in Ziguinchor.

Rural children stay in school for shorter periods of time

Inequalities between urban and rural areas persist in the field of education. The dropout risk is 1.2 times higher for a child living in a rural area than for one living in a city.

Adverse family conditions increase the risk of dropping out of school

The risk of dropping out of formal school is 2.1 times higher for a child from a household with modest living conditions than for a child from a household with high socio-economic means or status.

Parents’ level of education has an effect on dropping out of school

A child living in a household where the head has no educational background, drops out of formal school 2.1 times sooner than his or her peers in a household led by a highly educational individual, all other variables remaining constant.

Dropout risk higher in primary school

The dropout rate for children in primary school is heavier. It can be noted that a child attending primary school leaves 3.5 times sooner than his or her peers in college. On the other hand, the risk of dropping out is irrelevant to the status of the school (public/private).

Home monitoring is effective in preventing early dropout

To improve a child’s education, the role of the family is of paramount importance. This parental contribution must necessarily involve mentoring and monitoring the child at home. The more a child is monitored or mentored at home, the better for his or her academic performance.

Mentoring reduces dropout risk

Tutoring is an effective way to combat failure in school because a child with low grades is more likely to drop out. A child who is not followed up by a mentor leaves formal school 1.5 times sooner than his or her peers who are assisted in understanding their lessons and completing their homework.

A pre-school child reduces its likelihood of dropping out of school

(Continued on page 6)
The results show that a child who has not had pre-school education drops out of formal school 1.8 times sooner than a child who attended kindergarten.

Some key findings on exclusion

In this study, exclusion is analyzed in its broadest sense, including several situations based on data from Jängando’s LÄRTES-IFAN study of 2016. The first group concerns children who are “out of a place of learning”, meaning, those who do not attend any kind of formal, non-formal or informal education, during the survey. The second category consists of children “outside formal schools”. In each of the two categories, the studies analyze those who have never attended a place of learning on the one hand, and those who have dropped out on the other. In total, 10% of the 23,961 children covered by the survey are children who do not attend any formal, non-formal and informal places of learning; those who do not attend formal school at the time of the survey represent 24.5% of the total sample.

The results highlight situations of exclusion from learning, which reveal fairly strong regional disparities that make it possible to distinguish the regions and departments with the highest retention rates of children “out of education”. In the first category of children “out of a place of learning”, those who have never attended such an educational facility account for half (50.1%). Then there are those that were abandoned (48.3%) while those who are expelled are rare (1.6%).

The determinants depend on the type of exclusion: children out of school and or others who never attended any place of learning. Three scenarios are observed in both cases, namely the never-enrolled, the dropouts and those expelled. We have discussed with the children concerned, their parents who stand as witnesses and the resource personnel (administrative, religious and customary authorities) to identify the determinants behind the exclusion from education. As a result, we have observed on the ground some socio-religious, socio-economic and geographical determinants as the major causes of exclusion.

Conclusion

In their wake come the regions of Kédougou, Diourbel, Kaffrine and Louga. In addition to those who have never attended, there are also the dropouts who are more marked in Kédougou and Matam, followed by Diourbel, Kolda, Tambacounda and Kaffrine.

Further on regional disparities, the regions with the mostchildren that never enrolled in formal school are Kaffrine, Diourbel and Matam, followed mainly by Tambacounda, Louga, Kolda, Saint Louis (Podor) and Fatick. Cases of dropping out of formal school are most significant in Kédougou and Matam followed by Kolda, Tambacounda and Kaffrine. While the northern and the central regions show low levels of access to different types of learning and formal schooling, regions such as Ziguinchor, Dakar, and to a lesser extent Touba and Serrekunda, remain the regions with the highest rate of exclusion regardless of the non-access situation considered. This territorial inscription shows that these are structural inequalities linked primarily to access to the various forms of education.

Regions with a weak tradition of schooling such as Kaffrine and others where the ban on formal education persists such as Touba (Diourbel) pose high vulnerabilities for access (to formal education). Children living in rural areas are more excluded than those living in cities. In addition to these two structural factors, there are also economic vulnerabilities such as the parents’ precarious economic living conditions and the low educational level of parents or guardians, which keep children away from school.

This study proposes a geographical approach to targeting or identifying areas of school exclusion up to departmental level. The actions to be promoted therefore lie in how to take advantage of this targeting and the specific activities to be conducted in each department affected by child-school exclusion. The interest of this type of targeting based on geography is to promote the community to act and local authorities to measure the level of exclusion. It is also imperative to remove the structural constraints that expose rural and remote areas of the capital to this phenomenon. The specific situation of banning formal education in Touba (Diourbel) requires political and social dialogue between the state and leaders of the Mourid community. Dropout rates also reveal the lack of attractiveness of formal, non-formal and informal learning examples. Finally, it is necessary to make the state accountable for the right to education of all children. Indeed, every child has a learning potential that must be valued. No child should be left behind, it is an imperative of social and economic justice.

Determinants of Children’s Exclusion in Senegal

Par Dr Rokhayà CISSE
Sociologist at LÄRTES-IFAN, Coordinator of the barometer Jängando

I. OUT OF ALL PLACES OF LEARNING

Precarious living conditions in households are a determining factor in the exclusion of children from places of learning. Indeed, in the villages we visited, there are salient reasons behind this factor:

1- The demand for a workforce on farms keeps children out of all places of learning

To meet the need for a workforce on farms, some parents resort to taking their children out of places of learning. Schools, craft workshops, vocational training centres, mosques, etc. This girls account is typical of this scenario: “My father is very old and needs manpower to work his farm. Since my elder brother is in Kourougnà in central Senegal, to pursue his education, my sister and I were the only ones who could help him. One day, he told us not to go to the Franco-Arab school, but instead help him in the farm because the planting season was open. We wanted to go to school the next day, but he ordered us to continue work on the farm. As we kept going to the farm, we realized that our peers continued to go to school. My sister and I went to see him one more time. But he said ‘we will not stop going to school definitively and continue with the farm work’. In addition to this situation of abandoning the Franco-Arab school in favour of farm work, there are children who never enrolled in a place of learning.

2- Early child labour keeps them away from learning place

Poverty is also one of the major determinants of the exclusion of children who are often forced to seek income generating activities to provide for their families. It’s up to me to tend the family’s fields and to help her with household work. I had to leave school to support the family. It’s up to me to fend for the family. I had to leave school to find a job.”

3- Domestic work keeps girls away from learning place

Many girls never attend or leave school or places of learning because of household chores. This girl is a typical example: «It had to be housework because my mother was pregnant and I had to help her to look after them. Early child labour and domestic work bars access to school.

4- Peer pressure causes leaving place dropouts

Sometimes a child drops out school or a place of learning because of the influence of the environment as illustrated by the following story: «I was in a Franco-Arab school and I was a brilliant pupil. However, my peers who had dropped out of school were doing small business and earning a lot of money. They spent their money the way they wanted to. Seeing this, I decided to leave the Franco-Arab school to trade and make a living.

In general, children are used for other activities outside the places of learning according to their residence, gender, and their families’ socio-professional environment. The gap between rural productive activities and education remains a major divide. Agricultural modernization could be accompanied by a better articulation with the education of rural producers.

II. OUT OF SCHOOL

The advent of French schools did not occur on an integrative model as the system has ignored other forms of education. However, they remain enduring.

5. In religious communities and areas with many daaras, school enrolment is less successful.

From this perspective, a religious municipality of Touba said: “Touba is a special city, a sanctuary, an Islamic specific place whose leader aimed to propagate this religion with his successors always pursuing this goal. As a result, there is a strong influence of Mouridism on school. In addition, there is a societal reality organized according to beliefs. The Islamic school prevails over any educational system. Attendance at French schools becomes rare.”

(Continued on page 5)
French school is depicted as an instrument to promote Western civilization. Some educators reckon that we must defined, sustained and continuously derived. We promote national intellectual output. Therefore, in Daby, the village chief’s words resonate with this vision within our communities in conflict with openness toward others: “It is the elders who refuse the establishment of French schools in the village. This village was created in 1878 by a man and the inhabitants’ activities are land farming and the learning of the Koran. I am the village chief, not because I am the oldest but because I assume some degree of openness. On the other hand, my status does not allow me to force people to open a school.”

6. The long distance between schools and homes in a few localities undermines children’s education in remote communities.

The isolation of some villages and their geographical position do not facilitate the establishment of schools there. Even if there are schools in other villages, the distance (about 09 km) does not allow them to walk to open a school.” According to the 2013 and 2014 study reports on the quality of elementary education, suggests courses of action for strategies for a more inclusive approach. After determining the underlying factors that give insight into this issue and data on this phenomenon, identifies the profile of the excluded children, the many contributions claimed from children. Thus, “I stopped my studies because my dad just gave me instructions to stop for reasons unknown to me. I had no difficulty at the French school; I even had very good results, I was 8th out of 23 pupils in the last test.”

10. The plurality of factors demonstrates the complexity of exclusion.

Overall, the determinants relate to economic conditions (education costs for schools supplies, transportation and accommodation costs, etc., as well as the many contributions claimed from children). Thus, "Owing to geographical isolation, the distance to and from places of learning in school is perceived as the main factor of non-attendance; Cultural factors depict school as the expression of sociocultural values, factors inherent in the socio-cultural environment remain decisive for those who have never attended any places of learning, whereas the availability and the quality of educational services are the retention factors. The education system expects children who never enrolled to school, while the society nurtures those who have never attended any places of learning and offers them another legitimacy.”

PR ABDOU SALAM FALL, Coordonnateur du Laboratoire de Recherche sur les Transformations Économiques et Sociales (Lartes-FAN)

«Parents’ lack of interest in school is a major cause of exclusion.»

In Senegal one out of ten children aged between 9 and 16 is outside the learning place. This is the finding of the Jàngandoo study report by Lartes - INTERVIEW

Full report: www.mondeeduc.com

© Lartes
The findings of the study reveal that the region and place of residence as well as the family environment (household living conditions, the household head’s education level, etc.) are the key determinants for non-attendance to a place of education. Gender appears to be an important factor of dropout; girls leave the place of learning more massively and earlier than boys. In the light of these results, exclusion remains a major problem in Senegal’s education system.

What is the approach of this new study in terms of targets and intervention zones?

As I have just said, this study addresses exclusion in a broader context. In other words, this work focuses on children between 9 and 16 years old who attend a place of learning, whether in school or outside classrooms. In addition, it is representative at the level of the country’s 45 departments. A clear distinction is also made between those who have never attended school and those who have dropped out. And we have the characteristics of each group in terms of academic and extra-curricular variables that enable us to make a typology of the excluded group.

Having considered all the country’s regions as well as all the 45 departments of Senegal, there are significant disparities in the school exclusion. What explains these inequalities, which are noted not only between regions but also in the number of excluded as far gender is concerned?

To facilitate data collection and processing while improving their reliability, digital tablets and a mobile application were used to carry out the survey. A ‘recheck’ was also conducted. It consists of returning to 3 percent of households to verify the reliability of the data and the conditions under which survey’s data were collected. This ‘recheck’ survey aims to improve the quality of the data collected. In summary, we are committed to the following value: a quality based approach to measure the quality of education.

We cannot talk about exclusion from education without mentioning the level of accountability of the State and/or parents or even communities. Has the study revealed all these dimensions?

You are absolutely right, in a context like education, responsibilities are often shared. It should be noted that the State of Senegal has always complied with international commitments related to education. The last commitment is the SDG4 aimed at “ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The significant level of exclusion reflects the need to continue the efforts already made for inclusive and quality education. The State of Senegal should be commended for its significant efforts. Furthermore, the study has shown that some parents’ lack of interest in school is a major cause of exclusion. Household economic vulnerability and some social resistance continue to be a barrier to children being sent and kept in school by parents. Overall, there is a need to raise public awareness on the need to increase access and guarantee quality education for all. I know the government is ready to build more schools, improve the provision of textbooks while committed to eliminate makeshift shelters. However, the quality of other educational opportunities. This would enable to bring these opportunities up to quality standards and provide them budgets in proportion to their contribution. Finally, exclusion also results from the lackluster attractiveness of formal education services. To this end, it is vital to hold permanent dialogue with education stakeholders to address the serious problems related to the training and/or qualification of some teachers.

Do you hope that the study will arouse the same prominence as the previous ones that were published without any similar previous initiatives?

Fortunately, the world of education is open to studies and advice from academic institutions. Many decision-makers, civil society actors including trade unions and associations/NGOs are always addressing requests to our Laboratory for an open access to scientific information. A number of actors are much expected the publication of the Jàngandoo barometer on the quality of education because they use it to plan their investments and actions. The associated Remediation Programme accompanies teachers, local communities and parents to improve the quality of learning. Similarly, the in-depth analyses proposed by LARTES-FAN on exclusion, child fostering, etc., aim to extend our partnership in favour of greater accountability through scientific production tailored to the citizens and decision-makers’ information needs.

What was Jàngandoo’s level of satisfaction regarding the findings of the first reports of the barometer on the quality of learning?

We are measuring the effects and impacts of the Jàngandoo barometer and the trends are promising. The Ministry of National Education, in partnership with UNICEF and AidesAction, has associated LARTES with the evaluation of 9,000 students in the two eastern regions of Tambacounda and Kédougou. This evaluation is supported by remediation activities conducted by teachers and remediation staff trained for this purpose. We started with households and now we are in schools to convert external university evaluation into a support tool for quality. Together with William and Flora Hewlett Foundation and now Dubai-Cares and NYU Foundation, LARTES suggests systematic remediation to the Ministry of Education to improve the quality of education. Trade unions, NGOs, partners and teachers are receptive to the Jàngandoo barometer’s data and use it in their daily actions.

The role of remediation in the Ministry of National Education’s quality policy has made such situation profitable. LARTES-FAN has developed remediation guidebooks in reading and mathematics. The model developed enables to address in a short time the difficulties children would face with. This model has been successfully tested in a dozen local authorities for two years. Now, it only needs to be spread in a larger scale. Therefore, the school will be more attractive if being more inclusive.

How do you intend to share the findings of this study with potential users, meaning decision makers, partners and the general public?

We will launch a campaign on the findings and methods of this study on exclusion from education. A book is now under edition and we intend to exercise our advisory role in favour of actions for the quality of education.

Can some system partners be interested in such a highly relevant report on the extent of exclusion?

We hope it so much. We are available to support all partners involved in education.

Interviewed by Mamadou Mika LOM

The significant level of exclusion reflects the need to continue the efforts already made for inclusive and quality education. The State of Senegal should be commended for its significant efforts. Furthermore, the study has shown that some parents’ lack of interest in school is a major cause of exclusion. Household economic vulnerability and some social resistance continue to be a barrier to children being sent and kept in school by parents. Overall, there is a need to raise public awareness on the need to increase access and guarantee quality education for all. I know the government is ready to build more schools, improve the provision of textbooks while committed to eliminate makeshift shelters. However, the quality of other educational opportunities. This would enable to bring these opportunities up to quality standards and provide them budgets in proportion to their contribution. Finally, exclusion also results from the lackluster attractiveness of formal education services. To this end, it is vital to hold permanent dialogue with education stakeholders to address the serious problems related to the training and/or qualification of some teachers.

Do you hope that the study will arouse the same prominence as the previous ones that were published without any similar previous initiatives?

Fortunately, the world of education is open to studies and advice from academic institutions. Many decision-makers, civil society actors including trade unions and associations/NGOs are always addressing requests to our Laboratory for an open access to scientific information. A number of actors are much expected the publication of the Jàngandoo barometer on the quality of education because they use it to plan their investments and actions. The associated Remediation Programme accompanies teachers, local communities and parents to improve the quality of learning. Similarly, the in-depth analyses proposed by LARTES-FAN on exclusion, child fostering, etc., aim to extend our partnership in favour of greater accountability through scientific production tailored to the citizens and decision-makers’ information needs.

What was Jàngandoo’s level of satisfaction regarding the findings of the first reports of the barometer on the quality of learning?

We are measuring the effects and impacts of the Jàngandoo barometer and the trends are promising. The Ministry of National Education, in partnership with UNICEF and AidesAction, has associated LARTES with the evaluation of 9,000 students in the two eastern regions of Tambacounda and Kédougou. This evaluation is supported by remediation activities conducted by teachers and remediation staff trained for this purpose. We started with households and now we are in schools to convert external university evaluation into a support tool for quality. Together with William and Flora Hewlett Foundation and now Dubai-Cares and NYU Foundation, LARTES suggests systematic remediation to the Ministry of Education to improve the quality of education. Trade unions, NGOs, partners and teachers are receptive to the Jàngandoo barometer’s data and use it in their daily actions.

The role of remediation in the Ministry of National Education’s quality policy has made such situation profitable. LARTES-FAN has developed remediation guidebooks in reading and mathematics. The model developed enables to address in a short time the difficulties children would face with. This model has been successfully tested in a dozen local authorities for two years. Now, it only needs to be spread in a larger scale. Therefore, the school will be more attractive if being more inclusive.

How do you intend to share the findings of this study with potential users, meaning decision makers, partners and the general public?

We will launch a campaign on the findings and methods of this study on exclusion from education. A book is now under edition and we intend to exercise our advisory role in favour of actions for the quality of education.

Can some system partners be interested in such a highly relevant report on the extent of exclusion?

We hope it so much. We are available to support all partners involved in education.

Interviewed by Mamadou Mika LOM

The significant level of exclusion reflects the need to continue the efforts already made for inclusive and quality education. The State of Senegal should be commended for its significant efforts. Furthermore, the study has shown that some parents’ lack of interest in school is a major cause of exclusion. Household economic vulnerability and some social resistance continue to be a barrier to children being sent and kept in school by parents. Overall, there is a need to raise public awareness on the need to increase access and guarantee quality education for all. I know the government is ready to build more schools, improve the provision of textbooks while committed to eliminate makeshift shelters. However, the quality of other educational opportunities. This would enable to bring these opportunities up to quality standards and provide them budgets in proportion to their contribution. Finally, exclusion also results from the lackluster attractiveness of formal education services. To this end, it is vital to hold permanent dialogue with education stakeholders to address the serious problems related to the training and/or qualification of some teachers.

Do you hope that the study will arouse the same prominence as the previous ones that were published without any similar previous initiatives?

Fortunately, the world of education is open to studies and advice from academic institutions. Many decision-makers, civil society actors including trade unions and associations/NGOs are always addressing requests to our Laboratory for an open access to scientific information. A number of actors are much expected the publication of the Jàngandoo barometer on the quality of education because they use it to plan their investments and actions. The associated Remediation Programme accompanies teachers, local communities and parents to improve the quality of learning. Similarly, the in-depth analyses proposed by LARTES-FAN on exclusion, child fostering, etc., aim to extend our partnership in favour of greater accountability through scientific production tailored to the citizens and decision-makers’ information needs.

What was Jàngandoo’s level of satisfaction regarding the findings of the first reports of the barometer on the quality of learning?

We are measuring the effects and impacts of the Jàngandoo barometer and the trends are