Scaling Up Good Practices in Girls’ Education

Report of the UN Girls’ Education Initiative
Policy Consultation held in Nairobi, Kenya, 23–25 June 2004

Organised by the Commonwealth Secretariat in partnership with the Forum for African Women Educationalists

Prepared by Shirley Miske
Lead Rapporteur

COMMONWEALTH SECRETARIAT

GIRLS TOO! EDUCATION FOR ALL UNGEI
### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ADB</td>
<td>African Development Bank</td>
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<tr>
<td>ADEA</td>
<td>Association for the Development of Education in Africa</td>
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<td>BESSIP</td>
<td>Basic Education Sub-Sector Investment Programme</td>
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<td>CIDA</td>
<td>Canadian International Development Agency</td>
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<td>COBET</td>
<td>Complementary Basic Education in Tanzania</td>
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<td>DFID</td>
<td>Department for International Development</td>
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<td>EDUCOM</td>
<td>Education and Community</td>
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<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>ESARO</td>
<td>Eastern and Southern Africa Regional Office (UNICEF)</td>
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<td>ESP</td>
<td>Education Strategic Plan</td>
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<td>FTI</td>
<td>Fast Track Initiative</td>
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<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
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<td>FAWEZA</td>
<td>Forum for African Women Educationalists of Zambia</td>
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<td>GEM</td>
<td>Girls' Education Movement</td>
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<td>GFSI</td>
<td>Girl-Friendly School Initiative</td>
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<td>IBE</td>
<td>International Bureau for Education</td>
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<td>JICA</td>
<td>Japan International Cooperation Agency</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NEPAD</td>
<td>New Partnership for Africa’s Development</td>
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<td>NGOs</td>
<td>Non-Governmental Organisations</td>
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<td>MDG</td>
<td>Millennium Development Goals</td>
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<td>PAGE</td>
<td>Programme for the Advancement of Girls’ Education</td>
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<td>SAFE</td>
<td>Student Alliance for Female Education</td>
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<td>SCF/US</td>
<td>Save the Children (United States)</td>
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<td>SSACs</td>
<td>Sub-Saharan African countries</td>
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<td>SWAp</td>
<td>Sector-Wide Approach</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>UNESCO</td>
<td>United Nations Education, Science and Cultural Organisation</td>
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<td>UNGEI</td>
<td>United Nations Girls’ Education Initiative</td>
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<td>UNICEF</td>
<td>United Nations Children's Fund</td>
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<td>WCARO</td>
<td>West Central Africa Regional Office (UNICEF)</td>
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Foreword

This report reflects deliberations at a Ministerial consultation on the issue of scaling up good practices in girls’ education in Africa. The consultation was held in Nairobi, 23–25 June 2004, within the framework of the United Nations Girls’ Education Initiative (UNGEI). Partners involved were Ministers of Education and senior officials, as well as experts from civil society, the African Development Bank, Commonwealth Secretariat, UNICEF, UNESCO, the World Bank and the Forum for African Women Educationalists (FAWE), which organised the meeting on behalf of the partnership.

The consultation focused on the urgent need to support rapid progress in Africa towards achieving the Millennium Development Goals (MDGs) and Education for All (EFA). It was convened against the background of an apparent abundance of good practices in girls’ education, documented by many countries and their development partners. Despite this proliferation, it was felt that good practices generally have a limited and often fragmented impact on overall progress towards achievement of the MDGs and EFA.

Because of this limited impact, partners suggested that two key measures were needed to fully realise the potential of good practices. First, it was necessary to share knowledge and information, so that good practices could be better understood and more objectively assessed, beyond the enthusiastic endorsement of those involved with them. Second, it was important to move these practices beyond the limited sphere in which many of them typically operated, so that they could influence and impact on much broader processes of change in the education system.

The challenge then was firstly to review and analyse good practices and identify key features of the most promising ones; and then to develop strategies for scaling them up to the level of system-wide interventions with a much greater impact on progress towards the MDGs and EFA. In this regard the consultation benefited from an important body of analytical work done by the partners on a wide range of good practices. The information and knowledge presented through these case studies was the subject of intense discussion and critical review. This provided a basis for exploring policy options through which the most promising good practices could be mainstreamed and scaled up.

This report captures the essence of an ongoing quest by countries and their development partners for appropriate policies and strategies to translate the promise of good practices into large-scale initiatives. The need to focus on both mainstreaming and scaling up was stressed. For mainstreaming, the issue is making good practices central and integral to the routine operation of the education system. This includes issues such as regular budget allocation, dedicated staffing and regular reporting. For scaling up the issue is shifting good practices from a local and targeted level of impact to a national and systemic level. This includes simple expansion to cover the whole education system, adapting to
conditions in different parts of the system, using a ‘big bang’ approach to
to expansion or using a gradual ‘roll out’ approach to expansion. These issues were
discussed by over 150 participants and policy implications were reviewed by
Ministers and senior officials.

Another issue that was considered was the role of advocacy in wining support
for mainstreaming and scaling up good practices in girls’ education. This was
seen as a key feature for successful development that makes use of these good
practices. In fact good practices owe their uptake by Governments and their
adoption by other partners largely to advocacy and communication, rather than
to any rigorous assessment and evaluation process. Technical and programming
issues are important in these good practices, but the role of advocacy and com-
munication should not be underestimated.

In terms of outcomes of the consultation, it was agreed that efforts to develop
good practices in gender and education had greatly influenced the gains made
by African countries in increasing access and improving quality of education, as
well as in closing the gender gap in education. Key questions on the implications
for scaling up included how, what and at what cost. Partners noted the
continuing concern over capacity for implementation of mainstreaming and
scaling up strategies in terms of the systems that had to be put in place, as well
as the required human, financial and material resources.

Partners reaffirmed that the main responsibility for mainstreaming and scaling
up good practices lies with governments. Support from UNGEI partners and
other development partners was however critical to ‘accompany’ countries in
this process. This highlighted the need for strong partnerships at the local,
national and international levels, to promote the involvement of all stakeholders
in the implementation process. It was further emphasised that success in main-
streaming and scaling up good practices depends on an approach that is
systemic and multi-sectoral. Finally, given the considerable investments required
for mainstreaming and scaling up, it was emphasised that funding agencies and
development partners in general had a critical role to play in front-loading
resources and assistance for successful implementation. On the basis of these
discussions, country delegations made commitments on the next steps and
prepared country-based action plans for scaling up some of the good practices
tabled during the consultation.

The UNGEI consultation marked another step forward in harvesting the fruits of
so much experimentation on education in Africa. The plethora of innovations
has posed a dilemma for development in African countries. On the one hand, it
appears that there is no shortage of promising solutions that have been tried in
gender and education. On the other hand, these innovations have not made a
major impact on African education systems. This report contributes to the
continuing search for a resolution of this dilemma.

Dr Cream Wright
Global Chief of Education
UNICEF, New York

Prof. Penina Mlama
Executive Director
FAWE, Nairobi
Executive Summary

The Education for All (EFA) Fast Track Initiative has demonstrated significant potential to bring about major system-wide reforms which will lead to the improved internal efficiency and effectiveness of education and the sustainability of educational innovations. In addition, the United Nations Girls’ Education Initiative (UNGEI), led by UNICEF, has created a viable framework at the country level for a wide range of partners to identify good practices in girls’ education, to advocate for embedding them in education system reform processes, and to harness the resources necessary to expand key interventions in girls’ education.

Consequently, governments and agencies in the past five years have created a climate and structures for planning more rapid progress toward meeting the goals of gender parity and gender equality in basic education by 2005. Many governments have demonstrated their political will to eliminate constraints to gender equity by introducing initiatives to increase girls’ access to education and to improve their retention and performance.

In view of these developments and the urgency of meeting the EFA and Millennium Development Goal (MDG) of gender parity by 2005, a policy consultation was organised within the UNGEI framework to explore strategies for scaling up good practices in girls’ education in sub-Saharan Africa, 23–25 June 2004. The partnership formed to organise this consultation included multilateral and bilateral organisations. UNGEI partners agreed that the Forum for African Women Educationalists (FAWE) should take the lead in planning the consultation.

The objectives of the technical workshop and policy consultation, as described in the preparatory documents, were:

1. To share information on a select set of identified good practices in girls’ education that are considered to be prime candidates for scaling up;

2. To explore issues, factors and conditions that promote or constrain the scaling up of good practices, with the goal of developing and recommending strategies and models identified for scaling up good practices in girls’ education;

3. On the basis of the outcomes of the first two objectives, to prepare key elements of an appropriate advocacy campaign. The campaign will target country level policy-makers and a senior technical cadre, as well as major donors and leading agencies that deal with system-wide reforms.

The 27 countries that participated in the policy consultation were represented by ministers, planning directors, finance officers, officers responsible for gender issues and other education officials. Participants also included representatives of donor agencies, non-governmental organisations (NGOs), bilateral organisa-
tions and representatives of civil society. During the three days of the consulta-
tion, participants offered input from their country experiences in terms of good 
practices in girls' education and implications for scaling up.

This report of the workshop starts with a summary of the Outcome Statements 
which set out the vision of the workshop towards scaling up good practices in 
girls’ education. The report also provides a synthesis of the key points of the 
sole studies presented at the workshop, which described promising innovations 
in selected African countries. In addition, the report reflects workshop particip-
ants’ analysis of strategies and models for scaling up and their review of impli-
cations for education policy and sector-wide processes in their own countries. 
Finally, the report presents country-specific matrices on ‘Next Steps for Scaling 
Up’.
Scaling Up Good Practices in Girls’ Education

Outcome Statements

1 Political commitment and a rights-based, equity-oriented policy environment are critical for scaling up good practices in girls’ education. Country after country described political commitment and newly created policies that have given rise to increased access for girls and improvement in the quality of education for all children.

2 In scaling up, we need to consider the politics of implementation and develop a social marketing strategy to create receptivity to educational change. In the context of that strategy we need to expect and plan for resistance to change. In girls’ education, programmatic strategies and strategies of advocacy and communication must go hand in hand.

3 Partnerships are essential for scaling up effectively. This includes partnerships at the local, district, provincial, national and international levels. Government is in charge of scaling up good practice as it fulfills its social contract with its citizens to honour the right to education for all. Stakeholders need to be involved at all levels.

4 Careful monitoring and evaluation are necessary from the baseline of the pilot through the process of scaling up. Monitoring and evaluation must be built into the project design.

5 Intensified human, financial, and material resources are required from all partners if scaling up is to be accelerated to meet the MDG and EFA goals of 2005 and beyond. Business as usual is not sufficient.

6 Special attention should be given to multifaceted interventions, since many problems related to education lie outside the education sector, and since multisectoral strategies have been shown to improve girls’ education.

7 Girls’ education initiatives also benefit boys, as indicated by the outcomes of the 16 case studies of good practice.

8 All of the above should be viewed through a gender lens and attended to from a gender perspective, in order to achieve gender mainstreaming successfully.
1 Background to the Scaling Up Consultation

Actions by governments and agencies in the past five years have created a climate and structures for planning more rapid progress toward meeting the goals of gender parity and gender equality in basic education by 2005. Many governments have demonstrated their political will to eliminate constraints to gender equity by introducing initiatives to increase girls’ access to education and to improve their retention and performance. The Education for All Fast Track Initiative has demonstrated significant potential to bring about major system-wide reforms which will lead to the improved internal efficiency and effectiveness of education and the sustainability of educational innovations. In addition, the United Nations Girls’ Education Initiative, led by UNICEF, has created a viable framework at the country level for a wide range of partners to identify good practices in girls’ education, to advocate for embedding them in the education system reform processes, and to harness the resources necessary to expand key interventions in girls’ education.

In view of these developments and the urgency of meeting the EFA and Millennium Development Goals of gender parity by 2005, a policy consultation was organised within the UNGEI framework to explore strategies for scaling up good practices in girls’ education in sub-Saharan Africa on 23–25 June 2004. The partnership formed to organise this consultation included the African Development Bank, the Commonwealth Secretariat, the Forum for African Women Educationalists, UNESCO, UNICEF and the World Bank. All these institutions, in partnership with various governments, have been involved in supporting or implementing a range of policies and practical interventions to improve girls’ education in sub-Saharan Africa. For this particular meeting, UNGEI partners agreed that FAWE should take the lead in planning the consultation.

Other partner agencies also participated in the consultation, including the New Partnership for Africa’s Development (NEPAD), the UK Commission for Africa, the Irish Department of Foreign Affairs (Ireland Aid), the Netherlands Ministry of Foreign Affairs, the UK Department for International Development (DFID) and many others.

The objectives of the technical workshop and policy consultation, as described in preparatory documents, were:

1. To share information on a selected set of identified good practices in girls’ education that are considered to be prime candidates for scaling up;
2 To explore issues, factors and conditions that promote or constrain the scaling up of good practices, with the goal of developing and recommending those strategies and models identified for scaling up good practices in girls' education;

3 On the basis of the outcomes of the first two objectives, to prepare key elements of an appropriate advocacy campaign. This campaign will target country level policy-makers and a senior technical cadre, as well as major donors and leading agencies that deal with system-wide reforms.

The 27 countries that participated in the policy consultation were represented by ministers, planning directors, finance officers, officers responsible for gender and other education officials. Altogether there were over 150 participants who included representatives of donor agencies, NGOs, bilateral organisations and representatives of civil society (Annex D). During the three days of the consultation, participants offered input from their country experiences in terms of good practices in girls' education and implications for scaling up. They were involved in the analytical work on strategies and models for scaling up, as well as in reviewing the implications for education policy and sector-wide reform processes in their own countries (Annex F).
2 Consultation Opening and Vision Statements

Hon. Anne Therese N’Dong-Jatta, Minister of Education, The Gambia, opened the consultation by asking participants to examine the fundamental question of the ways in which all partners – governments, donor agencies, NGOs and all stakeholders – could re-focus on resource-based management and do things differently in order to scale up good practices in girls’ education and break the cycle of poverty.

FAWE Executive Director Penina Mlama, in her welcome speech, reviewed the history of FAWE and its work with partner organisations both in advocacy for the right to equal educational opportunities for the girls of Africa and in practical on-the-ground interventions. She gave an overview of the good practices to be discussed in the consultation, such as child-friendly schools, FAWE Centres of Excellence, combating HIV/AIDs and equipping girls with the skills to avoid infection, providing a second chance to teenage girls who have dropped out of school due to pregnancy, and empowering girls to overcome the many gender constraints and violations of their human rights inside and outside the school system. Penina Mlama also recognised the wide representation of participants in the consultation, including the media delegation who were attending under the auspices of Communication for Education and Development.

In the vision statements presented by the six UNGEI consultation partners, Cream Wright from UNICEF noted that what works in Africa should be highlighted much more, and that forging partnerships in Africa is central for successful interventions in girls’ education. He used the triangular analogy: in one angle, there are successful interventions such as FAWE and UNICEF support; in another, reforms and state interventions; and in the third angle, an overall operating mechanism for the national education system. He reminded the assembly that by addressing girls’ education, boys are liberated as well, and that many side benefits spin off from girls’ education.

Nancy Spence observed that the Commonwealth Secretariat works in particular through Commonwealth Ministers, who have asked the Secretariat to address the key issue of gender disparities by collecting and disseminating case studies of good practices, especially in teacher training, non-formal education, and distance education.

World Bank Senior Education Advisor Birger Fredriksen affirmed that education is a key factor to helping disadvantaged groups find a place in society.
Toward that goal, during this meeting, participants must go beyond advocacy to action, in part by highlighting the new trends of education in Africa. He asked: if the evidence of the benefits of educating girls is so compelling, why is progress so elusive? There are many pilot projects showing the success of particular interventions to promote girls’ education, but experience shows that scaling up these good practices has proved difficult. He said that the main objective of the conference was to shed light on this question.

Achieving equity in education opportunities for boys and girls has often proved so difficult in practice that a concerted global effort was required to reach the gender parity goal. The main responsibility remains with African governments. However, the international community has a shared responsibility because to achieve this goal is both a moral imperative and a development necessity. Past experience shows that there is no question that it can be done, and people must be made aware of what works in Africa.

**Alice Hamer** of the African Development Bank pointed to the Bank’s work in curriculum and materials development and in strengthening partnerships as evidence of its leadership in initiatives that have an important impact on girls’ education. She reminded participants that partnerships like UNGEI are crucial, and reflected on three levels of partnership: (1) at the international level to mobilise resources; (2) at the level of partnerships for research and monitoring, reporting and progress; and (3) at the local level for design and progress, and effective implementation.

Although Association for the Development of Education in Africa (ADEA) Executive Secretary **Mamadou Ndoye** could not be present, the Hon. Dr **Rakissouilir Mathieu Ouedraogo**, Minister of Basic Education and Literacy of Burkina Faso, conveyed his greetings. He reaffirmed ADEA’s support to UNGEI and added that ADEA will consider the results and recommendations of this meeting in its action plan.

**Lene Buchert** of UNESCO reminded participants of the findings from the EFA Global Monitoring Report. The majority of the 54 countries that are unlikely to reach gender parity in either primary or secondary by 2015 are in sub-Saharan Africa. She emphasised the importance not only of partnerships but also of synergy between EFA and UNGEI. Finally, **Clare Shakya** of the Commission for Africa explained the role of the commission in trying to seize the coming opportunity of the UK presidency of both the European Union and the G8 in order to mobilise resources and deliver on existing commitments for sub-Saharan Africa.

In a speech which officially opened the consultation, the Hon. Professor Dr **George Saitoti**, Minister of Education, Science, and Technology, Kenya, noted that Africa faces many challenges in addressing Education for All. Sixty per cent of children who are not in school are girls, due to negative cultural attitudes, poverty and learning environments that are not gender responsive. These conditions are being addressed through various measures; they need to be addressed even more urgently.
3 System Interventions as Good Practice

Hon. Mathieu Ouedraogo chaired the first plenary session, with keynote presentations by Cream Wright, UNICEF; Pai Obanya, UNESCO; and Mercy Tembon and Eileen Kane, World Bank.

Cream Wright’s lead presentation ‘Basic Education Systems that Work for Girls’ observed the growing desire for more and better education internationally. African states have made great efforts in this area, providing more teachers and more materials, resulting in increased enrolment. Nevertheless, several fundamental reasons explain the failure to achieve EFA and gender parity. Among them are models of expansion that are not sustainable; actions that are laboratories rather than systemic interventions; and public investment in education, which previously was not based on the concept of the right to education. Since educational systems are complex, it is imperative to move in more strategic directions. Agencies need to work towards targeted interventions, such as those of UNICEF and FAWE. Interventions have to be mainstreamed and institutions must work in synergy. Partnerships are essential if activities to encourage girls’ education are to succeed. Systemic reforms are also necessary.

Pai Obanya’s presentation, ‘Promoting Basic Education for Women and Girls: Four African Case Studies’, reported on a 2001 UNESCO study of policies, structures and procedures for the promotion of girls’ and women’s education. The four case studies featured different elements that contributed to improved educational conditions for girls and women. These included gender mainstreaming through women’s affairs departments at all levels of government in Ethiopia; the large numbers and high performance of girls and women in basic education programmes in Swaziland; the wide variety of innovative education initiatives in Mozambique; and the contribution of NGOs to education in Burkina Faso. Constraints identified in the study included the constraint of harmful traditional beliefs and practices (e.g. ‘men and their attitudes as a problem’); the failure to fully exploit the potential of non-formal education; the need for improved educational statistics in the region; and insufficient funding.

Mercy Tembon of the World Bank introduced the World Bank’s recently published analysis of girls’ education strategies, Girls’ Education in Africa: What Do We Know About Strategies That Work?. In that document, Eileen Kane reviews initiatives that appear to have worked, together with some of the broader factors that were important to the success of these strategies (an overall guiding country plan, a holistic approach to gender issues, a strong gender awareness at the
community level, working with NGOs and systematic monitoring of results). Eileen Kane elaborated on what the evidence shows does not work; for example, programmes that underestimate the full range of economic and cultural costs to families and communities, poorly designed programmes, or ones that simply draw on well-known generic strategies used elsewhere.

Based on her analysis, Kane suggested that international organisations and governments can do the following:

1. Offer realistic interim goals (for example gender parity for primary intake, gender parity for survival to Grade 6, and specific gender-targeted strategies for parity by 2015 at all levels of a school system);

2. Ensure macro level supports, such as healthy spending on primary education as a share of Gross Domestic Product and competitive teacher salaries;

3. Rethink data, analysis and design. Eileen Kane also proposed ways in which stronger data can be constructed, and she suggested ways in which designers, practitioners and researchers can support the improvement of quality education strategies for girls.
4 Exploring Good Practices and Implications for Scaling Up

The 16 case studies of good practice reviewed are listed in Table 1 below.

Table 1. Good Practices for Scaling Up

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<th>Panel 1 FAWE</th>
<th>Panel 2 UNICEF</th>
<th>Panel 3 FAWE and others</th>
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<td>1. TUSEME (‘Let us speak out’) Girls’ Clubs</td>
<td>1. Programme for the Advancement of Girls’ Education (PAGE) Zambia</td>
<td>1. Peer Education to protect school girls from HIV/AIDS (Ghana)</td>
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<td>5. Girls’ Education Movement (GEM) Uganda; South Africa</td>
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<td>6. CHILDSCOPE (Ghana)</td>
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<td>7. Life Skills from a Gender and Rights-based Perspective in East and Southern Africa</td>
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<td>8. Positive Emergency (Burkina Faso)</td>
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<td>9. Nomadic Education (Eastern Africa)</td>
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Each presenter described a case of good practice, then addressed the following questions: What makes a ‘good practice’? What are the implications for scaling up? How? At what cost? What have these practices achieved to make them ‘good’ and worthy of being scaled up? The 16 cases are summarised below.

Panel 1

1.1 TUSEME (‘Let us speak out’) Girls’ Clubs

TUSEME was initiated in Tanzania in 1996 by the Department of Fine and Performing Arts, Dar es Salaam University, as a result of stakeholders’ concerns
about girls’ academic performance in secondary school. The project aspires to enable girls to express what they see as factors leading to poor academic achievement – schoolgirl pregnancy and sexual harassment – and causes them to drop out; and then to find ways through which the girls themselves can actively participate in the problem-solving process. Girls use the ‘theatre for development’ approach to research the factors that lead to high drop-out rates; analyse the problems; express the outcomes in theatre performances; and conduct post-performance discussions with the school and community to arrive at viable solutions. A plan of action is prepared to implement the solutions, and Girls Support Clubs are established to monitor empowerment activities. Schools where girls ‘speak out’ report reduced numbers of drop-outs. Girls no longer accept gender-based problems as given; instead, they analyse them to find practical solutions. FAWE chapters in Tanzania, Ethiopia, The Gambia, Kenya, Namibia, Senegal and Rwanda have started TUSEME Clubs; currently 27 secondary schools are actively involved in the project.

1.2 Re-entry of Adolescent Mothers

In 1997 Zambia’s Ministry of Education issued a circular to formalise the policy that allowed girls who had been expelled from school due to pregnancy to re-enter. Due to poor implementation, in 2001 FAWE of Zambia convened a workshop to develop guidelines and a monitoring system for the policy. Many groups have spoken out against the policy, arguing that it would lead to increased cases of pregnancy; however, there are no data to support this claim and political will to maintain the policy has remained strong. The number of girls returning to school appears to be increasing at both primary and secondary levels. Schools have introduced strategies such as SAFE (Student Alliance for Female Education) clubs, where students have a forum to discuss issues openly. SAFE clubs, which operate under the auspices of FAWEZA, also assign older girls from higher education to mentor girls in secondary school so that they gain self-confidence, and learn to resist negative pressures and avoid risky behaviours.

1.3 FAWE Centres of Excellence

The goal of a FAWE Centre of Excellence (COE) is to transform an ordinary school and its surrounding community into an environment that is physically, academically and socially gender-responsive for girls and boys. Since 1999, FAWE has established eight COEs in six countries. Transforming a school into a COE involves working with all stakeholders to develop a common vision; building capacity through gender sensitisation and skills training; and providing gender-responsive materials and infrastructure. The first four COEs began in 1999 with four pilot schools in four countries (Kenya, Rwanda, Senegal and Tanzania). COEs also include a holistic package to improve quality from a gender perspective; gender sensitisation of all stakeholders; in-service training in gender-responsive pedagogy for teachers; reproductive health training; and scholarships for girls in need. COEs use existing resources from the government and the community. They also attract additional resources from the community and from stakeholders, and they garner collaboration from all partners, which
results in minimal unit costs. The impact of the intervention can be seen in girls’ improved academic performance; improved exam scores; increase in self-confidence and participation in leadership; and in boys actively participating in eliminating discrimination at the school. Lessons learned from the pilot project include the awareness that cultural practices militating against girls deeply are rooted; few teachers have been trained in child-centred approaches; gender disparities are not addressed holistically or consistently by national education systems; and most schools in Africa are ‘below ordinary’.

Panel 2

2.1 Programme for the Advancement of Girls’ Education

Zambia’s Programme for the Advancement of Girls’ Education (PAGE) began with research that analysed the barriers to girls’ education. Initially funded by the Canadian International Development Agency (CIDA) as a pilot project in 20 schools in two districts, PAGE developed into a multi-faceted programme with about a dozen components. These included education policy on pregnant girls returning to school, public awareness of girls’ education issues, affirmative action for female teachers and officials, classroom teaching and learning, teacher education, and water and sanitation improvements at PAGE schools. In eight years, with donor support from at least six major donors, PAGE activities were going on in 1 000 schools in over nine provinces. Although change was not uniform throughout districts and schools where PAGE components were implemented, PAGE effected changes in girls’, educationalists’ and community behaviours and outcomes. For example, girls’ retention increased and the numbers of girl mothers who re-entered school also increased.

2.2 Complementary Basic Education in Tanzania

COBET (Complementary Basic Education in Tanzania) was initiated by the Ministry of Education and Culture (MOEC), with support from UNICEF Tanzania to provide basic education for children, and in particular girls, who had never had the chance to start primary school or who had dropped out. COBET learners were divided into two cohorts: 8–13-year-olds and 14–18-year-olds. It consisted of a compressed, activity-based curriculum, in which it takes three years to complete primary school instead of seven. The teachers (‘facilitators’) attend two to three weeks of intensive training twice during the first year and again in the second and third years. The school day is shortened; there are no direct costs to learners or their families. Children do not wear uniforms and corporal punishment is not allowed.

COBET was piloted in 10 schools in each of two districts for one year; then 30 schools in three additional districts were added in the second year. After the first three-year cycle was completed, the project was evaluated and students were found to have reached a similar level of attainment to that achieved by children who had attended seven years of formal primary school. The government has now included COBET in its national education plan; and UNICEF and
UNESCO/Japan International Cooperation Agency (JICA) have funded two national level training sessions for three education officers from every district of the country. This was done in order to contribute to PAGE scaling up nationally, thereby potentially giving opportunities for basic education to many thousands of girls and boys.

### 2.3 EDUcation and COMmunity (EDUCOM) (Benin)

EDUCOM is Benin’s Education and Community programme. It is a multi-faceted initiative, which ensures that the community is directly involved in the life of the school and helps to keep girls in school. Work at the local level is accomplished in partnership with NGOs, such as Aide and Action, World Education and the International Foundation for Education and Self-Help. Well-known components of the project are the girl-to-girl mentoring programme, where older girls are chosen to serve as mentors or ‘godmothers’ to younger girls at risk of not staying in school; and colour-coded progress report cards where even non-literate parents can follow their children’s progress. EDUCOM has scaled up to include 167 schools with over 40,000 students. It is making a measurable, direct impact on school enrolment, especially in communities with active government leadership.

### 2.4 Mothers’ Clubs (The Gambia) – Child-friendly Schools

The Mothers’ Clubs initiative is one component of the larger Girl-Friendly School Initiative (GFSI) for girls in the Gambia. Ten mothers’ clubs were started in 2001, with UNICEF support from the Norwegian Ministry of Foreign Affairs through the African Girls’ Education Initiative. The clubs are established by FAWE/GAM in an effort to build community partnerships and mobilise support for girls’ education. The Ministry of Education Girls’ Education Unit also offers ongoing support. The clubs receive seed money of $245 to set up income-generation projects, and they are expected to spend a portion of their profits on fees or clothes for girls to attend school. On average, girls’ participation in school has increased by 34%, and reportedly fewer girls withdraw from school for marriage. The main factors for success appear to be mother-to-mother counselling and intense sensitisation campaigns on girls’ education, which are also part of Mothers’ Club activities.

### 2.5 Girls’ Education Movement (GEM) (Uganda and South Africa)

GEM (Girls’ Education Movement) in Uganda, South Africa and other countries is a continent-wide movement by and for girls, which gives leadership opportunities to girls and recruits boys to be their allies. GEM promotes community mobilisation and advocacy for girls’ enrolment and retention in education; it sees girls not only as beneficiaries of educational change, but as participants in that change. Launched in 2001 by President Museveni of Uganda at a meeting of education ministers, GEM was conceived as a local, national and continent-wide initiative. In Uganda, GEM has developed in partnership with FAWE, and it is also linked to the child-friendly schools’ movement. Fifty children on average have returned to school in each district where GEM is operating effectively in
Uganda. In South Africa, the Department of Education owns GEM, budgets for it annually and is facilitating its rapid scaling up throughout the country. GEM South Africa also organised a major region-wide GEMCAMP in Durban (5–9 July 2004), at which GEM girls from nine countries in Eastern and Southern Africa received leadership training.

2.6 CHILDSCOPE (Ghana)

CHILDSCOPE of Ghana began as a pilot project with CIDA funding in 1994. Over 10 years the project was scaled up to include 280 schools in seven (out of 110) districts. Stakeholders liked the project and incentives such as providing girls with bicycles helped to increase their school attendance. An analysis of the extent to which UNICEF’s education programming in Ghana uses a rights-based approach found that CHILDSCOPE has been rights-based since its inception. Two major external project evaluations observed that CHILDSCOPE’s anticipated results fell short of the anticipated gains (e.g. projected enrolment gains of 10% were only 0.6%), and the project had little chance of being sustained without outside donor support. For the programme to contribute solidly to the realisation of rights rather than dependence, the third evaluation notes that it must be sustainable at community level. These findings help both to illuminate the features of a good practice intervention and to identify specific questions to be asked before proceeding with scaling up.

2.7 Life Skills from a Gender and Rights-based Perspective in East and Southern Africa

This intervention is in the formative stages; it was appropriately initiated with research. In 2001–2002 seven countries in Eastern and Southern Africa undertook research on gender, sexuality, HIV/AIDS and life skills education with technical and financial support from UNICEF ESARO. Due to the urgency of the addressing HIV/AIDS through a life skills curriculum, it is being planned on a large scale from the outset. The purpose of the research was to explore pedagogies used in HIV/AIDS and life skills education in order to develop more appropriate practices and resources that are gender responsive and subject centred. During 2002–2003 UNICEF ESARO and the Netherlands Embassy provided financial and technical support to a multi-country programme on life skills in nine countries in Southern Africa. In 2005 the life skills programme will be extended to four counties of eastern Africa. Parental/care-giver education modules are being finalised. Botswana is working on a national framework for action to provide guidelines for all life skills activities and to ensure quality and cohesion. Constraints that need to be addressed include inadequate capacities of duty bearers, resistance to altering gender relations, inadequate human and material resources, and inadequate political commitment to HIV/AIDS prevention and lifeskills.

2.8 Positive Emergency (Burkina Faso)

The concept of a ‘positive emergency’ has propelled efforts to accelerate girls’ education in Burkina Faso in a way that is similar to post-conflict reconstruction.
In these programmes, the government takes charge of the ‘minimum package approach’ by increasing the construction of classrooms and asking the Ministries of Finance and Defence for additional resources and utilisation of the army’s engineering unit. Through its poverty reduction approach, the initiative received World Bank support. UNICEF has provided massive sensitisation; and FAWE Centres of Excellence also have provided support. Success in one system may not necessarily transfer to another, but the approach can be adapted to other country situations. In the process, beneficiaries must be informed so that they will add their support.

2.9 Nomadic Education (Eastern Africa)

A study funded by the African Development Bank and others on the education of nomadic children in eastern Africa – Djibouti, Eritrea, Ethiopia, Kenya, Tanzania and Uganda – revealed that less than 16% of primary school age children in some nomadic areas are attending school. Nomads comprise a wide variety of groups (‘pure’ pastoralists, agro-pastoralists, hunter-gatherers, fishermen and tea harvesters). The social organisation of each ethnic group is based on a systematic and commonly accepted division of labour based on sex and age. The two broad constraints to girls’ and boys’ school attendance are poverty (i.e. lack of or poor markets for livestock, poor infrastructure, harsh climate and recurrent drought) and access (nomadic people live in inaccessible parts of the country where school networks are thin and housing for pupils who stay behind to attend school after parents move is lacking). Present options for providing basic education to nomadic communities are complementary education programmes such as COBET and COPE, and alternative basic education programmes. Positive factors in the education of nomadic children include providing appropriate training to people who work with nomadic communities and involving members of the communities in design, implementation and maintenance of development inputs, and providing income-generating opportunities to mitigate the perceived opportunity cost of sending children to school.

Panel 3

3.1 Peer Education to Protect Schoolgirls from HIV/AIDS (Ghana)

After a pilot project on advocacy and counselling against the spread of HIV/AIDS, FAWE/Ghana developed a project training adolescent girls as peer educators about HIV/AIDS. At the beginning, 250 Junior Club members and scholarship beneficiaries ages 12–23 were trained to be peer mentors. From this group, 150 girls from 10 districts were trained in intensive workshops to be peer educators, along with a 60 secondary school leavers who provided leadership for eventual outreach activities. The 10 districts were selected strategically from each of the 10 regions of the country to facilitate a cascade effect into other districts through regional launches of the peer educator programme. Experienced resource persons who had researched issues affecting girls' education developed a specific manual that was used in the training. Among the
project lessons learned were that adolescent girls are capable of influencing their peers positively if they receive adequate training; the use of mother tongue together with English contributes to better understanding; and ‘teaching practice’ sessions are useful to enable the trainers to assess the trainees’ skills.

3.2 Addressing HIV/AIDS in Relation to Girls’ Education (Kenya)

The Thika HIV/AIDS Intervention was a small eight-month pilot project (July 2001–February 2002). Training given to teachers and peer counsellors resulted in the establishment of peer counselling clubs in 32 of 42 schools in the municipality. The clubs’ activities are keeping the message of HIV/AIDS awareness alive in these schools. The project is expected to instill positive behaviour changes among pupils that will enable them to abstain from early sex, thereby preventing the contraction of HIV and other sexually transmitted illnesses and lowering HIV/AIDS prevalence among adolescents in the targeted schools. The project is easily replicable and cost-effective.

3.3 Addressing Sexual Maturation in relation to Girls’ Education (Uganda)

A 2001 study on the sexual maturation of girls funded by the Rockefeller Foundation revealed that schools had poor sanitary facilities, a culture of silence surrounding sexual maturation, and a lack of information and guidance. Girls themselves exhibited poor menstrual hygiene and management; insecurity and embarrassment around menstruation; and poor academic concentration. Taken together, these factors led to high absenteeism, low achievement, and drop-out among adolescent girls. FAWE/Uganda followed up on the findings with a pilot project in 12 primary schools in each of five districts to consult with and raise awareness of sexual maturation issues among stakeholders; improve water and sanitation in rural primary schools; and advocate for affordable sanitary towels. Teen clubs that focused on peer learning were formed with the help of senior women teachers. Girls and teachers learned how to use and make sanitary pads, emergency sanitary pads were provided and sensitisation materials with messages on managing sexual maturation were provided. Advocacy among Members of Parliament and other policy-makers secured their support to influence both policies and their constituencies with regard to these issues.

3.4 Providing Education for Girls in Conflict Situation (Sierra Leone)

Over 7000 displaced children had registered with the Department of Education by April 1995 as a result of the civil strife in Sierra Leone that began in May 1991. The FAWE/Sierra Leone chapter worked quickly and efficiently with various partners to transform an oil mill complex into an Emergency Camp School. By June 1995, over 4300 children had enrolled in the school. In September 1995 the school changed from being an emergency school with retired teachers into a formal school, which included a livelihood skills training centre for pregnant girls and mothers, and a primary school for displaced and disadvantaged girls. Subsequently, FAWE’s involvement in education has
expanded so that FAWE/Sierra Leone now manages three formal primary schools, 56 non-formal primary schools, nine early childhood centres and 14 skills training centres.

For each of the above interventions, presenters identified specific characteristics that lead these practices to be designated as ‘good’, thus making explicit what countries value and what education systems understand to be efficacious in education. In their summaries of what made these ‘good practices’ worthy of being scaled up, the first panel cited a favourable policy environment, ownership, processes, structures, human and financial resources, stakeholders and partnerships.

Characteristics of good interventions synthesised from the case studies in the second panel include:

• Increased access to education for girls and boys, improved educational quality and gender parity and/or equity, and increased student achievement;

• An explicit vision of good teaching and learning and how to achieve it;

• The existence of a receptive policy and planning environment;

• Involvement of stakeholders in the education change process; and

• The collection and analysis of good documentation and evidence before, during and after project implementation.

The third panel also noted that the case studies of good practice received support from the community, were cost-effective, were carried out after initial studies had been conducted, had sufficient resources and had strong potential for replication.

Presenters described general ways in which these good practices have been or might be scaled up, answering the questions ‘How?’ and ‘At what cost?’. Panellists noted repeatedly that cost data and impact data are lacking, but they are needed to enable governments and donor partners to make informed decisions about what elements of interventions need to be scaled up and how much this will cost. In this context, contrasts were frequently made between: the cost of doing something, and the greater cost of not doing anything; and the tension of serving a small number well, and scaling up to serve everyone (and the public good), but in the process risking the loss of some of the good quality of the intervention.

Participants’ questions following the sessions queried both details of the good practices and broader conceptual questions relating to scaling up.
5 Mainstreaming and Scaling Up with and without SWAps

Due to differences in current education and resource environments where no Sector-Wide Approaches (SWAps) exist and only project-type external financing is available, the session on mainstreaming and scaling up was divided into two sections. One section highlighted programmes and issues for countries where SWAps exist; the other section examined scaling up issues for countries where SWAps do not exist.

Countries without Sector-wide Approaches

Fifty-four participants took part in the session exploring scaling up where SWAps do not exist and education projects are externally funded. The panellists were the Ministers of Education of Malawi, Burkina Faso and Mali. Sibeso Luswata, UNICEF Education Programme Officer, South Africa, was the moderator.

Hon. Anna Andrew Kachikho, Deputy Minister of Education, Malawi, presented government policies and programmes to address gender disparity and the retention of girls in Malawi’s education system. The USAID GABLE (Girls Attaining Basic Literacy Education) programme was initiated in 1991 to improve girls’ participation in primary education. Activities included a massive social mobilisation campaign, the introduction of community schools (sponsored by DFID, USAID with SCF/US and UNICEF), the introduction of a girls’ scholarship programme and the establishment of a Gender-appropriate Curriculum Unit that reformed primary texts and teachers’ manuals. In addition, and subsequent to GABLE, effective life skills education was instituted for Standard 4 children; school feeding programmes were initiated; and an accelerated girls’ education initiative was launched in October 2003 to provide instructional materials and furniture and the rehabilitation of schools with water points. Government policies and programmes have placed girls on the national agenda. Collaboration between government and development partners for female education is key to development, as is community participation and donor collaboration with the Ministry of Education, so that government is aware of who is doing what. Cultural beliefs and practices related to educating girls remain a challenge for the Ministry.

In the case of Mali, Mme. Toure Mariam Ouane, Responsable de la Section Scolarisation des Filles, reported that enrolments remained low despite the government’s attempts to promote education. Therefore, free education was offered to girls from years 1–9, and the government and partners joined in an
effort to mobilise and increase enrolments. These efforts have included sensi-
tisation for girls in every corner of the country; remedial classes for girls; re-entry
for girls (this has been the policy for the past 10 years); learning materials for
girls; and girls’ centres with literacy or non-formal education and income-gener-
ating activities for their mothers. Additional initiatives include building latrines
to improve the school environment for girls; providing a basic education fund
for girls; and promoting literacy for women to improve the likelihood of their
daughters remaining in school.

Joan French, UNICEF Representative, Burkina Faso, reviewed the ‘urgence
positif’ or ‘positive emergency’ efforts to accelerate girls’ education in a manner
similar to post-conflict reconstruction programmes, as described above. She
noted that the process takes a long time, and patience is needed to see it
through.

Countries with Sector-wide Approaches

In the session exploring mainstreaming and scaling up in countries that have
SWAs and external sector funding (for example the Fast Track Initiative), Mercy
Tembon chaired the session at which five countries (Senegal, Tanzania, Ghana,
Zambia and Guinea) presented their experiences. In terms of policy changes,
these countries are increasingly addressing girls’ education issues by reviewing
national policies, with specific strategies for improving girls’ education based on
the MDG and EFA targets.

Ghana has developed a strategic framework for education sector development,
the Education Strategic Plan (ESP) 2003–2015. Ghana uses the Sector-wide
Approach, and its priority is on primary education and on the achievement of
the MDGs. Ghana’s EFA Fast Track Initiative proposals were endorsed in January
2004, and plans for achieving the MDGs were carved out of the ESP.

The vision statement of Zambia’s Ministry of Education looks at Quality
Lifelong Education for All which is accessible, inclusive, equitable and relevant
to individual, national and global needs and value systems. The National
Education Policy Document ‘Educating our Future’ provides a framework for
reform of the entire education sector. Although gender is not mainstreamed in
that document, it is mentioned specifically in one of the chapters.

Senegal’s Ten-Year Programme for Education (2000–2010) is being imple-
mented in several phases. The second phase will be implemented from
2005–2010. Plans include removing cost barriers and providing free Universal
Primary Education.

The design and implementation plan for the strategy has different levels, such
as the revision of the curriculum to make it more gender sensitive; sensitisations
of different groups (teachers, communities and others) on gender and HIV/
AIDS; bilingual education (teaching in local languages); adult literacy pro-
grammes, especially for women; providing support to HIV/AIDS orphans and
children with special needs; and improved planning for school facilities and
Accessibility, such as the location of schools nearer to homes and communities; and provision of separate female and male sanitation facilities.

Specific strategies for other countries include school feeding projects (for example for displaced children in Casamance, Senegal) and providing free schooling material for newly enrolled girls. Guinea has a national fund for girls' education and offers pre-primary schooling and non-formal education for girls to give them greater access to education. Other initiatives for Tanzania and other countries already cited include targeting of out-of-school children and orphans and vulnerable children; enhanced recruitment and deployment of teachers; providing secondary schooling for girls; offering a science, mathematics and technology programme for girls; and bursaries provided for girls by the state (for example through USAID and FAWE). Providing a re-entry point for teenage mothers in some countries has necessitated a revision of the policy guidelines. The issue of HIV/AIDS and gender are increasingly being addressed.

Despite the expectation that the education sector programme will be well coordinated if there is a SWAp, a proliferation of uncoordinated projects or lack of coordination can be a constraint. The SWAp provides a programme framework on which partners agree, and it allows for the integration of good practices into the national plan. However, it is necessary to ensure that the Ministry gives a lead. The SWAp process entails the cooperation and commitment of all actors. In the context of decentralisation, greater responsibility can be delegated to the communities and community participation in the school management can be increased.

In terms of external funding, in the absence of a sector-wide plan in Zambia, the MOE initiated the basic education sub-sector investment programme (BESSIP) in 1999, in collaboration with development partners. Although the Ministry of Education's preferred option was pooled budgetary funding, BESSIP provided funding and technical support mechanisms. The role of local partners (civil society, private sector) in the SWAp is important in order to promote school and community initiatives, and to facilitate collaboration with NGOs and with the private sector in joint reviews, especially on gender.

External development partners are to address the funding gap. Resources, strong support for budgetary funding and bursaries are expected from the FTI.

The following questions were raised in the discussion: Since in the programme approach, everyone is on board, what does the SWAp bring to girls' education? What difference does the SWAp make with regard to girls' education? Is it easier to mobilise resources through the SWAp?

Discussion Summary

Good Practices

Useful discussion and thoughtful questions followed the sessions on scaling up good practices and scaling up in countries with and without SWAs. Topics ranged from the actual ways in which scaling up can be accomplished to specific
questions about interventions; from the importance of partnerships to the need for more and better data, especially on project impact and the projected costs of scaling up.

Participants noted that the ‘good practice’ interventions presented were specific and concrete, and that a change of discourse can be noted in the presentations and discussions. For example, attention is turning to where the responsibility for education lies. Rather than blaming girls who drop out of school for their apparent failure, it is recognised that they are being pushed out by the system or excluded. Also different from past conferences is the current discussion about HIV/AIDS. With regard to ‘good practice’ policies, it was noted that the policies we want to implement should be accompanied by supportive practices. For example, even if a law exists authorising pregnant girls to continue their studies, this policy should be supported by a programme of counselling to deal with the fear or the complex feelings the girls may experience when others look at or interact with her.

Multiple interventions could be combined, and the cross-fertilisation of ideas would provide an even stronger intervention. For example, individual good practices such as the three case studies on Centres of Excellence, the re-entry policy and school level change could be combined to empower girls even more; all three should belong in one system. The non-formal education strategies mentioned primarily were school-based interventions; could these not be linked with other good practices? It was noted that with regard to the Whole School approach, UNICEF has been working for this in child-friendly schools. It is very important that certain things are in place in all schools.

On HIV/AIDS education, all schools need some kind of HIV/AIDS awareness programme, but when it is scaled up and spread to all schools, how do we ensure that teachers are properly trained and motivated to teach life skills? From the case study of Senegal, the motivation of teachers was pinpointed; there is no shortcut to supporting teachers. Kenya has now developed an HIV/AIDS strategy; one question is how FAWE can spread its good practices through this policy. How does FAWE play a role in spreading this across the sector? In the Kenya case study of HIV/AIDS education, where the focus is on the upper school level, it was noted that much child abuse is related to the idea that people can be cured of AIDS if they have sex with young children. If an intervention focuses on older children, the younger children are abandoned and become at risk in this environment.

Scaling Up

With regard to the process of scaling up ‘good practices’, a number of questions were asked: How do we ‘package’ a good practice? What exactly needs to be scaled up? What are the priorities? For example, leadership in these innovations is critical. Is it possible to ‘package’ a leader or leadership characteristics needed for scaling up an intervention? How is scaling up done so that gender mainstreaming is not lost in the process? Some innovations are easier to get into the system than others. Some will have more results than others. Are they equally
important in every country? How do we take what works and move it into a new context?

For scaling up, it is not a question of selecting either one practice or another. We have to move away from a project-based approach and look at the synergy emerging among partners. We must be prepared to look at every school to see what makes a good school; to look at girls; to look at MDGs and EFA in order to be able to give an account of where we are. We must reach some consensus on what needs to be done in every school (for example in relation to HIV/AIDS education, addressing sexual maturation, issues of retention). For all partners at the country level, the synergy and the focus is not only on schools but on a system-wide approach.

We need to look at the conditions under which scaling up is possible, and under what conditions a particular intervention was successful. Scaling up should be a phased process; if you move too quickly you falter.

We have to look at scaling up at different levels, for example at school level, and provincial, district and national level, and at the same time look at costing. Demonstrating efficiency in scaling up also is important. We should try to scale up vertically and horizontally.

One participant noted that we are not requested to develop a model, because best practices are not enough. Rather, we need to combine the issues and develop a plan, so that when participants go back to their own countries they can feed this information into education plans and activities.

Resources on Scaling Up

The ADEA paper on Scaling Up prepared in 2002, which discusses different types of scaling up, was recommended to the group, since the discussion at this consultation is not just about a model, but about conditions and process. For example, in relation to child-friendly schools, Mali is working with groups to take conditions to scale; that is, following processes that will give girls a voice, teaching them life skills and transforming a learning environment into one that is child-friendly.

A document was requested that provides precise information on scaling up so that everyone can be at the same level of understanding. One follow-up should be a short summary paper sent to all participants that summarises the conditions under which certain pilots have been successful.

Partnerships

Partnerships for girls’ education are very important in scaling up. For example, South Africa does cluster planning, grouping five to six ministries to plan girls’ education, then makes a budget and takes the plan to scale.

In Mali, partnerships are very important for scaling up, but it has been learned that just because partners come together, this does not mean that scaling up is taking place. Scaling up must be intentional and deliberately planned.
One key constraint to be addressed is that although multi-sectoral work is known to be important, there is still a question as to whether multi-sectoral management is necessary and practical? This needs to be addressed.

**Need for Data**

One outcome of this meeting was the conclusion that advocacy and anecdotal evidence must be supplemented by data on impact and cost. One problem cited is that indicators for monitoring girls’ education at country level do not exist. For example, GEM worked well at the beginning, but with scaling up indicators are needed to enable progress and successes to be monitored and documented. The FTI is important in this regard, because it involves forming monitoring indicators.

**Cost**

With regard to the cost of interventions, little information is available on the costs of introduction and expansion of the interventions and this is needed for making decisions on going to scale. There are many low-cost interventions, such as GEM, that focus on girls; however, the cost for rural girls often is higher. But in the long term, these interventions for rural girls are extremely important. Similarly, with regard to nomadic schools, there is a problem of only a small group of students being reached. However, even if it is a group of 25, when the goal of EFA is discussed those children also must be considered, since the cost of not educating them is much greater than the actual costs. Another participant observed that the cost of not doing something is a good question – but it is not a simple question. For example, not having good nutrition affects a child for her whole life, but the question of the trade-off of scarce resources and how they are allocated must be confronted.

**Post-primary Options**

Although the majority of the discussion focused on basic and primary education, many participants noted that it is also very important to seek out and support good practices at other levels (for example in secondary and vocational-technical education).
6 Good Practices: Characteristics and Questions for Scaling Up

At the end of Day Two, participants divided into six small ‘country cluster’ groups to address nine questions related to scaling up good practices in girls’ education. The following is a synthesis of the group answers.

1 What makes a good practice in girls’ education? What are the criteria for judging this?

Good practices in girls’ education are contextual, relevant, practical, affordable (cost-effective), based on a needs assessment of issues and provide evidence of impact. Good practices focus on improved access to quality education; and they contribute to increased demand for girls’ education, as well as to increased enrolment, retention, transition, achievement and completion for girls. They are easily applicable, eliminate discrimination against girls and ensure girls’ empowerment, target specific groups and gender relations, and are gender-responsive. They are participatory, involving all stakeholders, and are holistic and comprehensive. Good practices go hand-in-hand with good policy; they ensure that children’s rights are respected. They are manageable, sustainable, promote self-worth among girls, and address HIV/AIDS and sexuality issues. The school curriculum in a good practice is gender sensitive and gender responsive, inclusive and ensures that special needs are taken into account.

In addition to these elements, other criteria for judging a good practice include effectiveness; an enabling policy framework and environment; budget support; political will; community involvement, support and participation; being set within a policy framework; being system-wide, outcome-based and targeted; having a good reporting system; the ability to create a safe environment; and being innovative and creative.

2 Why would one want to scale up a particular intervention/practice?

Reasons for scaling up a particular intervention include positive outcomes and results (including the capacity to meet EFA and MDG goals); the sustainability of the intervention and its potential for mainstreaming; its focus on needs and gaps to be closed; and its ability to achieve specific targets and to spread benefits. Other reasons include an emphasis on the right to education, acceleration, institutionalisation and progression to higher levels of education; it promotes access to reach more people and increase coverage; and it increases the reten-
tion of girls in school along with increasing ownership and sustainability.

In addition, the particular intervention to be scaled up must be proved to be relevant, practical and affordable; it must promote girls’ education by eliminating discrimination against girls; and it must contribute to girls’ retention and completion of education. It must also go hand-in-hand with policy, ensuring that children’s rights are respected and taking children’s special needs into account.

3 What makes a particular practice a good candidate for scaling up?

A practice is a good candidate for scaling up if it shows responsiveness to needs; is cost-effective and efficient; can be applied universally (i.e. generally); is sustainable; adheres to the criteria of a good practice; lies within the priorities of a country and its policy environment; fits the conditions of a country; and can be scaled up in the context of already existing structures. It is a good candidate if it shows critical impact, together with political and development partner support, and if it helps to eliminate poverty. It must be adaptable, relevant to girls’ educational needs, comprehensive, inclusive, holistic and have political support. It must be a community-based initiative and should be acceptable to the beneficiaries.

4 How can we determine what elements of a practice are suitable for scaling up?

Participants agreed that the identification of the elements of a practice suitable for scaling up is closely tied to monitoring and evaluation. It is necessary to do an impact assessment or analysis; to monitor systematically the elements of the practice in order to justify the element to be taken to scale; to use comparative and cost-benefit analysis; and to be results-oriented. The appropriate monitoring indicators need to be identified in the plan formulation and a SWOT (Strengths-Weaknesses-Opportunities-Threats) analysis may be conducted. Also important are the ‘universality’ of the element, its cost and affordability, and the demand.

5 How does one go about scaling up a particular practice?

To answer the ‘how’ question about scaling up a particular practice, one group noted that it is important to conduct a needs assessment and a stakeholder consultation to identify appropriate strategies, assess resource requirements, formulate a plan and mobilise resources. Other groups added that the adaptation, replication and expansion of a particular practice would include participation in a holistic manner that is cost-effective by means of a combination of top-down and bottom-up approaches that would involve all stakeholders. Eventually scaling up would include mainstreaming. Structures would need to be determined (i.e. planning, implementation, methods of monitoring and evaluation), avoiding parallel structures. Human, financial and other resources would also need to be determined, together with lobbying for high level political support.
6 Who takes responsibility for scaling up and what is the role of different partners and stakeholders?

All groups agreed that the responsibility for scaling up is mainly in the hands of the government (lead ministry). As stated by one group: 'Government is to be in the forefront, and others are partners'. The role of government is to create an enabling environment and to take a lead role in policy formulation, resource mobilisation, planning, and monitoring and evaluation. The government is an important partner in institutionalising good practices.

All partners (government, donor community, civil society and stakeholders) have responsibility for the delivery of education. The role of donor partners is to provide financial and technical support; the role of NGOs is to participate in the implementation; the role of communities or beneficiaries is to participate in the implementation and assume ownership. Development partners need to be involved in resource mobilisation, providing technical advice, and advocacy and capacity building; civil society organisations (community-based organisations and NGOs) are implementers and disseminators, and should be involved in resource and social mobilisation, and monitoring. Parents and communities are involved in planning, implementation, resource mobilisation, as well as having an advisory role. There should be joint monitoring and evaluation to ensure transparency and accountability.

7 How can sustainability be ensured through mainstreaming?

To ensure sustainability through mainstreaming, a vision is needed to guide policy, as well as an appropriate policy framework and local and grassroots participation and ownership. There is also a need to build capacity at all levels of implementation. In order to be sustainable, an intervention should be demand-driven, not donor-driven, or problems will be encountered when the project ends. Resource requirements need to be identified, the involvement of all stakeholders must be ensured, and monitoring and evaluation systems should be in place, as well as a clear timeframe for evaluation.

After identifying all stakeholders, participation is important, as is a sense of ownership. Budgetary and financial allocations are crucial, as is setting priorities, using existing structures and avoiding parallel implementation structures, and ensuring constant accountability. Technocrats and technicians should be conversant with the issues and the Ministry of Finance should be consulted when deciding on aid.

8 What additional/alternative elements, steps or measures are needed for acceleration (Horizon 2005)?

The additional or alternative elements or measures needed for acceleration include political will and commitment; a legal framework or legislation (directives and regulations); better management of resources – and the provision of more resources, especially financial; and collaboration, coordination and capacity building, which includes teacher training. A feasible work plan with a set of
priorities is needed; the adoption of existing systems needs to be considered, and a lobby group and steering committee should be put in place.

Donor flexibility is needed on conditionalities; the budget ceiling needs to be lifted and fiscal policies must be flexible. Since time is short to achieve the goals, a grassroots campaign is needed, together with the active participation of stakeholders in planning and setting up communication systems, conducting meaningful goal-setting, and looking at and assessing factors that could contribute to failure.

9 How can one ensure adequate monitoring and evaluation, and that lessons are earned from the process of scaling up and mainstreaming?

Monitoring and evaluation indicators must be developed and incorporated at the planning stage. These should include proper data collection, a compilation, analysis and feedback system, and better records management. Adequate monitoring also needs to be ensured, in addition to evaluation and establishing lessons learned from the process of scaling up and mainstreaming through documentation of the whole scaling-up process. Clear gender-responsive indicators and measurable targets are important, as is determining who is responsible for monitoring (i.e. a specific departmental focal point for documentation) and where the central control point is for monitoring and updating statistical data – top-down and bottom-up. The monitoring and evaluation system should be harmonised; on-going and joint reviews in the changing context should also be included.
7 Country Discussions

Participants from 17 of the 27 countries submitted draft summary tables of the good practices, strategies for scaling up, resources, timeframe, and partners that they expected to pursue on their return to their home countries. Annex E, ‘Scaling Up Practices by Country: Next Steps’ presents a comprehensive listing of strategies, lists the practices named by each country and summarises the parameters and partners discussed in each group for taking the good practices to scale. Each country listed between two and 19 strategies; all countries included the ‘good practice’ initiatives that had been featured in the policy consultation.
8 Conclusion

In closing, UNICEF’s Regional Director for Eastern and Southern Africa, Per Engebak, observed that the group work presentations by country clusters constitute action plans that, taken together, could serve as a roadmap for action on the way forward. He noted that participants would come away from the meeting inspired and committed, and enriched with ideas that now needed to be translated into operational modalities for action.

On behalf of the Ministers present, Hon. Christine Churcher of Ghana thanked FAWE and all the partners for coming together to think collectively about how to scale up good practices. Noting that girls’ education is both a moral and a developmental imperative, she stressed the importance of political commitment and highlighted the leadership role of education ministers. She called on technicians as well to help translate visions and commitments into realities. She urged continued collaboration among all partners as the year 2005 approaches and beyond, noting: ‘If any one of us succeeds and others fail, then we all fail’.

Professor Mzobanzi Mboya of NEPAD also congratulated FAWE and its collaborating partners for organising the conference. He pointed to the importance that NEPAD places on girls’ education, with gender equality featuring as Goal 2 of NEPAD’s education strategy. Calling the review of good practices in girls’ education a ‘springboard’ in partnerships in this area, and highlighting in particular the importance of integrated, multi-sectoral approaches to empowering girls and strengthening education systems, Professor Mboya spoke of plans for follow-up actions to carry these consultations further.

Speaking on behalf of the UNGEI partners, Joseph Foumbi, UNICEF Representative in Central African Republic, thanked FAWE and praised the conference for helping to deepen the meaning of UNGEI and its importance as a partnership mechanism and a multi-sectoral framework for the acceleration of girls’ education. He called on all partners to keep the momentum generated by the conference alive through further collaborative actions: ‘Now is not only the time to ACT; now is the time to act TOGETHER’ through more effective partnerships guided by a clear vision in order to realise the education rights of all girls and boys. (See Annex A for the text of the message.)

In closing, a message of solidarity, ‘Girls’ Education and Development: Africa’s Challenge’, was presented as a draft and discussed during the session on the way forward, which immediately preceded the closing session (see Annex B for the text of the message). This message will be used by the Commission for Africa as a means by which the UK Government can be influenced to use its
pivotal leadership role in the G8 and in the EU in 2005 to win support for transforming education and development in Africa. Finally, participants were asked to evaluate the consultation; a summary of the evaluations is given in Annex C.

Following the policy consultation, a series of actions are being taken to advocate for scaling up good practices in the region.

One of these was the Ministerial Consultation held in conjunction with the international conference sponsored by the International Bureau for Education, held in Paris in September 2004. The consultation session focusing on scaling up good practices in girls’ education was planned by UNESCO as an UNGEI event and as a follow-up to the Nairobi scaling up consultation. It was chaired by Aicha Bah-Diallo, Assistant Director General for Education, with short interventions from various UNGEI partners – UNICEF (Carol Watson); the Commonwealth Secretariat (Nancy Spence); FAWE (Penina Mlama); and UNESCO (Lene Buchert). UNGEI, the partnership framework to carry forward progress towards the 2005 MDG on gender equity, was featured in the opening address.

Penina Mlama highlighted issues identified as critical to scaling up including:

- political commitment
- rights-based approaches
- social marketing
- partnerships
- increased human and financial resources
- multi-faceted responses
- strengthened monitoring and evaluation
- application of a gender lens at all levels

Following Penina Mlama’s presentation, the Ministers of Education of Kenya and Ghana and the Deputy Minister of Education of Malawi gave presentations on girls’ education and attention to gender in their countries.

In Kenya, the government has developed a framework through which civil society, religious organisations and intergovernmental organisations can enhance education opportunities for girls. The government also pursues a policy of gender mainstreaming at all levels which backs policy with sex-disaggregated data. Other measures that have been put in place include legislation for free primary education that has achieved gender parity, although regional disparities persist. To increase access in areas where pupils have to travel long distances to school, the government has constructed low-cost boarding primary schools and feeder schools for classes 1–4. Funds have been disbursed to all primary schools to construct appropriate sanitation facilities. Financial support is being provided to secondary schools for additional bursaries for girls and to upgrade science teaching facilities. In school management, if mixed secondary schools have a male head, the deputy head must be a female.
In Ghana, the Gender Parity Index has increased, but serious regional disparities still persist across the country. Ongoing initiatives to support girls’ education include the establishment of a Girls’ Education Unit in the Basic Education Division of the Ghana Education Service and a Girls’ Education Officer in each of the regional and district offices. A capitation grant system begun in September 2004 will pay a slightly higher grant for girls in the 40 most deprived districts as an incentive for schools to actively recruit girls. Scholarships for basic education that include affirmative action measures for girls, expanded advocacy programmes and other measures supported by the new Education Strategy Plan are also intended to support gender equity in basic and secondary education.

Malawi is likely to achieve gender parity in enrolment by 2005, but needs to pay special attention to retention and completion rates for girls. In addition to offering free primary education to all children, Malawi has undertaken successful initiatives in social mobilisation, more school construction closer to population centres, re-enrolling girl mothers in school and developing an HIV/AIDS strategy. The country has acknowledged that central to all of these is the capacity for education planning, management, monitoring and evaluation at both national and local levels.

Following the presentations, Dr Sheldon Shaeffer, Director of the UNESCO Office in Bangkok, underscored that the UNESCO Bangkok Office has published materials and guidelines for mainstreaming gender into EFA plans and implementation, and is nurturing a regional network of gender focal points in Ministries of Education across Asia (GENIA).

Aicha Bah-Diallo and Sheldon Shaeffer both stressed the importance of strengthening Africa-Asia partnerships and sharing lessons learned across the regions. Ministers and spokespersons from South Africa, Nigeria, Mali, Uganda, Botswana, Mauritius, The Gambia and Chad spoke about the status of girls’ education in their countries.

The conclusions of the meeting included the following: overall numbers may be positive, but they mask disparities; parity is sought by 2005 and equality by 2015; female role models in society are important; legislation on free and compulsory education is still needed; and gender mainstreaming is needed in the overall development context and in institutional structures. Finally, broader societal issues, such as poverty, culture and intersectoral approaches, are important. Three salient factors here include the need to continue social mobilisation (for example advocacy campaigns, children as advocates and the sensitisation of boys); to continue to examine costs as critical issues; and to target the critical problem of girls in rural areas.

The outcomes of both of these meetings would inform the UNGEI Technical Review and Consultative Meeting on Girls’ Education which was scheduled to take place in Brasilia in November 2004 in conjunction with the meeting of the EFA High-Level Group.
Statement on Behalf of UNGEI Partners

Joseph Foumbi, UNICEF Representative in Central African Republic

This policy consultation on scaling up good practices in girls’ education represents a timely moment for the United Nations Girls’ Education Initiative (UNGEI). We have been able to deepen the meaning of UNGEI and its importance as a partnership mechanism and as a multi-sectoral framework for the acceleration of girls’ education toward the parity goals of 2005, and beyond – towards the equality goals of 2015.

We would like to underline our deep appreciation, and thank FAWE for initiating, planning and organising this first African UNGEI meeting, and for pulling together UNGEI partners on issues critical to the urgency of advancing on girls’ education through more synchronised, coordinated and accountable partnership action. And by partners we not only mean UN, multilateral and bilateral agencies. We also mean Governments and civil society organisations. Governments are the key actors and retain the driver’s seat. Now it is not only the time to act; now it is the time to act together; and it is the time to act together more effectively and with a clear vision to realise the education rights of all girls and boys.

We were able to conceptualise what is meant by scaling up and mainstreaming good practices, or more appropriately ‘promising’ practices, in promoting girls’ education. And we were able to think through strategies for implementing the multi-sectoral engagement of diverse partners through the country plans.

This indeed has opened up the concrete way forward. Each agency and each organisation is now better positioned to define its contribution to UNGEI, to take up its responsibility regarding the recommendations of this conference and to follow up on action at the global, regional, and country levels.

Let us keep this momentum alive by raising our collaborative efforts to more concrete results. 2005 is at the door, but we can together install a process of hope towards Education for All.
Annex B

Girls’ Education and Development: Africa’s Challenge

The Promise: Many sub-Saharan African countries (SSACs) show promise in efforts to achieve the education targets of the Millennium Development Goals and the Education for All goals. In concert with internal and external partners, some African Governments have developed credible plans and are using bold policies, innovative strategies and sensible investments to boost enrolment and reduce gender disparities in education. These gains (particularly in girls’ education) are promising for addressing serious problems that restrict development. Potentially, girls’ education can be the key to halting and reversing the spread of HIV/AIDS. It can also rescue millions of girls trapped in household labour or lured into child trafficking rackets. Interventions in support of girls’ education can transform schools into safe, healthy and secure learning environments, where gender sensitivity and values of tolerance, respect for others and social justice can take root to help reduce violence and conflict in society. These interventions have also shown that a focus on girls’ education can leverage quality basic education for all children. Potentially also, girls education and adult female literacy can transform childcare practices, reduce infant mortality and break the cycle of poverty. With so much promise and potential, SSACs though poised for a positive transformation in education and development, will need strong financial support through coordinated partnerships to achieve this.

The Paradox: SSACs experience gains in education as well as slippage/reversals that threaten progress. Despite strong enrolment and gender parity gains in the 1990s, an unacceptably high percentage of school-aged children in Africa are out of school, and millions more girls than boys continue to drop out of school, so the number of girls out of school in Africa increased from 20 million in 1990 to 24 million in 2002. There are many systemic and targeted interventions that have become successful good practices in education, but the education systems in many countries continue to be weak and inefficient. These and other paradoxes suggest that Africa’s promise and potential in education and development will remain unfulfilled, unless opportunities for overhauling the education systems in a holistic manner are fully utilised by countries with strong support from their partners.

The Challenge: The major challenge for SSACs is how to use the success gained from targeted interventions or good practices in education to identify appropriate elements that should be mainstreamed and scaled up. They need to package these into a holistic set of measures that can be used to change the education system in a sustainable manner, based on the national context. For those countries with the political will and commitment that are willing to take up the challenge of mainstreaming and scaling up, the challenge for development partners is how to support the process with advocacy as well as technical and adequate financial resources on a predictable and long term basis.
The Proposal:

(a) **Countries** should review and strengthen their existing education policies and plans with ‘scaling up’ packages of measures based on good practices in girls’ education, in order to make serious progress with the gender parity goal set for 2005. This entails mainstreaming and scaling up good practices that target all children, as well as accelerating and coordinating those targeted interventions that will continue to be required for girls and disadvantaged groups.

(b) **External partners** should strongly support the design and implementation of these scaling up packages through existing mechanisms and channels. Increased effort needs to focus on using the FTI mechanism to channel this support. This implies that funding agencies should invest more intensively in these packages in the short to medium term, while other partner agencies should intensify their efforts through the United Nations Girls’ Education Initiative (UNGEI) framework to ‘accompany’ these countries in designing and implementing these scaling up packages.

(c) The packaged measures to be scaled up and mainstreamed should include measures to accelerate access, improve quality and learning achievements, and strengthen other ‘problem-solving’ measures in an integrated and holistic manner.

(d) **Good practices on access and retention** include abolishing school fees and other charges; rapid provision of an essential package of supplies and services to all learners, teachers and institutions (positive emergency); re-entry policy for girls who get pregnant; making schools safe, healthy and welcoming (child friendly schools); using a human rights approach to programming in education to safeguard full participation for minorities and other disadvantaged groups, especially orphans and vulnerable children.

(e) **Good practices on quality** include centres of excellence for girls; child-friendly schools; mainstreaming gender in the curriculum and in the school management system; increased use of technologies; more active use of progressive child-centred pedagogical styles; greater attention to monitoring learning achievement; and changing the ethos of the education system and its institutions towards a culture of quality.

(f) **Good practices in HIV/AIDS prevention** include empowerment of girls; life-skills curriculum; and management of risk behaviour.

(g) **Good programmes to mitigate the impact of HIV/AIDS** on communities and on the education system itself (teachers and learners), with emphasis on securing the right to quality basic education for the growing population of orphans and vulnerable children.
Annex C

Summary of Consultation Evaluations

The committee of rapporteurs distributed a meeting evaluation form, which queried participants on the following: expectations for the policy consultation and whether those expectations were met; the strongest aspects of the consultation and recommendations for a future consultation or technical workshop; two or three key ideas which participants would follow up; participants' definitions of mainstreaming and scaling up; and whether participants would require additional information in order to apply these concepts.

Of the 67 evaluation forms completed by participants, 50 were completed in English and 17 in French. Of the total English and French language forms, 61.2% indicated that the policy consultation met their expectations 'very well' or well (68.3% English, 90.5% French).

Besides 'very well', participants had options of 'somewhat' and 'not at all'. Of the remaining 38.8% of respondents, 31.3% indicated that the consultation met their expectations 'somewhat' (37.3% English, 12.5% French; and 6% (four individuals) of the respondents said the consultation met their expectations somewhere between 'somewhat' and 'not at all' or 'not at all'.

It may be concluded that the expectations of a majority of the participants matched the outline and outcomes of the consultation.

Many participants described the kinds of information on mainstreaming and scaling up that would be useful to them in order to apply these two concepts in their national setting. These included: information on cost-effectiveness (analysis and considerations for decisions to be made, since more expensive interventions are not always the most effective); more reading materials to reinforce the concepts for technical people or basic information to ensure that all partners at the national level understand the steps of mainstreaming and scaling up; and policy suggestions. Besides more information, participants requested more financial support from partners, for scaling up and mainstreaming to be successful.
Annex D

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### Annex E

**Scaling Up Good Practices by Country: Next Steps**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>BENIN</strong></td>
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</tr>
<tr>
<td>Mothers’ Association (MA)</td>
<td>Proceed by phases in the so-called red zones (with low female enrolment rates) Pilot phase before extension</td>
<td>Human resources: Parents, women leaders, political and administrative organs, Ministry of Education officials. Financial resources: PM (Government / Partners)</td>
<td>2004–2005 and beyond</td>
<td>Technical and financial partners</td>
</tr>
<tr>
<td>Peer education to protect girls from HIV/AIDS</td>
<td>Work in phases in the pilot schools before extension</td>
<td>Human resources: students, teachers, Ministry of Education officials Resource persons: (Government/Partners)</td>
<td>2004–2005 and beyond</td>
<td>Technical and financial partners</td>
</tr>
<tr>
<td>Education Community</td>
<td>Proceed by phases in the so-called red zones (with low female enrolment rates) Pilot phase before extension</td>
<td>Human resources: girls, women groups, teachers, PTAs</td>
<td>2004–2005 and beyond</td>
<td>Technical and financial partners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>BURKINA FASO</strong></th>
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</thead>
<tbody>
<tr>
<td>Large-scale campaign to sensitise people on the need to send girls to school</td>
<td>Social mobilisation in 30/45 provinces</td>
<td>Ten-Year plan for Basic Education Development (PDDEB)</td>
<td>Beginning September of each year</td>
<td>Government and all PDDEB stakeholders</td>
</tr>
<tr>
<td>Continuation of motivating measures (free textbooks and learning materials)</td>
<td>Throughout the country</td>
<td>Idem</td>
<td>Onset of each school year</td>
<td>Idem</td>
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<tr>
<td>Extension of motivating measures (free education, minimum package)</td>
<td>Throughout the country</td>
<td>Idem</td>
<td>Idem</td>
<td></td>
</tr>
<tr>
<td>Gradual normalisation of satellite schools</td>
<td>Throughout the country where the demand for education is very high</td>
<td>Idem</td>
<td>Onset of the 2005–2006 school year</td>
<td>Idem</td>
</tr>
<tr>
<td>Opening of secondary intermediary centres in the rural areas</td>
<td>Throughout the country in the divisions where there is a school of at least six classes without a high school</td>
<td>Idem</td>
<td>Onset of the 2005–2006 school year</td>
<td>Idem</td>
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<tr>
<td>Educational support for girls with handicap</td>
<td>Throughout the country</td>
<td>Idem</td>
<td>Onset of the 2005–2006 school year</td>
<td>Idem</td>
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<tr>
<td>Taking disciplinary action on teachers who abuse school girls</td>
<td>Throughout the country</td>
<td>Idem</td>
<td>Onset of the 2005–2006 school year</td>
<td>Idem</td>
</tr>
<tr>
<td>Implementation of practical measures to curb early marriage among school-attending teenagers</td>
<td></td>
<td>Idem</td>
<td>From 2005</td>
<td>Idem</td>
</tr>
<tr>
<td>Provision of excellence awards to all players</td>
<td></td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Strengthening the capacities of Pupils' Mothers' associations</td>
<td></td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Strengthening the capacities of Madrasas</td>
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<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Setting up centres of excellence</td>
<td></td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Teacher training</td>
<td>Mainstreaming gender in teacher training</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Provision of learning materials</td>
<td></td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Implementing the holistic approach</td>
<td>School canteens for food distribution</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td>Enhancing the supply system</td>
<td></td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td>Continuation of the implementation of positive urgency in terms of intensifying advocacy, social mobilisation, awareness-building and support with tents.</td>
<td>Throughout the country</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Extending motivating measures (free education, minimum package)</td>
<td>Strengthening partnership with all players and toward other departments</td>
<td>Idem</td>
<td>By 2005</td>
<td>Idem</td>
</tr>
<tr>
<td>Implementation of alternative policies requiring different types of resources</td>
<td></td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td><strong>BURUNDI</strong></td>
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<tr>
<td>Readmission of teenage mothers in school</td>
<td>National Level</td>
<td>Available human resources (at central and decentralised levels) Financial resources needed: school fees; learning materials; strengthening counselling services</td>
<td>2005 for implementation Monitoring will follow later</td>
<td>Schools Civil society Community United Nations agencies NGOs (FAWE, etc.) Media</td>
</tr>
<tr>
<td>Advocacy and sensitisation in the fight against HIV/AIDS by peer educators</td>
<td>Setting up Stop-AIDS clubs in schools. This will be in phases up to the national level</td>
<td>Available human resources Financial and material assistance required</td>
<td>2005</td>
<td>National AIDS Council Schools Funding agencies Local NGOs Media</td>
</tr>
<tr>
<td>Popularisation of the activities of the AGEI programme at the national level</td>
<td>National level</td>
<td>Available human resources Financial and material assistance required</td>
<td>2005 and beyond</td>
<td>UN agencies Civil society Community Local NGOs Other relevant ministries</td>
</tr>
<tr>
<td><strong>CAMEROON</strong></td>
<td></td>
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<tr>
<td>Girls’ clubs/TUSEME</td>
<td>Taking institutional measures for a nationwide extension</td>
<td>Educational partners/FAWECAM FR: State budget; Students’ contribution; FAWE grant</td>
<td>2010: all schools boast of a girls’ club</td>
<td>MOE NGOS/Associations PTA FAWECAM Communities Other financial partners</td>
</tr>
<tr>
<td>Improving the school environment</td>
<td>By phases</td>
<td>FR: State budget/MOE Community support; FAWE; Other stakeholders</td>
<td>2010: 50% of the disadvantaged schools get improved 2015: All schools</td>
<td>Idem</td>
</tr>
</tbody>
</table>

SCALING UP GOOD PRACTICES IN GIRLS’ EDUCATION 51
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Science Camp</td>
<td>By steps Sub-regional camps 10 camps, one in each province</td>
<td>HR: MOE officers; FAWECAM; Teachers FR: MOE Budget; FAWE input; Parents’ contribution; Contribution from other partners: UNICEF, UNESCO</td>
<td>By 2010: Sub-regional camps From 2010: 1 camp per province</td>
<td>MOE Ministry of Women Affairs NGOs PTA Communities</td>
</tr>
<tr>
<td>Children-friendly schools</td>
<td>By steps</td>
<td>HR: MOE staff NGO/PTA – Communities FR: MOE budget External funding</td>
<td>2010: All Education Priority Zones (EPZ) in the Greater North 2015: All the EPZ</td>
<td>MOE EFA mentors PTA NGOs/ Community associations</td>
</tr>
<tr>
<td>Bursaries</td>
<td>By steps</td>
<td>FR: MOE budget FAWE support Other stakeholders</td>
<td>MOE – Ministry of Social FAWECAM EFA mentors</td>
<td></td>
</tr>
</tbody>
</table>

**CONGO BRAZZAVILLE**

| Awareness-building and mobilisation | Implementation that can help the girls find their rightful place in society | Students | 2005–2006 | UNICEF |
| Changing the attitudes of girls    | Support disadvantaged schools in rural areas                                   | Available teachers | 2007 | World Bank |
| Create programmes adapted to girls’ education | Improving the environment Strengthen the partnership Strengthen monitoring and evaluation mechanisms of the policy on girls’ education | Training of teachers | 2007–2009 | Donors |

**Teacher training**

| Teacher training                  | Implementation of the Action Plan                                           | NGO |

**Mainstreaming gender in the economic sector**

**THE GAMBIA**

<table>
<thead>
<tr>
<th>Mothers’ club initiative</th>
<th>Phased</th>
<th>Human – available, financial – expected</th>
<th>Beyond 2008</th>
<th>UNICEF FAWEGAM ACTIONAID, Communities Private sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer health education and counselling</td>
<td>National</td>
<td>Resources available</td>
<td>Ongoing</td>
<td>NSEA, NAS, UNFPA</td>
</tr>
<tr>
<td>Bursary Scheme</td>
<td>National</td>
<td>Resources – expected</td>
<td>Beyond</td>
<td>UNICEF, EDDI</td>
</tr>
<tr>
<td>Scholarship Trust Fund NGOs</td>
<td>Sector plan</td>
<td>Resources – expected</td>
<td>Beyond</td>
<td>DINASAID,</td>
</tr>
</tbody>
</table>

**GHANA**

<table>
<thead>
<tr>
<th>National Plan (Resource Handbook for Girls' Education)</th>
<th>Nationwide dissemination Sensitisation and advocacy Training</th>
<th>Human and financial resources available</th>
<th>2005</th>
<th>UNICEF, FAWE, MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment of Girls Education Unit</td>
<td>Strengthen and resource all district offices</td>
<td>Additional financial resources expected</td>
<td>2005</td>
<td>District Assemblies, World Bank, USAID, ERNWACA</td>
</tr>
<tr>
<td>School Feeding Programme</td>
<td>Homegrown school feeding programme as entry point for community development</td>
<td>Additional human and financial resources expected</td>
<td>2005–2009</td>
<td>NEPAD, WFP, Private sector, Civil society, DANIDA, MEDIA</td>
</tr>
<tr>
<td>STME</td>
<td>Expand coverage by 50% increase of present intake</td>
<td>Additional human and financial resources expected</td>
<td>2005</td>
<td>District Assemblies (DAs), FAWE, JICA</td>
</tr>
<tr>
<td>Creation of cadre of female teachers</td>
<td>Support for access programmes for females</td>
<td>Human and financial resources available</td>
<td>Ongoing</td>
<td>Das, GTZ, JICA, USAID</td>
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SCALING UP GOOD PRACTICES IN GIRLS' EDUCATION
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<tbody>
<tr>
<td>Published education sector strategic framework on HIV/AIDS</td>
<td>Strengthen and resource HIV/AIDS Secretariat of the Ministry</td>
<td>Additional financial and human resources required</td>
<td>Ongoing</td>
<td>USAID</td>
</tr>
<tr>
<td></td>
<td>Nationwide dissemination and training in the use of HIV/AIDS manuals for teachers, pre-service training (teacher education curriculum and for the workplace)</td>
<td></td>
<td></td>
<td>World Bank DfID, FAWE, GHANA AIDS</td>
</tr>
<tr>
<td></td>
<td>Populáris peer education</td>
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<td></td>
<td>Commission GARFUND</td>
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<tr>
<td>REPUBLIC OF GUINEA</td>
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</tr>
<tr>
<td>Endowment of 300,000 girls with textbooks (French, Mathematics and Science)</td>
<td>By phases: 1. 10 districts 2. Extend to 23 other districts</td>
<td>600,000 Some amount available from EFA funds; solicit 30,000 additional funds</td>
<td>January–December 2005</td>
<td>Teachers NGOs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a. Some amount available from the EFA funds b. To solicit 10,000 as additional funds</td>
<td></td>
<td>Financial partners</td>
</tr>
<tr>
<td>Endowment of 7,500 teachers with teachers’ guides (French, Math, Science)</td>
<td>By phases: 1. 10 districts 2. Extend to 23 other districts</td>
<td>Teachers’ salaries Motivation measures needed</td>
<td>October 2004–December 2006</td>
<td>Teachers’ union Teachers Financial partners</td>
</tr>
<tr>
<td>Devising support activities for girls with learning difficulties</td>
<td>By phases: 3 districts where the 14 districts, 2 per province Generalisation</td>
<td>Resources from EFA funds 30,000 required as additional funds</td>
<td>July 2005</td>
<td>PTA DPE, IRE School heads Stakeholders SECS</td>
</tr>
<tr>
<td>Award of presents to girls</td>
<td>By phases: The first 3 by Advanced Level option at national level The first 5 at Ordinary Level in 10 districts with lowest enrolment The first 5 by district at class 7 entry</td>
<td>Resources from EFA funds 30,000 required as additional funds</td>
<td>July 2005</td>
<td>PTA DPE, IRE School heads Stakeholders SECS</td>
</tr>
<tr>
<td>Support to income-generating activities for mothers’ association</td>
<td>By phases: 3 institutions (2 primary and 1 secondary where repeating rate is very high) Extend to other areas (3 x 8 regions)</td>
<td>125,000 required</td>
<td>January 2005 January 2006</td>
<td>FAWE PTA Local authorities Financial partners</td>
</tr>
<tr>
<td>Support for setting up school and community canteens</td>
<td>By phases: 1. Ten disadvantaged zones 2. Twenty least-enrolled districts</td>
<td>Financial support from PAM 500,000 required as additional funds</td>
<td>2005–2006</td>
<td>PAM UNICEF Communities Other stakeholders and NGOs</td>
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</tr>
<tr>
<td>Gender-training for teachers and local authorities</td>
<td>Training a network of trainers Multiplier effect on target groups</td>
<td>EFA funds 200,000 required as additional funds</td>
<td>2005 – 2006</td>
<td>Teachers’ union Mothers’ Association Financial partners</td>
</tr>
<tr>
<td>Monitoring – Evaluation</td>
<td>Twice per year</td>
<td>Funding to be sourced</td>
<td>2005 – 2006</td>
<td>Education officers FAWE Chapter Other NGOs</td>
</tr>
</tbody>
</table>

**LIBERIA**

- **Introduction of non-formal education with life skills training**
  - Accelerate the learning process to enable lesson to the greater society
  - We hope to mobilise resources from both the sector plan and the EFA plan of action in scaling-up good practices in girls’ education
  - Human, materials and financial support
  - 36 months
  - FAWE Plan International GOL

- **Creating girls friendly environment at schools**
  - Full participation of all the stakeholders
  - Mobilisation of resources from partners, government and community
  - Both human, material and financial
  - 24 months
  - FAWE UNICEF UNFAM GOL

- **Peer educators in school and community**
  - Consultation with school authorities, community leaders and the girls
  - Financial and human resources
  - 24 months
  - FAWE UNICEF Oxfam GOL UNFAM

- **Establishment of more FAWE branches, role models and monitors**
  - Create sensitisation to the grassroot levels
  - Human and financial resources needed
  - 6 months
  - FAWE UNICEF Oxfam GOL UNFAM

**MALAWI**

- **Re-entry Programme (policy) for girls once pregnant**
  - Community awareness campaign at all levels and ongoing (meeting/radio presentation/press, TV, print media, etc.)
  - Guidelines/procedures developed using sector-wide approach (consultations from pupil, parent, communities to policy level)
  - Financial – transport, development of campaign materials, stationery for report writing Human resources Financial – develop and disseminate the guidelines to schools Human resources
  - 2005 – 2007 mid-term review of policy investment framework (PIF)
  - FAWEMA Donors Civil Society Coalition of Basic Education (CSCBE represent most NGOs)
| Best practices | Scaling up strategies:  
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<tbody>
<tr>
<td>Provision of guidance and counselling at school level. However, the counsellor should be a member of the school community Assessment of impact</td>
<td>Support consultative meeting on guideline/ procedures Trainer of trainers expert Technical support to counsellors, print materials, video, appraisal Financial resources for monitoring and evaluation</td>
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<tr>
<td>Water and Sanitation, safe water, hygiene and time saver on part of girls</td>
<td>Needs assessment/ national/district/ division area level Analyse and prioritise the needs Identification of financial and human resources Community mobilisation campaign Provision of water and sanitation facilities Supervision and monitoring Assessment of impact</td>
<td>Financial resources Material transport Human resources technical expertise</td>
<td></td>
<td>FAWEMA Donors Civil Society Coalition on Basic Education (CSBE represent most NGOs)</td>
</tr>
<tr>
<td>MALI</td>
<td>Teaching reproductive health to teenagers</td>
<td>Available Training of teachers Unavailable: Sensitisation of students and parents Duplication of documents</td>
<td>2005–2008</td>
<td>DNEB, FAWE Plan International UNICEF USAID Local authorities and other stakeholders</td>
</tr>
<tr>
<td>PROTEC presence Mainstreaming of the practice in 3 regions in Mali: Sikasso, Mopté and Bamako Piloting/Monitoring Evaluation</td>
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<tr>
<td>Mentoring of girls from financially-challenged families Provision of school fees in disadvantaged areas Participation of the Government, PTAs and other economic operators</td>
<td>Available: Human resources Unavailable: Financial resources</td>
<td>2005–2008</td>
<td>Ministry of Education; Ministry of Women Development; NGOs, Social Development</td>
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<td><strong>NAMIBIA</strong></td>
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<tr>
<td>Sexual maturation, education and provision of sanitary for girls in schools</td>
<td>Design national strategy but implementation to start with the target groups already identified</td>
<td>Human: Teachers/ FAWENA MBESC gender focal persons/NIED</td>
<td>From 2004 and ongoing</td>
<td>FAWENA MWACW Namibia Girl-child organisation; UNESCO UNICEF Private sector Higher education</td>
</tr>
<tr>
<td>Policy on pregnancy amongst learners/ re-entry for all girls and adolescent mothers into school</td>
<td>Review existing policy on learner pregnancy and advocacy of policy</td>
<td>MBESC/EPI and gender focal person</td>
<td>From 2001 ongoing</td>
<td>above</td>
</tr>
<tr>
<td>National policy on HIV/AIDS in the educational sector</td>
<td>Advocacy of policy in schools</td>
<td>MBESC/EPI Ministry of Higher Education HIV/AIDS unit</td>
<td>From 2003 ongoing</td>
<td>Regional AIDS coordinating committee (RACOC)</td>
</tr>
<tr>
<td>Promoting girls education in the areas of science and technology at all levels of education</td>
<td>Expand the bursary/scholarship initiatives for girls interested in science and maths</td>
<td>EDDI/AGEI/FAWE Ministry of Higher Education</td>
<td>Ongoing</td>
<td>Individuals Private sector NGOs NAMAS</td>
</tr>
<tr>
<td>Girls empowerment programme</td>
<td>Girls empowerment conferences</td>
<td>FAWENA MBESC</td>
<td>2004 ongoing</td>
<td>Private sector Individuals UNICEF</td>
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<tr>
<td><strong>RWANDA</strong></td>
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<tr>
<td>FAWE Centre of Excellence</td>
<td>3 centres phase II 2 Centres phase III at regional level</td>
<td>MINEDUC to provide human resources and World Bank to provide building</td>
<td>End of 2005</td>
<td>MOE World Bank Fawe Community</td>
</tr>
<tr>
<td>TUSEME: Girls’ Empowerment Clubs</td>
<td>Scaling from the current 36 to 48 (from 3 to 4 per province</td>
<td>MOE ordinary budget</td>
<td>End of 2005</td>
<td>MOE, Fawe Community</td>
</tr>
<tr>
<td>The Child Friendly School as a quality Education Model</td>
<td>Scaling from 16 primary schools and 3 Catch-up Centres (CUP) in 2 provinces to 16 more schools in 2 other provinces</td>
<td>MINEDUC/ UNICEF</td>
<td>End of 2006</td>
<td>MOE UNICEF Fawe Community</td>
</tr>
<tr>
<td>Complementary Basic Education – ‘Catch-up Programme’</td>
<td>Scaling up from current 3 centres to 10</td>
<td>MINEDUC/UNICEF</td>
<td>End of 2005</td>
<td>MOE UNICEF Fawe Community</td>
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</tr>
<tr>
<td>Peer Education in HIV/AIDS</td>
<td>Introducing the practice in the 16 primary schools working with FAWE/UNICEF and 36 Secondary schools working with FAWE</td>
<td>MINEDUC/World Bank (project to be designed)</td>
<td>End of 2005</td>
<td>MOE World Bank UNICEF CNLS, FAWE, Community</td>
</tr>
<tr>
<td>Re-entry of Adolescent mothers</td>
<td>Baseline study and policy formulation</td>
<td>MINEDUC/UNICEF funding expected</td>
<td>End of 2005</td>
<td>MOE UNICEF FAWE</td>
</tr>
</tbody>
</table>

**SENEGAL**

<table>
<thead>
<tr>
<th>Awareness-building campaign for enrolment in the initiation class (primary schools)</th>
<th>Sector level (10-year education and training programme)</th>
<th>Staff in the Ministry of Education Resource people: Budget; Technical and financial partners; Mirages Civil society (NGOs) Local authorities</th>
<th>Until 2010</th>
<th>World Bank IDA Canada, Japan; UNICEF UNESCO French Co-operation World Funds for Development FDA Luxembourg Taiwan, ROC USA; BID; ADB Raoudian Funds; FAD NGOs; GTZ UNDP; UNFPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAWE Centre of Excellence</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Bursaries for young girls</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td>Free provision of learning materials to newly-enrolled young girls in the initiation class (primary schools)</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td>School canteens</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td>Provision of water points and separate latrines for girls and boys</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Establishment of Franco-Arabic and religious education in Islamic areas</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Entrenching ‘gender units’ in all the regions</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td>Science Camp for girls</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td>Literacy: 120,000 people, 75% of whom are women</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Best practices</td>
<td>Scaling up strategies:</td>
<td>Expected/available</td>
<td>Time frame</td>
<td>Partners</td>
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<tr>
<td></td>
<td>Sector level? By phases?</td>
<td>human and financial resources</td>
<td>(2005 and beyond)</td>
<td></td>
</tr>
<tr>
<td>Sensitisation to HIV/AIDS in junior high schools</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
</tr>
<tr>
<td>Reduction of the home-school distance: distance education with the support of the World Bank; Schools’ distribution map</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td>Testing the basic common schools</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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<tr>
<td>Basic education curriculum in preparation: entry by skills, manual skills, gender-equity</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
<td>Idem</td>
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### SIERRA LEONE

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<tbody>
<tr>
<td>Gender friendly clubs in formal schools for girls empowerment</td>
<td>Political will</td>
<td>Government policy</td>
<td>Establishment of gender clubs in all schools nationwide, Training of teacher counsellors on gender issues</td>
<td>Capacity building for gender desk officer</td>
<td>Teacher counsellors, principals/heads of schools</td>
<td>Gender desk officer and assistant</td>
<td>Increase in national budget</td>
<td>Increase of budget allocation to the desk</td>
<td>Input from donors in the development of education</td>
<td></td>
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<td>UNICEF</td>
<td>UNESCO</td>
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</tbody>
</table>

### SOUTH AFRICA

<table>
<thead>
<tr>
<th>GEM and Safe Schools</th>
<th>At all levels 1. National 2. Provincial 3. District/Municipality 4. School/Community In sector’s business plans Partnership beyond the school for sustained impact</th>
<th>Human, financial, organisational Available</th>
<th>2004–2006</th>
<th>DOE with other government departments; girls, boys Teacher formations NGOs; UNICEF Private sector FBOs; Traditional leaders</th>
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<tbody>
<tr>
<td><strong>TANZANIA</strong></td>
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<tr>
<td>COBET</td>
<td>Training facilitators for the class level (district level)</td>
<td>Human resources to be identified and trained</td>
<td>2004–2006 completed and</td>
<td>Educational Development partners: PLAN CARE FAWE</td>
</tr>
<tr>
<td></td>
<td>Preparation/ producing training manuals and books for children</td>
<td>Limited financial resources for scaling up</td>
<td>phased</td>
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<tr>
<td></td>
<td>Preparation and production of learning materials</td>
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<td></td>
<td>Tuseme methodology for empowering children</td>
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<td></td>
<td>Get donors/partners commitment to support scaling up</td>
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<td>TANZANIA</td>
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<td>COBET</td>
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<td></td>
<td>Training facilitators for the class level (district level)</td>
<td>Human resources to be identified and trained</td>
<td>2004–2006 completed and</td>
<td>Educational Development partners: PLAN CARE FAWE</td>
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<td>Preparation/ producing training manuals and books for children</td>
<td>Limited financial resources for scaling up</td>
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<td>Preparation and production of learning materials</td>
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<td>Tuseme methodology for empowering children</td>
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<td>Get donors/partners commitment to support scaling up</td>
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<td>TANZANIA</td>
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<td></td>
<td>COE</td>
<td>There is potential for funding if well packaged</td>
<td>By 2005</td>
<td>UNICEF DFID FAWE EDP</td>
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<tr>
<td></td>
<td>Awareness creation to various stakeholders</td>
<td>HR teachers are available (capacity building needed)</td>
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<td>Marketing the best practice to private providers</td>
<td>Physical infrastructure funding is included</td>
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<td></td>
<td>Demonstrating how the best practice is done to interested sectors</td>
<td>in a programme (SEDP)</td>
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<td></td>
<td>A holistic package</td>
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<td>At least 1 COE at each district</td>
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<td>child centred, girls' responsive methodology</td>
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<td>(pedagogical approaches)</td>
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<td>Institutional capacity building</td>
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<td>(district, regional, E.Os, inspectors)</td>
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<td>Reproducing modules for all schools</td>
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<td>Engage in the processes of planning</td>
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<td><strong>UGANDA</strong></td>
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<tr>
<td>Life skills</td>
<td>Sector-wide strategy</td>
<td>Inadequate human and financial resources available</td>
<td>2005 and beyond</td>
<td>UNICEF Kyambogo University Civil society organisations Private sector and other development partners</td>
</tr>
<tr>
<td>education</td>
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<td>Water,</td>
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<td>sanitation and</td>
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<td>hygiene, e.g.</td>
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<td>separate</td>
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<td>beyond)</td>
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Child participation, e.g. 2005 and GEM child to child teen beyond clubs School community partnerships Guidance and counselling Re-entry of child mothers Detraumatising girls in conflict areas

Phased strategies Same as above

Inadequate human and financial resources available

Notes:

**Burkina Faso**
All the best practices that have already been embarked on will be pursued without waiting for year 2005.

**The Gambia**
NSGA: Nova Scotia Gambia Association NAS: National Aids Secretariat
ADB: African Development Bank
IDB: Islamic Development Bank

**Sierra Leone**
STME: Science, Technology and Mathematics Education for girls
WTE: Women and Technology Education
Introduction

For well over two decades, education in Africa has been subjected to a plethora of innovations and experiments intended to promote positive change in the policy and performance of the sector. This has given rise to a critical paradox in that education systems in Africa reflect a wide range of exciting innovations, yet continue to be plagued by seemingly intractable problems that thwart development efforts. The main response to this paradox has been to advocate for the scaling up and mainstreaming of those innovations that have proved to be successful. However, it is clear that despite efforts in this direction, we have not been very good at transforming successful pilot innovations into a system-wide phenomenon that impacts on quality basic education for all. The concepts of scaling up and mainstreaming are tantalisingly attractive, but in practice we still have much to learn about how to make them work in the real world.

There is little doubt about the richness of what has been attempted in terms of education in Africa, as catalogued in the recent ADEA publication on what works for Africa (ADEA, 2001). This shows that educational innovations in Africa span areas of policy-making, planning, strategy, design, new pedagogies, programme development, management and organisation, inspection and supervision, etc. In the main, they are intended to contribute to increased provision, equitable access, improved quality, effective delivery and efficient management of the education system. Most of these innovations originate from external sources or from externally funded projects, but some have been home grown in response to problems and challenges encountered locally. More significantly, while some of these innovations are within the so-called formal system, most of the more promising ones are to be found outside the formal system. These features may hold the key to understanding why we have not been very successful in scaling up or mainstreaming promising innovations. They raise the issues of how far innovations are grounded in local reality (home grown and locally owned) and how far they are estranged from the mainstream.

What is most striking about educational innovations in Africa is the way in which...
they tend to generate a vicious cycle of rising expectations and unfulfilled promises. Typically, there is much hope and enthusiasm at the start of an innovation. This is followed by investment of much time, effort and resources to put it into practice. Some innovations do take hold and can be regarded as successful, but even these tend to be limited in scope and scale. In far too many cases, however, innovations seem to fade away for various reasons and eventually suffer ‘death through decay’. The cause is often only partly problems and inherent weaknesses in the innovation. In many cases failure has more to do with the resilience of the formal system, which seems capable of thwarting and marginalising innovations that threaten to change it in significant ways. Many African countries, therefore, have a wide range of education innovations at various stages of design, implementation and decay. Usually there is also a prevailing sense of tension and poor engagement between innovations and what is accepted as mainstream education.

Against this background, the contention of this paper is twofold. Firstly, African countries need a more systematic approach to harnessing and mainstreaming the potential of their most promising educational innovations. Without this, education in Africa will continue to be haunted by a sense of crisis and challenged by the constant threat of decline, despite commendable progress by many countries and strong support from their development partners. Secondly, the paper contends that the most effective way of mainstreaming innovations is to create a holistic system that embraces all forms of education both inside and outside the mainstream. Such a holistic system would, by definition, be more flexible, more diversified and open to change. African countries can therefore make better use of innovations for expanding equitable access to education and for improving educational quality on a sustainable basis. The trend in development education is clearly towards coordinated programme design and sector-wide support, rather than on continuing with individual projects and separate funding support for such projects. The main argument of this paper is that there should be a similar move away from the fragmented approach of trying to scale up individual innovations, and towards a more comprehensive approach to mainstreaming educational innovations in general by creating and sustaining a holistic, flexible and self-renewing education system.

The focus of this paper is, therefore, on using what we know from educational innovations (especially those outside the mainstream), to help develop a systematic approach for harnessing and mainstreaming innovations as part of a holistic system of education. In this regard, the paper seeks to show how we can draw from case studies that provide us with experiential knowledge, in order to develop a grounded theory on how to mainstream innovations. In essence this paper is about learning how to mainstream

**Basic Concepts and Working Definitions**

To deal adequately with mainstreaming, we need to first address some ongoing conceptual difficulties concerning the use of terms like formal education, non-formal education, informal education and alternative education. These difficulties stem from the fact that there is a confusing array of boundary crossings and...
a mixture of similarities and differences between these various forms of education, such that the terms no longer define exclusive categories. Most formal education systems have learnt lessons over the years from successful strategies and practices in non-formal education. Many non-formal or alternative forms of education have also sought to emulate key features of the formal system, and some were even modelled on it in the first place. In the face of this, the ADEA Working Group on Non-Formal Education has been concerned with ways of bridging the divide between so-called formal and non-formal education. Various parties associated with the working group have persuasively argued that:

- This distinction is redundant and the very concepts of formal education and non-formal education are themselves obsolete.
- We need to revisit the whole range of concepts such as formal, non-formal, informal and alternative, to be clear about these widely used labels that influence and affect so much of what we do and how we perceive education provision in its various forms.

Beyond issues of typology, there is concern over what seems to be a strong convergence in the development community in favour of the more formal and mainstream versions of education. In this regard, Torres (2000) provides a provocative and controversial summary of how countries and development partners have interpreted and responded to various elements of education for all:

**EDUCATION FOR ALL (Jomtien)**

<table>
<thead>
<tr>
<th>PROPOSAL</th>
<th>RESPONSE</th>
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<tbody>
<tr>
<td>1. Education for all</td>
<td>1. Education for children <em>(the poorest among the poor)</em></td>
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<tr>
<td>2. Basic education</td>
<td>2. Schooling <em>(and primary education)</em></td>
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<tr>
<td>3. Universalising basic education</td>
<td>3. Universalising access to primary education</td>
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<tr>
<td>4. Basic learning needs</td>
<td>4. Minimum learning needs</td>
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<tr>
<td>5. Focusing on learning</td>
<td>5. Enhancing and assessing <em>school performance</em></td>
</tr>
<tr>
<td>6. Expanding the vision of basic education</td>
<td>6. Increasing the <em>duration</em> <em>(number of years)</em> of compulsory schooling</td>
</tr>
<tr>
<td>7. Basic education as the foundation for lifelong learning</td>
<td>7. Basic education as an <em>end in itself</em></td>
</tr>
<tr>
<td>8. Enhancing the environment for learning</td>
<td>8. Enhancing the <em>school environment</em></td>
</tr>
<tr>
<td>9. All countries</td>
<td>9. Developing countries</td>
</tr>
<tr>
<td>10. Responsibility of countries <em>(government and civil society) and the international community</em></td>
<td>10. Responsibility of countries</td>
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Source: Torres 2000
In view of the above arguments on education typologies, this paper will not enter into a detailed debate about these concepts, because that can easily lead to being trapped in the dead end of semantics. Instead, the focus is on a single categorisation that embraces and subsumes the old typologies. This is the basis on which the notion of mainstream education is used in this paper, to define a category of education that is based on certain key characteristics, as well as on some status features (recognition, perception, acceptance, etc.) and norms that are symbolic of the category. It is therefore critical to develop the concept of mainstream education and link it to the objectives of mainstreaming innovations and creating a holistic system of education. In addition, it is necessary to outline and clarify the concepts of experiential knowledge and grounded theory, which are regarded in this paper as key tools for mainstreaming. By outlining and clarifying these three concepts, the paper will provide a conceptual framework within which we can develop practical strategies for learning how to mainstream.

Defining Mainstream Education

The so-called formal school system is a relatively recent social invention, but it can readily be portrayed as the core of what is being termed mainstream education in this paper. Mainstream education is therefore defined firstly by certain basic characteristics that are normally associated with the formal school system. These include the following:

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<th>BASIC CHARACTERISTICS</th>
<th>OUTLINE OF CHARACTERISTICS</th>
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<tr>
<td>Location-specific</td>
<td>Specific place or location (school) prescribed at which the learning/teaching process is designated to take place.</td>
</tr>
<tr>
<td>Time-bound</td>
<td>Learners and teachers assemble at the location at designated times and stay on for prescribed time periods (day, term, year) for schooling to take place.</td>
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<tr>
<td>Time-structured</td>
<td>School day structured into periods during which different subjects/curriculum areas are covered. School year also structured into terms, with prescribed number of weeks.</td>
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<tr>
<td>Learner-structured</td>
<td>Learners usually grouped by age (cohorts) and channelled into levels or 'classes' corresponding to age and prescribed learning for that age group.</td>
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<tr>
<td>Programme-structured</td>
<td>Prescribed learning structured into subjects or disciplines that are taught separately and together form a programme for a given grade level or education cycle.</td>
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<td>Prescribed Learning</td>
<td>Curriculum reflects national goals and</td>
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priorities, possibly open to regional/local variations, and involves set standards enforced through national tests and examinations.

**Sequenced Learning**
Curriculum sequenced so objectives need to be achieved at one level before progression to the next level.

**Specialist Staffing**
Staffing by qualified/trained professionals (teachers) with knowledge of subject matter and pedagogical skills, etc.

**Specialist Resources**
Standard furniture, equipment, etc., unique to schools and part of key characteristics (desks, seats, chalk, blackboard, etc.) of a normal school.

The basic characteristics described above constitute one of the strands through which we can define mainstream education. These characteristics help to make schools recognisable throughout the world, and have come to represent the visible symbols and short-cut icons of schools as social institutions at the core of mainstream education. But these characteristics do not completely define mainstream education. Many schools are now more flexible and do not necessarily conform to all the characteristics outlined above. Similarly, some community schools and other learning centres that are regarded as non-formal display quite a number of the characteristics associated with formal schools. Hence, while these characteristics provide a reasonable rule of thumb to help distinguish formal institutions at the core of mainstream education from non-formal and other alternative forms of education, they do not constitute necessary and sufficient grounds for making such distinctions. There are at least two additional strands through which we can make this distinction in a more comprehensive manner.

In addition to the basic characteristics outlined above, mainstream education can be defined by a number of features that cluster around the strand of official recognition. Most governments have mechanisms and procedures in place for granting recognition to educational institutions that are owned and/or operated by NGOs, community-based organisations or private sector providers. Such official recognition usually means that certain standards have been met and conditions fulfilled that effectively make the learning institution part of the mainstream. In principle, government recognition gives a new status to an institution, regardless of whether it is viewed as formal or non-formal. In practice, however, institutions that gain such recognition are usually closely akin to the formal institutions that are already part of the mainstream. So why is official recognition seen as a defining feature of mainstream education? When an institution gets official recognition there are other things that follow:
**Official Recognition as a Defining Strand of Mainstream Education**

**FACTORS ASSOCIATED WITH OFFICIAL RECOGNITION**

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<th>Factor</th>
<th>Description</th>
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<td>Access to public funding</td>
<td>Official budget line with allocation of resources on a regular and reliable basis</td>
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<tr>
<td>Access to key national tests and examinations</td>
<td>Programmes recognised as preparation for these tests/exams and candidates eligible to take the examinations</td>
</tr>
<tr>
<td>Acceptance by employers</td>
<td>Programmes recognised for employment purposes</td>
</tr>
<tr>
<td>Inclusion in national statistics</td>
<td>Learners, staff, scores, etc are included in the statistics on the national education system.</td>
</tr>
<tr>
<td>Valued by stakeholders</td>
<td>Popularity perceived as real education, not second rate.</td>
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These factors are linked in various ways as part of mainstream education. For instance, many innovations that do not feature in official statistics on education do not receive regular funding in the education budget. It seems that governments will not fund what they cannot or do not count. Even more importantly, governments do not invest on policy, standards, inspection, monitoring and supervision for these innovations in the same way as they do for mainstream education.

Thompson’s (2001) account of the evolving status of non-formal education in Kenya richly illustrates the struggle for official recognition and support:

In the early ‘90s the Kenyan Ministry of Education set up a non-formal education desk which has subsequently been upgraded to a non-formal education unit. It is expected that a department with responsibility for non-formal education will soon evolve. The Ministry of Education, Science and Technology in collaboration with bilateral partners has formulated draft policy guidelines on NFE which are currently being discussed with a view to finalising them. Under the aegis of the Government of Kenya – UNICEF Programme of Cooperation in Non-Formal Education, non-formal schools and centers have received various types of support towards quality provision of education.

All these factors influence the extent to which the public will value an innovative education programme. If public perception of the value of a programme derives largely from these factors, it can be argued that an education programme with readily identifiable characteristics akin to those of the formal school system, and with official recognition by the government, will generally be perceived as being of value. Target groups are more likely to regard it as ‘real education’ and ‘the right thing to pursue’. We are constantly reminded, for instance, that while
some alternative education programmes in Asia appear attractive, we should be aware that they are not popular options for the target groups concerned. ‘The poor almost never willingly choose non-formal alternatives. It is simply that they do not have a choice and must either access such alternatives or go without education.’ Innovative programmes sometimes fail because of the wrong perception. Target groups can easily see such programmes as an attempt to offer them an inferior form of education that is different from the formal system and that lacks the recognition and acceptance that give social-economic value to any education programme. There are even some programmes within formal school systems that are effectively marginalised because of the perception of learners and their parents that these programmes lack the recognition and acceptance that would provide social-economic value. This was a major problem with efforts, supported by the World Bank, to mainstream diversified curricula through the introduction of technical and vocational subjects in secondary schools.8

**Experiential Knowledge**

The concept of experiential knowledge is crucial for understanding how we can learn from practice in order to inform theory that can help us develop pragmatic solutions to the problems facing our education systems. What is termed experiential knowledge in this paper is essentially practitioner knowledge. It comes as much from doing as from thinking about doing. For instance, effective teachers do not simply do various things in their classrooms to promote learning, they also reflect on their practice and learn from it (Schon, 1990). This notion of the ‘reflective practitioner’ is at the heart of building and using experience in the form of experiential knowledge.

The ‘reflective practitioner’ is the source of experiential knowledge. This term can apply equally to classroom teachers, managers and administrators, curriculum designers, policy analysts and researchers. When they are effective, all of these practitioners display the same sequence of eclectic action and reflection that propels them towards mastery of their field. They typically draw on some body of theoretical knowledge and understanding to plan, design and prepare for their work. They then do their work (practice) and they also reflect on what they do in order to learn how to do things better over time. This is the essence of experience. The experienced teacher not only draws on his/her knowledge of subject matter, learning theory and syllabus interpretation, but also uses an intrinsic and instinctive form of knowledge and understanding developed over years of practice and reflection. This has to do with what works in different classroom settings, how best to help different groups of learners to understand a subject, making the best use of resources in the classroom and dealing with difficult topics in different ways. The same is true for other education practitioners such as policy advisers, curriculum planners, researchers, managers, etc. This cumulative build-up of experiential knowledge is what leads to the type of mastery that we recognise and value in outstanding master practitioners.

In dealing with innovations, experiential knowledge can be used as a tool for
developing a theory of how to do things better. By repeatedly gaining experience of what works and how things work with a variety of educational innovations in different settings, we begin to develop the know-how to deal with factors that support or obstruct progress with innovations. It is this approach that is advocated in this paper, and it implies that we need a cadre of professional innovators or innovating agencies that can help to build a bank of experiential knowledge on how to make innovations work on a large scale. In contrast we appear to be stuck with an evaluation model of knowledge, through which we attempt to mainstream educational innovations without first learning how to mainstream. This prevailing model typically involves evaluating a number of projects (or even just one project) and extrapolating from this to scale up the innovation in question. So, on the basis of studying a few projects on multi-grade teaching or accelerated learning, we try to mainstream these innovations by large-scale teacher training programmes and the mass provision of pedagogical materials.

**Grounded Theory**

Theories are usually the result of observation, experimentation and hypothesis testing. In most cases, particularly for the social world, theories do not provide us with certainties. They give us a framework and conceptual tools for understanding and acting on our world, in a manner that leads to outcomes that are predictable within certain limits. In the case of grounded theory, its main features are that it is rooted in practical reality, is context sensitive, is heuristic in nature and is linked to action.

This means that grounded theory relies critically on experiential knowledge, which derives from reflection on practice. By systematically reviewing and organising reflections on the practice of innovation, we begin to develop a ‘feel’ for the factors that support or inhibit successful innovation. However, this applies to specific contexts rather than to innovations in general. Hence, grounded theory starts with understanding how an innovation was made to work (or failed to work) in a specific context. This gives us a basis for making further innovations in that context or in very similar contexts. Grounded theory progresses further when practitioners use ‘reflection in practice’ as a reiterative tool to better understand how a series of innovations succeed or fail in a variety of contexts. In this sense, grounded theory is always work in progress in that it constantly needs to be extended and refined to reflect the variety of changing contexts in which we attempt to innovate. Practitioner reflection on an innovation in a particular context gives us the initial makings of a grounded theory. This then needs to be extended and refined on the basis of further reflection in practice, for an increasingly widening range of innovations and innovation contexts.

As practitioners become more reflective in their practice for different innovations and different contexts, grounded theory becomes more robust and useful as a practical tool for making innovations. The theory is thus both heuristic and action-oriented. When developing grounded theory we are not so much con-
cerned with establishing causality and statistical significance in the relationship between various factors. Rather, the focus is on gaining sufficient understanding of how different factors relate to each other and the ways in which they influence the success or failure of an innovation. It is through the heuristic process of confirming and modifying our initial understanding, as we work in different contexts, that we begin to build a feasible grounded theory that can guide future efforts at innovation. This approach to mainstreaming innovations has a number of very critical implications for development assistance that will be explored in a future paper.

**Living on the Margins**

Education programmes and institutions that are outside the mainstream share a common fate of living on the margins. If we are serious about mainstreaming, then we need to understand how and why such programmes tend to be marginalised. From various case studies on non-formal education programmes we can begin to map out some of the factors that keep NFE on the margins:

- **Small Scale** – Many innovations were designed to cope with specific problems on a small scale and in fact become successful and manageable precisely because of this characteristic. However, this has the disadvantage of making such innovations appear unworkable in the mainstream, with its large-scale features.

- **Localised** – Innovations are designed in specific contexts and are therefore suited to a particular local situation. This raises the problem of transference to different contexts and localities, and tends to keep such innovations on the margins.

- **Under-resourced** – In terms of staffing, materials and other resources, innovations outside the mainstream tend to be poorly resourced, especially after the initial phase of enthusiasm and support. This can sometimes make them appear to be inferior versions of mainstream programmes. There is, therefore, a reluctance to transfer or scale up such innovations.

- **Unconventional** – Innovations can be scary. They often have unconventional features that make target groups pause and ask questions such as ‘is this really education?’ ‘How far is this recognised and what guarantees do we have that it will deliver quality learning?’

- **Risk-prone** – As with anything new and different there are always risks associated with education innovations. Who wants to take risks with their future?

- **Highly fragmented** – The plethora of innovations outside the mainstream is often difficult to consolidate and make sense of. This gives the impression that mainstream education is an island of stability in a sea of experimentation.

- **Isolated and protected** – Sometimes stakeholders who start and promote successful innovations are so protective of their work that they resist attempts to adapt it in any way or to move it out of their sphere of influence.
Innovations become possessions to be forever associated with certain individuals or groups and therefore do not appear to be attractive to those who wish to generalise the innovation to other settings.

- **Patronised (curios)** – In some situations there is a strange patronising attitude that does not wish to see some innovations modified or adapted to make them part of the mainstream. It becomes almost sacrilegious to interfere with these well-known and often cited innovations once they achieve legendary status in the literature.

### The Case for Mainstreaming

Mainstreaming involves a number of processes such as moving from the margins and going to scale. More importantly, it is facilitated by such things as gaining official recognition and public acceptance, as well as having access to regular public funding and being an integral part of the examination system and the education statistics system (EMIS). The key challenge, of course, is to achieve all this without sacrificing the essence of what makes these alternatives so attractive as education innovations. This raises the question in some quarters about the need for mainstreaming. Purists suggest that we should leave well enough alone. There will be interesting innovations that succeed or fail and we can learn from them, but we do not need to try to make these innovations part of mainstream education. In reply, it can be argued that mainstream education in most African countries has proved perennially incapable of learning key lessons from innovations precisely because it is so inflexible and monolithic. The case for mainstreaming is, therefore, firstly to infuse mainstream education with new types of programmes, structures and forms of organisation that will transform it into a more holistic system that is capable of responding to change and learning from experience. In other words, mainstreaming is about creating a self-innovating education system that is capable of learning from innovations and is sufficiently flexible to make use of the best that these innovations have to offer in order to improve its own diversity.

Secondly, mainstreaming is critical for equity reasons. Why do so many African countries continue to spend such a high proportion of public resources on the so-called formal school system and mainstream education, while ignoring the alternatives through which a sizeable proportion of their population manage to access learning opportunities? There is a deep sense of social injustice in this pattern of expenditure, but there is also a reluctance to change things because of uncertainties over the implications and consequences of change. The key questions to be asked in changing this situation have to do with what to fund and why. Governments keen to pursue EFA should not be stuck on supporting institutions, but should try to understand where, when and how their citizens access and acquire quality learning opportunities. Educational statistics, as well as allocation of public funds and quality assurance mechanisms, should all then be based on the answers to these types of questions. In this way it should be possible to support access to quality education wherever and however it takes place. It should also be possible to move towards a type of mainstream educa-
tion that is diversified, versatile, flexible and responsive in meeting the basic needs of all learners.

**Learning How to Mainstream**

This paper has argued that the business of mainstreaming involves drawing on experiential knowledge through a systematic, reiterative process of reflection in practice, while working on a succession of innovations in different settings. These settings involve not only education, but also many other contextual features such as the political climate, economic conditions and social and cultural patterns. All these features, as well as the mainly educational factors, would come into play as practitioners work to better understand how to mainstream, say, community schools that operate multiple shifts, localised curriculum and flexible attendance policy and community involvement in school management.

An initial case of reflection in practice while working on, for example, community schools, could help us begin to identify the factors that make this successful as a viable, effective and efficient provision of learning opportunities in a particular context. We could also begin to identify those factors that appear to impede the success of this type of innovative education. As we move to reflection in practice for community schools in other settings, we will need to ask questions about all these initial factors, as well as trying to identify new ones:

- How do these factors manifest themselves and work out in other settings?
- What are the lessons from other countries or regions with community schools?
- Are there any new factors prominent in these lessons from outside?
- What factors appear to hold strong in different settings?
- Which factors/features appear transferable to other contexts?
- How can we make this innovation work well in different settings?
- What do we need to do to gain official recognition for this type of education?
- What are the useful indicators that can be used to include this in the statistics?
- On what basis can we advocate for regular funding for this type of education?
- How can we improve this type of education so that it becomes socially acceptable?

**Towards a Grounded Theory**

As we reflect in practice and accumulate valuable experiential knowledge of how to mainstream educational innovations, we can move towards developing a grounded theory. This would be an increasingly complex mosaic of factors that promote innovation as well as those that inhibit innovation. They would typically be set out in a diagram that shows how they relate to and influence each
other to impact on innovations in different settings and contexts. Most importantly a grounded theory would be the invisible guiding hand, the mental GPS that innovation practitioners use to navigate successfully through an ever-changing landscape of educational innovations and contextual settings. Using grounded theory, education systems can move from simply trying out innovations that never seem to go beyond their initial success in a specific context, to mainstreaming innovations on a regular and systematic basis. In this way innovations can become a much more organic part of education systems. By the same token, education systems will become increasingly diversified, dynamic, responsive, flexible and capable of introducing innovations that will have fairly predictable outcomes in different settings.

A grounded theory would become one of the essential tools for practitioners engaged in doing innovations and promoting change that is aimed at creating a more holistic and flexible type of mainstream education. From the start of any innovation, the chances for success could be strengthened by using ‘reflection in practice’ to understand the factors that enhance experiential knowledge and help build grounded theory.
Notes

1 The author thanks the facilitators and UNGEI partner representatives for their contributions to this final report: Amina Osman, Commonwealth Secretariat; Florence Migeon, UNESCO; Lorna Murage and Lilian Siwolo, FAWE; Dina Craissati, UNICEF; Susan Nkinyangi, UNESCO; Margaret Kilo, African Development Bank; Changu Mannathoko, UNICEF; Carol Watson, UNICEF; and Mercy Tembon, World Bank.


3 The G8 is composed of heads of state or government of the major industrial democracies who meet annually to deal with the major economic and political issues facing their domestic societies and the international community as a whole.


6 Over the decade of the 1990s, SSACs gained an average increase in school enrolment of 38%, which is well above the gains.

7 The other presentations were made by Rosa Maria Torres (‘Amplifying and Diversifying Learning’), Ekundayo Thompson (‘Successful Experiences in Non-Formal Education and Alternatives to Basic Education in Africa’) and E. Mulugeta (‘The Rise and Decline of Non-Formal Education in Ethiopia’).

8 Extensive studies of curriculum diversification suggest that failures were partly due to resistance on the part of learners and their parents to embracing technical/vocational subjects that were perceived as being low status and not fully part of the prestige examination system leading to tertiary education.
References


