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Rapid Education Risk Analysis (RERA) Report

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Submitted by: **FHI360**
Equal Access to Education in Southern Senegal
(also known as USAID/Passerelles)

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Acronyms

AEMO	<i>Action éducative en milieu ouvert</i>
AME	<i>Association des Mères d'Elèves</i>
APE	<i>Association des Parents d'Elèves</i>
ASP	<i>Agent de Sécurité de Proximité</i>
BFEM	<i>Brevet de Fin d'Etudes de l'enseignement Moyen</i>
CAVE	<i>Cellule d'Alerte et de Veille</i>
CGE	<i>Comité de Gestion de l'Ecole</i>
DNH	<i>Do No Harm</i>
FCFA	<i>Francs CFA</i>
FGD	<i>Focus Group Discussion</i>
FSPE	<i>Fondation du Secteur Privé pour l'Education</i>
GESI	<i>Gender Equity and Social Inclusion</i>
GOLD	<i>Governance for Local Development (USAID project)</i>
GoS	<i>Government of Senegal</i>
HI	<i>Humanity and Inclusion</i>
IA	<i>Inspection d'Académie (MEN)</i>
IEF	<i>Inspection de l'Enseignement et de la Formation (MEN)</i>
KEOH	<i>Kédougou encadrement orientation du développement humain</i>
KII	<i>Key Informant Interview</i>
MFDC	<i>Movement of Democratic Forces in Casamance</i>
OVDS	<i>Observatoire de la Vulnérabilité à la Déperdition Scolaire</i>
PAQUET	<i>Programme d'Amélioration de la Qualité, de l'Equité et de la transparence dans l'éducation</i>
RERA	<i>Rapid Education Risk Analysis</i>
SRGBV	<i>School-Related Gender Based Violence</i>
USAID	<i>United States Agency for International Development</i>

Executive Summary

In the first three months of the project, the FHI 360 team led a conflict sensitivity assessment combining aspects of a **Rapid Education and Risk Analysis (RERA)**, **Gender Equity and Social Inclusion (GESI) Analysis**, and **Do No Harm (DNH) Analysis**. The purpose of the RERA is to conduct a rapid contextual analysis to identify risk factors and potential drivers of conflict in order for the activity to be conflict sensitive. The findings help the project understand nuanced cultural and contextual aspects to do no harm, minimize the conflict dynamics, and maximize positive impacts. The RERA's main objective is to inform program planning, resource allocation, and approach by identifying existing resources and capabilities of the Senegalese education system, as well as risks preventing learning and teaching in the Casamance and Kédougou regions. Data collection occurred in the eight communities targeted for Year I of the project through focus group discussions and in-depth interviews with parents, children, teachers, school directors and other members of the community.

The RERA sought to:

1. Map the relations between the general political, economic, social, security, and environmental situations in Southern Senegal and the education sector, especially at the school and community levels to understand the impact of the conflict on girls, boys, and understand the dynamics of conflict as they relate to education programming;
2. Identify the factors of resilience that positively influence access, security, and quality of education and existing resources, capabilities and priorities of the education system.

Below are preliminary findings highlighting key recommendations for USAID/Passerelles.

Key Findings and Recommendations

Although psychological, physical, and sexual violence were all identified as present in the school communities visited and in both formal and non-formal education settings, the following factors were unanimously identified by all actors within school communities as those most directly impacting teachers' and students' ability to teach and learn:

- **Common use of corporal punishment:** Although corporal punishment is illegal in schools per Senegalese law, respondents indicated that corporal punishment is still widely being used, especially in daara. Teachers explained that using *le bâton* is one of the only ways to reinstate order in the classroom as corporal punishment is the only way that discipline is provided at home; moreover, due to tense relations between teachers and parents in rural communities, using corporal punishment is a tactic to gain parents' respect. Meanwhile, parents were divided between wanting educators to increase the use of corporal punishment and for it to be eradicated. Respondents also demonstrated inaccurate understanding of the term corporal punishment (*châtiment corporel*). When asked to cite alternate methods of discipline used in schools, most other examples provided by respondents were also forms of physical punishment, such as ordering a student to kneel in the back of the classroom for hours or stand facing a wall for hours.

Recommendations: Outcome 1 and Outcome 2 teacher and school administrator trainings can focus on alternative positive discipline methods as part of the safer learning environment strategy, including the use of social-emotional learning pedagogical practices, which are evidence-based approaches that have a track record of positive classroom climate and student behavior. Outcome 4 Social and Behavior Change activities could include interventions to shift perceptions of corporal punishment as an accepted form of discipline with parents and other community members and potentially reduce the perception by teachers of corporal punishment as a behavior socially

desired by parents. Shifting parents' norms around corporal punishment could positively impact children's sense of safety not only at schools but also at home.

- **Lack of birth certificates:** All respondents indicated the importance of education, and their respect for schooling. However, respondents shared less trust in the education system due to students' inability to receive certificates of completion and/or diplomas after successfully passing nationwide exams due to students' lack of birth certificates or other official documents.

Recommendations: While the project will support birth registration campaigns, Outcome 3 activities could include working with school directors work with local authorities to obtain these documents upon students' enrollment at their schools. A protocol could be developed with schools to outline steps to take when documents are absent, and advocate for use of a similar protocol at the national level. The USAID/Passerelles team will also pull on the expertise of other IEFs (e.g. IEF Podor) which have creative locally generated strategies for ensuring birth registrations for school children and youth.

- **Teaching and learning time is severely limited due to traditional and religious ceremonies and engaging in the labor force:** In all regions, absenteeism was cited as a risk factor to teaching and learning. Respondents explained that traditional and religious ceremonies, such as circumcision, directly involved students and could result in students being absent for two to three months from school. Moreover, engagement in the labor force—whether as a cashew harvester during the months of April through July or as a domestic worker for females—resulted in accumulated absences, jeopardizing the ability for a student to transition to the next grade due to Senegalese law not allowing any student with more than 25 absences to advance grades.
- **Recommendations:** Some schools in Casamance have restructured school vacations around traditional holidays and customs to avoid student absenteeism. and promote retention. It will be important to examine how the local education offices are involved in school calendar restructuring and documenting this process so that other schools may take up this practice. Moreover, USAID/Passerelles will employ CAVE/OVDS mechanisms to identify children at risk of dropping out, provide different types of support to ensure that these students persist in school (see response to next recommendation below for examples). These students should be enrolled in the USAID/Passerelles remedial interventions as part of Outcome 3 activities to ensure that they catch up and are performing in foundational skills.
- **External gender-based violence impacting girls' retention and enrollment:** Head teachers and teachers in all regions cited early marriage and pregnancy as one of the biggest barriers to retention for females. Pregnancy and acts of sexual violence were confirmed to be due to external sources to the school, especially from Jakarta drivers and soldiers, but would often occur on the route travelled to and from school. According to Senegalese law, if a student is under the age of sixteen and pregnant, the student is required to leave school. Should that student wish to re-enroll after giving birth, she must receive clearance from the health center, including an official document allowing her to re-enroll in school. This process keeps many students away from re-enrolling, and many girls do not return to school after giving birth.

Recommendations: Outcome 1 and Outcome 2 teacher and school administrator trainings will focus on issues of gender-based violence prevention as part of the safer learning environment strategy, including the use of social-emotional learning pedagogical practices, which are evidence-based approaches that have a track record of positive classroom climate and student behavior. As the source of early pregnancy and sexual violence is external and usually on the route to and from

school, school Directors, school management committees, and community coalitions should also work together to ensure a positive school climate, which will include safe movement to and from school. The project can include this as part of the school directors positive school climates interventions, where the director can work with community members and school governments to co-develop safe means to access school. This could include strategies such as creating a buddy system, ensuring that girl students, for example, are accompanied by caregivers or older siblings, as well as community members committing to creating “safe passage zones” during the hours where children and youth walk to and from school.

- **Teacher absences increased due to strikes:** All teachers expressed that they were poorly perceived by both community members and the government; teachers gave examples of tensions between parents and teachers as well as lack of career and professional development opportunities. In response, teachers have joined various unions resulting in the politicization of the teaching profession – and teachers’ absence from the classroom due to strikes. However, the days missed due to strikes are not counted as official teacher absences as striking falls within the right of a teacher om Senegal due to the politicization of the profession.

Recommendations: USAID/Passerelles can promote more positive relationships between teachers and the parents to raise the status of teachers within communities by supporting positive interactions between the two parties around topics such as positive discipline, school feeding, school security. Such activities would help teachers better understand the communities in which they teach as they may not be from these communities. To equip teachers to deal with possible tensions with students and parents, teacher professional development modules on both teacher and students’ social-emotional well-being will be provided. To ensure they meet teachers’ needs. USAID/Passerelles could involve teachers in the co-design and testing of these approaches in year I of the project.

- **Many schools suffer from crumbling infrastructure and a lack of proper fencing:** When prompted which of risk factors the school would most readily want to fix, all teachers and head teachers described infrastructural issues, from increasing the number of classrooms to prevent overcrowding to building fences for safer schools. Several schools operate in temporary shelters due to water-related risks that need to be rebuilt every year because the permanent structure is in an unfavorable location and is in a state of extreme disrepair. Many teachers shared that they were working in schools that were not up to Senegalese education building code.
- **Recommendations:** USAID/Passerelles should ensure that CGE’s and local government authorities are willing to work with the project, especially on the issue of planning and financing improvements to school infrastructure, including getting electricity, if not currently available, to schools and having at least a minimal set of technological resources such as computers, printers, and photocopiers. Working through official channels will also eliminate the reliance on parents to volunteer on renovating temporary school structures at the start of each year and may instead result in the engagement of parents in other ways.
- **Lack of school feeding programs that expose students to security risk due to travel during lunch time and leads to reduced opportunities to learn:** Respondents in all regions cited the lack of a school feeding program at school as the biggest risk to teaching and learning. Respondents (teachers, principals and students especially) shared that food insecurity due to poverty and a lack of school-provided lunches result in students going the entire day without eating, affecting their ability to focus and concentrate. The lack of school meals further exposes students to security risks as they are expected to travel home for lunch, often over large distances,

between morning and afternoon classes. Traveling during the lunch hour poses heightened risks as it is the time when roads are the least policed and dangers are among the highest due to insobriety and gang violence, as reported by respondents. If students do leave school for lunch, many do not return in the afternoon, which reduces received instruction time.

Recommendations: School Directors, school management committees, and community coalitions can work together to ensure a positive school climate, which will include safe movement to and from school. The project can include this as part of the school directors positive school climates interventions, where the director can work with community members and school governments to co-develop safe means to access school. This could include strategies such as creating a buddy system, ensuring that girl students, for example, are accompanied by caregivers or older siblings, as well as community members committing to creating “safe passage zones” during the hours where children and youth walk to and from school. Food insecurity may be a topic of focus for Outcome 4 activities; for instance, USAID/Passerelles could work with school communities and leaders to enlist the private sector in supporting school feeding programs. The project will also work with regional and national level education actors to ensure that schools with the greatest needs are identified and targeted so that the limited government and donor provided resources serve communities with the greatest needs.

- **Situations of confiage:** High levels of poverty have resulted in many parents sending their children to live with a trusted guardian, a situation known as *confiage*. In all regions and for both the formal and nonformal sector, children living with a guardian in *confiage* were the least likely to complete their studies due to their inability to procure school supplies after the start of the school year and their inability to continue paying school fees. Although insufficient school supplies were highlighted as a widespread issue, the most vulnerable students were those not living with their families.

Recommendations: USAID/Passerelles can work with school community members and school directors, using the CAVE and OVDS to identify highly vulnerable students in these situations and monitor them as they are at higher risk of dropping out. School communities will be encouraged to allocate additional school funds generated through Outcome 4 activities to support these students.

In addition to the most important risks to education identified above, the RERA exercise highlighted two other aspects that are key to the success of USAID/Passerelles:

- As part of our inclusive and conflict-sensitive approach, it will be important to **ensure that USAID/Passerelles staff involved in community-level activities speak a diversity of local languages** or work with other community members who speak those languages so that communication can be done in a language that is most comfortable with our intended beneficiaries. USAID/Passerelles staff must not convey prejudices against “others” who do not speak their language. Project staff will need to be trained in conflict sensitive education, in order to understand how their actions and the way that they work have a direct impact on relationships with communities, project impact, and the reputation of the project at all levels.
- The **inclusion of daara teachers** (*serigne daara*) as a target respondent group in our qualitative data collection greatly facilitated community buy-in. These daara teachers indicated that they appreciated being consulted and having the opportunity to voice their opinions. To facilitate entry into our target communities, USAID/Passerelles staff should intentionally reach out and involve daara teachers to the extent possible.

Project Background

The USAID/Passerelles project is a 5-year project financed by USAID/Senegal and implemented by FHI 360 and its consortium of partners. FHI 360 has included the following organizations in the project's consortium: Save the Children (Save), ENDA Jeunesse Action (ENDA), Humanity & Inclusion (HI), and Fondation du Secteur Privé pour l'Education (FSPE).

USAID/Passerelles is guided by the following strategic goal and outcomes:

Goal	Girls and boys ages 9 to 16 in the Casamance and Kédougou regions access relevant basic education opportunities that develop essential life
Outcome 1	Complementary education services provide basic education that is responsive to communities' needs.
Outcome 2	Formal basic education is responsive to communities' needs.
Outcome 3	Transition from primary to middle school is increased.
Outcome 4	Families and caregivers enroll children in responsive education services.

Over the course of five years, the USAID/Passerelles is intended to support a total of 123,000 new entrants in formal and complementary basic education, including 20,000 new entrants in complementary basic education services; and a total of 259,000 unique beneficiaries with access to formal and complementary basic education.

Rapid Education Risk Analysis Overview

As part of start-up activities, the project conducted a Rapid Education Risk Analysis (RERA). The RERA sought to:

1. Map the relations between the general political, economic, social, security, and environmental situations in Southern Senegal and the education sector, especially at the school and community levels to understand the impact of the conflict on girls, boys, and understand the dynamics of conflict as they relate to education programming; and
2. Identify the factors of resilience that positively influence access, security, and quality of education and existing resources, capabilities and priorities of the education system;

In order to meet its objectives, the USAID/Passerelles team expanded the RERA framework to include aspects of Gender Equity and Social Inclusion (GESI) and a Do No Harm (DNH) analyses. As RERA seeks to match the relations between general political, economic, social, security, and environmental situations and school systems, the DNH framework was invoked in tool development and analysis to better the community dynamics present that may contribute to external risk factors on the education system. Community actors such as religious leaders, female leader, security sector actors, and community members were therefore included as part of the RERA sample. The GESI framework was streamlined through all questions used in the instrument, ensuring that all questions had sufficient probes in order to collect nuances of how contextual and school risk factors may affect individuals of different genders, abilities, and socioeconomic groups.

This foundational RERA informed the project's initial planning and programmatic approaches by:

- Providing a benchmark analysis of major current community conflicts including those that might result from backlash as gender norms evolve;
- Identifying existing resources and capabilities of the education system;
- Identifying points of resilience i.e. local conflict prevention and resolution resources/ local mechanisms, events / institutions that support peace in the targeted communities and points of grievance i.e. norms, practices, drivers of tensions and conflict, this will include investigating how working through traditional and community leaders may reinforce existing gender norms and undermine the ultimate outcomes of the project;
- Identifying and analyzing contextual factors that may influence the USAID/Passerelles project and the potential negative unintended impact of the project on various social groups (which may later continue to be monitored as part of the project's rolling assessments); and
- Suggesting possible entry points and strategies for USAID/Passerelles to leverage local connectors and resources for rapid transition.

Methodology

Target Population

Primary data collection activities reached a purposeful sample of children, parents, school directors, teachers, *daara* teachers, government and local authorities, religions and community leaders and program implementers. The USAID/Passerelles team employed a combination of focus group discussion (FGD) and key informant interviews (KII). Table I below shows the target respondent groups and associated method of data collection.

Table I. Target Population

Respondent Group	Data Collection Method	Target # of Respondents
Children Enrolled in School (male)	FGD	48 to 64 participants
Children Enrolled in School (female)	FGD	48 to 64 participants
Children Out of School (male)	FGD	48 to 64 participants
Children Out of School (female)	FGD	48 to 64 participants
Parents (male)	FGD	48 to 64 participants
Parents (female)	FGD	48 to 64 participants
Teachers	FGD	48 to 64 participants
Teachers	KII	8 participants
Head Teachers	KII	8 participants
Daara Teachers	KII	8 participants
Government & Local Authorities	KII	8 participants
Religious Leaders	KII	8 to 16 participants
Female Community Leaders	KII	8 participants
Int'l Program Implementers	KII	8 participants
Total	56 FGD, 52 KII, 4 IDI	392 to 512 participants

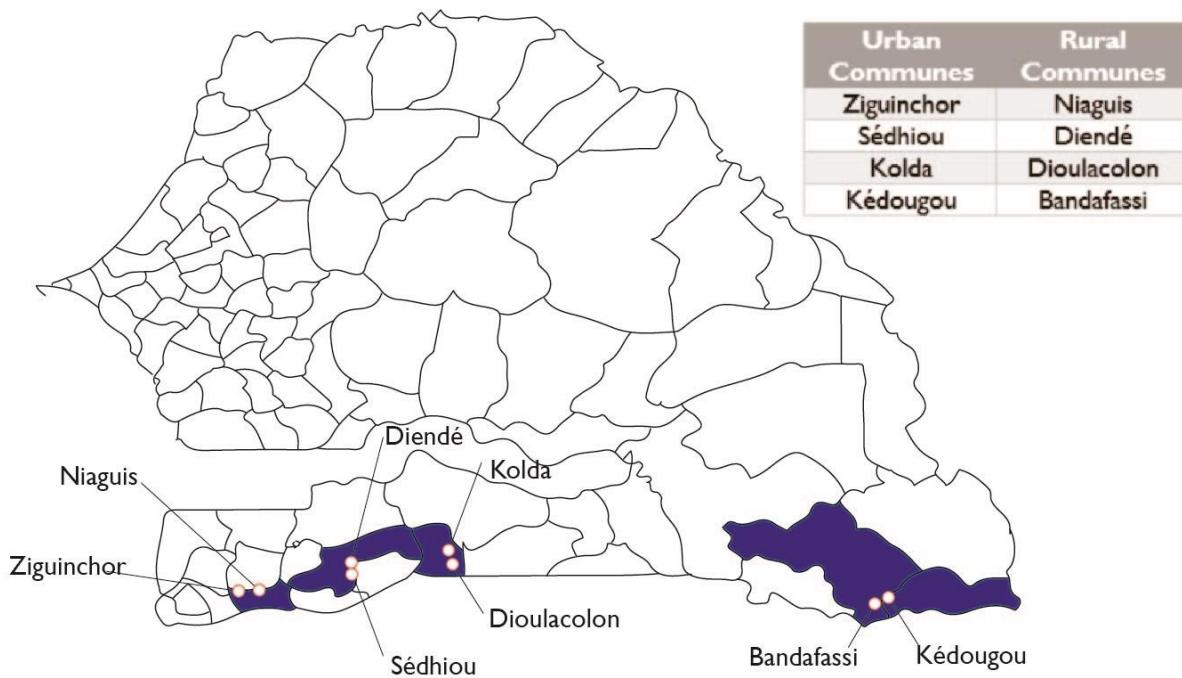
Sample Design

The RERA targeted the commune in each of the four regions across southern Senegal in which the project will implement activities in Year 1. These communities comprise a mix of urban and rural communities and a range of contexts. At the proposal stage, the USAID/Passerelles team had identified an initial list of 77 communes where the project could potentially be implemented. The team based this preliminary selection on the following criteria:

1. USAID/Passerelles team is already present and has existing ties with communities to enable rapid start-up and trust building with the communities.
2. Average number of primary schools per middle school in the commune is low (for instance five primary schools for one middle school), in order to increase the possibility of students transitioning from primary to middle school. (The number of primary schools per middle school is used as a proxy for distance between primary and middle schools, which is a significant barrier to middle school transition.)
3. Communes where the USAID-funded Governance for Local Development (GOLD) program is already working.

This resulted in the following communes being selected as RERA data collection sites.

Table 2. Communities selected for Year 1 of the project and for data collection



Instrument Design

The USAID/Passerelles team tailored RERA discussion guides to the Southern Senegalese context through use of the RERA Research Questions and School Community Review Scoring Rubric (Tools 8 and 9 of the RERA toolkit) available in Annex III, following the completion of a secondary resource review. Questions on the following risk categories were therefore focused upon in the developed tools:

Table 3. Risk factors explored by data collection tools.

Internal Risks	External Risks	Cross-Cutting Risks	Environmental Risks
School-related gender-based violence	Incidental violence to and from school	Lack of school materials	Water-related hazards Malnutrition and famine
Bullying and fighting	Gang or armed group violence	School infrastructure	
Negative and unsupportive school climate	Ideological mistrust of formal education	Trauma Absenteeism	
Cyber bullying		Extracurricular work and activities	
Discrimination Gender-based violence			
Discrimination			

The tools developed sought to answer the following research questions, refined through the objectives of the RERA and the gaps in the secondary desk research:

- What is the relationship between contextual factors and the education sector, particularly at the school and community levels? How do these contextual factors affect various actors and segments of the school community?
- What are the resilience factors that positively influence access and the safety and quality of education? How can these factors be strengthened?

Each instrument followed the subsequent pattern, which was applied in the tools for all respondent groups in order to triangulate responses: **detection of presence of risk factor**, including descriptions of incidences, frequency, involved actors, and motivations; **identification of response taken by school**, including descriptions of responses, involved actors, existence of policy or procedure; **discussion of reaction and endorsement of response taken**, including an exploration of perspectives held by focus group or interview participants, actions taken against or endorsing current school response, and collection of recommendations to change school responses and diminish the risk factor.

Data Collection Methods

A diverse set of respondents was selected to triangulate information and get the full story from different perspectives. These respondents were engaged through focus group discussions and key informant interviews. In addition, this RERA included community meetings and in-depth interviews.

Community meetings were held with self-selecting members of the community. These community meetings intended to provide a voice to community members not included in education-centered focus group discussions to provide a better understanding of community dynamics, inclusive of gender equality and social inclusion norms, community tensions, and conflict dynamics.

The project conducted in-depth interviews with international development, NGO, and UN staff members working with out of school youth and on SRGBV or violence in schools programming. The project identified individuals affiliated with different organizations working on the following topics: out of school youth programming, SRGBV or violence in schools programming, inclusive programming, and formal education programming, for a total of eighteen in-depth interviews with six different organizations.

Data Collection Team

The project engaged twelve enumerators to conduct the data collection which consisted of four teams of three enumerators each, supervised by a member of a community partner organization. To the extent possible, teams included both male and female enumerators such that the lead moderator was of the same gender as focus group discussion participants and interviewees. In the same vein, mixed focus groups had one male and one female enumerator to maintain gender dynamics representative of participants.

Each team was assigned a region and visited two communes each, spending approximately one week in each commune.

Enumerator Schedule and Scope of Work

Table 4. Enumerator Schedule

Week 1	Enumerator training, including field practice
Week 2	Data collection in community #1 in the region per team
Week 3	Data collection in community #2 in the region per team
Week 4	Review of notes, translation, analysis, report writing

All enumerators attended a week-long training session, orienting enumerators to the USAID/Passerelles project, data collection instruments, and data collection process. This training included an orientation to the research frameworks, a translation workshop, piloting of the tool, and several modules on implicit bias, ethics, conflict sensitivity, and gender sensitive approaches.

Following the week-long training session, enumerator teams conducted two weeks of data collection. All teams began in the urban data collection site of their regions and facilitated focus group discussions and interviews with school actors first as the school was the entry point into the community. School directors were able to connect enumerator teams to additional community actors such as religious and female leaders. However, this pattern of data collection was not followed in the second data collection site of each region. During the second week of data collection, the enumerator and field-based MEL team determined that saturation had been reached. Instead of continuing with data collection as planned, enumerator teams sought additional community actors to triangulate responses already received from parents, teachers, and students. A full list of conducted focus group discussions, key informant interviews, and in-depth interviews can be found in Annex III.

Following data collection, all enumerator teams returned to Ziguinchor for an analysis workshop, providing an opportunity to consolidate and synthesis notes taken, and provide a preliminary, field-validated synthesis of findings.

Oral Informed Consent for Participants

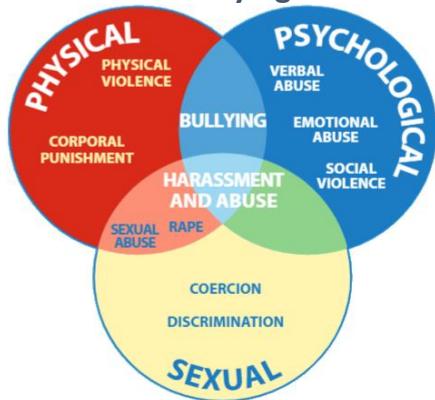
All participants orally confirmed their consent to participation, and received the following information from enumerators: (1) the purpose of the study; (2) their role as a participant in the study; (3) risks and

benefits of participating in the study; (4) that they can choose to participate or not, and choose to refuse to answer any individual questions of interviews, focus group discussions, or surveys should they accept to participate and that they can withdraw at any time; (5) who they may contact if they have more information; and (6) that all responses will remain confidential and will not be shared or communicated with anyone outside of the room including primary caregivers and employers.

Analysis

According to USAID guidelines, the RERA is an approach intended to provide stakeholders with a rapid and “good enough” situation analysis of the interaction between the education sector and a number of risk factors. However, the RERA toolkit does not provide a guide to analysis, and therefore the RERA USAID/Passerelles team designed an analysis approach cross filtering the types of school-related violence as defined by UNESCO’s 2017 framework with the source of those types of violence as defined by the RERA toolkit.

Figure 1. UNESCO’s definitions of school violence and bullying.



The analysis process ought to therefore reveal if the psychological, physical, or sexual violence manifested as one of the following RERA-ascribed risk factors, and whether those factors were risks with an internal, external, environmental, or cross-cutting source, updating the approach used to develop the data collection instruments as shown in the table below.

Table 5. Cross-cutting analysis of risk factors

Internal		External	Cross-Cutting	Environmental
Physical	School-related gender-based violence	Incidental violence to and from school	Lack of school materials	Water-related hazards
	Bullying and fighting	Gang or armed group violence	School infrastructure Extracurricular work and activities	Malnutrition and famine
Psychological	Negative and unsupportive school climate	Ideological mistrust of formal education	Trauma Absenteeism Extracurricular work and activities	
	Cyber bullying			
	Discrimination			
Sexual	Gender-based violence	Incidental violence to and from school		
	Discrimination	Gang or armed group violence		

The interview notes were analyzed in a rapid analysis workshop immediately following the primary data collection and further coded for more in-depth analysis using the Dedoose qualitative coding software.

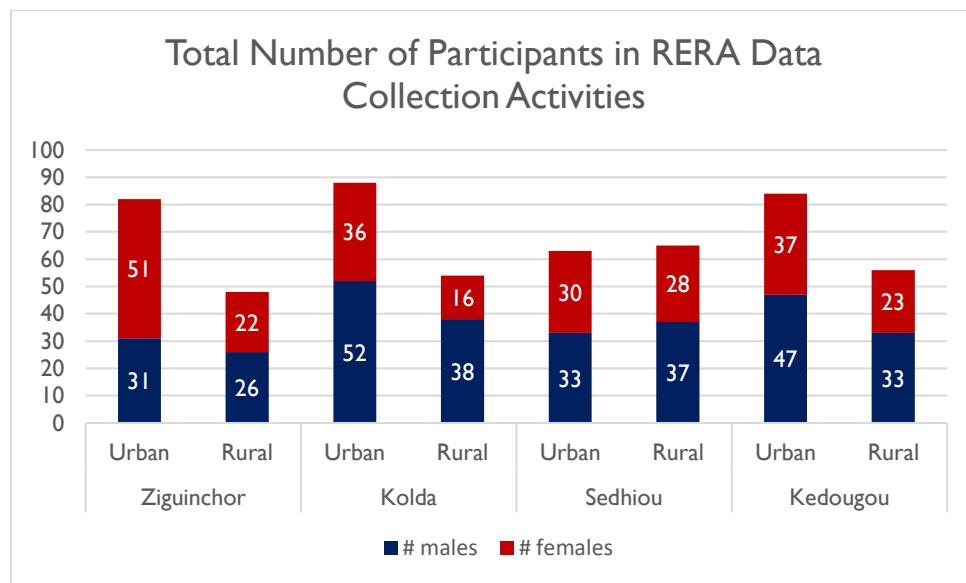
Summary of RERA Participants

A total of 515 individuals participated in focus groups and interviews across the Casamance and Kédougou, with 42.3% of participants residing in rural communes, and 57.6% of participants residing in urban communes.

Table 6. Total Number of Participants in RERA+ Data Collection Activities

<i>Formal & Informal School Actors</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
Teachers	49	21	70
Students	65	62	127
School Directors	9	1	10
Inspection d'Académie (IA)	4	0	4
Inspection de l'Enseignement et de la Formation (IEF)	3	2	5
Daraa Teachers	6	1	7
<i>Subtotal</i>	<i>136</i>	<i>87</i>	<i>223</i>
<i>Community Actors</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
Religious Leaders	5	0	5
Female Leaders	0	6	6
Religious Leaders	5	0	5
Security Sector Representatives	1	0	1
Youth	0	7	7
Parents	57	61	118
Community Members	44	28	72
Out of School Children	36	33	69
<i>Subtotal</i>	<i>149</i>	<i>135</i>	<i>284</i>
<i>Thematic Experts</i>	<i>Males</i>	<i>Females</i>	<i>Total</i>
World Vision	1	0	1
Kédougou encadrement orientation du développement humain	1	0	1
Action educative et milieu ouvert	3	1	4
Action Sociale	2	0	2
Association of Young Child Workers	1	0	1
<i>Subtotal</i>	<i>8</i>	<i>1</i>	<i>9</i>

Table 7. Total Number of Participants in RERA+ Data Collection Activities, by Gender



Data collection was conducted in five languages: Pulaar in the Kédougou and Kolda regions, Mandingo in the Sédiou region; Wolof in the region of Ziguinchor; and French, primarily used with school actors, including teachers, school-children, and members of non-governmental organizations. Diola was used on a case-by-case basis in all four regions, usually to translate for individuals participating in focus group discussions held in other languages.

Limitations

Because the RERA is a 'good enough' analysis, deliberate trade-offs were made during the design process:

- **Purposeful, not representative, sampling.** The purposive sample was not intended to be representative of all school communities across the country, but rather was aimed at providing in-depth insights into the dynamics of risk and education at selected locations in which the Passerelles project would be implemented in its first year.
- **Limited data collection period.** The data collection period was limited to one-week per site. Although enumerators were purposefully able to divide into groups of two for key informant and in-depth interviews, the short time in each community resulted in a potential inability to conduct all focus group discussions and interviews. As a result, the interviews and focus group discussions were prioritized in the design phase to ensure that the key respondent groups were spoken to in the case not all respondents were available during the limited time in each community.

Additional limitations were encountered upon data collection in the field, including:

- **Language barriers.** Although enumerators spoke most of the local languages present in each data collection location, each focus group discussion was conducted in one primary language as chosen by the majority vote of focus group discussion participants. Selection of one language resulted in limited participation of certain focus group participants, often due to self-restriction due to ethnic and linguistic tensions between the Diola and other groups.

- **Unavailability of respondent types.** In certain data collection sites, not all respondent types were present. Primarily, Dioulacolon, the rural commune of Kolda, had very few out of school youth in the community, and therefore the team was unable to conduct focus group discussions with out of school children. Additionally, there was not always a member of the security sector available, and this interview was not conducted in Niaguis, the rural commune of Ziguinchor, Dioulacolon, the rural commune of Kolda, or Bandafassi, the rural commune of Kédougou. The addition of a key informant interview with a security sector member was to triangulate data on issues of school safety, both internal and external, with what was heard from students, teachers, and parents, and to better understand any formal security protocols.
- **Limited transcripts.** Following data collection, enumerators provided summary notes of the FGD and interviews, and a preliminary analysis report resulting from the analysis workshop. Analysis was completed using a triangulation of these summary notes, the initial analysis report developed by enumerators immediately following data collection, and report-writers' transcription of focus group and interviews conducted in French.
- **Weather-related delays.** Due to severe rain and flooding in Kédougou, time for data collection was limited resulting in shorter focus group discussions and a limited number of interviews being completed.

Finally, although not a limitation per se, it is also important that all intended FGD and interviews were not conducted due to **data saturation**. Halfway through data collection activities at the second site location, the enumerator and field-based monitoring, evaluation, and learning team agreed that saturation had been reached. Data saturation is the point at which no new information emerges based on responses to questions during the FGD and interviews. In qualitative research, it is recommended to stop data collection once data saturation has been obtained to reduce respondent and analysis burden. Because all enumerator teams performed data collection in urban sites first, the saturation point only affected the data collected in rural sites across all regions.

Southern Senegal Conflict Context

Senegal stands out as an example of stability and democracy in Sub Saharan Africa. Since its independence in 1960, it has experienced three peaceful transitions to power, and has never experienced a military coup. However, extended low-level conflict in the Southern region of Casamance remains an issue and continues to hamper its economic development. In the early 1980s, the Movement of Democratic Forces in Casamance (MFDC) emerged as a popular political movement advocating for the independence of the Casamance region. After a series of violent crackdowns by security forces on political protests, the MFDC developed a guerilla force and began attacks on the Senegalese army in 1990 (Kaplan, Tabara, & Diene, 2017). Over the next three decades, the Casamance region wavered between war and peace, with the conflict characterized by low level insecurity punctuated by occasional upsurges of violence and ceasefires. These cycles have caused profound trauma among the population and led to deep distrust and fear of both the Senegalese armed forces and the MFDC (Simpson & Diallo, 2015). Though clashes have reduced in intensity since a unilateral ceasefire was declared in 2014, the conflict has left thousands of people dead and destroyed at least 78 villages in lower Casamance. More than 150,000 people have lost their homes, and tens of thousands remain displaced. Estimates of the current number of internally displaced persons (IDPs) in Casamance range from 10,000 (US Department of State, 2010) to 22,000 (IDMC, 2017) as of 2017 with another 10,000 refugees in The Gambia and Guinea Bissau (Kaplan, Tabara, & Diene, 2017). Much of the displaced land has been overtaken by brush, and landmines have rendered extensive plots of land inaccessible (IDMC, 2018).

Conflict Drivers

The persistence of the Casamance Conflict is motivated in large part by dissatisfaction and disillusionment with the Government of Senegal (GoS). Unmet expectations of promised economic, social, and political reforms, and limited opportunities for citizen engagement in public-sector decision making have led to growing discontentment in the isolated Southern regions. There are continued strong feelings of abandonment and betrayal by the GoS, characterized by perceptions of unequal resource allocation across regions, lack of representation at the national level, and the sense that they are not considered Senegalese by the rest of the country. Key drivers of the conflict have been grouped into the following categories:

Regional Isolation and Poor Social Service Delivery

The Casamance Region (Ziguinchor, Sédiou, and Kolda) is effectively cut off from the rest of the country by The Gambia, leaving it geographically, economically, and politically isolated from the rest of Senegal. Power is concentrated in distant Dakar. Political isolation and poor infrastructure contribute to economic underdevelopment of Casamance and to resentment of the GoS. Poor implementation of the GoS 2013 Act III to decentralize social service delivery contributes to the sense that resources are unequally distributed in Senegal. Implementation of the 2013 reform was rushed, leaving local authorities, particularly those in rural areas, with expanded responsibility and insufficient funding, capacity, and training (Bertelsmann Stiftung Transformation Index, 2016). This has further contributed to a sense of abandonment and unfulfilled promise by the GoS.

Kédougou, though not considered part of the Casamance region, faces similar isolation as Senegal's far southeast region near the border with Mali and Guinea. Primarily rural and with poor infrastructure, Kédougou suffers similar economic underdevelopment. The most important economic sector in Kédougou comes from gold mining which has existed for centuries in this region. However, in recent years, gold mining has become a more important source of income for families as they cannot support their households through agriculture alone. As a result, the gold mining sector has seen a large expansion with the influx of foreign capital and many migrants. Unfortunately this has not always resulted in improved economic outcomes for local households and in fact gold mining also comes with a range of negative social and environmental impacts (Daffé, 2012).

Limited Livelihoods Opportunities

Formerly considered the breadbasket of Senegal, Casamance now suffers the highest level of hunger in the country. Though it has the highest agricultural production potential, poor availability of inputs, climate change, and landmines, which have rendered land and orchards inaccessible, lead to yields that are only one-sixth the tonnage per hectare of those in the River Valleys (Zartman, 2016). Accordingly, more than 49 percent of households in Casamance are considered particularly vulnerable to food insecurity, compared to 46 percent countrywide (WFP, n.d). Limited agricultural productivity contributes significantly to livelihoods frustrations in the region.

Many livelihoods in Southern Senegal – such as agriculture, livestock cultivation, fishing, and mining – are directly linked to natural resources. These resources are increasingly stressed by climate change, competition, and poor management practices. This has led to tension and conflict between pastoralists and famers, between competing fishermen, and between foreign mining companies and communities, and exacerbated frustration with economic underdevelopment of the region. Conflicts manifest in the form of cattle rustling, banditry, and violent retaliation over resource disputes.

Limited resources and livelihoods opportunities may also cause people to turn to illicit alternatives, including marijuana cultivation, illegal timber harvesting and mining, poaching, banditry, and trafficking to generate income (Kaplan, Tabara, & Diene, 2017).

Land Allocation

Lack of transparency in land allocation and issues concerning land tenure have been a consistent driver of low-level conflict. According to the National Land Act of 1964, the GoS has claim to property rights over all land without existing deed, meaning 95 percent of the land in Senegal is considered nationally owned (Zartman, 2016). There is a perception among many that the government expropriates land and allocates it to private companies for commercial production at the expense of the Senegalese. Confusion about land rights leads to tension over conflicting deeds and boundaries, and conflict between formal and informal laws and systems of land allocation inhibit the effectiveness of land dispute mechanisms, leaving most disenfranchised people without recourse.

In Kédougou, local populations are resentful of international corporations and mining companies drawn to the region after the discovery of gold. They argue that they have traditional land rights and have been unfairly left out of mining concession negotiations (Kaplan, Tabara, & Diene, 2017).

Disaffected Youth

Nearly 42 percent of Senegal's population is under the age of 14, and approximately 62 percent of the population is under 24 (CIA, 2016). At the end of 2016, the unemployment rate was 16.6 percent, up from 13.4 percent earlier in the year (Trading Economics, 2017).

Youth in Kolda and Kédougou are increasingly frustrated by harsh treatment and intimidation at the hands of security forces, resulting in increasing incidences of protest (Kaplan, Tabara, & Diene, 2017). With information from the Internet, they are becoming increasingly aware of their rights and have come to view security force actions as unacceptable. Youth frustration in these regions has already led to violence, with youth using SMS and social media as a tool for organization (Kaplan, Tabara, & Diene, 2017). In March 2018, violent protests in Kolda were triggered by an incident between a motorbike driver and a police officer. Protesters organized using SMS and ransacked the police station and other buildings (Dakaractu, 2017). These incidents have the potential to spread to other segments of the population, motivated both by unemployment and frustration at police injustice. These incidents have the potential to spread to other disaffected segments of the population, motivated both by unemployment and frustration at police injustice.

Ethnic tension at the border of the Gambia, Guinea-Bissau, and Senegal

Senegalese refugees in The Gambia are primarily of the Diola ethnic group, many of whom are escapees from the Senegalese army. These Diola refugees may be targets of violence if ethnic tensions between the Diola and Mandinka escalate. A change in the government of The Gambia, from Diola President Jammeh to Mandinka President Barrow, may exacerbate these tensions if mismanaged (Kaplan, Tabara & Diene, 2017). Migration and trafficking of drugs, natural resources, and people between Senegal and Guinea Bissau have also caused tension. Instability in Guinea-Bissau has allowed for weapons to flow to the MFDC in Senegal, who have also used Guinea-Bissau as a safe haven from the Senegalese military (Zartman, 2016). Movement of people across the Gambian and Guinea-Bissau border is significant, with an estimated 10,000 Senegalese refugees of the Casamance conflict in The Gambia and Guinea-Bissau, and more crossing the border during times of tension. Electoral tensions in 2016 in The Gambia saw an estimated 45,000 people anticipating violence fleeing from The Gambia into Senegal, and another 3,500 into Guinea-Bissau (Kaplan, Tabara, & Diene, 2017).

Conflict Mitigating Factors

Several factors have the potential to inhibit violent conflict and connect communities in Casamance and Kédougou. These have been grouped into the following categories:

Economic Factors

Migration to urban areas and emigration to other countries serves as a release valve for frustrations resulting from a lack of employment opportunities for youth. Overall 41 percent of Senegal's population lives in cities, one of the highest urbanization rates in Sub Saharan Africa (USAID, 2013). Remittances from these emigrants also relieve economic stress in communities.

Social Factors

Religious leaders and traditional structures for local conflict mediation continue to play a significant role in moderating behavior and alleviating conflict. Ethnic intermarriage and extensive kinship ties across regions and international borders may also play a stabilizing role in conflict resolution. In addition, local conflict-mitigation mechanisms like the Comités de Gestion de la Paix in Casamance help to prevent and resolve conflict.

Political Factors

Efforts by President Sall to hold peace talks with the MFDC have led to the belief among Casamançais that there may be a new window of opportunity for the negotiation of a formal peace agreement between the GoS and MDPC, mitigating discontentment with peace proceedings (La Vie Senegalaise, 2018). Thus far President Sall has made verbal commitments to enduring peace in Casamance and recommenced talks between the State and MDSF.

Regionally-Specific Conflict Risks

Ziguinchor

Ziguinchor is the primary urban center of Casamance. The presence of landmines dating from the 1990s (Human Rights Watch, 1999) continues to limit economic opportunities linked to agriculture and threaten the livelihoods of women who harvest crops and cashews in forests. In response, many people have turned to fishing for income, leading to increasing conflicts between local fishermen as fishing stocks become depleted. In some areas, the MFDC is obstructing removal of landmines until a formal peace agreement is in place. Cattle rustling along the border between Senegal and Guinea-Bissau also has the potential to escalate conflict. Cattle rustlers are often armed and take a large number of cattle from herders, triggering violence as people try to recover their herds. People have been killed trying to defend their herds. Illicit timber trafficking is also an issue in the area and as the government has passed measures to reduce illicit timber trade, it has had an impact on livelihoods both sides of the border (USAID, 2013). The Casamance conflict has been most active in the Ziguinchor region, with confrontations between the MFDC and Senegalese army leading to a slowing of economic activity and emigration and land abandonment (USAID, 2017).

Sédhiou

The Sédiou region in the interior of Casamance is very culturally conservative. Religious and cultural beliefs significantly motivate nonparticipation in school in the region, with a household survey conducted

by USAID finding more than two thirds of boys and girls ages 6 to 11 kept out of school for these reasons. Sédiou also suffers high levels of unemployment and poverty, with the Senegalese Poverty Survey estimating the proportion of households below the poverty line at 68.3% (USAID, 2017). Violence against women and genital mutilation are common in Sédiou. There is a perceived growth of Daaras, Koranic boarding schools, and Talibes, begging children, linked to child trafficking. Cattle rustling has also presented a growing threat to herders (USAID, 2013).

Kolda

The Kolda region in the Southeast of Casamance is marked by an active associative and political life. Violence in Kolda primarily affects youth, and communities regularly challenge and protest local security forces and politicians. Security forces often arrest young motorcycle drivers and perpetuate violence against them. In response, motorcycle drivers have organized themselves and begun refusing to pay bribes, leading to escalating tension between security forces and youth (USAID, 2013).

Kédougou

The Kédougou region in Southeast Senegal is geographically isolated and suffers from poor infrastructure. 75% of the population of Kédougou lives in rural areas, and Muslims represent the religious majority, comprising 96.6% of the region (USAID, 2017). The discovery of gold in the region and the presence of foreign mining companies have led to a rush of diverse populations into mining villages, as well as significant frustration over lack of transparency in allocation of local resources (USAID, 2013). Security forces are very unpopular and are believed to use disproportionate force against residents, particularly those involved in artisanal mining (La Vie Senegalaise, 2018).

Education in Senegal

Senegal's constitution, adopted in January 2001, guarantees access to education for all children between ages 6 and 16. More recently in 2017, Senegal signed on to the UN's Leading Education 2030 Agenda, part of SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030 (UNESCO Dakar, 2018). Yet education in Senegal is far from being universal, with only 73% of children enrolled in primary school in 2016. Only 60 percent of students completed primary school in 2016, a low rate compared to the 67% average for Sub-Saharan Africa and (EPDC, 2016) 88% globally (UIS, 2016). For those in school, learning outcomes also suffer. Despite improving enrollment rates, nearly 50 percent of the population remains illiterate, and for women the illiteracy rate is over 60% (Bertelsmann Stiftung Transformation Index, 2016). The education system in Senegal is composed of public schools (including traditional and franco-arabic schools), Daara (Koranic Schools), and Franco-Arabic schools, which serve as a more formal hybrid between public schooling and religious and Arabic education. The formal and informal education system are detailed and distinguished below.

Formal System: Public Schools, Franco-Arabic Schools, and Decentralization of Social Service Delivery

Beginning in 2002, the GoS has made efforts to "modernize" Daara by building new Franco-Arabic public schools nationwide. These schools combine elements of religious and Arabic schooling with traditional secular curriculums, serving as a hybrid alternative between religious and secular schooling in the public sector. In 2011, 3.4% of children were enrolled in formal Franco-Arab schools, and girls account for 59% of students. These schools also appear to be preferred to traditional public schools by richer households (Aiglepiere & Bauer, 2018).

The public education system as a whole in Senegal suffers from inadequate resourcing, in large part because of poor implementation of Act III, a policy to decentralize social service delivery passed in 2013. The Act moved to further decentralize public administration and strengthen local authorities in the delivery of health and education services. However, implementation of the policy was rushed, and the transfer of certain responsibilities to local authorities did not entail the transfer of necessary budgets to implement effective policies. Lack of funding, and lack of competence and training at the local level have resulted in poor health and education outcomes rather than strengthened local service delivery. Challenges associated with poor decentralization of social service delivery particularly impact access and achievement in rural areas (Kaplan, Tabara, & Diene, 2017).

A 2017 initiative by the Senegal Ministry of Education, PAQEEB, aims to bring Senegal closer to its goal of universalizing access to quality education at all levels. The new 10-year program will replace the previous 10-year program (*Programme Décennal de l'Education et de la Formation PDEF 2001-2011*) realigning budgets with the achievement of the GoS's education policy goals. The PAQEEB project represents the first phase of the *Programme d'Amélioration de la Qualité, de l'Equité et de la transparence dans l'éducation* (PAQUET). The project aims to improve learning outcomes in small classes, to increase access to science and math learning in secondary schools, and to improve equity in terms of access to basic education. The program is composed of a set of interventions that will support school infrastructure and management, reform teacher training to incorporate math and science training, improve teacher qualifications for primary teachers, finance the creation of new schools in underserved regions, support information systems for the MEN, and reinforce school inspection capacity among other things (Republique du Senegal, 2017).

Informal System: Koranic Schools

The public education system in Senegal coexists with a system of informal Koranic schools, which offer Islamic religious education focused on memorization of the Koran and recitation of prayers. Very little data is available on Koranic education in Senegal. Religious schools take on a variety of forms, from informal village schools to more formal Franco-Arab schools that are integrated into the public system. A minority of students attend Koranic schools as boarders fostered to Koranic school masters. The schools are free, and pupils (*Talibes*) are traditionally fed by assigned neighbors. However, it is very common to see *Talibes* begging for food in some areas, particularly in downtown Dakar. *Talibes* may also face corporal punishment at the hands of school masters. A recent household survey estimates the number of children fostered to Koranic school masters represents 1% of boys under 15 (Beck, 2009). UNICEF estimates that 100,000 children beg in Senegal¹ and Understanding Children's Work estimates that 90% of child beggars in Senegal are former *Talibes* (ILO, 2010). However, children fostered to Koranic school masters represent a minority of students. Most students attend Koranic school and primary school simultaneously, attending Koranic school after school or during vacation. For these students, Koranic schools may allow students to bond and generate reliable networks. Researchers are unsure if demand for religious education undermines attendance at public schools and imagine the possibility of an improved integrated education system facilitating a balance between the public and religious systems (Andre & Demonsant, 2009).

Barriers to Access to Education

Access to education remains a major challenge in Senegal, which suffers low enrollment rates and significant levels of dropout and non-enrollment. Tables 1 and 2 distinguish school participation outcomes in Senegal by region.

¹ <http://www.unicef.org/protection/senegal34961.html>

Table 8. School participation ages 6-11 by region

Region	Kédougou	Kolda	Sédhiou	Ziguinchor	Senegal
Enrolled	88.90%	77.60%	75.50%	95.30%	65.60%
Dropped Out	2.50%	5.60%	2.40%	1.90%	32.00%
Never Enrolled	8.70%	16.80%	22.20%	2.80%	31.20%

Source: (USAID, 2017)

Table 9. School participation ages 12-16 by region²

Region	Kédougou	Kolda	Sédhiou	Ziguinchor	Senegal
Enrolled	68.90%	60.80%	68.70%	89.70%	58.80%
Dropped Out	24.70%	21.60%	12.30%	9.40%	14.60%
Never Enrolled	6.40%	17.60%	19.00%	0.90%	26.60%

Source: (USAID, 2017)

Tables 1 and 2 evidently display regional disparities in school enrollment, dropout, and non-enrollment. As of 2016, Ziguinchor has the highest primary enrolment rate, with 95.3% of children ages 6-11 enrolled in school, compared to 88.9% in Kédougou, 77.6% in Kolda and 75.5% in Sédhiou. These Southern regions all perform better than the Senegal national enrollment of 65.6%. For students ages 12-16, similarly Ziguinchor has by far the highest secondary enrolment rate, with 89.7% of students enrolled, compared to between 60 and 70% in the other Southern regions, and 58.8% nationally. Dropout and non-enrollment remain significant challenges, though some regions bear a greater burden than others. Sédhiou and Kolda suffer the highest rates of non-participation, with 16.8% of primary-age students never enrolling in Kolda and 22.2% of primary-age students never enrolling in Sédhiou.

A number of factors inhibit participation in public schools. On the supply-side, insufficient infrastructure, inadequate educational inputs, and poor school and teacher quality are significant barriers to access to education in Senegal. On the demand-side, poverty, cultural attitudes, and gender norms may keep children from attending school. Below we outline three main barriers that inhibit school enrollment and motivate school dropout:

Religious and Cultural Beliefs

Religious and cultural beliefs have been cited as a key reason for the non-enrollment of children in school. Among some there is a perception that attending French schools may lead to a loss of religious values, but a simple preference for religious schooling may also keep students out of the public education system (Andre & Demonsant, 2009).

Poverty

Many families in Southern Senegal suffer extreme poverty and food insecurity, making them unable to afford the informal school fees, books, uniforms, and supplies necessary to send children to school. Families may also not be able to afford the opportunity cost of sending children to school when they could

² USAID. Etude Nationale Sur Les Enfants et les Jeunes Hors du Systeme Educatif au Senegal. December 2017.

be contributing to family income by working or doing housework (ILO, 2010). If families can only afford to send some of their children to school, they are far more likely to withdraw girls before boys (Kaplan, Tabara, & Diene, 2017).

Early Marriage and Pregnancy

Girls may drop out of school due to sexual harassment, pregnancy and early marriage, which continues to be a major challenge in Senegal. 19 percent of girls in Senegal were married by age 15, and 31 percent were married by age 18 in 2017. This presents a particular challenge for girls aged 12-16 (Girls Not Brides, n.d.).

A host of additional barriers keep children from attending school. Health challenges such as disability or illness may motivate non-participation. Distance from school may inhibit attendance children living in rural areas. And repeated failure of a grade, aging out of the school system without completing, a disinterest in school, or lack of a birth certificate, may all contribute to dropout and non-enrollment (Kaplan, Tabara, & Diene, 2017).

Effects of Conflict on Education

Conflict may impact education systems in several ways. For one, migration and internal displacement caused by conflict have the potential to disrupt school communities. The IDMC estimates that there are currently 22,000 IDPs in Casamance (IDMC, 2018). Their movement and resettlement may cause problems to schools forced to absorb students fleeing violence in the middle of school years. Schools may face overcrowding and difficulty with adjustment of students. Displacement and economic stress due to conflict make it more difficult for families to mobilize school fees and other costs associated with schooling. Further, teachers have been reluctant to take assignments in isolated parts of Casamance, due not only to MFDC presence in some areas, but also lack of infrastructure and services.

The conflict has also made it difficult for government programs such as USAID supported Fixed Amount Reimbursement Program (FAR) to proceed as usual in construction of schools due to lack of workers and challenges with the standards of local companies. The weather in Casamance adds to the frustration: the rainy season makes it impossible to teach in makeshift shelters and leads to loss of school time.

Due to conflict combined with the proximity of Guinea Bissau and The Gambia, students often “vote with their feet” for better schools across borders. In Guinea Bissau people living near the border often cross into Senegal for schooling, preferring French and the better quality of instruction there. In the north of Casamance, poor infrastructure in temporary shelter schools, shortage of teachers, and insecurity caused by the MFDC lead many Senegalese to cross into The Gambia to attend English schools perceived as better. The prevalence of this phenomenon and potential long-term effects are unclear (FHI 360, 2017; Toure, 2012).

How Education Might Contribute to or Mitigate Conflict

Education systems may similarly play a role in contributing to or mitigating the Casamance conflict. Frustration with education systems is one of the main ways in which education might contribute to the conflict. Insufficient infrastructure combined with regional isolation contribute to the perception that things are worse in Casamance than elsewhere in Senegal. In this way, poor education services contribute to conflict drivers associated with livelihoods opportunities and economic exclusion of youth. These

frustrations are manifested in teachers strikes or student demonstrations in response to increases in school fees or poor school conditions.

However, schools also present an opportunity to improve relationships between communities and the GoS. Traditionally education has been perceived of as a State duty in which the local population did not have input, with schools a visible sign of state presence. Improving community activity around education and strengthening PTAs can play a powerful role in reconciliation (FHI 360, 2017). With greater investment in education from the GoS and improved community involvement in schools, there is an opportunity for the creation of stronger, more resilient education systems.

Primary Research Findings

Below the USAID/Passerelles team presents the main findings from the primary data collection conducted through focus group discussions and key informant interviews in a purposive sample of communities. As mentioned in the limitations section, it is important to keep in mind that these findings are not intended to be representative of the Senegalese education sector as a whole. Nevertheless, qualitative analysis of the data shows a multitude of commonalities across regions and communities sampled regarding barriers to education as well as internal and external risks faced by students.

In addition, the RERA data collection exercise also provided an opportunity for the data collection team to understand and map out all of the actors involved in the education and child protection sectors. The list of all actors can be found in Annex II.

Perceptions of Education

Respondents in all sampled communities reported good relationships between the school and the community, with varying degrees of parental involvement and parental understanding of the importance of education. For instance, schools in Ziguinchor and Kédougou indicated that the community was very engaged and closely attached to the school as mutual dialogue happens on a frequent basis. A portion of the community even committed to fund new buildings for the school and organized remediation classes during the school vacation period for all grades from kindergarten all the way to high school. Women from the community often help organize school events and parents seem to understand the importance of schooling for their children's future. Similarly, the rural school in Kolda reported very high enrollment numbers as there are 12 classes and 40 to 50 students in each class, indicative of the good reputation of the school and reflecting the engagement of parents and their perception of the need for education. In Sédiou, one school director shared the involvement in the community in supporting the school recruit children into the CI grade through sensitization meetings, and the support of the Comite de Gestion de l'Ecole (CGE), Association de Parents d'Eleves (APE) and Association des Mères d'Eleve (AME) in helping clean the school and sweeping classrooms in preparation for the start of the school year. This school director indicated that the school and community are "in perfect synergy." One Kédougou teacher explained that a teacher who is perceived as being involved, engaged, for instance when the teacher calls meetings with parents when she sees performance issues will be a teacher that is seen positively by the community.

Despite these positive relationships, teachers are sometimes seen in a negative light. According to teachers, this is mostly due to the government casting a negative image of teachers. In Kolda, teachers explained that the government has the means to organize communications campaigns and report on the radio certain things such as the fact that the ministry had disbursed billions of FCFA for teachers and that teachers are still on strike. In the mind of teachers, this does not reflect the reality. This results

in “the community seeing teachers as enemies sometimes” (*Kolda, teacher FGD, urban*). Yet, the government does not talk about teachers’ salaries nor the fact that there are few career advancement opportunities for them. While teachers do not take on teaching positions for financial motivations and only want the best for their students, teachers also report not working in the best conditions, which parents may not understand. In some cases when teachers do not come from the community, there may be a sense of mistrust from parents leaving teachers feeling stigmatized.

While most teachers reported high involvement of parents in school events, some parents are seen as having “quit,” no longer caring for their children. As mentioned, on the one hand, some parents are very involved in their children’s education, they help at school, organize events and monitor their children’s progress. For several years, schools have put in place strategies and sensitization on the topic of coaching/monitoring at home. Schools organize forums in collaboration with the CGE, to share results from the previous year and discuss strategies to improve student performance at the beginning of the year (*Ziguinchor teacher rural*), then organize award ceremonies to recognize the best students. There have also been events to raise awareness on the need to reduce housework for CM2 students especially as these students need more time to study and prepare for exams. On the other hand, several teacher focus groups mentioned that some parents have quit (“*démissionné*”); these parents do not provide any support at home and sometimes entrust their child’s care to other people. According to a teacher in Kolda, only mothers care about their children’s future, as they are the ones who attend school meetings.

Religious education is not perceived as being a threat to formal schooling. In none of the regions surveyed did teachers indicate that *daara* are preventing students from attending formal schools. Generally, students do not attend *daara* and formal schools at the same time; rather, they attend *daara* during school vacation periods or in a few cases in the evenings. *Daara* are considered by parents to be a place where children can learn religious values, and oftentimes are ill-perceived as a substitute for formal education (*parents, FGD, Ziguinchor*). In Ziguinchor, teachers also indicated that students would choose Franco-Arabic schools rather than *daara*. There is one special case where a school director in Sédiou shared that parents may prefer to send their children to Arabic or koranic schools. This is since the formal school does not have proper buildings. Instead students attend classes in temporary shelters (*abris provisoires*) which do not provide the same learning environment and protection as regular classrooms and which leads some parents to enroll their children elsewhere. This is particularly problematic for girls who are kept in the villages for several years, until families realize that they should attend elementary school. By the time these girls go to the formal elementary school, they are much older than their classmates which leads to embarrassment. Being particularly sensitive to this issue, this school director encourages her teachers to give these older girls more responsibility and to award them prizes when they do well, to encourage them to remain in school. Another special case is that of Dioulacolon where the image of *daara* seems damaged due to the high prevalence of street children (as *daara* students are seen begging on the streets).

« Je pense que ici à Niaguis il y a une prédominance de l’école sur les *daara*. Au sortir du *daara*, tu deviens quoi, tu vas faire quoi. Le *daara* est pour certains parents un moyen d’apprendre juste le coran pour pratiquer la religion musulmane. »

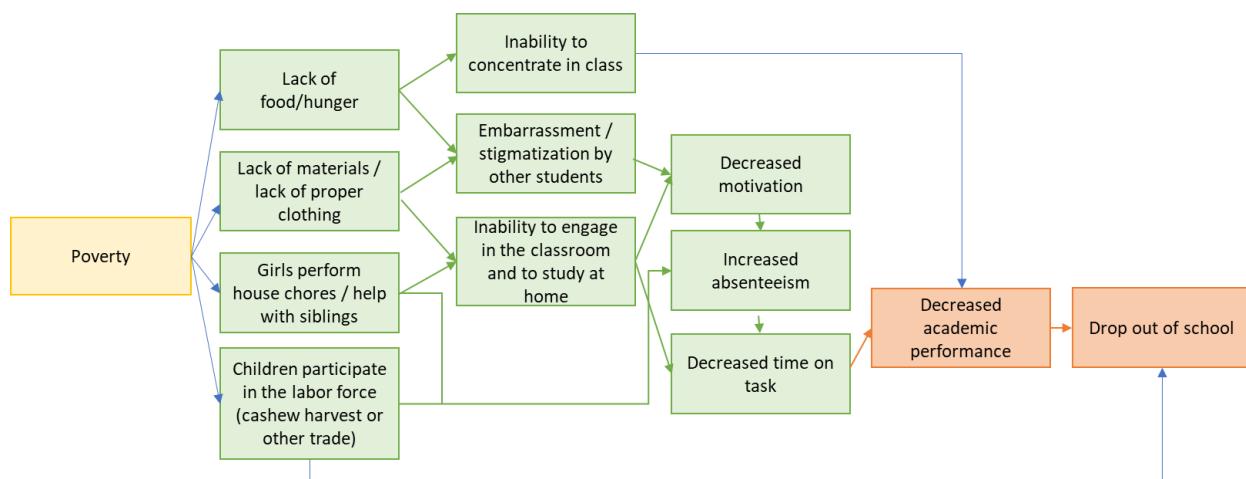
EXTRAIT ENTRETIEN AVEC UN LEADER LOCAL A NIAGUIS

Cross-Cutting Risks

Poverty and Symptoms of Poverty

Across the board, poverty was mentioned as the main factor impeding school access and retention. This manifests itself in several ways: inability to pay school fees, hunger and food insecurity, inability to procure school materials, and preference for the world of work. The inability to procure school materials and hunger are not the direct causes of school drop-out necessarily, they impact school performance, absenteeism and ultimately an inability of students to keep up and move up grades or pass exams. The figure below shows the different pathways through which poverty can affect educational outcomes, based on the data gathered.

Figure 2. Pathways between poverty and reduced education outcomes.



Student hunger, which was mentioned in all regions, is one of the main symptoms of poverty.

Teachers in Ziguinchor (urban) explained that young kids often go home to take their breakfast around 11 am, but it is difficult for young children to last until that time. Some students fall asleep, and other students complain of bellyaches. This affects both boys and girls equally. Some students do go home to eat while others stay at school. Children whose parents work can usually buy a little snack such as peanuts since their parents give them a bit of money. However, children who do not eat from 8am to 1pm have difficulty following lessons. Several teachers mentioned the natural impulse to help these children – “when you see then, when you’re sensitive, you have to react from pity. You see that [the child] watches his classmates cutting bread pieces, moving from one person to another, when you have 50 francs in your pocket, you have to give it away.” In rural Kolda, one teacher interviewed indicated that he started asking parents to give breakfast to their children before they come to school, so that children do not have to go home in the middle of the school day to eat. The school also tried to implement a nutritional program however they do not have the means to buy supplements for all children. They monitor children’s weights as they have scales. Of all the schools surveyed, only one school in rural Kédougou indicated having a school canteen, operated with the help of the CGE and women from the

“I have a student in Cl, around noon I saw him crying, he was complaining of stomachaches. One time, I ask him what's going on, his stomach hurts, he was screaming, the second time it's the same, the third time I see him again, I ask him ‘do you take breakfast before coming to school?’ he answers ‘no’. ‘what time do you eat?’ he says breakfast, sometimes I eat it at 1pm. This means that they come to school, they eat nothing, they eat breakfast at 1pm, lunch around 5 or 6pm, then dinner. You see how difficult it is. A child who doesn't eat doesn't learn.”

**EXCERPT FROM INTERVIEW
WITH A TEACHER IN
DIOULACOLON**

community who cook for the children. Although this canteen does not operate every day (only on Tuesdays and Thursdays), teachers indicated that it was a huge help.

Poverty also means that many students are unable to buy appropriate school materials or even proper clothes to come to school which can lead to embarrassment and stigmatization.

The concept of the “*stylo familial*” (family pen) or “*ardoise familiale*” (family slate) is common, meaning that materials have to be shared amongst several siblings. The inability to procure materials concerns both boys and girls and in general when a family is not able to buy a pen for all siblings, the oldest one will be given priority, especially if the student is in CM2 which is seen by parents as a more critical grade level than CI or CP. Some teachers report having to pay for school materials out of their own pocket. Similarly, one Ziguinchor teacher indicated that he had students who could not afford to buy new clothes and came to school with old torn clothes. This can lead to embarrassment and stigmatization, and ultimately these children prefer to stop going to school.

Finally, poor families are unable to pay for exam fees. This has been getting worse in the past three years; a teacher in Kolda explained that the fee used to be 500 francs, then increase to 1,000 francs, and is now 1,500 francs. As a result, some teachers have resorted to calling the parents individually to ask them to pay the fees.

Limited Opportunities to Learn

Opportunity to learn encompasses multiple factors. For this report, we focus on teacher absenteeism on the one hand and student absenteeism on the other.

Teacher absenteeism does not seem prevalent in the project target regions, although strikes do not count as being absent. Teachers in Kolda explained that they are allowed 15 days of leave but that teachers usually have to “reimburse” their days, for instance if a teacher is absent on a Monday but comes and teaches on Saturday, “the teacher has reimbursed Monday with Saturday” (Kolda, teacher FGD, urban). In fact, Ziguinchor teachers indicated that “often it’s the school director who owes [them] money,” meaning that some teachers are working overtime in the evenings or on Saturday mornings and that they do not get compensated for those extra hours. Each teacher’s “*quantum horaire*” is tracked carefully and calculations are done by class hour, not by business day, which strongly discourages teachers from being absent. Teachers can only be absent with permission, and even the sous-prefet may be notified of teacher absences, therefore they do not occur very often (Kolda rural teacher). When the teachers are absent, the most common causes are funerals, baptisms or other such family event, and a substitute teacher would generally take over for those days.

Some teachers go on strike or ask to get transferred which can have an impact on student learning. Most teachers shared their concern over the lack of career progression opportunities and the lack of recognition by the government. Some of the project target regions, such as Kédougou, may also be seen as undesirable by some teachers, demotivating them to give their all and leading them to ask for a transfer after just one year. However, Kédougou teachers reported that things are changing as a recent decree stipulates that teachers have to stay in a given school for five years before being allowed to ask for a transfer.

Apart from student absenteeism due to lack of motivation or bad school performance, a **major issue in the Casamance concerns male student absenteeism during the periods of the cashew harvest.** Across all regions of the Casamance, students are often absent during cashew harvest season (April-June) as it is one of the most lucrative activities in the region for these agricultural populations. This generally affects boys more than girls, although in certain cases girls can also be absent for the same

amount of time as boys. In Ziguinchor, absences can stretch as long as a dozen consecutive days, with students coming back to attend school for a few days before being absent again. Parents do not usually tell the school that their children are working in the fields but rather say that their children are sick. But when students come back teachers cannot promote the students as if they hadn't been absent, they have to hold them back, which leads to discontent from the parents. In some other cases, children leave with their parents and do not come back, and are then counted as having dropped out. One school director said that talking to parents for the past few years has led to a reduction in the dropout rate so it is possible that over time, dropping out can be eradicated.

Traditional and religious ceremonies are another cause of student absenteeism. In all the project's target regions, the periods of the *bois sacré* ceremonies corresponding to the period of male circumcision, also called *initiation*, lead children to be absent from school for up to two or three months around March and April, especially for children who live at the Guinea border. This is problematic as it happens during the school year and touches students of all grades. Indeed, one Inspecteur d'Academie indicated that the slogan *oubi tey jank tey*, which is a slogan promoting the start of school, is far from being a reality in his community. Parents often choose to circumcise their children at the end of the school vacation period, when the sales from the first harvest have started allowing them to invest some money into these celebrations. While CI, CP and CEI students attend the *initiation*, older students play a liaison role and bring food. And when they come to school, they all fall asleep, negatively impacting school results. For instance, one school director shared that for the past three years she had been able to get a pass rate to the CFE of close to 55 or 60 students out of 60+ but the year of the *bois sacré*, only 17 students passed out of 45. This school director explained that it would be better if they could work with the community to find the right timing for these initiations, for instance during school vacation periods but not in the middle of the school year. One Sédiou director mentioned the period of *Gamou*, when people celebrate the birth of the prophet around May, June. Children miss school and even when parents come to ask for permission and schools refuse, they take their children out of school for a few days.

Finally, students may be absent from school due to house chores (for girls) or engaging in the labor force or vocational training (for boys). Teachers reported that usually girls do very well academically in the early grades (CI, CP) but by CM2, a lot of girls will have dropped out as they are taken out of school to assist parents with field work, selling goods at the market or taking care of the household and younger siblings which may cause them to be late to school or not attend altogether. One school director in Ziguinchor shared that some students decide to study until 3^e only and then will take their brevet de fin d'études de l'enseignement (BFEM) which allows them to transition from middle to high school. As was mentioned above, children sometimes drop out of school to pursue vocational training or a job, especially when they see that people with diploma do not have a livelihood and that those without can still do well. This can negatively influence other students especially when the ones who drop out come back to school and show off to their old friends.

I've seen children who wasted too much time at school and now they find themselves on the streets even with a diploma. I prefer to learn a job and earn money as early as possible to help my parents. My boss did not last in school and yet he has his own workshop and manages his business without anyone's help.

**EXCERPT FROM FOCUS GROUP DISCUSSION
WITH OUT OF SCHOOL CHILDREN IN NIAGUIS**

Risk of Drop Out due to Low Student Performance

When children do not do well academically, they may have to repeat grades multiple times which may lead to dropping out of school³. While students who repeat grades multiple times may end up acquiring the appropriate amount of learning to move on to higher grades thanks to parental engagement, there are also cases when parents do not want their child to repeat grades because classmates have already advanced to middle school or high school. In these cases, some parents decide that it is best for their child to pursue another avenue and take them out of school so that the child can learn a trade such as being a mechanic or carpenter. The issue, according to a teacher in Kolda, is not the fact that students drop out of school to learn specific trades, but rather the point at which it happens. If a student went to school, tried and repeated grades multiple times and still could not achieve a certain level of academic performance, orienting him or her towards vocational training is a good option. However, what they're seeing in Kolda is that some children quit too young, they have not yet had the chance to succeed at school that they already become carpentry, tailor or mechanic apprentices.

Children with Disabilities

It is unclear how schools accommodate the needs of children with disabilities as they were not mentioned frequently by teachers or school directors. The teachers from the Ziguinchor urban school mentioned that students with vision disabilities are common. When students need to copy a lesson, they have to come closer to the board to be able to read what is written. Twice in the past, ENDA Jeunesse et Action came to the school and conducted consultations to determine who needed glasses. There do not seem to be protocols or processes in place for handling children with disability. One Kédougou school director indicated that students with disability should have a personalized schooling experience with teachers trained specifically in how to teach these students and that there should be specialized schools.

Internal Risks

Infrastructure

Some school buildings suffer from crumbling infrastructure that severely needs to be repaired. Teachers in urban Ziguinchor and Kolda complained of the need to repair their school roof and school fence. Similarly, the urban Kolda school is located in a flood area and water can enter classrooms, other things such as windows, doors are not well maintained and prone to accidents. School fences play a particularly important role in terms of preserving the safety of students. Female students in Niaguis shared that oftentimes, there would be strange men watching them from outside their classrooms because of a lack of a fence or school security. In another instance, one Kédougou school director believes that the number one thing that one could do to improve school safety would be to add a fence or wall around the school. In Kolda one teacher recounted that one of their priorities was to close any openings around the school fence, as neighbors would use the school grounds to dispose of garbage.

High student enrollment needs are not met in terms of number of proper classrooms and table-bancs (student desks with benches). Overcrowded classrooms lead three or four students to share one table-banc when they are in fact designed to seat two students each. This is especially frequent in CI with the youngest students according to some teachers in Ziguinchor. During exams and evaluations,

³ The government has in recent years attempted to reduce the proportion of repeaters by only allowing students to repeat grades within what is called an *etape*. CI and CP are one *etape*, CE1 and CE2 another, and CM1 and CM2 another. This means that there can be no repeaters between CI and CP at certain grade levels.

some teachers have to split the class into several groups such that one group takes the exam first on the table-bancs while the other waits outside the classroom and then reverse. Additionally, some schools use temporary structures as classrooms (*abris provisoires*) which poses a multitude of risks. For instance, it can be dangerous because of snakes. In Sédiou, one school director specifically mentioned that the government should get rid of the temporary structures (her school has seven such structures) because these shelters open later in the school year and close earlier due to the rains, so it has an impact on their opportunity to learn (*quantum horaire*). These shelters often do not protect from the sun, which means that students get tired quickly. Furthermore, this Sédiou school director explained that the *abris provisoires* become hostels at night as they are not secured and anybody can enter. Adults come and engage in activities that may not be appropriate for children to witness.

A lack of multiple water points means that classes may start late and impact on the *quantum horaire*. In some schools like in Ziguinchor, there is only one water point for the entire school. Each class needs a bucket of water for drinking and another bucket for washing the blackboard. However, students are the ones who fetch water, often girls, and this affects learning as teachers have to wait for them to start the school day.

Schools may lack other amenities such as a photocopier, internet connection and even electricity. Exams are often transferred electronically and some schools, like in Kolda, don't have the means to print sufficient copies for all students. Similarly, some schools have computers but no internet connectivity, and other schools do not have electricity, which makes it difficult for teachers to teach students about electricity, television and other technologies as mandated by the curriculum, when these resources are not even available in the community.

School Climate

Teachers in all regions cited that there is a strong sense of community among fellow teachers, with strong social cohesion. Teachers in Ziguinchor, Kolda, and Dioulacolon described a donation-based system within their schools to be able to eat together and celebrate the personal milestones in each other' lives, such as a baptism or birth. In each school, teacher relations with one another were quite high; whether or not this cohesion included the school director, however, varied from school to school. based

Despite high social morale, teachers expressed overall dissatisfaction about the teaching profession and education system overall. Teachers in all regions, though primarily working in rural locations, cited a lack of a professional development opportunities and a way to progress in one's career. Poor salaries, the need – and right – to strike, and a lack of professional development opportunities, whether government support or training, were all listed as grievances against the central education system in teacher focus group discussions and key informant interviews. "Salaries of teachers are equivalent to one month's wages during the cashew harvest [received by a child]," explained one teacher in Niaguis when describing the allure of work over education for students, also highlighting the salary inequality in the region. Going on strike was described as part of a teacher's duty and responsibility by teachers in Kédougou, Bandafassi, Ziguinchor, and Niaguis, and yet school directors at those same schools expressed disdain and concern for teacher absenteeism resulting from the participation of strikes. Many teachers could not recall the last time they received professional development support and training, and several teachers in Ziguinchor cited the need for psychosocial training and focus on teacher wellbeing to enhance student learning.

Informal support systems are in place in schools in all regions. No school in any region, urban or rural, was able to describe a formal process of whom they could turn in the event of a problem or issue. However, all schools have an informally nominated teacher to whom students can turn in times of need.

“Students have grandfather so-and-so, and students are really comfortable with teachers,” explained one teacher in a focus group discussion in Bandafassi. Teachers, on the other hand, are able to turn to the school director for their support, who is generally available except when stuck at town hall due to issues of “hierarchy.” Playing the dual role of providing support to teachers and resolving the myriad issues of students, especially the issue of legal documentation, often results in the prioritization of teacher support by the school director.

But at the student level, school climate is not always perceived positively. When asked directly about their feelings and sentiments at school, students in all regions responded positively, expressing their excitement and happiness to attend school. However, upon further exploration, students also cited feelings of fear of their teachers and classmates due to the common use of corporal punishment, and how corporal punishment spilled out of the classroom into recess when a disciplined student became the subject to teasing and bullying by other students.

Bullying

Cases of psychological and physical bullying were present in all schools with internal and external sources, but were mostly highlighted by parents and students. When occurring in schools, bullying usually manifests itself as physical fighting and occurs between children of the same gender and age range: boys to other boys, girls to other girls, children within the same class. The victims of bullying in all contexts were cited to be children in lower socioeconomic positions, especially children in *confiage*. The location of bullying was varied, extending from in class to at recess to cyberspace – on social media sites and via text message.

In the regions of Kédougou and Kolda, bullying is closely tied to student performance. Because of teachers’ classroom management and discipline method of openly ranking children against one another, underperforming students are quickly stigmatized by their peers and fall victim to verbal and physical bullying. In Kolda, focus group discussions with student attending a middle school shared one of their teacher’s differentiation techniques which divided the class into three categories of students: excelling students, average students, and ‘mediocre’ students. In order to switch groups, mediocre students had to make progress – both in their lessons and socially, resulting in bullying. Similar stigmatization was described by students in Kédougou. One teacher’s method to encourage underperforming students was to have any student who did not understand their lesson parade at recess with a sign reading, “I have not learned my lesson” (student focus groups, Bandafassi.) This public humiliation opened the door to further stigmatization from that student’s classmates during recess. Students noted that boys were more often the students to underperform and be subject to this form of bullying by classmates.

Students are not the only school actors to be the victim of bullying. New teachers are singled out by students and education inspectors according to interviews held with teachers. Students purposefully disobey these new teachers, creating deliberate disruptions in teachers’ classrooms, especially during observations. School inspectors also play into their supervisory role, using the hierarchical system as an excuse to speak down to teachers and intimidate teachers by threatening to prevent a teacher to advance in their career based on their observations. Students and school directors both posited that the pressure from school inspectors was one of the possible causes of teacher intimidation in classrooms due to

Often in Dioulacolon, it is the teachers that experience bullying at the hands of students. Newcomers, those teachers coming fresh out of training-of-trainers schools, are always consistently antagonized by students.

EXCERPT FROM INTERVIEW WITH A TEACHER IN DIOULACOLON

transference.

Responses by the school to bullying are inconsistent. Certain schools cited a strict procedure on how to follow up on reported incidences of bullying and fighting on school grounds. Teachers would call parents upon the first incident, ask for an in-person meeting with parents on the second, and consider suspension for repeat offenders. Other schools rely on student government and its associated justice system to resolve the problem.

There is a school government and school justice system. The school's Minister of Justice (at school) has a process to find solutions.

**EXCERPT FROM INTERVIEW WITH
A TEACHER IN NIAGUIS**

Corporal Punishment

Despite being illegal, corporal punishment is used widely in Senegalese classrooms, and yet teachers and school directors will say that this form of discipline is not used. “Violence? No, we discuss this, and have been able to eradicate all of that,” explains a school director in Diendé. When asked for alternate forms of discipline used in classrooms, however, all examples provided fall under the category of corporal punishment, highlighting that teachers were not always able to correctly define corporal punishment. While teachers and school directors recognize that corporal punishment is outlawed, there have been few alternate methods of discipline established. Head teachers allow teachers to determine the best form of discipline for their classroom (*school director, Niaguis*), therefore resulting in the continuation of beating, having students kneel on their knees for hours, or caning as primary forms of discipline. It is also important to note that many teachers believe that corporal punishment should be allowed and is justified as it is the only means to manage large size classes and deal with unruly students.

Use of corporal punishment in the classroom negatively impacts school climate and student learning. Although students are generally happy and excited to attend school, students unanimously expressed that they were afraid of their teachers because of the classroom management and discipline techniques employed by their teachers. The common practice of humiliating students by having them wear or carry signs stating, “I was unable to recite my lesson,” (teacher interview, Bandafassi) and “I have not learned my lesson” (student focus groups, Kédougou), shouting at students (reported by students in all regions), and caning negatively impacts students’ feeling of support and encouragement.

Parents are divided in their opinions on the use of corporal punishment in the classrooms, and this impacts teachers’ decision to use this form of discipline. Teachers use corporal punishment to discourage a behavior seen as unwanted, such as disrupting class, absenteeism, or cheating. When alternate forms of discipline are used at school but corporal punishment is still used at homes, teachers in all rural areas explained that any alternate form of discipline will not change student behaviors. Most parents in rural areas across all regions reinforced this sentiment, seeking more strict punishment in schools; some parents went as far as to explain that they had gone to school in person to meet with the school director and request more severe punishment. On the other hand, other parents wished for less of this type of discipline. This tension was linked directly to the relationship between teachers and parents, and community perceptions and respect for teachers.

School-Related Gender-Based Violence

Girls are more susceptible to sexual harassment and discrimination due to lack of proper infrastructure. Because not all schools have separate bathrooms for males and females, latrines are one of the key locations of sexual harassment. Female student focus group participants in Kolda shared, “The boys follow us to the latrines. They climb and peek over the walls to watch us.” While some schools have gender segregated bathrooms, such as the schools in Ziguinchor, the responsibility to clean the latrines falls solely to female students. This responsibility is another manifestation of gender-based discrimination, perpetuating the problem of having a lack of infrastructure impact female students negatively.

Unsupervised time at school exposes students to school-related gender-based violence.

According to female parent focus group discussion participants in Bandafassi, there are several times when students are left unsupervised by teachers, such as during revision sessions or extended periods of group work. During these periods, “students learn, and then they learn,” a mother explains; and at times, that learning is not consensual.

Mentions of more severe cases of sexual violence, such as rape and sexual coercion, were isolated. Local organizations working on school-related gender-based violence in Ziguinchor confirmed in their in-depth interview that only 1% of gender-based violence involves teachers. There were only two specific cases of sexual violence or coercion occurring at school, both involving teachers. In the first, male and female focus group participants in Kolda shared that one teacher would consistently touch the female students. “The teacher smacks our butts or touches our breasts while telling us we are his friends. We do not want to raise this to the attention of our school director as we do not want the teacher to lose his job,” the girls explained. In the other incidence, a teacher had asked a female student for her phone number and would continuously contact the student, threatening to lower her grades if she did not respond. Because these incidences were not brought up by teachers or school directors, there was no resolution on whether or not a policy exists for handling such cases.

External Risks

Insecurity on the Route to School

Safety issues on the way to school were mentioned in most FGD. Accidents have happened due to motorcycles and Jakarta, affecting both boys and girls equally. Some schools, such as the school in Ziguinchor, are located on the main road and are more prone to accidents. Despite the school director’s requests for a speed bump, the city did not grant it, leading to continued accidents. While cases of intimidation or harassment on the road to school were reported as rare by teachers and school directors, students and parents cited quarrels between students from time to time and bullying from older students outside of school. Teachers in Ziguinchor indicated that everybody knows each other and that students often travel in groups, minimizing security issues. However, there was one female student from Kédougou and two female students in Ziguinchor who mentioned that she was scared because there are kidnappers and rapists on the route to school.

Insecurity at School

In all schools, security is assured by the “*maitres de service*” who are teachers that walk the school grounds during recess and ensure that students are safe. Teachers rotate this responsibility amongst themselves from week to week. One Kolda school director indicated that “security belongs to everybody, parents, school personnel, food vendors.” Before 11 am, food vendors enter the school grounds, then doors are closed. This school director mentions food vendors because school safety also encompasses food safety. So, he carefully reviews the credentials of the food vendors to ensure that they all have a certificate issued by the hygiene service. The schools that experience the highest safety risk are those without a school fence, or with multiple openings around the perimeter of the school. In one of those schools, the school director recommended that the commune send them more ASP (*Agent de Sécurité de Proximité*) who are volunteers linked with the municipalities. These people could help secure the roads during recess and help children cross the road.

Lack of Papers and/or Documentation

Across the board, the lack of birth certificates was mentioned as a major issue. Children who were never registered at birth or who were given to someone else's care (in *confiage*) may not have birth certificates, or fake birth certificates sometimes. As a result, some of these students may be forced to repeat grades while their parents seek papers for them. Ziguinchor teachers mentioned that they submit a list of all children in CM1 and CM2 who do not have a birth certificates, call the parents and coordinate with city hall to attempt to find certificates (with the support of ENDA).

Gender-based violence

Naturally, where there are soldiers, there are rapes. And [community] boys have needs; often, they turn their attention to the school.

EXCERPT FROM INTERVIEW WITH TEACHER IN
NIAGUIS

Head teachers and teachers in all regions cited early marriage and pregnancy as one of the biggest barriers to retention for females. Although teachers and school directors did not discuss issues of school-related gender-based violence, they did share that there were several cases of gender-based violence in the community resulting in early pregnancy. According to Senegalese law, if a student is under the age of sixteen and pregnant, the

student is required to leave school (interview with school director in Ziguinchor.) Should that student wish to re-enroll after giving birth, she must receive clearance from the health center, including an official document allowing her to re-enroll in school. This process keeps many students away from re-enrolling, and many girls do not return to school after giving birth. When asked how these students end up pregnant, school actors explained, "Naturally, where there are soldiers, there are rapes. And [community] boys have needs; often, they turn their attention to the school." (interview with a teacher in Niaguis.) The drivers of Jakartas, the motorcycle used as a popular form of transportation, are also seen as the biggest perpetrators of rape, sexual coercion, and consensual sex resulting in early pregnancy.

Recommendations

Factors of Resilience

For all of the issues mentioned above, there exist school-led, community-based solutions already implemented or developed that demonstrate communities' local capacity and self-reliance factors. **Therefore, the first recommendation of the USAID/Passerelles team is to systematically review these community-based solutions, and integrate them in other schools and contexts as relevant.** For instance, all school directors and teachers recognize the need for strong relations with the parents and community, and particularly with the CGE, AME, and APE. Through awareness raising and dialogue with parents, some school directors have managed to reduce student absenteeism during cashew harvest season and help repeaters eventually succeed academically. Many schools also have a strong support system between teachers. When school directors are strong, they become the teachers' confidante and help them solve problems together. In some cases, teachers indicated that they make contributions to a small school fund to buy materials or medicine and prevent students from dropping out due to insufficient funding for school fees.

Local Capacity to Respond to Cross-Cutting Risks

- **Restructuring of the school calendar.** Some schools in Casamance have restructured school vacations around traditional holidays and customs to avoid student absenteeism. and promote

retention. It will be important to examine how the local education offices are involved in school calendar restructuring and documenting this process so that other schools may take up this practice.

- **Raise parental awareness of the risk of student absenteeism** in order to reduce absenteeism during cashew harvest season and traditional or religious ceremonies. Specifically for the *bois sacré*, the project can encourage communities to schedule the ceremonies during school vacation periods to reduce the likelihood of students missing school. Similarly, the project can raise awareness on the need to reduce house chores for girls especially so that they have time to do homework and attend school (on time).
- **Remedial instruction.** Several schools mentioned that they provide remedial courses for students who have missed substantial coursework due to the agricultural season so that those students still have the opportunity to pass important national exams. It is necessary to examine ways in which these remedial activities are set up, funded, and monitored in order to propose integrating similar operational processes for the USAID/Passerelles remedial intervention.
- **Relationship building with community leaders.** Several school directors have built relationships with community leaders and elders responsible for recording births in order to confirm the identity of a student missing their official birth certificate or other documents. This facilitates the acquirement of legitimate papers for students and reduces the lack of issuance of birth certificates for the generation of children being born now. USAID/Passerelles has proposed documenting community-led birth registration practices and connecting district education offices and other entities to provide technical assistance related to birth registrations. These findings will help with the activity birth registration interventions.
- **Provision of emergency funds.** Teachers and school directors often pool money towards a school fund to prevent students with fewer financial means from dropping out. These funds are used to pay for exams, school fees, and school materials in extreme cases. Understanding the process of pooling funds and ways for the community, including AME, local collectivities and the private sector to be more involved to contribute towards these funds will be an important way to ensure that vulnerable children's needs are responded to for the promotion of enrollment, regular attendance, and transition.
- **Sensitization of parents before exams.** Teachers in certain schools explained their best practice of calling parents individually to ensure that parents were aware of upcoming national exams and when exam fees were due so that students were not subject to failing the exam on account of parents' forgetting to provide the exam fee. Understanding how teachers and school directors communicate with parents will be important to leverage these relationships to support other types of awareness raising and trust-building activities between the school and the community, more specifically to support transition to the formal system, from primary to middle school, and in relation to birth-certificate acquisition.

Local Capacity to Respond to Internal Risks

- **Capitalize on social cohesion among teachers.** Teachers in all schools cited that they felt part of a strong community. Understanding what is at the core of these cohesion and extending it within teacher-involved activities will be a key resilience factor for USAID/Passerelles. Additionally, it will be important to examine ways to expand these cohesion aspects to other actors who engage with teachers, including students, school directors, and caregivers.

- **Use of student government to respond to cases of bullying.** Certain schools have a student government body, supervised by a teacher, set up to empower students to resolve conflicts of a certain degree. These bodies not only empower students and enhance the school climate, but also provide a formalized way to respond to small issues of bullying. Understanding exactly how these student governments appropriately respond to bullying, especially as it relates to gender-based violence, will help inform school climate activities and ways that the community can be involved in other student-led activities, such as extracurricular student and youth groups.

Local Capacity to Respond to External Risks

- **Volunteered security force.** Most schools have a system in which a school staff member or trusted community member is selected to serve as a security guard on a rotating basis. Until school security is formalized and more gates and fences around school parameters are built, schools can institutionalize this role.
- **Food security screenings.** As part of security services, some schools explained that their security guard reviews the credentials and licenses of each food vendor entering the school premises, a practice that could be integrated in other schools' protocols.
- **Make small infrastructure improvements** such as repairing or building a school fence and ensuring schools have gender-segregated latrines as these were identified as the biggest risks to student safety.

Additional Recommendations to Address Cross-Cutting Risks

- **Increase teacher and school awareness of students with disability** as this issue was not mentioned frequently in the FGDs. The project will provide strategies for teachers to effectively work with students with different impairments, including inclusive-sensitive classroom management and pedagogical practices. The project will also identify children with different physical impairments and provide materials and tools that will support their learning.
- **Perform additional stakeholder mappings in school communities with active caregivers participation during community action cycle activities.** USAID/Passerelles can do more to better understand how school communities have garnered momentum for caregivers to actively participate in supporting the school, specifically focusing on the strengths of the caregiver participation, which caregivers are involved, their capacities, and what those caregivers are specifically doing. This learning will inform the community involvement outcome area.
- **Identify children at risk of dropping out due to poor performance across Outcome 3 activities to target and serve these students.** USAID/Passerelles will employ CAVE/OVDS mechanisms to identify children at risk of dropping out, provide different types of support to ensure that these students persist in school (see response to next recommendation below for examples). These students should be enrolled in the USAID/Passerelles remedial interventions as part of Outcome 3 activities to ensure that they catch up and are performing in foundational skills.
- **Establish incubator funds to support families financially incapable of supporting their children through school as part of Outcome 4 activities.** USAID/ Passerelles school-communities will activate CAVE/OVDS to identify vulnerable children at risk of dropping out of

school or missing exams over the course of year. These students will be beneficiaries of Outcome 4 activities, among which incubator funds are proposed. These incubator funds are designed to ensure that families who cannot afford school-related costs, including tuition, exam fees, materials, and uniforms, are able to receive support and maintain their children's enrollment in school.

- **Develop a standardized process to identify students without proper legal documents.** In all regions and at all schools, the lack of legitimate documents was cited as a barrier to access of education or a barrier to retention. Outcome 3 activities will include working with school directors and local authorities to obtain these documents upon students' enrollment at their schools and seek to develop a protocol to outline steps to take when documents are absent, and advocate for use of a similar protocol at the national level. RERA findings suggest that there are a variety of different school-communities that are already initiating their own community-led birth registration campaigns. Documenting these community-led successes is key to roll them out in additional communities. The USAID/Passerelles team will also pull on the expertise of other IEFs (e.g. IEF Podor) which have creative locally generated strategies for ensuring birth registrations for school children and youth.

Additional Recommendations to Address Internal Risks

- **Build upon existing collegial teacher relationships to create a more positive school climate.** USAID/Passerelles should examine ways to build on these collegial and supportive teacher relationships during teacher professional development and teacher learning circle sessions. Teachers should be engaged in a participatory process and take ownership or co-create ways that they can ensure, with the school director, that the school climate is safe, free of violence—especially for girls, and that they create a welcoming environment for one another and children of all genders and abilities.
- **Provision of trainings to school directors on school climate and safer learning environments.** USAID/Passerelles will train school directors in ensuring a safe and positive school climate, including addressing safety issues occurring just outside of school premises and on the route to and from school. These trainings will consider community advocacy and engagement initiatives and strategies for how to gain community understanding of these issues for community-based action and solutions.
- **Include specific teacher professional development modules on corporal punishment and on school-related gender-based violence.** Outcome 1 and Outcome 2 teacher and school administrator trainings will focus on alternative positive discipline methods as part of the safer learning environment strategy, including the use of social-emotional learning pedagogical practices, which are evidence-based approaches that have a track record of positive classroom climate and student behavior. Outcome 4 Social and Behavior Change activities should include interventions to shift perceptions of corporal punishment as an accepted form of discipline with parents and other community members and potentially reduce the perception by teachers of corporal punishment as a behavior socially desired by parents. Shifting parents' norms around corporal punishment could positively impact children's sense of safety not only at schools but also at home.

Additional Recommendations to Address External Risks

- **Work with local government to plan and finance infrastructural improvements to schools.** USAID/Passerelles should ensure that CGE's and local government authorities are willing to work with the project, especially on the issue of planning and financing improvements to school infrastructure, including getting electricity, if not currently available, to schools and having at least a minimal set of technological resources such as computers, printers, and photocopiers. Working through official channels will also eliminate the reliance on parents to volunteer on renovating temporary school structures at the start of each year and may instead result in the engagement of parents in other ways.
- **Improve safe movement to and from school.** School Directors, school management committees, and community coalitions should work together to ensure a positive school climate, which will include safe movement to and from school. The project can include this as part of the school directors positive school climates interventions, where the director can work with community members and school governments to co-develop safe means to access school. This could include strategies such as creating a buddy system, ensuring that girl students, for example, are accompanied by caregivers or older siblings, as well as community members committing to creating “safe passage zones” during the hours where children and youth walk to and from school.

Additional Recommendations to Address Environmental Risks

- **Include food security as a potential topic of focus for Outcome 4 activities.** USAID/Passerelles could work with school communities and leaders to enlist the private sector in supporting school feeding programs. The project will also work with regional and national level education actors to ensure that schools with the greatest needs are identified and targeted so that the limited government and donor provided resources serve communities with the greatest needs.
- **Continue school mappings to identify school communities in the most need of rehabilitation due to water-related environmental risks.** Because the RERA has a limited, purposive sample, USAID/Passerelles should continue to map and identify school communities with the most need regarding school rehabilitation due to water-related risks such as flooding and heavy rains. The project should then conduct a process of environmental compliance to ultimately support low-scale rehabilitation efforts in a select number of schools under Outcome 4 activities.

Recommendations for Program Operations and Implementation

- **Avoid unintended negative effects of humanitarian and development work.** Some communities shared grievances regarding the unintended impact of well-meaning international non-governmental organizations which focused on service delivery and not capacity building. USAID/Passerelles should ensure the sustainability of all of its interventions by ensuring that implemented activities will serve to benefit more than that individual beneficiary. For example, rather than only provide scholarships to students, develop the capacity of schools and school directors to continue a scholarship fund.
- **Ensure that USAID/Passerelles staff involved in community-level activities speak a diversity of local languages** or work with other community members who speak those languages so that communication can be done in a language that is most comfortable with our intended beneficiaries. USAID/Passerelles staff must not convey prejudices against “others” who

do not speak their language. USAID/Passerelles staff should be trained in conflict sensitive education, in order to understand how their actions and the way that they work have a direct impact on relationships with communities, project impact, and the reputation of the project at all levels.

- **Deliberately include *daara* teachers as a beneficiary group of USAID/Passerelles capacity building activities.** USAID/Passerelles' inclusion of the *daraa* teacher as a respondent group during qualitative data collection greatly facilitated community buy-in. These *daara* teachers indicated that they appreciated being consulted and having the opportunity to voice their opinions. To facilitate entry into our target communities, project staff should intentionally reach out and involve *daara* teachers to the extent possible, and ensure that capacity building activities also involve *daraa* staff.

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Annex I - Data Collection Tools

La collecte de données : RERA+

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Introduction

Guide pour gérer les questions des participants sur l'étude

Quel est le sujet de l'étude ? De mieux comprendre l'accès équitable a l'éducation au sud du Sénégal. On pose des questions pour comprendre vos expériences dans la communauté scolaire et avec les écoles.

Qui finance l'étude ? USAID.

Qu'allons-nous faire avec les données ? Nous espérons que votre participation informera et renforcera la capacité de nos programmes futurs à soutenir les jeunes de cette région. Ce que vous partagez dans notre conversation sera utilisé pour rédiger un rapport à l'usage du public. Nous allons enregistrer cette conversation et prendre des notes. L'enregistrement audio et les notes seront détruits une fois la recherche terminée.

Combien de temps va durer le focus group ou l'entretien ?

Focus Group	
Enseignants – mixte	90 minutes
Parents – hommes, femmes	90 minutes
Élèves – filles, garçons	90 minutes
Enfants non ou déscolarisés – filles, garçons	60 minutes
Réunion communautaire – mixte	60-90 minutes
Entretiens avec des acteurs clés	
Enseignant – homme ou femme	60-90 minutes
Serigne daara – homme ou femme	60 minutes
Chef d'établissements – homme ou femme	60 minutes
Leader femme – femme	60 minutes
Chefs religieux – homme ou femme	60 minutes
Agent de la sécurité – homme ou femme	45-60 minutes
Fonctionnaire d'éducations – homme ou femme	45-60 minutes
Entretiens avec les spécialistes	
Spécialiste – exclusion sociale, genre, jeunes scolarisé, jeunes non/déscolarisé	45-60 minutes

Est-ce que les participants vont obtenir quelque chose pour leur participation ? Nous espérons que votre participation informera et renforcera la capacité de nos programmes futurs à soutenir les jeunes de cette région, mais il n'y a pas d'avantages directs à votre participation en ce moment.

Qui est-ce que le participant peut contacter s'il ou elle a des questions sur l'étude ? Donnez-le le suivant :

Si vous avez des questions ou des préoccupations concernant cette étude, veuillez contacter :

Meriam Sassi, FHI 360 - Washington, DC

Téléphone : 00 1 202 884 4913 ou Whatsapp : 00 1 646 315 5550

Email : msassi@fhi360.org

Pour toute question concernant vos droits en tant que participant, veuillez contacter le :

Comité FHI 360 sur la protection des sujets humains

Téléphone : 001 919 405 1445

Email: PHSC@fhi360.org

Guides

Focus Groups

Enseignants

ENSEIGNANTS TRAVAILLANT DANS DES ECOLES FORMELLES AVEC DES ELEVES DE 9 A 16 ANS, SEXE MIXTE
| 90 MINUTES

Commencez par remercier les participants de participer à la discussion de groupe et présentez de nouveau brièvement. Lisez ensuite le formulaire de consentement et les règles de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, facteurs qui bloquent l'apprentissage et l'enseignement, raisons que les élèves abandonnent l'école, et recommandations.) Demandez aux participants dans la salle de se présenter brièvement, demandez combien de temps ils ont vécu dans cette communauté, combien de temps ils ont été enseignants en général et combien de temps ils ont enseigné dans leur école actuelle. Commencez et terminez les introductions avec les introductions des enquêteurs.

Introduction

Nous allons beaucoup parler de notre communauté aujourd'hui, alors en guise d'introduction, nous voudrions savoir ce que nous comprenons comme « notre communauté ».

1. Comment est-ce que vous percevez « votre communauté » ?
2. Comment pensez-vous que les enseignants sont perçus par la communauté ? Par communauté, nous voulons dire la population située dans une zone polarisée par un établissement scolaire ainsi que les personnels qui y travaillent (enseignants, personnel administratif.)

Climat scolaire général

Les questions suivantes visent à mieux comprendre le climat au sein de votre école.

3. Comment-vous sentez-vous dans cette école ? Creuser : Êtes-vous heureux de travailler dans cette école ? Si oui, qu'est-ce qui vous rend particulièrement heureux ? [Heureux peut être au niveau du bien-être, de l'esprit ou au niveau moral] Si non, qu'est-ce qui vous rend malheureux en particulier ? Quelles sont vos relations avec les parents d'élèves ?
4. Y a-t-il un haut taux d'absentéisme des enseignants dans votre école ? Si oui, selon vous, quelles circonstances expliqueraient l'absentéisme d'enseignants ?
5. En tant qu'enseignant, y a-t-il quelqu'un à l'école à qui vous pouvez confier vos problèmes liés à votre travail ou à fonctionnement à l'école ? Par exemple, cela peut être un conseiller, un assistant social ou un autre point focal. **Si oui** : qui est cette personne ? Cette personne est-elle disponible pour tous les enseignants ? Pourquoi ou pourquoi pas ?

Crise et éducation

Les prochaines questions ont rapport avec certains défis qui peuvent être présents dans votre communauté scolaire. Encore une fois, par communauté scolaire, on parle d'une zone polarisée par un établissement scolaire ainsi que le personnel qui y travaille (les enseignants, mais aussi les directeurs d'établissement, de personnel administratif, les parents, et les élèves).

6. Certains des facteurs suivants sont-ils présents dans votre école ?
 - Risques sur le trajet domicile-école
 - Climat scolaire et soutien
 - La disponibilité de ressources et matériels d'apprentissage
 - La pauvreté
 - La faim

- L'intimidation et harcèlement
- La discipline (y compris les châtiments corporels et les brimades)
- La violence sexuelle
- Inscriptions aux écoles informelles
- Absentéisme

Si oui, posez les questions suivantes, et considérez la fréquence à laquelle le risque se produit (c.-à-d. quotidien, hebdomadaire, mensuel, rarement) et le niveau de risque – bas, moyen ou élevé, et posez les questions suivantes :

7. Comment ce risque affecte-t-il les apprentissages des élèves et l'enseignement ? Creuser :
 - a. A-t-il un effet sur les élèves : attention en classe ? comportement ? capacité à acquérir des connaissances ? socialisation ? présence à l'école ?
 - b. Y a-t-il des différences réelles entre l'effet sur les filles et les garçons ? Entre groupes avec des statuts socio-économiques différents ?
 - c. A-t-il un effet sur vos comportements et le travail des enseignants ?
8. Quelle est la source du risque ? Est-il interne ou externe à l'école ? **Si externe** : D'où vient ce risque ?
9. Que fait l'école pour éliminer ou réduire ce risque ? Creuser :
 - a. Votre école a-t-elle un protocole sur la manière de mitiger/contourner ce risque ?
 - b. Y a-t-il des approches différentes pour les filles et garçons ?
 - c. Les élèves peuvent-ils parler de ce risque et recevoir un soutien particulier ?
10. Que pensez-vous de la réponse de l'école ? Creuser : Qu'est-ce que l'école pourrait faire d'autre pour mieux mitiger ce risque ?
11. Selon vous, est-ce qu'il y'a d'autres facteurs de risque qui empêchent l'apprentissage des enfants et l'enseignement ?

Après avoir posé les questions ci-dessus pour chaque risque, demandez :

12. Quelles sont les principales raisons pour lesquelles les élèves abandonnent ou sont exclus de l'école ? Creuser : Certains groupes socio-économiques sont-ils plus touchés que d'autres ? Comment aider les élèves à rester à l'école ou à être mieux protégés ?
13. De tous les risques ou problèmes qui existent dans la communauté scolaire ou à l'école et qui entravent à l'éducation des enfants ou à un bon enseignement de la part des enseignants, quel est celui qui est le plus important à résoudre ? Pensez-vous que les enfants seraient d'accord sur votre choix, et les parents également ?
14. Pensez-vous que les défis qui touchent l'éducation sont le résultat de problèmes qui dépassent le cadre de l'école ? **Si oui, creuser** :
 - a. Selon vous, quels sont les problèmes les plus directement liés au système éducatif ? Pourquoi ?

Recommandations

Comme vous le savez, nous faisons partie d'une organisation qui met en œuvre des programmes dans votre région. Nous aimerais avoir votre avis sur la meilleure façon de répondre à vos besoins.

15. Quelles mesures devrait prendre le ministère de l'éducation pour améliorer la situation des écoles ? Creuser :
 - a. Quelles mesures sont prises par le ministère de l'éducation qui favorise l'accès à l'éducation équitable ? Est-ce que c'est suffisant et efficace ? Pourquoi/comment ?
 - i. **Si pas suffisant/efficace** : quelles mesures devraient être prises ?

- b. Le ministère soutient-il la formation des enseignants ?
- 16. Quel est le niveau d'implication des parents dans l'éducation de leurs enfants ?
- 17. Comment un nouveau programme d'éducation lancé dans la région peut-il travailler avec les enseignants pour améliorer l'accès équitable à l'éducation ?
- 18. Y a-t-il d'autres acteurs avec lesquelles notre programme devrait collaborer/cibler ?

Remerciez les participants d'avoir participé à la discussion. Rappelez aux participants que les animateurs ne partageront aucune discussion avec quiconque en dehors de la salle et demanderont aux participants de garder les discussions privées. Vous pouvez choisir de faire une activité de clôture, par exemple en demandant à chaque participant de partager comment la conversation les a fait ressentir ou leur partie préférée de la discussion.

Parents

PARENTS FEMININS OU MASCULINS D'ENFANTS (9-16 ANS) | 90 MINUTES

Commencez par remercier les participants de participer à la discussion de groupe et présentez de nouveau brièvement. Lisez ensuite le formulaire de consentement et les directives de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur le choix de fréquenter l'école, l'école même et la communauté). Demandez aux participants dans la salle de se présenter brièvement, en veillant à inclure le temps passé dans la communauté, avec qui ils vivent, le nombre d'enfants qu'ils ont, y compris leur sexe et si leurs enfants vont à l'école. Commencez et terminez les introductions avec les introductions des enquêteurs.

Introduction

Nous allons beaucoup parler de votre communauté aujourd'hui, alors en guise d'introduction, nous voudrions d'abord savoir ce qu'on comprend comme « votre communauté ». Par communauté, nous voulons dire la population située dans une zone polarisée par un établissement scolaire ainsi que les personnels qui y travaillent (enseignants, personnel administratif).

Scolarisation et occupations des enfants

Nous aimerions vous demander, en tant que parents, de réfléchir à la manière dont vous avez décidé d'envoyer votre enfant à l'école.

1. Comment les parents de cette communauté décident-ils qui doit aller à l'école ?
 - a. Qui participe à cette prise de décision ? Qui est impliqué ?
 - b. Quels sont les critères de choix ? Est-ce que les critères sont les mêmes pour les garçons et les filles ? Des enfants de tous âges ? Enfants handicapés ?
 - c. Qui prend la décision finale ? Creuser : Cette décision est-elle consensuelle habituellement ?
2. S'il y'a plusieurs écoles dans cette communauté, quels sont les critères que les parents considèrent dans le choix de l'école que les enfants vont fréquenter ? Creuser : Les parents considèrent-ils la qualité de l'école ? Les frais scolaires ? L'environnement scolaire ? La réputation ? L'enseignement religieux ? D'autres facteurs ?
 - a. Quelles sont les raisons qui poussent les parents à choisir d'envoyer les enfants à l'école formelle ?
 - b. Quelles sont les raisons qui poussent les parents à choisir d'envoyer les enfants au daara ?
3. A quoi s'occupent les enfants quand ils ne sont pas à l'école ? Creuser : Ont-ils des corvées à la maison ? Quel genre de corvées ? Est-ce que les filles et les garçons ont les mêmes tâches ? Est-ce qu'ils travaillent ? Quel genre de travail font-ils ? Est-ce que c'est le même genre de travail pour les garçons et les filles ? Est-ce que les enfants aident les parents dans leurs activités professionnelles ?
4. Y a-t-il une ou des personnes qui encadrent les enfants pour les appuyer dans leur scolarité en dehors de l'école ? Qui sont ces personnes ? Comment encadrent-elles les enfants ?
5. Quelles sont les principales raisons pour lesquelles les élèves abandonnent ou sont exclus (déscolarisé ou non scolarisé) de l'éducation ? Creuser : Certains groupes sont-ils plus touchés que d'autres ? Filles ? Garçons ? (Etc.) Comment aider les élèves à rester à l'école ou à être réintégrés ?

Crises et éducation

Nous allons maintenant poser des questions sur certains défis qui peuvent être présents dans votre communauté scolaire. Par communauté scolaire on parle de vous, des enseignants, des directeurs d'établissement, du personnel scolaire et des élèves.

RISQUES SUR LE TRAJET DOMICILE-ECOLE

6. Selon, est-ce que les enfants se sentent en danger ou ont peur sur le chemin de l'école ? De qui ou de quoi ont-ils peur ? **Si oui :**
 - a. Y a-t-il certains moments de la journée ou de l'année où les risques sont plus importants ou moins importants ?
 - b. Y-a-t-il certains moments quand les parents décident de ne pas envoyer leurs enfants à l'école à cause des dangers sur le chemin de l'école ? Lesquels ?
 - c. Quelle est la raison pour laquelle les risques pour la sécurité peuvent changer de jour en jour ?
 - d. Y a-t-il un moyen de connaître ces risques en avance ?
7. **S'il y a des risques sur le chemin de l'école**, comment ce risque affecte-t-il les apprentissages des élèves et l'enseignement ? Creuser:
 - a. A-t-il un effet sur les élèves : attention en classe ? comportement ? capacité à acquérir des connaissances ? socialisation ? présence à l'école ?
 - b. Y a-t-il des différences réelles entre l'effet sur les filles et les garçons ? Entre groupes avec des statuts socio-économiques différents ?
 - c. A-t-il un effet sur vos comportements et le travail des enseignants ?
8. Que fait l'école pour éliminer ou réduire ce risque ? Creuser:
 - a. Votre école a-t-elle un protocole sur la manière de mitiger/contourner ce risque ?
 - b. Y a-t-il des approches différentes pour les filles et garçons ?
 - c. Les élèves peuvent-ils parler de ce risque et recevoir un soutien particulier ?
9. Que pensez-vous de la réponse de l'école ? Creuser : Qu'est-ce que l'école pourrait faire d'autre pour mieux mitiger ce risque ?

CLIMAT SCOLAIRE ET SOUTIEN

10. Comment les enfants décrivent-ils leurs sentiments à propos de l'école ? Creuser : Sont-ils heureux d'être à l'école ? Pourquoi ou pourquoi pas ?
11. Pensez-vous que les enfants sont en sécurité lorsqu'ils sont à l'école ? Pourquoi ou pourquoi pas ? **Si non :**
 - a. Que font les enseignants ou d'autres membres du personnel scolaire pour promouvoir la sécurité et le bien-être des élèves ?
12. **S'il y a des risques de sécurité à l'école**, comment cela affecte-t-il les apprentissages des élèves et l'enseignement ? Creuser:
 - a. A-t-il un effet sur les élèves : attention en classe ? comportement ? capacité à acquérir des connaissances ? socialisation ? présence à l'école ?
 - b. Y a-t-il des différences réelles entre l'effet sur les filles et les garçons ? Entre groupes avec des statuts socio-économiques différents ?
 - c. A-t-il un effet sur vos comportements et le travail des enseignants ?
13. Que fait l'école pour éliminer ou réduire ce risque ? Creuser:
 - a. Votre école a-t-elle un protocole sur la manière de mitiger/contourner ce risque ?
 - b. Y a-t-il des approches différentes pour les filles et garçons ?
 - c. Les élèves peuvent-ils parler de ce risque et recevoir un soutien particulier ?
 - d. Les parents se plaignent-ils de ces mesures ? **Si oui** : à qui ? Comment ces plaintes ont-elles été reçues ? Est-ce que quelque chose a été fait suite à ces plaintes ?

14. Que pensez-vous de la réponse de l'école ? Creuser : Qu'est-ce que l'école pourrait faire d'autre pour mieux mitiger ce risque ?

L'INTIMIDATION ET LE HARCELEMENT

15. Est-ce que les enfants de votre communauté sont victimes d'intimidation, de harcèlement, ou d'agression à l'école ? **Si oui :**
- Vous ont-ils décrit la forme d'intimidation, harcèlement, or agression ? Creuser : Où ? À l'intérieur de l'école ? En dehors de l'école ?
 - Est-ce que les enfants vous en donnent les raisons, et désignent les auteurs et la fréquence de ces situations ?
 - Est-ce que les enfants en ont informé leur enseignant ?
16. Entendez-vous parler de bagarres qui se sont produits à l'école ? **Si oui :**
- Qui sont les protagonistes ? Creuser : Où ? À l'intérieur de l'école ? En dehors de l'école ?
17. **S'il y a des risques d'intimidation, de harcèlement ou d'agression à l'école**, comment cela affecte-t-il les apprentissages des élèves et l'enseignement ? Creuser :
- Y a-t-il un effet sur les élèves : attention en classe ? comportement ? capacité à acquérir des connaissances ? socialisation ? présence à l'école ?
 - Y a-t-il des différences réelles entre l'effet sur les filles et les garçons ? Entre groupes avec des statuts socio-économiques différents ?
 - Y a-t-il un effet sur vos comportements et le travail des enseignants ?
18. Que font les enseignants ou d'autres membres du personnel scolaire lorsque ces confrontations se produisent ?
19. Que font les enseignants ou d'autres membres du personnel scolaire pour décourager ces types de confrontations ?
- Votre école a-t-elle un protocole sur la manière de mitiger/contourner ce risque ?
 - Y a-t-il des approches différentes pour les filles et garçons ?
 - Les élèves peuvent-ils parler de ce risque et recevoir un soutien particulier ?
 - Les parents se plaignent-ils de ces mesures ? **Si oui** : à qui ? Comment ces plaintes ont-elles été reçues ? Est-ce que quelque chose a été fait suite à ces plaintes ?
 - Que pensez-vous des mesures prises par l'école ? Creuser : Selon vous, est-ce que l'école devrait faire autre chose pour décourager ces types de confrontation ?

LA DISCIPLINE (CHATIMENTS CORPORELS, BRIMADES)

20. Comment les enseignants instaurent-ils la discipline chez les élèves ?
- Pensez-vous que les enseignants instaurent la discipline à tous les élèves de la même manière ? Est-ce différent pour les garçons ? Filles ? Des élèves de différents groupes sociaux ?
 - Que pensez-vous de ces mesures ? Creuser : Selon vous, qu'est-ce que les enseignants devraient faire autre chose ? **Si les répondants ont des réponses négatives :**
 - Les parents se plaignent-ils de ces mesures ? **Si oui** : à qui ? Comment ces plaintes ont-elles été reçues ? Est-ce que quelque chose a été fait suite à ces plaintes ?

LA VIOLENCE SEXUELLE

21. Avez-vous déjà entendu parler de cas d'attouchement ou d'abus sexuels, ou de chantage à caractère sexuel à l'école ? **Si oui :**
- Qui en sont les coupables ? Creuser : Enseignants ? Autres élèves ? Autres adultes ? Est-ce généralement des garçons ou des filles ? Des élèves d'un groupe particulier ? Des élèves d'un groupe particulier ?
 - Où ces cas se sont-ils passés ? Creuser : A l'intérieur de l'école ? A l'extérieur de l'école ?
 - Que font les enseignants ou d'autres membres du personnel scolaire à propos de ce comportement ? Creuser : Selon vous, est-ce qu'ils suivent les lois ?
 - Que pensez-vous de ces mesures ? Creuser : Selon vous, qu'est-ce que les enseignants devraient faire autre chose ? **Si les répondants ont des réponses négatives :**
 - Les parents se plaignent-ils de ces mesures ? **Si oui** : à qui ? Comment ces plaintes ont-elles été reçues ? Est-ce que quelque chose a été fait suite à ces plaintes ?

AUTRES RISQUES ET FACTEURS

22. Est-ce qu'il y a d'autres facteurs qui entravent à l'enseignement et l'apprentissage des élèves ? **Si d'autres risques sont mentionnés par les participants, veuillez demander :**
- Comment les enseignants ou d'autres membres du personnel scolaire gèrent-ils ce problème ?
 - Que pensez-vous de ces mesures ? Creuser : Selon vous, qu'est-ce que les enseignants devraient faire autre chose ? **Si les répondants ont des réponses négatives :**
 - Les parents se plaignent-ils de ces mesures ? **Si oui** : à qui ? Comment ces plaintes ont-elles été reçues ? Est-ce que quelque chose a été fait suite à ces plaintes ?

RESUME

23. De tous les risques ou problèmes qui existent dans la communauté scolaire ou à l'école et qui entravent à l'éducation des enfants ou à un bon enseignement de la part des enseignants, quel est celui qui est le plus important à résoudre ? Pensez-vous que les enfants seraient d'accord sur votre choix, et les enseignants également ?
24. Pensez-vous que les défis qui touchent l'éducation sont le résultat de problèmes qui dépassent le cadre de l'école ? **Si oui :**
- Quels problèmes ? Pourquoi ?

Recommandations

Comme vous le savez, nous faisons partie d'une organisation qui met en œuvre des programmes dans votre région. Nous aimerais avoir votre avis sur la meilleure façon de répondre à vos besoins.

- À votre avis, quelles sont les mesures prises par l'école qui ont réussi à améliorer l'environnement scolaire ?
- À votre avis, quelles sont les mesures que l'école devrait prendre (mais ne le fait pas encore) pour améliorer l'environnement scolaire ?
- Comment un nouveau programme d'éducation lancé dans cette communauté peut-il travailler avec les parents pour améliorer l'accès équitable et le maintien à l'éducation et la qualité de l'éducation ?

Remerciez les participants d'avoir participé à la discussion. Rappelez aux participants que les animateurs ne partageront aucune discussion avec quiconque en dehors de la salle et demanderont aux participants de garder les discussions privées. Vous pouvez choisir de faire une activité de clôture.

Filles ou garçons inscrits à l'école

ENFANTS DE SEXE MASCULIN OU FEMININ (9-16 ANS), INSCRITS A L'ECOLE FORMELLE | 60-90 MINUTES

Commencez par remercier les participants de participer à la discussion de groupe et présentez de nouveau brièvement. Lisez ensuite le formulaire de consentement et les règles de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur la communauté, l'école et ce que les élèves pensent de l'école et de leur avenir). Demandez aux participants dans la salle de se présenter brièvement, en s'assurant qu'ils incluent leur âge, combien de temps ils ont vécu dans la communauté, avec qui ils vivent et le nom de l'école qu'ils fréquentent. Assurez-vous de noter avec qui le participant vit pour vous aider à décider dans quelle mesure poursuivre une série de questions sur les frères et sœurs ou si elles sont ou non une « aide à domicile ». Demandez à l'un des enquêteurs de se présenter en premier et l'autre enquêteur de se présenter une fois toutes les introductions des participants terminées.

Le trajet domicile-école

1. Comment allez-vous à l'école ? Creuser : A pieds ? En voiture ? En moto ? Charrette ? Pirogue ? Vélo ?
2. Comment se passe le trajet vers l'école ? Creuser : Est-ce que vous avez peur sur le trajet vers l'école ? De qui ou de quoi ?
 - a. Pensez-vous que les autres élèves ont les mêmes craintes ? Garçons ? Filles ? Des élèves plus âgés ? Des élèves plus jeunes ?
 - b. Y a-t-il certains moments de la journée ou de l'année où il est moins sûr ou plus sûr de se rendre à l'école ?
 - c. Pour quelles raisons est les niveaux de dangers carient selon les périodes ?
3. Existe-t-il un moyen de connaître régulièrement les dangers ? Vos professeurs savent-ils ?
4. Est-ce qu'il y a des moments quand les élèves ne vont pas à l'école à cause des risques sur le trajet domicile-école ? Creuser : Quels moments ? Que font vos enseignants si on rate l'école ?
5. Est-ce que l'école fait quelque chose pour réduire ces dangers sur le trajet vers l'école ?
6. Si l'école fait quelque chose, qu'est-ce que les élèves en pensent ? Est-ce que l'école devrait faire autre chose ?

Climat scolaire et soutien

7. Si vous avez des problèmes à l'école, y a-t-il quelqu'un à qui parler ? **Si oui** : qui est cette personne ? Cette personne est-elle disponible pour tous les élèves ? Pourquoi ou pourquoi pas ?
8. Est-ce que vous vous sentez en sécurité à l'école ? **Si non** :
 - a. Quel effet a cela sur vous études ? Creuser : Est-ce qu'il impact : l'attention en classe ? le comportement ? la capacité à apprendre ? la socialisation ? la présence à l'école ?
 - b. Y a-t-il des différences entre l'effet sur (les filles / les garçons) ? Entre groupes avec des statuts socio-économiques différents ?
 - c. Est-ce que vous en parlez de ce risque à vos parents ? A vos enseignants ?
 - d. Que fait l'école pour réduire ce risque ? Y a-t-il des approches différentes pour les filles et garçons ?
 - e. Qu'est-ce que vous pensez de mesures prises par l'école ?

Matériels et ressources

9. Quels types de ressources et de matériel d'apprentissage avez-vous à l'école ?
 - a. Y a-t-il suffisamment de matériel pour chaque élève ? Si non, que faites-vous ? Que faites vos enseignants ? Vos parents ?

- b. Est-ce qu'il y a certains élèves qui ont tout le matériel nécessaire alors que d'autres ne l'ont pas ? Si oui, quels élèves ont le matériel ? Quels élèves ne l'ont pas ?
- 10. S'il n'y a pas assez de matériel pour tous les élèves, que fait l'école ?
- 11. Que pensez-vous de mesures prise par l'école ?
- 12. Y a-t-il autre chose que l'école devrait faire pour répondre à ce manque de matériel ?

La faim et insécurité alimentaire

13. Avez-vous faim quelquefois à l'école ? **Si oui :**
- a. Quel effet a cela sur vous études ? Creuser : Est-ce qu'il impact : l'attention en classe ? le comportement ? la capacité à apprendre ? la socialisation ? la présence à l'école ?
 - b. Est-ce que vous en parlez de cette situation a vos parents ? A vos enseignants ?
 - c. Existe-t-il une cantine à l'école ?
 - d. Qu'est-ce que vous pensez de mesures prises par l'école ?

Je vais poser quelques questions sur la violence physique et la violence sexuelle auxquels les élèves pourraient être confrontés dans les écoles. Si vous ne vous sentez pas à l'aise de répondre à l'une des questions, vous pouvez choisir de ne pas répondre. S'il vous plaît n'utilisez pas les noms de personnes ou et ne partagez pas des informations sur d'autres personnes.

L'intimidation et le harcèlement

14. Est-ce quelqu'un vous a : menacé ? Frappé ? Racketté ? Injurié ? Avez-vous des camarades a qui c'est déjà arrivé ? **Si oui :**
- a. Où cela se passe-t-il ? À l'école ? En dehors de l'école mais près de l'école ?
 - b. Comment est-ce que cela est arrivé ?
 - c. Qui sont des auteurs ? Creuser : Plutôt les filles ? Garçons ? Des élèves d'un groupe socio-économiques ?
 - d. Quel effet a cela sur vous études ? Creuser : Est-ce qu'il impact : l'attention en classe ? le comportement ? la capacité à apprendre ? la socialisation ? la présence à l'école ?
 - e. Y a-t-il des différences entre l'effet sur (les filles / les garçons) ? Entre groupes avec des statuts socio-économiques différents ?
 - f. Est-ce que vous en parlez de cette situation a vos parents ? A vos enseignants ?
 - g. Que fait l'école pour prévenir cette situation ? Y a-t-il des approches différentes pour les filles et garçons ?
 - h. Qu'est-ce que vous pensez de mesures prises par l'école ?

La discipline (châtiment corporels, brimade, stigmatisation)

15. Est-ce qu'il arrive que les enseignants punissent les élèves ? Comment ? Pour quelles raisons ?
- a. Pensez-vous que les enseignants punissent tous les élèves de la même manière ? Est-ce différent pour les garçons ? Pour les filles ? Pour les élèves de différents groupes sociaux ?
 - b. Que pensez-vous de la façon dont vos enseignants punissent les élèves ? Est-ce que vous pensez que les enseignants devraient punir les élèves différemment ?
 - c. En parlez-vous à vos parents ? **S'ils parlent de châtiment corporels ou brimades ou stigmatisation :**
 - d. Que fait l'école pour prévenir cette situation ? Y a-t-il des approches différentes pour les filles et garçons ?
 - e. Qu'est-ce que vous pensez de mesures prises par l'école ?

La violence sexuelle

16. Avez-vous entendu parler de cas d'enfants à qui on a fait des mauvais choses [def lou bonne] ? **Si oui :**

- a. Qui en sont les coupables ? Creuser : Enseignants ? Camarades d'école ? Amis ? Autres adultes ?
- b. Est-ce que cela arrive aussi à des garçons/filles ? Des élèves d'un groupe socio-économiques ?
- c. Les victimes étaient-ils consentants ? **Si oui :**
 - i. Pourquoi ? Creuser : Des récompenses ? Des menaces ?
- d. En parlez-vous à vos parents ? Vos enseignants ?
- e. Que fait l'école pour prévenir cette situation ? Y a-t-il des approches différentes pour les filles et garçons ?
- f. Qu'est-ce que vous pensez de mesures prises par l'école ?

Résumé

17. De tout ce dont nous avons parlé, quel est le sujet le plus important à résoudre ou à changer ? Ou est-ce quelque chose dont nous n'avons pas parlé ? Pensez-vous que les autres garçons / filles de votre école seraient d'accord ? Vos parents ? Enseignants ?
- a. Y a-t-il quelque chose que votre communauté scolaire fait déjà pour essayer de changer ou résoudre ces problèmes ?
 - b. Si nous voulons mettre en œuvre un programme dans votre école, comment pensez-vous que nous pouvons aider à changer ces problèmes ?

Cartographie des rôles et normes de genre

La prochaine série de questions vous posera des questions sur votre temps passé en dehors de l'école et vos espoirs et idées pour l'avenir.

18. Quelles sont les tâches ou responsabilités que votre famille exige de vous à la maison ?
- a. Avez-vous des tâches à faire avant l'école ? **Si oui :** Est-ce que ces tâches vous ont mené à être en retard pour l'école ?
19. Que faites-vous après l'école ?
20. Levez la main si vous avez (un frère / une sœur.) Est-ce que vous faites les mêmes tâches avant et après l'école ? Creuser : Qu'est-ce qui est pareil ? Qu'est-ce qui est différent ?
21. Pensez-vous que les filles et les garçons ont le même temps pour jouer ? Pourquoi ou pourquoi pas ?
22. Pensez-vous que les filles et les garçons ont le même temps pour étudier ? Pourquoi ou pourquoi pas ?
23. Vous est-il arrivé d'être absents à l'école ? **Si oui :** Pour quelles raisons ?

Futures aspirations

Avant de conclure, j'aimerais que vous réfléchissiez sur votre avenir.

24. Comment voyez-vous votre avenir dans quinze ans ? Creuser : Quels seraient vos occupations dans quinze ans ?
25. Dans quel projet de vie vos parents veulent vous orienter ?
26. Pensez-vous que l'école vous aidera à réaliser votre projet de vie ?

Remerciez les participants d'avoir participé à la discussion. Rappelez aux participants que les animateurs ne partageront aucune discussion avec quiconque en dehors de la salle et demanderont aux participants de garder les discussions privées. Vous pouvez choisir de faire une activité de clôture.

Filles ou garçons non-inscrits à l'école

ENFANTS DE SEXE MASCULIN OU FEMININ (9-16 ANS), NON-INSCRITS A L'ECOLE | 45-60 MINUTES

Commencez par remercier les participants de participer à la discussion de groupe et présentez de nouveau brièvement. Lisez ensuite le formulaire de consentement et les règles de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions par rapport à leur temps, l'école, de leur avenir). Demandez aux participants dans la salle de se présenter brièvement, en s'assurant qu'ils incluent leur âge, combien de temps ils ont vécu dans la communauté, et avec qui ils vivent. Demandez à l'un des enquêteurs de se présenter en premier et l'autre enquêteur de se présenter une fois toutes les introductions des participants terminées.

Cartographie des rôles et normes de genre

La prochaine série de questions vous posera des questions sur votre responsabilités.

1. Qui habite avec une famille ? **Posez les questions suivantes à ces participants :**
 - a. Quelles sont les tâches ou responsabilités que votre famille exige de vous à la maison ?
 - b. Est-ce que vous faites les mêmes tâches que autres enfants avec qui vous vivez ? Creuser :
Est-ce qu'il y'a des différences entre les responsabilités de filles et garçons ? Qu'est-ce qui est pareil ? Qu'est-ce qui est différent ?
2. Pensez-vous que les filles et les garçons ont le même temps pour jouer ? Pourquoi ou pourquoi pas ?

Occupations et scolarité

La prochaine série de questions vous posera des questions sur vos occupations actuelle et votre cursus scolaire.

3. Est-ce que vous avez déjà été inscrit à l'école ?
 - a. **Si oui** : Pourquoi avez-vous abandonné ?
 - b. **Si non** : Pourquoi n'avez-vous jamais été inscrits ?
4. A quoi vous occupez-vous actuellement ? Creuser : Quels travail faites-vous ?
5. Est-ce que vous voulez allez/retourner à l'école ?

Futures aspirations

Avant de conclure, j'aimerais que vous réfléchissiez sur votre avenir.

6. Comment voyez-vous votre avenir dans quinze ans ? Creuser : Quels seraient vos occupations dans quinze ans ?
7. Dans quel projet de vie vos familles veulent vous orienter ?
8. Pensez-vous que l'école vous aidera à réaliser votre projet de vie ?

Remerciez les participants d'avoir participé à la discussion. Rappelez aux participants que les animateurs ne partageront aucune discussion avec quiconque en dehors de la salle et demanderont aux participants de garder les discussions privées. Vous pouvez choisir de faire une activité de clôture.

Réunions communautaires

ACTEURS DE COMMUNAUTE | 60-90 MINUTES

Commencez par remercier les participants d'avoir participé à la réunion communautaire et présentez-vous de nouveau. Lisez ensuite le formulaire de consentement et les directives de la règle de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur la communauté, y compris les diviseurs et les connecteurs, et recommandations). Distribuez les informations de contact au bas du formulaire. Demandez aux participants présents dans la salle de se présenter brièvement, en veillant à inclure leur durée de vie dans la communauté, avec qui ils vivent et s'ils ont des enfants de moins de seize ans. Commencez et finissez avec les introductions des enquêteurs.

Par communauté, on entend la population située dans une zone polarisée par un établissement scolaire ainsi que les personnels qui y travaillent (enseignants, personnel administratif.)

1. Que sont les activités qui permettent de cimenter les relations entre les membres de cette communauté ? Creuseur :
 - a. Où est-ce qu'ils rencontrent ?
 - b. Que font les individus ensemble ?
 - c. Existent des règles ou codes de conduite qui sont établis ?
2. Dans une communauté, il ne manque jamais, malgré la volonté de ses membres, de voir surgir des tensions. Selon vous, quelles sont les causes de tensions dans cette communauté ? Creuseur :
 - a. Est-ce que les tensions sont relatifs à leur bien ? Des opinions ? Pratiques ? Croyances ?
 - b. Est-ce que ces tensions ont d'effets différents seront qu'on soit : Hommes ? Femmes ? Handicapés ? Jeunes ? D'un statut socio-économique faible ?
 - c. Parmi les types de tensions, quels sont celles qui affectent le plus les jeunes ?
3. Qui sont les personnages respectés et écoutés qui influencent ou orientent les décisions dans votre communauté ?
 - a. Est-ce qu'ils sont déjà prononcés sur l'éducation des enfants ? Creuser : Que pensent-ils de la promotion de l'accès à l'éducation pour les filles ?
 - b. Y a-t-il des personnes dans la communauté qui s'opposent à leurs opinions ou présentent des opinions différentes ?

Comme vous le savez, nous faisons partie d'une organisation qui mettra en œuvre des programmes dans votre région. Nous aimerais avoir votre avis sur la meilleure façon de répondre au contexte que vous avez décrit.

4. Comment est-ce qu'un nouveau programme dans la région pourrait travailler avec votre communauté pour améliorer l'accès équitable à l'éducation ? Creuser : Avec qui est-ce que ce programme devrait collaborer, en tant que personne ou institutions ?

Remerciez les participants d'avoir participé à la discussion. Rappelez aux participants que les animateurs ne partageront aucune discussion avec quiconque en dehors de la salle et demanderont aux participants de garder les discussions de manière similaire. Vous pouvez choisir de faire une activité de clôture, par exemple en demandant à chaque participant de partager comment la conversation les a fait ressentir ou leur partie préférée de la discussion.

Entretiens avec des acteurs clés

Enseignants

ENSEIGNANTS TRAVAILLANT DANS DES ECOLES FORMELLES AVEC DES ELEVES DE 9 A 16 ANS | 60-90 MINUTES

Commencez par remercier la personne l'interviewée de participer à un entretien et présentez de nouveau brièvement. Lisez ensuite le formulaire de consentement et les règles de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur la communauté, y compris les diviseurs et les connecteurs, et recommandations). Demandez à la personne interrogée de se présenter, en veillant à inclure le temps passé dans la communauté, depuis quand ils enseignent et depuis quand ils enseignent ou travaillent dans cette école.

Les questions suivantes concernent les défis que d'autres membres de votre communauté scolaire ont partagés, disant qu'ils sont présents à votre école. Nous allons approfondir certains de ces sujets. Ces problèmes sont les suivants : [Ces facteurs sont les facteurs qui bloquant l'apprentissage et l'enseignement qu'ils ont sorti du focus group.]

I. Certains des facteurs suivants sont-ils présents dans votre école ?

- Risques sur le trajet domicile-école
- Climat scolaire et soutien
- La disponibilité de ressources et matériels d'apprentissage
- La pauvreté
- La malnutrition
- L'intimidation et harcèlement
- La discipline (y compris les châtiments corporels et les brimades)
- La violence sexuelle
- Inscriptions aux Écoles informelles
- Absentéisme

Si oui, posez les questions suivantes, et considérez la fréquence à laquelle le risque se produit (c.-à-d. quotidien, hebdomadaire, mensuel, rarement) et le niveau de risque – bas, moyen ou élevé, et posez les questions suivantes :

2. Comment ce risque affecte-t-il les apprentissages des élèves et l'enseignement ? **Creuser :**
 - a. A-t-il un effet sur les élèves : attention en classe ? comportement ? capacité à acquérir des connaissances ? socialisation ? présence à l'école ?
 - b. Y a-t-il des différences réelles entre l'effet sur les filles et les garçons ? Entre groupes avec des statuts socio-économiques différents ?
 - c. A-t-il un effet sur vos comportements et le travail des enseignants ?
3. Quelle est la source du risque ? Est-il interne ou externe à l'école ? **Si externe :** D'où vient ce risque ?
4. Que fait l'école pour éliminer ou réduire ce risque ? **Creuser :**
 - a. Votre école a-t-elle un protocole sur la manière de mitiger/contourner ce risque ?
 - b. Y a-t-il des approches différentes pour les filles et garçons ?
 - c. Les élèves peuvent-ils parler de ce risque et recevoir un soutien particulier ?
5. Que pensez-vous de la réponse de l'école ? **Creuser :** Qu'est-ce que l'école pourrait faire d'autre pour mieux mitiger ce risque ?

6. Selon vous, est-ce qu'il y'a d'autres facteurs de risque qui empêchent l'apprentissage des enfants et l'enseignement ?

Après avoir posé les questions ci-dessus pour chaque risque, demandez :

7. Quelles sont les principales raisons pour lesquelles les élèves abandonnent ou sont exclus de l'école ? Creuser : Certains groupes socio-économiques sont-ils plus touchés que d'autres ? Comment aider les élèves à rester à l'école ou à être mieux protégés ?
8. De tous les risques ou problèmes qui existent dans la communauté scolaire ou à l'école et qui entravent à l'éducation des enfants ou à un bon enseignement de la part des enseignants, quel est celui qui est le plus important à résoudre ? Pensez-vous que les enfants seraient d'accord sur votre choix, et les parents également ?
9. Pensez-vous que les défis qui touchent l'éducation sont le résultat de problèmes qui dépassent le cadre de l'école ? **Si oui, creuser** :
 - a. Selon vous, quels sont les problèmes les plus directement liés au système éducatif ? Pourquoi ?

Recommandations

Comme vous le savez, nous faisons partie d'une organisation qui met en œuvre des programmes dans votre région. Nous aimerais avoir votre avis sur la meilleure façon de répondre à vos besoins.

10. Comment un nouveau programme d'éducation lancé dans la région peut-il travailler avec les enseignants pour améliorer l'accès équitable à l'éducation ?
11. Y a-t-il d'autres acteurs avec lesquelles notre programme devrait collaborer/cibler ?

Serigne Daara

ENSEIGNANT TRAVAILLANT DANS DES ECOLES CORANIQUES ENSEIGNANT AUX JEUNES DE 9 A 16 ANS | 60-90 MINUTES

Commencez par remercier la personne l'interviewé de participer à un entretien, et présentez-vous à nouveau. Lisez ensuite le formulaire de consentement et les règles de base. Assurez- vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur la communauté, y compris les diviseurs et les connecteurs, et recommandations). Demandez à la personne interrogée de se présenter, en veillant à inclure le temps passé dans la communauté, depuis quand ils enseignent et depuis quand ils enseignent ou travaillent dans cette école.

Introduction

1. Qu'est-ce qui vous a amener à enseigner dans un daara ?

Choix des parents et composition des élèves

Je voudrais poser quelques questions pour mieux comprendre votre corps étudiant et la façon dont les élèves viennent dans votre école.

2. Les parents considèrent-ils la qualité de l'école ? Les frais scolaires ? L'environnement scolaire ? La réputation ? L'enseignement religieux ? D'autres facteurs ?
 - a. Selon vous, comment est-ce que le daara est-il différent des écoles formelles ?
3. Quel est le niveau d'implication des parents dans l'éducation des enfants ?
4. Selon vous, comment les enfants passent-ils leur temps à la maison ? Creuser : Ont-ils des corvées ? Les filles et les garçons ont-ils les mêmes tâches ? Est-ce qu'ils travaillent ? Est-ce la même chose pour les garçons et les filles ?

Facteurs qui bloquent l'apprentissage et l'enseignement

Les questions suivantes concernent les défis que d'autres membres de votre communauté scolaire ont partagés, disant qu'ils sont présents à l'école. Nous allons approfondir certains de ces sujets. Ces problèmes sont les suivants : [Ces facteurs sont les facteurs qui bloquant l'apprentissage et l'enseignement qu'ils ont sorti du focus group.]

5. Certains des facteurs suivants sont-ils présents dans votre école ?
 - Risques sur le trajet domicile-école
 - Climat scolaire et soutien
 - La disponibilité de ressources et matériels d'apprentissage
 - La pauvreté
 - La malnutrition
 - L'intimidation et harcèlement
 - La discipline (y compris les châtiments corporels et les brimades)
 - La violence sexuelle
 - Inscriptions aux Écoles informelles
 - Absentéisme

Si oui, posez les questions suivantes, et considérez la fréquence à laquelle le risque se produit (c.-à-d. quotidien, hebdomadaire, mensuel, rarement) et le niveau de risque – bas, moyen ou élevé, et posez les questions suivantes :

6. Comment ce risque affecte-t-il les apprentissages des élèves et l'enseignement ? Creuser :
 - a. A-t-il un effet sur les élèves : attention en classe ? comportement ? capacité à acquérir des connaissances ? socialisation ? présence à l'école ?

- b. Y a-t-il des différences réelles entre l'effet sur les filles et les garçons ? Entre groupes avec des statuts socio-économiques différents ?
 - c. A-t-il un effet sur vos comportements et le travail des enseignants ?
7. Quelle est la source du risque ? Est-il interne ou externe à l'école ? **Si externe** : D'où vient ce risque ?
8. Que fait l'école pour éliminer ou réduire ce risque ? Creuser :
- a. Votre école a-t-elle un protocole sur la manière de mitiger/contourner ce risque ?
 - b. Y a-t-il des approches différentes pour les filles et garçons ?
 - c. Les élèves peuvent-ils parler de ce risque et recevoir un soutien particulier ?
9. Que pensez-vous de la réponse de l'école ? Creuser : Qu'est-ce que l'école pourrait faire d'autre pour mieux mitiger ce risque ?
10. Selon vous, est-ce qu'il y'a d'autres facteurs de risque qui empêchent l'apprentissage des enfants et l'enseignement ?

Après avoir posé les questions ci-dessus pour chaque risque, demandez :

- 11. Quelles sont les principales raisons pour lesquelles les élèves abandonnent ou sont exclus de l'école ? Creuser : Certains groupes socio-économiques sont-ils plus touchés que d'autres ? Comment aider les élèves à rester à l'école ou à être mieux protégés ?
- 12. De tous les risques ou problèmes qui existent dans la communauté scolaire ou à l'école et qui entravent à l'éducation des enfants ou à un bon enseignement de la part des enseignants, quel est celui qui est le plus important à résoudre ? Pensez-vous que les enfants seraient d'accord sur votre choix, et les parents également ?
- 13. Pensez-vous que les défis qui touchent l'éducation sont le résultat de problèmes qui dépassent le cadre de l'école ? **Si oui, creuser** :

 - a. Selon vous, quels sont les problèmes les plus directement liés au système éducatif ? Pourquoi ?

Recommandations

Comme vous le savez, nous faisons partie d'une organisation qui met en œuvre des programmes dans votre région. Nous aimerais avoir votre avis sur la meilleure façon de répondre à vos besoins.

1. Comment un nouveau programme d'éducation lancé dans la région peut-il travailler avec les enseignants pour améliorer l'accès équitable à l'éducation ?
2. Y a-t-il d'autres acteurs avec lesquelles notre programme devrait collaborer/cibler ?

Chef d'établissement

CHEF D'ETABLISSEMENT D'UNE ECOLE FORMELLE | 60-90 MINUTES

Commencez par remercier la personne l'interviewée de participer à un entretien et présentez-vous à nouveau. Lisez ensuite le formulaire de consentement et les règles de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur la communauté et éducation, et recommandations). Demandez à la personne interrogée de se présenter brièvement, en veillant à inclure la durée de sa vie dans la communauté.

Les questions suivantes concernent les défis que d'autres membres de votre communauté scolaire ont partagés, disant qu'ils sont présents à l'école. Nous allons approfondir certains de ces sujets. Par communauté, on entend la population située dans une zone polarisée par un établissement scolaire ainsi que les personnels qui y travaillent (enseignants, personnel administratif.)

1. Votre école a-t-elle des problèmes de maintien ? Creuser : Si oui, pouvez-vous les décrire ? Comment ce problème de maintien affecte-t-il la communauté scolaire ?
2. Pourquoi pensez-vous que les parents choisissent d'envoyer leurs enfants dans votre école ? Creuser : Y a-t-il d'autres écoles dans la communauté que les enfants pourraient fréquenter ? Qu'est-ce qui rend cette école différente de la vôtre ?
3. Quelles sont les principales raisons pour lesquelles les élèves abandonnent ou sont exclus de l'éducation ? Creuser : Certains groupes sont-ils plus touchés que d'autres ? Comment est-ce qu'on peut à poursuivre leurs études ?
4. À votre avis, quelles sont les choses les plus importantes que font les communautés scolaires pour améliorer la sécurité à l'école ? Creuser : Comment travaillez-vous avec d'autres membres de la communauté pour instaurer la sécurité dans l'environnement scolaire ?
 - a. Travaillez-vous avec d'autres institutions ? Creuser : La police ? La collectivité locale ? Des ONG ?
 - b. Y a-t-il eu des améliorations infrastructurelles de l'école ? Lesquelles ? Quand ?
 - c. Avez-vous des programmes après l'école (des programmes périscolaires) ? Quels types ?
 - d. Avez-vous des activités scolaires avec les parents ? Quels types ?
 - e. Travaillez-vous avec la communauté pour organiser des activités ou des événements ? De quels types ?
5. Selon vous, quels sont les défis ou les risques actuels les plus importants pour l'éducation dans votre communauté ? Pour chaque défi, veuillez prendre en compte les questions suivantes :
 - a. Votre école a-t-elle un protocole ou une politique pour mitiger ce facteur ? Creuser : Qui a développé ce protocole ? Est-ce que tous les enseignants l'appliquent ?
 - b. Existe-t-il des approches différentes pour les élèves filles et garçons ?
6. Parmi les défis que vous avez mentionnés, quels sont ceux qui, selon vous, affectent le plus la communauté scolaire ? Pourquoi ?
7. Parmi ces défis que vous avez mentionnés, quel est celui qui est le plus facile à résoudre ? Pourquoi ?

Recommendations

Comme vous le savez, nous faisons partie d'une organisation qui mettra en œuvre des programmes ici dans votre région. Nous aimerais avoir votre avis sur la meilleure façon de répondre aux besoins que vous avez identifiés.

8. Comment un nouveau programme d'éducation lancé dans la région peut-il travailler avec votre école pour améliorer l'accès équitable à l'éducation ?
9. Y a-t-il d'autres personnes avec lesquelles notre programme devrait s'engager ?

Remercier la personne interviewée. Rappelez à la personne interrogée que les animateurs ne partageront rien de ce qui a été discuté et demanderont aux participants de garder les discussions privées.

Leaders femme

FEMME LEADER IDENTIFIEE PAR NOS PARTENAIRES | 60 MINUTES

Commencez par remercier la personne l'interviewée de participer à un entretien et présentez-vous à nouveau. Lisez ensuite le formulaire de consentement et les règles de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur la communauté et éducation, et recommandations). Demandez à la personne interrogée de se présenter brièvement, en veillant à inclure la durée de sa vie dans la communauté.

Par communauté, on entend la population située dans une zone polarisée par un établissement scolaire ainsi que les personnels qui y travaillent (enseignants, personnel administratif.)

1. Que sont les activités qui permettent de cimenter les relations entre les membres de cette communauté ? Creuseur:
 - a. Où est-ce qu'ils rencontrent ?
 - b. Que font les individus ensemble ?
 - c. Existent des règles ou codes de conduite qui sont établis ?
2. Dans une communauté, il ne manque jamais, malgré la volonté de ses membres, de voir surgir des tensions. Selon vous, quelles sont les causes de tensions dans cette communauté ? Creuseur:
 - a. Est-ce que les tensions sont relatifs à leur bien ? Des opinions ? Pratiques ? Croyances ?
 - b. Est-ce que ces tensions ont d'effets différents seront qu'on soit : Hommes ? Femmes ? Handicapés ? Jeunes ? D'un statut socio-économique faible ?
 - c. Parmi les types de tensions, quels sont celles qui affectent le plus les jeunes ?
3. Qui sont les personnages respectés et écoutés qui influencent ou orientent les décisions dans votre communauté ?
4. Menez-vous des actions de promotion d'accès à l'éducation pour les garçons et les filles ? Creuser : Pourquoi ou pourquoi pas ? Comment faites-vous cela ? Quelle est la réaction des membres de la communauté ? Parents ?
5. Quelles sont les principales raisons pour lesquelles les élèves abandonnent ou sont exclus de l'éducation ? Creuser : Certains groupes sont-ils plus touchés que d'autres ? Est-ce la même chose pour les garçons et les filles ? Comment aider les élèves à rester à l'école ?

Recommendations

Comme vous le savez, nous faisons partie d'une organisation qui mettra en œuvre des programmes dans votre région. Nous aimerais avoir votre avis sur la meilleure façon de répondre au contexte que vous avez décrit.

6. Comment est-ce qu'un nouveau programme dans la région pourrait travailler avec votre communauté pour améliorer l'accès équitable à l'éducation ? Creuser : Avec qui est-ce que ce programme devrait collaborer, en tant que personnes ou institutions ?
7. Y a-t-il des considérations spécifiques que ce programme devrait prendre en compte pour les filles ou les garçons ? Y a-t-il des problèmes auxquels sont confrontées les filles plus que les garçons à l'école ? Dans la communauté ?

Les chefs religieux

LEADER MUSULMAN, CHRETIEN OU AUTRE DENOMINATION | 60 MINUTES

Commencez par remercier la personne l'interviewée de participer à un entretien et présentez-vous de nouveau. Lisez ensuite le formulaire de consentement et les règles de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur la communauté et l'école, et recommandations). Demandez à la personne interrogée de se présenter brièvement, en veillant à inclure la durée de sa vie dans la communauté.

Par communauté, on entend la population située dans une zone polarisée par un établissement scolaire ainsi que les personnels qui y travaillent (enseignants, personnel administratif.)

1. Que sont les activités qui permettent de cimenter les relations entre les membres de cette communauté ? Creuseur:
 - d. Où est-ce qu'ils rencontrent ?
 - e. Que font les individus ensemble ?
 - f. Existent des règles ou codes de conduite qui sont établis ?
2. Dans une communauté, il ne manque jamais, malgré la volonté de ses membres, de voir surgir des tensions. Selon vous, quelles sont les causes de tensions dans cette communauté ? Creuseur:
 - d. Est-ce que les tensions sont relatifs à leur bien ? Des opinions ? Pratiques ? Croyances ?
 - e. Est-ce que ces tensions ont d'effets différents seront qu'on soit : Hommes ? Femmes ? Handicapés ? Jeunes ? D'un statut socio-économique faible ?
 - f. Parmi les types de tensions, quels sont celles qui affectent le plus les jeunes ?
3. Qui sont les personnages respectés et écoutés qui influencent ou orientent les décisions dans votre communauté ?
4. Menez-vous des actions de promotion d'accès à l'éducation pour les garçons et les filles ? Creuser : Pourquoi ou pourquoi pas ? Comment faites-vous cela ? Quelle est la réaction des membres de la communauté ? Parents ?
5. Quelles sont les principales raisons pour lesquelles les élèves abandonnent ou sont exclus de l'éducation ? Creuser : Certains groupes sont-ils plus touchés que d'autres ? Est-ce la même chose pour les garçons et les filles ? Comment aider les élèves à rester à l'école ?

Recommendations

Comme vous le savez, nous faisons partie d'une organisation qui mettra en œuvre des programmes dans votre région. Nous aimerais avoir votre avis sur la meilleure façon de répondre au contexte que vous avez décrit.

6. Comment est-ce qu'un nouveau programme dans la région pourrait travailler avec votre communauté pour améliorer l'accès équitable à l'éducation ? Creuser : Avec qui est-ce que ce programme devrait collaborer, en tant que personnes ou institutions ?
7. Y a-t-il des considérations spécifiques que ce programme devrait prendre en compte pour les filles ou les garçons ? Y a-t-il des problèmes auxquels sont confrontées les filles plus que les garçons à l'école ? Dans la communauté ?

Agent de sécurité local

AGENT DE SECURITE, POLICIER OU RESPONSABLE DE L'APPLICATION DE LA LOI | 60 MINUTES

Commencez par remercier la personne interviewée de participer à un entretien et présentez de nouveau brièvement. Lisez ensuite le formulaire de consentement et les règles de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur la communauté et l'école, et recommandations). Demandez à la personne interrogée de se présenter brièvement, en veillant à inclure combien de temps elle a vécu dans la communauté, le bureau dans lequel il/elle travaille et la durée de son service dans ce poste.

Par communauté, on entend la population située dans une zone polarisée par un établissement scolaire ainsi que les personnels qui y travaillent (enseignants, personnel administratif.)

- I. Dans une communauté, il ne manque jamais, malgré la volonté de ses membres, de voir surgir des tensions. Selon vous, quelles sont les causes de tensions dans cette communauté ? Creuseur :
 - a. Est-ce que les tensions sont relatifs à leur bien ? Des opinions ? Pratiques ? Croyances ?
 - b. Est-ce que ces tensions ont d'effets différent seront qu'on soit : Hommes ? Femmes ? Handicapés ? Jeunes ? D'un statut socio-économique faible ?
 - c. Parmi les types des tensions, quels sont celles qui affectent le plus les jeunes ?

Agents de maintien de l'ordre et éducation

Les questions suivantes portent sur la manière dont les responsables du maintien de l'ordre interagissent avec les écoles. Veuillez répondre aux questions suivantes de manière générale, sans nommer aucune école ou personne.

2. À votre avis, y a-t-il des risques associés à la fréquentation scolaire dans cette communauté ? Que sont-ils ?
3. Vos services ont-ils déjà été contacté ou interpellé par des membres de la communauté scolaire en raison d'un incident survenu à l'école ? **Si oui :**
 - a. A propos de quels types d'incidents votre service a-t-il contacté ? Creuser : Avez-vous déjà été contacté pour des cas de violence physique par des enseignants ? De dispute, bagarres ou combats entre élèves ? Abus sexuel par les enseignants ? Abus sexuel par les élèves ? Si oui, pouvez-vous décrire à quelle fréquence et quelques exemples généraux de ce qui s'est passé ?
 - b. Existe-t-il certaines politiques ou protocoles sur la manière de réagir à ces incidents ? Lesquelles ? Est-il facile d'implémenter ces protocoles ? Pourquoi ou pourquoi pas ?
 - c. Qui contacte habituellement vos services ?
 - d. Y a-t-il des écoles où les incidents sont plus fréquents ? Sans nommer les écoles, pouvez-vous partager les caractéristiques des écoles ou se produisent les plus d'incidents ?
4. Vos services entretiennent-ils une relation continue ou régulière avec la communauté scolaire ici ?
 - a. Pouvez-vous décrire cette relation ? Creuser : Est-ce que quelqu'un est généralement affecté à l'école ? Est-ce que quelqu'un reste près de l'école à certaines heures de la journée ?
 - b. À votre avis, cette relation est-elle similaire à la façon qu'aux autres régions du pays travaille en partenariat avec les écoles ? Pourquoi ou pourquoi pas ?

Remercier la personne interviewée. Rappelez à la personne interrogée que les animateurs ne partageront rien de ce qui a été discuté et demanderont aux participants de garder les discussions privées.

Fonctionnaires du gouvernement local

EMPLOYÉ DU MINISTÈRE DE L'EDUCATION | SOIXANTE MINUTES

Commencez par remercier l'interviewer de participer à un entretien et présentez de nouveau brièvement. Lisez ensuite le formulaire de consentement et les règles de base. Assurez-vous de donner un aperçu des différentes sections de la discussion (introductions, questions sur la communauté, y compris les diviseurs et les connecteurs, et recommandations). Demandez à la personne interrogée de se présenter brièvement, en veillant à inclure combien de temps elle a vécu dans la communauté, le bureau dans lequel il/elle travaille et la durée de son service dans ce poste.

Introduction

Nous allons beaucoup parler de notre communauté aujourd'hui, alors en guise d'introduction, nous devrions commencer par comprendre ce que nous comprenons comme « notre communauté ». Par communauté, on entend la population située dans une zone polarisée par un établissement scolaire ainsi que les personnels qui y travaillent (enseignants, personnel administratif).

1. Existe-t-il des politiques, des systèmes ou des initiatives spécifiques sur l'accès à l'éducation ? **Si oui :**
 - a. Pouvez-vous décrire brièvement ces politiques, systèmes et / ou initiatives ?
 - b. De votre point de vue, quelles politiques, systèmes ou initiatives ont été les plus efficaces ?
 - c. Quels ont été les réactions à ces politiques, systèmes et / ou initiatives ? Par les enseignants ? Parents ?
2. Existe-t-il des politiques et / ou des protocoles au niveau central régissant la manière dont les écoles doivent traiter : les problèmes de châtiments corporels ou brimades ? Les disputes et conflits entre élèves ? Abus sexuels ? Creuser : les écoles de cette communauté appliquent-elles ces protocoles ?
3. Quelle est votre relation avec les écoles de cette communauté ? De la région ? Creuser : Avec qui interagissez-vous directement ? Sur quoi ? Comment ? À quelle fréquence ?
4. Selon vous, quels sont les plus grands risques et défis auxquels les écoles de cette communauté sont confrontées ?
 - a. Sont ces risques et défis similaires à ceux qui font face aux écoles autre part dans la région ? Dans d'autres régions du pays ? Pourquoi ou pourquoi pas ?

Recommendations

Comme vous le savez, nous faisons partie d'une organisation qui mettra en œuvre des programmes ici dans votre région. Nous aimerais avoir votre avis sur la meilleure façon de répondre aux besoins que vous avez identifiés.

5. Comment un nouveau programme d'éducation lancé dans la région peut-il travailler avec votre communauté pour améliorer l'accès équitable à l'éducation ? Creuser : Qui doit ce programme engager ?
6. Quels types de risques ou de tensions pourraient être exacerbés par différentes méthodes de sélection des participants au programme (c.-à-d. Sélection aléatoire, ciblée et fondée sur le mérite d'individus, de communautés, d'organisations, etc.) ? Creuser : Comment pourraient-ils être atténuerés ? Existe-t-il des tensions entre groupes qui pourraient être exacerbées par un programme visant à promouvoir l'égalité d'accès à l'éducation ? Lesquelles ?
7. Y a-t-il des considérations spécifiques que ce programme devrait prendre en compte pour les filles ou les garçons ? Y a-t-il des problèmes qui auxquelles sont confronté les filles plus que les garçons à l'école ? Dans la communauté ?

Remercier la personne interviewée. Rappelez à la personne interrogée que les animateurs ne partageront rien de ce qui a été discuté et demanderont aux participants de garder les discussions privées.

Entretiens avec les spécialistes

Organisation travaillant avec les jeunes non scolarisés

PROFESSIONNEL DU DEVELOPPEMENT INTERNATIONAL | 60 MINUTES

Commencez par remercier la personne l'interviewée pour sa participation. Lisez ensuite le formulaire de consentement et les règles de base. Expliquez que c'est une conversation qui va se dérouler naturellement : vous n'aurez pas beaucoup de questions spécifiques, mais vous espérez mieux comprendre l'expérience de l'organisation dans la mise en œuvre de programmes sur le terrain, de ses succès à ses défis. Demandez-le de se présenter, en veillant à inclure combien de temps ils ont travaillé sur leur projet.

1. Pouvez-vous décrire les programmes que vous avez mis en œuvre ?
 - a. Depuis combien de temps votre organisation les mettent-ils en œuvre, et dans quelles régions ou communautés ?
2. Pouvez-vous partager votre expérience d'enrôlement des jeunes dans vos programmes ? Creuser (questions possibles):
 - a. Avez-vous eu des difficultés à trouver des jeunes non scolarisés souhaitant participer en tant que bénéficiaires ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - b. Que faisaient les participants avant de participer à votre programme ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - c. Quels facteurs les participants ont-ils pris en compte avant de rejoindre le programme ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - d. D'autres personnes (membres de la famille) ont-elles été impliquées dans la décision de participer ? Si oui, qui ? Dans quelle mesure ?
3. Votre programme travaille-t-il également avec d'autres membres de la communauté ? Si oui : qui et dans quels domaines ?
4. Qui a été votre plus grand allié dans vos communautés cibles ? Comment ont-ils soutenu votre programme ?
5. Existe-t-il des lieux ou des opportunités pour les acteurs de différents secteurs (gouvernement, société civile et secteur privé) de travailler ensemble sur la programmation avec les jeunes non scolarisés ? Si oui, pouvez-vous les décrire ?
6. Quelle a été la plus grande surprise que vous ayez connue en opérant dans votre région et communauté ?
7. Quels sont les plus grands succès de votre programme ?
8. Quels sont les défis que vous avez rencontrés dans la mise en œuvre de votre programme ?
9. Des politiques ont-elles été adoptées lors de la mise en œuvre de vos programmes qui ont modifié le contexte opérationnel ? Si oui, lesquelles ? Comment cela a-t-il affecté la programmation ? Comment votre organisation a-t-elle réagi ?
10. Quel conseil donneriez-vous à une organisation qui commence à mettre un œuvre un projet dans cette communauté ?

Organisation travaillant dans l'éducation formelle

PROFESSIONNEL DU DEVELOPPEMENT INTERNATIONAL | 60 MINUTES

Commencez par remercier la personne l'interviewée pour sa participation. Lisez ensuite le formulaire de consentement et les règles de base. Expliquez que c'est une conversation qui va se dérouler naturellement : vous n'aurez pas beaucoup de questions spécifiques, mais vous espérez mieux comprendre l'expérience de l'organisation dans la mise en œuvre de programmes sur le terrain, de ses succès à ses défis. Demandez-le de se présenter, en veillant à inclure combien de temps ils ont travaillé sur leur projet.

1. Pouvez-vous décrire les programmes que vous avez mis en œuvre ?
 - a. Depuis combien de temps votre organisation les mettent-ils en œuvre, et dans quelles régions ou communautés ?
2. Pouvez-vous partager votre expérience d'enrôlement des jeunes dans vos programmes ? Creuser (questions possibles):
 - a. Avez-vous eu des difficultés à trouver des jeunes et des écoles souhaitant participer en tant que bénéficiaires ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - b. Que faisaient les participants avant de participer à votre programme ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - c. Quels facteurs les participants ont-ils pris en compte avant de rejoindre le programme ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - d. D'autres personnes (membres de la famille) ont-elles été impliquées dans la décision de participer ? Si oui, qui ? Dans quelle mesure ?
3. Votre programme travaille-t-il également avec d'autres membres de la communauté ? Si oui : qui et dans quels domaines ?
4. Qui a été votre plus grand allié dans vos communautés cibles ? Comment ont-ils soutenu votre programme ?
5. Existe-t-il des lieux ou des opportunités pour les acteurs de différents secteurs (gouvernement, société civile et secteur privé) de travailler ensemble sur la programmation avec les jeunes non scolarisés ? Si oui, pouvez-vous les décrire ?
6. Quelle a été la plus grande surprise que vous ayez connue en opérant dans votre région et communauté ?
7. Quels sont les plus grands succès de votre programme ?
8. Quels sont les défis que vous avez rencontrés dans la mise en œuvre de votre programme ?
9. Des politiques ont-elles été adoptées lors de la mise en œuvre de vos programmes qui ont modifié le contexte opérationnel ? Si oui, lesquelles ? Comment cela a-t-il affecté la programmation ? Comment votre organisation a-t-elle réagi ?
10. Quel conseil donneriez-vous à une organisation qui commence à mettre un œuvre un projet dans cette communauté ?

Organisation travaillant sur la violence dans les écoles

PROFESSIONNEL DU DEVELOPPEMENT INTERNATIONAL | 60 MINUTES

Commencez par remercier la personne l'interviewée pour sa participation. Lisez ensuite le formulaire de consentement et les règles de base. Expliquez que c'est une conversation qui va se dérouler naturellement : vous n'aurez pas beaucoup de questions spécifiques, mais vous espérez mieux comprendre l'expérience de l'organisation dans la mise en œuvre de programmes sur le terrain, de ses succès à ses défis. Demandez-le de se présenter, en veillant à inclure combien de temps ils ont travaillé sur leur projet.

1. Pouvez-vous décrire les programmes que vous avez mis en œuvre ?
 - a. Depuis combien de temps votre organisation les mettent-ils en œuvre, et dans quelles régions ou communautés ?
2. Pouvez-vous partager votre expérience d'enrôlement des jeunes dans vos programmes ? Creuser (questions possibles):
 - a. Avez-vous eu des difficultés à trouver des jeunes et des écoles souhaitant participer en tant que bénéficiaires ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - b. Que faisaient les participants avant de participer à votre programme ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - c. Quels facteurs les participants ont-ils pris en compte avant de rejoindre le programme ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - d. D'autres personnes (membres de la famille) ont-elles été impliquées dans la décision de participer ? Si oui, qui ? Dans quelle mesure ?
3. Vos participants avaient-ils des conversations sur la violence sexuelle et sexiste et sur la violence en général avant de participer à votre programme ? Avec qui ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différentes groupes socio-économiques ?
4. Votre programme travaille-t-il également avec d'autres membres de la communauté ? Si oui : qui et dans quels domaines ?
5. Qui a été votre plus grand allié dans vos communautés cibles ? Comment ont-ils soutenu votre programme ?
6. Existe-t-il des lieux ou des opportunités pour les acteurs de différents secteurs (gouvernement, société civile et secteur privé) de travailler ensemble sur la programmation avec les jeunes non scolarisés ? Si oui, pouvez-vous les décrire ?
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10. Des politiques ont-elles été adoptées lors de la mise en œuvre de vos programmes qui ont modifié le contexte opérationnel ? Si oui, lesquelles ? Comment cela a-t-il affecté la programmation ? Comment votre organisation a-t-elle réagi ?
11. Quel conseil donneriez-vous à une organisation qui commence à mettre un œuvre un projet dans cette communauté ?

Organisation travaillant sur l'inclusion sociale

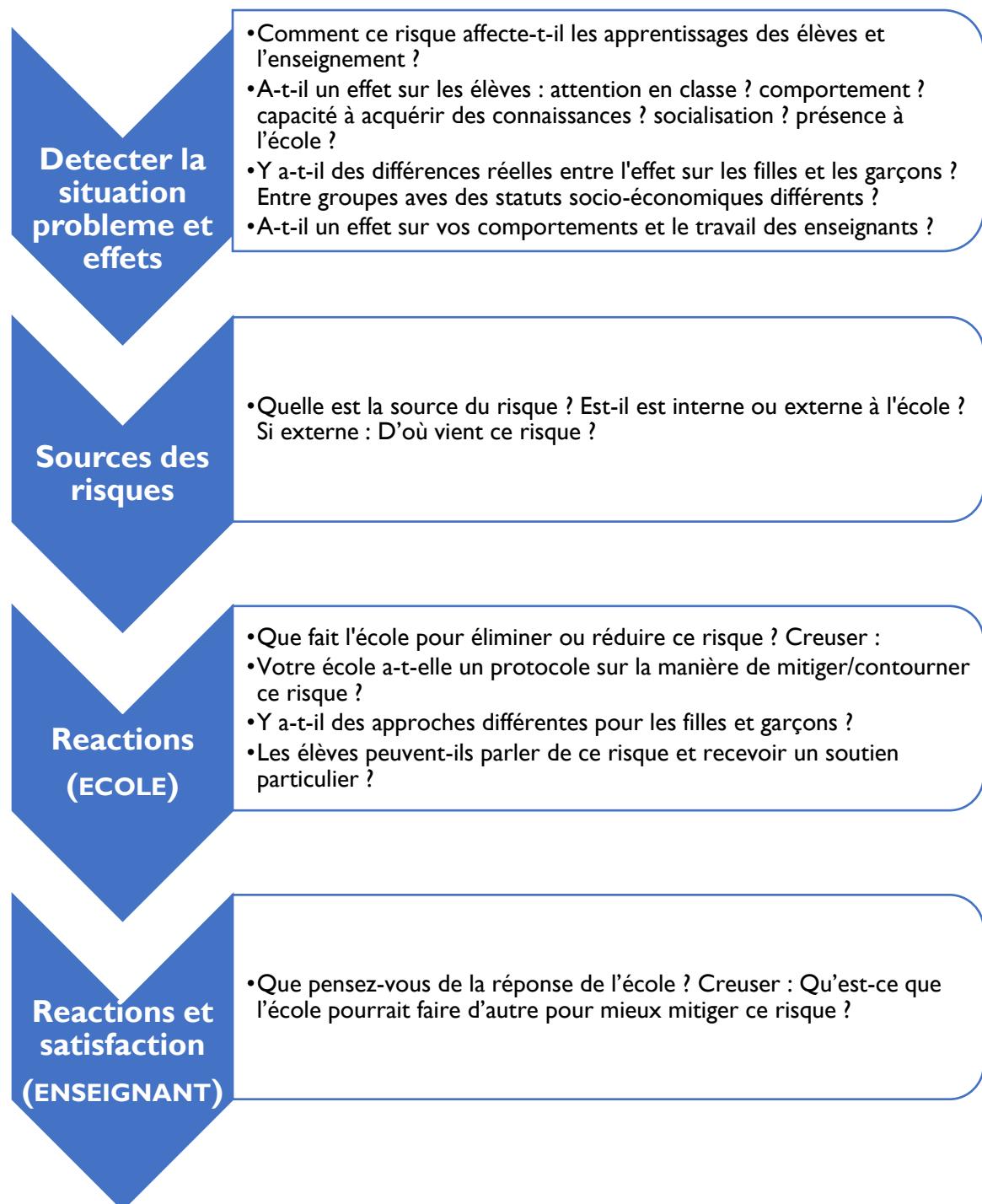
PROFESSIONNEL DU DEVELOPPEMENT INTERNATIONAL | SOIXANTE MINUTES

Commencez par remercier l'interviewer pour sa participation. Présentez-vous et décrivez brièvement le programme EAESS. Lisez ensuite le formulaire de consentement et les règles de base. Expliquez que c'est une conversation qui va se dérouler naturellement ; Vous n'aurez pas beaucoup de questions spécifiques, mais vous espérez mieux comprendre l'expérience de l'organisation dans la mise en œuvre de programmes sur le terrain, de ses succès à ses défis. Demandez à l'interviewer de se présenter, en veillant à inclure combien de temps ils ont travaillé sur leur projet.

1. Pouvez-vous décrire les programmes que vous avez mis en œuvre ?
 - a. Depuis combien de temps votre organisation les mettent-ils en œuvre, et dans quelles régions ou communautés ?
2. Pouvez-vous partager votre expérience d'enrôlement des jeunes dans vos programmes ? Creuser (questions possibles):
 - a. Avez-vous eu des difficultés à trouver des jeunes et des écoles souhaitant participer en tant que bénéficiaires ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - b. Que faisaient les participants avant de participer à votre programme ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - c. Quels facteurs les participants ont-ils pris en compte avant de rejoindre le programme ? Était-ce la même chose pour les garçons et les filles ? Pour les jeunes de différents statuts socio-économiques ?
 - d. D'autres personnes (membres de la famille) ont-elles été impliquées dans la décision de participer ? Si oui, qui ? Dans quelle mesure ?
3. Votre programme travaille-t-il également avec d'autres membres de la communauté ? Si oui : qui et dans quels domaines ?
4. Qui a été votre plus grand allié dans vos communautés cibles ? Comment ont-ils soutenu votre programme ?
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6. Quelle a été la plus grande surprise que vous ayez connue en opérant dans votre région et communauté ?
7. Quels sont les plus grands succès de votre programme ?
8. Quels sont les défis que vous avez rencontrés dans la mise en œuvre de votre programme ?
9. Des politiques ont-elles été adoptées lors de la mise en œuvre de vos programmes qui ont modifié le contexte opérationnel ? Si oui, lesquelles ? Comment cela a-t-il affecté la programmation ? Comment votre organisation a-t-elle réagi ?
10. Quel conseil donneriez-vous à une organisation qui commence à mettre un œuvre un projet dans cette communauté ?

Trames

Trame pour les enseignants



Trame pour les parents



Trame pour les enfants scolarisés

Detecter la situation problème et effets

- Est-ce que vous avez entendu des cas de [chapeau]?
- Les chapeaux sont: le trajet domicile-école; climat scolaire et soutien; la disponibilité de ressources et matériels d'apprentissage; la faim; l'intimidation et harcèlement; la discipline (compris les châtiments corporels et les brimades); et la violence sexuelle.
- Quel effet a cela sur vos études ? Creuser : Est-ce qu'il impact : l'attention en classe ? le comportement ? la capacité à apprendre ? la socialisation ? la présence à l'école ?

Acteurs et protagonistes

- Qui en sont les coupables ? Creuser : Enseignants ? Autres élèves ? Autres adultes ? Est-ce généralement des garçons ou des filles ? Des élèves d'un groupe particulier ? Des élèves d'un groupe particulier ?
- Où ces cas se sont-ils passés ? Creuser : A l'intérieur de l'école ? A l'extérieur de l'école ?

Qui est au courant?

- Est-ce que vous en parlez de cette situation à vos parents ? À vos enseignants ?

Réactions (ECOLE)

- Que fait l'école pour prévenir cette situation ? Y a-t-il des approches différentes pour les filles et garçons ?

Satisfaction (ELEVE)

- Que pensez-vous de ces mesures ? Creuser : Selon vous, qu'est-ce que les enseignants devraient faire autre chose ? Si les répondants ont des réponses négatives :
- Les parents se plaignent-ils de ces mesures ? Si oui : à qui ? Comment ces plaintes ont-elles été reçues ? Est-ce que quelque chose a été fait suite à ces plaintes ?

Notes et enregistrements

Codification des sauvegarder des fichiers des enregistrements sur Google Drive

Région – Type de commune – Type de méthode – Cibles – Genre, Date

Les codes

Région :	Ziguinchor: GZ	Kolda: DK	Sédhiou: DS	Kédougou: GK
Type de commune :		Urbaine: U	Rurale: R	

Focus Group (FG)				
Enseignants	TE	Mixte	X	GZ – U – FG – SG – X, 27 Sep 2018
Parents	PA	Hommes ou femmes	M ou F	GZ – U – FG – RN – F, 27 Sep 2018
Élèves	ST	Filles ou garçons	M ou F	GZ – U – FG – LV – M, 27 Sep 2018 GZ – U – FG – LV – F, 27 Sep 2018
Enfants non ou déscolarisés	OO	Filles ou garçons	M ou F	
Réunion communautaire	CM	Mixte	X	GZ – U – FG – CO – X, 27 Sep 2018
Entretiens avec des acteurs clés (EAC)				
Enseignant	TE	Homme ou femme	M ou F	
Serigne <i>daara</i>	DA	Homme ou femme	M ou F	
Chef d'établissements	PR	Homme ou femme	M ou F	
Leader femme	FL	Femme	F	
Chefs religieux	RE	Homme ou femme	M ou F	
Agent de la sécurité	SE	Homme ou femme	M ou F	
Fonctionnaire d'éducation	ED	Homme ou femme	M ou F	
Entretiens avec les spécialistes (ES)				
L'exclusion social	EX	Homme ou femme	M ou F	
Genre	GR	Homme ou femme	M ou F	
Jeunes non or déscolarisés	OO	Homme ou femme	M ou F	
Jeunes scolarisés	ST	Homme ou femme	M ou F	

Genre :	Hommes : M	Garçons : M
	Femmes : F	Filles : F
	Mixte : X	

Annex II – Mapping of all actors involved in child protection in target regions

During the course of data collection, the team came across many actors involved in child protection and education, including both international and local NGOs. The table below lists their areas of intervention, current activities and target geographic focus. This should facilitate future collaboration and coordination.

Acteurs	Domaines d'intervention	Actions menées	Lieu d'intervention
Ziguinchor			
SCOFI	Sensibilisation sur le genre ; Accès et maintien des filles à l'école	Randonnée de sensibilisation, plaidoyer, activités d'IEC, recasement	A l'échelle régionale
ENDA – Jeunesse et Action	Sensibilisation, prise en charge des enfants victimes de violence sexuelle, activité IEC, dotation en fournitures scolaires, placement des enfants en situation de vulnérabilité dans des structures d'accueil.	Réfection mobiliers scolaires (tables bancs) Dotations de fournitures scolaires, formation des relais, pairs éducateurs, ainés protecteurs, accompagnement pour l'obtention de pièces d'état civil etc. Education- Formation- Réinsertion	A l'échelle régionale
ENDA SANTE	Santé	Orientation et appui à la prise en charge médicale	A l'échelle régionale
AEMO	Protection petite enfance en milieu ouvert	Protection, réinsertion sociale et familiale, suivi post internat, réinsertion scolaire, recasement dans des structures d'accueils, activités d'IEC/CCC	A l'échelle régionale
KASOUMAY CONSEIL	Education	Construction de salles de classe	Moyen secondaire Niaguis
DIMBAYA KAGNALEN (CHILDFUND)	Education	Dotation de fournitures, construction de classes, Parrainage	A l'échelle régionale
PONTERANGA	Education	Dotation en fournitures scolaires	Ecole élémentaire Niaguis
SAVE THE CHILDREN	Protection de la petite t'enfance	Protection de l'enfance, Sensibilisation ; formation, réinsertion sociale, solaire et professionnel ; Organisation des loisirs, réhabilitation, fournitures scolaires,	Echelle régionale

Acteurs	Domaines d'intervention	Actions menées	Lieu d'intervention
ALLIANCE FRANCO SENEGALAISE	Education	Education et formation ; réinsertion professionnelle	Echelle régionale
Centre de Premier Accueil (CPA)	Assistance	Accueil et hébergement, accompagnement psychosocial	Echelle régionale
Réseau de Badiènes Gokh	Femmes et jeunes filles	Accompagnement, orientation	Echelle régionale
Futur Au Présent (FAP)	Accueil et accompagnement	Accueil et hébergement, accompagnement psychosocial ; enquête sociale, réinsertion scolaire, familiale et professionnelle	Echelle régionale
Centre Académique d'orientation Scolaire et Professionnel (CAOSP)	Education	Prise en charge psychosociale et orientation Réinsertion scolaire et professionnelle	Echelle régionale
Centre Psychiatrique Emile BADIANE de Kenya	Santé et assistance sociale	Prise en charge psychosociale	Echelle régionale
Centre KULIMAAROO	Assistance	Accueil et hébergement, réintégration, prise en charge médicale, accompagnement psychosocial	Echelle régionale
Inspection de l'Enseignement et de la Formation (IEF)	Education	Conseil et réinsertion scolaire	Echelle régionale
Centre d'écoute de Kandialang Est	Assistance	Accueil, écoute et orientation	Echelle Communale
Centre d'écoute de Djirigho	Assistance	Accueil, écoute et orientation	Echelle Communale
Association des Enfants et des Jeunes Travailleurs (AEJT)	Formation ; et assistance	Organisation, identification, écoute, orientation Formation, Education ; réinsertion scolaire et scolaire, familiale et professionnelle	Echelle Communale
Comité de Lutte contre les Violences faites aux Femmes et aux Enfants (CLVFE)	Femmes et petit enfance	Accueil, écoute, orientation ; prise en charge médicale, réinsertion scolaire	Echelle régionale

Acteurs	Domaines d'intervention	Actions menées	Lieu d'intervention
World Vision	Education-Nutrition	Protection et parrainage d'enfants	Echelle régionale
SOS VILLAGE	Assistance	Soutien des enfants surtout les orphelins	Echelle régionale
Kolda			
UNICEF	Education des enfants	Protection de l'enfance Aide aux élèves qui n'ont pas d'état civil à l'obtention d'extrait des actes de naissance	Echelle régionale
PAM	Lutte contre la faim, la malnutrition	Mise en place des cantines scolaires	Echelle régionale
WORLD VISION	Education-Santé et Nutrition des élèves	Protection et parrainage d'enfants, Renforcement nutritionnel	Echelle régionale
CHILD FUND	Petite enfance	Protection de l'enfance	Echelle régionale
SAVE THE CHILDREN	Petite enfance	Protection de l'enfance	Echelle régionale
AIDE ET ACTION	Education- Protection petite enfance	Assistance aux enfants vulnérables, insertion scolaire	Echelle régionale
CENTRE ADO	Jeunesse surtout les Ado	Conseil et orientation Sensibilisation	Echelle régionale
OFFAD NAFOORE	Protection de l'enfance	Protection de l'enfance, assistance et sécurité alimentaire	Echelle régionale
ENDA Jeunesse et Action	Protection des enfants	Insertion des enfants retirés des rue de Dakar dans leurs localités	Echelle régionale
AIDE ET ACTION	Education des enfants	Insertion des enfants dans centre de formations professionnelle	Echelle régionale
SOS VILLAGE	Education des enfants	Protection de l'enfance	Echelle régionale
PAEF+	Assistance à l'école	Dotation de tenues et de fournitures scolaires	Echelle régionale
Sédhiou			
Enfance et Paix	Promouvoir les droits des enfants et lutter contre les violences	Promotion et protection des droits des enfants, défendre le droit des femmes ; le développement d'une éducation de qualité	Echelle régionale
SCOFI	Scolarisation et Protection de l'enfance	Scolarisation et maintien des filles à l'école	Echelle régionale
CADD	Protection de l'enfant Education Santé	Education Santé Communautaire Eau Assainissement	Echelle régionale
FORAGE	Environnement		Echelle régionale

Acteurs	Domaines d'intervention	Actions menées	Lieu d'intervention
	Droit humains		
Kédougou			
UNICEF	Education des enfants	Protection des enfants	Echelle régionale
World Vision	Education et nutrition	Parrainage des enfants	Echelle régionale
SAVE THE CHILDREN	Protection des enfants	Protection des enfants	Echelle régionale
KEOH	Protection des enfants et des femmes	Lutte contre les violences faites aux femmes et aux enfants	Echelle régionale
La Lumière	Education Santé	Soutien scolaire aux élèves en fournitures et moyen de déplacement (vélo).	Echelle régionale
ENDA- Jeunesse et Action	Education Santé	Promouvoir le droit des couches vulnérables (enfants et femmes)	Echelle Départementale (Saraya)



Annex III – TOOLS 8 AND 9 OF RERA TOOLKIT

TOOL 8: RERA RESEARCH QUESTIONS

This tool organizes the RERA questions from general to more specific and allows tracking of which questions have insufficient secondary data. These questions are bolded in the table below.

Questions and sub-questions	Type of risk	Secondary data insufficient
What are the general political, economic, social, security, and environmental situations in the country?		
What is the economic situation in the country?		
What role does civil society play in governance?	Crosscutting	Discussed broadly but missing the specifics
Who are the main actors in the country—individuals (including those in politics and governance), organizations, companies, and formal and informal institutions? Who holds power and who does not?	Crosscutting	
What are the main demographic and identity groups?	Crosscutting	
What is the general situation of social services, particularly education?	Crosscutting	
What equity issues exist? Are any of these issues related to education?	Crosscutting	
What are the main gender issues in the country? What is the relative status of women and girls, in particular?	Internal Risk / Crosscutting	
What are the emergent or ongoing social issues that people are facing?	Crosscutting	
What is the safety and security situation in the country? Who is most at risk?	Crosscutting	
What are the causes, characteristics, and consequences of the main contextual risks? How do they influence each other?		
What are the main risks in the country? For example, has the country been affected by conflict, natural hazards, organized crime and gang violence, political instability, or famine?	Crosscutting	
Where are the main risks happening, and who is most affected?	Crosscutting	Broad definition of the conflict area has impeded prior research. Relatively weak understanding of where exactly conflict is having affects and to whom

Questions and sub-questions	Type of risk	Secondary data insufficient
Has the country or region undergone crises in its recent history or during past periods in its history (e.g., colonization) that continue to shape attitudes?	Crosscutting	
Is there displacement in the country? If so, what kind? Who is most affected?	Crosscutting	
Conflict: What are the causes of conflict?	Crosscutting	
What are the main sources of division (grievance) and cohesion/cooperation (resilience)?	Crosscutting	
Who are the main actors involved in the conflict?	Crosscutting	
What are the current and future (five-year out- look) conflict trends and triggers?	Crosscutting	
Hazards: What is the main hazard profile of the country? What are and where are the highest disaster risks in the country?	Environmental	
Who is most vulnerable to disaster impacts?	Environmental	
Gang/criminal violence: What are causes of gang/ criminal violence?	Crosscutting/Internal/ External	
Health epidemics: What are the risks of a major outbreak of an epidemic?	Environmental	
Food/nutrition insecurity: What are the main food/ nutrition risks?	Environmental	Need more data
Political: How stable are governing institutions? To what degree have they been able to mitigate risks?	Crosscutting	
All risks: Who is most affected? Why? Where? How are women and girls affected differently?	Crosscutting	
What is the two-way interaction between contextual risks and the education sector, particularly at the school and community levels?		
What is the past history of the education sector, including previous reform initiatives? How does this history influence current stakeholder perceptions?		
What are the schools' current enrollment levels (basic, primary, post-primary, secondary)?		

Questions and sub-questions	Type of risk	Secondary data insufficient
Who is attending schools and who is not? Who are the groups of children or youth most likely to not attend school? Why?	Crosscutting	Generally girls but could be explored further
In what ways does corruption and rent seeking affect the sector?	Crosscutting	Need more data
What are the most relevant national policies and systems that influence equitable access to quality education? To safe learning environments?	Crosscutting	
What were the supply and demand characteristics of the education system? How have these changed in recent years?	Crosscutting	
What are the most important equity and access issues in terms of the education sector?	Crosscutting	
What is the impact of risks on out-of-school children? Why do learners drop out? What are the main barriers to access?	Crosscutting	Need more data
What are the infrastructure, learning material, and information needs?	Internal/Environmental	
What kinds of teachers are needed and where? What support do they need, particularly to manage risks and risk impact on learners?	Internal/Crosscutting	
What kind of social or emotional learning or psychosocial support is provided to schools, learners, and teachers?	Crosscutting	Need more data
What has been the impact of education on conflict (policies, curriculum, materials, school management, teaching, practice, access by identity groups)?	Crosscutting	Need more data
What has been the impact of conflict on education (policies, systems, schools, staff, learners, and communities)?	Crosscutting	very little info, but if anything it appears that poor social service delivery further contributes to resentment of GoS
Where has education been impacted by conflict?	Crosscutting	Need more data
Who was affected by conflict?	Crosscutting/External	Need more data
Are there ongoing tensions between identity groups that are being or could be exacerbated by education policies, systems, or programs?	Crosscutting	Need more data

Questions and sub-questions	Type of risk	Secondary data insufficient
Are there ways they could be reduced by education policies, systems, or programs? How?	Crosscutting	
How are schools, learners, and communities exposed to disaster risk?	Environmental	
What has been the impact of natural hazards on education and on schools, staff, learners, and communities? Where?	Environmental	Need more data
What are the barriers to access and how are they affected by various risks	Crosscutting	Barriers are fully discussed, but conflict related barriers are not
What are the most relevant national policies that bear on education and its relationship with the main contextual risks?	Crosscutting	
What are the resilience factors that positively influence access, safety, and quality of education? How can these factors be strengthened?		
What are the sources of cohesion, cooperation, and resilience in education systems, schools, learners, and their communities?		Need more data
What role are parents playing in supporting or undermining the resilience of learners and the school community?		Need more data
What are some key risks and opportunities to consider for more effective USAID strategy and programming?		

Tool 9: School Community Scoring Rubric

This tool guides the analysis of secondary data to inform the scope and focus of primary data collection. The rubric provides a systematic framework for assessing the main risks to school communities and safe learning and highlights the areas that require additional investigation through primary data collection. For the Senegal RERA, only applicable risks are included in this table. The main risk categories are bolded in the table below.

Risk Category	Specific Issue	Score (1 = low risk; 2= medium; 3 = high)	Total Score for Risk Category (3: low risk; 9: high risk)
A. Internal: School-related gender based violence (SRGBV)	Students face risk of physical, sexual, or emotional abuse from teachers	2	
	Students face risk of physical, sexual, or emotional abuse (including bullying) from other students	1	5
	Students face risk of or teachers use corporal punishment (hitting, hard labor, standing in sun, etc.)	2	
B. Internal: Gang or armed group violence	Students face risk of violence from gang members or armed groups in schools	1	
	Students face risk of recruitment by gang members or armed group in schools	1	3
	Teachers/staff face risk of violence from gang members or armed groups in schools	1	

Risk Category	Specific Issue	Score (1= low risk; 2= medium; 3 = high)	Total Score for Risk Category (3: low risk; 9: high risk)
C. Internal: Negative and unsupportive school climate	Students and teachers have a generally positive perception of their school (enter 1 if yes, 3 if no).	3	
	Teachers generally refrain from punitive disciplinary strategies for behavior management, such as corporal punishment, suspension, and expulsion (enter 1 if yes, 3 if no).	3	9
	School has sufficient and adequate chairs, roof, walls, tables, and chalkboards for students; toilets for girls; and a source of potable water (enter 1 if yes, 3 if no).	3	
L. Environmental: Chemical / biological / radiological / nuclear hazards	Schools and surrounding area are at risk of Chemical / manufactured biological / radiological / nuclear hazards	2	
	Schools are constructed in a Chemical / manufactured biological / radiological / nuclear hazards resilient manner (enter 1 if yes, 3 if no).	3	5
	Schools have preparedness plans for Chemical / manufactured biological / radiological / nuclear hazards (enter 1 if yes, 3 if no)	3	
M. Environmental: to students and staff: health / epidemics	The area is at risk of a major health concern or epidemic	1	
	Schools have safeguards for identifying and protecting against health concerns within the school setting only (enter 1 if yes, 3 if no).	1	3

Risk Category	Specific Issue	Score (1= low risk; 2= medium; 3 = high)	Total Score for Risk Category (3: low risk; 9: high risk)
	Schools have preparedness plans to respond when students/staff face the risk of health concerns/epidemics (e.g., hand washing facilities, emergency supplies kit, contacts with health advisors and centers, quarantine plan, etc.) (enter 1 if yes, 3 if no).	1	
N. Environmental: to students and staff: malnutrition / famine	The area is at risk of malnutrition or famine	3	
	Schools have safeguards for protecting against / identifying malnutrition / famine within the school setting only (enter 1 if yes, 3 if no).	3	9
	Schools have preparedness plans to respond when students/staff face the risk of malnutrition / famine in the surrounding community / region (e.g. feeding plans) (enter 1 if yes, 3 if no).	3	
O. Cross-cutting: Trauma (related to SGBV e.g., FGM/C, SRGBV)	Students are at risk of SGBV in school and/or out of school	3	
	Teachers / staff are at risk of SGBV in school and/or out of school	2	8
	Schools have psychosocial support mechanisms for students and teachers at risk of SGBV (e.g. girls having female teachers to talk to) (enter 1 if yes, 3 if no).	3	

Risk Category	Specific Issue	Score (1= low risk; 2= medium; 3 = high)	Total Score for Risk Category (3: low risk; 9: high risk)
P. Cross-cutting: Trauma (related to conflict, disasters, epidemics (e.g. drought, famine) violence)	Students are at risk of psychosocial and mental health problems related to disasters, conflict, violence or health epidemics	3	
	Teachers / staff are at risk of psychosocial and mental health problems related to disasters, conflict, violence or health epidemics	3	9
	Students and teachers have access to psychosocial support mechanisms related to violence or disasters (e.g. girls having female teachers to talk to) (enter 1 if yes, 3 if no).	3	