

### Analysis of the situation encountered - Examples

#### **Example 1 :**

**Project:** Support for training and creation of a multi-purpose center in Thylla, Senegal (Jappo Liggeye Thylla).

#### Detailed location of the project and justification of the intervention area

Located in the far west of the African continent, Senegal covers an area of 196,712 km<sup>2</sup> with a total population estimated at 13,508,715 inhabitants in December 2013 (source ANSD). The country borders Mauritania in the north, Mali in the east, Guinea Conakry in the southeast, and Guinea Bissau in the southwest. The Gambia constitutes an enclave of 11,300 km<sup>2</sup> in the southern part of Senegal. The natural growth rate is 2.60%.

Senegal has the third-largest economy in the West African sub-region after Nigeria and Côte d'Ivoire but has very few natural resources, its main revenues coming from fishing and tourism. The GDP per capita estimated in 2013 is \$ 1,046.6 and 56.5% of the population lives below the poverty line. The life expectancy of the Senegalese in 2013 is estimated at 64.8 years for the overall population (source ANSD).

Senegal is divided into 14 regions, 45 departments, 552 communes, and more than 117 arrondissements. Led by a chief, the villages remain the basic cells of this organization. The Louga region, where the project is located, is one of the 14 administrative regions and Linguère is one of the three departments that make it up (Linguère, Kébémér, and Louga). In 2013, according to the census of the National Agency for Statistics and Demography of Senegal, the department of Linguère had 244,774 inhabitants. Thylla is a suburb of 3,000 inhabitants located in the town of Ouarkhokh which has a population of 16,651 according to the last ANSD census in 2013 (source ANSD).

#### The vocational education system in Senegal and the Louga region

The Technical Education and Vocational Training (ETFP) network in Senegal are made up of two types of structures:

- public structures, placed under the supervision of the Ministry of Technical Education and Professional Training (METFP) and,
- private establishments, having an opening and an operating decree issued by the Ministry of National Education, and by the Ministry of Technical Education concerning private establishments of technical and vocational education.

According to the METFP, the vocational training sub-sector had 300 structures in 2013. Among these establishments, 98 are public (33%) and 202 are private (67%).

Among the public structures are 11 technical high schools and 87 training centers. These are (CETF, CRETF) and vocational training centers (CFP, CDFP, CRFP, homes). In recent years, Senegal has been trying to match the needs of the market with the supply of vocational training.

Thus, a Higher Institute of Professional Education (ISEP) has been set up in each region of Senegal where economic potential has been identified. These different institutes are grouped in a network called the Network of Higher Institutes of Professional Education (RISEP).

However, disparities between regions exist because these vocational training structures are mainly concentrated on the Dakar / St-Louis axis, while the academies of Ziguinchor and Kaolack are poorly provided. Indeed, of the 213 structures, 208 (or 98%) are located in urban areas against 5 (or 2%) in rural areas.

This disparity in distribution phenomenon is also found at the regional level since the Louga region only has six vocational training structures, four of which are public and two private.

## TOOLS – PHASE 1 : PROGRAMING

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In Senegal, the structures that welcome students in vocational training, in general, are mainly the CP / CEFAM, the CRETF, the CETF, and the CRFPE.

The department of Louga concentrates 2/3 of the reception structures, ie four units (two units in the public and two others in the private sector) and the rest for the departments of Linguère and Kébémér (one reception structure in each department). Note that in the communes qualified as "ex-rural communities", there are no vocational training structures.

The six ETFP establishments in the Louga region welcomed a total of 648 students in 2013, 15% of whom were in private structures. Girls constitute the highest proportion of learners, 84% (public and private combined).

The majority of learners (77.3%) reside in the Louga department. Learners from the Linguère and Kébémér departments made up 15.6% and 7.1% of the overall workforce in the Louga region, respectively, in 2013.

### Presentation of the initial situation and the needs detected / the problem

The population of Thylla is predominantly illiterate, the village has only an elementary school of seven classes, from C.I to C.M2 run by a director assisted by teachers, most of whom are volunteers. The remoteness of educational structures in secondary school (the nearest college is 3 km away) is a real factor in dropping out of school, especially among girls.

Thylla's economic sectors are mainly agriculture, animal husbandry and commerce. The main food crops are millet/sorghum, cowpea (dry beans), peanuts, cassava and corn. These crops are limited by current soil and climate conditions.

Livestock is the second economic activity and livestock is made up of cattle and small ruminants.

The population of Thylla faces many constraints, particularly in the livestock sector such as:

- the reduction of pastoral space due to the destruction and encroachment of cultures;
- the insufficiency of fodder resources linked in particular to drought and bush fires;
- insufficient water points;
- the poor accessibility of feed for livestock (geographic and financial);
- the weak support/advice (by the State of Senegal and the actors of the civil society) brought to the sub-sector due to the weakness of the human resources available within it.
- the inadequacy and / or obsolescence of the vaccination parks.

Consequently, a low literacy rate coupled with poor economic performance in the above-mentioned activity sectors leads to the impoverishment of the inhabitants of Thylla without other sources of income. There are several reasons for the weakness of agriculture and trade. On the agricultural side, it can be cited the impoverishment of the land, the insufficient rains, and the absence of quality seeds. Also, agricultural stakeholders have significant needs in terms of capacity building.

The absence of cereal processing structures is also a major weakness for their marketing on the local and national markets and obtaining financing for investment in livestock, agriculture and trade is very difficult.

The establishment of a multipurpose center in Thylla will generate, on the one hand, an additional source of income for housewives (one of the most vulnerable social strata) to offset the decline in income from agriculture and livestock and on the other hand, the financial independence of the participants.

These new economic transformation activities could make it possible to limit the immigration of populations towards the cities during the dry season, due to the lack of agricultural activity.

## TOOLS – PHASE 1 : PROGRAMING

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### **Example 2 :**

Project : Education, pillar for the future of the 150 children of the Akany Avoko Ambohidratrimo center, Magagascar (Akany Avoko Ambohidratrimo: AAA).

The Akany Avoko Ambohidratrimo center (AAAttrimo) has been welcoming minors in danger placed by the Children's Judge for over 50 years (abandoned, ill-treated children, victims of sexual assault, etc.). The mission of the center is to provide protection, education and / or vocational training, accommodation, food, leisure and health and hygiene care for children.

Since 2001, the Center has no longer received funding from the Malagasy state. He therefore fights to continue welcoming and educating each of the 150 children, to meet their financial needs and to perpetuate the association.