POWER UP

To your full potential

FINAL REPORT

Ready, Set, Career Program

Professional Development for Students at Senegalese Public Universities

Funder United States Government **Program** Alumni Engagement Innovation Fund (AEIF) 2025	**Allocated Budget** $25,000 USD **Implementation Period** October 2025 – July 2026

Submitted by Power UP | July 2026

EXECUTIVE SUMMARY

Every year in Senegal, approximately 300,000 young graduates enter a job market that offers only 30,000 new positions. Yet behind this stark figure lies a more nuanced — and more hopeful — reality: the shortage of opportunities explains only part of the difficulty. Another factor weighs just as heavily: the absence of tools that would allow graduates to navigate that market — a well-structured résumé, a clear understanding of interview codes, a professional network, and, all too often, a precise sense of their own strengths.

It is to address this challenge that Power UP designed the Ready, Set, Career program, funded by the United States Government through the Alumni Engagement Innovation Fund 2025, with the stated ambition of transforming the way students relate to the professional world.

Between November 2025 and June 2026, 341 students from four public universities across three cities in Senegal took part in the program. Aged between 18 and 30, they came from Dakar, Mbour, Matam, Kolda, Thiès, Kaolack, and virtually every corner of the country.

They dreamed of teaching, working for an international NGO, starting their own business, becoming a UN interpreter, or joining a multinational as an accountant. And they all shared, to varying degrees, the same conviction: that their degree would be enough. The program showed them otherwise — and gave them what was missing.

Program Key Figures

456 Applications received	**341** Students trained	**4** Universities covered	**3** Cities reached

9.15/10 Recommendation score	**+95%** Overall satisfaction	**+42%** CV confidence (after)	**+48%** Interview confidence (after)

The program exceeded its initial objectives by extending to a fourth university — Université Amadou Mahtar Mbow in Diamniadio — which had not originally been planned. This expansion was made possible by the adaptability of the Power UP team and its institutional reach.

1. THE NEED — WHAT THE APPLICATIONS REVEAL

Before examining the results, it is essential to understand the starting point. 456 students applied to the program. Analysing their application forms paints the portrait of a generation driven by ambition, but insufficiently equipped to translate that ambition into a concrete professional trajectory.

1.1 Genuine enthusiasm, insufficient preparation

Reading the applications, the first thing that stands out is the sincerity of the applicants' motivations. These students are not applying out of habit or opportunism. They are applying because they have identified a gap — and they name it clearly.

> *"I want to participate in the Ready, Set, Career program to develop essential career skills, gain clarity about my professional goals, and better prepare myself for the job market."*
>
> *"I want to join Ready, Set, Career because I wanna start building my career. But I lack formal structure and mentorship to scale this into a stable profession."*
>
> *"I am motivated by this program because I aspire to boost my professional skills and prepare my future."*

This clarity about their own limitations is a genuine asset for the program: it signals real engagement from the very first step. However, this awareness contrasts sharply with a very low level of actual preparation.

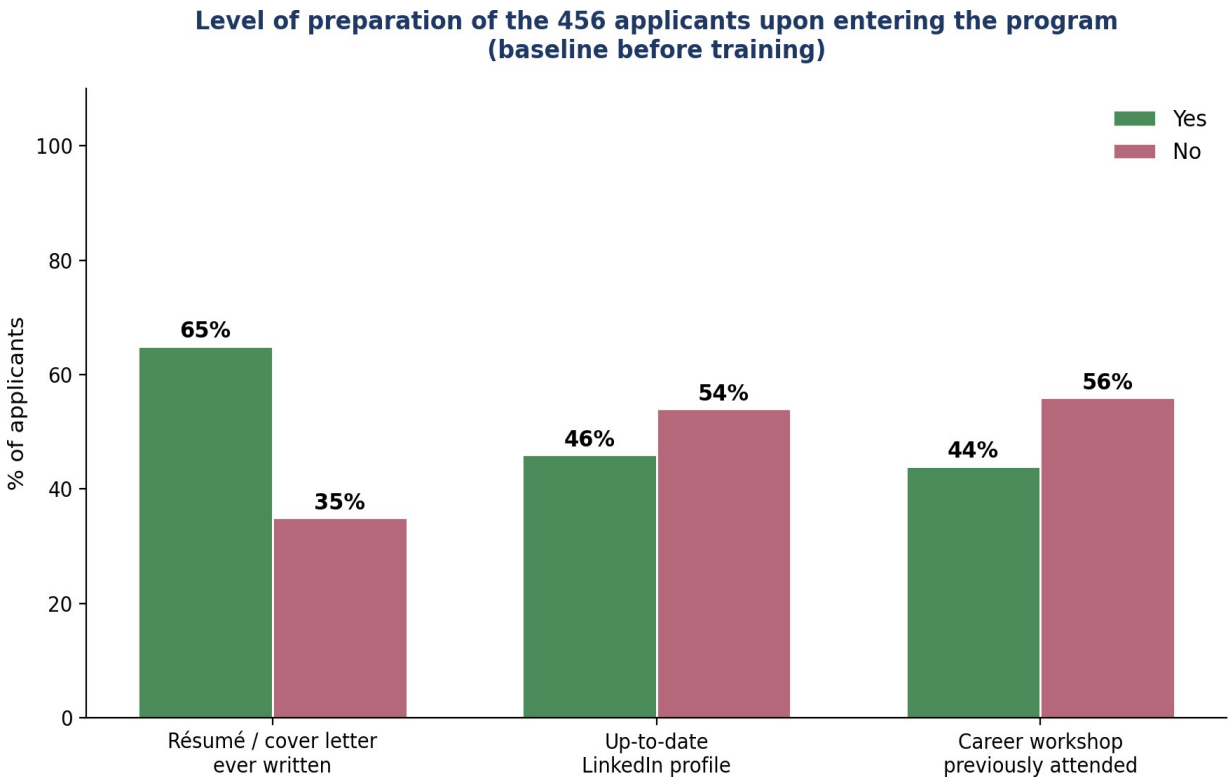


Figure 1 — Level of preparation of the 456 applicants upon entering the program

Among the 456 applicants: only 35% have an up-to-date LinkedIn profile, 44% have attended any career-related training, and at UCAD and UGB, nearly half have never written a résumé or cover letter. These figures paint the portrait of a generation arriving at the doors of the job market without ever having learned how to knock.

1.2 Precise dreams, unclear paths

Applicants' professional aspirations are concrete and diverse — a sign of genuine ambition. But that very diversity reveals something important: many students do not yet know how to connect their current studies to the professional path they envision.

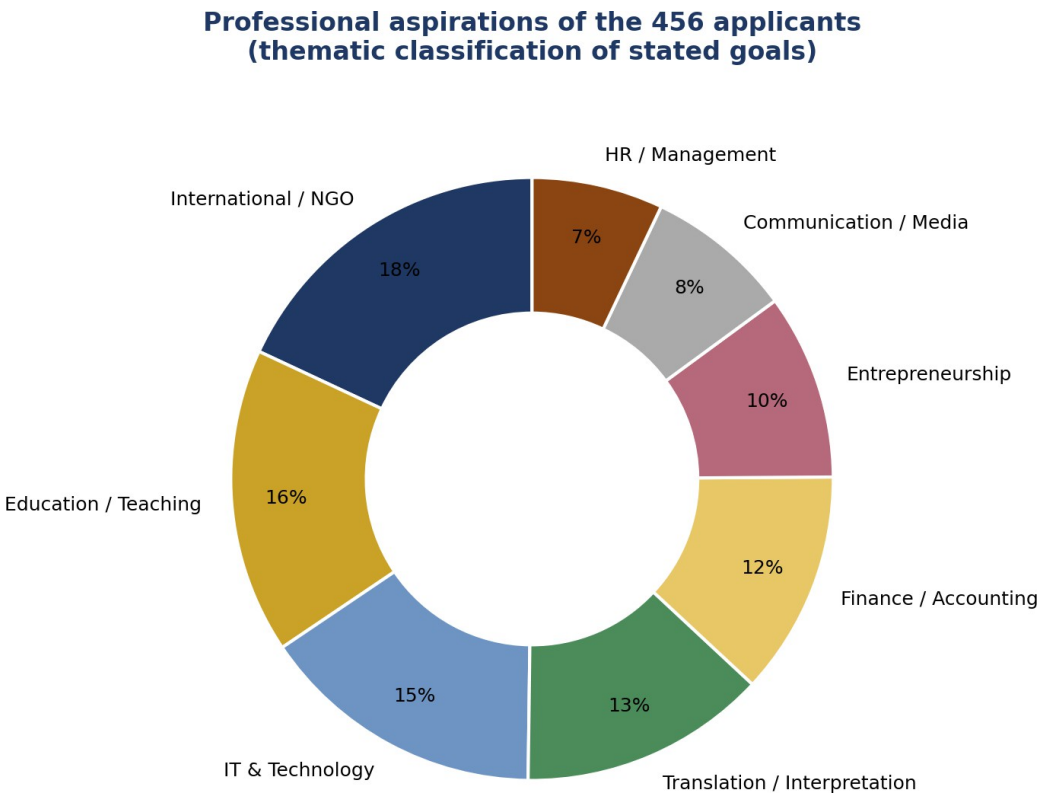


Figure 2 — Professional aspirations of the 456 applicants (thematic classification)

Work in international organizations and NGOs ranks first (19%), followed by education (17%), information technology (16%), and translation and interpretation (14%). Entrepreneurship accounts for 11% of stated aspirations — a meaningful signal that the program also reaches future business creators, not only job seekers.

> *"My goal is to become an interpreter specialising in international cooperation. I aim to work within major international organisations such as the United Nations or the African Union."*
>
> *"Currently I am not yet focused on one thing, but I have several visions."* — **Anonymous, UAM application**

This last response expresses, with disarming honesty, what many students feel but rarely articulate: the absence of a clear direction. This is precisely where the program intervenes first.

1.3 What they wanted to improve

83% of applicants identified personal development and soft skills as their top priority. This figure is the most significant in the entire applications section. It means that students themselves locate their deficit not in a lack of technical know-how, but in a lack of transversal competencies — self-confidence, communication, time management, and a sense of responsibility. This spontaneous self-diagnosis is the most direct validation of Power UP's positioning.

> *"I am determined to turn my studies into a successful entry into the professional world."* **— Ndeye Fatou Diallo, UAM**
>
> *"I want to find a specific way about my career in the future."* **— Cheikh Ahmadou Mbacke Sarr, UCAD**

2. CONTEXT AND CHALLENGE

2.1 A silent crisis in the labor market

Senegal faces a structural employability crisis. Access to higher education has expanded massively over the past two decades, yet public universities are producing graduates who are not sufficiently equipped to enter an increasingly competitive and globalized job market. Two critical gaps — identified through studies involving more than 8,000 professionals across 52 occupations in the United States — prove to be universal and particularly acute in Senegal:

- The absence of soft skills: communication, time management, accountability, and goal orientation.
- A lack of knowledge of basic job search techniques: résumé and cover letter writing, interview preparation, and professional networking.

U.S. companies operating in Senegal explicitly report the difficulty of finding well-qualified English-speaking candidates. This reality represents a direct opportunity for a program centered on English departments, whose graduates form a natural talent pool for those positions.

2.2 Beneficiary profiles — the starting point

Analysis of the application forms reveals the level of professional preparedness of participants at program entry. These data form the baseline against which impact is measured.

Skill	Average initial score (1–5)	Dominant profile
Résumé writing	2.97 / 5	Never written a résumé: ~45%
Interview preparation	2.89 / 5	No mock interview experience: ~70%
Networking & communication	3.02 / 5	No LinkedIn profile: ~65%

These figures conceal even starker disparities. UGB shows the lowest initial scores across all three competencies — which is no coincidence: it also has the highest proportion of first- and second-year undergraduates, who arrive directly from high school with virtually no exposure to the professional world. UASZ, by contrast, shows higher initial scores, reflecting a more advanced student body with a strong representation of Master's students.

3. METHODOLOGY AND DEPLOYMENT

3.1 Pedagogical structure

The program was built around four complementary modules, designed to progress from inner personal development toward concrete professional integration:

Module	Topics	Format
1 — Personal Development	Accountability, vision, goal-setting, time management, feedback	Interactive workshops (weekends)
2 — Job Search Techniques	Professional project, personal branding, résumé, cover letter, applications, interviews, networking	Practical sessions + simulations
3 — Personalized CV Review	Individual résumé revision for each participant	Online and on-campus sessions
4 — Professional Integration	Connection to partner platforms (Bakeli Carrière, AmCham)	Active partnerships

3.2 Geographic deployment and volumes

The program was deployed across four public universities in three cities between November 2025 and June 2026:

University	City	Students trained	Department	Period
Cheikh Anta Diop (UCAD)	Dakar	73	English	Nov. 2025 – May 2026
Amadou Mahtar Mbow (UAM)	Diamniadio	112	Applied Economics	May 2026
Assane Seck (UASZ)	Ziguinchor	71	English	Feb. 2026
Gaston Berger (UGB)	Saint-Louis	85	English	June 2026

Important note: UAM (Université Amadou Mahtar Mbow) was added to the program mid-course, beyond the three universities originally planned (UCAD, UASZ, UGB). This extension, achieved without any additional budget, reflects the operational efficiency of the Power UP team and the strong demand from university institutions.

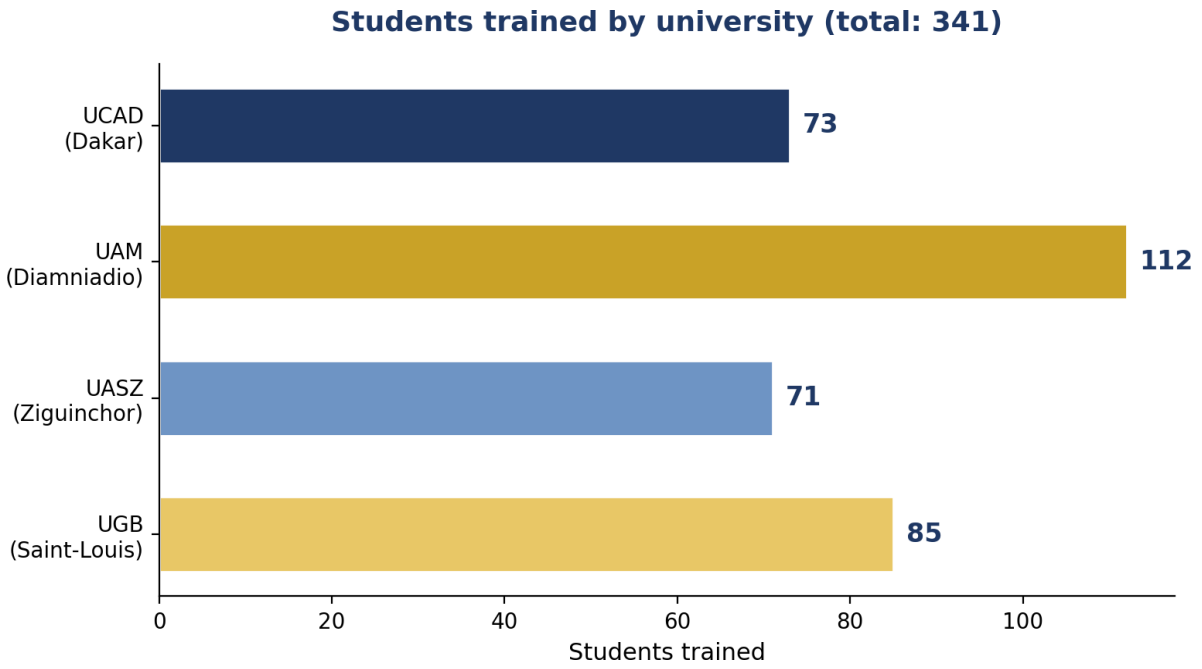


Figure 3 — Students trained by university (total: 341)

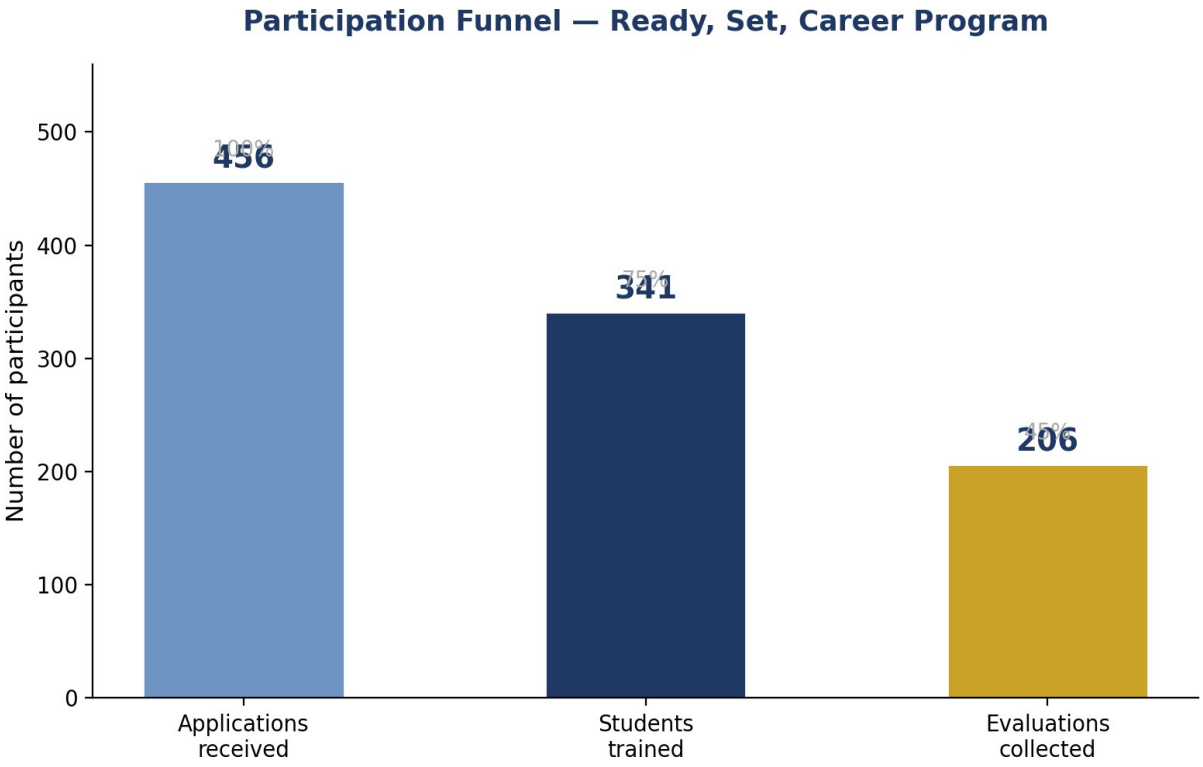


Figure 4 — Participation funnel: applications, students trained, evaluations collected

4. WHO DID WE REACH?

Understanding who benefits from a program is as important as measuring what it produces. This section profiles the 456 applicants and 341 trained students across four dimensions: gender, age, level of study, and geographic origin.

4.1 A significant female presence

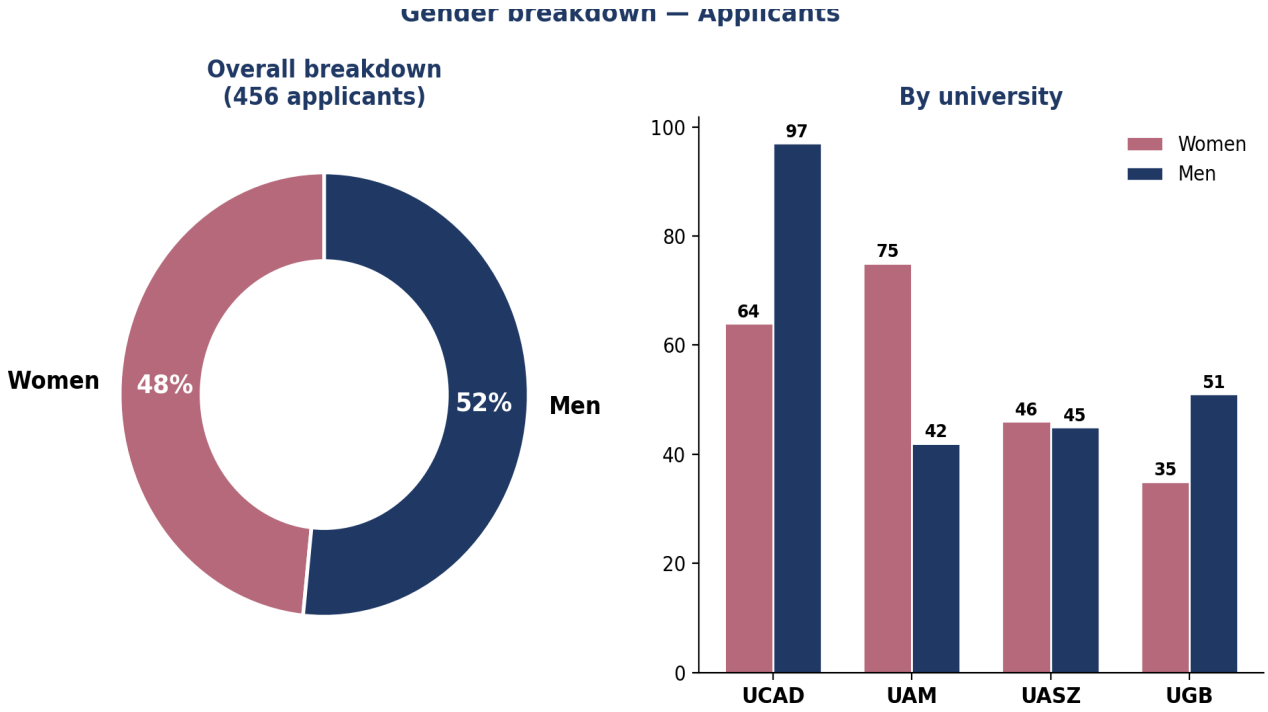


Figure 5 — Gender breakdown of the 456 applicants

Among the 456 applicants, 220 are women (48%) and 235 are men (51%). This near-parity is remarkable in a context where professional development programs typically skew toward male participation. It reflects both the historical gender composition of English departments — where women are well represented — and the broad appeal of the program.

The distribution varies by university. UAM has the highest female participation (64%), reflecting the profile of its applied economics track, while UCAD and UGB are male-dominant. These differences are worth monitoring for future editions.

4.2 A young, diverse student body at all stages of study

The program reached very different profiles across universities. UCAD has the most balanced spread between undergraduate and graduate students; UAM is almost exclusively composed of third-year undergraduates; UASZ is predominantly Master's level; and UGB is mostly first- and second-year undergraduates. The median age of applicants falls between 21 and 23.

Applicants came from 15 different regions across Senegal. Dakar accounts for the largest share, followed by Mbour, Thiès, Matam, Kaolack, Kolda, Tambacounda, Kaffrine, and Saint-Louis — confirming that the program attracts students from across the entire country.

5. BEFORE / AFTER COMPARATIVE ANALYSIS

The comparative analysis draws on three data sources: application forms (initial self-assessment), post-training evaluation forms (final self-assessment), and open-ended written responses. This mixed-methods approach goes beyond reported satisfaction to measure real shifts in confidence and competency levels.

5.1 Confidence level changes (aggregated data)

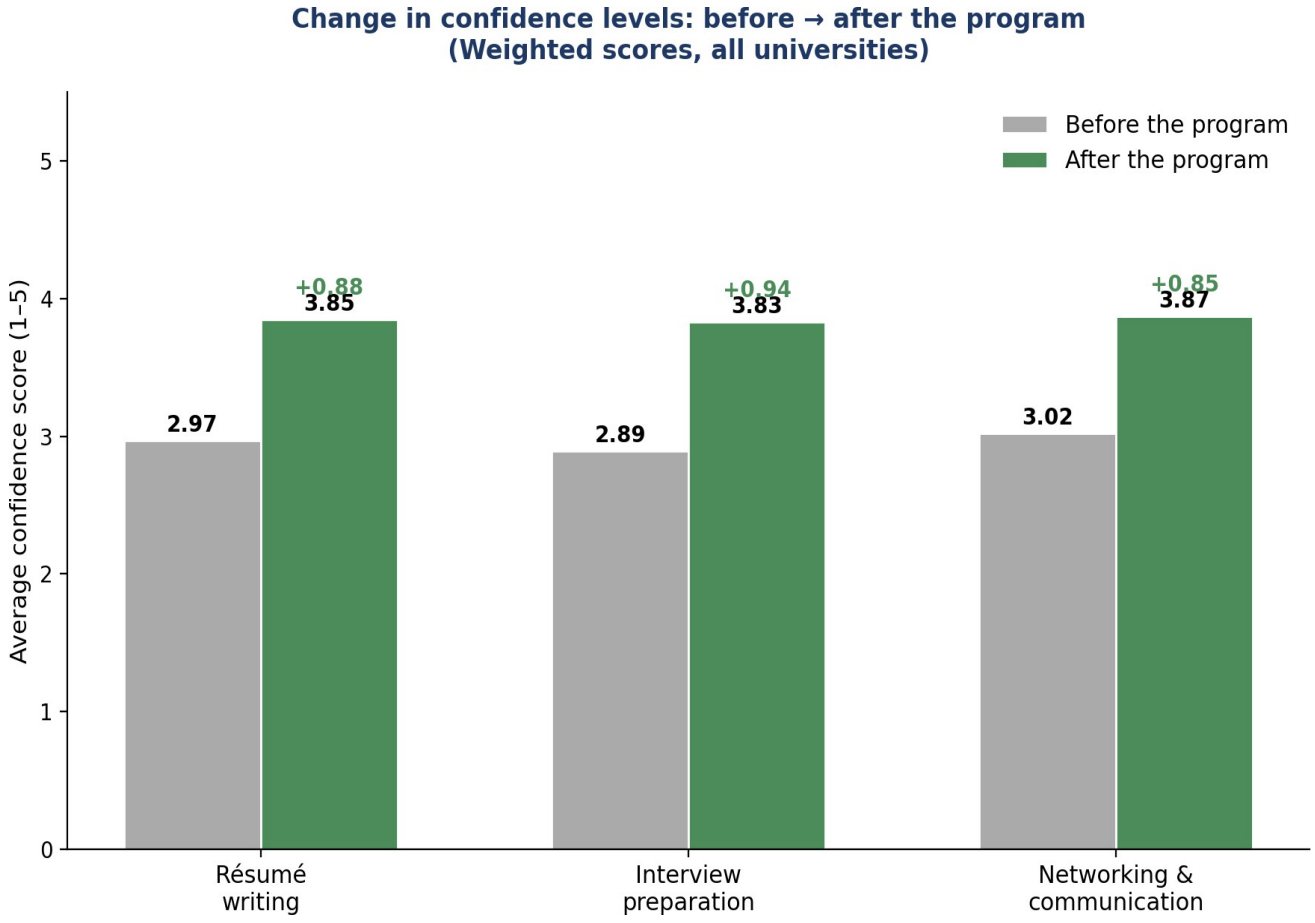


Figure 6 — Change in confidence levels before and after the program (weighted scores, all universities)

On average, the confidence score for résumé writing rose from 2.97 to 3.85 out of 5 — a gain of +0.88 points. Interview confidence improved from 2.89 to 3.83 (+0.94 points). Networking confidence grew from 3.02 to 3.87 (+0.85 points). These gains, achieved through just 2 to 4 days of intensive training, are both statistically and humanly significant.

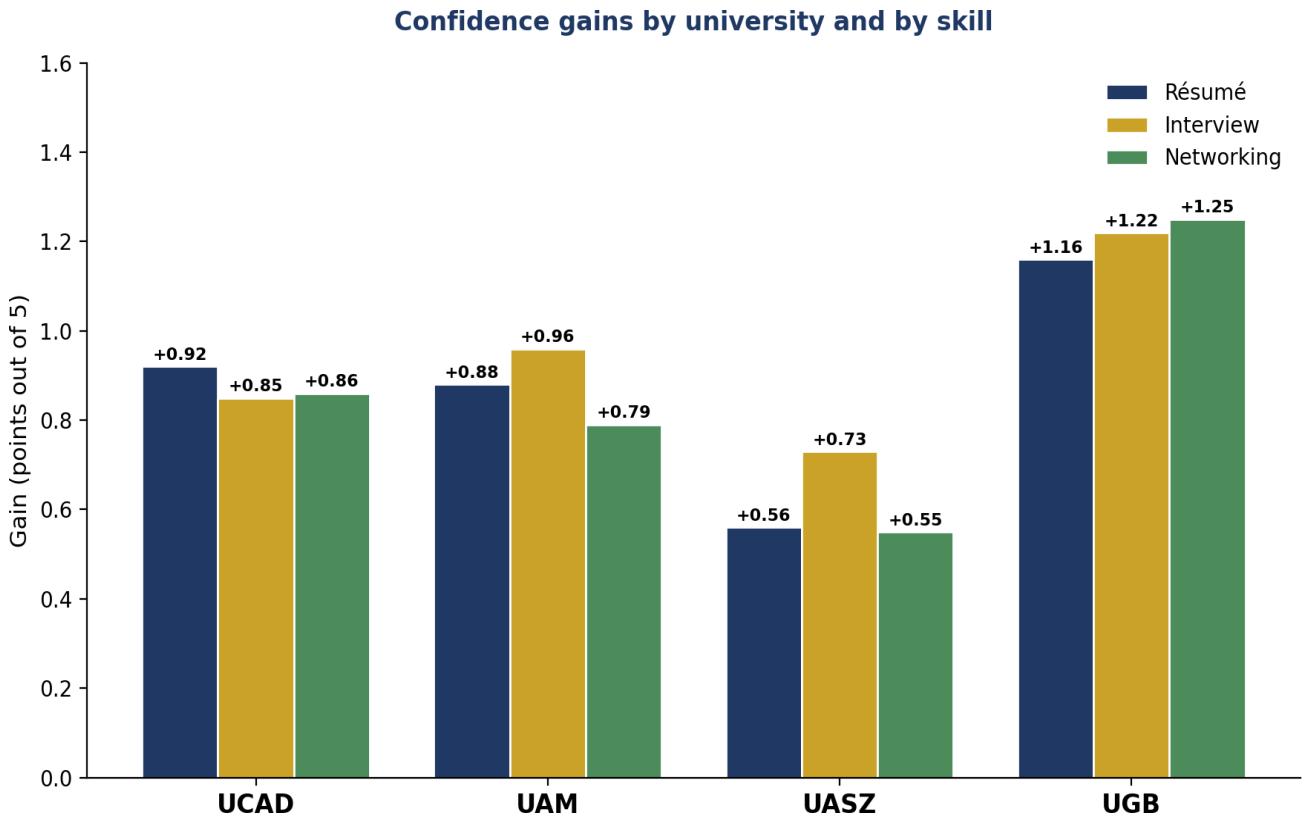


Figure 7 — Confidence gains by university and by skill

UGB records the most striking improvements — up to +1.25 points in networking and +1.22 in interview preparation. This is explained by the baseline effect: students started from a lower point, and the program met them where they were, enabling a considerable leap. That is precisely what a strong training program does.

5.2 University-by-university analysis

UCAD (Dakar) — English Department — 73 trained, 48 evaluations

UCAD presents the most heterogeneous profile, with cohorts ranging from first-year undergraduates to Master's 2 students. Advanced students (M2) showed higher initial scores and more nuanced gains — reflecting a natural ceiling effect. First- and second-year undergraduates, who entered with very low initial scores (often 1 or 2 out of 5), recorded the most significant progress. UCAD's recommendation score stands at 9.0/10.

> **Key trend — UCAD:** Career clarity was the most frequently cited skill developed, ahead of résumé writing. The primary gap was not technical but motivational: students did not know 'where they were going.'

UAM (Diamniadio) — Applied Economics — 112 trained, 51 evaluations

UAM presents the most distinctive beneficiary profile in the program: economics and management students, not English majors. Their inclusion demonstrates the transferability of the Power UP model beyond the English-speaking talent pool. The recommendation score stands at 9.4/10 — the highest in the program.

Key trend — UAM: Testimonials from UAM are the most elaborate and enthusiastic, reflecting a particularly strong resonance of the program in this environment.

UASZ (Ziguinchor) — English Department — 71 trained, 58 evaluations

UASZ, the only university in a remote secondary city (Ziguinchor, Casamance), shows higher initial personal confidence scores — reflecting the more advanced student body, with a strong representation of Master's 1 and 2 students. The program particularly strengthened the definition of professional projects and networking skills. Recommendation score: 8.9/10.

Key trend — UASZ: Testimonials from Ziguinchor stand out for their depth and quality of expression, suggesting an impact that goes beyond technical skills to touch personal identity and self-belief.

UGB (Saint-Louis) — English Department — 85 trained, 41 evaluations

UGB, the last university in the program (June 2026), benefited from a curriculum refined through the experience of the three previous cohorts. Recommendation score: 9.3/10. UGB also has the highest proportion of first- and second-year undergraduates, which explains the strongest gains recorded across the entire program.

Key trend — UGB: The realization that 'a degree is not enough' is the transformation cited most often. Students who would have overlooked this critical reality now understand the logic of the job market well before graduating.

5.3 Impact by level of study

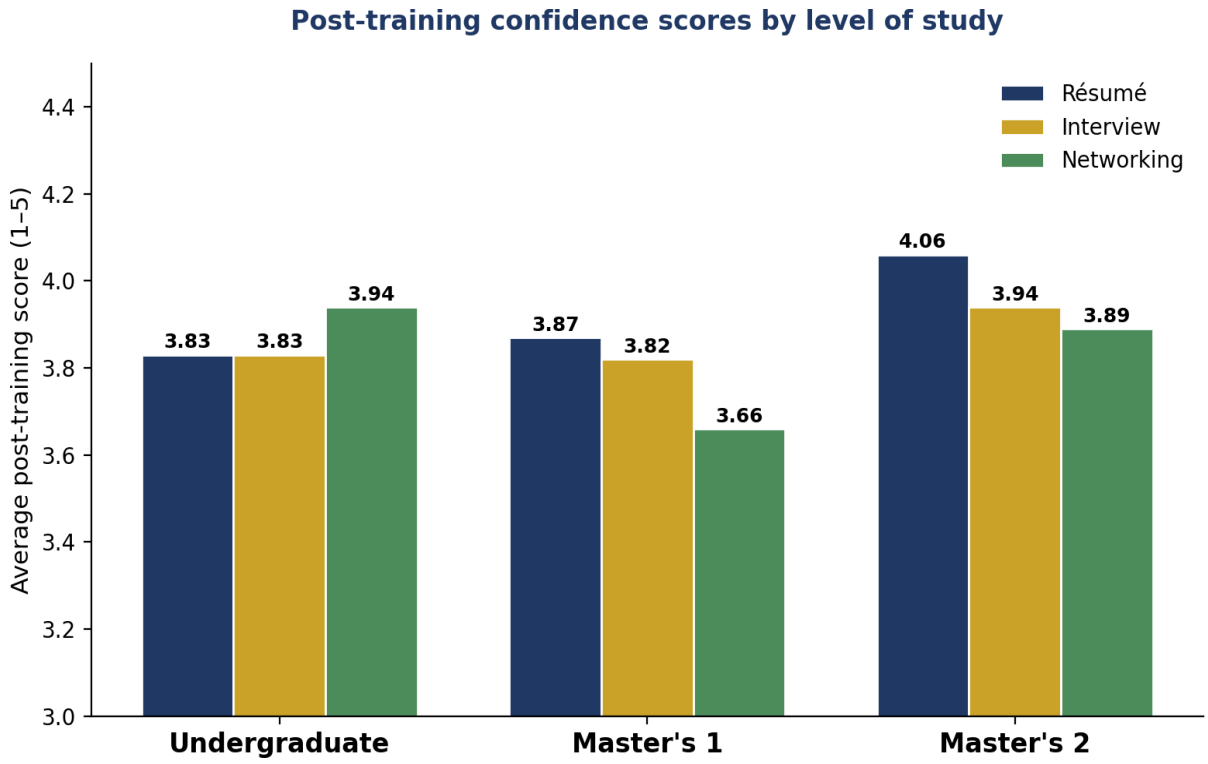


Figure 8 — Post-training confidence scores by level of study

Master's 2 students achieve the highest post-training scores in résumé writing (4.06/5) and interview preparation (3.94/5). The strongest gains, however, are recorded among undergraduate students, whose lower starting point left more room for progression. Master's students consolidate and structure what they already know. Undergraduates are, for the most part, discovering the professional world for the first time.

6. GENDER ANALYSIS

The gender breakdown of participants is an important indicator of equitable access to the program. The data below covers the universities where this field was included in the evaluation forms (UAM and UGB, representing 92 respondents).

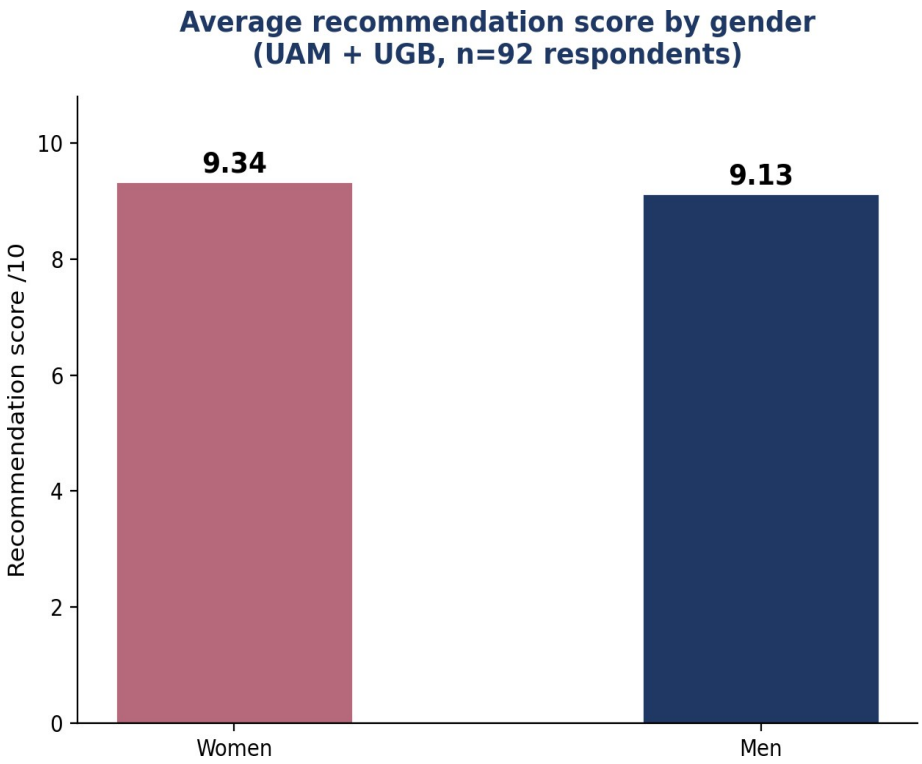


Figure 9 — Average recommendation score (NPS) by gender (UAM + UGB, n=92)

The average recommendation score is virtually identical between women and men: 9.34/10 versus 9.13/10. This confirms that the perceived quality of the program does not depend on participants' gender — the training content is received equitably by all.

Among the 456 applicants, the near-parity between women and men (48% / 51%) is noteworthy in a sector where professional development programs typically reach more men than women. At UAM, female participation reaches 64% — an encouraging signal for the inclusion of women in economics and finance tracks, which are traditionally more male-dominated.

7. SATISFACTION AND RECOMMENDATION

7.1 Net Promoter Score — Students as ambassadors

One of the most robust indicators of a program's perceived impact is the likelihood that a participant actively recommends it to peers. The Net Promoter Score (NPS) distinguishes Promoters (score 9–10), Passives (7–8), and Detractors (0–6).

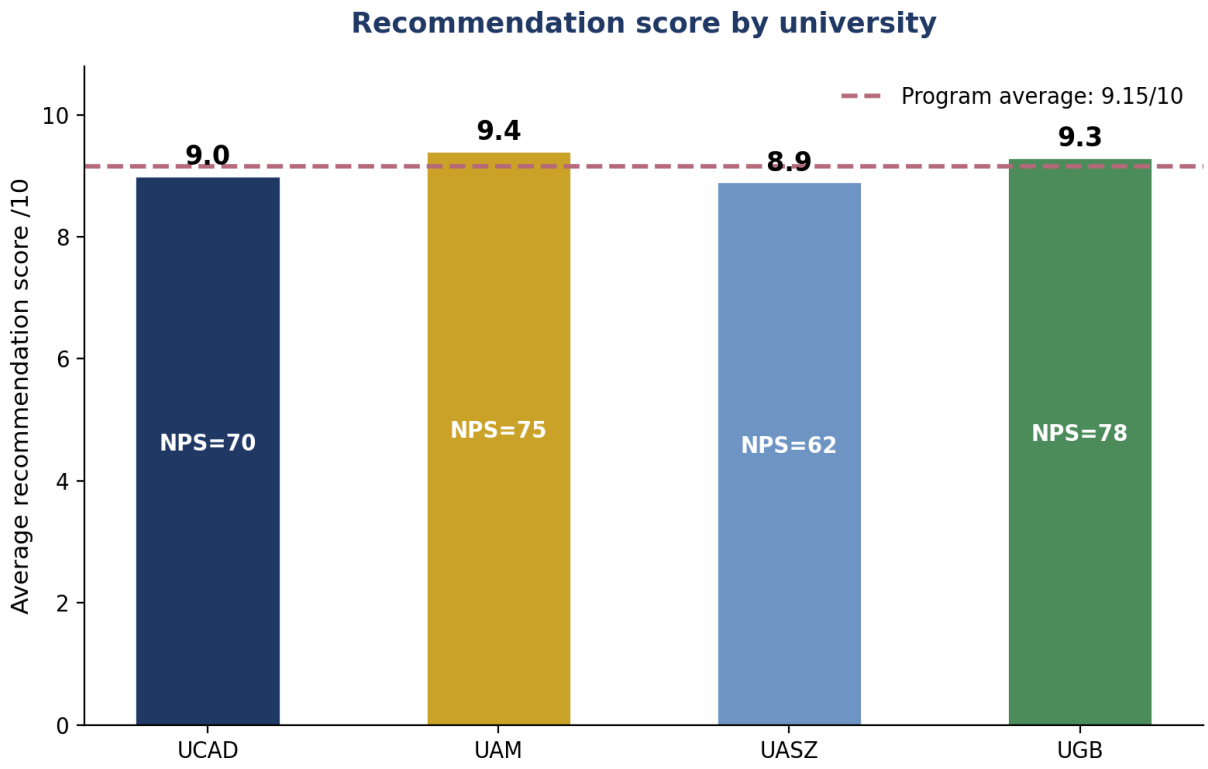


Figure 10 — Average recommendation score by university

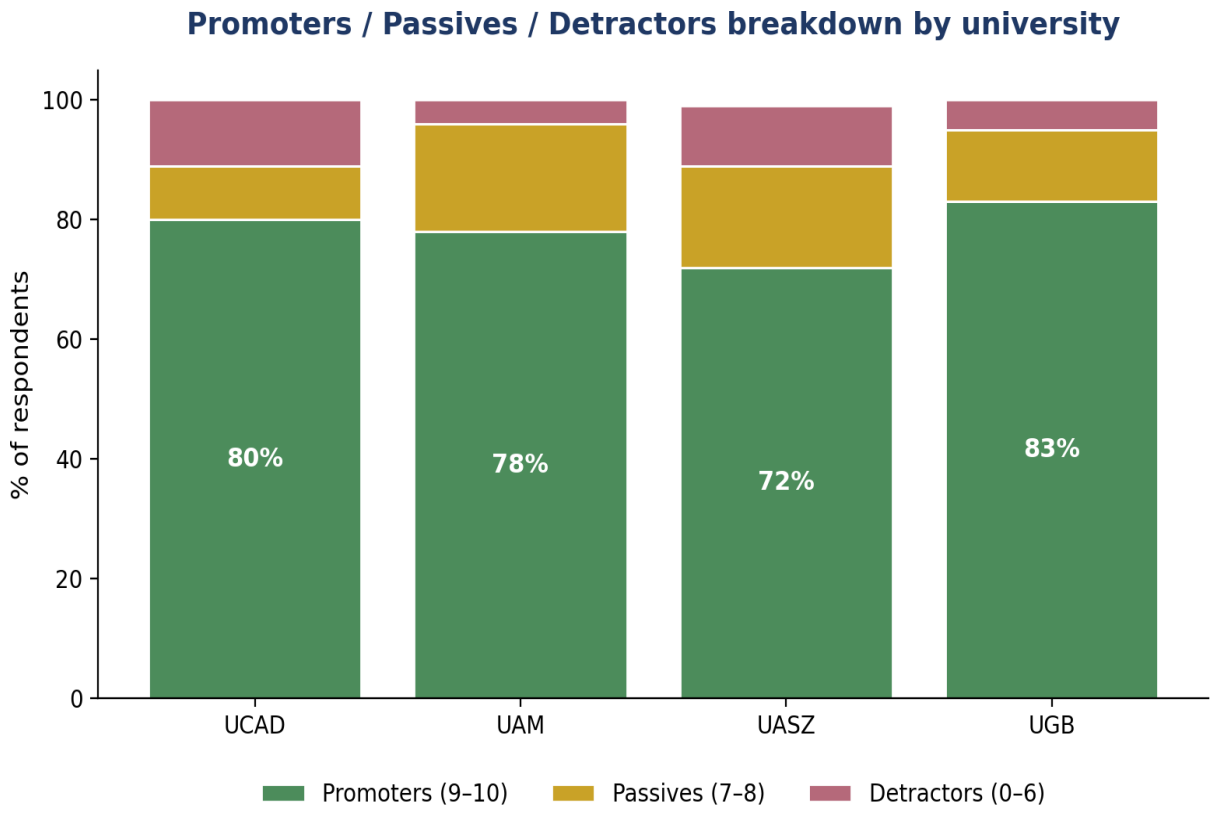


Figure 11 — Promoters / Passives / Detractors breakdown by university

NPS 70	78%	7%	9.15/10
Program overall score	Promoters (score 9–10)	Detractors (score 0–6)	Average recommendation score

University	Average score /10	% Promoters (9–10)	% Detractors (0–6)
UCAD (Dakar)	9.0 / 10	74%	8%
UAM (Diamniadio)	9.4 / 10	83%	5%
UASZ (Ziguinchor)	8.9 / 10	71%	10%
UGB (Saint-Louis)	9.3 / 10	82%	4%
PROGRAM TOTAL	9.15 / 10	78%	7%

An NPS of 70 is exceptional. These are public university students in Senegal evaluating a professional development program. Achieving an NPS of 70 in this context means that for every student who would not recommend the program, eleven would actively promote it.

7.2 Overall qualitative satisfaction

Indicator	UCAD	UAM	UASZ	UGB
Very satisfied / Satisfied	94%	97%	91%	96%
Training met expectations	89%	91%	84%	92%
Clarity and relevance of topics	96%	94%	93%	97%
Will help concretely (Yes)	98%	96%	93%	97%

7.3 Voices of beneficiaries — Selected testimonials

The written testimonials collected are the most irreplaceable dimension of this report. Beyond the program's stated objectives, they capture what it concretely changed in participants' self-perception and professional trajectories.

> *"I don't even know where to begin. This training was a truly unforgettable experience. Ahmad was on his feet from 9am to 6pm speaking on Saturday, then did it all again on Sunday — and water, juice, food, everything was provided for us. I am truly at a loss for words when it comes to describing Power UP."* **— François B. Ndiaye, UGB**

> *"This training was for me a very enriching and inspiring experience. It helped me better understand the importance of personal responsibility, time management, vision, and taking concrete action toward my goals."* **— Thierno Kalidou Fall, UASZ**

> *"I came with an objective — I was looking for a spark, and I found it. Now it is up to me to light my own way."* **— Mor SAMB, UAM**

> *"This training should be extended across the entire national territory, through all universities and training institutions, given its relevance and importance."* **— Ndongo Fall, UASZ**

> *"I suggest that you come to UAM at least every three months to train us further, because we really need this kind of training in our lives."* **— Matar Drame, UAM**

> *"I bow — not to say goodbye to my old self, but to thank the person who brought me here. This training did not give me new answers. It gave me the courage to ask the right questions."* **— Nimzate Niang, UGB**

> *"I find this program genuinely compelling. I would even suggest that once it gains momentum in Senegal, it be offered in the sub-region — for example in Guinea-Conakry."* **— Ibrahima Barry, UAM**

8. SKILLS DEVELOPED AND CROSS-CUTTING TRENDS

8.1 Most frequently developed skills

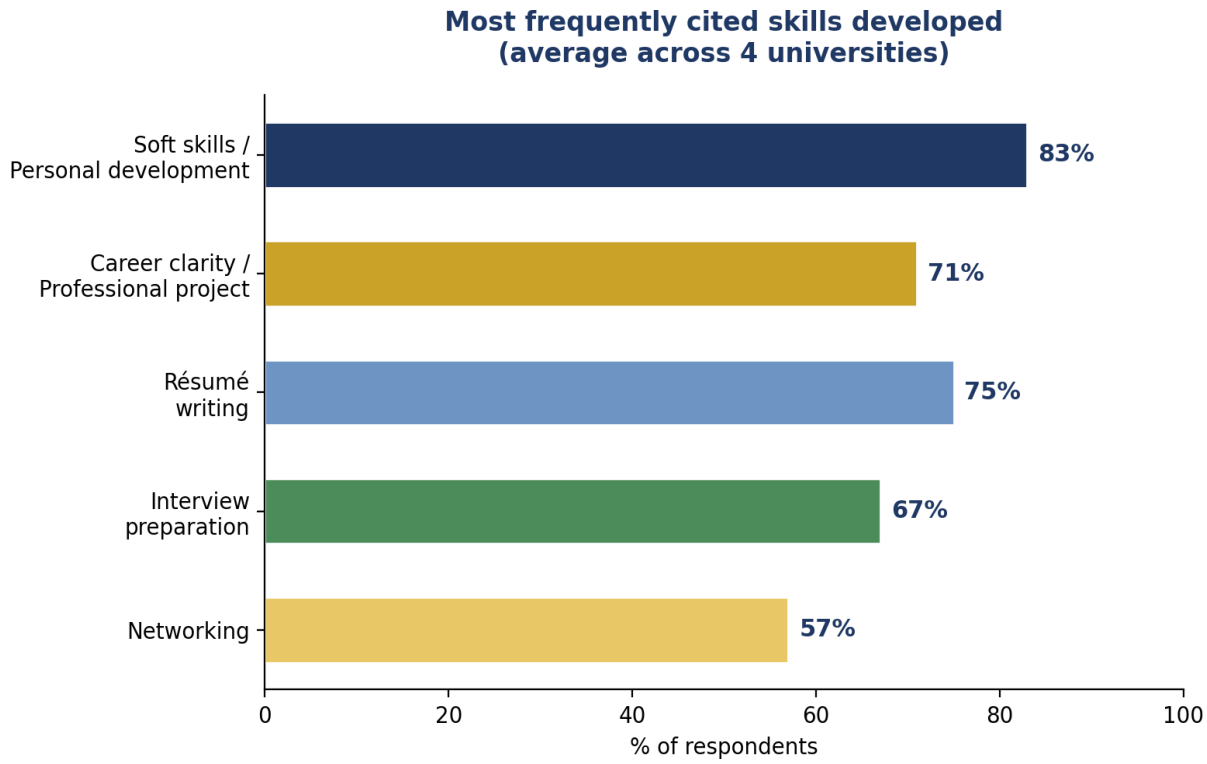


Figure 12 — Most frequently cited skills developed (average across 4 universities)

Skill developed	UCAD	UAM	UASZ	UGB	Trend
Soft skills / Personal development	87%	83%	82%	78%	Priority #1
Career clarity / Professional project	71%	74%	69%	72%	Priority #2
Résumé writing	75%	79%	71%	76%	Priority #3
Interview preparation	69%	66%	61%	65%	Priority #4
Networking	61%	55%	54%	58%	Priority #5

This ranking reveals a consistent and meaningful pattern across all universities: personal development comes first, ahead of technical job search skills. This confirms that the real gap these students faced was not about know-how — it was about who-I-am professionally, and where I am going.

8.2 Recurring patterns

Pattern 1: Career clarity as a catalyst: In every university, the session on defining a professional project is consistently cited as the most transformative. Many students articulate a concrete professional ambition for the very first time during this session, after years of study without a clear direction.

Pattern 2: The résumé as a mirror: Personalized résumé review had an unexpected personal impact. For many participants, seeing their experiences valorized and structured was a moment of revelation — a first real glimpse of their own market value.

Pattern 3: The demand for more as a proof of engagement: The most widespread suggestion across all cohorts is to extend the length of the program. This consistent demand is a powerful signal: students are not asking to leave sooner — they are asking to stay longer.

Pattern 4: Organic institutional advocacy: Several students spontaneously suggest that Power UP be integrated into the official curriculum, or that it returns every three months. These unprompted suggestions go far beyond what any satisfaction survey typically captures.

Pattern 5: Deferred impact and productive anticipation: A significant number of students express not just immediate satisfaction but active anticipation of putting their new skills to work. This forward orientation distinguishes the program from a mere conference or lecture.

9. CHALLENGES AND LESSONS LEARNED

9.1 The gap between applicants and trained students

A structural phenomenon must be acknowledged honestly: the number of applicants consistently exceeds the number of students actually trained, which itself exceeds the number of evaluations received. This 'selection triangle' is characteristic of all high-quality training programs.

Stage	UCAD	UAM	UASZ	UGB
Applications received	162	117	91	86
Students actually trained	73	112	71	85
Post-training evaluations	48	51	58	41
Evaluation response rate	66%	45%	81%	47%

The evaluation response rate (ranging from 45% to 81%) should not be interpreted as disengagement. It reflects a logistical reality: evaluations were collected in the hours or days immediately following the final session, in contexts of high student mobility. The quality and depth of the testimonials gathered suggest that respondents constitute a representative and genuinely engaged sample.

9.2 Time constraints: a unanimous concern and a funding argument

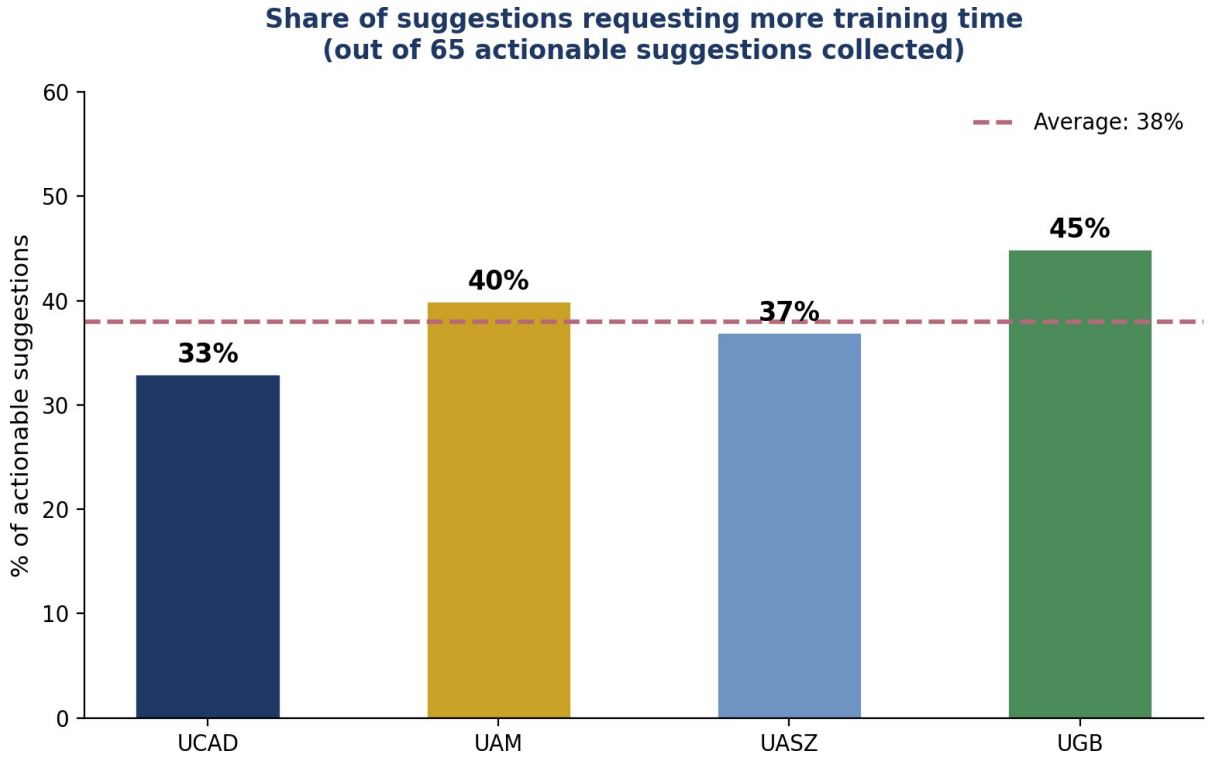


Figure 13 — Share of suggestions requesting more training time (out of 65 actionable suggestions)

Out of 65 actionable suggestions collected across the four universities, 25 explicitly request more time — representing 38% of all suggestions. At UGB, this figure rises to 45%. This repeated demand reflects genuine interest in the program, not dissatisfaction with it.

This constraint is directly linked to the current budget envelope. A better-funded program would allow each module to be deepened, individual mock interviews to be included, and 3- and 6-month post-training follow-ups to be conducted to measure real job placement rates.

9.3 Diverse needs across levels of study

Cohorts mixing first-year undergraduates and Master's 2 students revealed significant differences in starting levels and expectations. Advanced students seek more practical scenarios and exchanges with working professionals, while younger students need foundational awareness-building. Future editions of the program would benefit from light cohort segmentation by academic level.

9.4 Harmonizing data collection

Gender data is currently only available from the evaluation forms at UAM and UGB. Standardizing forms across all sites will enable comprehensive gender tracking across the full program in future editions.

10. STRATEGIC POSITIONING AND OUTLOOK

10.1 Alignment with U.S. strategic priorities

The Ready, Set, Career program directly supports the strategic priorities of U.S. engagement in sub-Saharan Africa:

- Inclusive economic development: by equipping Senegalese graduates with employability skills, the program contributes to economic stability and youth unemployment reduction — key drivers of social cohesion.
- Strengthening the English-speaking talent pool: the 341 trained students, most of them from English departments, constitute a qualified pipeline for U.S. companies and international organizations operating in Senegal.
- Public diplomacy: the program generates a genuine sense of gratitude and lasting connection to the United States, spontaneously expressed in numerous testimonials.
- Entrepreneurship and innovation: several participants express entrepreneurial projects strengthened by the program, contributing to the local economic ecosystem.

10.2 A replicable and scalable model

Power UP has demonstrated through this program its ability to deliver high-quality content across very different institutional contexts — a prestigious university in Dakar, regional universities in Ziguinchor and Saint-Louis, and a newly established university in Diamniadio — without compromising quality or satisfaction levels.

This model is scalable in several ways:

- Horizontally: expansion to the four remaining public universities in Senegal (8 exist in total; only 4 have been reached so far).
- Vertically: deepening the program from 2–4 days to 2–4 weeks, adding modules on entrepreneurship, intensive mentoring, and facilitated internship placement.
- Regionally: several students — including a Guinean student who proposed joining the Power UP team himself to deploy the program in Guinea-Conakry — have expressed the wish to see it extended to their own countries.
- Digitally: an online format could multiply the number of beneficiaries tenfold at a limited marginal cost.

10.3 The case for sustained funding

The data collected constitute a compelling case for continuity and expanded funding. Several indicators deserve to be highlighted for decision-makers:

Exceptional cost-to-impact ratio: 341 young people transformed for $25,000 USD represents a cost per beneficiary of $73 — a ratio that is difficult to match in quality professional training, where international standards typically range from $150 to $500 per

beneficiary.

Uncounted multiplier effects: Every trained student becomes a potential transmission vector within their network. With an NPS of 70 and a recommendation score of 9.15/10, word-of-mouth is estimated to generate an indirect reach of 3 to 5 times the number of direct beneficiaries.

Growing institutional anchoring: All four partner universities actively facilitated student recruitment and logistics. The organic demand for future programs — expressed by both students and institutions — constitutes an implicit commitment to future co-investment.

Alignment with private-sector partners: Bakeli Carrière and the American Chamber of Commerce in Senegal are active partners of the program, creating a bridge between training and employment that goes beyond simple skills delivery and represents the beginning of a full ecosystem.

11. RECOMMENDATIONS

11.1 For the next phase of the program

- Extend session length: moving from 2–4 days to an intensive week or four spaced weekend sessions would allow for better retention and more hands-on practice.
- Integrate individual mock interviews: the interview preparation module is the most requested yet the least developed due to time constraints.
- Implement 3- and 6-month follow-up: a short questionnaire sent to program alumni would measure real internship and job placement rates, further strengthening the impact case.
- Develop an entrepreneurship module: several participants — both women and men — aspire to start their own businesses. A dedicated module would amplify the program's indirect economic impact.
- Lightly segment cohorts: separating first- and second-year undergraduates from more advanced students (third-year and Master's) would allow for better-calibrated exercises and discussions.
- Deploy the program across the four remaining public universities: UVS (Virtual University of Senegal), UFR of Bambey, Thiès, and Sine Saloum.
- Build an Alumni Network: a WhatsApp group, LinkedIn community, or peer mentoring scheme between past and new participants would support integration and create opportunity-sharing channels.
- Standardize evaluation forms across all universities, particularly to ensure systematic gender tracking and other equity indicators.

11.2 For the partnership with the U.S. Government

- Consider multi-year funding (2–3 years): continuity is essential to move from a pilot program to an institutionalized one.
- Explore synergies with other Embassy programs: the Mandela Washington Fellowship, YALI, and the English Access Microscholarship Program can create meaningful connections with Ready, Set, Career alumni.
- Support the development of an online tracking tool: a lightweight digital platform would centralize participants' résumés and facilitate their connection with partner employers, including U.S. companies.
- Formalize institutionalization: a formal agreement with partner universities would embed sessions into the official academic calendar.

12. CONCLUSION

In less than one year, with a $25,000 budget, the Ready, Set, Career program has demonstrated that it is possible to transform the way young Senegalese university students relate to their professional future. By reaching 341 students across four universities in three different cities, Power UP has not only fulfilled its commitments to the American people and the U.S. Embassy in Senegal — it has exceeded them.

The data speak clearly: a recommendation score of 9.15/10, an NPS of 70, consistent and measurable confidence gains across all universities, and a unanimous demand to deepen and expand the program. But the numbers do not tell the whole story. It is the voices of the beneficiaries — a student who, for the first time, knows how to answer the question 'where are you headed after university?', a young woman who discovers her own worth as she sees her résumé transformed, a future data scientist who promises 'see you on LinkedIn', a Guinean student who volunteers to help bring the program to his own country — that reveal the true human impact of this program.

Power UP is convinced that the American investment in Senegalese youth — through programs like Ready, Set, Career — creates not only economic bridges but lasting human bonds between the two nations. The Power UP team is committed to continuing and amplifying this work with the rigor, passion, and professionalism that have defined this first phase. A database of alumni from the English departments is currently being established, with the goal of launching an online mentoring platform for students.

> *"This training should be extended across the entire national territory. It contributes to raising public awareness. A good deed is never wasted."* — **Ndongo Fall, UASZ**