

Vocational Training and Support Project for Talibé Adolescents in Saint-Louis, Senegal

Project for the Care, Training and Life Support of Talibé and Vulnerable Adolescents in Senegal and the sub-region

Partenaire : XXXXXXXXXXXXXXXXXXXX

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Project Title	Improve the living conditions of talibé adolescents, offer them education, vocational training and support towards a life project within the framework of empowerment.
Locations of the action	City of Saint-Louis and Louga, Senegal
Project duration	4 years
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Target groups	Young talibé adolescents between the ages of 14 and 25, Indigent people, i.e. all young people in vulnerable situations who are in need and wish to be supported in other waters. These are young people living in families with low or no income and who have no solution to achieve their dreams.
Ultimate Recipients	Vulnerable youth and adolescents in Saint-Louis

A. Context Analysis

Since Senegal ratified the International Convention on the Rights of the Child in 1990, the Convention on the Rights of the Child (CRC), a law adopted on 20 November 1989, which reflects the commitment of States to guarantee the protection of children's rights throughout the world and to improve their living conditions, remains a real problem today. Because of our societal, cultural, traditional and religious realities, respect for children's rights is an area on which much remains to be done.

In Senegal, children's rights are not always respected, due to the socio-cultural barriers mentioned above and a phenomenon that has persisted for several decades, namely the Talibés. Talibés are children often between the ages of 3 and 17 who are sent by their parents to Daaras which are schools of Quranic learning so that they can master the verses of the Quran. These children find themselves hundreds of kilometers from their native villages and entrusted to a Marabout who is supposed to teach them the Koran and owner of the Daara. These children being under the guardianship of this marabout are left to their own devices and are often exploited by these marabouts who force them to beg.

With more than 10,000 Daaras registered in Senegal with an average of 80 talibés per Daara, it can be estimated that there are about 800,000 children in this situation even if not all of them are forced to beg, and the rate differs according to the geographical areas.

(<https://fr.allafrica.com/stories/201906140822.html>)

<https://www.cairn.info/revue-afrique-contemporaine1-2016-1-page-77.htm?ref=doi#:~:text=Il%20est%20aujourd'hui%20encore,million%20par%20les%20sources%20locales.>

Begging is a scourge that plagues society and has become a profitable and efficient business for some marabouts. The talibé children are mostly obliged to bring back to their marabouts a fixed daily sum ranging from 200 CFA francs to more than 1000 CFA francs depending on the geographical area and the number of talibés. These children are exposed to punishment for non-payment, often corporal punishment, which amounts to torture and ill-treatment of these children. In addition, the talibés live in deplorable conditions in these daaras, which are often slums, without sanitation, unsanitary and without any security. The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, which was ratified by Senegal on 26 August 1986. This Convention guarantees the protection of minors against all forms of torture. Senegal also passed a law to amend its penal code in accordance with the Convention in 1992. Despite all these provisions, conventions, laws and others signed, this problem persists and becomes more and more critical, in Dakar alone there are more than 200,000 talibés in the streets and this is the case in all regions of Senegal and more particularly in religious cities. These children in vulnerable situations who find themselves in these situations in the daaras, end up running away and finding themselves in a street situation and face all the dangers that this implies. These children in street situations are exposed to drugs, theft, sexual abuse, banditry and become a danger to society because they are marginalized and no one to reach out to them. Some public services exist that offer psychological, health, food and other support, but do not have the technical and financial means to have a significant impact. Private organizations and NGOs play an important role in providing care, support, training, reintegration and other services to vulnerable children, but they still face the limit of intervention due to legislation.

This situation is the result of several multidimensional factors such as poverty, school dropout, religion, beliefs, lack of education and infrastructure, which push parents to send their children to daaras in the hope that they will receive a better education from the Quranic teacher.

As part of this project, which has a well-defined target of talibé teenagers, who are often forgotten in the traditional care in favor of younger children aged between 3 and 14 years old. They are excluded

from the classical system because they do not have a classical education or professional training to practice a profession and they most often find themselves repeating this pattern of daaras by becoming Koranic teachers themselves. At this age they are obliged to go and work in the markets as porters for the women, in the fishing canoes as fishmongers or in the shops to assist vendors or others. These teenagers, seeing no future prospects open to them, are the first candidates for illegal migration at the risk of their lives, with the aim of accessing a better living condition on the other side of the Atlantic. Training and education are important levers to curb this phenomenon and combat the exploitation of talibé children through the daaras. We have noticed that the daaras that exploit children are mostly run by teenagers who have been trained by the marabouts of these daaras to ensure the succession and harden themselves over time from these disgusting practices. It is clear from our studies that it is the grand talibé, as they are commonly called, who takes care of the daara, to ensure that each talibé child brings back his daily payment, which he collects for the marabout and is responsible for punishing each child who would be unfortunate enough not to respect the rules. This vicious circle in which they are entangled is the consequence of a lack of opportunities that would open other doors to freedom.

This project aims to enable these teenagers to benefit from an academic education on basic subjects namely languages, mathematics and geography, to benefit from vocational training in promising professions, an adequate living environment with accommodation and food support. The aim is to ensure the smooth running of planned activities, to protect teenagers from possible temptations and to guarantee the success of their personal and professional undertakings.

This project aims to provide tailored vocational training to talibé adolescents in Saint-Louis, providing them with the tools to improve their future and integrate independently into society.

B. Overall objective

Improve the living conditions of talibé adolescents, offer them education, vocational training and support towards a life project within the framework of empowerment.

Project Objectives

- ✚ To offer a safe and food environment to adolescents with the establishment of a shelter and care center, To improve the living conditions of talibés through psychosocial, medical and food support actions.
- ✚ To train talibé adolescents in promising professions in order to promote their professional integration, To promote the social and professional inclusion of talibés in Senegalese society.
- ✚ Raise awareness among parents, local authorities and the community about the challenges of education and support for talibés.

C. Expected results

- ✚ A structural framework is put in place in which young people can live, eat and sleep safely
- ✚ The young people grow up in a healthy environment, they benefit from a basic education, they can read, write, count and speak two or three languages

- ✚ Young people are trained in trades, they develop skills and are qualified for professional integration
- ✚ Young people develop their skills and gain experience to start their own businesses
- ✚ The young people develop skills and are socially ready to live in a community, they are integrated into their villages or into society with support
- ✚ Parents are made aware of the issues of protecting and educating their children, they understand and are committed to taking these facts into account
- ✚ Local and state authorities are involved in the project and participate in its development with technical and financial support

D. Definition of target groups

The target groups are:

- Talibé children between the ages of 14 and 25: This target is our main source of work and is found in the daaras which are schools of Quranic learning. There is a marabout who is the master of the daara and who is in charge of making them memorize the verses of the Koran. Most of the children who are in the daaras come from poor families who send their children to these daaras, often far from home, to learn the Quran, it is a way for them to relieve themselves of the financial burdens in addition to the socio-cultural factor that makes this practice very widespread. They are often forced to beg to support the daara and live in indecent conditions with poor hygiene. The center that will be set up will meet the expectations of their parents on learning the Koran and at the same time for school instruction.
- Adolescents in street situations: these are often children who have run away either from the daara or from the family home in which they have suffered abuse or torture that has pushed them to live on the street. They are confronted with all the dangers of living on the street, including drugs, sexual abuse, delinquency and all other negative influences due to their vulnerability.
- Indigent people, i.e. all young people in vulnerable situations who are in need and wish to be supported in other waters. These are young people living in families with low or no income and who have no solution to achieve their dreams.

E. Methodology

The methodology used for this project is divided into several phases, each consisting of achieving the objectives set by the project. These are:

- The analysis of the needs of these talibé adolescents is the result of a long observation of the talibé phenomenon and is generally based on the care and education of children under 13 years of age, leaving aside young adolescents left to their own devices. As the perspective of these young people is very limited, it is important to take into account these young people who are becoming the marabouts of tomorrow in order to combat the problem of daaras. It is these young people who often choose the path of illegal emigration, particularly in the Saint-Louis region. They are excluded from the system, not being educated, nor included in the care system, they often face difficult situations that can lead them down perilous paths such as delinquency or banditry. Their care aims to change their very narrow visions of the future prospects by making them aware of their potentials and opportunities, to take them out of the daara circuit by preventing them from becoming future marabouts, to prevent them from being in a spiral and to ensure that they are references for the youngest in order to change mentalities and behaviors.

- The construction of a reception and accommodation centre for talibé adolescents aged between 14 and 25. The mission of this centre will be to provide them with an adequate living environment for learning and training as well as education. They will be able to sleep in the centre, eat and clothe themselves in order to offer them a safe environment and holistic care that will be entirely funded by the centre. They will be like in a boarding school for a duration of 4 years, divided as follows two years of training, one year of practice within a company, an assessment of knowledge and one year of training in business management basic knowledge support for a life project in their regions of origin or in Saint-Louis, if not integration into a professional environment.
- The selection of teenagers will be done in close collaboration with the association of Koranic teachers with whom we have been working for several years and who show good faith in the Koranic education of these young people. They will be selected based on their interest in the program and the desired training available.
- The involvement of local authorities, the community, the population and religious authorities in the project aims to integrate all stakeholders in the process in order to pull together in the same direction to bring about significant changes in terms of the inclusion of these young talibés.
- The aim of the training of young people is to give these young people future prospects by giving them the opportunity to acquire knowledge in one of the professions in which they will participate. Training is a way to put an end to this vicious circle that repeats itself and the victims of this pattern are only these talibés, who later become the Quranic teachers. At the age of 15 and over, they are the great talibés and gradually take the place of the marabout, he teaches the Koran to the youngest while working at the same time in the markets or other possibilities to ensure payments as well. In this strategy, it is a question of getting these young people out of this sole perspective, of giving them the means to develop other than by becoming marabouts or practicing trades reluctantly. By targeting this part of the talibés, we aim to change the paradigm of talibé teenagers who will be offered new opportunities, to derail the machine by stopping this pattern.
- The integration and support of these young people in a life project aims to empower them by giving them the opportunity to be economically independent. Social and professional integration restores dignity to these young people who will become models and references for the younger talibés who come to them later. Returning to their villages of origin with a project adapted to their localities will aim to dissuade parents from sending their children to the daaras with a good communication strategy aimed at making the population understand the importance of education or training. It is also a question of ensuring that these villages can have schools or other infrastructures that can objectify this vision of keeping children in the village.

F. Needs Assessment

As part of this project, we will need these different elements in order to carry out our mission:

Construction

- ✚ Purchase of a 10000 m² plot of land to build the youth accommodation center, with rooms, dormitories, toilets etc...
- ✚ Construction of 5 classrooms for youth literacy and basic science instruction
- ✚ Construction of a dormitory with 50 rooms in each with 2 beds
- ✚ Construction of a meeting room for staff
- ✚ Construction of 5 offices for staff (Psychologist, Educators, Administration)
- ✚ Building a kitchen

- ✚ Construction of a dining room that can accommodate 100 teenagers with 10 large tables of 10 seats
- ✚ Construction of a computer room
- ✚ Toilet construction
- ✚ Building a library
- ✚ Construction Infirmary (3 nurses), who take turns to ensure 24-hour follow-up
- ✚ Construction of a security room (3 guards)
- ✚ Local storage construction
- ✚ Construction of a sports area

Exploitation

Our equipment needs

- ✚ Blackboard, office table, chair, 10 two-seater bench tables with lockers, a door, 4 windows and 5 fans for each class. (Classroom)
- ✚ 1 refrigerator, 1 freezer, 1 stove, 2 shelves and kitchen utensil, 2 doors, 4 windows (Kitchen)
- ✚ 10 Turkish chairs, 14 doors, 6 windows, 10 flushes for washing and 4 washbasins for toilets (Public toilets for ADOS)
- ✚ A mini lounge with 6 seats, a large table with 15 seats with chairs, a TV, a refrigerator, an air conditioner, a fountain, a projector, a shelf for teachers with lockers, a microwave, 2 English chairs and sinks, 2 doors and 4 windows (Meeting room)
- ✚ A bookcase with several shelves, office table, chair, a large printer, a stationary computer, a fan, a door and two windows (Library)
- ✚ An office table, an armchair, two chairs, a mini living room with 3 seats, storage cupboard, a shelf, a computer, an air conditioner and a small printer, a door and two windows, a toilet with English chair and sink (Executive Office)
- ✚ Two office tables, two armchairs, 4 chairs, 2 desktop computers, 2 storage cabinets and two shelves and a small printer, a door and two windows (Administration)
- ✚ An armchair, 10 chairs, 10 computers, an office table, a door and a window (Computer Room)
- ✚ An office table, an armchair, a fan, a treatment table, a chair, a shelf and medical equipment, a door and two windows (Infirmary)
- ✚ A table and chair, a door and a window (Security room)
- ✚ Storage shelves and cabinets, a door and a window (Storage)
- ✚ Sports equipment, sportswear (Sport)

Our operating needs

- ✚ Classroom supplies chalk, sponge, bucket, trash can, ruler, square, compass and globe
- ✚ Canteen supplies food ration to be defined
- ✚ Toilet supplies hand wash, bleach, toilet paper, gloves, soap, bucket, squeegee, broom, mask, mop
- ✚ Office Supplies pens, markers, binders, pencils, erasers, staplers, paper clips, A4 paper, notebook, covers, arithmetic and geometric materials, label, posthite, slates, notepads, sticks, registers
- ✚ Infirmary supplies, care kits, gloves, masks, betadine, aspirin, alcohol, bandages, mercurochrome etc...,
- ✚ Library Supplies

Other needs:

- ✚ Means of Transport: It would be important for MDG to have a means of transport to help with expeditions and travel.

- ✦ Food and clothing for the children which represent a large part of our budget. The various operating expenses such as water, electricity and salaries are also a need because they are an integral part of the care process and guarantee the quality of the service offered.
- ✦ Recruitment of staff: as part of the activities we carry out, we must recruit social workers and specialized educators who will be responsible for ensuring the proper organization of the structure and its functioning and thus strengthening the quality of care and having a much more significant impact on our beneficiaries.
- ✦ Recruitment of trainers
- ✦ Capacity building: it will be necessary to strengthen the capacity of those acting directly on the project and in permanent contact with children to increase their skills and improve the holistic care offered to children and young people in vulnerable situations.

G. Stakeholder Matrices

Stakeholder Power/Influence	High Low	<p><u>Local Authorities</u></p> <ul style="list-style-type: none"> ✚ Their needs must be met and informed of the activities envisaged ✚ Involve and consult them in their areas of interest ✚ Increase their interest and ensure that they participate in the project with technical and financial support. 	<p><u>Marabouts</u></p> <ul style="list-style-type: none"> ✚ Key actors must be integrated into the project decision-making process ✚ Engage them and work closely with them because they can be a hindrance to the project ✚ Maintain constant communication
		<p><u>Communities</u></p> <ul style="list-style-type: none"> ✚ They have little power and little interest in the project ✚ Inform them and keep them informed of the project and its purpose as needed ✚ Maintain willpower and increase their interest 	<p><u>Beneficiaries</u></p> <ul style="list-style-type: none"> ✚ Have a strong interest in success are the direct beneficiaries, but have no power ✚ Inform them of the project and its objectives ✚ Trying to increase their interest <p><u>Partners</u></p> <ul style="list-style-type: none"> ✚ They have high interest and low power ✚ They must be integrated into the process and must participate in decision-making
	Low High		
		Stakeholder Interest	

H. Logical Framework of Intervention

LOGICAL FRAMEWORK

	Intervention logic	Objectively verifiable indicators of success	Sources and means of verification	Assumptions
General objectives	What are the general objectives to which the action will contribute?	What are the key metrics related to the overall goals?	What are the sources of information for these indicators?	
	Improve the living conditions of talibé adolescents, offer them education, vocational training and support towards a life project within the framework of empowerment.	Rate of satisfaction of the basic needs of vulnerable children and adolescents. The level of well-being of young people The level of perception of opportunities for success The level of confidence and self-esteem Percentage of children with access to education The number of adolescents trained The number of youth who have completed the training The number of young people supported The number of young people integrated	Surveys, Stakeholder Reports, Recipient Feedback	The refusal of the marabouts to collaborate, the lack of understanding of the issues by the local populations, the lack of support from the local authorities.
Specific Objective	What is the specific objective of the action to contribute to the overall objectives?	What indicators clearly show that the objective of the action has been achieved?	What sources of information exist or can be collected? What are the methods needed to obtain this information?	What factors and conditions beyond the beneficiary's control are necessary to achieve this objective? (external conditions) What are the risks to be taken into account?

OS1	To offer a safe and food environment to adolescents with the establishment of a shelter and care center and To improve the living conditions of talibés through psychosocial, medical and food support actions.	<ul style="list-style-type: none"> * The level of well-being of young people in the centre *The feeling of security of the young people within the centre* Many of the young people say they see their living conditions better* Many of the young people say they have better nutrition and better health care *Many adolescents are taken care of in terms of food, health and safety * Number Teens participate in the personal development program and sessions with the psychologist 	Activity Reports, MDG Database, Surveys, Programme Register, Evaluation of Activities and Programmes,	The availability of adequate space that is not far from the city, which depends on the local authority that might object to the provision of such space.
OS2	Train talibé adolescents in promising professions in order to promote their professional integration and promote the social and professional inclusion of talibés in Senegalese society.	<ul style="list-style-type: none"> * Many teenagers are trained and supported in a life project * 80% of teenagers complete the training * 50% supported in life projects *Many of the young people are reintegrated into society *Many are integrated into companies after their training to gain experience 		The lack of involvement of teenagers in training, who often start earning money with odd jobs and may not understand the usefulness of training. The complex nature of talibés' perception of them could be a major barrier to their social and professional inclusions.
OS	Raise awareness among marabouts, parents, local authorities and the community on the challenges of education and support for talibés and advocacy.	<ul style="list-style-type: none"> *Number of neighbourhoods sensitised *Number of parents sensitized in neighbourhoods *Number of meetings with neighbourhood dignitaries *Number of meetings with local authorities *Number of advocacy at the level 		The marabouts see the project as a threat to the teaching of Islam and oppose its implementation. The local authorities and the community have no interest in the project.

		of national authorities		
Expected results	Outcomes are the outputs envisioned to achieve the specific objective. What are the expected results? (list them)	What are the indicators to measure whether and to what extent the action is achieving the expected results?	What are the sources of information for these indicators?	What external conditions must be in place to achieve the expected results within the planned timeframe?
R1 A structural framework is put in place in which young people can live, eat and sleep safely	<ul style="list-style-type: none"> * Construction of a reception and accommodation centre in Saint-Louis * Safe and comfortable accommodation and classrooms available for beneficiaries * A canteen is available for talibé teenagers * A team is hired to ensure the security and management of the center. 	<ul style="list-style-type: none"> *100 young talibés between the ages of 14 and 25 are direct beneficiaries and are holistically cared for in the center. *At least 80% of the young people say they feel safer in the centre and find their living conditions improved. 	Register of Programs and Activities, Satisfaction Surveys and Others	<ul style="list-style-type: none"> *Be in good standing on a legal level, with title deeds, building and occupancy permits *Identify the various possible blockages to the construction and anticipate them.
R2 The young people grow up in a healthy environment, they benefit from a basic education, they can read, write, count and speak two or three languages	<ul style="list-style-type: none"> * Special educators provide literacy and basic skills and citizenship classes 	<ul style="list-style-type: none"> *100 young people are in a clean living environment and declare that they have adequate health care. *At least 90% of young people are enrolled in literacy classes. *At least 70% complete the program and can read, write, count and speak a foreign language. 	Satisfaction, Welfare and Evaluation Surveys, Register of Programmes and Activities	<ul style="list-style-type: none"> *Judicial authorizations to take charge *Safe setting with specialized services *Avoid any external disturbances that could influence the dynamics of the learners

<p>R3 Young people are trained in trades, they develop skills and are qualified for professional integration</p>	<p>*100 vulnerable talibé adolescents are trained in different trades, in collaboration with our partners for the vocational training of these young people.</p>	<p>* 15 Teenagers trained in agriculture * 15 Teenagers trained in poultry farming* 15 Teenagers trained in sewing * 15 Adolescents trained in fish farming *15 Teenagers trained in computer and office automation and ICT *10 Mechanically trained teens *15 Teenagers trained in carpentry and working with handicrafts</p>	<p>Report Programs, Training Registry and Apprenticeship Evaluation</p>	<p>*Establish a clear program with the training centers in charge of youth learning to have a particular follow-up and evaluation.</p>
<p>R4 Young people develop their skills and gain experience in a company or to start their own businesses</p>	<p>* Young people are hired in companies after their training and internships. * Some of them are embarking on entrepreneurship and are supported by our teams with regular monitoring and evaluation</p>	<p>*40% of young people are integrated into companies and hired to exercise their knowledge and make the most of their skills. *30% of young people are supported to start a business in their fields of expertise</p>	<p>Register of Programs and Activities, Evaluation of the level of skills by the company, Evaluation of the evolution of their companies, Follow-up sheet</p>	<p>*Ensure the proper integration of learners in companies in close collaboration with your manager to avoid any inconvenience *Supporting youth entrepreneurship with a well-defined and strict framework</p>
<p>R5 The young people develop skills and are socially ready to live in a community, they are integrated into their villages or into society with support.</p>	<p>* Sessions with the psychologist, with the social worker and with the specialized educators allow the young people to integrate socially with expeditions, educational excursions aimed at strengthening their personal development</p>	<p>*20% of young people return to their villages to carry out their activities after their training *100% of young people who have returned to their villages are accompanied and monitored for 5 years *At least 70% of the young people who have passed through the centre are reintegrated into society and live peacefully in the community.</p>	<p>Follow-up sheet, Individual register of learners, Report of the psychologist and educators</p>	<p>*Avoid stigmatization of young people by the rest of society * Ensure good training and personal development of young people to prevent them from becoming susceptible or affected by offensive comments that can stop them in their progress.</p>

R6 Parents are made aware of the issues of protecting and educating their children, they understand and are committed to taking these facts into account	* The parents of the beneficiaries and dignitaries of their villages of origin are targeted and sensitized on the duty of parents and the rights of children. * The most sensitive neighborhoods of Saint-Louis have been identified and an awareness campaign has been set up	*5 The most sensitive neighbourhoods in the region are targeted and made aware of the issues of education and its importance. *More than 50 dignitaries are sensitized and involved in the dynamics of the project.	Awareness-raising attendance sheets, documents presented and related to the object, needs, knowledge, understanding and satisfaction surveys	*The reluctance of some actors to join the project for any reason. *Ensure that project stakeholders understand well to avoid hiccups and identify possible problems related to the very nature of the project's objectives.
R7 Local and state authorities are involved in the project and participate in its development with technical and financial support	* Local authorities such as the Mayor, the Prefect, the Imams, the chiefs of neighborhoods, the Ndeyou daaras as well as other dignitaries are questioned and involved in the process. * These meetings open up new perspectives for collaboration with the direct involvement of these stakeholders on a technical and financial level.	*Local authorities such as the mayor, the inspector of the academy and the training participate in quarterly meetings. *2 teachers are made available by the local authorities to give lessons. *10% of the supply needs are covered by the authorities.	Attendance sheets of meetings held, Reports and documents of these meetings	*Good understanding with the academy inspectorate on training and education programs is important for the support of young people. *Local authorities must be in line with the project at all costs at the risk of seeing a blockage in the implementation of the programme
Activities	What are the main activities to be carried out and in what order in order to produce the expected results? (grouping activities by outcome)	Means: What are the means needed to implement these activities, e.g. personnel, equipment, training, studies, supplies, operational facilities, etc.?	What are the sources of information on the progress of the action? Costs What are the costs of the action? How are they classified? (breakdown of the budget for the action)	What are the prerequisites before the action begins? What are the conditions that are beyond the direct control of the beneficiary for the implementation of the planned activities?
	R1a1 The center was built, equipped within a year and began to welcome teenagers who were previously selected with the participation of the marabouts.	Architect, Building Engineer, Equipment, Supplies, Meeting with the Marabouts, Selecting Teenagers	Progress reports on the construction site.	*Find a spacious space that is adequate to the needs of the project. *Collaborate with marabouts as well as state structures for the provision of vulnerable young people.

R1a2 Staff are recruited and ready to start work	Make calls for applications, Proceed with the selection, have a staff dedicated to this recruitment	Candidate Sheet, Tracking Sheet and Selection and Recruitment Process	*Identify our needs for qualified personnel *Establish the recruitment process *Prepare employment contracts in accordance with the law
R1a3 The agreements, administrative and legal documents are up to date to start the work	Doing administrative procedures, Travel and travel	Releases of files submitted, receipts and authorizations	*Make sure you know the legalization process of the center beforehand and take the necessary steps. *The administrative delays that are observed as well as the slowness of the procedure.
R2a1 Setting up school canteens: To ensure a balanced and nutritionally adequate meal every day.	Staff Cook, Equipment, Utensils,	Meal cards distributed, sign-ins, menu and product supplier vouchers	*Define the process and program of the kitchen service *Identify the suppliers of the required needs *Price inflation is a factor to consider
R2a2 Access to health care: Arrange regular medical visits and provide access to basic health care, including vaccinations and emergency care.	Personnel, Equipment, Medical Supplies,	Patient records, registries and other documents set up	*Have the required authorizations to perform care *The limit of intervention of the infirmary services
R2a3 Safe and adequate housing provision: Provide temporary housing for the most vulnerable talibés, in conditions that respect their dignity.	Equipment, Supplies (sheets, beds, pillows etc.)	Attendance Sheet, Report of the Inspectorate of Supervised Education	*Define the hours and internal rules of the center *Request for authorization from the Ministry of Education and Family and Justice to have the right to house these young people
R3a1 Emphasis will be placed on practical training, enabling talibé adolescents to develop skills that are directly transferable to the labour market.	Staff, Supplies, Educational Materials	Training attendance sheets, Knowledge assessment, Follow-up sheet	*Establish partnerships with training schools and companies for the various training courses offered. *The involvement and motivation of young people is a crucial issue for the success of the project.

R3a2 Sewing and Fashion: Training in sewing, garment making, embroidery and fashion design. This will allow teenagers to access trades in the fashion, crafts and garment industry.	Personnel, Supplies, Equipment and Materials	Training attendance sheets, Knowledge assessment, Follow-up sheet	*Approach sewing workshops or sewing training centers to establish agreements for the training of young people
R3a3 Automotive Mechanics: Learning the basics of mechanics, vehicle maintenance, and simple repairs. This sector is growing rapidly and offers many job opportunities.	Personnel, Supplies, Equipment and Materials	Training attendance sheets, Knowledge assessment, Follow-up sheet	*Approach sewing workshops or mechanics training centers to establish agreements for the training of young people
R3a4 Computer Science and Office Automation: Training in computer science, word processing, Internet browsing and data management. Computer skills are crucial in the modern world.	Personnel, Supplies, Equipment and Materials	Training attendance sheets, Knowledge assessment, Follow-up sheet	*Canvassing sewing workshops or computer training centers to establish agreements for the training of young people
R3a5 Agri-food and agriculture: Introduction to modern agriculture and professions related to agri-food, a key sector for the local economy.	Personnel, Supplies, Equipment and Materials	Training attendance sheets, Knowledge assessment, Follow-up sheet	*Approach sewing workshops or agricultural training centers to establish agreements for the training of young people
R3a6 Carpentry and Manufacturing: Learning the basics of woodworking, construction and crafts.	Personnel, Supplies, Equipment and Materials	Training attendance sheets, Knowledge assessment, Follow-up sheet	*Approach sewing workshops or carpentry and manufacturing training centers to establish agreements for the training of young people

	R4a1 Practical training: Practical workshops supervised by qualified trainers, with modules adapted to the academic level of teenagers	Personnel, Supplies, Equipment and Materials	Training attendance sheets, Knowledge assessment, Follow-up sheet	*Recruitment of special educators *Establish a clear learning program
	R4a2 Post-training follow-up: Personalized support after the training to facilitate professional integration (internships, apprenticeships, or entrepreneurship assistance).	Travel and Travel, Personal, Means of transport, Staff, Partnership with companies, Setting up a life project	Follow-up sheet	*Finding partners for the integration of young people into companies *Carry out personalised studies of learners according to the training courses to develop a project with them and find funding
	R5a1 Psychological support sessions: Facilitated by psychologists or specialized counsellors, to help young people understand and manage their emotions.	Personnel, Supplies, Equipment and Materials	Class register, Training attendance sheets, Evaluation, Follow-up sheet	*Recruitment of an experienced psychologist *Establish a method beforehand with sessions adapted to the learners *Youth may feel blocked by this process and may not be more involved
	R5a2 Personal Development Workshops: Sessions on stress management, self-esteem, conflict management and life skills.	Staff, Supplies, Equipment and Educational Materials	Class register, Training attendance sheets, Evaluation, Follow-up sheet	*Establish a method beforehand with sessions adapted to the learners *Youth may feel blocked by this process and may not be more involved
	R5a3 Academic follow-up and educational support: Establishment of academic support and tutoring for adolescents who wish to return to formal studies.	Personnel, Supplies, Equipment and Materials	Class register, Training attendance sheets, Evaluation, Follow-up sheet	*Recruitment of teachers *A learning schedule for the different basic sciences *Implementation of a learner monitoring and evaluation plan
	R5a4 Education for citizenship and children's rights: Raising awareness of children's rights, the	Personnel, Supplies, Equipment and Materials, Travel and Travel, Transportation	Class register, Training attendance sheets, Evaluation, Follow-up sheet	*Special educators establish a weekly program on education in the rules of life in society.

	duty of parents and the importance of schooling.			
	R6a1 The project includes activities to raise awareness among the local community and public authorities about the rights of talibé children and the need to provide them with education and future prospects.	Personnel, Supplies, Communications Equipment and Materials, Means of Transport	Timesheets, Campaign Report, Memorandum and More	*Target sensitive neighbourhoods *Establish the program of the awareness campaign *Assess the needs of the campaign according to the budget
	R6a2 Awareness campaigns: Organize community events to inform parents and local authorities about the dangers of begging and neglect, and the importance of education for these children.	Personnel, Supplies, Communication and educational equipment and materials, Means of transport	Timesheets, Campaign Report, Memorandum and More	*Target neighborhood dignitaries *Establish the program of the awareness campaign *Assess the needs of the campaign according to the budget
	R7a1 Meetings with local authorities: Advocate for better legislation and public policies that support the education and well-being of talibé children.	Travel and Travel, Personnel, Supplies, Communications Equipment and Materials, Means of Transport	Timesheets, Campaign Report, Memorandum and More	*Invite local authorities to meetings *Establish the planning and purpose of these meetings *Evaluate protection policies

I. Activity Narrative

1. Professional Training

Emphasis will be placed on practical training, enabling talibé adolescents to develop skills that are directly transferable to the labour market.

Target professions:

Sewing and Fashion : Training in sewing, garment making, embroidery and fashion design. This will allow teenagers to access trades in the fashion, crafts and garment industry.

Automotive Mechanics : Learning the basics of mechanics, vehicle maintenance, and simple repairs. This sector is growing rapidly and offers many job opportunities.

Computer Science and Office Automation: Training in computer science, word processing, Internet browsing and data management. Computer skills are crucial in the modern world.

Agri-food and agriculture : Introduction to modern agriculture and professions related to agri-food, a key sector for the local economy.

Carpentry and Construction : Learning the basics of woodworking, construction and crafts.

Methodology :

Practical training: Practical workshops supervised by qualified trainers in centres dedicated to learning, with modules adapted to the academic level of teenagers.

Post-training follow-up: Personalized support after the training to facilitate professional integration (internships, apprenticeships, or entrepreneurship).

2. Psychosocial and Educational Support

Talibé adolescents often face emotional difficulties due to their difficult experiences. The project includes psychosocial support to help these young people overcome internal and external barriers.

Activities:

Psychological support sessions : Facilitated by psychologists or specialized counsellors, to help young people understand and manage their emotions.

Personal Development Workshops : Sessions on stress management, self-esteem, conflict management and life skills.

Academic follow-up and educational support : Establishment of academic support and tutoring for teenagers who wish to return to formal studies or just acquire basic knowledge.

Education for citizenship and children's rights : Raising awareness of children's rights and the importance of schooling as well as the duty of parents.

3. Improvement of Living Conditions

Improving the daily life of talibés is essential to allow them to focus on their training and personal development.

Actions:

Setting up school canteens : To ensure a balanced and nutritionally adequate meal every day.

Access to health care : Provide access to basic health care, including vaccinations and emergency care, within the center's infirmary.

Safe and adequate housing provision : Provide accommodation for the most vulnerable talibés, in conditions that respect their dignity.

4. Advocacy and Awareness

The project includes activities to raise awareness among the local community and public authorities about the rights of talibé children and the need to provide them with education and future prospects.

Actions:

Awareness campaigns: Organize community events to inform parents and local authorities about the dangers of begging and neglect, and the importance of education for these children.

Meetings with local authorities: Advocate for better legislation and public policies that support the education and well-being of talibé children.

J. Monitoring and Evaluation

A continuous monitoring and evaluation system will be put in place to measure the effectiveness of the project and adjust activities according to the needs of the beneficiaries.

Mechanisms:

Follow-up of participants: Regular evaluation of the progress of young people in their vocational training and social reintegration.

Community feedback: Collect feedback from beneficiaries, trainers, and community members to assess the impact of the project.

Periodic Reporting: Write evaluation reports on the progress of the project, obstacles encountered and results achieved.

K. Partners and Funding

To ensure the sustainability and effectiveness of the project, it is necessary to establish partnerships with:

Local and regional authorities: To guarantee the legitimacy and institutional support of the project, the Saint-Louis First Reception Centre (CPA), the Open Educational Action (AEMO), the town hall, the prefecture, the Ministry of Education, the Ministry of the Family and the Academic Inspectorate.

Local NGOs and associations: Work with organizations that are already working for the rights of children and talibés.

The local community and its dignitaries: these are the Imams, the chiefs of neighborhoods, the Ndeyou daaras, the Association of Quranic Masters and other people who can have an impact and a significant interest in the project.

Donors: Identify sources of funding from national and international donors, as well as local businesses to support training and logistical needs.

L. Budget

(Attached document)

M. Conclusion

The vocational training and support project for talibé adolescents in Saint-Louis aims to change the life trajectories of these young people by offering them concrete skills and professional opportunities. This project also aims to strengthen their social inclusion and ensure their access to basic services such as education, health and a safe environment. Through this comprehensive approach, the project hopes to offer talibés a chance to break out of the cycle of poverty and vulnerability, enabling them to become autonomous and responsible actors in Senegalese society.

