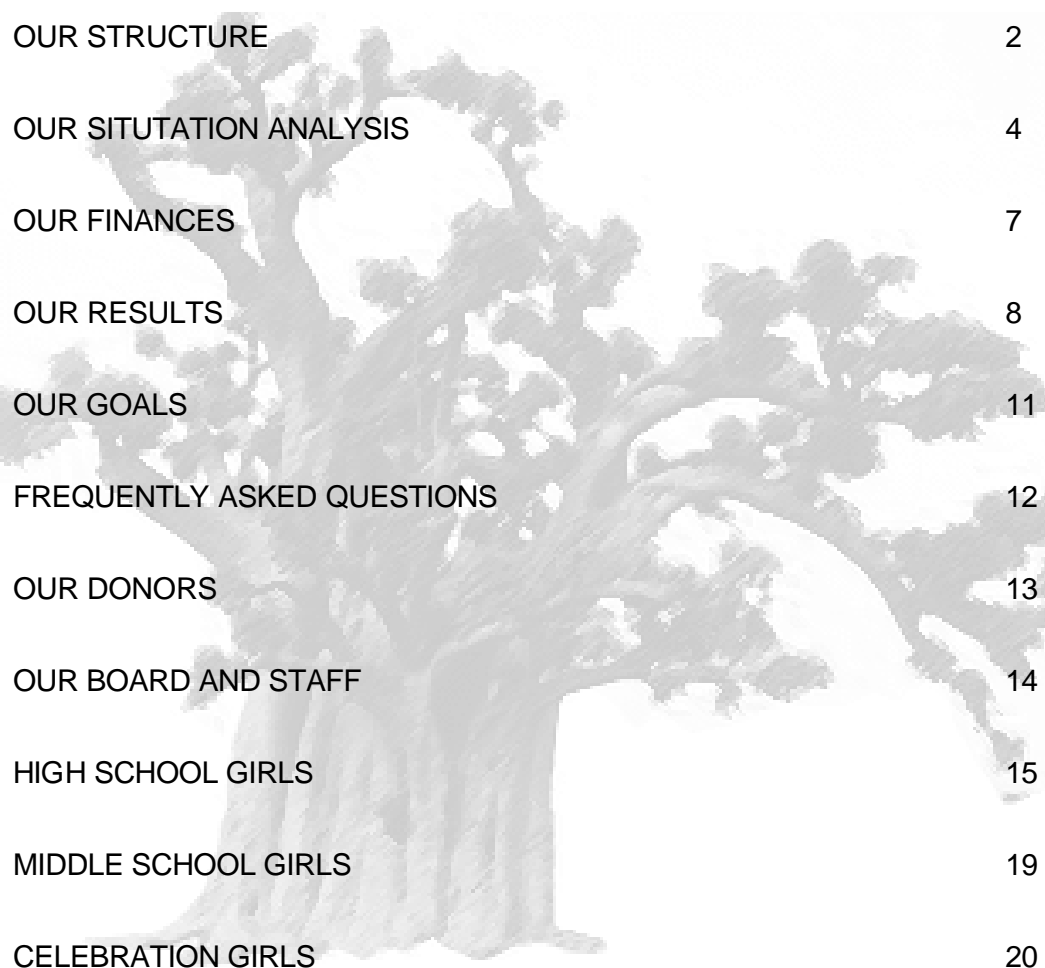




ANNUAL REPORT 2003—2004

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# FACTS

- In Kaolack, only 1% of girls who enter primary school eventually graduate from High School.
- Girls fail in school. If a girl does not pass her end of term school exams, usually parents will not encourage her to continue.
- Girls tend to repeat their classes.
- As girls grow older, domestic responsibilities increase. Before school, most girls are required to assist in cleaning, getting breakfast, and caring for other children in the household. After school and on weekends girls are required to wash, cook, clean, babysit, and go to the market, etc. Little time is left to study.
- Most girls do not have their own books and limited school supplies. Even if they were able to borrow books, most of them are too tired in the evenings and on weekends to complete assignments and prepare the upcoming lesson requirements.
- Most girls have never used a library or have had a reading book of their own. Parents traditionally believe that most girls will not succeed in school, and it is better that girls learn to run a household for her husband.

## OUR MISSION

The program's primary mission is to assist girls ages 10 - 18 in three areas:

- maintain girls in school who are presently enrolled;
- provide vocational education for girls who have dropped out of school
- provide literacy and numeracy (number and mathematical skills) training for girls who have never been to school.

The program's secondary mission is to develop a cadre of self disciplined, economically independent young women who will assist the development of their region and have a defined positive impact on their country.

Women's Health Education and Prevention Strategies Alliance (WHEPSA) maintains that girls having required class books, time to study, a place to study, educational supervision, and are in reasonably good health, will improve their class positions, pass their exams, and develop educational independence. Girls who are in school: will more than likely stay in school. Girls who have dropped out will be encouraged to attend WHEPSA's vocational classes to qualify for independent education exams, government employment exams and independent entrepreneurial pur-

suits. Girls who have never attended school will have the opportunity to acquire basic skills, be encouraged to develop additional vocational skills and also pursue entrepreneurial endeavours. All girls will improve their self-esteem. The 10,000 GIRLS Educational Support Program, does not replace public or private school education, but offers after school support to girls enrolled in school, girls no longer attending school, or girls never enrolled in school. After school support activities will be held in various sections of the Commune to ensure the availability to the greatest number of participants. Entrepreneurial activities are held at the programs pastry shop and sewing workshop located in the center of the Kaolack commune. After school support activities will be held in the commune and rural areas according to the enrolment of the participants.

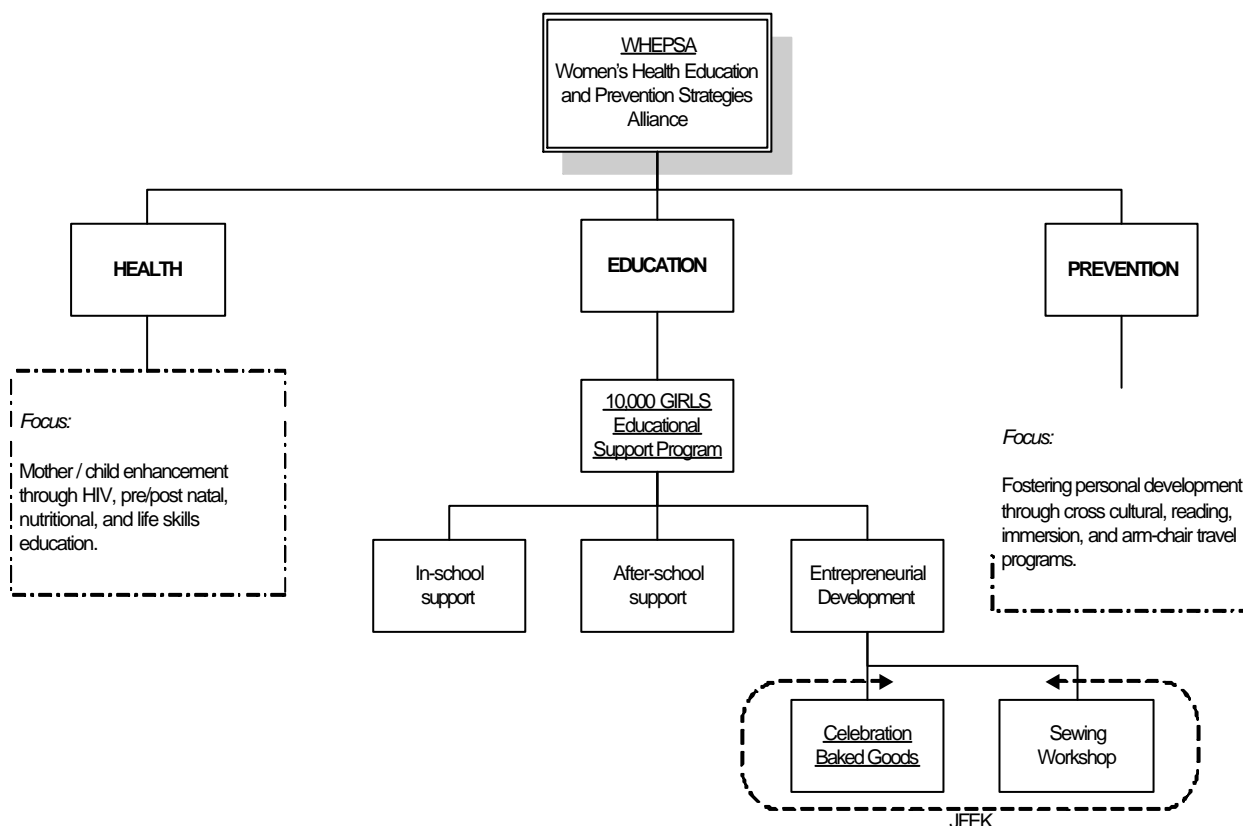


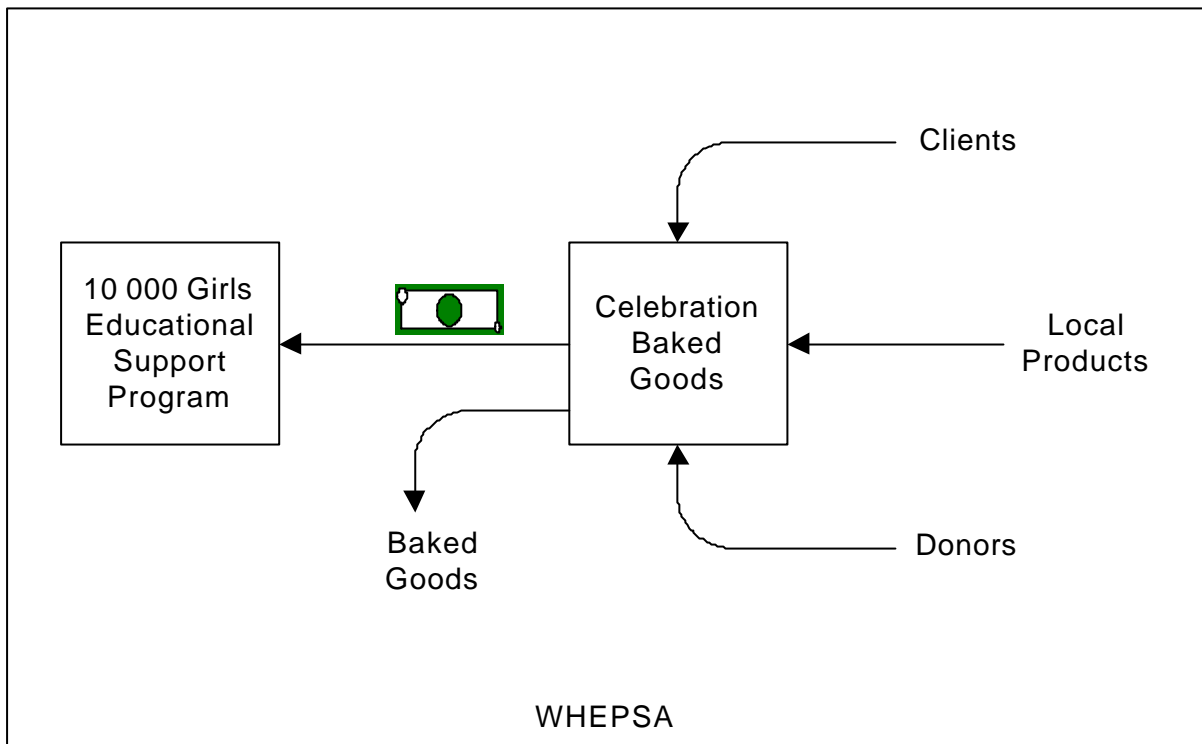
## OUR STRUCTURE

**W**omen's Health Education and Prevention Strategies Alliance (WHEPSA) is an international non-profit organization. It is the parent organization of 10,000 GIRLS Educational Support Program and Celebration Baked Goods located in Kaolack, Sénégal West Africa.

The 10,000 GIRLS Educational Support Program is an outgrowth of girls concerned about the level of their education, their abilities to pass government education exams and eventually become contributors to their community and the economy. WHEPSA's Girls Educational Support Program began in June of 2001 with four girls. WHEPSA currently has 61 girls enrolled and a waiting list of 324.

Celebration Baked Goods is a fully functioning bakery located in downtown Kaolack which financially supports the 10,000 GIRLS Educational Program. It is a registered GIE (Economic Interest Group) named **Jeune Filles Entrepreneurse de Kaolack (J-FEK)**. We started selling cookies and juices door to door two years ago and have now grown to open our own pastry shop in the central market area of Kaolack. We produce and sell cakes, pies, cookies, juices, puddings, and a variety of international dishes to the local communities. We cater to the various industries (Sonatel, Senelec, SDE), banks, and other NGO's in Kaolack, Dakar, Tambacounda and Kolda. We make and export dolls,





quilts, shea butter soap gift baskets, and small stuffed animals.

The Educational Support Program has classrooms located in Sam, Kaolack where the girls have after-school classes from 3pm - 9pm each evening during the school year. We have developed with the girls, techniques for independent study, created a peer education network, developed teamwork for educational excellence, and a parental support system. The program includes:

-Monitored after school homework prepara-

tion.

-Monitored classwork review

-Individual in school follow-up

-Individual at home follow-up.

-Peer support and review

-Monthly teamwork preparation

-Bi-monthly parent support meeting.

The program presently

has 61 participants, 44 girls in the after-school support and 17 girls in the entrepreneurial support program.



## OUR SITUATION ANALYSIS

**G**irls in Kaolack fail in school. Of each 15,000 eligible school age girls who enter first grade, only about 200 succeed to complete high school. Sociological and cultural norms do not allow girls adequate time to study or adequate books and supplies necessary for the effective completion of those studies.

As girls grow older, domestic responsibilities increase. WHEPSA's survey of their twenty summer school participants revealed that girls are required not only to attend school, but

also assist in the domestic chores delineated by their cultural roles. Before school most girls are required to assist in cleaning, getting breakfast, and caring for



other children in the household. After school and on weekends girls are required to wash, cook, clean, tend young siblings and relatives, go to the market, etc. Little time is left for study. Most girls do not have their own books and limited school supplies. Even if they were able to borrow textbooks, most girls are too tired in the evenings and on weekends to complete assignments and prepare for the upcoming lesson requirements. None of the

girls have ever used a library or had a supplementary reading book of their own. If a girl does not pass her exam, usually parents will not encourage her to continue school, yet they would push her brother to continue. If a girl is excluded from classes (failing an exam after a second attempt) parents will usually not pay for her to attend private school, yet if able they would pay for her brother. Parents in Kaolack traditionally believe that most girls will not succeed in school, and its better that girls

learn to run a household and marry a good husband.

The Kaolack Regional Statistics for the regional development plan of 2000 states that the region of Kaolack has a total of 693

schools: 18 preschools, 522 elementary, 36 middle schools, 11 secondary schools and 6 training schools. Even though there has been an increase in girl's enrolment since 1987, as the girls progress from elementary to middle to secondary school their numbers decrease dramatically. Only 1% of girls who enter primary school eventually graduate from high school.

During the 2000 - 2001 scholastic year there were 162,707 girls of school age

(5-19) but only 19,547 were enrolled in school. Females represent less than 25 % of the teachers ( 217/1159 ) . The Commune of Kaolack presently has 86 schools: 12 preschools; 44 elementary; 21 middle; and 8 secondary schools.

Women in this region represent 51.2% of the population. Twenty two percent of the population are also women of reproductive age (15-45 years 190,000 in remote villages). There is a high rate of maternal death, 600 per 100,000. Children 0-4 represent

20.7%. of the population and children 0-19 number 550,000 (460,000 in remote villages). For every 1000 children born, 184 don't reach 5 years. The principle illnesses are ma-



laria, malnutrition, diarrhea, respiratory illnesses, sexually transmitted diseases and AIDS. There is insufficient medical personnel therefore difficult medical coverage. There is 1 doctor for every 18,192 inhabitants and 1 nurse for each 13,174. Contraceptive coverage is very low, 4.29%. Vaccination rates are very low and endemic illnesses high. The Kaolack area is chalky and sandy, suitable for the predominant groundnut in-

dustry, and interspersed with large stagnant bodies of water formed in winter and used for rice cultivation. The ground nut areas are beginning to show signs of over use and a program has been introduced to teach the farmers crop rotation. Water is mostly obtained from wells and boreholes and is one of the major limitations to agricultural expansion. Animal husbandry and substitute cash crops, such as cotton, have been introduced and show signs of economic potential. Family plots vary greatly. The wealthiest land-

owners have tractors while most villagers have oxen. Agricultural plots are between 5-12 hectares, and are usually managed manually. Women assume heavier workload in these rural and semi-rural agricultural

areas. Due to the increase of the commercialised one crop economy (peanuts) women depend heavily on men for cash in order to obtain items for themselves, her children and her household. Despite the increased awareness about the unequal ways in which the fruits of development have been distributed, there has been little rectification as to why, how, and the consequences of unequal distribution of wealth for both women's productivity and the commer-

cialised economy. Women's organizations in these areas are often defined by their good will and lack of funds. With trained leaders and funding they could be more effective in offering training in income earning skills, literacy, community and national development. In most cultures, women receive information primarily from other women.

In Kaolack, women's traditional economic roles confine them to tasks which, however critical to society – the production,

processing, storage, and preparation of food for the family – are not remunerated in cash and reinforce their low status in and increasingly cash economy. This is an especially grave problem where migration of



men to cities in search of cash income is a massive, socially disruptive pattern that leaves more and more women without an income adequate to assure even the minimum basic needs of their dependants.

Even though men also encounter problems in adapting to rapid change, developing societies, migration, unemployment, loneliness, anonymity, and the growing difficulty of communicating with family members who have

not shared these experiences can also contribute to their disorientation. Nevertheless, it is the women who are hit hardest by these changes. Women's desire to adapt to the changing times precedes the evolution of customs that govern their lives, creating conflicts with those who would restrain them to outdated roles, i.e. restricted mobility, inferior legal status, arranged marriages, and economic dependence. Women want their daughters to have a better life. They enroll them in school wanting them to get an edu-

cation and training, and to partake eventually from the cash economy. However, as these women's household tasks increase, (pregnancy, birth, children and the related work), mothers depend more and more

on their daughter's help. Therefore diminishing the daughter's hours in school and time allotted for homework. All this increases the possibility of the daughter not passing her exams, and eventually being eliminated from public school (if a student does not pass state exams after two attempts, the student relinquishes her place, and she can only continue in private schools or as an independent candidate).

## OUR FINANCES

**1** 0 000 Girls and Celebration Baked Goods are able to sustain themselves with revenue from Celebration Baked Goods. We have used grants and donations to pay for equipment to help us grow. Since our plan includes increasing the number of girls enrolled in the program, we will have to increase the size of the business to counter the increased expenses.

The plan is to continue to use grants and donations to increase the size of the program and use the revenue from Celebration Baked Goods to sustain the program. All the profits of Celebration Baked Goods are used for the purchase of supplies to maintain the 10,000 GIRLS Educational Program.

Celebration Baked Goods is continually taking measures to reduce costs and better manage inventories to become more profitable. We are currently using Peace Corps business volunteers to help us with our profitability and sustainability. Celebration strives to transform local goods and products into baked goods with higher added value. The hope is to attain a large enough volume to be able to produce more valuable products for export to high end specialty shops in the US and Europe.

Celebration Baked Goods				
	2002		2003	
Revenue	FCFA	USD	FCFA	USD
Sales	2,134,590	4,270	3,927,935	7,856
Grants	3,292,400	6,585	7,753,000	15,506
Total revenue	5,426,990	10,854	11,680,935	23,362
Expenses				
Fixed costs	3,245,000	6,490	5,459,134	10,918
Variable costs	2,181,990	4,364	6,221,801	12,444
Total expenses	5,426,990	10,854	11,680,935	23,362
Net Assets				
Equipment	77,000	154	5,527,000	11,054
Accumulated Depreciation	-16,000	-32	-1,125,000	-2,250
Net assets	61,000	122	4,402,000	8,804
Liabilities				
Accounts Payable	0	0	1,600,000	3,200
Total liabilities	0	0	1,600,000	3,200
10 000 GIRLS Program				
CATEGORY	AMOUNT per month / per girl		JUSTIFICATION	
Books and School Supplies	5,000	\$10	School text books, class books, notebooks, pens, pencils, paper, etc.	
Afterschool and Vocational Classes	5,000	\$10	Teachers, monitors, class space, materials	
Leadership and Character Development Activities	1,500	\$3	Monthly programming expanding their sociological environments to effectively integrate into the future development of their community, town, and nation.	
Health Care	2,500	\$5	Pre-paid clinical care program	
Clothing	1,500	\$3	Dresses, shoes, and personal items.	
TOTAL	15,500	\$31	Per month per girl	

\* All amounts are recorded in Franc CFA. 500 FCFA = US\$ 1

## OUR RESULTS

Each participant is evaluated by her public school teachers, parents, after school monitors, and her participation in entrepreneurial pursuits. This monthly evaluation contains: in school attendance, homework completion, in home task assignments, after school attendance, and entrepreneurial participation and training. Cumulative evaluations will be compiled in a yearly assessment defined by the number of girls who passed their classes, the numbers trained in entrepreneurial pursuits, and our financial status.

WHEPSA conducted systematic, regular and on-going program monitoring to examine short-term changes in the program and progress being made towards the achievement of the program objectives and goals. WHEPSA utilizes a standard

evaluation methodology, including statistical analyses in all of its programs. WHEPSA contracts with an external evaluator in consultation to conduct the final evaluation of the program annually. Last year the 10,000 Girls Program had only a 10 % failure to pass (to the next class rate) compared with 68% failure in the region of Kaolack. The program also has a 0% school dropout rate compared to 53% in the region of Kaolack.

GIRL	BIRTHDATE	CLASS	AVERAGE 03-04 Out of 20 total	RANK 02-03	RANK 03-04	HOUSEHOLD MEMBERS	SIBLINGS
MIDDLE SCHOOL							
<b>Agne, Coudy</b>	<b>24-Aug-91</b>	<b>CM2 (6th Grade)</b>	<b>6.24 (Average)</b>	<b>10/39</b>	<b>10/39</b>	<b>39</b>	<b>4</b>
<b>Agne, Mame Gueda</b>	<b>06-Aug-90</b>	<b>CM2 (6th Grade)</b>	<b>7.44 (Above Av.)</b>	<b>08/46</b>	<b>03/39</b>	<b>39</b>	<b>3</b>
Agne, Mame Hindou	01-Nov-92	CM1 (5th Grade)	5.00 (Average)	20/46	31/47	39	3
<b>Badiane, Rokhya</b>	<b>16-Nov-92</b>	<b>CM1 (5th Grade)</b>	<b>8.61 (Above Av)</b>	<b>10/46</b>	<b>02/46</b>	<b>7</b>	<b>3</b>
<b>Bitèye, Adjiyama</b>	<b>08-Sep-93</b>	<b>CM2 (6th Grade)</b>	<b>7.02 (Above Av.)</b>	<b>22/62</b>		<b>18</b>	<b>4</b>
Bitèye, Ndèye Astou	01-Jan-94	CM1 (5th Grade)	5.20 (Average)			18	4
<b>Bitèye, Rokhya</b>	<b>08-Oct-92</b>	<b>CM2 (6th Grade)</b>	<b>8.10 (Above Av.)</b>	<b>18/55</b>	<b>8/55</b>	<b>18</b>	<b>6</b>
Diop, Khady	14-Sep-93	CE2 (4th Grade)	4.00 (Failed)				
Goumbala, Nata	21-Jun-93	CM1 (5th Grade)	5.30 (Average)			16	4
Ka, Néné	01-Jan-93	4e (3rd Grade)	4.00 (Failed)			9	6
Seye, Astou	20-Jun-91	CM2 (6th Grade)	6.20 (Average)			39	1
<b>Sylla, Bigué</b>	<b>04-Mar-93</b>	<b>CM2 (6th Grade)</b>	<b>9.1 (Excellent)</b>		<b>01/44</b>	<b>12</b>	<b>1</b>

GIRL	BIRTHDATE	CLASS	AVERAGE 03-04 Out of 20 total	RANK 02-03	RANK 03-04	HOUSEHOLD MEMBERS	SIBLINGS
HIGH SCHOOL							
Agne, Hindou	15-Jul-87	3e (10th Grade)	11.20 (Average)	10/76	10/60	39	5
Agne, Khadiatou	09-Oct-83	2e2 (12th Grade)	10.88 (Average)	22/72	18/66	39	7
<b>Agne, Ndèye Fatou</b>	<b>27-Feb-89</b>	<b>3e (10th Grade)</b>	<b>13.79 (Above Av.)</b>		<b>12/72</b>	<b>39</b>	<b>8</b>
Aidara, Maimouna	17 May 85	3e (10th Grade)	11.72 (Average)	12/67	11/66	39	8
Aidara, Aissatou	03-Jan-85	2e (11th Grade)	11.72 (Average)	11/49		14	5
<b>Bitèye, Bayange</b>	<b>03-Nov-87</b>	<b>3e (10th Grade)</b>	<b>12.10 (Above Av.)</b>	<b>13/81</b>		<b>18</b>	<b>4</b>
Bitèye, Maguette	10-Mar-86	3e (10th Grade)	10.39 (Average)	11/68		18	6
Biteye, Seynabou	06-Jan-87	3e (10th Grade)	11.02 (Average)		01/72	22	4
Diouf, Fatou	28-May-89	5e (7th Grade)	11.20 (Average)	19/64		7	4
Diouf, Marième	13-May-88	3e (10th Grade)	11.39 (Average)	11/70		7	4
<b>Gueye, Ndèye Khady</b>	<b>18-Jan-88</b>	<b>2e (11th Grade)</b>	<b>12.90 (Above Av.)</b>		<b>10/80</b>	<b>22</b>	<b>7</b>
Fall, Khady Samb	26-Mar-87	3e (10th Grade)	10.39 (Average)			19	4
Jassy, Maimouna	23-Jun-92	5e (8th Grade)	11.65 (Average)	05/20	14/46	5	5
<b>Jassy, Mariama</b>	<b>05-Mar-91</b>	<b>5e (8th Grade)</b>	<b>14.36 (Above Av.)</b>	<b>02/20</b>	<b>7/79</b>	<b>5</b>	<b>5</b>
Ka, Dah Oumy Samba	08-Mar-85	(13th Grade)	11.09 (Average)	22/70	17/60	21	7
<b>Kébé, Absa</b>	<b>01-Jan-87</b>	<b>2e (11th Grade)</b>	<b>12.83 (Above Av.)</b>		<b>06/63</b>		
Kébé, Aicha	11-Oct-87	3e (10th Grade)	10.79 (Average)	10/76	8/23	39	1
Ndiaye, Sophie	01-Sep-89	5e (8th Grade)	10.20 (Average)	15/65		9	6
<b>Niane, Anta</b>	<b>01-Mar-86</b>	<b>4e (9th Grade)</b>	<b>13.13 (Above Av.)</b>	<b>15/67</b>		<b>33</b>	<b>4</b>
<b>Niane, Ndèye Fatou</b>	<b>10-Nov-85</b>	<b>2e (11th Grade)</b>	<b>15.10 (Excellent)</b>	<b>11/62</b>	<b>01/63</b>	<b>33</b>	<b>4</b>
<b>Niane, Ramatoulaye</b>	<b>18-Jan-91</b>	<b>5e (8th Grade)</b>	<b>15.72 (Excellent)</b>		<b>01/77</b>	<b>33</b>	<b>4</b>
Niang, Oumy	04-Feb-90	5e (8th Grade)	8.19 (Failed )		57/65	39	4
<b>Niang, Fatou</b>	<b>18-Nov-85</b>	<b>2e (11th Grade)</b>	<b>14.03 (Above Av.)</b>		<b>02/63</b>	<b>39</b>	<b>4</b>
Niang, Mariama	20-Nov-91	5e (8th Grade)	11.56 (Average)		05/65	33	11
Niang, Mariame	16-Aug-86	2e (11th Grade)	11.25 (Average)		05/72	18	5
Niass, Ndèye Astou	01-Jan-87	2e (11th Grade)	10.25 (Average)		12/72	22	10
Sonkho, Awa	26-Sep-85	1e (12th Grade)	10.22 (Average)		17/62	10	7
<b>Souare, Fatou</b>	<b>07-Aug-88</b>	<b>3e (10th Grade)</b>	<b>13.10 (Above Av.)</b>	<b>10/72</b>	<b>12/76</b>	<b>12</b>	<b>5</b>
Sy, Khady	09-Mar-85	2e (11th Grade)	10.59 (Average)			18	5
Thiam, Zeynabou	02-Jan-84	3e (10th Grade)	11.59 (Average)	10/79			
<b>Thiobane, Ndoumbe</b>	<b>09-Sep-87</b>	<b>2e (11th Grade)</b>	<b>13.18 (Above Av.)</b>		<b>02/58</b>	<b>18</b>	<b>5</b>

\* Rank may not be reported by school

GIRL	BIRTHDATE	CLASS	AVERAGE	RANK 02-03	RANK 03-04	HOUSEHOLD MEMBERS	SIBLINGS
<b>VOCATIONAL TRAINING SCHOOL</b>							
Thiam, Alimatou	04 Mar 84	Literacy	Pass			12	4
Agne, Ramatoulaye	02 Feb 85	Literacy	Pass			39	2
Bitèye, Saly	09 Dec 88	Sewing	Pass			18	4
Goumbala, Fatou	31 Dec 88	Sewing	Pass			16	4
Ka, Bassoum	18 Jul 87	Literacy	Pass			12	7
Thiam, Ndèye Bitèye	01 Feb 85	Literacy	Pass			12	7
Konaté, Awa	25 Aug 89	Sewing	Pass			12	7
<b>CELEBRATION BAKED GOODS and SEWING WORKSHOP</b>							
GIRL	BIRTHDATE	OCCUPATION	AVERAGE	RANK 02-03	RANK 03-04	HOUSEHOLD MEMBERS	SIBLINGS
Cisse, Aïcha	16 Aug 76	Cashier	Pass			3	0
Daïllo, Fatema	21 Sept 87	Baker	Pass			39	1
Diop, Khady	25 Sept 79	Pâtissière	Pass			8	5
Fall, Miamouna		Seamstress	Pass				
Ka, Da Sira Samba	10 Sept 75	Manager	Pass			14	7
Ka, Ndèye Rokhaya	12 Apr 82	Baker	Pass			14	7
Ka, Mala Birame		Bookkeeper	Pass				
Koté, Mariama	12 Sept 83	Seamstress	Pass			18	6
Ndiaye, Gass	25 Jan 88	Assistant	Pass			9	0
Senghor, Véronique Wode	01 Jul 76	Seamstress	Pass			12	7
Thiam, Rokhya		Seamstress	Pass				



## OUR GOALS

**W**HEPSA, 10,000 GIRLS, and Celebration Baked Goods have comprehensive 7 year project plans which we revisit each year to assess. Our current goals include:

By 2006, 200 girls will participate in the program

By 2007, 400 girls will participate in the program

By 2008, 800 girls will participate in the program.

80% participants will complete high school.

50% of participants will enter university, or training program.

100% of parents will learn how to access the local health care, school health care and social service centers.

80 % of the participants will attend program activities.

100% of girls will remain in school, improve their grade point averages and pass their exams.

90 % of the girls will develop skills that will lead to gainful employment either in the public, private, or self employment sectors.

Girls will also profitably run the Celebration Pastry and Sewing shop.

Girls will produce dolls, quilts, gift baskets, and small stuff animals for export and local markets

90 % of the girls will develop organizational skills.

50% will develop their own spin off entrepreneurial venture.

100% of the girls will learn to read, basic writing along with basic arithmetic.

25% of the girls will learn additional skills, computer literacy and bookkeeping,.

80% of the girls will learn skills taught in the vocational program.

100% of girls will develop poise and self confidence.

100% of the girls will attend outings.



25% of the girls will choose alternative careers because of these visits.

25% of the girls will be additionally motivated for university education.

25% of the girls will attend additional business training school.

25% of the girls will obtain apprenticeships.

Through international women's organizations, WHEPSA-USA, and support persons and groups, the girls will communicate with other girls of similar ages, education, and background to establish hands-on global concepts, friendships, information, knowledge, and comprehension.

## FREQUENTLY ASKED QUESTIONS

### *Q What is the 10,000 GIRLS idea?*

**A** Maintaining enrollment of girls still in school. Following up on girls who have recently dropped out of school encouraging them to join the program. Providing literacy and numeration training for girls who have never been to school. And, financially supporting our educational programs through our pastry shop, Celebration Baked Goods, the exporting of the girls handmade quilts, baby items, soap gift baskets, and dolls.

### *Q When did you come up with the idea?*

**A** Two summers ago I was approached by four girls aged 10,11 and 12 who were not doing well in school and disappointed by their end of year results. They wanted to do better. Within two weeks, I had twenty girls in an organized after-school program. Now we have 61 girls with a waiting list of over 300. After finding little support from the existing educational administrations, businesses, and social funding institutions, we decided we had to do it ourselves.

### *Q What is the need for the 10,000 GIRLS Program?*

**A** Girls fail in school. Girls tend to repeat their classes. The Kaolack (Senegal, W. Africa) Regional Statistics from the Regional Development Plan of the year 2000, state that this region has a total of 693 schools: 18 preschools, 522 elementary 36 middle schools, 11 secondary schools and 6 training schools. During the scholastic year 2000, there were 162,707 girls of school age (5-19) but only 19,547 were enrolled in school. Even though there is an increase in girl's enrolment since 1987, as the girls progress from elementary to middle to secondary school their numbers decrease dramatically. Only 1% of girls who enter primary school eventually graduate from high school.

### *Q Why did we choose this approach to address the needs of these girls?*

**A** In Kaolack, women's traditional economic roles confine them to tasks which, however critical to society, are not rewarded in cash and reinforce their low status in an increasing cash economy. Women want their daughters to have a better life. They enroll them in school wanting them to partake eventually from the cash economy. As these women's household tasks increase, (pregnancy, birth, children and the related work), mothers depend more and more on their daughters, diminishing the daughters hours in school and time allotted for homework. This increases the possibility of the daughter not passing her exams and eventually being eliminated from public school. Without girls educational support, mothers and daughters are caught in a developmental dilemma.

### *Q How is our program different and more effective than other girls educational programs?*

**A** Girls supporting and financing their own educational advancement through entrepreneurial pursuit is innovative in Senegal. In Kaolack the Departmental Committee of Teachers for the Schooling and Promotion of Girls was formed to encourage parents to enroll girls in school. There is also the Association for the Promotion of Senegalese Women that sponsors leadership training and summer enrichment programs for girls. This is the only program in Senegal that promotes the simultaneous economic and educational development of girls through self support. Our girls are becoming increasingly self-reliant, independent, curious, educationally competent, and motivated. They are learning that while taking care of themselves, they also must assist their junior participants. They will develop themselves, assist their participants, assist in developing their families, assist in developing their communities, assist in developing their country, then assist in developing the world.

### *Q How are we ensuring the sustainability of this project?*

**A** We are mainly supporting our educational programs through our financial arm and GIE (Economic Interest Group), Jeune Filles Entrepreneur de Kaolack (J-FEK) aka. Celebration Baked Goods. J-FEK is composed of our girls who have been excluded from school, and are training to become entrepreneurs. We started selling cookies and juices door to door two years ago and have now grown to open our own pastry shop in the central market area of Kaolack. We produce and sell cakes, pies, cookies, juices, puddings, and a variety of international dishes to the local communities. We make and export dolls, quilts, shea butter soap gift baskets, and small stuffed animals.

## OUR DONORS

American Embassy—Self Help Fund  
Dakar, Senegal

Books Etc.  
Dakar, Senegal

Boulch Electronics  
Dakar, Senegal

Caterpillar  
Dakar, Senegal

Club International Feminine de Dakar  
Dakar, Senegal

Dakar Women's Group  
Dakar, Senegal

Ernst and Young  
Dakar, Senegal

FADOC (Fonds D'Appui pour la Dynamisation des Organisations Communautaire)  
Dakar, Senegal

First Presbyterian Church  
Detroit, Michigan

French Embassy – Economic Development Sector and Non-governmental Cooperation  
Dakar, Senegal

Lions Club of Hartford Memorial Baptist Church  
Detroit, Michigan

Mayoro Wade - Price Waterhouse Coopers  
Dakar, Senegal

Moving Water Industries  
Dakar, Senegal

Mt. Lebanon Baptist Church  
Detroit, Michigan

Pfizer Global Manufacturing  
Dakar, Senegal

Saginaw Mosque  
Saginaw, Michigan

UNISYS  
Dakar, Senegal

Women's Groups of Hartford Memorial Baptist Church  
Detroit, Michigan



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Justin RICE, MBA  
*Business Development*

Dana OLDS  
*Evaluation and Monitoring*

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Dah Sira Samba KA  
*Manager*

Khady DIOP  
*Pâtissière*

Ndèye Rokhaya Samba KA  
*Baker*

Fatema DIALLO  
*Baker*

Aïcha Diouly CISSÉ  
*Cashier*

Gass NDIAYE  
*Assistant*

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*Vice President*

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### **Sewing Workshop**

Mariama KOTÉ  
*Seamstress*

Véronique Wode SENGHOR  
*Seamstress*

Rokhya THIAM  
*Seamstress*

SECONDARY SCHOOL



Absa Kébé



Aicha Kébé



Aissatou Aidara



Anta Niane



Awa Konaté



Dah Oumy Samba Ka



Fatou Diouf



Fatou Niang

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Khadiatou Agne



Khady Samb Fall



Miamouna Alidara



Mariama Jassy



Mariama Niang



Mariame Niang

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Maimouna Jassy



Ndèye Astou Niasse



Ndèye Fatou Agne



Ndèye Fatou Niane



Ndeye Khady Gueye



Marième Diouf



Ndoumbe Thiobane



Oumy Niang

SECONDARY SCHOOL



Ramatoulaye Niane



Seynabou Bitèye



Zeyenabou Thiam

Secondary School

Bayange Bitèye  
Maguette Bitèye  
Sophie Ndiaye  
Awa Sonkho  
Khady Sy

Not Pictured

Primary School

Nènè Ka  
Astou Seye  
Biguè Sylla  
Rokhaya Bitèye

VOCATIONAL TRAINING



Fatou Goumbala  
Seamstress



Salimatou Biteye  
Seamstress



Ramatoulaye Agne  
Literacy Training

Vocational Classes

Alimatou Thiam  
Bassoum Ka  
Ndèye Bitèye Thiam

Not Pictured

Sewing Workshop

Miamouna Fall  
Rokhya Thiam  
Mala Birame Ka

PRIMARY SCHOOL



Adjiyama Bitèye



Khady Diop



Coudy Agne



Mame Gueda Agne



Mame Hindou Agne



Nata Goumbala



Ndèye Astou Bitèye



Rokhaya Badiane

CELEBRATION BAKED GOODS



Dah Sira Samba Ka



Khady Diop



Ndèye Rokhaya Samba Ka



Fatima Diallo



Aïcha Diouly Cissé



Gass Ndiaye

SEWING WORKSHOP

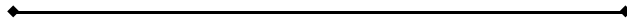


Véronique Wode Senghor



Mairama Koté





WHEPSA and 10,000 GIRLS works to improve the quality of education of young women and girls of Senegal. WHEPSA maintains: girls having required class books, time to study, a place to study, educational supervision, and are in reasonably good health, will improve their class positions, pass their exams, and develop educational independence. Girls who are in afterschool programs will more than likely stay in school. Girls who have dropped out will be encouraged to qualify for independent education exams, government employment exams and training schools. Girls who have never attended school will have the opportunity to acquire basic skills, be encouraged to develop additional skills and achieve educational independence. All girls will improve their self-esteem.

A private non-profit organization, WHEPSA was founded in 2000. WHEPSA is a charitable institution under Section 501(c)(3) of the Internal Revenue Code (38-3479419). WHEPSA'S financial support comes from charitable foundations, multinational corporations, foreign governments, religious communities, international development agencies, other private organizations, and many individuals.

This girls program has a built-in educational / financial support system that is managed and maintained by the participants. The girls learn, work, and adhere to their educational, social, and financial needs. We rely on contributions to grow; however, we rely on ourselves to maintain the educational program.

To make a contribution or for more information, please contact:

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