

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. briefing paper	Senegal: Courtesy Call on President Diouf (3 pages)	nd	P1/b(1)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Speechwriting (Noa Meyer Subject Files)
OA/Box Number: 13006

FOLDER TITLE:

The Trip of the First Lady to Senegal, South Africa, Zimbabwe, Tanzania, Uganda, and
Eritrea, March 15-29, 1997 (Shipley, Overview, Senegal) [Binder] [3]

2012-0869-S

kc972

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Withdrawal/Redaction Marker

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Senegal: Reception at the Presidential Palace

Context

Immediately following your courtesy call on President Diouf ('Jewf') in the Presidential Palace, you will proceed to the ballroom in a separate building on the palace grounds. A cross-section of Senegalese society will be assembled to meet you. Contingency talking points are attached, should there be a toast or remarks.

Objectives

- o To meet a cross section of Senegalese society in a social setting.
- o To express appreciation for the hospitality extended by your hosts and the people of Senegal.
- o If asked, to make general remarks about the United States and Senegal.

Contingency Talking Points

- Mr. President, Mrs. Diouf, it is a great pleasure for me to be dining with you tonight, and I thank you for this wonderful event.
- Senegal is a uniquely important country to the United States. Of the many Africans who left Senegal's coast during the time of slavery, we know that some arrived in the United States.
- Today I saw a memorial to the victims of that vicious trade. Goree Island, a world historical site, underlines that all human beings are too precious to be squandered either as chattel or exploited labor.
- Mr. President, Mrs. Diouf, Senegal is also important to the United States because it is a leader. As the winds of change and decolonization swept Africa, the Senegalese were among the first to hear them and to turn them to their own advantage. Leopold Sedar Senghor went from a forced labor factory in Germany during World War II to become one of the architects of the independence movement of French Africa.
- Some of democracy's earliest roots on the African continent were set down in Senegal, and they remain among the deepest. Today under your leadership, Mr. President, Senegal is again in the vanguard making regional and local governments more responsible to the people they serve.

- Today, I had the good fortune and pleasure to visit other noteworthy Senegalese. For example, I saw the girls at the Martin Luther King Girls' School who are off to an excellent start and productive adulthood. The education of women is one of the most important functions of any country. Girls who read and write can participate in richer and fuller lives, not only for themselves, but for all around them.
- Educated girls can protect their family's health better than uneducated ones. They know how to control their rate of reproduction, to bring healthier babies into the world, and to serve as better mothers and role models for their children.
- Mr. President, today I also visited the ASBEF Family Planning Association. I learned what Senegal is doing to try to keep population growth from wiping out all the gains your market liberalization has brought to the Senegalese economy. We need more successes like ASBEF and the Martin Luther King School to raise people's standards of living.
- Finally, Mr. President and Mrs. Diouf, Senegal is important because it is open to new ideas. This is particularly important as all our economies -- indeed our lives -- are more affected by global forces. There is much we can learn from each other to our mutual benefit.
- Mr. President and Mrs. Diouf, I am deeply honored to be with you this evening. It is with great pleasure that I offer this toast to you, the Republic of Senegal and its leaders.

Liste des invités

Réception donnée par le Président de la République
Dimanche 16 March 1997, à 18h30

Première Dame Hillary Rodham Clinton

Membres de la délégation de la Première Dame

Hommes et femmes d'affaires:

M. Maguette Diop
Président Directeur Général
Intercontinental Life Insurance Company
Immeuble Excellence
Ave. Leopold Sedar Senghor

Mme Mary Friedel
Directeur Général
SENECI
Immeuble Les Fromagers
16, rue de Thiong x Mousse Diop

M. et Mme Richard Kwasek
Directeur Général
Parke Davis
Zone Franche Industrielle

M. et Mme Richard Willems
Président Directeur Général
Mobil Oil Sénégal
Km 7, Bvd du Centenaire

M. et Mme Ez Mazou
Directeur Général
ITCO
Bd du Sud x Rue 12
Point E

M. et Mme Kandolo Kasongo
Directeur Général
Citibank
Place de l'Indépendance

M. et Mme Henning Jakobsen
Directeur Général
NSOA/Colgate Palmolive
Km2, Bd du Centenaire de la Commune

M. et Mme Aziz Dieye
Directeur Général
Coopers and Lybrand
2, Place de l'Indépendance

M. et Mme John Metzger
Directeur Général
ICNS
26 rue Emile Zola

M. Mohamed Camara
Responsable de Projet
Tresp
s/c Africare
Av. Cheikh Anta Diop

M. et Mme Abdoul Wahab Ba
Directeur Général, M.R. Beal and Co.
Immeuble les Fromagers
16, rue de Thiong x Moussé Diop

M. et Mme Etienne Thibault
Représentant
General Motors
s/c Africars
14 rue Galandou Diouf

M. et Mme Aboubacar Ndiaye
Directeur Général
ABM
20, Av. Pdt Léopold Sédar Senghor

M. et Mme André Podgaitsky
Directeur des Opérations
Afrique de l'Ouest, IBM
s/c ABM
20, Av. Pdt Léopold Sédar Senghor

M. Walter Burr
Partner, CTS
s/c Hotel Lagon II
Corniche

M. Lennart Broman
Directeur pour l'Afrique et le Moyen-Orient
Telia Overseas
s/c M. Burr
Hotel Lagon II

M. Thomas Revesz
Project Manager
Telia Overseas
s/c M. Burr
Hotel Lagon II

Me Kazem Sharara
Avocat
5 rue Victor Hugo
Dakar

Mme Molly Matching
Directrice
TOSTAN
BP 326
Thiès

Personnel de l'ambassade:

Son Excellence et Madame Dane Smith,
Ambassadeur des Etats-Unis au Sénégal

M. et Mme James Ledesma,
Premier Conseiller

Mme Anne Williams,
Directeur de l'USAID

M. et Mme Patrick Barry,
Directeur du Corps de la Paix

M. et Mme. Gerald Huchel,
Directeur du Centre culturel américain

**M. et Mme Paul Cariker,
Attaché de la Défense**

**M. et Mme Jack Ferraro,
Premier Secrétaire**

**Mme Lili Ming,
Consul**

**Mme Whitney Baird et M. Andrew Baird,
Premier Secrétaire**

**M. et Mme David Wagner,
Conseiller pour les Affaires politiques**

**M. Ronald Montgomery,
Représentant de l'Administration de l'Aviation Fédérale**

**M. et Mme Gary Gibson,
Conseiller pour les Affaires administratives par intérim**

Reception

Senegal: Visit to Saam Njaay Village

Context

Saam Njaay (Sam N-JYE') is a village of approximately 350 people located in the Thies (TEE-ez) region of Senegal. Fifteen years ago, it was typical of the more than 13,000 villages throughout Senegal.

In 1982, the major problems in the village of Saam Njaay were illiteracy, poverty, a degraded environment due to the drought, poor health, malnutrition and unemployment. Molly Melching, an American citizen and former Peace Corps volunteer resident in Senegal for 22 years, worked with villagers under a USAID project from 1982-85 to seek solutions to these problems.

In 1991, the Saam Njaay experience led to the creation of an American non-governmental organization (NGO), TOSTAN (meaning "breakthrough" in Wolof) directed by Molly Melching and supported principally by UNICEF and others.

In 1993, UNESCO chose the Tostan program as one of the major innovative non-formal education programs and distributed a full-color publication entitled "Breakthrough," throughout the world. Many other African countries have adapted versions of the program and several films have been made about Molly Melching and her work in Senegal.

Today, Saam Njaay is considered a "model village," with more than ten successful projects which have been managed and sustained by villagers (mostly women) for over 10 years, including income generation, gardening, health and hygiene, the improvement of the environment, revolving credit and adult education.

During your visit to the village, you will see a class that is studying a unit on democracy and meet Molly Melching whose NGO now employs more than 60 full-time employees and hundreds of village teachers. You will visit a health hut and a vegetable garden and meet rural African women who have gained a sense of control over their lives through participation in a basic health and small income-generating projects.

Objectives

- o To provide an idea of village life in rural Senegal.

- o To demonstrate the essential role of basic education and literacy for obtaining sustainable development in Africa.
- o To demonstrate the positive impact that USAID projects have had in Senegal on a long-term basis.

Talking Points

[Beginning of visit:]

- It is a pleasure for me to be in Sam Njaay (Sam-N-JYE'') today.
- I want to congratulate American citizen Molly Melching for her work in Senegal.
- I am glad to see that so many women and young people are able to acquire the basic skills that will allow them to raise their standard of living.
- [To Molly Melching:] The work you are doing here is very impressive and I wish you success for the future.

[During the tour:]

- What is special about Saam Njaay village that makes it a model which draws regular visitors?
- How does Tostan benefit women?
- How does the vegetable garden project fit into Tostan's program?
- I understand Tostan has developed a successful literacy program for adolescents and adults. I would be interested to hear more details about it.
- What other countries use Tostan's program?



U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT PRESS RELEASE

WASHINGTON, DC 20523
<http://www.info.usaid.gov>

PRESS OFFICE
(202) 647-4274

Location
Date

USAID Supports Community-Based Development in Senegal

In 1982, the village of Saam Njaay, located an hour from the capital city of Dakar, suffered the same problems of some 13,000 rural communities in Senegal: poverty, environmental degradation, disease, and high rates of illiteracy and unemployment. However, with a three-year, \$100,000 grant in the mid-1980s from USAID and through the determined efforts of an American woman, the villagers of Saam Njaay have taken charge of their own lives, making successful and sustainable improvements to their small community of 350. This grant also benefited other villages and resulted in improved training methods.

Saam Njaay is a typical village in the West African nation of Senegal, a country where agriculture is still the principal source of income for 70 percent of the population. Senegal's challenges are similar to those of its West African neighbors: high illiteracy – 77% of women and 57% of men (in 1982, 100% of the villagers in Saam Njaay were illiterate); high child mortality (13% of children die before the age of five); an average life expectancy of only 49 years, and a per capita yearly income of \$533. Periodic droughts, the advancing Sahara Desert, over-cultivation of marginal lands and deforestation threaten Senegal's rural communities. High population growth (the country's 8.3 million population will double in just over 20 years) and high unemployment (averaging 35%-45% nation-wide, but much higher in rural areas) pose serious risks for the country's future stability.

Molly Melching, an American who has lived in Senegal for 22 years, is seeking to stem these problems through non-formal education programs and community-based solutions. After serving in Peace Corps, she worked in Saam Njaay. In 1991, with assistance from USAID and UNICEF, she founded the American nongovernmental organization (NGO) "Tostan," meaning "breakthrough" in Wolof, Senegal's principal local language. Tostan's activities, building on the success of Saam Njaay, focus on adult and adolescent education which prepare villagers for small income-generating activities, revolving credit funds, vegetable gardening and improved health, hygiene, and environmental management. 70% of Tostan's participants are women and special emphasis is placed on women's rights. Tostan has extended its education program to more than 20,000 participants, and recently developed a democracy module. In 1993 UNESCO chose Tostan's approach as one of the major innovative non-formal education programs in the developing world and widely distributed a publication entitled, "Breakthrough." Many other African countries have requested versions of the Tostan program.

USAID supports Tostan as part of its strategy is to promote economic growth through increased cultural productivity and sustainable use of natural resources. The USAID strategy also includes empowerment of and increased participation by women, the devolution of decision-making and basic services to the community level, and improved governance.

Donors In Saam Njaay			
<i>Donor</i>	<i>Date</i>	<i>Project</i>	<i>Approximate Amount</i>
USAID	1983 - 1985	Non-Formal Education In the Rural Area	\$100,000
US Embassy Self-Help	1985	Village Health Hut	\$4,000
		Garden Project	\$1,000
Africare	1985 - 1986	Millet Machine	\$2,000
		Well and Wind Mill	\$6,000
		Village Maternity	\$12,000
		Animal Patterning	\$2,500
UNICEF TOSTAN	1992 - 1994	Non-Formal Education Classes	\$2,000
		Village Latrines	\$1,000
		Adapted Wood Stoves	\$150
		Repair to Windmill	\$1,500
		Construction of Classroom	\$4,000
American Jewish World Service	1996	Women's Health Model	\$300

Projects In Saam Njaay From 1983 - 1997

1983 - 1985				
Name of Project	Date	Donor	Principle Actors	Amount
Non-Formal Education in the Rural Setting	1983 - 1985	USAID	Molly Melching Bollé Mbaye Malick Pouye	\$100,000

Results of Project

Education

- ◆ Classes in non-formal education for 50 villagers including literacy, numeracy, mathematics, environmental education, health education, problem-solving skills, management skills, etc.
- ◆ Autonomy of villagers for managing and sustaining village projects.
- ◆ Creation of village documents to record births, marriage, deaths, and other events.
- ◆ Creation of non-formal education materials used in other projects throughout Senegal and funded by USAID (Oral Rehydration Therapy, Nutrition, Malaria, Environmental brochures, etc.)
- ◆ Two villagers trained as TOSTAN trainers five villagers trained as TOSTAN facilitators.
- ◆ Awareness of the importance of basic education and request for classes by surrounding villages.

Environment

- ◆ Production of a theater on the environment by villagers. This theater was performed for many villagers and was on the radio many times.
- ◆ Construction of 50 adapted wood stoves to save on firewood and protect the environment.

- ◆ Environmental education: classes on reforestation, compost, and adapted wood stoves.
- ◆ Planting of a village woodlot (funding of \$100 from Africare).

Health

- ◆ Construction of a village health hut in 1985 (Funding from the US Embassy Self-Help Fund).
- ◆ Continuous health service for Saam Njaay and 20 surrounding villages 1985 - 1997.
- ◆ Health education in Saam Njaay and in 20 surrounding villages.
- ◆ Clean water system installed by the Government of Senegal, connection Saam Njaay to the main pipeline from the Lac de Guiers. Water system managed by villagers.
- ◆ Publication of flip charts and brochures for health education (USAID).
- ◆ Construction of a village maternity (Africare - 1987) equipped by UNICEF in 1997.
- ◆ The "Hygiene" Project to clean the village every Thursday and Sunday started by village women.

Income Generation Projects

- ◆ Millet machine project for women funded by Africare and women of Saam Njaay in 1986. Managed and run exclusively by women. Repaired through efficient management of project funds.
- ◆ Garden project funded initially by US Self Help Fund. Further funding from Africare in 1985 to construct a wall and install a windmill.

1992 - 1994				
Name of Project	Date	Donor	Principle Actors	Amount
Non-Formal Education for Development	1992 - 1994	UNICEF	TOSTAN	\$8,650

Results of Project

Education

- ◆ TOSTAN Non-Formal Education Program for 50 village women (funded by UNICEF).
- ◆ Construction of a village education classroom (funded by UNICEF).
- ◆ Autonomy of participating village women to manage and sustain village projects.
- ◆ Classes held in six surrounding villages.

Environment

- ◆ Construction of new adapted wood stoves to save on firewood and protect the environment (funded by UNICEF).

Health

- ◆ Construction of 12 village latrines (UNICEF funding).
- ◆ Baby weighing project begun by tow newly literate village women to fight against malnutrition in the 30 participating villages.

Income Generating Projects

- ◆ Women's Credit project with start-up funds resulting from money collected in the Hygiene Project.
- ◆ Revolving Credit projects to loan money to farmers needing seeds form the rainy season.

TOSTAN - UNICEF

Basic Education Program for Women and Children

Languages: *Wolof, Pulaar, Mandinka and Serrere*
Funding: *UNICEF*
Dates: *1988 - 1997*

Module 1	
Themes for Discussion	A process for problem-solving (Problem identification and analysis, choosing appropriate solutions, planning skills for implementing a solution, evaluation skills)
Methods	Theater, flip-charts, stories, pictures, games.
Literacy Learning	An Introduction to Reading and Writing, pre-reading and writing skills.
Numeracy learning	Number 0 through 9, simple addition and subtraction.

Module 2	
Themes for Discussion	Application of skills learned in Module 1 related to village health and hygiene.
Methods	Theater, flip-charts, stories, pictures, games.
Literacy learning	Study of texts, sentences, words, syllables and letter.
Numeracy learning	Addition and Subtraction. Telling time, using the calender.

Module 3	
Themes for Discussion	Basic health information on the Oral Rehydration Therapy and Vaccinations
Methods	Theater, flip-charts, stories, pictures, games
Literacy learning	Study of texts, sentences, words, syllables and letters.
Numeracy learning	Addition and Subtraction with carry-over.

Module 4	
Themes for Discussion	Management of financial and material resources.
Methods	Theater, flip-charts, stories, pictures, games.
Literacy learning	Elementary grammar lessons. Reading and writing skills.
Numeracy learning	Multiplication.

Module 5	
Themes for Discussion	Leadership and group dynamics.
Methods	Theater, flip-charts, stories, and pictures.
Literacy learning	The writer's workshop.
Numeracy learning	Division

Module 6	
Themes for Discussion	How to do a Feasibility Study.
Methods	Theater, flip-charts, stories, and pictures.
Literacy learning	Reading and grammar skills.
Numeracy learning	Mathematics for doing a feasibility study. Mathematics.

TOSTAN Modules for Continued Education
(Each Module Includes 24 Sessions and Lasts 2 Months)

- | | |
|------------------|---|
| Module 7 | Women's Health (2 Month Program) funded by American Jewish World Service reached 4,000 women in 1996. |
| Module 8 | Early childhood development funded by American Jewish World Service to reach 2,000 couples in 1997 |
| Module 9 | Promotion of Democracy and Human Rights - 1996. Funded by the United States Government. |
| Module 10 | Nature resource management funded by USAID (NGO support project). |

AMERICAN

**JEWISH
WORLD
SERVICE**989 Avenue of the Americas
New York, NY 10018(212) 736-AJWS (2597)
(212) 736-3463 Fax

ajws@ajws.org

March 13, 1997

Dear Mrs. Clinton,

American Jewish World Service (AJWS) is honored that you have chosen to visit *Tostan* in Senegal during your upcoming trip to Africa. AJWS is a non-profit organization that works in partnership with local grassroots organizations to provide non-sectarian support for agriculture, education, health, and economic development throughout the developing world. We have been working in partnership with *Tostan* since 1994, to develop and implement the "Women's and Children's Health, and Early Childhood Development" project.

Through this participatory, action-oriented training, over 6,000 women are now learning about their health, their bodies, and their human rights. For the first time ever, women are discussing and addressing sensitive issues such as menopause, family violence and female genital mutilation.

This year, *Tostan* will begin the second part of the AJWS training program, involving children's health and early childhood development. The 48-session module will address the issues that affect a child's health and development, including family planning, nutrition, vaccinations, common illness, and mental health.

Through our volunteer program, the Jewish Volunteer Corps, AJWS has provided *Tostan* with two skilled professionals who assisted the *Tostan* staff with strategic planning, computerized record-keeping, and production of a promotional video.

We very much appreciate your commitment to grassroots human and economic development throughout the developing world and hope you will have a productive and inspiring trip.

Sincerely,

Andrew Griffel
President/CEO

The seeds: building on tradition

"He who rejects his traditions may find himself being deceived by other traditions."

Wolof proverb

TOSTAN's roots go back to Melching's early years in Senegal, when she studied under the late Cheikh Anta Diop, a fervent believer in the development of national languages and the importance of indigenous African cultures. Since then, Melching and her collaborators have travelled the country with the spirit of ethnologists, collecting songs, proverbs, legends and stories that are a rich source of literacy materials.

Children were their first testing ground. In 1976, in collaboration with the Senegalese Ministry of Culture, she and Bollé Mbaye, a dramatic arts graduate well-versed in African traditions, opened "*Demb ak Tey*" (Yesterday and Today), a centre to promote non-formal education in Wolof for Senegalese children by giving them access to books, theatre, puppetry, games and art activities based on their traditions. Located in the Medina, a crowded section of downtown Dakar, the centre became a favourite meeting spot for neighbourhood children who otherwise spent most of their time on the streets. At first, the children were given various new reading materials in Wolof. "We noticed that books at school were in French, which meant children not at school could only look at the pictures in them. We saw the children were very excited about reading," Bollé explained. "So we devised a game. We cut out a lot of letters and drew pictures of day-to-day objects the children knew. They would use the letters to create the corresponding words which had been used in the books we had been reading with them. We found

that after only a few weeks many children were reading small texts." With puppets modeled on traditional Senegalese dolls, children staged their own puppet shows performed in the neighbourhoods and later on Senegalese television.

The *Demb ak Tey* Centre expanded its activities by reaching out to thousands of other Senegalese children in a two-hour weekly radio programme in Wolof from 1978 to 1982. Named "*The Circle of Yesterday and Today*", a reference to the way children once gathered round their grandmothers in a circle to hear songs, riddles, proverbs and stories, the programme focused on the activities and interests of children in rural Senegal. Like a caravan in ancient times, the programme's producers went from village to village collecting materials. "Suddenly, parents began working with children so that when the radio programme passed through, they would have good and interesting materials. It became a kind of competition between villages to see who would have the richest materials," Bollé and Melching recall. The programme became very popular: the village children and even the adults could just about recite every play and story broadcast from the previous week. This prompted the producers to put more messages into the show about health, the environment and the importance of education. "We started doing plays on health and the environment, and songs on the importance of reading and writing." Children and adults listened regularly to the programme and used it as a forum for discussion in their villages.

"We found that after only a few weeks many children were reading small texts."



The Saam Njaay adventure

ncouraged by this, the *Demb ak Tey* Centre moved to Saam Njaay in 1982, a drought-stricken Sahelian village of 300 people located an hour from Dakar. Melching and Bollé's arrival in the village was auspicious: as the story goes, El Hadji Moustapha Njaay, the village chief who was 95 years old, had known 40 years earlier that an unusual woman could come to Saam Njaay because his father had dreamt of her arrival and the changes she would bring about in the village. What started as a three-month theatre project financed by the non-governmental organization ENDA-Tiers Monde turned into a two-year stay, during which a basic education programme was developed with villagers. The experiment was financed by the United States Agency for International Development (USAID) in conjunction with a project at the Senegalese National School of Applied Economics (ENEA).

"When Molly came", the village chief told a visitor, "the village women walked five miles a day to get water. Now they get water here. Before, we had no system for gardening and our people often went hungry in the dry season. Many of the village's babies died before the age of 2. Now we have enough food for the dry season and a health hut that serves this and 18 other villages. The young men also used to get bored and restless and left the village to go into Dakar. Today they are here with us, deeply involved in village projects." Proof of that is the grinding mill, run by the women and now making a good profit. The dispensary is self-financing and the nursery garden, known for its production of egg-plants, has prospered.

Saam Njaay is a symbol of the future TOSTAN basic education programme. First,



because every innovation came after dialogue with villagers. "We spent a lot of time talking about what people did already, what their problems and needs were," says Melching of her team's early days in Saam Njaay. "We talked about traditional farming and the kinds of events that were really important to them. Their first priority was to have access to water. Their second priority was to read and write. They wanted to learn how to write their names and correspond with their friends and relatives. They were very open and excited by our approach and our interest in them. We recorded everything and told them we would write it down, come back and say 'look: this is what you have said!'".

At first, villagers saw French as the language of progress. Since colonial days, mastery of reading and writing in French had been synonymous with paid employment or, more important, a job in the civil service in Dakar. The team pointed to the large number of unemployed, educated people in cities and considered the advantages of learning Wolof. "The villagers became increasingly excited to discover that in only a matter of months, they would be able to write letters, understand receipts and forms (for selling their millet and peanuts) and manage their own village projects," said Bollé. They unanimously chose to begin classes in Wolof.

Every innovation came after dialogue with villagers. "We spent a lot of time talking about what people did already, what their problems and needs were".



A meaningful road to literacy

Looking at familiar objects that resembled letters, the roofs of two huts became an "m". The round mats woven by women were perfect "o"s.

Although the Tostan programme takes eighteen months, villagers learn basic reading and writing skills in four or five months. In Saam Njaay, most participants (men, women and children between 10 and 60), had never seen a text in Wolof. The first step was to motivate participants by writing down their names, their proverbs and stories, or their daily activities, then reading these texts back to them. The villagers copied the texts in shaky but determined handwriting. The team only introduced the study of individual letters at a later time and then through use of an alphabet song using traditional rhythms which soon captivated the whole village. They toured the village with learners and identified familiar objects that resembled letters. The roofs of two huts became an "m". The round mats woven by women were perfect "o"s. The first lessons were in the backyard of a village compound. "We helped everyone practise writing circles and lines until they were used to holding a pencil. Then each participant chose a favourite word to learn. We gave each person his or her word and asked them to copy it several times," says Melching. "The artist on our team, Malick Pouye, drew pictures of the objects represented by the words. With these words we put together a basic village vocabulary to which we adapted traditional Wolof games to reinforce word recognition and spelling." Unlike most literacy projects in West Africa which stress letter repetition and syllable combination, this approach, influenced by the "whole language approach", emphasizes meaning, exposes participants to real texts from day one and encourages them to create texts. Because they are familiar with the text's content, reading comes more easily.

Within five months, many villagers had start-





ed to write. Some began taking notes at meetings and recording the births and deaths in registers. As they acquired literacy skills, they also gained confidence in their ability to change their living conditions.

At one literacy meeting on the environment, women talked about the long distances they had to walk to find firewood, although they knew of the dangers of deforestation. After visiting the nearby Forestry Department, a group of villagers wrote a play on this theme, featuring a child who meets the king of all trees in Senegal while looking for wood. He transports her to a magical country where every tree talks to her through a poem or song, explaining the importance of protecting and planting trees. Besides a performance in Wolof for the national 'Day of Trees' ceremony, the play was broadcast several times on national radio. An exhibition by the villagers was the basis for an educational brochure published by the National Forestry Department. As a result of this mobilization, the villagers planted a small wood lot and built more than fifty clay and sand stoves in five nearby villages. Health issues, including malaria prevention and treatment, were also introduced into the literacy programme. Villagers elected a health committee and the head of each household gave FCFA 1,000 (US\$2) to buy medicines. The committee

later secured funds to build a health hut.

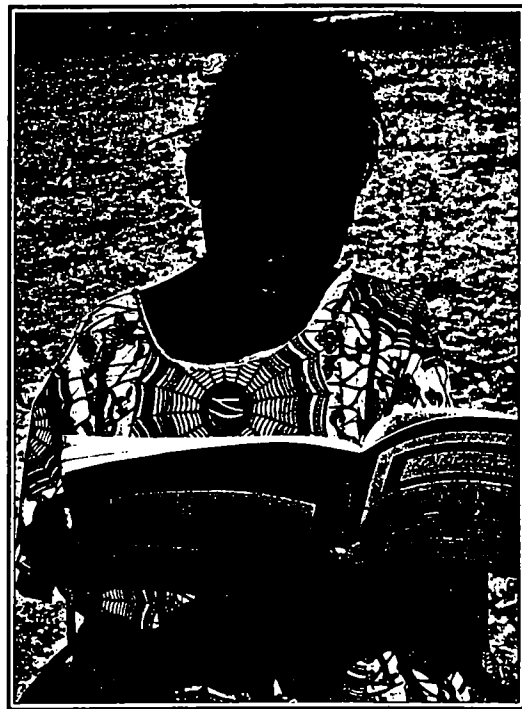
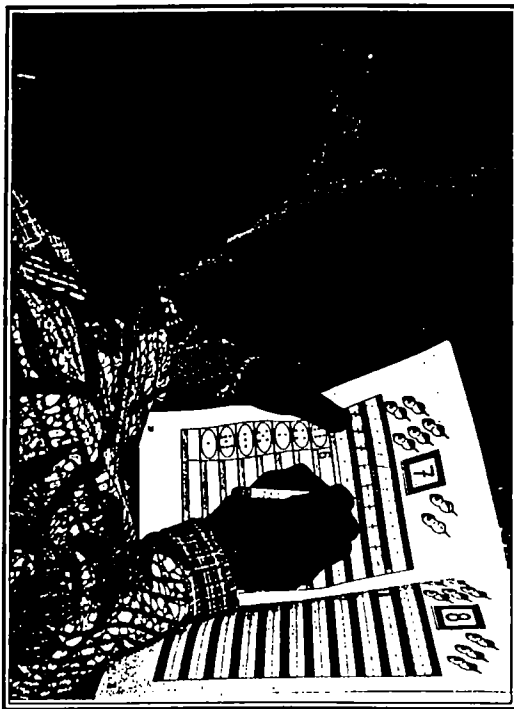
The positive experiences in Saam Njaay, combined with visits to numerous literacy centres around the country, convinced the project's team to make its teaching methods available more systematically to larger numbers. A first attempt to organize materials into a modular system for an educational programme took place in 1987 in forty-two villages of the Kaolack region. In 1988, UNICEF/Senegal and the Minister of Social Development reviewed the Saam Njaay experience and the first draft of the basic education programme in Kaolack. Both parties were convinced that the hundreds of broken down millet machines, pumps, windmills and health huts in rural Senegal would still be working if villagers had been more involved and educated before project implementation. Between 1989 and 1992, upon request from the Senegalese government and with funding from UNICEF and the Canadian International Development Agency (CIDA), TOSTAN further developed and tested its basic adult education programme.

The TOSTAN programme has incited women to form cooperatives and take an active role in managing village funds.



Learning by modules: a progressive approach

*"You never
teach children
anything: they
learn because
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learn."*



TOSTAN has never abandoned the philosophy of education developed in Dakar when working with underprivileged children: "You never teach children anything: they learn because they want to learn. What you have to do is to stimulate them." In Saam Njaay, villagers were motivated when they found meaning through learning and understood why they were doing things. "We treat villagers as very intelligent adult learners", a TOSTAN co-ordinator, Sidy Cissé, explains. "All our educational materials are based on the idea that people have a vast store of knowledge which they have learned through different methods. They need to think about what they are doing and understand why they are doing it. They need to

know why a new technique is being introduced, they need to analyse it and understand it, then decide with others if it's right for their community." The experience in Dakar and Saam Njaay also proved that games, songs and theatre rooted in local traditions encouraged participation.

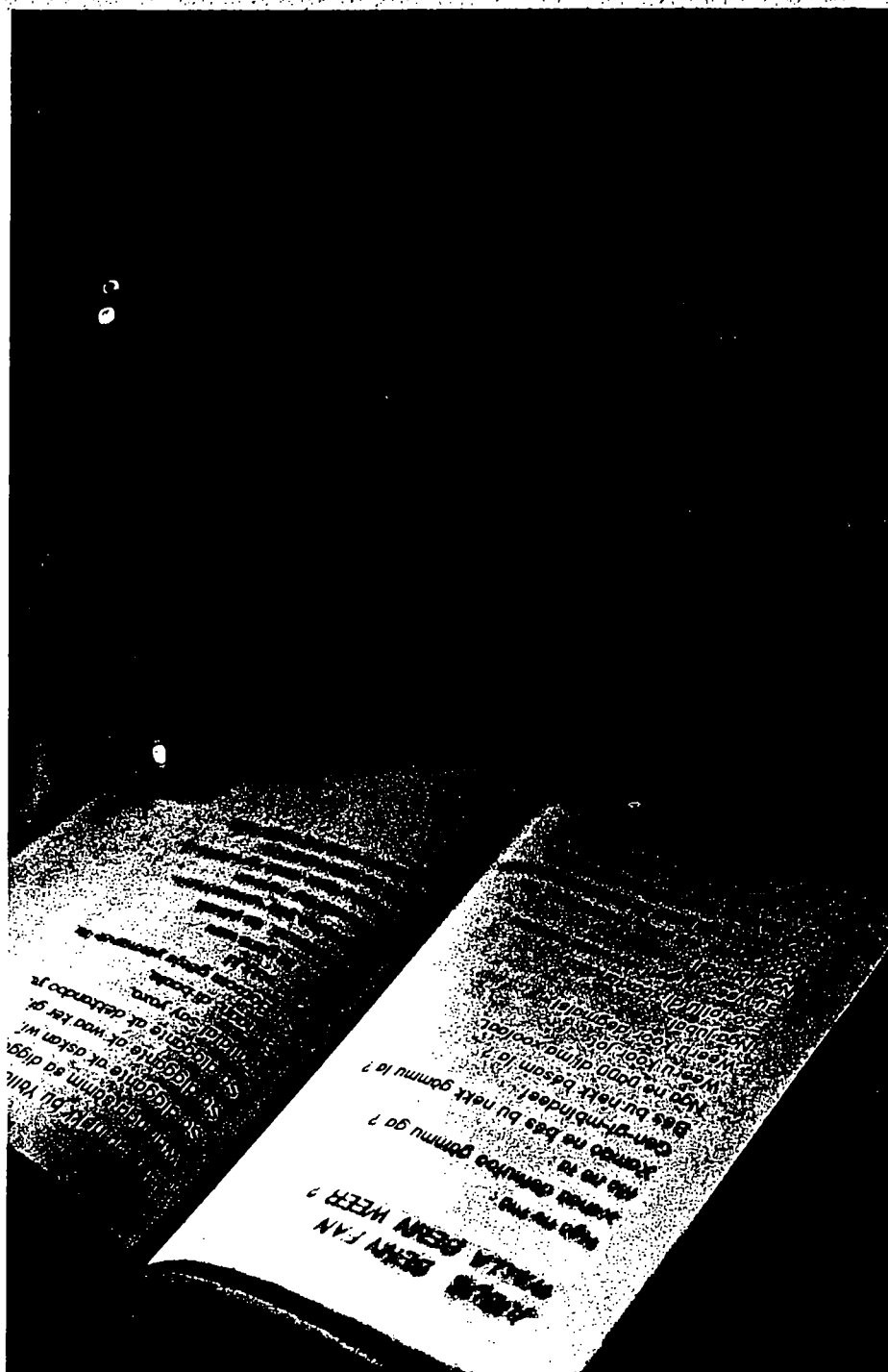
In the TOSTAN programme, learning how to read, write and do mathematics goes hand in hand with improving living standards. Since women are both the main care givers in the Senegalese family and the least educated group in society, the programme has been adapted to them. This involved rewriting and retesting the programme to take into account the fact that most village women have never been to school and are



rarely exposed to letters and numbers. The "whole language approach," for example, is well-suited to this kind of situation since it starts with stories of relevant experiences rather than abstract letters that at first have no meaning. "Studies on the ways women learn stress values such as nurturing and interdependence. We emphasize people's need for one another, we try to show how people can work together, often citing traditional proverbs," said Ramata Dia of TOSTAN. "Women learn very quickly this way."

Journeying from the concrete to the abstract is used for teaching mathematics. Adapted from a method introduced at the Mauritanian Institute of National Languages, the approach emphasizes the notion of "base" as the foundation of all written and oral numeration. One of TOSTAN's education specialists, Amadou Alpha Bah, perfected the method, adapting it to the Senegalese environment and especially to women. Each maths lesson is tied to a practical skill and moves from the concrete (real objects) and the semi-abstract (drawings of objects) to the abstract (numbers).

The eighteen-month TOSTAN Basic Education Programme, presented to participants as a path of discovery, comprises six learning modules, each covering twenty-four sessions and lasting two months. Each session lasts about two hours. Based on their work schedules, learners choose the days and times of classes. Classes usually meet three times a week, every other day, but during the rainy season, learners generally meet once or twice a week.



Many classes create study groups to review new information outside class hours. In one evaluation, a majority of village women maintained that coming to class regularly, namely every other day, was essential to sustained learning because it gave them the time needed to assimilate new knowledge.



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April 12, 1994, Tuesday

LENGTH: 1018 words

HEADLINE: AFRICA-CHILDREN: A LITERACY BREAKTHROUGH IN SENEGAL

BYLINE: By Amrita Shlachter

DATELINE: THIES, SENEGAL, Apr. 12

BODY:

It is ten in the morning, and Yabata Njaay is hunched over his log-book in the primary health care centre of Saam Njaay.

The small village is on the outskirts of Thies, one of three main cities in the West African nation of Senegal.

Called the Neegu Wer-gi-yaram, Wolof for "Hut of Health of the Body," the one-room facility serves not only the 300 inhabitants of Saam Njaay but also the people of other mud-and-thatch villages surrounding Thies.

Not so long ago, common ailments such as fevers, eye infections, minor cuts or worm infestations either went unattended or if they got out of hand entailed a tedious bus journey into the nearby city centre.

But that was before Yabata became literate, and before he realized that he d be of valuable service to his people.

A solemn-looking man of 40, who goes about his business with meticulous precision, he is one of a number of Senegalese to whom literacy came late in life.

For Yabata, literacy meant a new job. It enabled him to learn the skills needed to become his village's health care worker.

For his fellow villagers, literacy has made life's everyday problems easier to tackle.

"We used to believe that malaria was caused by the rays of the sun," says Yabata.

"But now we know it is caused by mosquitoes, and that they breed in stagnant water. We have learned that they come out between one and two o'clock in the morning. So now we know what to do."

Yabata gained literacy the "tostan" way. In his native Wolof, tostan means hatching of an egg, or breakthrough.

It was conceived by an American educator, Molly Melching, who came to Senegal 18 years ago to write a doctoral thesis on African culture.

Inter Press Service, April 12, 1994

It took her 10 years of trial-and-error experimentation to develop tostan.

Today this informal approach to learning has received the endorsement of the Senegalese government. It is supported by UNICEF, the U.S. Peace Corps and the Canadian International Development Agency.

A tostan course usually starts with a common problem, like a broken hand-pump.

Over a period of weeks, students identify the steps needed to fix the pump: Can one of the villagers fix it, or must they find someone elsewhere? How much will it cost? How will they raise the funds?

Letters of the alphabet are made easily recognizable by drawing parallels with common objects. Hence, the conical roofs of two huts become an "M"; the round mats the women weave become perfect "O's"; a gourd drinking cup becomes a "Q."

Simultaneously, the learning process is reinforced by displaying key words all over the village on wooden plates.

"Our program uses a whole language approach and emphasizes reading and writing for meaning, rather than just decoding," says Melching.

"Our participants start the learning process with texts rather than letters, words or sentences."

In Senegal, once regarded as the crown jewel of the French colonies, literacy rates remained abysmally low decades after independence.

And, as in other male-dominated societies, illiteracy among women was the highest: 82 per cent of Senegalese women have never received any schooling.

The tostan method aims to boost literacy by targeting adults, especially women, who would otherwise be excluded from the learning process. The philosophy evolved out of a rural management project that Melching supervised for USAID during the mid-1980s.

When her team arrived in Saam Njaay, they discovered that what people wanted was to read and write. "Literacy brings progress," they explained.

By literacy, they meant fluency in French. Melching and her co-workers pointed out the large numbers of unemployed, educated people in the cities, and the years it takes to become functionally literate in French.

They began to talk to villagers about the advantages of learning to read in Wolof. They explained that in a matter of months they could learn to write letters, understand receipts and even manage their own village projects.

Informal classes started immediately, and with each session the people showed a hunger to learn more. Especially encouraging was women's participation.

To them, the idea of being able to hold a pen and sign their own names, to understand receipts for the millet and groundnuts they sold, was something approaching a miracle.

Inter Press Service, April 12, 1994

Before long, the women began to show management skills in running the village millet-crushing enterprise and in developing community kitchen gardens that vided their families with a more nutritionally balanced diet.

The program was, as the name suggests, an awakening or breakthrough for the small community. Currently about 5,000 villagers in 80 Senegalese villages are learning to read through tostan.

The government is anxious to bring the program to the cities as well. The teaching modules can easily be adapted in different languages. UNICEF and the Peace Corps use them in a dozen other parts of Africa, including Guinea, Mali, Namibia and Niger.

The key component in the tostan method is creating a meaningful connection in the learner's mind between what is being taught and the environment in which the learner lives. Western educators call it "applied learning."

For Melching, who has been a student of African culture for nearly two decades, applied learning techniques make enormous sense. Scores of literacy projects have failed to achieve their goals, she says.

As a result, when foreign donors pour money into elaborate development schemes such as irrigation systems or introduce labour-saving farm machinery, many of these projects also fail.

"This is inevitable," she says, "because the people have not been encouraged to build the group or leadership skills, let alone the technological skills, required to sustain development."

ack in Saam Njaay, Yabata's wife is eager to take a course in primary health , so she can assist her husband in the health hut.

He is trying to raise money to buy a motorcycle so he can create a mobile health care system to reach surrounding villages. As the tostan method has "hatched" literacy in the village, so is it nurturing the seeds of sustained development.

LANGUAGE: ENGLISH

LOAD-DATE: April 14, 1994

FIRST LADY HILLARY RODHAM CLINTON
STATEMENT ON VISIT TO SAAM NJAAY VILLAGE
SENEGAL
MARCH 17, 1997

Let me begin by thanking all of you -- the people of Saam Njaay village -- for opening your homes, your schools and your hearts to my daughter and me this morning. Chelsea and I have been touched by your warm hospitality and kindness.

It's perhaps no understatement to say that I've seen the hope and future of Senegal in this village. I've seen it in your health clinic, in your classrooms, and in the vibrant culture and traditions you've shared with me today. Most importantly I see it in the eyes of each man, woman and child of this village who is working hard to bring greater progress, health and prosperity to your families and your community. You are an inspiration to all of us.

Through "TOSTAN," you are gaining what I like to call the tools of opportunity -- reading, writing, problem-solving, and the principles of good hygiene and health, leadership and financial management. With these tools, you have the power to build better and happier lives for all people, the power to gain all the blessings of the world. And I am very proud that so many of my fellow Americans, beginning with Molly Melching, have come to work in partnership with all of you to make sure every member of this village has the opportunity to fulfill his or her greatest God-given potential. We have a great deal to learn from each other.

I understand that TOSTAN is Wolof for "breakthrough." I commend you on the many breakthroughs you have already achieved and I am confident that in the coming years and decades, many more will come.

Thank you very much.

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Senegal: Visit to Peace Corps Training Center

Context

The Peace Corps program in Senegal is one of the oldest and most respected in the region. The Peace Corps has been active in Senegal since 1963. In 1974, Peace Corps began using the facility at Thies to train volunteers for assignment in Senegal. The center currently also prepares volunteers for assignments in Guinea (Conakry) and Cote d'Ivoire (approximately 180 volunteers graduate from the center per year). The center occupies 2.8 acres. It consists of 8 buildings, a kitchen, several storage rooms and classrooms. All of these facilities are provided to Peace Corps at no charge by the Government of Senegal. The center is managed, under contract, by CHP, International, a private voluntary organization which specializes in language, cross-cultural and technical training. CHP is based in OakPark, Illinois.

Peace Corps is currently serving in 90 countries worldwide. Of those served, 29 countries are in the Africa region. One hundred forty-seven thousand Americans have joined Peace Corps over the past 35 years. More than 56,000 of those people have served in Africa and the number is growing. Currently there are 2,261 volunteers working in the Africa region.

Objectives

- o To underscore the importance of Peace Corps in promoting world peace, friendship and grass-roots development.
- o To show appreciation to the volunteers and trainees for their work.

Talking Points

- Senegal and the United States have been friends for a long time. Peace Corps --working in Senegal since 1963-- is an important part of that relationship.
- Your work benefits those in the villages where you live, but also promotes understanding and builds bridges between diverse people and cultures.
- Tolerance, understanding and joint efforts to make the whole world a better village in which to live exemplify the best in America's spirit. That is what you and Peace Corps all over the world represent -- the best America has to offer. Thank you for your efforts here.

DRAFT

TALKING POINTS
FIRST LADY HILLARY CLINTON
Visit to Thies Regional Training Center
March 17, 1997

Purpose

You will visit the Thies Regional Training Center in Thies, Senegal. Each year, approximately 180 Peace Corps trainees from Senegal, Guinea, and Ivory Coast receive their pre-service training at the center. The three months of training includes developing local language skills, technical skills, and cross-cultural understanding. Trainees live with local families to enhance their cross-cultural experience and improve their language proficiency.

Background

The welcome, the openness, and the sharing by the town of Thies, Director Kayego Bwaratsi, and the Senegalese training staff deeply touches new Volunteers as they begin their African experience. The center's Senegalese staff provides exceptional language, cross-cultural, and technical training. The staff share their lives, traditions, and skills with new Volunteers, providing the knowledge and confidence necessary for the Volunteers to meet the challenges they will face in their assignments.

Talking Points

- I am pleased to have this opportunity to meet with Senegal Volunteers and to tour your training center. President Clinton and I are very proud of the work that you and other Peace Corps Volunteers do throughout the world. All Americans appreciate your dedication and effort.
- I would also like to thank the Senegalese government and the town of Thies for your longstanding support of the Peace Corps. I know that the Peace Corps is especially proud of its partnership with the people of Senegal and with this community in particular. The work of Director Bwaratsi and the training staff makes the excellent work of Peace Corps Volunteers here possible.
- To the Volunteers, I understand that nearly half of you will be completing your service in June. We thank you for your contributions to the Peace Corps and to the people of Senegal. I know that you'll bring more than a little bit of Senegal back with you to the United States.



Senegal: Visit to Martin Luther King Girls' School

Context

The Martin Luther King Girls' School was built in 1972. There are 807 students. It is the only all-girl junior high school in Senegal and one of only two schools named after an American. It offers both academic and vocational training. This is the only Senegalese institution named in memory of Dr. King, but most educated Senegalese are aware of the significant role Dr. King plays in American History. In 1996, the African-American and African Foundation on Science, Education and Economic Development (AAAFSEED), based in New York City, donated 100 desks.

Objectives

- o To stress the importance of education in general and girls' education in particular.
- o To communicate Martin Luther King's message of pride and empowerment.
- o To emphasize community-to-community initiatives such as relationship between AAAFSEED and the MLK School.

Talking Points

- The education of girls and women is and should remain a priority for our two countries.
- Martin Luther King taught us that great changes can occur peacefully, through the efforts of individuals, especially students like yourselves, to better themselves and their communities by standing up for their rights.
- Educating young women will impact future generations.
- The best way to thank your parents for the sacrifices they have made is by studying hard and being the best you can, whether wife, mother, doctor, lawyer, businesswoman, public servant or president.



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PRESS OFFICE
(202) 647-4274

Location
Date

USAID Employee Profile: Margaret NDiaye and the 'Martin Luther King Girls' School

The Martin Luther King Girls' School located in Dakar, Senegal was created in 1972, and is one of the most progressive all-girls junior high schools in the country. The public school currently has an enrollment of 807 female students ranging in age from 12 to 15 years. The school is led by Madame Aminata DaCosta. Entrance into MLK Girls' School is based on tests conducted by the Ministry of Education and only those girls scoring exceptionally high are admitted. Graduates typically go on to high school and university. The school is a model for affording greater opportunities to both current and future generations of young Senegalese women to become full partners in Senegal's development.

In Senegal, as in Africa as a whole, the literacy rate for females is low (23 percent overall, but 10 percent or less in rural areas). ~~Of girls attending school,~~ only 16 percent go on to secondary school and only one percent attend university. Professional women make up only 4 percent of Senegal's private sector work force.

Despite its commitment to excellence, MLK suffers from the same lack of resources that plague Senegal's educational system: outdated and inadequate supplies of textbooks, rudimentary pedagogical materials and supplies, insufficient operating expenses and inadequate facilities and equipment. Heeding this need, an African-American woman, Ms. Margaret (Fuller) NDiaye (pronounced "N-Jye") took the initiative to help the school named after the man with whom she shares a common dream, Dr. Martin Luther King, Jr. Ms. NDiaye, an eleven-year veteran of USAID, believes that a society's growth and development requires a strong educational base. To that end, she has fostered a better understanding of the meaning of those stirring words, "I have a dream," and has actively supported the efforts of young Senegalese children to obtain an education. In January, 1996, knowing of the MLK school's need for 88 desks and chairs, Ms. Ndiaye began fundraising, receiving an outpouring of donations from the American and Senegalese community. She subsequently located and solicited serviceable school furnishings from the University of Ann Arbor, with assistance from Dr. Richard Ross, President of the African-American and African Foundation on Science, Education and Economic Development (AAAFSEED). Ms. NDiaye's tireless efforts and devotion to the school's 807 girls culminated in the delivery of 100 donated desks and chairs to MLK in October, 1996.

Ms. NDiaye, a native of Alton, Illinois, and a graduate of the University of Arizona, has dedicated her life to quality education for all children of color. Embodying the best in USAID employees, she has volunteered countless hours to charitable activities, orphanages and schools, and to fostering understanding between Senegalese and Americans. She is a two-time recipient of the Ambassador's Award for Community Service and, in 1996, received a Special Tribute from the State of Michigan legislature. She was recently nominated for the Dept of State Secretary's Award for Volunteerism.

Embassy Meet and Greet

Senegal: Visit to U.S. Embassy

Context

The entire staff of the American Embassy, USAID and the Peace Corps will be present to greet you. The group will include approximately 100 American employees and their spouses and about 400 foreign national personnel. Due to space considerations only foreign service employees, not their families, have been invited to this event. You will arrive at the Embassy from your visit to the Martin Luther King school. The Ambassador will escort you into a waiting room and then to an outdoor terrace attached to the Embassy where you will make brief remarks. The Ambassador will then introduce you to a few of those near the podium and you will have an opportunity to shake hands with some of the crowd. The Ambassador will then escort you back to your car.

Objectives

- o To meet the American and foreign national staff members of the U.S. mission to Senegal and thank them for making your visit and make it a success.
- o To express pleasure with your trip to Africa and especially this stop in Dakar.
- o To recognize the dedication of all to the furtherance of U.S. goals in Senegal and acknowledge the difficulties of American families who live and work overseas.

Talking Points

- The work of the U.S. Mission in Senegal reflects the best that America has to offer its friends overseas.
- Your sacrifices and hard work are bringing economic assistance, greater democracy and respect for human rights to Africa.
- Your work, often in difficult circumstances and under less than ideal conditions, exemplifies the best traditions of the U.S. Foreign Service and service to the U.S. government by our foreign national staff.
- I admire your dedication and unparalleled effort to assist Americans and those of other nationalities during last year's evacuation of civilians from war-torn Liberia.
- Though my time here was short, I saw many wonderful sights and met great people, both American and Senegalese. I take back with me a treasury of memories which I look forward to sharing with the President. You have made this trip extremely successful and meaningful for me and I thank you.

-- I also congratulate you on the recent successful West African Invitational Softball Tournament which I'm told is known as WAIST. While an out-of-town team won the tournament, Dakar's five American teams showed real grit. You have left your mark in the annals of baseball in West Africa.