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EDUCATIONAL DEVELOPMENT IN SENEGAL

A study on institutional and community level implementations
toward Education for All

Author: Sawako Yoshino
Supervisor: Professor. Paolo De Stefani

ABSTRACT

Many challenges toward Education for All have been actively implemented for the last decades in the world. Since after 1990, non-formal education such as literacy education for adults or technical trainings has been widely recognised to be efficacious to educational development. To protect and promote the right to education and its relevant human rights, development strategies are elaborated at national, regional and world levels. This thesis looks at several challenges to realising educational development in Senegal. It examines the contributions and problems of implementations in each field in accordance with author's 2-year experiences in education field in Senegal, interviews with local people, and official documents. First, as a governmental challenge, it looks at the programme on establishment of school management system, which has been implemented for seven years as a part of educational decentralisation. Then, secondly, it looks at community-level challenges, specifically focuses on grass-rooted implementations by the youth associations, after-schools, and NGOs. Thirdly, it deals with the improvement of learning and living conditions of Koranic school which is considered to be the most controversial for the educational development in Senegal. The government are trying to integrate the traditional Koranic school, which is deep-rooted system in religion, tradition and culture, into the formal education system.

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