“All girls, no matter how poor, isolated or disadvantaged they are, should be able to attend school regularly and without the interruption of early pregnancy, forced marriage, maternal injuries and death, and unequal burdens such as household chores and childcare.”

UNICEF (West Africa Regional Office), with the support of the United Nations Girls’ Education Initiative (UNGEI), Aide et Action, Plan (West Africa Regional Office), the Forum for African Women Educationalists (FAWKE) and ANCEFA (Africa Network Campaign on Education for All) have established a regional partnership around this report on good practices in girls’ and women’s education in West Africa to create a synergy and a framework for knowledge and experience sharing. With a shared objective, which is to better coordinate activities for a significantly improved access and quality of girls’ and women’s education in West Africa.

If the factors and causes of gender inequalities in education are multiple, they are finally fairly similar from one context to another in West Africa. In all countries surveyed and each good practice considered, girls and women are the most penalized with regard to the enjoyment of their right to education (in terms of access, retention and completion of primary education, access to secondary school and teaching quality). Socio-economic factors (inadequacy of households income, high cost of schooling, inadequacy of education infrastructure and equipment, poor quality of teacher training), the negative perception of school, the promotion of the reproductive role of women by the society which often confines women and girls to household labor and multiple chores, the low social status of girls, forced marriages, early pregnancies, dowries but also school-related gender-based violence are all factors that affect seriously girls’ education. This report, by identifying the main ideas, issues and strategies adopted by partner organizations, proposes paths to success and key examples of good practice for girls and women’s education in West Africa. Containing a wealth of teaching sources and future reflections, these good practices are a tool for compilation and common advocacy. They are supported by a methodological framework usable for the identification and monitoring of future good practices.
Good practices in girls’ and women’s education considered here involve projects and programs mainstreaming gender and highlighting the importance of girls’ and women’s participation, on the same basis as those of men, in sustainable human development, and thereby supporting the need for them to receive the same education as men.

The analysis of the different organizations’ good practices builds on the following documentation:
- Girls’ and women’s education projects and programs of the five organizations;
- Annual reports, review reports, final reports;
- Projects’ progress reports;
- Girls’ and women’s education program evaluation reports;
- Capitalization documents;
- Strategic plans and strategic guidance plans;
- Research reports relating to girls’ and women’s education;
- Girls and women’s training manuals.

We have decided here to classify good practices in girls’ and women’s education in West and Central Africa according to categories proposed by UNGEI. Thus, good practices 1 to 4 refer to “Programs to enhance girls and boys learning, with a focus on gender-responsive pedagogy and learning environments, expanding subject choices, and/or monitoring mechanisms to support measurable changes in girls’ education and gender equality.” Good practices 5 to 10 relate more to “Education initiatives designed to empower adolescent girls, and provide them with competencies or assets beyond educational basics, in areas such as critical thinking skills and human rights values. In particular with a focus on gender rights, economic competencies, and/or abilities to take action towards personal and social transformation, including self-esteem and leadership; and promote strong networks that provide peer and adult guidance and safe spaces of support.”
Good practice template

Using this grid which includes the 8 UNGEI criteria for identifying good practices, the consultant proposes here a good practice identification and collection sheet model. This model or template includes the 8 UNGEI identification criteria as well as other control elements for evaluating, reviewing and promoting a good practice.

Elements to be evaluated, reviewed and considered

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Name of the good practice</td>
</tr>
<tr>
<td>Date</td>
<td>Good practice production period</td>
</tr>
<tr>
<td>Organization</td>
<td>Organization(s) initiating the good practice</td>
</tr>
</tbody>
</table>
| Geographical area                | Geographical area of the good practice  
> country, region, province, city or village |
| Background                       | Context (baseline), issue raised and definition of the relevant practice                                                                  |
| Stakeholders/Actors              | Identification of the good practice beneficiaries or target group.  
Detailed information on technical and financial partners, institutions and level of involvement.                                           |
| Methodology                      | Details on the methodology and participatory process                                                                                       |
| Relevance                        | Confirmation by stakeholders that the practice addresses the needs and initial problem  
socio-culturally sensitive and economically appropriate response to the context and challenge of education delivery, needs and priorities identified |
| Efficiency and cost-effectiveness | Impact (positive/negative) of the good practice on target beneficiaries by proceeding to a gender-based differentiation if possible.  
Specification of the link between activities and results, actual or expected for girls and women / cost effectiveness ratio of the practice and benefits (institutional, social, economic) in relation to the total costs / Specify if possible the intervention unit cost  
> indicate as much as possible qualitative and quantitative indicators |
| **Innovations** | Identification of relevant and efficient innovations |
| **Gender-based analysis** | Clarification on gender relations, norms, practices and beliefs involved through the project. How these can influence the options, opportunities and achievement of girls and boys and women and men.  
Role of men and women who have benefited from the good practice  
Clarification on the level of gender mainstreaming in the project life cycle |
| **Monitoring and evaluation** | Details on the use of an effective monitoring and evaluation system which is able to demonstrate: the impact of the intervention in measurable terms on the intended group, system or organization; evidence of the effectiveness of the intervention; and the possibility for collecting data based on the intervention monitoring and evaluation with a view to assess its performance and impact  
Difficulties encountered by men and women and challenges to take up |
| **Sustainability** | Elements to be implemented for the sustainability of actions at economic, social and institutional level. If applicable, indicate the costs incurred for the implementation of the practice  
If possible, indicate the cost-effectiveness of the practice |
| **Replicability** | Opportunities and potential for replication of the good practice in different contexts or conditions, at different scales |
| **Lessons learned / Challenges and barriers** | Lessons to learn from this good practice experiences  
Identification of key success factors as well as challenges and barriers |
| **Testimony / life story** | Testimony to make a living good practice: life story or testimony of a woman or a man showing the benefit of the good practice |
| **Contact** | Details of people responsible for the project |
| **Web link of the good practice** | Internet link or websites focusing on the good practice |
| **Produced materials** | Videos, photos, reports, record cards, etc. |
Lessons learned / Challenges and barriers

1) The clarification of the roles of the Ministry, UNICEF, AIDE et Action International, municipal authority and Commune Education Committee would allow greater progress.

2) During the diagnosis, the absence of female role models in the village emerged as an obstacle to massive girls’ enrollment. Very few schools have female teachers. Most of the women interviewed are involved in agriculture, handicrafts and petty commerce and do not represent an incentive for girls’ retention in school. The lack of role models should thus be considered as an important disincentive factor. It is important to actively work on encouraging women especially young teachers to serve in rural areas. This is essential to change parents and girls’ attitude based on models.

3) The upscaling of successful innovations is a guarantee for achieving the project goals. The impact sought after can be felt only if advocacy efforts are made by the municipality with central educational authorities to ensure that schools meet Quality Basic Education (QBE)20.

4) The pooling of resources for a common purpose in the same commune by different structures is an experience to promote.

5) For the sustainability of undertaken actions, all stakeholders must be involved from the beginning to the end of the project.

Testimony / Life story

Léocadie Agonhou, schoolgirl: “Through the project, we realize the importance for a girl to go to school [...] we know how to behave to prevent STDs and HIV/AIDS. We also received supplies from school, which relieved our parents and prevented the school from expelling us. I am really pleased with the PASF project. I am encouraging my classmates to work harder so that they can become teachers or school principals later in life.”

Contact
Web link of the good practice
Produced materials

The Gender-based analysis and the role of women in the process, the multiple innovations, the methodology which involves and empowers stakeholders, the practical needs and the strategic interests are targeted.

Good practice

Girls’ School Enrollment Support Project in the Municipality of Zè (PASF)

Background

In Benin, especially in the department of Atlantique, the issue of girls’ education and advancement of women in rural areas remains one of the central problems of the education system and local development. Several girls are out of school because of factors internal and external to the education system. Today, in addition to the problem of access, there is also the issue of girls’ retention in school and primary school completion. This national framework reflects the situation in each department and each commune.

In the commune of Zè, there is an obvious problem of gender parity in enrollment, retention and completion. In 2003-04 the gross enrollment rate of girls and boys was respectively 76.9% and 124.3%. With nearly 47 percentage points to the detriment of girls, there are huge gender disparities in terms of school coverage. The difference between boys’ and girls’ enrollment rate was 26.4 points in 2006, i.e. 6092 girls out of 16 549 enrolled. Girls record also a more significant repetition rate, a progressive reduction of promotion rates and increasing drop-out rates at primary school (with high wastage among girls). The education system of the commune lacks fairness in school admission, retention and promotion.

In the commune of Zè, various issues impede a massive enrollment of girls: early pregnancy among girls / repeated school failures / child trafficking through the phenomenon of “Vidomégon”21/ abusive use of girls by mothers for domestic tasks and petty commerce / existence of biennial schools / inadequacy of school facilities and furniture / teachers’ absenteeism / absence of female role models for girls in rural areas.

In Zè, the causes of under-enrollment are both internal and external to the education system. Internal causes are related to the institutional organization of the school (school calendar, curriculum, teaching method). Indeed, there is a distortion between school goals and the concerns of girls whose parents often want a learning which benefits are immediately usable. The failure rate due to the mismatch between child knowledge transfer and education contents is a ground for discouragement for parents. Additionally, the supervision quality is inadequate especially because of the insufficient number of qualified teachers (204 community teachers out of 379 in the commune of Zè in 2007-08).

External causes include two forms: economic and material causes on the one hand and social and cultural causes on the other hand. The lack of financial and material means constraints parents to foster girls instead of bringing them to school. The commune of Zè is internationally recognized as a provider of foster children. But, on the other hand, it is found that parents are little interested in girls’ education. It is preferred to introduce them very soon with their role of wife, mother and economic agent. Girl’s enrollment is often perceived as an obstacle to matrimonial games where girls are the main pillars. An educated woman is considered a practice and a privilege in society as a common sense. This phenomenon is particularly true in the traditional Beninese society, it is considered as a privilege for the child’s family, this has taken a dramatic turn over the past twenty years. Vidomégons are now subject to exploitation and often become slaves, abused, exploited, sold.

20. Primary education is developed in accordance with the Quality Basic Education strategy which defines the conditions minimum of successful and sustainable education quality: p 1. Les normes EQP pour le pilotage d’une éducation de qualité au Benin.ADEA: Five groups of standards have been developed and selected to ensure QBE: (i) the qualification of teaching staff; (ii) teaching materials; (iii) school environment; (iv) equipment and furniture; and (v) processes.

21. In the Fon language vidomégon means a child placed in foster home, often a wealthy family. Considered in the traditional Beninese society as a common practice and a privilege for the child’s family, this has taken a dramatic turn over the past twenty years. Vidomégons are now subject to exploitation and often become slaves, abused, exploited, sold.

No data available
The project's overall objective is to contribute to the achievement of basic education and gender equity for all children of the commune of Zé. The goals of the Girls' Enrollment Support project is to promote access, retention and completion of girls in the 20 schools supported by the project, but also to build the capacity of local representatives, devolved services and communities for a better management of girls' education.

### Stakeholders / Actors

- Local authorities, heads of devolved services, school principals, teachers, pupils' parents, women's groups.

### Methodology

The methodology used builds on 6 distinct pillars:

1) **Situation review in the 20 villages covered by the project:** data collection, through documentary research (activity reports, training reports and other documents) and individual and group interviews, has been carried out in the twenty Educom schools and at the school constituency of Zé. Interviews have been conducted with relevant stakeholders and beneficiaries of the project.

2) **Community engagement:** Restructuring of the Commune Education Committee / establishment of local advisors in the 20 villages along with action plans = ownership / creation of new spaces by communities / bonus incentives for mothers who have supported their daughters: 100 of the best girls have been congratulated and rewarded through the reception of quality cloth and basins / Involvement of mothers in the production of radio programs.

3) **Strong academic monitoring of girls by parents through academic monitoring cards**

4) **Sensitization on early pregnancies and their impact on schooling**

5) **Training/capacity building:** law on sexual harassment and personal and family code with training restitution in the 20 villages / facilitators and educators of kindergartens and early childhood centers and provision of hygiene materials / 400 community relays on IECD approach (Integrated Approach to Early Childhood Development) / training on HIV/AIDS / animation techniques, planning and management procedures.

6) **Supply of material equipment:** First aid kits and training of teachers and students on a wise use of kits / Teachers' and Principals' furniture (tables, easels, desks, tables, benches), stationeries and teaching materials / construction of separate latrine cabins for girls and boys.

### Relevance

The implementation of the project has led to increased class size. Thanks to the support granted including teaching materials, supplies, furniture and others, there is no longer school dropouts or expulsion because of supplies. Girls have greater access to school and have the necessary supplies and materials for their learning. In general, pupils and teachers working conditions have been improved in the 20 schools covered by the project.

### Gender-based analysis

Women participate actively in local councils established in each village. They are empowered to monitor dadas (elder sisters trained to supervise little schoolgirls), who coach mentees to keep them in school and dissuade them from dropping out. Elder girls called "dada" have to ensure the arrival at school of grade 1 and grade 2 schoolgirls and their return home. They must also help them do their homework. This strategy has been popularized through a song made by an artist native of Zé.

The Girls' Enrollment Support Project helps motivate girls through the presentation of awards to best pupils with a positive discrimination in favor of girls.

### Monitoring and evaluation

The activities are assessed in collaboration with all stakeholders. Semi-annual and annual reports are distributed to stakeholders, who are thus involved in the monitoring system. Missions are also organized to follow up actions. Semi-annual planning is regularly sent to UNICEF.

### Efficiency and cost-effectiveness

The Girls' Enrollment Support Project helps motivate girls through the presentation of awards to best pupils with a positive discrimination in favor of girls.

In 18 months, the activities implemented have enabled to increase the number of girls in class 1 by 21%. It should be noted that the support with teaching materials, supplies, and furniture to schools has enabled to stop dropouts and expulsion because of supplies. On the other hand, the gross enrollment rate has risen up from 72.05% to 86.69% in Zé.

The overall pass rate for the CEP (primary school certificate) went up from 49.74% in 2007 to 54.37% in 2008. Girls’ pass rate for the CEP increased from 42.74% to 48.65% in 2008.

Project sponsors largely attribute these impacts to a quick diagnosis of the 20 villages covered by the project, the restructuring of the commune education committee, and the establishment of local councils in the 20 villages provided with action plans.

### Innovations

This project has experienced five major innovations:

- Child girls mentorship as a strategy to retain girls in school: dadas (elder sisters trained to supervise little schoolgirls), who coach mentees to keep them in school and dissuade them from dropping out. Elder girls called "dada" have to ensure the arrival at school of grade 1 and grade 2 schoolgirls and their return home. They must also help them do their homework.

- The academic monitoring card (with color codes): provision of academic monitoring cards after each evaluation by teachers and signed by parents. Instead of transcripts that parents cannot read, these academic monitoring cards enable parents to follow-up their children's work and to approach teachers to better monitor children, especially girls.

- Organization of a campaign "All girls to school" with Zemidjans (motorbike taxi drivers in Benin)

- Organization of digital film showing - on girls' trafficking and enrollment

- Training of school children - to make a census of out-of-school children and drop-outs

### Sustainability

Only sustainable actions could produce lasting impacts. But, this is possible only with effective ownership by the different stakeholders involved in the project.

### Replicability

![Replicability icon]
Lessons learned / Challenges and barriers
It is important to mobilize and involve all stakeholders (schoolboys and schoolgirls, teachers, parents, community leaders) in the project.

It is necessary to urge trained teachers to share their knowledge on GRP model with newcomers. Indeed, the teaching staff turnover and the lack of monitoring and training renewal have resulted in significant shortcomings in the implementation of the GRP.

There is also a lack of school managers trained to systematically integrate the GRP into the school system and follow-up its impacts.

It is necessary to clarify to stakeholders their role in the continuation of the training beyond the participation of FAWE because there is still a misunderstanding.

Testimony / Life story
Ndiame Ndiaye, sub-prefect of the arrondissement of Koundentoum, Senegal
“FAWE has contributed in changing mentalities, which is reflected in parent’s willingness to send their daughters to school, keeping them in these schools, rejecting early marriage and opposing to any form of discrimination intending to relegiate girls to the background or to marginalize them. FAWE’s idea is still important because it contributes in training real leaders for tomorrow and real female stakeholders for pure, safe, mature and sustainable development.”

Contact
Produced materials

Web link of the good practice


Good practice

Gender-Responsive Pedagogy (GRP)

Background
Many teachers in sub-Saharan Africa, conditioned by male-dominated values in their communities, use teaching methods that do not provide equal opportunity to participation for girls and boys. Neither do these methods take into account the individual needs of learners, especially girls. Yet, the teaching quality has a significant impact on academic access, retention and success. FAWE decided to design the Gender-Responsive Pedagogy (GRP) model to develop teachers and school principals’ skills, helping them to address the specific learning needs of girls and boys.

The GRP model trains teachers in the design and use of gender-responsive tools including:
• Teaching and learning materials;
• Lesson plans;
• Language in the classroom;
• Classroom interaction;
• Classroom set-up;
• Strategies to eliminate sexual harassment;
• Management of sexual maturation;
• School management systems;
• Monitoring and evaluation.

Stakeholders / Actors
• Pupils, boys and girls, teachers, parents, community, community leaders.

Methodology
The approach adopted by FAWE is a gender-responsive holistic approach involving various interventions.

1) Support for teachers in the design of gender-responsive teaching and methodological tools: Teaching and learning materials, lesson plans, language used in classroom, classroom interaction, classroom set-up, strategies to eliminate sexual harassment.

2) Undertaking gender sensitization: parents, community leaders and members, teachers, girls and boys in order to raise their awareness on the importance to support girls’ access to education.

3) Establishment of gender responsive facilities: separate toilets for girls and boys, access to clean water, improved menstrual management for girls, boarding facilities for girls in case of long distances from school.

4) Specific empowerment: empowering girls with skills needed for self-confidence (speaking-out and decision making) to overcome gender-based constraints resulting from their education and environment / Boarding facilities in...
case of long distances from school. Empowering boys with skills to de-link from gender stereotypes expected from them and from machismo, but also to accept gender equality positively.

5) Sensitization and actions on sexual maturation and reproductive health: involvement of the school community to the need to improve reproductive health and protect students against sexually transmitted diseases, particularly HIV/AIDS.

6) Involving the community and other stakeholders in monitoring and taking action to ensure improved enrollment, attendance and performance of girls.

7) Social and psychological support: Establishing a guidance desk to provide services for the social and psychological development of girls and boys.

8) Psychological support to prevent girls from dropping out of school.

Relevance

This model helped address a number of practical needs of girls and the initial problem. Girls have indeed significantly increased their participation in class. They feel confident and assertive. This model contributes to the development of teaching practices enabling to treat girls and boys equally, and to encourage their participation in class and in the school community in general.

Gender-based analysis

This project involves a certain number of social standards, practices and beliefs. Indeed, teachers are often conditioned by very strong masculine values and a gender-based attitude towards students. Boys and girls do not have the same opportunities to fulfill their potential and their capacities because they are often not encouraged to learn and are sometimes undervalued, bullied and belittled. With this model, teachers are becoming more aware of the gender dimension. They are more familiar with tools and have skills to understand and meet education needs inherent to the different genders. Through this gender-responsive pedagogy, it is noticed an improvement in gender relations in schools.

Monitoring and evaluation

Several benefits of the FAWE gender-responsive model are important, particularly those related to girls’ academic performance but also to the increase of girls’ participation in class activities. However, the GRP monitoring and evaluation activities are not systematic and should be improved, strengthened. In 2009, FAWE conducted an evaluation of the GRP model in six countries (Burkina Faso, Ethiopia, Kenya, Senegal, Tanzania and Zambia) to determine the impact and costs of this approach. This study has highlighted the lack of systematic follow-up and the fact that the collection of data and monitoring of key indicators such as enrollment rate and performance should be strengthened.

Efficiency and cost-effectiveness

Since 2005, more than 6 600 teachers have benefited from the gender-responsive pedagogy model initiated by FAWE, which allowed them to change practices and become more gender sensitive. Thus, for example, they gave the floor to both boys and girls and called upon them to demonstrate work with the same frequency. A real change in gender dynamics in relevant schools has also been noticed. The behavior and attitudes of girls and boys in the classroom have also changed. It should be noted that girls have integrated the notion of “watching out one’s peers” in school and have also extended this behavior in their communities where they advocate for girls’ schooling through success stories and their own performance.

There is a positive impact on girls’ access to education (increase in girls’ enrollment and in the demand for admission in certain centers of excellence), and on student’s motivation to learn. However, although there is evidence suggesting an impact of the GRP on girls’ retention and performance, there is little or no quantifiable data because of weak monitoring practices.

The GRP success involves consequences and challenges to consider: schoolgirls who are now sensitive to gender and gender inequalities can feel isolated from their communities. This can make them vulnerable. This is also true for boys who are aware of gender inequalities that exist outside school settings, but feel powerless in front of traditional community practices. Moreover, for instance, in Zambia when girls leave the campus, they are isolated from their community because of their dedication to the school. Their school development is also slowed down by the expectations of the community and families who prioritize daily chores over studies. In Burkina Faso and in Zambia, girls, sensitized to empowerment have learnt to speak out to denounce unfair situations that are favorable to boys but cannot speak publicly outside the campus.

It should be noted that the direct result of the lack of systematic monitoring of the program is the difficulty to determine accurately the GRP’s cost-effectiveness ratio. According to the financial data reported, the total cost of the GRP model in 2010 was $142,777. Out of that amount, $40,155 were invested in preparation activities for the Regional Secretariat (training materials, modules, videos), $37,589 had been spent on GRP field training and $47,000 on unspecified activities. Indirect costs cannot be determined given the limited financial information. Therefore, it is difficult to establish the program’s cost-effective ratio.

Innovations

Two major innovations are worth mentioning: the holistic approach very focused on gender and girls’ and boys’ empowerment to free them from gender stereotypes.

Sustainability

The potential for sustainability of the GRP model is real although some limitations exist and could jeopardize the model scalability, this includes the variability of funding, the absence of activities, the lack of renewal activities and systematic monitoring. For the sustainability of the model, it is also important to systematize the sharing of knowledge to highlight acknowledged good practices.

Replicability

This pedagogy has been replicated in Burkina Faso, Chad, Ethiopia, The Gambia, Guinea, Kenya, Malawi, Namibia, Rwanda, Senegal, Tanzania, Uganda and Zambia. Tanzania and Uganda have integrated the module in the training curricula and scaled it up at national level. The GRP model has also been reviewed in some countries such as Burundi, Liberia and Sierra Leone from a Technical Education and Vocational Training perspective which takes into account the rehabilitation of women and girls affected by armed conflicts. Thus, there is a clear potential for replication and adaptation in different contexts.
Background
Many girls in sub-Saharan Africa do not participate significantly in Mathematics, Science and Technology subjects, where they do not perform well. This situation becomes more pronounced as the level of education increases and a combination of factors, including cultural practices and attitudes and biased teaching and learning materials, perpetuate the imbalance. FAWE has developed its Science, Mathematics and Technology (SMT) model to increase and sustain access, interest, participation and performance of girls in science subjects.

Stakeholders / Actors
This model involves not only schoolgirls and teachers but also education and curriculum planners as well as women leaders. It helps sensitize parents and stakeholders on the importance of girls’ participation in SMT.

Methodology
The model trains teachers to adopt and use SMT curricula, teaching and learning materials and classroom practices that are gender-responsive. The SMT model includes features building on activities and resources including:

• Science camps and clubs;
• Study tours;
• Profiles of successful women in science-based fields.
• Exposure to role models;
• Awards to female achievers in SMT subjects.

Relevance
The practice, which addresses the needs and initial problem, is validated by the stakeholders.

Gender-based analysis
The gender-responsive and gender-based approach are effective in all stages of the project. There is a real focus on gender-based problems at school and in the community.

Monitoring and evaluation
Over 15,000 students have benefited from FAWE's SMT model since 1995.
**Efficiency and cost-effectiveness**

The assessment of the SMT model reports an evidence-based positive impact on the promotion of girls' education. One notes higher rates of girls' participation in SMT subjects. Girls record improved test scores. Teachers have significantly improved their attitudes towards girls' abilities and participation in these subjects. Positive attitudinal change to SMT is noted among girls. There is an improvement in instructional materials for SMT subjects. Girls are aware of their potential and are more confident for tackling academic challenges.

Finally, a more sustainable impact is the enhancement of girls' chances for career progression.

**Innovations**

The gender-sensitive SMT model includes the concept of «female role model» which is an additional stimulus for schoolgirls.

**Sustainability**

**Repli**

**Repli**

This pedagogy was introduced and implemented in Burkina Faso, Cameroon, Kenya, Malawi, Mali, Mozambique, Rwanda, Senegal, Swaziland, Tanzania, Uganda, Zambia, Zanzibar and Zimbabwe. A pilot project is being implemented in Burkina Faso in collaboration with the Ministry of Education of Burkina Faso and the Islamic Development Bank to improve the performance and participation of girls and women in science, mathematics and technology subjects.

**Lessons learned / Challenges and barriers**

**Testimony / Life story**

**Contact**

**Produced materials**

**Web link of the good practice**


Gender-based analysis, replicability

No data available
**Sustainability**
The project entrenchment is strong. This is an important condition for considering the sustainability of this project. On the other hand, the experimentation of second chance classes is an educational innovation which is now part of the national education landscape. It exists in several forms (only the name varies according to the implementing stakeholder).

**Replicability**
Since the experimentation of second chance classes is now part of the national education landscape, replication options are clearly highlighted. Institutional officials (pedagogical supervisors including inspectors, pedagogical advisers, school principals) appreciate the experimentation and will certainly help promote its replication.

**Lessons learned / Challenges and barriers**
The fact that the objectives, expected results and vision were clearly shared with all stakeholders involved in the process was crucial. Indeed, all actions make sense and are based on clearly defined objectives. Thus, for second chance classes, the curriculum (content, subjects taught), the length of the cycle (2 years), the educational monitoring and evaluation by institutional officials (inspectors, pedagogical advisers and principals) and the capacity building for stakeholders (initial and continuing training) are all known by the partners.

For girls’ vocational training, the curriculum is delineated by the institutional official to whom it directly relates. Thus, the educational content which is clearly defined, the length of the cycle (2 years), the different training options (or programs) proposed to the girl, the periodic monitoring by local services, the evaluation (at the end of the cycle) attested by a diploma allowing the girl to practice the profession in which she is declared able to provide quality service, are all visions that are widely shared and contribute to their success.

**Testimony / Life story**
The implementation of the educational governance support project occurs in a national context characterized by political stability and a peaceful social climate. However, the sub-regional context is characterized by severe food crisis in the Sahel, which impacts have harshly affected the education system, but also a socio-political crisis in Mali (military coup and armed conflict in the North) with a risk of contagion in border regions. Humanitarian consequences of this crisis are devastating for the population. Between 2012 and 2013, the fighting between the Malian army and the Tuareg rebels has forced nearly 130,000 people to flee to border countries. Niger has already welcomed more than 28,000 refugees among which teachers and students.

In strictly academic terms, to anticipate the end of the 10-year education development program, the government pending the results of the joint review by the Ministry of National Education Literacy and Promotion of National Languages MEN/A/PLN and TPI and with regard to the still prevailing problems (insufficient access and coverage, poor performance and efficiency of the system, little participatory educational governance) has introduced an education policy statement called Education and Training Sector Program (2013-2020).

The following issues and challenges have motivated the project development:
- An insufficient offer of education services because of poor learning conditions, both in primary and lower secondary school, the low coverage of rural areas and the own capacity of decentralized educational bodies to provide effective educational governance.
- A poorly developed educational offer both in Doutchi and Filingué: the education system builds essentially on formal learning and literacy. The development of further education alternatives and innovations is still embryonic. It is essentially promoted by a number of initiatives relating to Community Development Training Centers (CFDC), Community Development Centers (CDC), and focuses on structured learning from craftsmen trained for this purpose and bridge schools.
- Very low internal and external efficiency because of inadequate equipment, including teaching materials (textbooks and supplies) to create the necessary conditions for learning, the lack of qualified personnel because of the recruitment of teachers without the required basic training (about 80% of the teaching staff is made up with contractual teachers) and the deficiency of the monitoring-supervision, the low involvement and participation of communities in the education system management and monitoring (a poorly participatory educational governance).

**Stakeholders / Actors**
Schoolgirls, associations (pupils’ parents, mother educators) community stakeholders, devolved state structures (DREN, IEB) and decentralized structures (CREN, CSRE, FCC), inspectors, pedagogic advisors, school principals, Groupement des Retraités Educateurs sans Frontières (GREF).
Methodology

The approach focuses on two main areas:

1) The creation of enabling frameworks for education and learning of excluded and/or marginalized population groups;
2) The necessity to increase the community participation in basic education management and monitoring in both departments.

The project is structured around three major components that are consistent with the Ten-year education development program (PDDE) framework document, namely:

- Promoting access through the diversification of the educational offer;
- Improving the quality of education through the improvement of internal and external efficiency; Building the capacity of community stakeholders.

The project includes two pedagogical sub-projects:

1) The testing of second chance classes: it is a class that offers a new chance to girls who have left school early or who have never been enrolled in school. After a two-year cycle, the girl integrates the formal education either grade 5 or grade 6 for those whose assessment has showed good performance. For those who have a lower level will integrate grade 4. The teaching staff is composed of the Basic Education Inspector; the Teaching Advisor of the jurisdiction to which the school belongs, the principal of the school hosting the second chance class, and finally the teacher (trainer) proposed by the community and approved by academic supervisors.

This educational project has followed various steps:
- Selection of villages and social mobilization => information campaigns / sensitization of community stakeholders for strong and effective endorsement of the second chance class project idea and for enhanced ownership of the project.
- Training based on exted pedagogical approach and non-formal education; it aims at enhancing and developing educators' teaching skills => language transcription (Haoussa and Zarma)
- The language teaching methodology (maths and language in Haoussa and Zarma)
- Teaching method of mathematics and French as basic subjects in grade 1 and grade 2
- The convergence pedagogy
- Opening of classes and monitoring mechanisms

2) The vocational training of dropouts and out-of-school young people in three sectors (household economy, wood joinery, rural mechanics): the objective is to integrate these young people into the socio-economic life by developing income-generating activities. This should eventually contribute to women's empowerment. Several successive steps are noted:

- Official recognition of the center / deployment of management staff by the Ministry for all sectors / enhancement of the center's teaching skills and reception capacity through the provision of material equipment and the building of 2 training workshops, regular support with consumables to the three sectors' organizational and educational support to teaching and learning in the vocational training center.

These two sub-projects are supplemented with specific actions such as the support for improved girls' learning conditions, the support for girls' attendance and retention through the distribution of dry ration to students under tutelage or in situations of vulnerability in 15 schools. But also the organization of awards ceremonies for best students, which aims primarily at promoting excellence and emulation in schools, the support to the revitalization of the education management and monitoring mechanism by local stakeholders (awareness raising, school provision with learning materials, setting up of decentralized school management committees). And, finally, the establishment of a Center for Education Resource Exchange in Doutchi (CREED), which includes the building and equipping of a computer room, the construction of a basketball court, a parking and the establishment of the management staff.

Relevance

The project benefited from adequate pedagogical design time, enabling the process to be initiated and carried out in good conditions.

Gender-based analysis

Monitoring and evaluation

In accordance with the coordination, monitoring and evaluation mechanism, the following actions have been undertaken:

- 8 meetings of the departmental monitoring committee in Filingué and Doutchi. These committees are composed of local and institutional partners' representatives.
- 4 operational coordination meetings
- 1 joint field visit mission Aide et Action - Orange Niger

Every time, the main education indicators are analyzed in terms of access (student's enrollment, infrastructure, ratio), quality (level of students, existence of teaching and learning materials) and community participation (structures, training, action plan). More specifically, for second chance classes, each quarter, educators (trainers) met to exchange their achievements and difficulties. These meetings were supervised by pedagogical advisors. At the end of the two-year cycle, an assessment was carried out and allowed deciding on the level of integration of the learner into the formal education. These evaluations further support the quarterly monitoring of supervisors (with 3 visits of the School Principal, 2 visits of the Pedagogical Advisor and one visit of the Inspector). These follow-ups helped take corrective actions and facilitated the evaluations.

Regarding the vocational training, 2 follow-up - supervision visits of the teaching and learning were organized by the Ministry's vocational training Directorate. Trainers also participated in 2 workshops for capacity building, one of which was organized by the Ministry and the other one by the Groupement des Retraités Educateurs sans Frontières (GREF).

Efficiency and cost-effectiveness

The situation is characterized by the entrenchment of the project in the departments of Filingué and Dogondoutchi, the laying of the implementation, monitoring and evaluation system's foundations, and the completion of major planned actions. In general, significant progress towards the achievement of target results is noted through:

- The opening of eight second chance classes for 246 children including 85 girls aged between 9 and 13, who dropped out or were prematurely excluded from the education system.
- The access to vocational training for 96 learners among which 54 young girls. At the end of the training completion tests, 35 young learners including 17 girls passed. Successful candidates are assisted to develop and implement a life project.
- The access to New Information and Communication Technologies for around 8000 young people (of lower secondary school, high schools and vocational schools) in the city of Dogondoutchi.

The testing of second chance class was highly appreciated by institutional stakeholders, particularly because the students from those classes who integrate the formal education are always on top of their class during academic tests. This is one of the arguments put forward by supervisors (inspectors, pedagogical advisors and school principals) to demonstrate the relevance and effectiveness of this experience.

Innovations

The testing of second chance classes and the vocational training of dropouts and out-of-school young people in three sectors (household economy, wood joinery, rural mechanics) are the two major innovations of this project.
Lessons learned / Challenges and barriers
The project’s efficiency was jeopardized by barriers and adverse factors such as households’ extreme poverty resulting in girls’ drop-out to work as maids (often at the request of the parents who expect to see some revenues); unfavorable sociocultural attitudes (persistence of early marriages, dowries and girl exchange for marriage); misperception of investing in girls education, which is considered by the parents as not cost-effective, girls being expected to get married and join another family in compliance with the exogamous marriage practice prevailing in the intervention area; as well as the accelerated speed of the intervention which accounted for a lack of focus on essential issues: children’s access to school, achievement, retention and promotion.

Testimony / Life story
A grade 6 girl: “One of the actions implemented by Aide et Action and meeting the needs of the pupils from remote districts is the school canteen. We no longer obliged to go back home at noon under the hot sun to look for uncertain meals. There is no longer need to bring yam pieces to school. Missed school days and school drop-out during the hunger gap are now a thing of the past. We can now use the noon breaks to have a rest or to review our lessons. Thus, the school canteen would only have positive impact on our success at school.”

The chairman of the pupils’ parents committee of Nandouta: “Before the arrival of Aide et Action, I have never allowed my wife to take part in decision making regarding household issues. I have always decided on my own. Thanks to the discussion meetings organized by Aide et Action, after their arrival in our village and to which we were invited through our daughter who works for them I understood that women can contribute to the success of an action just as men do and sometimes better than men. I understood all of this following the meetings with the facilitator who is our daughter. Following discussions with my daughter, I understood that it was now necessary to have my wife participate in household decision making. Now, at the beginning of the school year, we assess together the cost of the education of our three daughters and two boys. If I don’t have enough money, my wife systematically brings her contribution with a sense of joy due to the fact that she took part in decision making. I thank Aide et Action for having initiated in our village this program, which enabled us to know the role played by women in the family and in life in general.”

Contact
Web link of the good practice
Produced materials

Strong partnership between Aide et Action and UNICEF, integrated approach favoring community active participation in reflection and decision-making, gender-based analysis.

Girls Education named ("Scolfille")

Background
Despite the key role they have to play in the development of their communities, and particularly within their households, girls are often marginalized in school access and retention. In the 1990s, both Kara and Savanes regions have recorded at national level the lowest enrolment rates, especially as regards girls’ education. In 1993-1994, the female gross enrolment ratio was up to 55 % on average in Kara region, with variations between 91 % and 17 % throughout the different Prefectures.

In view of this, seven main causes accounting for children’s under-enrolment, especially girls, have been identified, including inadequate family income, negative perception of education, girls’ active role at home, dowries, early and arranged marriages, school remoteness, girls’ low social status, and very poor performance of the internal education system. Aide et Action Togo initiated in 1994 a partnership with UNICEF to tackle these causes and improve girls’ education in both regions.

Stakeholders / Actors
Pupils (boys and girls), state technical services (Social Affairs, Education Inspectorates), Parent-Teacher Associations (PTAs), communities.

Methodology
To identify and address the causes of low enrolment rates, Aide et Action has carried out participatory diagnoses with communities that have resulted in village action plans elaborated and implemented in collaboration with UNICEF in the form of village community support. This support aimed at identifying the causes of the non-schooling or under-education of children in general and girls in particular; before formulating strategies enabling to overcome them. The approach was based on:

1) Participatory community diagnosis of education related issues aiming at identifying the education system’s strengths and weaknesses, as well as the blocking factors and possible solutions;

2) A village action plan spread over 3 to 5 years;

3) Structuring the relevant stakeholders (better organization of Parent-Teacher Associations, economic interest groupings, village development committees, female volleyball committees) for the implementation of the selected actions;

4) Monitoring and evaluation to provide guidance and support to steering bodies and review and improve the implementation of selected actions.

The actions identified to address the under-education causes and foster girls’ access and retention to school up to grade 6 of primary education included:

- Parent’s education: organization of awareness raising campaigns, literacy, training on roles, rights and duties
- Degressive grants to cover girls’ tuition fees
- Housework relief program for women and girls (kindergartens, grain mills,
Monitoring and evaluation

- school canteens, carts provision for transportation, agro-forestry
- Income improvement: market gardening, revolving funds for IGAs, pig farming
- Enhancement of the image of young girls: female volley-ball, athletics, training on harmful and beneficial traditional practices
- Income generating activities: market gardening, animal draught cultivation, cereal storage, etc.
- Education quality: improvement through teachers’ training on active approaches
- School revalorization
- Improvement of learning conditions: building of classrooms, provision of furniture, school supplies and school manuals

Relevance

The objectives initially set in terms of girls’ net enrolment rates have been achieved in all the Prefectures. The project has contributed to enhance the learning environment. PTAs have been organized and mobilized around education related issues. The pupils’ parents have acknowledged the relevance of education. Teaching and learning conditions have been improved.

Gender-based analysis

In traditional Togolese households, girls have a lower status. They have more duties than rights. As a result, they very often develop and internalize a sense of inferiority. Enhancing girls’ image by raising the parents’, teachers’ and entire community’s awareness about the key role played by women in household economy and in society has appeared as a cross-cutting strategic line. Another key strategy was to promote gender equity through better sharing of tasks and activities. The implemented approach was based on sensitization on harmful and beneficial traditional practices with the deployment of activities aiming at enhancing girls’ status and promoting their development. Specific actions targeting girls and women have been implemented at school (improved tuition grants for girls), at village level (income generating activities focusing on women, housework relief program including kindergartens, canteens, animal-driven carts, mill and literacy). Overall, training on gender equity has been organized for the teachers.

As a result, low impact has been generated on schooling statistics, while behavioral changes began to be observed at rural level. Indeed, at the end of the program, better division of tasks between girls and boys and wives and husbands has been reported, as well as positive change in empowering women and girls who hold more strategic positions (treasurers, advisors) in Parent-Teacher Associations and groupings. Women are also better represented within field teams (involvement in executive committees and democratic management of bodies and associations).

Monitoring and evaluation

Under the Project, 6 annual reports, 3 evaluations and 2 studies were produced. In 1996, an internal evaluation of the Project allowed identifying some shortcomings in the implementation strategies. The recommendations formulated with regard to that issue contributed to review the overall approach and improve the facilitation and communication techniques, as well as the support and evaluation system. In 1998, a second internal evaluation dealing with statistics was implemented. It focused on child education in the villages covered by the Project on Girls Education (1994-1995). The objective of this assessment was to measure the statistical impact of the project on school completion, drop-out and retention and to control the improvement of the internal education performances in the first affected villages. This study highlighted poor outcomes, including in promotion and retention despite the massive enrolment recorded over the first two years, and timid signs of parents’ behavioral change in favor of girls’ education. In 2000, a study was carried out to assess the developments in terms of enrolment rates. In 2001, a second study on the trend in enrolment rates and parity indexes in the area of the Program for Girls’ Education was conducted by the Evaluation & Capitalization Service.

Efficiency and cost-effectiveness

The impact of the project’s interventions on the region’s development is mainly reflected in the parents’ involvement in school life and management. The communities have also reported changes in terms of lifestyle and openness to the outside partly brought by the exogenous and endogenous facilitation actions carried out by Aide et Action.

While the goals initially set by Aide et Action with regard to girls’ net enrolment rates were overall achieved in all the Prefectures, the evolution of the enrolment rates vary from one targeted village to another. In some villages, the performances recorded in 2000 were lower than those recorded at the launch of the project. Three reasons may account for this, including reduced support in the first villages due to the operational withdrawal and early back-off of Aide et Action whereas the system for skill transfer to the local bodies was not developed, while the facilitation approach presented gaps in the pilot villages. In other villages, a rise in gross and net enrolment rates of both girls and boys was recorded. It was precisely during this period that the Monitoring & Evaluation Committee developed guidance sheets, contracts, monitoring sheets and activity reports. In short, the approach and tools were refined to optimize the project’s implementation and M&E.

The project demonstrated that specific activities, such as the establishment of school canteens and grain mills, as well as animal-driven carts, have significant impact on girls’ education. In spite of the implementation of the Project and the gender cross-cutting strategy put in place, prejudices are still persistent as regards girls’ education. Girls are still confined to traditional roles that some communities reluctant to change want to preserve.

Innovations

The reviews and reports generated by UNICEF have resulted in the implementation at national level of an education stakeholders’ think tank which has in turn given rise to the national commission on the reform of the education system and first level learning programs.

An additional innovation was the implementation of cross-learning activities covering schools of the same territory; this primarily included exchange visits and intercommunity assessment workshops gathering at a single point several communities and aiming at reviewing the project’s successes and gaps and drawing lessons at each step of the project implementation.

Sustainability

The results in terms of enrolment rates are dropping as the support provided by Aide et Action declines in the intervention areas. To ensure the sustainability of the project, it is necessary to maintain the gains by strengthening the local relays system which is currently weak. The system for skill transfer and empowerment of PTAs and other local bodies are still too weak to ensure the sustainability of achievements. Those bodies are weak and have not acquired the necessary knowledge to identify, implement, monitor and evaluate their education project.

The income generating activities, mills, girls’ promotion activities, and tuition fees coverage programs were maintained after the end of the project.

Following the various innovations experienced in the two intervention regions (Kara and Savanes), Aide et Action has progressively become a key actor of basic education in Togo, consulted and heard by the Ministry of Education and other education international partners.

Replicability

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The involvement of literacy key stakeholders in the implementation of the project activities, the participatory approach to monitoring and evaluation.

Good practice

The Mopti multi-stakeholder literacy program: «Défi-jeunes Adultes»

Background

Since 1996, Mali has embarked on the reforming of its educational system. With the support of its Technical and financial Partners (TFP), the government developed and validated a Ten-year Education Development Program (PRODEC) adopted on May 13, 1998, for the reshaping of the Malian educational system. A quality basic education for all is one of the priority areas of the PRODEC. By 2015, the objective of the PRODEC is to call Malian children complete a quality basic education and the education sector provides the country with the human resources necessary for its development.

The Malian educational system is characterized by a low adult literacy rate. In 2009, its recorded an adult literacy rate estimated at around 26% (17% for women and 36% for men). In parallel with the high literacy and school dropout rate, the country faces a strong demand for adult and youth vocational training. Therefore, to develop relevant training offers, the national policy, in addition to formal training institutions (university, top graduate schools, private and public formal centers, etc.), promotes and encourages informal centers to be inclusive of all groups of adults and young people who are out of school or who left school at an early stage. The latter approach is focused on the apprenticeship of primary (agriculture and livestock) and tertiary (carpentry, sewing and dyeing) sectors' trades with the support of master craftsmen.

Like other regions, the Mopti educational system operates within the same structure provided for by the Education Framework Act. Basic education makes up the largest section of the education pyramid. The gross enrolment rate was 59% in 2008, 60.9% in 2010 (compared to a national average estimated at 79.5% in 2010). The net enrolment rate in the region was 46.8% in 2010 for a completion rate of 38.8% (compared to a national average estimated respectively at 60.6% and 56.3% in 2010). The literacy rate was estimated at 20.1% in 2010 (against a national average estimated at 29.6% in 2010).

In the Mopti region, the vocational training offer is mainly provided by some informal centers initiated by NGOs and individuals from the crafts industry. These various offers are mainly developed in the large urban centers (urban and semi-urban areas) to the detriment of disadvantaged groups in rural areas.

The project’s overall objective is therefore to contribute to developing qualified human resources for a sustainable self-employment in five municipalities of the Mopti region. The «Défi-jeunes Adultes» multi-stakeholders literacy program in the Mopti Region aims at ensuring literacy for 720 young people, including at least 50% of women aged between 15 and 45 but also strengthening the access of newly literate people to informal vocational training within 5 municipalities in Mopti.

Stakeholders / Actors

ICCO partner of the project, and several national NGOs operating in Mopti (ASG, ÉVEIL, ENDA-Tiers-Monde)

Young people and adults (women and men), teaching academy and promotion center, community leaders, village and communal authorities, as well as communities.
Methodology

Considering the analyzed context, two issues were identified:

1) The low literacy rate in the region; the aim is to improve access to literacy for adults who have drop out of school or who have never attended school to raise the literacy rate in the region. It is about empowering local stakeholders and local authorities to engage in synergy for the effective management of literacy. The critical challenge is to achieve the establishment of a literate environment for the promotion of national languages in a context of decentralization and effective mobilization of elected representatives in the management of literacy issues.

2) The lack of institutions providing skills training offers for neoliterates: The stake is to contribute to the development of skilled human resources to increase productivity and cost-effectiveness of economic initiatives in the region and promote the social and professional integration of young people and adults who have acquired professional skills. The challenge is to set up local training institutions offering opportunities enabling people to acquire technical knowledge to improve practices and develop new businesses.

The implementation strategy is based on two core items:

1) The partnership: empowerment and involvement of decentralized education services, promotion of local governance, development of partnerships between NGOs and the education community but also with microfinance institutions, participation of vocational training institutions.

   > The technical decentralized services of the education system are involved in the experimentation of modules in French, the pedagogical monitoring and assessment of learning as well as the short-term vocational training component. They are also key stakeholders of the consultation frameworks with the view to find solutions to the issues raised by the implementation of activities.

   > The project is an opportunity for target municipalities to overcome the deficit in qualified self-employment and resources mobilization for the creation and development of private businesses to ensure the local development provided for by the decentralization policy.

   > Micro-finance institutions raise financial resources in favor of the graduates of training centers. Some security funds deposited with institutions with which some contracts are established for the access to credits for entrepreneurs trained by the project.

2) The promotion of a participatory approach for monitoring-evaluation: the monitoring and evaluation mechanism pays special attention to the involvement and participation of operators and institutional stakeholders in the planning, implementation, monitoring, and organization of periodic consultation frameworks.

Relevance

The 24 centers for initial literacy and the 24 centers for consolidating literacy of the sub-program were operational in the Mopti region for the project duration. The planned activities were all carried out. Facilitators were recycled and provided with teaching materials, as well as learners who received their supplies. The sub-program allowed learners in the project intervention municipalities to read, write, and count. Moreover, some learners learned practical computations and studied the measurement units of length, capacity, and volume. The opening of village libraries greatly improved the literate environment in the sub-program’s area of intervention. It allowed learners not only to read documents on health, governance, market gardening techniques, citizenship but also to not relapse into illiteracy. The income-generating activities were properly developed in most centers with substantial profits.

Gender-based analysis

Monitoring and evaluation

The quarterly monitoring of the literacy centers by the Regional Focal Point identified the difficulties that were raised and addressed through dialogue frameworks and issue specific recommendations to improve the practices for achieving the objectives. Thus, four multi-stakeholder consultative frameworks and 2 consultative frameworks for NGOs and technical education services were held at regional level. 9 consultative frameworks were organized at the municipality level. 12 monitoring missions of centers by the educative Decentralized Technical Services (DTS) were also organized.

The Focal Point collected data on literacy in the target municipalities of the sub-program. This survey filled a gap in the process of developing indicators by conducting a census of the literate population aged between 15 and 45 years (by sex, town, village) in all villages and hamlets of the 5 municipalities of the sub-program in the establishment of the baseline of the Mopti multi-stakeholder literacy project.

A proposal for a manual of procedures in literacy delegated management was developed by Aide et Action. A project self-evaluation survey was carried out.

Efficiency and cost-effectiveness

The impact of the interventions on beneficiaries is positive in many ways.

1) Equipment: the building of centers with sustainable materials and equipment with tables and benches is very positive because it allows learners to follow courses in favorable conditions because they are comfortable. The creation of village libraries allows improving the level of neo-literates and ensuring a sustainable involvement of people in the life of their communities.

2) Support activities: IGAs have had very positive results. The Funds for IGAs allowed learners to initiate or strengthen their economic activities through a system of rotating and repayable loan with a low interest rate for short terms. The allocation of IGA funds to learners allows therefore increasing the people’s interest for the centers while improving their incomes. As for competitive funds, they contribute to the motivation of learners and the promotion of national languages while increasing learners’ incomes.

3) Stakeholders’ involvement and capacity building. The existence of village leaders from communities contributes to the improvement of the training offer. Village public writers allow villagers to get involved in the writing of their common history.

Innovations

The village public writers initiative is a very important success at the cultural and collective memory levels because these writers enable the various villages to write their history and thus contribute to the preservation of the collective memory.

Sustainability

The awareness of stakeholders, including elected officials, about the importance of literacy in a development dynamics is a key factor to the sustainability of the project activities, as it allows including literacy activities in municipal plans and programs. The holding of educational meetings with literacy promoters also enabled the project to engage them for the classes to be carried on at the end of the campaign, at least twice a month, especially in order to continue the operations of IGAs.

Replicability

Lessons learned / Challenges and barriers

Several key success factors can be identified:

- The availability and involvement of partner organizations, literacy management committees, Regional Focal Point, technical services (CAP AE) and the various heads of districts.
In many African communities, girls are socialized to be docile and obedient. This undermines their participation in the classroom and ultimately affects their performance in national examinations. However, when girls are empowered to speak up for themselves, they can overcome gender-based constraints, especially those imposed by cultural tradition. FAWE believes that for meaningful transformation of gender relations, girls shall participate in efforts to eliminate the discrimination and inequalities they face within their schools and communities.

The Tuseme project enables girls to identify and understand the problems that affect them, articulate these problems and take action to solve them. Through drama, song and creative arts, girls learn negotiation skills, how to speak out, self-confidence, decision-making and leadership skills.

**Stakeholders / Actors**
- Students (girls and boys), teachers, parents, community members.

**Methodology**
One of FAWE’s flagship models is the Tuseme youth empowerment project. This project uses theater-for-development techniques to address concerns that hinder girls’ social and academic development. The implementation of this project is based on twelve distinct stages of which nine major ones: familiarization, data collection, data analysis, drama creation, drama performance, post-performance discussion, the establishment of an action plan, the setting up of a TUSEME Club as well as monitoring and evaluation.

1) Familiarization: observation of the various aspects of school in order to understand the school environment (the social environment including social groups, the surrounding communities and the history of the school, the physical environment of school including the geographic boundaries of the school, the organization of classes, the library, laboratories, toilets, school problems including the performance of girls and boys, teachers, equipment management and teaching and learning materials.

**Good practice**

**Youth empowerment model through the TUSEME project (Let’s speak out in Kiswahili)**

**Background**
In many African communities, girls are socialized to be docile and obedient. This undermines their participation in the classroom and ultimately affects their performance in national examinations. However, when girls are empowered to speak up for themselves, they can overcome gender-based constraints, especially those imposed by cultural tradition. FAWE believes that for meaningful transformation of gender relations, girls shall participate in efforts to eliminate the discrimination and inequalities they face within their schools and communities.

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**Stakeholders / Actors**
- Students (girls and boys), teachers, parents, community members.

**Contact**

**Produced materials**

The involvement of stakeholders, methodology, gender-based analysis and replicability.
2) Data collection: process of gathering information on issues and problems in and out of school related to the academic and social development of both boys and girls. The data collection shall be done in a gendered perspective and report the issues affecting the academic and social development of all students, girls specifically and boys specifically.

3) Data analysis: examination and discussion of collected data in order to seek deeper understanding of the problems, their causes, effects and possible solutions. The problems are classified into three categories: issues that affect girls and boys, issues affecting girls only and affecting boys only.

4) Drama creation: a process that allows students to explain the problems they encounter in school, but also the solutions they have found to address them through theater performances (drama, dance, songs, rap, poetry, recitations).

5) Drama performance: students communicate to the public their common vision of the problems previously identified. Messages are conveyed through artistic creation which facilitates the dissemination of information on sensitive issues such as forced marriage, sexual harassment of students by teachers, poor school leadership. The artistic creation allows students not to fear the reactions of adults and at the same time give them the opportunity to voice their difficulties caused by various serious problems. The drama performance can target all the project stakeholders (invited to the performance but also to attract): students, teachers, administrative school staff, parents and the community in general. The various stakeholders are invited to the performance but are also encouraged to fully take part in the discussion and take action to find solutions to the issues raised.

6) The post-performance discussion: forum held just after the theater performance to discuss the issues highlighted. The debates are encouraged and the search for solutions and action strategies with the various stakeholders as well. Following the post-performance discussion, a committee of 10 to a maximum of 12 people (male and female students, male and female teachers, male and female community members, members of the school office) is appointed to launch an action plan.

7) The implementation of an action plan: This plan is a tool to guide the implementation of the actions suggested to solve the identified problems.

8) Creation of a TUSEME Club: the TUSEME club facilitates the implementation of activities for the empowerment of girls and serves as a pillar for school activities.

9) Monitoring and evaluation: a regular monitoring system shall be put in place at different levels and in different forms.

Relevance
- The practice, that meets the needs and addresses the initial issue, is validated by stakeholders.

Gender-based analysis
- The gendered analysis and approach are effective at all stages of the project. There is a real focus on gender issues at school and in the community at large. The data collection work on the critical issues experienced at school is focused on gender: teaching and learning, school management, social facilities, social relationships, school infrastructure, community relations, interaction between students and teachers, student interactions, etc. During data collection, facilitators divided the participants into small groups of maximum 10 persons and sequenced the groups into three, namely the academic, social and physical environment.

Monitoring and evaluation
- The monitoring process seems effective and efficient but lacks precise and quantifiable data on this.

Efficiency and cost-effectiveness
- While over 80,000 students have benefited from the Tuseme project, the positive impact is quite clearly demonstrated. There is a link between the planned activities and the actual results for the life of female students. There is an improvement in girls’ self-confidence, their ability to take on responsibilities, their social skills and those needed for daily life. A positive change in the attitudes of teachers towards girls was also noted and noticed. They developed a positive attitude towards girls’ education while providing a suitable framework for exchanges. The TUSEME project allowed also girls identifying the problems affecting their development. Finally, a significant reduction in sexual harassment was noted.

Innovations
- Artistic techniques were tested to facilitate the expression of the concerns hindering girls’ development at social and academic levels (physical environment, fight against violence in school but also in families).

Sustainability
- !

Replicability
- The project, which was launched in Tanzania, was then implemented in Burkina Faso, Chad, Ethiopia, Gambia, Guinea, Kenya, Malawi, Mozambique, Namibia, Rwanda, Senegal, Zambia and Zimbabwe. The module was shared with partners working on education as Plan. To date, the partner organizations of FAWE replicates this module in their interventions.
Innovations

Two major innovations are worth mentioning: On the one hand, female role models have been instrumental in the understanding of parents. Some parents commented that they and their female children in the classroom learned to work as a team. On the other hand, an interesting innovation lies in the participation of men and women, girls and boys in the process of gender social change.

Sustainability

Based on lessons learned from past experiences and to enhance the education of the girl, the Tchaoudjo initiated in collaboration with the Inspectorate of Early Childhood and Primary School (IEPP) of Blitta PAMF and the local NGO Défi et Développements PAMD and the local NGO Défi et Développements PAMD. The project was implemented in Togo, in the rural areas of the Tchiou and Tchapou prefectures.

Replicability

The positive feedback on the results of the project allows its extension to other communities in the three prefectures where children and especially girls have difficulties in access, retention and success in school and this due to socio-cultural factors.

Lessons learned / Challenges and barriers

The participatory diagnosis process of education challenges and factors was a first major asset for the success of this project. This activity has raised the awareness and prepared stakeholders to engage in action to densify the barriers and social constructs hindering the development of girls in their respective communities.

The establishment and capacity-building of the various community-based strategy groups have promoted the community engagement and the implementation of activities through some action plans of each group whose implementations have significantly contributed not only to the ownership of the girls education issue but also and especially to the monitoring of girls situation at all levels of the educational system leading to the maintenance and improvement of girls’ academic performance. Parents and communities from strategy groups hold therefore a strategic place within the discussion frameworks about school life. They provide a strong support to teachers in the monitoring and support of children and in solving school problems.

The implementation of projects in partnership with communities and technical partners following the Project Community Management process (PCM) promotes the ownership of projects implemented. This enables communities to control the management of their projects in terms of processes, tending, implementation of activities, costs, monitoring and evaluation.

Testimony / Life story

A teacher: "When you come to school, you notice that every teacher holds a rod or a stick in his hand. Since the teaching on alternatives to school violence, a great effort is made to avoid as much as possible the use of the rod. It should be recognized that it is not easy when you yourself grew up in one thing to be able to magically change. We are on our way and I am sure that we will come out on winners." A student, captain of the football team: "This project has led teachers to agree to set up our football club and when we did the gala, we won, we girls. People began to respect us, especially me and the goalkeeper because we played like boys so there was a little equality." A teacher: "Gendered analysis, the emphasis on capacity building of local stakeholders and the community as well as the social transformation in terms of mentality change.

Gendered analysis, the emphasis on capacity building of local stakeholders and the community as well as the social transformation in terms of mentality change.

Good practice

Girl’s Friendly School (GFS) : an experience focusing on quality education for all

Background

In Togo, access to basic services is insufficient and the net enrolment rate is 71% for the entire country. Only 3% of the state investment budget is allocated to education. Despite the principles of gender equality and non-discrimination enshrined in the Constitution, the PRSP II and the reviewed ESP, the international legal instruments to which the country is bound, the fulfilment of the rights of women and girls, especially of the young girl and people with disabilities is still an unmet challenge. Generally, girls have less access to education than boys creating a gender imbalance more obvious between sex, levels and regions.

Despite the positive steps taken by the government, statistics generally show that girls are behind boys as far as access to education is concerned.

Girls are less likely to go to school (attendance rates for small children in the first year of school shows respectively 89% and 74% for boys and girls). When they go to school, girls are less likely to continue their studies until the last year of primary school. The completion rate in primary school is 51% for girls and 63% boys. The repetition rates are 20% for girls and 25% for boys. Several factors leading to girl’s dropout were identified. They are:

1) The Socio-economic factors: Families having often a low purchasing power, girls play with their mothers an active role in domestic, commercial and agricultural production tasks. Most of the parents prefer to guide their daughters in early work in the household, as servant in urban areas or marry them early in order to free themselves from the burden they are.

2) The socio-cultural factors: They negatively impact on the education of the young girl and result in the exclusion of the daughter from the control of the family property and decision making circle as well as the degradation of her image. Girls are confined to their biological role of reproductive mothers, caretakers of the home while men are viewed as the master of the heir and the embodiment of the extension of the lineage. A poor image of girls leads to a lack of confidence in themselves and performances.

3) School-related gender-based violence by teachers and students.

4) The low motivation of teachers and their low level of professional and pedagogical qualification in some schools. Teachers are hired by communities and supposed to be paid by them. However due to the inability of parents to ensure the meager salaries offered, they engage in some form of self-rewarding by making the children work in their own fields, on other chores such as fetching firewood or water. Girls perform these works both at school and at home, which make them very tired and does not allow them to study properly.

5) The poor quality of school infrastructure. The lack of adequate sanitation facilities for girls is viewed as an important factor in girls’ dropout just as the lack of equipment and adequate training materials.
6) The low capacity of Parents' associations to co-manage and co-lead school or projects if parents are often asked to take part in school activities, they do not understand the role of their involvement in its management. This impacts negatively on the educational outcomes of children especially girls.

The GIS Initiative aims to promote girls' education through the community capacity to fight educational violence, the promotion of quality non-violent gender and health practices and the creation of suitable learning conditions for children and especially girls and the capacity building of teachers in educational psychology.

Stakeholders / Actors

- **Students (girls and boys)** are the target group of the project.
- **Men's groups**: responsible for increasing the level of involvement of men who shall work alongside their women.
- **Women's Group**: responsible for looking after the daycare children and conduct community awareness-raising activities.
- **Teacher Training College** (Défis et Développement, the Federation of Parents' Associations (FASPAREL), FAWE, some grassroots development organizations, some community-level organized groups (women's groups, men's groups and children's clubs).

Methodology

- The project focuses on school infrastructure, water and sanitation facilities, community mobilization and awareness-raising of parents, teachers and children about the various forms of violence including the exploitation and sexual harassment of girls and women. The project implementation is based on children participation, community capacity building partnership and advocacy.
- **1) Institutional and organizational capacity building activities**: Some strategic groups have been set up in each community to ensure the community management of the project's actions.
- **Women's Group responsible for looking after the daycare children and conduct community awareness campaigns to increase the level of involvement of women in the promotion of education and health of the children and their entire family through community mobilization for the promotion of educational non-violence, good management of household waste as well as hygiene practices and sanitation. They also initiate, promote and manage income-generating activities (IGAs).
- **Children's Club**: responsible for working to increase the level of involvement of children in their own education from the family to the school alongside their peers, their teachers and community decision-makers through the mobilization of their peers and their parents to promote health and educational non-violence.
- **Men's Group**: responsible for increasing the level of involvement of men who shall work alongside their women in the education of their children from the family to the school through community mobilization and the promotion of non-violence, gender hygiene and sanitation as well as the monitoring of children's schools.
- **Parents' committees (joint)** responsible for increasing the level of involvement of members of parents' association who shall work alongside parents, children and teachers in the education of their children especially girls, from the family to the school through community mobilization and the promotion of non-violence, gender hygiene and sanitation as well as the monitoring of children's schools.
- **Project Management Committee (joint)** set up to manage the pre-school centers within the framework of the Project's community steering organizations.
- **Transparency Committee (joint)** responsible for ensuring transparency in the project.
- **Advocacy and awareness-raising activities**:
  - **Female role models**: to promote education through Female Role Model, 3 women, all well-known in communities, NGO and schools principals, who have built successful lives as public officers and mothers, organize awareness activities and social-auditory sessions in the project communities; they share the public community awareness of the real capacity of girls and boys to succeed.
  - **Community awareness raising organized by the various strategic groups**: door to door and home visits, public awareness-raising.
  - **Training for teachers and PTAs**: The Inspectorate of Early Childhood and Primary School (IEPP) of Biffa has invited some local NGOs including the Women and Deprived Children Support Program (PRODE), CREPA, DEFA at Development the Federation of Parents' Associations (FASPAREL), FAWE, some grassroots development organizations, some community-level organized groups (women's groups, men's groups and children's clubs).

Efficiency and cost-effectiveness

The project has significantly contributed to the raise in girls' enrollment rate in the covered schools. The number of school children and community members visiting the schools has increased, allowing the schools to have better sanitation facilities.

The information communication and sharing meetings relating to the project’s activities and results with all the technical partners helped to harmonize the operational planning and anticipate challenges. It was a powerful experience of action research which led to the establishment of the men’s group on a proposal from the women's group, which further facilitated men’s adherence to the project.

The setting up of the project's community steering organizations was viewed as an empowerment process. Communities quickly understood that and committed following their training to develop concrete actions for the education of their daughters within the framework of their action plan. With the support of Défis et Développement, each committed local group and project develops and implements its action plan. Several actions for community awareness raising, school monitoring community advocacy were conducted by groups to help parents ensure their children to school or visit children from school or talk to a parent who hesitates.

These groups have facilitated the mobilization of girls and boys, men and women to participate in school development activities by contributing, jointly with teachers, to create an environment for children, especially girls.

Several interactions with the teachers, the principals, the parents, the counselors and the inspectors have facilitated the retention of girls in schools and improved the pedagogy through positive discipline.

The implementation of activities, following the Project Community Management process (PROM) provides efficiency through reducing the costs of running out activities.

Thanks to the project's contribution, the government decided in 2011 to systematically train all teachers at the École Normale d'Instituteurs (Teacher Training College) before sending them on the field. Besides, and again, the regional and community conferences are in place and actors and stakeholders are encouraged and making a collective reflection on the challenges and approaches used to improve the performance and quality of educational activities.

Whether to be community meetings or the various committees set up, arrangements were made to take into account gender issues in the planning and in the management of the project’s annual conference of inspectors was organized in Togo. Since then, the annual conference of inspectors is systematic organized each year and allows inspectors sharing experiences.

Monitoring and evaluation

At the end of the project, a final evaluation will be conducted. The results of this review showed that despite some challenges and able to meet the needs of girls, particularly those who are victims of discrimination and social injustice or living in difficult conditions.

The project has put more emphasis on community capacity building and social transformation in terms of change of mentality. It requires much more time in terms of community support. Thus, the NGO named “Défis et Développement” which is positioned as a local structure and which works in most of the project target communities has been involved in the implementation of post-funding monitoring for the sustainability of this project's achievements.

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Lessons learned / Challenges and barriers
The project’s support to the tutoring system shows, to some extent, that the lack of means to support children is the basis of many dropouts of students from the villages surrounding schools. The context of poverty in which rural households live is therefore a major handicap especially for the retention of girls in school.
This project has revealed that traditional authorities are the most influential personalities especially in rural areas. Their involvement in community mobilization in the context of girls’ education is instrumental. In general, the fact that all the stakeholders involved in the “PROFILE” dynamics played their role has been essential to the success of the project. The fulfillment of their respective commitments had an encouraging effect in terms of increased enrollment of children in schools and increased needs of teachers and classrooms building.
The “PROFILE” implementation enabled the creation of an operating dynamics of the education system as described by the Education Framework Act. Indeed, the revival of PTAs, AME and SMCs allowed a greater involvement of communities in the system management.

Testimony / Life story
Mariama Zabe, president of a Mother Educators Committee: “We are uniquely positioned to enjoy this project. If there had not been this project, the doors of our school would be closed, I’m sure. The project helped us to set up an office of students’ mothers, this has allowed the village women to become involved in the management of the school. Thanks to the awareness raising and the training sessions, the school was revived.”
Fatuma Tsalha responsible for the enrollment of girls at the Basic Education Inspectorate of Ballela: “With only 18 months of operation, PROFILE has created a situation never known before in some schools. The massive enrollment of girls in school before the project intervention, the girls’ enrollment rate was low, only 4 girls in some classrooms. I think this change brought by the project should be followed-up and perpetuated.”

Contact
Partnership Officer: Thomas BOISSERIE – Catherine LERAY – Romain JANNEL
Head of the Back Office: Bayri SIDIBE, bayrisidibe@yahoo.fr ou sidibe.bayri@aide-et-action.org
Project manager: Hassane HAROUNA
phone: 00227 90 19 32 52 ; mail: hassane_harouna6767@yahoo.fr

Produced materials
Web link of the good practice

Good practice
The Girls’ education project entitled “PROFILE”

Background
If the project was implemented during a period with a favorable socio-political context, the constitutional change from the referendum on August 4, 2009 plunged the country into a situation of very critical socio-political unrest (political protests, civil society uprisings, social tensions, including the crises related to the rebellion in the north, floods, the endemic food crisis, etc.).
At the educational level, the period was marked by the effectiveness of the implementation of the Ten-Year Program of Education. To this end, in 2008, in terms of access and coverage, the country has a low pre-school and school enrollment rate, respectively estimated at 1.6% and 68% with strong gender and regional disparities. In primary school, gender disparities remain very strong with a persistent gap of around 15 points between girls and boys (72% against 57% in 2007). The regional disparities remain also important. In 2007, a gap of 40 points in percentage was noted in favor of urban areas (98% against 58%). In terms of quality, the educational system of Niger is characterized by a low internal efficiency (high repetition rate in grade 6 - 37% - and a substantial school wastage which sends on the street 40% of the school population of the basic cycle 1). The primary school completion rate is 32.2%.
The “Filles à l’école” (Girls at school) project was initiated to support the rural municipality of Tagazar / Ballela in the implementation of the Communal Development Plan (operational planning document). It has been formulated in response to the various diagnoses supported by Aide et Action and that had led the educational communities in the area (Parent-Teacher Associations, SMC, City councils, etc.) to implement school projects, mainly focused on the education of girls (socio-cultural constraints are indeed prominent and significantly impact on the education of girls), initiate educational alternatives for women (literacy and vocational training) and develop activities to promote early childhood and struggle against HIV / AIDS.

Stakeholders / Actors
This project targeted three groups of stakeholders, namely students aged from 6 to 13 years, parents and teachers. It has been implemented in accordance with the principles of the Education Framework Act (LOSEN) which provides for the participation of communities in school management. These are Parent-Teacher Associations (PTAs), Associations of Mother Educators (AME), Education Communal Commissions (CCE), School Management Committees (SPMs), the Communal Federation of SMCs (FCC), administrative and traditional authorities and the decentralized departments of Education namely the Basic Education Inspectorates (IEB).

Methodology
The project is implemented through a methodology that emphasizes on:
- Advocacy and communication for the promotion of girls’ education;
- Ensuring consistency and synergy of actions;
- The empowerment of beneficiary populations;
- Gender promotion;
- The establishment of a participatory monitoring and evaluation system.

The “PROFILE” implementation enabled the creation of an operating dynamics of the education system as described by the Education Framework Act. Indeed, the revival of PTAs, AME and SMCs allowed a greater involvement of communities in the system management.
The main stages of the project can be summarized as follows:

1) Carrying out of a baseline survey in targeted municipalities: Conducted together with institutional and community partners in the areas concerned, the diagnosis focused on the infrastructure, the indicators relating to education, the state of the local management structures of the education system and the level of involvement of municipalities in the education system management. The diagnosis carried out a selection of five schools per municipality on the basis of three criteria, namely: the low school enrollment rate of girls, the possibility of employment, the intervention of other projects and NGOs in education.

2) Holding of a workshop for the project internalization: To better share the project and obtain the commitment of local stakeholders, a workshop was organized with the participation of all stakeholders and local partners.

3) Organization of a communication/advocacy for a behavioral change of populations regarding education and the retention of girls in school: The organization of communication for behavioral change has been implemented through the design and acquisition of tools and communication messages, the training of CME members for the promotion of girls' education, a leadership training on the importance of girls' education, the implementation of a local communication plan (radio broadcasts, animation/awareness raising in schools, sermons by religious leaders) and the organization of forums for advocacy and exchange to promote girls' education.

4) Revitalization and setting up of 15 Mother Educators Committees (CME): The revitalization and setting up of CME have focused on building the capacity of students and mothers in synergy with mother educators (support for networking dynamics, participation in events promoting women and girls).

5) Provision of school supplies, textbooks and teaching materials for 15 schools

6) Promotion of hygiene and sanitation in 15 schools

7) Organization of rewarding sessions for the best schools, teachers, students, girls and community structures

8) Organization of tutoring for girls in 10 schools

**Gender-based analysis**

The attitudes and behaviors towards girls' education have improved significantly in villages. Parents of students, in particular women are actively involved in the management of the education system (enrollment of pupils and advocacy missions in Inspectorates for the provision of teachers).

Communication messages on women's rights to education have been developed and made available to serve as awareness raising materials to promote girls' education. These information on the rights of women to education helped launch discussions on socio-cultural standards and practices throughout the entire community (women, men, children, leaders, religious leaders, parents, teachers).

**Monitoring and evaluation**

Besides ongoing monitoring by the facilitation team and the Steering Committee, the project has been subject to an assisted self-assessment which allowed identifying some signs showing intervention’s effectiveness at various levels. The intervention impacted not only on the attendance, but also on the mobilization of teachers and the strengthening of the conditions for the reception of students.

**Relevance**

The project, despite its short duration, was effective since its implementation had a positive impact on the attitudes and behaviors of beneficiaries towards the education of girls. The results noted in schools, following the intervention of the project are appreciated by all stakeholders.

The project intervention led to what might be called the “PROFILE dynamics” with positive impacts since it resulted in a massive enrollment and retention of children in school. Activities implemented with the participation of stakeholders at decentralized and decentralized levels actually created an enthusiasm among people who sent massively children to school.

According to inspectors, educational advisers and teachers, the actions implemented within the framework of the “PROFILE” project (support in supplies to the tutoring system, rewarding of the best female students and best teachers, environmental sanitation in schools, training and study tours) helped make schools an attractive place for children and parents whose attitudes changed considerably. This overall positive assessment makes "PROFILE" become, through Aide et Action, the leader of the development partners’ consultative framework (Projects and programs, NGOs and DAs working in the area) of the said municipality.

**Efficiency and cost-effectiveness**

The project had several significant qualitative and quantitative impacts.

On girls’ education: The project has aroused enthusiasm among people who sent massively children to school. In all the intervention villages, all school-aged children are enrolled in school, resulting in a GER of 100% in 2009 in villages covered. Moreover, according to some AME, parents have even expressed a desire to enroll children under 6 years.

Out of the 15 schools targeted by PROFILE, 5 fielded candidates in the CFEPD (First Degree Certificate).

Out of the 5, the success rate for girls is 100% in 4 schools and 55.55% in one school.

In the targeted municipalities, there is a very sharp increase in the GER of girls. In Tagazz, there is an increase in the GER of girls from 13 points to 51 points in five schools targeted by the project. In Tondokanda, a rise from 15 to 34 points was recorded in the GER of girls in the 5 schools where the project is implemented. And in Imanan, the GER of girls increased between 15 and 63 points in the 5 schools where the project is conducted.

On the attitudes and behaviors of communities: The implementation of activities has strongly influenced the behavior of local stakeholders, especially parents, as far as girls’ education is concerned. Very positive changes have occurred in all the villages through a strong mobilization of women in particular for the promotion of girls’ education. Through the project, women have understood that girls’ education is a value added for society. Better still, they confirm their understanding of the fact that they have been for a long time considering the education of girls as a waste of time. With the awareness raising and religious sermons, the enrollment of girls is becoming a reality, and even a competition between families in villages where the project is implemented since it is an indicator of parents’ open-mindedness. The parents’ associations and mothers educators committees are highly mobilized for the education of girls. These structures, particularly the Mother Educators’ Committees, organize student enrollment in many schools. They follow-up the attendance of students through school visits and interviews with teachers.

**Innovations**

The tutoring actions, the rewarding of the best female students and teachers have significantly contributed to improve the attendance and retention of girls in school and created a transpositor effect among other students and teachers in terms of attendance in the work. Which had as an overall effect and impact an improved success rate among girls. Indeed, it was noticed in the schools which fielded candidates for the CFEPD in the project intervention area, that the success rate in 2009 is much better for girls than boys. The disparity index rose from 0.72 to 2. The tutoring system has had, according to the various stakeholders, a significant impact on the attendance and retention of girls in school.

The “PROFILE” project is an innovation in the sense that the project was used as a test of the operationalization of the Education Framework Act. It was a successful test since it yielded relevant results not only in terms of system control with the participation of communities, but also in terms of understanding of the real barriers to girls’ education.

**Sustainability**

Since December 31, 2009, the project is closed in theory, insofar as the objectives and expected results had been achieved overall. This exit strategy is supported by Aide et Action by accompanying the implementation of the courses of action proposed by stakeholders for the sustainability of the project and by developing new initiatives for the development of education in the area. According to the self-assessment’s result, the courses of action for the achievements’ sustainability are related to the enhancement of the existing system of solidarity in rural communities and it would be desirable that the Education’s decentralized departments (Inspectorates and educational sectors) carry on the training and monitoring of the activities carried out by the AME, PTA’s and SMC’s to maintain a positive momentum.

**Replicability**


In Togo, there are some inequalities in terms of access to school between prefectures and regions. In 2007, the Net Study Rate (NSR) for girls in the Plateaux region is set at 67% against 71% nationally. The MICS2 study conducted in 2000 reveals that differences between girls and boys are larger and depend on the socio-economic situation of households. Therefore, poor families are less likely to send their children to school than rich families. The education sector in Togo suffers from the high disparity between girls and boys in terms of access, student retention and completion of educational levels. This situation is more striking in the prefecture of Est-Mono (Plateaux region).

Several causes of violation of the rights to education are identified. In the Est-Mono prefecture, families have a low purchasing power. The lack of profitable business activities leads mothers to rely on their daughters to increase their income. Thus, boys are privileged over girls as for the economic hardships and unbearable educational costs. Besides socio-economic factors, girls are excluded from the decision-making process within the family and society. They are also assigned the biological role of reproductive mothers and housewives. On the one hand, the lack of female role model for girls and the roles played by women in textbooks and extracurricular activities contribute to girls’ sense of inferiority and depreciated image. Moreover, the school environment is inadequate for proper learning. In addition to the lack of school facilities, schools often face the poor quality of existing infrastructure. In many schools, classes are combined and under the care of one teacher. The access to safe water and separate latrines for boys and girls is a problem in many schools. Primary schools also lack adequate facilities and teaching materials.

In such situations, the capacities of the Togolese government to ensure a safe school environment, proper learning conditions and the provision of qualified teachers are weak. There is also a weak financial capacity and low parental involvement in the management of their children's school matters. To help the State implement its Education for All and Gender equality policy, Plan Togo, joined forces with other partners such as UNICEF, UNFPA, Aide et Action, FAWE, PAFED and ODIAE.

In collaboration with Plan Sweden, Plan Togo initiated the project of «Promotion of gender equity and violence-free education in favor of girls» in the Est-Mono Prefecture. This project aims to reduce disparities between girls and boys in terms of access, retention and completion of school in 45 communities of the Est-Mono Prefecture.

**Stakeholders / Actors**

The target group consists of 5,000 children aged 6 to 15 including 3000 students (1300 boys and 1700 girls attending school) and 2000 out of school children. This project was implemented in partnership with three NGOs PAFED (Women and Disinherited Children Support Program), ODIAE (Self-Employment and Development Organization) and FAWE.

**Background**

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**Lesson learned / Challenges and barriers**

The alignment of the project strategy with the national policy strengthens the involvement of decentralized authorities and produces good results by making the achievements sustainable.

Capacity building is key to the implementation of projects.
Methodology

- Teacher training on active methods, French and mathematics teaching: This activity helped to build the capacity of 277 teachers from 64 schools on the use of active methods as well as French and Mathematics teaching.
- Training of 135 monitors on the supervision of children in the CEC / JEP: This training has enhanced the capacity of monitors in the management of a Community Early Learning Center through the knowledge of early childhood psychomotor development, and raised the awareness of some parents about the importance of early childhood education. Overall, 1,022 children including 569 girls have been enrolled in these centers.
- Awareness raising of chiefs and opinion leaders about the importance of girls' education: This awareness raising allows to free moms who can freely go about their daily lives and enables sisters to go to school.
- Equipment of the Community Early Childhood Centers (CEC): The provision of the CEC with teaching materials and furniture has led parents to get children at school. However, the lack of toys does not allow all children to get them easily and some of the centers are equipped with flimsy materials.
- Monitors' training: This training helped to inform monitors about the legal provisions in force against child rights violations. It therefore prepares monitors to avoid the use of violence against children and at the same time to be watchers.
- Awareness raising of principals and parents about the use of positive discipline codes: Parents and headmasters are committed to education without violence in their families and respective schools. In 40 schools, disciplinary codes are used under the supervision of inspectors.
- Awareness raising of children about the division of tasks: All communities have been reached by the awareness raising about the division of housework between girls and boys. Young boys participate in domestic activities (fetching water, sweeping, weeding, cooking). Girls have therefore more time for their studies.
- Awareness raising of the population from the 45 communities about the promotion of girls' education through women role models: This activity allowed to have several levels of commitments to help girls become women models.
- Granting of 1,200 school kits to 1,200 boys and girls in difficulty for each year: This activity allowed the involvement of parents or guardians to ensure an appropriate use of the kits. These kits have been given to children in need (orphans, in care, disabled, large families), which allows them to have materials to work in good conditions.
- Training of headmasters and members of the COGEP (State Primary Schools Management Committees) in school management.
- Awareness raising of chiefs and opinion leaders about the importance of girls' education: This awareness action targeting canton chiefs resulted in the involvement of the latter in the enrollment of girls. Opinion leaders and community-based organizations carry out sensitization for access and retention of girls in school.
- Project visit by journalists: The visit of the project by journalists has allowed promoting the good practices acquired during the implementation of the project. These good practices were translated into local languages (ifé, kabyè and éwé) so that the messages reach the greatest number of people in the project area.
- Advertising spots on the importance of girls' education and gender equity: The communication component of the project was marked by the designing of advertising spots to promote girls' education and gender equity. These spots were translated into local languages (ifé, kabye and éwé) so that the messages reach the greatest number of people in the project area.

Relevance

The project assessment concluded that the level of relevance is high. One can note a good match between the project strategies and activities with the country's policies (Education Sector Plan and Accelerated Growth Strategy for Promotion of Employment), the strategic and programmatic documents of Plan Togo, and particularly with the problems and needs of the beneficiary communities as for the education of children, specifically girls.

Gender-based analysis

This project has put a strong emphasis on addressing school-related violence through the promotion of gender equality and violence-free education for girls. Women and children were targeted through the creation of women groups and children groups.

- Through various training and awareness raising activities, communities have realized that girls and boys have equal rights and education efforts shall consider both genders. The project also enabled men and women to make new decisions to share chores equally between girls and boys.
- The results of the final assessment revealed a change in parents' perception of girls' education. The fact of creating a space for community dialogue involving fathers, mothers and children clubs helped to raise community awareness of the rights of women and girls. Women are now elected presidents of community-based organizations and can save as well as undertake income-generating activities to finance the education and health of children.

Monitoring and evaluation

- The evaluation took place in the context of the project results' review and showed some efficiency of the project.

Efficiency and cost-effectiveness

- The results show a satisfactory global level. 94% of the planned activities were achieved. 93% of the resources allocated to the project were adequately used.

Innovations

Several innovations were identified as the initiation of the positive discipline codes in schools, the education / awareness pair with groups of fathers, mothers and children's clubs, the training of teachers in active methods of education and non-violent teaching methods to promote participation and the quality of learning.

Sustainability

- The involvement of state education stakeholders such as the Plateaux Education Regional Directorate and through it, education inspectors and advisors in Est-Mono, those of the civil society such as PAFED and FAWE as well as traditional and religious local authorities, children's clubs, mothers and fathers' club, promotes the high level of ownership of the strategy to fight against the phenomenon and can help to ensure its sustainability. The training of fathers and mothers' clubs on the importance of girls' education, leadership and advocacy provides local capacity building and a hope for a sustainability of the project's achievements.
To make significant and sustainable change occur in terms of girls and women’s education in West Africa, it seems crucial to issue specific recommendations:

To the State, Education ministers and national policy-makers:
- Create safe, gender-sensitive and inclusive environments conducive to learning;
- Implement policies to ensure gender equality, not only for the recruitment of headmasters and teachers, but also for the roles assigned to them at the various levels of the education system;
- Systematically integrate in the initial and continuous training of teachers some modules on the gender approach;
- Raise the awareness among the school staff about the issue of creating inequalities in school in order to make the teaching practices more gender sensitive;
- Actively fight against gender violence in schools;
- Define a framework for the harmonization of interventions and actions;
- Establish an adequate monitoring system with civil society organizations;
- Meet the commitment made during the COMEDAF (Conference of African Ministers of Education) in April 2014, in Cameroon = to be completed with information from Ramata.

To the civil society and institutions:
- Develop a strategic framework in each organization based on existing sectoral plans in each of the target countries;
- Harmonize the actions of organizations and work in line with national policies and strategies set up in each of the target countries;
- Use the Local Groups of Education Partners (GLPE) as an area for advocacy and political lobbying in favor of girls’ education. The presence of national coalitions and technical and financial partners, as well as representatives of state and education ministries, make the GLPE a conducive framework for a coordinated action of stakeholders in favor of girls’ education;
- Target intervention strategies around the co-construction and co-responsibility;
- Rely on deeply rooted networks (ANCEFA, for example);
- Rely on existing tools to enable a regular monitoring framework through a database of information on girls and women’s education (UNGEI database, for example);
- Further target cost-effective interventions to make a clear link between the impact and the unit costs of intervention;
- Make systematic and strengthen the monitoring and evaluation device with qualitative, quantitative, quantifiable and measurable indicators;
- Build the capacities to exchange and advocate among civil society organizations.

Key points of the ten best practices studied as regards girls and women’s education in West Africa

| Background | Gender parity issue very noticeable at the admission, retention and completion levels. Internal and external factors to the education system that hamper girls’ education:
- Internal
  > low quality learning conditions, low coverage of rural areas, lack of qualified teachers, underdeveloped teaching method and program, poor facilities and equipment, school-related gender-based violence
- External
  > economic, material, social and cultural causes (lack of resources, traditions, gender-based violence) |

| Stakes | - Contribute to the achievement of basic education and gender equity for all children
- Contribute to the process of social change
- Promote girls’ access, retention and completion
- Promote the importance of education for girls and women and contribute to their empowerment |

| Approach | - Make a participatory diagnosis
- Build the capacities of the various strategic groups
- Support and sustain teachers in creating gender sensitive tools (educational, methodological)
- Establish a strong school monitoring for girls
- Organize awareness raising activities (gender, sexual and reproductive development, teen pregnancy)
- Carry out training to enhance skills
- Provide material equipment
- Build gender sensitive infrastructure |

| Strategies | - Involve communities (women and men)
- Empowering stakeholders
- Implement the girls’ sponsoring system to maintain them at school
- Establish the schoolwork monitoring sheet with color codes
- Test second opportunity classes which give girls who have left school early or who have never been to school another chance
- Focus on the presence of female models as a source of motivation
- Allow the vocational training of the educated and non-educated young people |
**Recommendations related to the good practices implemented**

In girls and women’s education in West Africa or elsewhere, it is impossible to say that there is a duplicable miracle formula. It is however possible to share the existence of good practices and identify the strong, rich and striking points. The study of ten good practices has allowed showing the impacts and positive changes in these projects as well as assess their relevance, efficiency, sustainability and ability to be replicated on a larger scale. The good practices developed here are sources of wealth, learning and reflections. Before proposing the recommendations emerging from the study of these ten good practices, it seems important to note that this study showed some limitations. The latter is about the fact that it is difficult to evaluate projects through an analysis of documents, no matter how varied they are, because data may sometimes lack objectivity and fail to specify some gaps and weaknesses. Furthermore, the links established between the activities planned at the beginning of projects and the expected or achieved results have always been outlined but it was sometimes difficult to bind them specifically to the resources used (cost-effectiveness).

If the ten good practices studied are each subject to a specific context in a defined geographical area, with specific objectives and defined beneficiaries, they also allow identifying common approaches and features. An analysis of all these good practices helps identify the key necessary conditions implemented to ensure the success of projects, depending on the phases of the project cycle.

<table>
<thead>
<tr>
<th>Identification phase</th>
<th>Formulation and implementation phase</th>
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<tbody>
<tr>
<td>- Take into account the existence of the various stakeholders on the same theme</td>
<td>- Be more inclusive of institutional actors, state decentralized services and local authorities</td>
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<tr>
<td>- Conduct a mapping of stakeholders and interventions to improve the synergy of actions between the various stakeholders.</td>
<td>- Define as precisely as possible the roles and responsibilities of each component of stakeholders</td>
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<tr>
<td>- Conduct a participatory community diagnosis in the intervention area</td>
<td>- Share with all the committed stakeholders the objectives and expected results in order to provide a meaningful to all actions planned</td>
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<tr>
<td>- Collaborate and be more inclusive of institutional actors, decentralized state services and local authorities</td>
<td>- Be more inclusive of communities as a whole in the project to promote a greater awareness for a sustainable change with a long-term impact and the ownership of the projects</td>
</tr>
<tr>
<td>- Conduct a collection of rich and varied data (documentary search, individual and group interviews, etc.) to identify the situation, the causes and possible solutions</td>
<td>- Monitor, assess and regularly share the results with the beneficiaries for an ownership of the project achievements =&gt; involvement throughout the project cycle</td>
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<tr>
<td>- Conduct a targeted and documented gender-based analysis and include the gendered key indicators (based on measurable and quantifiable data)</td>
<td>- Insist on awareness raising and actions around the sexual development and the reproductive health (teenage pregnancy, STDs, law on sexual harassment, HIV / AIDS, school-related gender-based violence) and strengthen them</td>
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<tr>
<td>- Reflect on how to integrate women in the project, both in terms of role and responsibilities, increase the participation of women by empowering them and giving them the opportunity to get involved in activities and in the decision-making within the family, the economic, social or political life, in synergy with men, do not forget to organize their involvement according to their day-to-day obligations</td>
<td>- Carry out raising awareness activities and training on “Gender and Education”, “gender and human rights” for parents, community leaders, teachers, male and female students to make them aware of the absolute necessity to allow girls’ access to education</td>
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<tr>
<td>- Reflect on how to act on the practical needs of girls and women (change in the living conditions) and their strategic interests (strengthening of their social position).</td>
<td>- Help boys break down gender stereotypes that society carries over them</td>
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<td>- Provide schools with teaching materials, supplies and furniture that allow more conducive and appropriate working and learning conditions</td>
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<td>- Develop educational and methodological tools on gender as well as training around the empowerment to improve the image of girls and women: will (inner power, self-esteem, self-confidence, psychological strength), assets, knowledge (economic capacity, decision-making capacity) and power (access to decision-making spaces)</td>
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<td></td>
<td>- Build gender-sensitive infrastructure (separate toilets for boys and girls, access to clean water; improved management of girls’ menstruation, facilitating internships for girls who have to make long trips, etc.)</td>
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<td>- Develop IGAs to eventually contribute to the empowerment of women</td>
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<td>- Reduce the daily tasks of girls</td>
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<tr>
<th>Monitoring and evaluation phase</th>
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<td>- Establish a regular and systematic monitoring/evaluation system through harmonized tools and specific monitoring indicators</td>
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<tr>
<td>- Focus data on cost-effectiveness in order to make a clear link between the impact and the unit costs of the intervention.</td>
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