

Living Routes
Program



Ecovillage Network



Living & Learning Center

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Semester plan and program description

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Living Routes
University of Massachusetts
Amherst
GEN SENEGAL
Sustainable Development and
Senegal Ecovillages

ACADEMIC PROGRAM
September 4th – December 13th

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Introduction

Living Routes (www.livingroutes.org), operates academic and experiential study abroad programs in ecovillages around the world. Transcripts are issued by the University of Amherst Massachusetts and credits are accepted by the majority of US universities. This French-immersion, Living Routes study abroad semester taught in Senegal, West Africa, is offered in partnership with the EcoYoff Living & Learning Center of the NGO GENSEN, Senegal (www.gensenegal.org) and the Senegal Ecovillage Network. It engages Senegalese and American faculty, experts, students and community members in study, reflection, research and program design relating to the multiplicity of issues that contribute to sustainability rather than environmental, economic and social degradation in West Africa.

Two thirds of the program is based at the GENSEN Living & Learning Center in the old fishing neighborhood of Yoff, a beach-side suburb of the capital city of Dakar and a third takes place in rural villages of diverse traditional cultures of the Atlantic coastal area of West Africa.

Participating communities and the Living & Learning center belong to the Senegal Ecovillage Network (GEN Senegal, or GENSEN), which is a part of the Global Ecovillage Network (GEN, www.ecovillage.org), a United Nations ECOSOC NGO. GENSEN's 40 or so member villages are rural and semi-urban settlements striving to become sustainable in alliance with the United Nations Millennium Development Goals (<http://www.un.org/millenniumgoals/>) and other global initiatives. These villages, located in 10 of Senegal's 11 regions, participate in the program as laboratories for sustainable development activities. The first required reading for the semester introduces ecovillage concepts in industrialized and developing countries in addition to ecovillage design education, (<http://www.cresp.sn/ecoyoffge.htm>) which is at the foundation of our academic program.

The Academic Director of the program, Professor Ousmane Aly Pame, and other experienced university professors and specialists make up the rest of the faculty.

I. Goals and Objectives

This semester of study, which focuses on the concept of sustainability in Senegal, assembles students and other academics to engage in a learning process which focuses on ecovillages which have a native population with varying cultural traditions unique to the coast of West Africa. These American and Senegalese students work together in partners and in teams to learn the theories, the indicators and the necessary competences needed to define the principles of sustainable development so that they can reinforce and create community development programs and networks in these ecovillages. In this sense, the ecovillages provide a conceptual framework for sustainability and provide a laboratory of sorts for the program. For the five weeks spent in the villages, students and villagers live and learn together, while trying to create a model that ecovillages can follow to fulfill their vision of a better future and a more sustainable lifestyle that will improve their quality of life and that of the surrounding environment. For both the American and Senegalese students in this course, it is essential that each make an effort to communicate in the language of the other (French and/or English).

The goal of this curriculum is not to provide an abundance of technical facts and general scientific theory, or the debate generated by Western schools of thought on these topics, which is typical of most US undergraduate programs on sustainability studies. Local issues and cross-cultural differences in point of view are more important to this particular course than global politics. Our academic rigor lies in the quality of relevant information, experiential learning and higher level reasoning that faculty and students apply to translating abstract concepts and imperatives into operational reality. Much of the intellectual rigor of the program depends on the openness, initiative, acute observation, analytic thinking, creativity and cross-cultural communication that faculty and students of both nationalities invest in accurate and consensual ways of describing African and industrialized country realities.

A. Objectives for the semester

The objectives for the program are:

- Create a community that comes within the scope of the “living and learning” framework, with the characteristics of an ecovillage and an active participation in its construction and/or reconstruction, as well as necessary education in Senegalese ecovillages.

- Learn the principles and the techniques of sustainable development, with a practical and theoretical vision of the capacities of international development programs and the activities of traditional local development that promotes sustainability in Senegal.
- To implement development projects in the ecovillages. The developing projects will serve, at the same time, the needs of the existing population while creating practical supports that will teach the concepts of an ecovillage to all parties involved.
- To create and reinforce the existing paradigms for multicultural communication and the construction of a sustainable future.

B. Objectives for all participants:

- Increase language and cross-cultural communications skills
- Maintain a satisfactory balance between independent individual experience and group learning.
- Contribute to a cross-cultural living and learning experience, in which the whole is greater than the sum of its parts; master group building skills and work effectively as a team in tackling sustainability issues in Senegal
- Master the most important facts, theories and skills intrinsic to each of the courses making up the semester.
- Refine and achieve individual learning goals that each participant defines early in the program and revisits periodically over the course of the semester.

II. Semester Overview

In simplest terms, your program in sustainable community development has three components: a sustainable international community development course providing the theoretical and cultural backbone of the semester; a significant project, in which you apply the theories and practice sustainable development in an area of your own interests; and a number of communications tools.

A. Sustainable Development in Senegal, Theory and Practice

Academic lectures, site visits, and a sustainable culture component called "Our Space," in which American and Senegalese students discuss the lectures and other important themes and experiences in small student-led groups, are included in this section. Theory speaks through vocabulary, and "Our Space" builds cross-cultural understanding. Students explore personal and group identities and reach consensus or discover differences on concepts, theories, values and skills. In the project phase this shared vocabulary and worldview enhances collaboration for sustainable development, both present and future. During village visits, villagers join as learners in these discussions.

B. The Project

Your project kit comes in two packages. The first half of the kit is the package, or course, called Independent Study (IS, UMass Anthropology: 396). The second half of the kit is the course called Community Service Learning in Developing Countries (SL, UMass Honors: 397). We separate your project into two courses because, in fact, every project consists of a research component, your independent study, and an implementation component, in the form of service learning with and for villagers. We also make this distinction because there is no course called "sustainable community development project" in the UMass-Amherst catalogue.

In your project you will work in pairs or teams with Senegalese partners and villagers, consult development experts, collect and analyze some data and practice participatory action research methods that are a staple part of international community development. Most GEN Senegal (formerly CRESP) programs started as student or internship projects. Please see the largest of these in the youtube film at sem-fund.org. Please note that your previous experience in research may be very different from the Action Research methods used in improving or creating programs with villagers.

C. Communication and facilitation Tools

Your most basic communication tools are the French and Wolof language courses for the Americans and the English language and computer skills courses for the Senegalese. However, our cultural orientations and the “our space” sessions, meetings in small mixed groups, also cover a wide range of cultural communications and expectations, and demystify stereotypes that breed misunderstandings.

We teach facilitation tools in the form of participatory action research methods of creating community awareness and empowerment. These include skills and scripts, such as active listening, village entry protocols, appreciative Inquiry (AI), and rapid appraisal.

D. Quick overview of the schedule

The first week will focus mainly on the cultural orientation and the process of immersion for the American students in the communities of Yoff, Dakar and the ecovillage of Guédé Chantier in the region of St. Louis.

Projects will be realized in three visits to the ecovillage of Guédé Chantier:

- The first week-long visit will take place after one week of classes. The objective of this first visit is to complete your respective cultural orientation in a village setting and to get together with your partners to commence working on a project in Guédé Chantier. After forming a team you will identify the project that you wish to carry out together.
- The second week-long visit will be during the 8th week of the program. You will have the opportunity to update your work with the team of villagers you began working with in the village during the third week. You will be able to go over the specific research and steps that have been taken both in Dakar and in Guédé Chantier and to take an inventory of all the materials and supplementary information you need to realize your specific project.
- The third visit, during which you will complete your project, will be for 21 days. You will leave during the 10th week on Thursday November 6th and return during the 13th week on Wednesday November 26th.

During the 5th week we will depart for a brief visit to the village of Ceebo. The objective of this visit will be to obtain a more well-rounded understanding of the demographic profile of Senegal through the exploration of the “ecovillage” concept. Yoff is our model to follow and an example of a traditional village that has become surrounded by the urban center of Dakar, while Guédé Chantier is an example of an ecovillage that is quickly becoming modernized, but has been able to protect its rural environment. Ceebo represents the profile of thousands of other villages in Senegal which are pre-modern, far from paved roads and electricity and inhabited by villagers who continue to live in the same fashion as their ancestors.

E. Description of the villages

1. Ceebo

The ecovillage of Ceebo can be found in the region of Diourbel (the department of Mbacke). This ecovillage is in the peanut producing basin of Senegal and has 600 inhabitants. The population is essentially Fulani. It was created on the historic site that was historically called Baol. The main activities are farming, stock breeding and local trade.

This village community is facing the following difficulties in relation to their development:

- Deforestation and the rapid decline of vegetation in the area
- A lack of rainfall and lower crop yields as a result
- A lack of biodiversity
- The growth of poverty in the region
- The absence of social and cultural infrastructure
- Problems with harvesting and crop yields in the area
- A lack of basic social service, like health care and education

The local community has organized itself as an ecovillage to confront these issues and put into practice the values of a well functioning ecovillage.

Projects include:

- Reforestation techniques with pre-existing species
- A social program on malaria that has heightened awareness in the local community
- The construction of a health clinic
- The realization of a project for a community-garden
- The creation of a theatre troupe
- Implementation of micro credit projects
- Meetings that reinforce capacity- building in several sectors of the village.

2. Guédé Chantier

Guédé Chantier was founded by the French in 1933. It is a village of approximately 5,000 inhabitants and is situated in Northern Senegal in the flood plain of the Senegal River in the region of St. Louis. The first inhabitants consisted of colonists who came from neighboring territories and from regions as far away as Fouta. The villagers owe their development, in relation to irrigated agriculture, to the efforts of these first inhabitants. Rice production, both the food producing and commercial crop for the villagers, is completed by other local resources such as; animal-rearing, fishing, beekeeping and drought crops grown during favorable flood years in the lands of the walo.

Now, due to the drought conditions in the area, which have been aggravated by the increase in livestock populations and the reduction of space caused by irrigation development, animal rearing in the area has become more difficult. Many families have tried to enforce initiatives to tether animals and to produce species which are raised on a shorter cycle (poultry farming) but have come up against the problem of a lack of intent. The village has suffered under the absence of a health agent for animals to help them deal with the numerous infectious diseases and parasites linked to the ecosystem which is marked by large bodies of stagnant water.

The formal system of education in this village is marked by the first French primary school in Guédé which was created in 1958. For the following decade, it consisted of just one classroom. A second classroom was built in 1968 and then a third one in 1972. Since then, the number of classrooms has been increasing. Today, there are more than ten classrooms located in two different districts of the village. In 2005, a secondary school was created in the village, giving About 500 local children the possibility to pursue their studies while staying with their own families. In the past, hundreds of young Guedean students failed because there was a lack of host families in the neighbouring town of Podor.

The teaching of the Coran is a widespread reality in Guédé Chantier. There are 15 volunteer Coran masters, teaching in 15 different centers. Each master trains between 20 and 30 disciples. Religious teaching is still very theoretical and consists essentially of memorizing verses in the Holy Book and it has no financial, material and pedagogical support. The Coran teaching system suffers from a lack of efficiency and also of job opportunities. The local population thinks that something needs to be done to improve its pedagogical quality and to increase opportunities.

Teaching populations how to read and write in national languages, especially in Pulaar, has made huge progress with the support of NGOs and other structures. As it has done in other villages, the SAED has opened two classrooms, in Guédé Chantier, where 60 participants learn how to read and write in Pulaar. These two classrooms work relatively well, though, there is plenty room for improvement.

Guédé Chantier has a health center which was built in 1968 by the village population. It consists of three care rooms, a maternity unit, a drugstore, a general purpose store and sleeping quarters for the chief medical staff. The center has electricity and a freezer. The staff is composed of a chief nurse (head of the center), three volunteer midwives from the village and a community health agent. A local health committee is responsible for the management of the infrastructures and of the local health personnel.

Below are a few of the health issues facing the village population:

- water related disease (due to open air canals and the rice and tomato fields' irrigation systems)
- poor health management by the village health committee
- the transfer of patients from the village to the nearest hospital (15 km. away, in the neighbouring town of Ndoum) poses a serious problem with the lack of financial means and an ambulance.

Look forward to working with the villagers in this bread-basket of Senegal's Green Revolution! Study and participate with villagers in discovering and promoting life-giving projects to produce the food and support the management skills needed by the citizens of this ancient civilization.

III. Course Syllabus

A. Sustainable Development in West Africa: Theory and Practice

UMass – Amherst: Anthropology 397A

1. Course Description

Integrating top-down and bottom-up development perspectives, the course focuses on understanding, assessing and attempting to contribute to Senegal's sustainability policies and programs. Professor Ousmane Pame, the Director of the Living Routes semester program in Senegal will lead weekly sessions to guide the students in integrating the contributions of other local experts drawn from universities, aid agencies and NGOs, who will speak on factors relating to Senegal's sustainability in their own sectors, ranging from history and religion to environment, food security, economics, health, education, government, culture and other topics. As in the other courses, American and Senegalese students will work together in project assignments on the basis of common interests.

This course integrates theoretical underpinnings and as many as possible of the assessment skills needed to measure national concepts of sustainability and to work on developing local indicators. It focuses on understanding problems, practices, policies and measurement methods.

Schedule

Between the third week of September and the first week of November, interspersed with three week-long village visits, the sustainable development class will examine theories of sustainability, measurement methods, and policy issues influencing global and local trends in Senegal. The class will spend most of the month of November in a rural ecovillage, carrying out service learning and action research with villagers on community development projects, striving to make these as sustainable as possible, and seeking to develop sustainability indicators. The final weeks of the course, back at EcoYoff, will be devoted to processing and reviewing course experience, an open book exam followed by discussion, reporting and sharing course findings.

The detailed course calendar presents expected class times. However, students are requested to consult the wall postings of the weekly calendar outside the main classroom for confirmed times. A number of speakers in this course hold government ministry or aid agency posts. For this reason, the dates and hours of classes may shift to accommodate last minute demands on their time by their service structures.

Week 1:

- Sept. 4: Arrival of American students
- Sept: 5: American & Senegalese students first meeting
Cultural orientation and program presentation
- Sept. 6: Presentation of Yoff and tour of Yoff services

Week 2:

- Sept. 8: Introduction to Sustainable Development, Prof Lamine Kane

- Sept. 10: The role of Women in Development, Mrs Mariétou Dia
- Sept. 11: Nature Spirits, Dr. Omar Ndoye, Director, Institut Psychopsi Afrique Antilles
- Sept. 12: Visit to Guédé Chantier village

Week 3:

- Sept. 18: Return from Guédé Chantier village
(First reflection paper due)
- Sept. 19: Feedback on village stay + SD, Prof Lamine Kane

Week 4:

- Sept. 22: Organic Agriculture and biological waste recycling, Dr. Abdur Rahman Tamba, Director NGO SOS Environment, botanical expert and soil scientist.
- Sept. 23: Presentation on SEM, GENSEN, ecovillages, Ismael Diallo
- Sept. 24: Introduction to GAIA education and EDE (Ecovillage Design Education), Prof Ousmane Pame
- Sept. 25: History and the role of Islam in Senegal, Prof Ibrahima Thioub
- Sept. 26: Sustainable Development Integration session, Prof. Lamine Kane
- Sept. 27: Field trip: Treatment center for water from domestic sources, Cambarène

Week 5:

- Sept. 29: Sustainable Development, Prof. Lamine Kane
Independent Study (IS) / Service Learning (SL), Prof. Oumar Diène
- Sept. 30: Gaia Education, Prof. Ousmane Pame
- Oct. 1: Korite (The celebration of the end of Ramadan)
- Oct. 2: Film : An inconvenient Truth
- Oct. 3: Sustainable Development, Prof. Lamine Kane
- Oct. 4: Departure to Ceebo

Week 6

- Oct. 9: Return to Yoff
- Oct. 10: Feedback on the visit to Ceebo
Sustainable Development integration Session, Prof. Lamine Kane

Week 7:

- Oct. 13: Check in; independent research
How to prepare a meeting with a mentor, Profs. Ousmane Pame and Oumar Diene
- Oct. 14: Meetings with mentors
- Oct. 15: Gaia Education, Prof. Ousmane Pame

- Oct. 16: Independent research and writing
- Oct. 17: Finish writing forms and questionnaires for field work; papers due
Mid-Term Evaluation
- Oct. 18: Departure for Guédé Chantier

Week 8:

Visit to the ecovillage of Guédé Chantier: Evaluation accreditation (participative evaluation of objectives and practices of local sustainability with the villagers).

Week 9:

- Oct. 27: Feedback on visit to Guédé Chantier
Sustainable Development integration Session, Prof. Lamine Kane
- Oct. 28: Environment and water management in Senegal, Prof A. Coly
- Oct. 29: The role of ecotourism, Prof. Ibrahima Diouf
- Oct. 30: Protecting Senegal's Fauna, Souleye Ndiaye, Technical Counselor, Ministry of the Environment, Ex-director Friends of Animals – Govt. of Senegal's Chimpanzee Protection Program
- Oct. 31: Sustainable Development integration Session, Prof. Lamine Kane

Weeks 10

- Nov. 3: Independent Study (IS) / Service Learning (SL), Prof. Oumar Diène
- Nov. 4: Renewable energies: solar ovens, Prof. Abdoulaye Touré
- Nov. 5: Morning off for travel preparations
- Nov. 6: Departure for Guede Chantier

Week 11 – 12

Third visit to the ecovillage of Guédé Chantier

Week 13:

- Nov. 26: Return to Yoff from Guédé Chantier
- Nov. 27: Free review time
- Nov. 28: Sustainable Development Review session, Prof. Lamine Kane

Week 14:

- Dec. 1: Exam on sustainable development and final discussions
French Exam
- Dec. 2: Wolof Exam
English Exam
- Dec. 3: Free time for finalizing presentations
- Dec. 4: Free time for finalizing presentations

Dec: 5: Helping host families with Tabaski preparations

Week 15:

Dec. 8: Tabaski; day off

Dec. 9: Day off

Dec. 10: Final papers due

Dec. 11: Presentations

Dec. 12: Presentations
Program Evaluations

Dec. 13: Closing Party

End of program / Students return home

Learning objectives

1. Students will significantly increase their understanding of:

- International sustainable development dialogue, goals, strategies and indicators
- Major threats to sustainability both globally and in Senegal
- Types of policies and programs that may realistically mitigate and reverse these threats, particularly in respect to Senegal
- Difficulties in operationalizing these policies
- Indicators needed to monitor progress versus deterioration

2. Students will be able to explain and defend informed opinions of the possible roles of individuals and communities and making a difference to future sustainability

Requirements

2. Readings

In addition to class handouts, students individually select with faculty approval and are held responsible for at least 100 pages pertinent to their research from the EcoYoff documentation center and/or other sources (For available readings, please see the bibliography below and visit our library/documentation center)

3. Course Participation

In the classroom: In addition to participating in class, students take responsibility for facilitating and recording their own discussion of each topic presented in class immediately following the presentation by the instructor or guest lecturer. In these sessions American and Senegalese students share freely, contrast and debate their experience and perspectives on each area of development in Senegal, such as education, health services and family planning. Loosely following a discussion guide provided by the instructor, they draw conclusions regarding the sustainability of the different development sectors in Senegal. To assure course continuity, Instructor Lo facilitates a weekly synthesis of the sustainable development classes and student discussion sessions on Friday mornings.

In the field: Together with mentors and village participants, student teams carry out ecovillage accreditations. Representatives of the six founding ecovillages, who met in seminars and workshops during 2001 to create GENSEN, the Senegalese Ecovillage Network, designed accreditation forms, in the form of participatory assessments to create awareness among village applicants of how far they had already progressed in taking action against environmental degradation, natural resource protection, local livelihoods, cultural restoration and many other criteria defining sustainable ecological communities.

Students, faculty and villagers also identify and discuss sustainability indicators.

Exam

An open book multiple-choice exam at the end of the course creates the occasion for a review of theories and facts presented over the semester. After the students grade each other's multiple-choice, multiple-response tests, they debate the merit of their responses. The professor and other students award credit for "wrong" answers if the student "at fault" can convince the class that the "wrong" answer was legitimate. As part of the exam, each student also writes two pages relating his/her individual choice of readings to sustainable development theory and to course experiences.

4. End of term written report

In a report of 10 pages, each student describes his or her learning experience over the entire semester, relating their experience to sustainable development in Senegal. This report takes the form best suited to documenting and reflecting each student's experience, including commented journal sections. Students who carry out their independent study and service learning in the arts, for example, sometimes produce shorter reports and include their art as part of this assignment.

5. Grading

Course participation	40%
Exam grade	25%
End of term report	25%
End of term presentation.....	10%

6. Instructors

Mr. Mouhamadou Lamine Kane is a freelance consultant and educational sociologist. He received a post-graduate degree in Adult Education and Community Development from Manchester University. He did a lot of research on African social anthropology and history at the language department of Université Libre in Brussels, Belgium. He was from 1993 to 1995, Program Officer of UNICEF's Education Projects in Dakar, which led him to work with the formal, informal, and remedial education sectors in Senegal, with a focus on children's education.

He has a lot of experience working with the Education ministry, UNICEF, UNESCO, and the USAID and in that capacity, he visited many African countries. He recently wrote a paper on poverty reduction through education for the international conference in South Africa on "Education and Sustainable Development". Mr. Kane is a founding member of Senegalese National Adult Education (ANAFa). He is involved with various NGO's in the country and an active member of civil society organizations.

Dr. Ousmane Aly Pame is currently an Associate Professor of translation, British civilization and literature at the Department of English of Cheikh Anta Diop University where he earned his PhD in 2002. Dr Pame has also taught French language and Senegalese literature at Exeter University in the United Kingdom. Back in Senegal, he taught business English at Suffolk University Dakar Campus and at C.E.S.A.G, a West African sub-regional school of management. At the West African Research Centre (WARC) in Dakar, he worked as a coordinator of several American Universities' Study Abroad Programs. In the past eight years, Dr Pame has been actively involved in development projects in his native Fouta (Northern Senegal) and supporting deprived schoolchildren in his rural area through distributions of free school materials and classroom constructions. Dr Pame has recently been to Auroville (India) to take a course on Ecovillage Design Education and sustainable development.

7. Guest speakers:

Additions and substitutions may be made to this list depending on availability of speakers

- **Professor Adrien Coly**, Associate Professor University of Saint Louis, specialist In Senegal's environment, local chief of mission, World Bank Long Term Water Project
- **Marietou Dia**, Expert in women's programs, CECI program for Canadian development volunteers

- **Ismael Diallo**, President of Senegal's 33 member ecovillage network, Director of the NGO CRESP its partner organization, the environmental research firm TROPIS
- **Souleye Ndiaye**, Technical Counselor, Ministry of the Environment
- **Dr. Omar Ndoye**, Director, Institut Psychopsi Afrique Antilles, psychologist integrating modern and traditional concepts and practices of treating mental illness
- **Dr Abdourahman Tamba**, Director, NGO SOS Environment, botanical expert and soil scientist
- **Abdoulaye Touré**, Senegal's internationally renowned solar oven specialist
- **Professor Ibrahima Thioub**, UCAD professor of Senegalese history

Selected bibliography of recommended readings

This list will be updated shortly before the start of the Semester. Recommended readings, which have contributed to the contents of the 2006 Sustainable Development course, include the following.

In English

- Brown, Lester. Eco-economy, Earthscan; 2001
- Capra F. The Hidden Connections, HarperCollins, 2003
- Chamber N. et al., Sharing Nature's Interest: Ecological Footprints as an Indicator of Sustainability, Earthscan; 2000
- Diamond, J. Collapse: How Societies Choose to Fail or Succeed, Viking, Penguin, 2005
- Elgin, Duane. Promise Ahead, 2003
- Douthwaite, Richard. The Growth Illusion, 1990 (Green Books)
- Fox, M. The Reinvention of Work: A new vision of livelihood for our time, Harper, 1995
- Friedman, TL. The World is Flat: A Brief History of the Twenty-First Century. Farrar, Strauss and Giroux, 2005
- Greco T. Money: Understanding and Creating Alternatives to Legal Tender, Chelsea Green 2001
- Hawken, Lovins and Lovins Natural Capitalism, New York: Little Brown, Back Bay. 1999
- Mander, J. and Goldsmith, E. The Case Against the Global Economy: and for a turn towards the local, Sierra Club Books; 1996
- Meadows, Randers, Meadows. The Limits to Growth; The 30-Year Update, Chelsea Green; 2004
- Meyer A. Contraction and Convergence, Green Books, 2000
- Norberg-Hodge, H. Bringing the Food Economy Home: Local Alternatives to Global Agribusiness, ISEC, 2004
- Shuman, Michael. Going Local: Creating Self-reliant Communities in a Global Age, Routledge, 2000
- Ukaga Okechukwu, and Maser, Chris. Evaluating Sustainable Development: Giving People a Voice in their Destiny, Sterling Virginia, Stylus Publishing, 2004.
- Wackernagel, Mathis Our Ecological Footprint –New Analyst Bioregional Series, 1996.

In French

- Butare, Innocent Dr. et Zoundi, Jean Sibiri Dr. Eclairer la prise de décision politique en Afrique subsaharienne : Nouvelle donne pour la recherche agricole et environnementale. Dakar-Fann : Zoom Editions, 2004.
- Dalal-Clayton, Barry and Bass, Stephen, Eds. Les Stratégies de développement durable: Un recueil de ressources. Organisation de coopération et de développement économique, 2002.
- Conseil des Organisations Non-Gouvernementales d'Appui au Développement (CONGAD). Document National de la société civile sénégalaise: Lutte contre la pauvreté et développement durable. Dakar, Avril 2003.
- Groupe de Recherche, de Formation et de Conseils (GREFCO). Rapport Général de Synthèse de l'Atelier National de Validation des Lignes Directrices pour une Stratégie de Développement Durable. Burkina Faso, Janvier 2001.
- Hulman, Jean-René, Lo, Henri M., and Soumaré, Arona. Sénégal: processus d'élaboration d'une Stratégie Nationale de Développement durable (SNDD). Dakar, Novembre, 2003.

- La Santé : Une approche Eco-systémique
- Lo, Masse et Toure, Oussouby. Les Synergies entre le NEPAD et les Accords Multilatéraux sur l'Environnement. Dakar: Enda-LEAD Afrique Francophone, 2005.
- Plan national pour un développement durable
- République du Sénégal. Plan d'actions de gestion intégrée des ressources en eau et stratégie de réalisation des objectifs du millénaire pour le développement en matière d'alimentation en eau potable et d'assainissement. Janvier, 2004.
- République du Sénégal. Plan National D'Action pour l'Environnement. Ministère de L'Environnement et de la Protection de la Nature, 1997.
- République du Sénégal. Programme d'Action Nationale de Lutte Contre Désertification. Ministère de L'Environnement et de la Protection de la Nature, 1998.
- Tribillion, Jean François, Ed. Le financement du développement durable (Archimède et Léonard). Paris: AITEC, 2002.

B. Independent Study

UMass Anthropology: 396

Course Description

The project for this Independent Study (IS) course supports students and villagers in the pursuit of their particular interests regarding the field of sustainability in Senegal. The subjects to be studied and each team will be decided upon in the ecovillage of Guédé Chantier, this will help to ensure the pertinence, for the local agents, of the development study being carried out. Locals are the indicators when testing the results of your research. This strategy, in our experience, brings forth solid theories which facilitate real development. They differ from abstract theories on African development. Abstract theories and strategies, thought up and formulated far from the people they concern, inhibit the socio-economic advancement of their target populations.

Once you have established the villagers' hopes regarding development and the course they want to follow, the subjects for your independent study will generally be a bit larger in scope and more theoretical than the projects executed in the field yet make sure not to omit the necessary information for the execution of the project. For example, a project on organic agriculture could address the devastation of crops by pests as an Independent Study subject. Another project that addresses women and micro credit could explore different models for micro credit in Africa in an effort to try and find the most effective one for the local population, this should be done while keeping the immediate needs of the villagers in mind. It could also explore the most pertinent non-formal education methods for teaching micro credit to illiterate villagers. Senegalese and American partners will work together on their IS / SL projects, but they can divide up the different types of information, needed for their project, amongst themselves. In this case they will analyze and write up the different facets of their study or experience or simply produce the same report written in two different languages. Typically, Americans write their reports in English and the Senegalese in French.

Students, who ask how their specializations can correspond with the objectives of this course, are encouraged to talk with Oumar Diène, who will either have a class or be available for private consultations each Monday morning when students are in Dakar. These sessions of theory and discussion will be shared between both IS and SL courses. Subjects can include interviews with key informants, observations; the preparation and pre-test of simple questionnaires and techniques for action research employed during the formation of the group and the design of the program, as well as the manual approach used for the collection of both qualitative and quantitative data (those who are already familiar with the software for data collection are encouraged to use the available software). Students whose subjects concern art are not expected to follow these research methods. They should be more intuitive using a more journalistic method when collecting information.

Schedule

The detailed schedule outlines the research methods as well as the different points of reference for both the Independent Study and Service Learning projects while in the field. Students will, individually, in pairs or in small groups, hold weekly conferences with their guide. The eight course hours, which will be shared with the Service Learning class, in Social Science methodology are briefly outlined in the calendar.

Requirements

Coursework: depending on their type of study, students typically will carry out some focused data collection and analysis. For artistic projects this may entail documenting local schools of art or performance and the methods they use. Protocols for data collection, as well as the analysis process typically go through several stages and drafts.

End of term report: Students are required to report on their study experience in a research paper, case study or other substantial piece of writing of 10 pages or more

Presentation: Student teams also will prepare a presentation of their results both for the village community and in a final session for the other students, faculty and staff.

Grading

Course participation	33%
End of term report	33%
End of term presentation	33%

C. Community Service Learning in Developing Countries

UMass – Amherst: Honors 397

Course Description

Service Learning (SL) is the integration of service and learning for the enhancement of both. In developing countries where services often are minimal, community development and program design skills are keys to effective service learning. Courses that are to be held on Mondays while in Yoff and in the field as well, will provide students with information on grassroots theories regarding active participant research which includes MARP, AI and all the other research methods that apply to designing a course to follow for international development. All of this will be carried out in villages where students will be spending a good part of their time.

The domains that students will tackle during their service learning, as they are specific to the village of Guédé Chantier, are those that interest many villages and urban communities and which they have invested and specialized in. Each project in this domain will contribute to the elaboration of activities which can effectively transform a village into an ecovillage. These domains follow the Gaia education model which is part of the subject matter for the four courses in sustainable development.

The section titled “brief overview of the schedule,” provides an outline for both the Service Learning and Independent Studies activities.

Learning objectives for Service Learning

The objective in the end will be to create a foundation for a project that the villagers will be able to continue to develop and build upon after the end of the program. In carrying out this project the students will master:

- The concepts underlying the recent creation of courses in service learning
- The theory and practice of participant observation
- Theory and practice of types of participatory action research that are effective in strengthening weak services (service teams) and designing effective programs (with empowered working groups)

Requirements

Readings

Bob Dick's AREOL on-line action research course, Southern Cross University, Australia

La Recherche-action existentielle, by René Barbier, Université Paris 8 (<http://www.barbier-rd.nom.fr/RAInternet.Html>) (<http://www.recherche-action.fr/>)

Greenwood Davydd, Action Research

Marian Zeitlin, Action Research in International Development: Course Notes, in both French and English

The documentation center offers a collection of readings describing the different types of services with which class members may interact during their service learning. Some of these will be introduced and discussed in the sustainable development course. Professor Zeitlin also has program design case studies, illustrating the use of action research methods in creating international nutrition, health, education and community development programs. These are the sources from which the course has been created.

Course Participation: With faculty assistance, students will define and negotiate the types of service they will carry out with the different program types and service structures. Student teams will use an AI approach to focus on the strengths of the village groups they are serving, but also will analyze with villagers areas needing improvement and participate with faculty guidance in the cyclic group process of designing and testing procedures that they identify as having the capacity of improving the performance of their groups.

Written reports

A group report created by each service learning team (or by each of the team members in consultation with each other) will be written on the experience in Guédé Chantier. Presentation of student journals of the day-to-day evolution of their service learning experience, followed by an analytic summary of the recommendations that emerge from their experience, also will satisfy these requirements. In addition, students can add a Service Learning component to their Independent Study report if the two topics are related.

Presentations

An end of term group report in the form of a PowerPoint with photographs presenting the team's service learning in Guédé Chantier.

Grading:

Course participation	40%
Reports or journals	40%
End of term presentation	10%
Attendance	10%

Instructors

Assistant Program Director, Oumar Diene and Professor Marian Zeitlin, Director, EcoYoff Sustainable Community Development Program, will co-teach and facilitate the course. They will coach and supervise the participatory action research carried out during the course and will relate concepts of sustainable development to the activities of the organizations and village teams in which students carry out their service.

Mr. Diene is completing his doctoral thesis in geography on changes in the use of urban space with modernization under the Chair for Environmental studies program at the University Cheikh Anta Diop (UCAD) of Dakar. He also is the Secretary of the Senegal Ecovillage Network, GEN Senegal. He has grown up with the Yoff village association, APECSY, engaging in community development work since an early age, and has been leading the service learning field work of the Living Routes courses since they began in Senegal in 2004.

Dr. Zeitlin received a BS in mathematics from Oberlin College and a cross-disciplinary Ph.D. in nutritional biochemistry and international nutrition planning from MIT. Before relocating to Senegal in

1996, she taught social science research methods and international program design for 17 years at the Tufts University Friedman School of Nutrition Science and Policy, where she remains a visiting professor. Between 1971 and 2004 she also consulted for and directed research and program design projects in 25 countries sponsored by U.S.A.I.D., the World Bank, UNICEF, UNESCO, FAO, the Ford Foundation and Save the Children, among others. Since 1996 she has supervised over 200 interns and students working in Senegal with local service structures, the arts and organic agriculture.

D. Introductory Wolof

UMass – Amherst: WOL 290

This course offers the American students an opportunity to become familiar with the Wolof language as well as building a language base drawing from the environment around them and every-day conversations. It is held in the GENSEN building with a professor who has extensive experience with intercultural teaching situations.

Schedule

The Wolof course runs for 6 hours a week when the group is not in the village or involved in special events. It is a 45-hour course that parallels the English class for the Senegalese students, with sessions that extend over the semester.

Grades

Course participation 30%
Average grade for oral presentations 35%
Average grade of written quizzes.....35%

Instructor

Mr Hamidou Gambiga is a wolof, Soninke and bambara languages trainer. He has taken an active part in inquiries carried out by survey companies like Senagrosol; Consult MS and Associates. He has been a language teacher at the American Peace Corps where he benefited from several trainings. He has been a language instructor at the ACI Baobab and in a number of catholic structures in Dakar, Thies; Kiniabour (near Ponpenguine) and Mekhe. This is his second semester with Living Routes.

Description du cours de wolof

Week 1:

Nuyoo ak wonale
Saluer et se présenter : dire son nom, sa nationalité, ce qu'on est, son origine
Présenter une tierce personne, prendre congé
Exercices pratiques (conversation structurée)
Grammaire : pronom complément, pronom présentatif+verbe d'action

Week 2 :

Li nu wer- soxla yu jamp yi.
Environnement- besoins de base
Identifier les objets, les choses, les personnes
Exprimer les besoins de base
Grammaire : les démonstratifs, la négation, les prépositions, l'impératif.
Wa ker gi- njaboot gi- la famille
Présenter sa famille ; dire ce qu'ils font ; ou ils sont.

Week 3 :

Suite de la leçon sur la famille

Termes de parenté

Les nombres de 1 à 60

Grammaire : les possessifs, les mots interrogatifs, le pronom énonciatif, la négation

Yittey ku nekk : activités personnelles et celles des membres de la famille.

Parler de ses activités

Grammaire : pronom emphatique du verbe d'action (accompli/inaccompli)

Week 4:

Suite de la grammaire sur (l'emphase sur le verbe)

Ceri yaram ; wer gi yaram

Parties du corps ; état de santé, identifier les traits physiques

Grammaire : les possessifs (pluriel) ; questions avec « ndax... ? »

Week 5 :

Waxtu ; wax ci xew xewi bés bi

Demander et dire l'heure, heure des activités de la journée

Grammaire : la forme interrogative, le suffixe (e)

Jend ak Jaay : acheter et vendre

Nommer des produits de première nécessité

Apprendre à compter la monnaie locale

Se renseigner sur les prix, discuter, marchander

Grammaire : le suffixe (i, ji), les pronoms objets

Wax lu jem ci lu weesu : expérience récente

Faire un récit au passé, expressions de temps au passé

Week 6 :

Grammaire : l'accompli, le temporel (bi+pronom)

Ci niawkat bi : chez le tailleur

Identifier les types de vêtements, les couleurs

Dialogue entre le tailleur et un client

Week 7:

Grammaire : le suffixe (lu)

L'hypothétique (bu, su) le pronom narratif

Locutions introduisant le narratif

Wax lu jem ci kanam : (mébét)

Parler d'un projet, faire un récit au futur

Expressions de temps au futur

Week 8:

Grammaire : la marque du futur

tukki- voyage

Identifier les moyens de transport

Poser des questions sur les moyens de transport

S'informer sur les prix du transport

Week 9 :

Grammaire : le pronom relatif du sujet (exercices)

Les comparaisons

E. Conversational English

UMass – Amherst: ESL 290A

Course Description

In this course designed for Senegalese university students who have had up to eight years of English in middle and secondary school, the focus is primarily on fluency in speaking and comprehending, secondarily on reading and writing English. In each semester program, a number of students also have majored in English at the BA or masters level. However, their opportunities to use the English language typically are very limited.

Schedule

This 45-hour course holds three two-hour sessions per week when the group is not involved in village travel or special events. It is described below as a six-week course, although the sessions extend over the semester.

Course objectives

The objectives of this course are to improve your ability to speak English in a variety of contexts. You will do this through exercises which focus on: improving your pronunciation; describing events and concepts; keeping a conversation flowing as well as asking questions about others and talking about yourself.

Course Rationale

The rationale of this course is learning by doing. You will be guided through the exercises which should all be achievable. Pronunciation is taken in its wider sense to include fluency as well so that you are able to talk extensively and use chunks of language to express your meaning. Being able to manage a conversation is given a focus because it is one of the main reasons for communication. You will also be encouraged to express more abstract ideas because, as you become more proficient in English, there will be a need to express more sophisticated ideas.

(The exam will test all of the following areas)

Structure of the Course

1. The Exam format. I guide you through the exam which starts with an introductory conversation, then there is a discussion of a photograph and finally there is a conversation about a hypothetical situation, e.g. “What would you do if you won the lottery?” It is a general introduction to the exam so that you will know well in advance what to expect and what to do.
2. A focus on your pronunciation. I will help you to speak more fluently through exercises on sentence stress (accent de phrase), intonation and connected speech (la chaîne parlée).
3. After working with utterances (énoncés), we work on the individual sounds which many students

have problems with.

4. Then you move on to describe what you can see in photographs. More importantly, you express what the photograph means to you and guess what has happened or what will happen. This is an opportunity for you to express your ideas and opinions fluently and logically. You will also learn phrases to help you gain time while you are thinking, and describe things when you do not have the exact words.
5. You will also concentrate on starting conversations, e.g. telling people about yourself and asking other people about their lives. Apart from small talk, you will practice giving extended answers to questions. You will become more effective in explaining your point of view, expressing your ideas even if your vocabulary is limited, and ways of keeping a conversation flowing.

The Structure of the Exam

On the exam day, before the exam begins, you will be coupled with another student who will be your exam partner. You will both be together for the exam. The examiner(s) will decide who your partner will be.

Part A

This is a conversation with your exam partner. You will have a conversation with each other in which you will ask and give information about yourself. E.g. your hobbies, where you are from, your family, etc. It is not just a series of questions and answers but more an exchange of ideas like a conversation. It is what we call “small talk” in order to start and keep conversations flowing. While you are having a conversation with your exam partner, the examiner(s) will be listening and making notes according to the marking criteria (see below).

This part of the exam will last approximately 5 minutes.

Part B

Following the conversation is a picture for discussion. Each student will be given a photograph to describe and, more importantly, to talk about in a more general sense, i.e. your opinion about the image, what the photograph means to you or reminds you of, what you think happened before or after the photograph was taken, etc. In this part of the exam you will speak individually for about 2-3 minutes.

Part C

Finally, you and your partner will be given a hypothetical question which you will both discuss together. For example, “If you had to live on a desert island what 5 things would you take between you?” You do not have to agree with each other, the most important thing is that you are able to negotiate with your partner and listen to what he/she is saying.

The Marking Scheme of the Exam

Your mark will be out of twenty. This mark will be calculated by assessing your spoken English in these key areas: Pronunciation (individual sounds, stress and rhythm), Grammar (word order, morphology, simplifications and confusions), Vocabulary (range, collocation, register and appropriateness), Fluency and communication (turn-taking, sensitivity to others and interaction). Each of these areas is marked out of 5 and then added together to give you a final mark out of 20.

Grades

Course participation30%

Average grade for oral presentations.....35%
Average grade of written quizzes.....35%

Instructor

Dr Louis Thomas Ciss has been teaching for nearly twenty years at the Department of English at Cheikh Anta Diop University. He headed the Departments of English and Applied Languages at The University of Djibouti for five years while serving as a technical advisor to the Djiboutian Minister of Education.

He is currently serving as a senior lecturer at the Department of English at Cheikh Anta Diop University.

F. Professional French

UMass – Amherst: FRE 290

Course Description

Objectives: Find out Students' real learning and be able to discuss local cultural issues
Students fill out a needs analysis form, followed by a group discussion about teaching and learning strategies
Discussion on cultural issues: superstitions in Wolof, Serere and American cultures
Reading comprehension: text with a focus on Senegalese culture
Grammar: reflexive verbs, past participle agreement, Written exercises
Role play
Homework: an essay: write one page essay on an interesting book you have read recently

Week 2:

Objectives: how to introduce oneself; talk about personal experiences, activities and projects.
Develop listening and speaking skills
Grammar: review Present, past and future simple tenses. Written and oral Exercises
Activity / Watch and discuss a Senegalese film or documentary
Homework: write one page on an amazing African film or documentary you saw. Express your feelings and opinions after watching it.

Week 3:

Objectives: develop students' description skills
Grammar: How to use adjectives and adverbs. Exercise
The use of subjunctive tense
Activity: group discussion on environmental issues

Homework: write a questionnaire and collect information on a topic of your choice in your host family and district. To be presented in the following class.

Week 4:

Objectives: Developing students' listening skills and expressing cause and consequences of a phenomenon
Vocabulary: motives, results
Grammar: how to use the conditional. Tense agreement
Activity:
Discussion on the causes and consequences of global warming and world food crisis. How do these phenomena impact your country and Africa?
Written exercises: transforming sentences ...

Listening to a song: vocabulary and Gap filling

Homework: Translate your favorite song in French and find short and interesting, funny or weird articles on the web and report it to the class

Week 5:

Objectives: reporting skills

Grammar: direct and reported speech

Vocabulary: Speech introductory words

Presentations and discussions about the internet articles

Homework: write one page long letter to family or friends and tell them about your experience in Senegal

Week 6: How to write a correspondence about community problems to a local authority

Grammar: review of tenses

Activity: writing letters or reports in groups followed by discussions

Evaluation:

The final grade for the French language course is composed as follows:

Weekly home works and participation in classroom activities will count for 33 %

The final written test on grammar and reading comprehension will count for 33 %

The oral examination will count for 33%

Notation:

Course participation.....30%

Average score on oral presentations.... 35%

Average score on written exams.....35%

Teacher:

El Hadji Souleymane Faye is currently a teacher of French literature and grammar at Cheikh Anta Diop University where he earned his PhD in 2000. Before starting his University teaching career, Dr Faye taught French in Matam and Bambey secondary schools for some years and later worked as a public education inspector in Kaolack , Bambey and Dakar. After his training at the National School of Education, he was posted in different National Education Offices where he actively participated in developing and monitoring secondary school programmes on ecological projects and activities such as:

Demography and Family life and education

Schools and rural reforestation projects

Environmental primary cares

Raising Environmental awareness and training

Dr Faye reinforced his personal training on environmental issues when he joined his Nation Education Inspection Office in Dakar where he designed school projects on hygiene, health water management.

He has been teaching French at Dakar University for three years.

G. Cultural foundations for a sustainable world

Often referred to as “our space,” this is a popular, usually not-for-credit course consists of activities and discussions in which American and Senegalese students explore their personal and group identities in a less than harmonious world. The Senegalese tend to represent African perspectives; and the Americans, viewpoints common in the West. Students develop positions on global issues, collaboration skills, work experience and personal alliances that they hope to sustain and enrich across time and space.

This course broadens to include villagers during rural service learning and extends into the cultural and leisure activities of living and learning together. A goal of the course is to create a community of shared understanding, concerns and commitments, capable of living and engaging together as equal partners in sustainable policy formation and development activities – in areas of poverty eradication, environmental

restoration, peace keeping, protection of diversity, right livelihood, disaster preparedness, and many more. Students also work through cultural and personal misunderstandings, explore similarities and differences between American and Senegalese learning styles and experiment with concepts of world culture.

The course starts during cultural orientation and continues in “our space” discussions of the topics presented in sustainable development class. These discussions take place during the hour immediately following each presentation. While faculty moderators are available, students often prefer to hold these sessions on their own. The course broadens to include dialogue and work with villagers during rural service learning and extends into the cultural and leisure activities of living and learning together in village homestay families.

Given the number of hours spent, and the depth of critical thinking devoted to “Sustainable culture,” we believe that this “class” should be eligible for credit if accompanied by faculty-supervised student journaling, periodic synthesis and integration sessions and a final paper.

H. Semester calendar

Living Routes Fall 08 Semester Calendar.
(A weekly schedule posted on the wall will show changes to this schedule)

Week 1

Time	Monday September 1	Tuesday September 2	Wednesday September 3	Thursday September 4	Friday September 5	Saturday September 6	Sunday September 7	Number of hours
9:30 10:30	Ramadan (the fasting season) begins . For choosers: no food, no drink, no cigarette etc from dawn to dusk			American students arrive and settle into host families,	US & SN students first meeting, cultural orientation in separate groups	Presentation of Yoff OD		CO :2 WL 4 ENG 2
10:30 11:30				Students fill out registration forms	Cultural orientation, with the whole group			
11:30 12:30				American students register online at US embassy site	Program presentation	Tour of Yoff services OD/ Cisco		
12 - 13								
13 - 14								
14 - 15				Wolof, Prof Gambiga	Wolof, Prof Gambiga			
15 - 16					English, Prof LT Ciss			
16 - 17								

Week 2

Time	Monday September 8	Tuesday September 9	Wednesday September 10	Thursday September 11	Friday September 12	Saturday September 13	Sunday September 14	Number of hours
9: 30 11: 30	Introduction to Sustainable Dvpt (SD) by Prof Lamine Kane	Feedback on Handbooks learning goals, OD / OP/ FL	The role of Women in Development, Mrs Mariétou Dia	Traditional spiritual beliefs, Omar Ndoye	Trip to Guédé Chantier Village 1 (for a rural and cultural Immersion)	Guided tour of the ecovillage OP		SD 2
11:30 13:00	Our Space	individual meetings for IS and SL OD	Our space	Film: Darwin's Nightmare				CO 8
13 - 14								OS 4
								IS/ L1H30
								WL 08
								FR 4
								ENG 6
14 - 15	French Prof S. Faye	Wolof, Prof Gambiga	French, Prof S. Faye	Wolof, Prof Gambiga		CO / OP		
15 - 16	Computer skill, Prof D Touré	English, Prof LT Ciss	English, Prof LT Ciss	Study skills (BP)				

Week 3

Time	Monday September 15	Tuesday September 16	Wednesday September 17	Thursday September 18	Friday September 19	Saturday September 20	Sunday September 21	Number of hours
9:30 11:30				Return from Ceebo village (First reflection paper due)	Feedback on village stay + SD, Prof Lamine Kane			SD 4
11 - 12				Colin's departure				CO
12 - 13								OS
13 - 14								IS / SL
14 - 15								WL
15 - 16					French, Prof S. Faye			FR 6
16 - 17					English, Prof LT Ciss			ENG 8

Week 4

Time	Monday September 22	Tuesday September 23	Wednesday September 24	Thursday September 25	Friday September 26	Saturday September 27	Sunday September 28	Number of hours
9:30 11:30	Organic agriculture sanitation, Prof A Tamba	Presentation on SEM, GENSEN, ecovillages Ismael Diallo	Gaia and EDEducation OP	Presentation on team work, OD	Integration session, SD, Prof L Kane	Camberene waste water recycling station, OD, Cisco		SD 10 CO 10 OS 6 IS / SL 3h WL 11h30 FR 14 ENG 14
11:30 13:00		IS / SL, OD	Wolof, Prof Gambiga, Computer skills, Prof Diary	Documentary Non violent communication	Our space			
13 - 14								
14 - 16	French, Prof S. Faye Computer Skills, Prof Diary	Wolof, Prof Gambiga English, Prof LT Ciss	French, Prof S. Faye English, Prof LT Ciss	History and the role of Islam in Senegal Prof Thioub (to be confirmed)	French, Prof S. Faye English, Prof LT Ciss			

Week 5

Time	Monday September 29	Tuesday September 30	Wednesday October 1	Thursday October 2	Friday October 3	Saturday October 4	Sunday October 5	Number of hours
9:30 11:30	SD, Prof L Kane	Gaia and E D Education, OP	Korité (The celebration of the end of Ramadan)	(Second reflection paper due) Film: An Inconvenient Truth	SD, Prof L Kane	Depart to Ceebo village		SD 16 OS 10 IS / SL 6 WL13h30 ENG 18 FR 18
11:30 12 - 13	IS / SL OD	Our Space	DAY OFF	IS / SL, OD	Our space			
13 - 14								
14 - 16	French, Prof S. Faye	Wolof, Prof Gambiga English, Prof LT Ciss			French, Prof. S. Faye English, Prof LT Ciss			

Week 6

Time	Monday October 6	Tuesday October 7	Wednesday October 8	Thursday October 9	Friday October 10	Saturday October 11	Sunday October 12	Number of hours	
9 - 10				Return to Yoff	Feedback on village experience, integration session, SD, Lamine Kane			SD 18 CO OS 12 IS / SL WL FR 20 ENG 20	
10 - 11									
11 - 12									
12 - 13					Our space				
13 - 14									
14 - 15									
15 - 16						French, Prof S. Faye			
16 - 17						English, Prof LT Ciss			

Week 7

Time	Monday October 13	Tuesday October 14	Wednesday October 15	Thursday October 16	Friday October 17	Saturday October 18	Sunday October 19	Number of hours		
9 - 10	Check in, Independent research (internet/ Library/ field) see mentors for information collection and writing for field project	Meetings with mentors (for information collection)	Gaia Ed, OP	(Third reflection paper due) Independent Research and writing	Finish writing, including all forms or questionnaires for field work	Depart at 8:00 for Guede Chantier to harmonise IS and SL with village teams. Collect necessary informatio n and material to take back to village	Student /staff meetings	SD 20		
10 - 11			CO							
11 - 12			OS							
12 - 13			IS / SL 36							
			Independent research (internet, library, Mentors, Field) for information collection					WL		
			Writing phase begins					FR		
13 - 14								ENG		
14 - 15						LUNCH AT VILLAGE HOST FAMILY				
15 - 16	How to a prepare meeting with a mentor OD : OP	Independent research (internet/ Library/ field) see mentors for information collection and writing for field project	Independent Research and writing	Independent Research and writing	Papers due/ Mid term evaluation, OP / FL/ BP	Relaxation Games (cards/ scrabble) Attaya				
16 - 17	Independent research (internet/ Library/ Field) IS/ SL									
17 - 18	Individual meetings, All staff									
18 - 19	<i>Please Note: meeting with mentors will be scheduled throughout the week depending on the availability of your own mentor (s). IS / SL sessions also available by appointment all week</i>									

Week 8

Time	Monday October 20	Tuesday October 21	Wednesday October 22	Thursday October 23	Friday October 24	Saturday October 25	Sunday October 26	Number of hours	
9 - 10	Staff and students visit Ndioum Louma (weekly market)	Staff meeting	Site visits according to students' IS / SL interest	Staff / students meeting	Student meetings with community commission leaders according to project interests	Return to Yoff		SD	
10 - 11		Individual meetings with students (reviewing research themes/ Questions/ Questionnaires)		Site visits according to students' IS / SL interest				Site visits according to students' IS / SL interest	CO
11 - 12									OS
12 - 13									IS / SL62 WL FR ENG
13 - 14	LUNCH AT HOST FAMILY								
14 - 15									
16 - 18	Student meetings with community commission leaders according to project interests	Site visits according to students' IS / SL interest	Student and staff meetings with community commission leaders according to project interests	Site visits according to students' IS / SL interest Writing on collected information	Writing on collected information				

Week 9

Time	Monday October 27	Tuesday October 28	Wednesday October 29	Thursday October 30	Friday October 31	Saturday November 1	Sunday November 2	Number of hours
9 - 10	SD, Prof L Kane	Environment and Water management in Senegal, Prof A. Coly	Ecotourism in Senegal Pape Ib. Diouf	(Third reflection paper due) Protection of Fauna in SN, Souleye Ndiaye	Integration session, SD, Prof L Kane	All saints Day		SD 26
10 - 11								
11 - 12	IS / SL OD	Our space	Wolof, Prof Gambica	Our space	I S / SL OD			OS 16
12 - 13								
13 - 14								
14 - 15								
15 - 16	French, Prof S. Faye	Wolof, Prof Gambiga	French, Prof S. Faye	Wolof, Prof Gambiga	French, Prof S. Faye			
16 - 17		English, Prof LT Ciss	English, Prof LT Ciss		English, Prof LT Ciss			
17 - 18								

(Living and Learning in Guede Chantier ecovillage: service learning, Independent study, application SD and ecotourism principles, language practice

Week 10

Time	Monday November 3	Tuesday November 4	Wednesday November 5	Thursday November 6	Friday November 7	Saturday November 8	Sunday November 9	Number of hours
9 - 10	IS/ SL OD	Solar Oven, A. Touré	Morning off for travel preparations	Trip to Guede Chantier morning trip to Guédé Village				SD
10 - 11								
11 - 12	Our space	Our space						CO
12 - 13								
13 - 14								OS 20
14 - 15								
15 - 16	French, Prof S. Faye	Wolof, Prof Gambiga	Wolof, Prof Gambiga					IS / SL 72
16 - 17		English, Prof LT Ciss	English, Prof LT Ciss					
17 - 18								WL23h30
								FR 28
								ENG 30

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Week 11

Time	Monday November 10	Tuesday November 11	Wednesday November 12	Thursday November 13	Friday November 14	Saturday November 15	Sunday November 16	Number of hours
9 - 10	(4th reflection paper due may be handwritten) Our Space							SD
10 - 11								CO
11 - 12								OS 22
12 - 13								IS / SL 98
								WL
								FR
								ENG
13 - 14								
14 - 15								
15 - 16								
16 - 17								
17 - 18								

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Week 12

Time	Monday November 17	Tuesday November 18	Wednesday November 19	Thursday November 20	Friday November 21	Saturday November 22	Sunday November 23	Number of hours
9 - 10						Guided Day Trip to Podor OP		SD
10 - 11								CO
11 - 12								OS 22
12 - 13								IS/ SL128
13 - 14								WL
14 - 15								FR
15 - 16								ENG
16 - 17								

Week 13

Time	Monday November 24	Tuesday November 25	Wednesday November 26	Thursday November 27	Friday November 28	Saturday November 29	Sunday November 30	Number of hours	
9 - 10			Return to Yoff from Guede Chantier	Free review time	SD Review session, Prof L Kane			SD 28	
10 - 11									CO
11 - 12							Free review time		OS
12 - 13								IS / SL	
13 - 14								WL 25h30	
14 - 15								FR 30	
15 - 16					Wolof review session, Prof Gambiga		French review session, Prof S. Faye		ENG 32
16 - 17					English review, Prof LT Ciss				

Week 14

Time	Monday December 1	Tuesday December 2	Wednesday December 3	Thursday December 4	Friday December 5	Saturday December 6	Sunday December 7	Number of hours
9 - 10	SD exam and closing discussions	Free time for review and finalising presentations	Free time for finalising presentations	(5 th reflection paper due)	Helping host families with Tabaski preparations			SD 30
10 - 11								C O
11 - 12	Free review time							OS
12 - 13								IS / SL
13 - 14								WL 27h30
14 - 15								FR 32
								ENG 34
15 - 16	French Exam, Prof S. Faye	Wolof exam, Prof Gambiga						
16 - 17								English exam, Prof LTCiss

Week 15

Time	Monday December 8	Tuesday December 9	Wednesday December 10	Thursday December 11	Friday December 12	Saturday December 13	Sunday December 14	Number of hours
9 - 10	Tabaski celebration DAY OFF	DAY OFF	All Papers due	Presentations	Presentations	Free time for shopping and packing		IS:SL 138
10 - 11								
11 - 12								
12 - 13								
13 - 14								
14 - 15								
15 - 16					Free afternoon for shopping	Presentations	Overall program evaluation	
16 - 17						End of program		
17 - 18					Course wrap up	Bye bye Africa		

NB.

1. Village stays (contacts with villagers and other students), documentaries, films and SD lectures will count for one third of the languages learning and practice time
2. Detailed schedules of village stays will be given to students before trips.