



## CIEE Dakar, Senegal

<b>Course name:</b>	Education and Culture in Senegal
<b>Course number:</b>	EDUC 3102 SGSM
<b>Programs offering course:</b>	Language and Culture
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Spring 2018
<b>Course meeting times:</b>	Mondays- Wednesdays :16h-17h:15
<b>Course meeting place:</b>	Penc mi
<b>Professor:</b>	Dr. Barrel Sow Gueye
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<b>Office hours:</b>	by appointment

### Course Description:

This course is seen as an experiential learning process. It is therefore, a rendez-vous of give and take based on permanent dialogue between students and the instructor and among students.

- **The course starts exploring African traditional education systems with their various leaning needs and means.**
- **After that, it examines in detail, many Senegalese cultural facets** such as: The value of greetings in Senegalese society, Kinship or *Kal* (Joking relationships between ethnic groups/Family names); Superstitions, the cast system, but also Proverbs etc... and many cultural does and don'ts in Senegal;
- **Education under French colonial Policy** and its side effects on the future cadres:  
Assimilation,  
Acculturation  
The hidden curriculum  
French and African reactions to Assimilation Policy.
- **The Senegalese Formal Education System** with its own: Organizational framework; Exploding enrolments; financial constraints and strikes; and also the side effects of Structural Adjustment Policies on the Education System;
- **The Non formal educational system** with the following issues: Magnitude of illiteracy in Senegal: (High female illiteracy rates; high drop-out rates;); Benefits of Literacy Teaching; Literacy and Development; Literacy Teaching Methods in Senegal; Literacy power on some odd practices such as: Female genital cuttings (FGCs); early marriages.... But also the main issues in Islamic Education.
- **Remedial Education:** As in the case of Ecole de la Rue; Community Schools; Arabic Schools; Koranic Schools....

### Learning Objectives

This course is designed to meet three main objectives:

- To review the Senegalese education system (formal and non-formal; past and present);



- To assess the adequacy of the system as far as Performance, Efficiency, and Equal Opportunities are concerned;
- To discuss issues related to the connection between national languages, girl child education, and Development, in general, seen in a multi-cultural context.

### **Methods of Instruction**

The course has four major components:

1. A short lecture component during which the instructor introduces the topic of the day, followed by class discussion in the light of pre-assigned readings.
2. Students are often asked to accomplish a piece of research in one topic related to the themes dealt with in the syllabus and sometimes along with a few questions.
3. Field visits to sites especially chosen for their relevance to the course topic.
4. Guest lecturers are often invited in class in order to highlight some issues and discuss with students.

### **Course Prerequisites**

The basic requisite for this course is a 'True love', for all Educational and cultural issues.

### **Assessment and Final Grade**

Final grade will be based on:

1. Class Participation and attendance: **(20%)**
2. Class presentation in group: **(15%)**
3. Short reflections and reports on field visits: **(15%)**
4. Mid-term exam: **(15%)**
5. Online discussion: **(10%)**
6. A presentation, a video documentary, a role-play or a 10 page research paper written during the semester and related to students' own personal experiences in Senegal and based on a topic of their choice. This assignment is due on the last day of class. Students are required to discuss their paper topics with the instructor. **(25%)**

### **Course Requirements:**

**Class participation:** class dynamic requires the participation of all students in the learning process. They all must participate in class and online discussions, oral presentations, visits, in class assignments etc...

**Class attendance:** Regular class attendance is paramount for this class. Late coming or absent students must give justifications.

**Class presentation:** Individual or groups of students will be assigned the task of reading and presenting pre-assigned readings in class. These presentations aim to raise discussion between students themselves and between the instructor and the students.



**Short reflections and reports on field visits:** Students are also requested to reflect and report on the different field visits as a way to assess the relevance and the impact of the visit to their learning curve.

**Mid-term exam:** An exam will be organized in the middle of the semester to evaluate students' understanding of the different topics already discussed in class.

**Online discussion:** the online discussion is an opportunity for students to continue learning and exchanging from one another beyond the classroom. Some topics, questions or proverbs will be posted online and students are expected to respond while challenging one another in a respectful yet intellectual way.

**Final assignment:** Students are encouraged to start reflecting on the topic of their final assignment as early as possible. This will give them time to exchange with the instructor during her office hours on their final assignment and move forward with it along the semester.

Students are expected to develop some critical thinking in the way they read the different required texts, in assessing one another's work or point of view but also in their own way of doing and being.

### **Weekly Schedule**

#### **Week 1: African traditional and indigenous Education System**

**A.** Description and analysis of Traditional Educational Systems: Purposes, Methods, Mediums, etc...

**B.** Description and analysis of Traditional Educational Systems (cont'd) and Practical exercises on Proverbs

**Home Tasks:** Practical research on proverbs

#### **Week 2: African traditional and indigenous Education System (cont'd) and Education under French Colonial Policy**

**A.** In-class presentations by students on their research findings

**B.** Instructor's description and analysis of the French Assimilation Policy Attempt, followed by discussions.

##### **Reading:**

- 'A historical summary of the French Assimilation Policy applied in the Education System', by Pr. Fadel Dia (Page 4 of the reading Package).
- 'French Assimilation in Practice' by Michael Crowder in 'A study in French Assimilation Policy', 1962 (Page 8 of the reading Package).
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#### **Week 3: Education under French Colonial Policy**

**A.** Instructor's Description and analysis of the French Assimilation Policy Attempt followed by discussions;

**B.** In-class presentations by students based on assigned readings (page 14 and 22 of the reading package).

##### **Readings:**

- 'French reactions against Assimilation' Practice' by Michael Crowder in 'A study in French Assimilation Policy', 1962 (Page 14 of the reading Package)
- 'African reactions against Assimilation' by Michael Crowder in 'A study in French Assimilation Policy', 1962 (Page 22 of the reading Package)

#### **Week 4: RURAL VISITS**



**Week 5: Education under independent Senegal (1960- onwards)**

- A. Instructor's description and analysis of the Formal Education System followed by discussions (From Kindergarten to University)
- B. Field visit to *Ecole de la Rue*.

**Reading:**

- Description of the Senegalese Education System: An extract from the joint World Bank and Senegalese Government PDRH 2 Education Project, 1993 (Page 32 of the reading Package)
- The Ten years Education Plan (*Le Plan Decennial de l'Education – pdef*) Project Description (Page 38 of the reading Package).

**Week 6: Education in Senegal during independent period (1960- onwards)**

- A. Description and analysis of the Formal Education System (cont'd).
- B. In-class presentations by students based on assigned readings (page 32 and 38 of the reading package).

**FILM ON:** Education (20 mns)

**Reading:** (please refer to week 4).

**Week 7: Education in Senegal during independent period (1960- onwards) (cont'd)**

- A. First Primary School visit with 30 to 40 students per class;
- B. Second Primary School visit with 180 students per class;

**Week 8: Education in Senegal during independent period (1960- onwards) (cont'd)**

- A. Students' Group reports on visits;
- B. In-class assignment on issues covered so far in class.

**Week 9: The Non Formal Education System (NFE)**

- A. Instructor's presentation and analysis of the NFE in Senegal, followed by discussions;
- B. Presentation and Analysis of the NFE: The linguistic question in Senegal (followed by discussions.)
- C. **Mid-term Exam**

**Week 10: SPRING BREAK**

**Week 11: The NFE Education System (cont'd)**

- A. Class visit to a Female literacy class
- B. - Comments from visit and Students presentations from texts at page 44 and 47 from reading package;  
- **(In-class assignment papers given back to students)**

**Readings:**

- Illiteracy among Women, (Page 44 of the reading Package)
- Issues in Adult Literacy Teaching (Page 47 of the reading Package)



### **Week 12: CRITICAL THINKING METHODS IN LITERACY TRAINING**

**A.** Instructor's description and analysis of the critical thinking Method followed by class discussions;

**B.** Guest speaker on: 'Main issues in Islamic Education'.

- **Readings:** - 'Issues in Freirean Pedagogy', by Tom Heaney, (Page 53 of the reading Package)

### **Week 13: OTHER PEDAGOGICAL VISITS/ACTIVITIES**

**A. Guest speaker:** He'll explain how to access easily current data on Education issues such as: Students enrollment in schools, the teaching personnel, class construction, teacher training, school facilities etc.

**B.** Visit at (UCAD) the University of Dakar **AND** High School visit (Lycée Kennedy: A Female High School located in Dakar)

### **Week 14: OTHER PEDAGOGICAL VISITS (cont'd)**

**A.** Guest Speaker: on education or women's issues in education

**B.** Guest speaker: a Lady Griot on African Tradition

### **Week 15: THE LANGUAGE QUESTION IN SENEGAL**

**A.** Instructor's description and analysis of the linguistic question in Senegal, (followed by discussions)

**B.** Visite Mosquée de la Divinité.

### **Week 16: Final paper**

**NB: Students must submit all the assignments on their due dates.**

## **7. READINGS:**

### **List of Relevant Sources**

**(Please check with the instructor about the availability of these materials)**

1. Plan National d'Action de l'Education pour tous (PNA/EPT, Avril 2001).
2. Report on the state of Education in Africa. Unesco/BREDA, 1999.
3. Women Education and empowerment: Pathways towards autonomy, UNESCO/IUE 1995.
4. Pilot Female Literacy Project. The World Bank, Senegal (May 1996).
5. Trends in the Status of Women: An overview of National Reports for the fourth World Conference on Women. UNDP, August 1995.
6. Annuaire statistique scolaire, DEPRE/MEN 1997, 1998, 1999 et 2000
7. Statistiques en matière d'alphabétisation, DAEB 2000.
8. Statistiques en matière d'alphabétisation, DAEB 1997, 1998, 1999.
9. Document de politique éducative et plan d'action, Ministère de L'éducation Nationale(M.E.N), Janvier 1998.
10. Development of Education in Africa: A Statistical Review, MINEDAF VII, UNESCO, 1998.
11. Strengthening Livelihoods with Literacy. IIZ/DVV and the World Bank, 2001.
12. Plan d'Action de la femme, 1997-20.
13. "Women Empowerment, Literacy Led Financial Institutions." In NEPAL (October 2001).



14. La Constitution Sénégalaise, 2000.
15. Le Plan décennal de l'éducation et de la formation (PDEF).
16. Les droits de la femme : Guide. Fondation F. Eberts/ANAFSA, 2000.
17. "The Situation of Literacy in Africa Region" by L. L. GIASI, UNESCO, 1997.
18. "Enhancing Women's Participation in Economic Development," The World Bank, May 1994.
19. "Gender Analysis in Social Movements: The role of Autonomous Women's Community-based organizations. Dakar, CODESRIA, 1991.
20. O.A.U Programmes of action / Decade of Education in Africa (1997-2006).
21. "Feminisation of Poverty, Literacy, Development and Poverty Alleviation" by Lamine KANE, November 2001.
22. "Functional Literacy as a Path to the Empowerment of Girls and Women." Pr. PAI Obanya "TOSTAN's Village Empowerment Programme: A case study from Sinthiou Bamambe