

Piarist rural boarding schools



Populations of Sokone, Toubacouta, Mlomp and Oussouye in the regions of Fatick and Ziguinchor (Senegal).



People served

+181

The 50 girls and 131 boys, mostly in secondary school; the families of the boarders; and the staff of the 5 boarding schools.



People working in the project

21

4 headmasters and 1 headmistress, 4 educators and 2 educators, and 5 cooks from the 5 boarding schools.

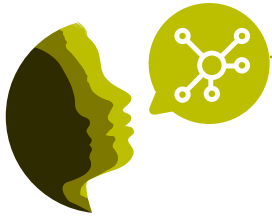


Presentation of the social reality:

The project takes place in the regions of Fatick and Ziguinchor, located in the South-west of Senegal, where the national development indicators are very poor, showing a context characterised by inequalities between rural and urban areas, an exodus of young people, an increase in the gender gap in relation to access to basic services and a subsistence economy. In the two regions where the project is being implemented, there is a great ethnic and cultural diversity. In Sokone and Toubacouta (Fatick region), Serere, Wolof, Mandinga, Fulani, and Diola coexist. In Oussouye and Mlomp (Ziguinchor region), the Diola are the majority of the eight ethnic groups. Islam is the predominant religion, followed by Christianity and animism, mainly in Oussouye. The population of Sokone and Toubacouta is mainly engaged in agriculture and livestock farming. The other intervention region, Ziguin-

chor, is located in the Casamance area in south-western Senegal, between Gambia and Guinea-Bissau, including the Casamance river basin. The education situation in the regions of Fatick and Ziguinchor shows worse data than at the national level. This context reveals a fragmented and polarised society where power relations are conditioned by origin (religious, social, ethnic, economic), place of origin and gender. The population is mostly young: with an average age of 16-17 years, the population under 15 years of age is 47.6% in Fatick and 40% in Ziguinchor, while those aged 65 and over are around 4-5%. This young population faces a context where there are no educational or professional alternatives, so that their short-term future is either to reproduce the family model or to emigrate to the city or to other countries to have a chance of development.





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One voice, a million changes



Simple description of the task to be carried out

Piarist boarding schools where the educational work of the schools is reinforced and the shortcomings and difficulties that the boarders would have in continuing their education at home (unstructured, in a situation of vulnerability, or children and young people with behavioural problems) are supplied.



Achievements in the last years

The boarding schools, which operated autonomously, have become a network of boarding schools and have set up collaborative initiatives in terms of operation, pedagogy, training and resources. This has made it possible to improve the training of those in charge, the boarders, to increase the participation of families in the education of their children and to reduce the costs of purchases.



Future intentions (lines of improvement)

The boarding schools are in a state of maintenance that requires the establishment of a plan to ensure that they are maintained as welcoming facilities to provide quality education.



[A project by Itaka-Escolapios](#)