



# PROPOSAL FOR Senegal Chess in School for kids and youth

Club Littoral Chess

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CLUB LITTORAL CHESS

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## Introduction

In today's rapidly global changing business climate, the people have to remain agile and willing to adapt their strategies as disruptions occur. One of the most evident areas where this need is seen to initiate the children to play CHESS in their early-learning year at the school, club, and association at home etc. particularly the early-learning. Chess helps promote intellectual growth and has been shown to improve academic performance. Chess is a powerful tool for developing thinking and memory in children. It also helps them build up their decision-making tools. It educates them to be responsible for their decisions and the consequences of those decisions.

### **Chess for Recovering Better**

Throughout history, games and sports have helped humanity to survive times of crisis by reducing anxieties and improving mental health. While the coronavirus outbreak has forced most gaming and sports activities to scale down, chess has demonstrated remarkable resilience, adaptability and a very strong convening power in time of pandemic. Over the past few months, the overall interest in chess is reported to have doubled, with more players than ever coming together to participate in chess events that are being increasingly held through online platforms.

### **Chess for Sustainable Development**

The United Nations recognizes that sports, the arts and physical activity have the power to change perceptions, prejudices and behaviors, as well as to inspire people, break down racial and political barriers, combat discrimination and defuse conflict, and therefore contribute in promoting education, sustainable development, peace, cooperation, solidarity, social inclusion and health at the local, regional and international levels. Chess is one of the most ancient, intellectual and cultural games, with a combination of sport, scientific thinking and elements of art. As an affordable and inclusive activity, it can be exercised anywhere and played by all, across the barriers of language, age, gender, physical ability or social status.

Chess is a global game, which promotes fairness, inclusion and mutual respect, and noting in this regard that it can contribute to an



atmosphere of tolerance and understanding among peoples and nations. Chess also offers important opportunities in the implementation of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals, including strengthening education, realizing gender equality and the empowerment of women and girls and fostering inclusion, tolerance, mutual understanding and respect.

## **Background**

Chess is a two player strategy board game where the aim is to move different types of playing piece, each with a prescribed set of possible moves, around a cheered square board trying to capture the opponents 'king' piece. Today there are over 2,000 identifiable variants of the game. One theory is that an early game similar to chess called Chaturanga originated in Northern Indian Subcontinent during the Gupta period (~ 319 - 543 CE) and spread along the Silk Roads west to Persia.

Whilst modern Chess is believed to have been derived from Chaturanga means 'four divisions' referring either to the divisions of the playing pieces into infantry, cavalry, elephantry and chariotry (pieces which in the modern game became the pawn, knight, bishop and rook), or to the fact that the game was played by four players. Chatrang, and later Shatranj, was the name given to the game when it arrived in Sassanid Persia around 600 CE. The earliest reference to the game comes from a Persian manuscript of around 600 CE, which describes an ambassador from the Indian Subcontinent visiting king Khosrow I (531 - 579 CE) and presenting him with the game as a gift. From there it spread along the Silk to other regions including the Arabian Peninsula and Byzantium.

In 900 CE, Abbasid chess masters al-Suli and al-Lajlaj composed works on the techniques and strategy of the game, and by 1000 CE Chess was popular across Europe, and in Russia where it was introduced from the Eurasian Steppe. The Alfonso manuscripts, also known as the Libro de los Juegos (Book of Games), a medieval collection of texts on three different types of popular game from the 13th century CE describe the game of Chess as very similar to Persian Shatranj in rules and gameplay.

On 12 December 2019, the General Assembly proclaimed 20 July as World Chess Day to mark the date of the establishment of the International Chess Federation (FIDE) in Paris in 1924.



Under initiative of FIDE, July 20 has been observed as International Chess Day by chess players around the world since 1966.

The designation of World Chess Day of the UN will not only recognize the important role of the FIDE in supporting international cooperation for chess activity and aiming to improve friendly harmony among all peoples of the world, but also to provide an important platform to foster, dialogue, solidarity and culture of peace.

### **ABOUT CLUB CHESS LITTORAL**

**Club Littoral Chess** is well recognized as one of the most organization to bring huge program of chess in school with the school partner, the federation, association and organization for particularly the youth.

**Club Littoral Chess**, is a dynamic club that brings together players from Senegal. The club is member of the commission chess in school, organization of FESEC. In this sense we organize many tournament for all years to play chess with pleasure, competitive spirit. And to permit the children to learn the bases of the chess in general and coach to progress the young players. Contributes to development - affective, cognitive and, using the Early Years Skills programme, psychomotor.

We are pleased to present this proposal to all the partners for your consideration. We understand that generate and mobilize knowledge for national education systems in developing countries can address challenges associated with the achievement of Sustainable Development Goal (SDG) Target:

- 4.1, to "ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes"
- 4.2, to "ensure that all boys and girls have access to early childhood development, care and pre-primary education so that they are ready for primary education"

Taking your specific requirements into consideration, we aim to showcase how our solution will add value to our organization. We have compiled



this proposal with your needs and budget in mind and look forward to discussing the way forward.

## Objectives

**Good communication**, addressed to the citizens in general, to correct misconceptions about chess.

Success in **convincing the authorities of the great power of chess as a pedagogical** tool to improve the quality of educational service.

**Celebrities and/or influencers** outside the chess community who serve as ambassadors for chess in education.

**High level of satisfaction of the first teachers and school principals** involved who act as advocates to other colleagues.

**A larger national event as the driving force** of the CIS movement. This can be a chess tournament, festival, chess day at the school, or another type of chess-related project.

**Chess instruction that is transversal/interdisciplinary**, as the project then grows faster because it does not require specific hours for chess. Many of the schools that start this way then add a specific hour of chess, with pedagogical objectives such as reasoning, memory, decision making, expression of reasoning, etc., through the learning of the game. Moreover, there is nothing compulsory about this method. After a common training for all, each teacher or school can use chess as he/she prefers: in mathematics, language, emotional intelligence, creativity, physical education, foreign language, technology...

Continuous, **annual training** organized by a coordinating group.

**Good contact with those in Departments of Education responsible for innovation** as in many countries educational chess programs depends on their support. This is important because when there are economic cuts, they do not usually affect innovation, which is considered a priority.



A **web page and forum to exchange materials, experiences, and opinions** accessible by the teachers involved.

**Inter-school events** based on chess are frequent, and events with the families of the youngest children.

**Competent** and convinced people as project managers. **People who are passionate about the project!**

### **Proposed solution:** Positive aspects of Chess Education Models Based on Level of Institutionalization

For the Institutionalized Model of chess education, the government's **support** for the massive introduction of chess in schools, including financial support, is mentioned as an important component of success. In this regard, the fact of the existence and implementation of the developed chess education program is important

#### **Project Goals**

- To provide an overview of the current state of Chess in Schools worldwide In general and at Senegal in particularly with the West Africa regions.
- To suggest an operational, marketing, and financial plan for FIDE 2021-2025 concerning Chess in Schools at Senegal.

#### **Study and Description of major Chess Teaching Models worldwide**

- Including data referring on number of students, teachers, and schools involved and the evolution & positive effects, where available, SWOT analysis, critical aspects, etc.
- Leading models of the CIE program - optional, obligatory, extracurricular/club, transversal and mixed with other subjects. Most relevant curricula and teaching programs as number of hours per week, per year etc. age and class level.
- Financial models - funded by states, local authorities, schools, parents, federation, sponsors, or any combinations.
- Certification of teachers, instructors, and students.
- Connected system of activities, such as tournaments and chess events.
- Success stories of introducing chess in schools, mainly agreements with national and local authorities.
- Media and social media support and visibility.
- Feedback on the motivation and benefits (documented when possible) from students, parents, teachers, school managers, local and country authorities, sponsors, etc.



- Existing Materials - authorized textbooks and guides for teachers, books for students, apps, solving materials. Existing scientific studies on demonstrating the benefits of Chess in Education.

## Benefits

Discover how chess connects to any area of the curriculum allowing teachers to engage student interest, differentiate for complexity, and encourage critical thinking in and beyond the classroom. Educators will participate in a hands-on experience designed to introduce the game of chess and demonstrate classroom connections. Administrators will learn about the variety of Chess in Education approaches being practiced nationally and internationally, their strengths and weaknesses, and what recent research and education theory have to say about what works well and what does not.

Chess teaches children to think analytically, logically and on more than one level. The educational benefits of chess are many and varied. They are well documented by a large body of research papers from around the world. There is so much evidence, that it is easy to miss the wood for the trees, therefore we keep this intentionally brief.

Receive an introduction to chess.

- Relate the game to critical thinking and life skills.
- Discover ways to differentiate for **varying skill levels**.
- Gain insight into how to use chess to teach literacy, math, critical thinking, and life skills
- **Cognitive abilities**, such as attention, memory, and logical thinking; essential skills for the development of the individual.
- **Critical thinking**, improving the ability to assess strengths and weaknesses, establish value judgments and make decisions.

Historically, chess has been used as a research tool by many psychologists. Alfred Binet, who in 1893 researched memory in blindfolded chess players, was one of the earliest psychologists to use chess to study memory (Hearst, p.22, 1969). Freud was the first psychoanalyst to mention the game of chess, when in 1913 he stated the steps required to master chess were like learning the psychoanalytic techniques. In 1925 Djakow, Petrowski and Rudik studied grandmasters to determine the underlying factors of chess talent. The researchers determined that high achievement in chess is based on exceptional visual **memory**, combination power, speed of calculation, power of concentration, and



**logical thinking** (Djakow, Petrowski and Rudik, 1927; bold italics by Ferguson). Several have felt that chess not only demands these characteristics but also develops them. John Artise in **Chess and Education** states: "Visual stimuli tend to improve memory more than any other stimuli; ... chess is definitely an excellent memory exerciser the effects of which are transferable to other subjects where memory is necessary." The following studies offer some hard evidence to support the claims of Artise and others.

The Zaire study, **Chess and Aptitudes**, was conducted by Dr Albert Frank at the Uni Protestant School (now Lisanga School) in Kisangani, Zaire. The experiment was conducted during the 1973-74 school year. Ninety-two (92) students, 16-18 years of age, were selected from the fourth year humanity's class and distributed at random into two groups (experimental and control) of 46 students each. All of the students were given a battery of tests which included the Primary Mental Abilities test (PMA) in the French adaptation, the Differential Aptitude Test (DAT), the General Aptitudes Test Battery (GATB), and a Rohrschach test. The tests were administered to all of the students both before and after the school year, except for the DAT which was administered only before the school year and the Rohrschach which was given only after the school year. At the end of the first semester, a partial retesting was made. The experimental group was given a required chess course of two hours each week with optional play after school and during vacations. The study was intended to confirm two hypotheses about the effect of various abilities on chess skill and also about the influence of learning chess on the increase of certain abilities. Frank wanted to find out whether the ability to learn chess is a function of a) spatial aptitude, b) perceptive speed, c) reasoning, d) creativity, or e) general intelligence. To play chess well must certainly involve a high level of one or more of those abilities. Secondly Frank wondered whether learning chess can influence the development of abilities in one or more of the above five types. To what extent does chess playing contribute to the development of certain abilities? If it can be proved that it does, then the introduction of chess into the programs of secondary schools would be recommended, as it already has been in some countries. This hypothesis had not been the subject of any experimental study up to that time. The first hypothesis would be confirmed by examining the results of the experimental group on the tests given at the beginning of the school term and correlating them with the level of chess skill attained. The second hypothesis would be proven by seeing whether significant differences exist between the results of the experimental group and the results of the control group in the aptitude tests at the end of the study. The first hypothesis was confirmed. There was a significant correlation



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between the ability to play chess well, and spatial, numerical, administrative-directional, and paper work abilities. Other correlations obtained were all positive, but only the above were significantly so. This finding tends to show that ability in chess is not due to the presence in an individual of only one or two abilities but that a large number of aptitudes all work together in chess. Chess utilizes all the abilities of an individual. The second hypothesis was confirmed for two aptitudes. It was found that learning chess had a positive influence on the development of both numerical and verbal aptitudes. The authors of the study were puzzled by the latter result. They wondered how chess playing could influence the development of verbal ability. As mentioned earlier, this second hypothesis had not been the subject of previous experimental study, and it is highly significant in the current attempt by the American Chess School and the United States Chess Federation to establish educational value in chess. The results of this experiment are very impressive. After only one year of chess study, the students participating in the chess course showed a **marked development of their verbal and numerical aptitudes**. This positive development was true for the majority of the chess students - not just for the better players! From this it is possible to conclude that the introduction of chess as a regular elective course in our high schools would be of positive benefit (correspondence from Harry Lyman, 1981).



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## Deliverables

**Club Littoral Chess** is committed to delivering the program Chess in Education in the private or public sector to promote the Chess In School program for the early -learning.

<b>Deliverable</b>	<b>What this &lt;includes / entails / involves&gt;</b>
<b>CENTER LITTORAL CHESS</b>	Rent or buy and build an structure for the team to coordinate the success of the program
<b>PROMOTION AND MARKETING</b>	Campaign to implant the program Chess in School with the federation, government, partners, club, association, enterprise
<b>EQUIPEMENTS AND MATERIELS</b>	Chess board, pendulum, book and other materials for the education
<b>ENVENT OF CHESS</b>	Organize an open and tournament every week and month



## Expected results / impact

What skills do students need to be successful in the 21st Century? Analysis? Planning? Adapting? Perseverance? Problem-solving? What tools do teachers need to help students acquire these skills?

Teachers worldwide are learning how chess can be the ideal activity that engages and equips students for success. A wide variety of sources in the literature point to the logic of chess being an effective vehicle for teaching thinking skills, but none offered any statistical basis. The Club Littoral Chess Project appears to have broken significant new ground in this area. The study found that the chess treatment demonstrated the greatest growth over all other activities four years in a row. Since critical thinking is crucial in all aspects of life, it is imperative to disseminate the effects of this study and to implement a chess curriculum in the schools. Why should we teach chess? What are the hard facts about chess and academic achievement? Chess has been proven to enhance creativity, concentration, critical thinking skills, memory, academic achievement, problem solving, cultural enrichment, intellectual maturity, self-esteem, standardized test scores, and a score of other qualities that every administrator, school board director, parent and teacher desires.



## Timeline

The Club Littoral Chess has compiled the below timeline as a guideline for Chess Education at Senegal. Dates are subject to change and will be re-evaluated on acceptance of this proposal.

Description	Duration	Start date	End date
OPENING DAY	1 MOUTH	10/04/2021	11/04/2021
CAMPAIN CHESS IN SCHOOL	3 MOUTHS	12/06/2021	02/06/2022
DEVELOPMENT AND STRUCTURATION THE CHESS IN SHOOL AND UNVERSITY WITH THE COLLABORATION OF ALL ACTOR IN THE VALUE CHAIN	12 MOUTHS	01/03/2022	12/31/2022
ENLARGE OUR VISION IN WEST AFRICA	7 MOUTHS	01/05/2023	08/31/2023
MONITORING AND EVALUATION	1 MOUTH	09/04/2022	10/31/2022



## Club Littoral Chess qualifications

Club Littoral Chess has a proven track record in Chess generally at Senegal and has been recognized with their members as:

- First Club in Dakar who organized an tournament Chess for all years In three categories
- Chess in Education at some school in Senegal
- Seminary of Development instructor of Chess (Only our club have the Senegal)
- Seminary of Development training
- Seminary of Referees international (Only our club have the youngest referees international In Senegal)
- Ability to use Swiss Manager
- Teach Chess in School private, association and club
- Commission organization of the federation of Senegal Chess (FESEC)

## The team

Club Littoral Chess is pleased to advise that the following team members will be looking after the successful implementation of our product / rollout of this project / delivery of our services>.

Role	Name	Contact details
Project Manager	Serigne Mansour Sarr	sarr789@gmail.com / +221775512353
Communication / Marketing	Mame Binta SY	Binoush69sy@gmail.com / +221783761512
Instructor/trainer	Moussa Cissé	moiseool@gmail.com/ +221774026284



## Terms and conditions

Please read the following terms and conditions carefully.

The objectives of this regional call for proposals are to:

- build knowledge about innovative solutions to shared policy challenges related to quality early learning, including the transition between pre-primary and early grades of primary school and how the positive impacts of these innovations can be scaled;
- support the use of that knowledge in and across education systems for policy, practice and technological development and implementation; and
- strengthen capacities to generate and use knowledge and innovation for early learning.

## Conclusion

We are confident that GBAYEP is ideally positioned to support CLUB LITTORAL CHESS's endeavors to delivering the program Chess in Education in the private or public sector to promote the Chess in School program for the early -learning and look forward to working with you.

If you have any questions on this proposal, feel free to contact me at your convenience. I will be in touch with you to arrange a follow-up discussion.

Thank you for your consideration,

CLUB LITTORAL CHESS

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Serigne Mansour Sarr

Project Manager



## Approval

Please sign the below to indicate your approval of our proposed solution.

<b>Club Littoral Chess</b>
<hr/>
Moussa Cissé
Serigne Mansour Sarr
22/08/2021

## About Club Littoral Chess

Founded in 2018, Club Littoral Chess is a leader in Chess for the children particularly and all years.