

ANNEX F

Summary of country activities and results for:

- 1. Eastern and Southern Africa**
- 2. West and Central Africa**

Based on Yearly Technical Reports provided by
UNICEF Country Offices

(selected years)

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

Angola – Phase II

NDBE – National Directorate of Basic Education;

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Continuous warfare and internal displacements for 25 years Underinvestment in social education system MoE and UNICEF estimate over 1 million school-aged children out of school <p>BARRIERS</p> <ol style="list-style-type: none"> Gender bias especially prevalent in rural areas 21.7% qualified primary education teachers, of which 20.36% are female <p>ASSETS</p> <ol style="list-style-type: none"> Gender balance in enrollment 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> GoA made recruitment and training of female teachers a priority Increased number of gender units functioning in 18 provinces 	<p>GOALS</p> <ol style="list-style-type: none"> Increase and improve quality of education for all children while strengthening gender awareness among teachers and communities Develop national policies and implement demonstrative experiences at municipal level <p>OBJECTIVES</p> <ol style="list-style-type: none"> Create four municipal committees for planning and monitoring girl education Increase retention and inclusion rates for girls Increase attendance rate by 10% for girls Decrease dropout rate for girls by one third Increase girls' achievements in communication skills Train 150 teachers in gender-oriented teaching and pedagogy <p>STRATEGIES</p> <ol style="list-style-type: none"> Monitoring achievement Sensitizing local government and community leaders on GE Study causes of education vulnerability for girls Social mobilization Build community capacity to manage education activities Radio broadcasts Monitor teacher attendance Provide school supplies Revise curriculum for gender sensitivity and lifeskills Teacher workshops in cluster management, gender sensitivity, active learning groups Recruit 2000 new teachers in Bie and 1634 in Malange 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Radio broadcasts supporting girls' education NDBE will publish gender training handbook by mid-2003 NDBE working on gender sensitive didactical lifeskills education kit to use with gender training manual Vulnerability studies conducted in 4 provinces Trained members of municipal and local committees Trained 148 trainers in gender training methods 133 principals and local authorities trained in gender training methods nine principals trained in school management and M & E 100 animators and 8 monitors trained in ELP Built 30 classrooms (jangos) 1788 teachers trained in participative method and genders method <p>Outcomes</p> <ol style="list-style-type: none"> UNICEF advocacy for hiring more female teachers, hygiene and separate sanitation facilities, breaking social barriers for including girls in education with provincial and local authorities Theater group enlisted to promote girls' education Four intersectoral and 97 local education committees established <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> Country reflections and analysis demonstrate a solid understanding of the strengths and weaknesses of the program 	<p>2003 Evaluation not available</p> <p>CONTEXT</p> <ol style="list-style-type: none"> Sudden end of armed conflict created drastic changes with increased access to orphans and refugees School infrastructure nearly non-existent, terrible lack of schools, teachers, materials Back-to-school campaign is key There are massive problems with malnutrition and health issues <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Need locally trained personnel to implement national action plans Political will needed Media and press are key to helping MoE set educational goals Weak societal structures requires building institutional capacities, strong coordination and links with press and donors Political leaders and community activists are more effective to engage traditional leaders in AGEI Need non-formal education opportunities for girls Lifeskills is a gateway for planners to design gender-sensitive materials Participatory studies help prevent abuses of power of traditional leader Participatory processes achieved community buy-in for EFA Specific community-based ECD agreements helped keep girls in schools

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

BOTSWANA – Phase I

Country context at the beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT</p> <p>1. HIV/AIDS - highest infection rate in the world and girls four times as likely to become infected</p> <p>PERCEIVED BARRIERS</p> <p>1. Gender discrimination 2. Cultural and economic factors 3. Poverty 4. Teen pregnancy 5. Household chores 6. Long distance to school 7. Irrelevance of curriculum</p>	<p>EDUCATION POLICIES</p> <p>1. Public/ private partnership meant to be a model for future hostel development nationally</p> <p>2. Developed an HIV/AIDS Strategic Response Framework that AGEI will complement</p> <p>3. Integrated HIV/AIDS awareness into the Population Family Life Education curriculum</p>	<p>GOALS</p> <p>1. Provide basic education for RAD children and improve quality and relevance</p> <p>2. Provide universal access to basic education for pregnant students</p> <p>3. Improve the health and well-being of teenage women</p> <p>OBJECTIVES</p> <p>1. Reduce primary school dropout rate by 50% in all RAD primary schools</p> <p>2. Improve quality and relevance of basic education</p> <p>3. Increase primary school enrollment rate by 20% in all RAD primary schools</p> <p>4. Increase pass rates to 80% in all RAD primary schools</p> <p>5. Reduce drop-outs due to pregnancy by 25%</p> <p>6. Reduce pregnancy rates by 25% (from 24 to 18) and by 50% in some schools</p> <p>7. Develop cost-effective approach to enable pregnant students to continue and complete their formal secondary level education</p> <p>8. Pilot test BB/BS, outreach, cultural sensitivity, and multi-grade classroom programs in select districts</p> <p>STRATEGIES</p> <p>1. Establish private sector partnership to renovate a model RAD hostel and to train administrators and teachers in hostel management.</p> <p>2. Create 4 model community-based preschools, replicable nationally</p> <p>3. Develop a gender-responsive national policy and ensure the capacity to implement it</p> <p>4. Develop programs to support pregnant teens and young parents, such as rescind pregnant student rules on a trial basis to ensure they can continue studies; establish a pilot day care at a secondary school, and a maternity leave for pregnant students, develop courses in parenting skills and guidance and counseling for students</p>	<p>RESULTS</p> <p>Outputs</p> <p>1. Hosted seven gender sensitivity workshops with 120 teachers, education administrators, and Ministry staff</p> <p>2. Drafted Early Childhood Education Policy</p> <p>3. Equipped 5 RAD pre-schools, trained teachers and developed curriculum</p> <p>4. Completed RAD hostel management blueprint</p> <p>5. Installed playground equipment in Motokwe, a temporary hostel in Bana Ba Metsi, and tents and generators in North West</p> <p>Outcomes</p> <p>1. Completed studies of sexual abuse in RAD schools and Botswana Monitoring Learning Achievement</p> <p>2. Established model twinning between an urban secondary school and a RAD primary school</p> <p>3. Piloted a public/private partnership to improve hostel conditions and construct a model hostel</p> <p>4. Hosted Education Network Meeting on lifeskills and curriculum change</p> <p>Impacts</p> <p>COMMENTS</p> <p>1. Of the 13 activities listed, five were not implemented or not yet completed</p> <p>2. On a scale of 1-10, the projects averaged a score of 6.4 with five of the activities scoring a 5 or below based on completion/stated effectiveness of project</p>	<p>COUNTRY CONTEXT General</p> <p>1. HIV/AIDS has become the number one issue in the country</p> <p>2. Gender and cultural bias</p> <p>3. Negative teacher attitudes</p> <p>4. Gender stereotypical allocation of activities, roles, and responsibilities in schools</p> <p>5. Vulnerability to sexual abuse</p> <p>6. Biased gender socialization</p> <p>7. High teen pregnancy rates</p> <p>8. Bureaucratic systems at MoE</p> <p>9. Lack of capacity at central and local level</p> <p>Results Reasonably attributed to AGEI</p> <p>1. Projects that started with AGEI, but are now positioned to be taken over by other entities</p> <p>2. Public/private partnership in building a model hostel</p> <p>3. Twinning of urban and RAD school</p> <p>4. Gender sensitization and development of community preschools</p>

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BOTSWANA– Phase II

BONEPWA – Botswana Network of People Living With HIV/AIDS; PLWAS – People Living With Aids;

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Results from Internal Evaluation Report 2003, 2002 YTR, 2002 Country Report
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Since 1966, Botswana has had a stable, democratic government with sound economic policies and has produced a middle income population Botswana leads the world in HIV/AIDS infection and transmission MoE is currently seeking ways to cost-share expenses of education <p>BARRIERS</p> <ol style="list-style-type: none"> Today, boys prove their manhood through sexual prowess and girls are socialized to be passive and submissive. This has serious detrimental implications for the alleviation of HIV/AIDS <p>ASSETS</p> <ol style="list-style-type: none"> Enrollment in school is near parity as traditionally boys tended livestock and girls went to school A multi-pronged advocacy combining high profile engagements and lower level communication has been initiated Botswana declared free education through 10th grade in 1994 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> Primary focus has shifted to fighting the AIDS pandemic. Schools Improvement to be Child Friendly Community Outreach Centres for HIV/AIDS Information and Services. UNICEF has been involved with the development of national and local policies on primary education, ECD, HIV/AIDS education through participation on committees, forums and workgroups. (ECCEP, BONEPWA) Advocacy Forum for girls' education established UNICEF shared results of two key studies with MoE which they are using to shape policy and implementation MoE is looking at options for cost-sharing for education UNICEF IS working with MoE on inclusion of ECD in the basic education policy paper 	<p>GOALS</p> <ol style="list-style-type: none"> Transform schools into "Gender sensitive, child friendly and community outreach resource centers for prevention of HIV/AIDS and mitigation of its impacts". <p>OBJECTIVES</p> <ol style="list-style-type: none"> 670 primary and 200 junior and secondary school women and men will be trained to run gender responsive schools 100 trainers from the MoE/GoB and 50 NGO/CBO trainers will be trained to educate on HIV/AIDS in a gender sensitive way 50 school inspectors will be trained to facilitate gender responsive HIV/AIDS clubs 1000 girls and boys will be trained as gender sensitive peer facilitators for clubs <p>STRATEGIES</p> <ol style="list-style-type: none"> Establish HIV/ AIDS Clubs at schools Develop child-friendly, rights-based schools Develop and distribute child and girl-friendly materials on HIV/AIDS Improve gender sensitivity in lifeskills education Train peer educators to work with other youth. Develop partnerships with communities, NGOs, MoE, youth, parents to plan and implement strategies. Communication will be a mixture of interpersonal, group and mass media channels 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Published 150,000 HIV/AIDS booklets (English, Setswana) Local GEM includes 8 institutions and 300+ girls and boys Completed two research studies (HIV/AIDS and RAD instructional setting improvements) <p>Outcomes</p> <ol style="list-style-type: none"> Established community/ school outreach program BONEPWA/ UNICEF/MoE Reviewed ECC and Education Policies to make it CRC and HIV/AIDS friendly Supported local GEM club and Mrs. Annan's visit Convened advocacy forum on Girls' Education which will focus on trans-generational sexual relations Collaborated with Univ of Botswana and Dept of Curriculum Development to produce a video promoting girls' participation in science. To be completed in 2003 <p>Impacts</p>	<p>2003 Evaluation not available</p> <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Need to stay focused on efforts that can favorably impact HIV/AIDS Need to have strong community mobilization and community capacity building to make these efforts work Need to develop a more systematic training method for PLWAS and high quality instructional materials Need to link efforts with child protection

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Burundi – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Report from end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> 200,000 lives lost since civil war began in 1993; 1.1 million displaced. Children and women account for ¾ of the war victims. 700,000 children of school age do not go to school. School system infrastructure weakened from war 20% of country's urban population and 6% of rural population are HIV positive. Reported HIV infection in girls aged 15-19 is 4 times greater than among boys of same age. No overall national education policy and no policies to address gender gap. <p>BARRIERS</p> <ol style="list-style-type: none"> Poor quality of education due to overcrowded classrooms; deficit of 3000 teachers; inadequate teacher training; destroyed buildings; inadequate educational materials; short school days; double-shifts About 2/3 Burundi population lives in poverty. Low level of funding for capital investments, salaries, and maintenance. Many teachers and administrators fled to other countries during crisis. Direct and indirect costs of school are out of reach for majority of Burundi families; opportunity costs are high, especially for girls Crisis obliged young girls to care for younger siblings or become domestic workers in order to survive Lack of female role models, late schooling starts (7 or 8 yrs old), early pregnancy and inflexible school rules predispose girls to leave school In rural areas, parents fear for girls' safety when traveling to school 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> UNICEF to advocate for development of national policies and approaches to expand learning opportunities for all primary-school aged children. Studies will be conducted to produce national education statistics to inform a national girls' education policy. Develop a communications strategy with UNICEF, MOE, and select NGOs about the importance of girls' education Use media and community meetings to campaign for Universal Primary Education. Decentralize processes to improve girl access to schools and education quality Steering committee to implement project composed of UNICEF, MOE, and education sector NGOs, and an expert 	<p>GOALS</p> <ol style="list-style-type: none"> Improve girls' access, retention, completion, and progression in schools Improved delivery of quality primary education Increase parental and teacher support to girls' education Build self-esteem and self-confidence in girls. <p>OBJECTIVES</p> <ol style="list-style-type: none"> Increase enrollment of girls by 10% in the first year of primary school in 4 selected provinces Produce and distribute 10,000 copies of French language teaching manuals for grades 5 and 6 with a view to support learning among girls Train 2300 teachers in gender sensitive approaches and life skills in 4 selected provinces. <p>STRATEGIES</p> <ol style="list-style-type: none"> Advocate for and promote public awareness of the importance of girl education at all levels Conduct research and monitoring activities, and document, disseminate, and discuss findings. Advocate for more female teachers and administrators Build local capacity to plan and manage education, focusing on gender-related areas Provide resources to identify, formulate, and implement education activities that promote girl education and mainstreaming of gender/equity issues Promote life-skills education for girls and train teachers to manage HIV/AIDS issues in and out of school. 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Conducted two studies on girls' education (obstacles in pilot provinces and gender stereotypes in textbooks) <p>Outcomes</p> <ol style="list-style-type: none"> Organized Days of Sensitization and Information on Girls' Education in pilot provinces Conducted field visits with parents and communities to sensitize and mobilize them about girls education Conducted media campaigns to promote girls education Buy-in of program from local authorities in AGEI provinces Established network of journalists to advocate for girls' education Set up National AGEI Steering Committee and AGEI committees at provincial and local levels. <p>Impacts</p> <ol style="list-style-type: none"> Repetition and achievement rates improve from Grade 1 to Grade 4. Decline in Grade 5 and decline dramatically in Grade 6 Dropout rates improve from Grade 1 to 5, then dramatically increase in Grade 6 <p>COMMENTS</p> <ol style="list-style-type: none"> Given the extreme circumstances, the GoB is being quite proactive about girls' education. 	<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Most AGEI activities are at preparatory or planning stages Most displaced persons in regroupement camps prefer to remain in camps than to return home Continued humanitarian crisis compounds efforts to give girls better access to education HIV/AIDS incidence continues to rise When 180,000 child refugees return from Tanzania, it will add to strain on education system NER declined from 52% in 92/93 to 48% in 99/00 to 34.5% in 2001 <p>BARRIERS</p> <ol style="list-style-type: none"> Inadequate data More than 4000 unqualified teachers 200,000 children are unable to attend school as their families cannot afford school fees 100,000 displaced people Many homes, schools and other public buildings have been destroyed <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> With multiple crises of war, poverty, HIV/AIDS, and lower education standards, AGEI will have to work closely with other sectors to deal with the most vulnerable girls and adolescents MOE should support NGO and CBO partners to support education initiatives Reliable data and documentation key to

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				<p>successful policy initiatives</p> <ol style="list-style-type: none"> 4. To strengthen partnerships at provincial and district levels, training actual and potential stakeholders in participatory planning methods is needed as well as better communication among partners 5. Bottom-up approaches to engage community participation take time but are essential 6. Utilize national and international media to promote AGEI program 7. Improving quality of instruction and teachers is key. A higher quality of education will raise the demand for girl education as parents see an economic benefit to educating girls 8. Local communities need more dialogue and resources on AGEI program to be able to internalize the issue
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Comoros – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Report from end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> High levels of poverty, 62% in Anjouan, 52% in Moheli and 41% in Grande Comore live under poverty line Political crisis due to a separatist movement in Anjouan Reconciliation accord signed February 2001 will work toward settlement of democratic institutions <p>BARRIERS</p> <ol style="list-style-type: none"> Low school enrollment rates Low achievement levels for school children 59% of teachers lack initial training Lack or insufficient classrooms Pedagogical practices that are not relevant to girls' lives Low budget allocation for education by government <p>ASSETS</p> <ol style="list-style-type: none"> 92% of students have access to school at less than 1 km from home There is a strong political will to address girls' education 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> Comoros has developed an education policy Master Plan of Education has been put in place Master Plan focuses on decentralization, partnerships with community, focuses activities on student Many educational partners left during the separatist crisis, but are now coming back, like the French and World Bank 	<p>GOALS</p> <ol style="list-style-type: none"> Promote girls education, improve accessibility and performance of girls in primary schools and improve quality of education <p>OBJECTIVES</p> <ol style="list-style-type: none"> To support government in establishing and implementing a policy for girls' education To increase access of girls in school up to 60% in 6 most disadvantaged districts Reduce repetition rates for girls from 25 to 10% by 2005 Reduce dropout rates for girls from 12 to 5% by 2005 <p>STRATEGIES</p> <ol style="list-style-type: none"> Mobilize community to advocate for girls' education Create a girls' education media campaign and launch in districts targeting parents, school councils, headmasters, teachers and local associations Support families with low cost supplies and materials for schooling Cost recovery scheme set up in communities to ensure sustainability Revision of curriculum, training of teachers, recruitment of well-trained teachers and technical support to school councils Support communities to build toilets and water supply facilities Regular monitoring and surveys will be performed to ensure data collection indicators 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Trained 60 officials and partners on gender programming UNICEF and MoE developed a tool for parents to monitor school performance <p>Outcomes</p> <ol style="list-style-type: none"> Two districts were added to AGEI zones in 2002 Provision of school supplies and equipment to schools Building latrines and water points Reinforce national capacity by training MoE on gender issues Increased awareness in families and communities about importance of girls' education Strengthened national capacity to collect educational data Each district created a committee to monitor girls' education and work with education district Increased partnerships (NGOs, FAWECOM, World Bank and local communities) <p>Impacts</p> <ol style="list-style-type: none"> NER increased from 55% in 2000 to 65% in 2002 The proportion of girls in school increased from 45% in 2001 to 50% in 2002 <p>COMMENTS</p> <ol style="list-style-type: none"> Statements of impact are not always substantiated with concrete evidence 	<p>COUNTRY CONTEXT</p> <p>BARRIERS</p> <ol style="list-style-type: none"> Low budget allocation from government to education Gender gap in enrollment continues NER increased from 55% in 2001 to 65% in 2002, but gender gap remains high at 7.3 Conflict of power-sharing among authorities Low qualification of teachers Lack of laws to protect and facilitate girls' education Lack of latrines and water Sexual harassment at school <p>ASSETS</p> <ol style="list-style-type: none"> The small size of the country facilitates data collection Families are very receptive to sending their children to school once supported with supplies and appropriate facilities <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Involvement of community facilitates data collection Providing supplies had an important impact on access and completion of education for girls Need to address problems of under qualified teachers, relevant curriculum and the transition to secondary school

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Eritrea – Phase I

GEP-Girls Education Project; PROFEM-Project for Female Education; PEQ-Project for Educational Quality; TTI-Teachers Training Institute; CSDF-Community School Development Fund; M & E – Monitoring and Evaluation; SHEWAH – Sanitation, Hygiene Education and Water Supply for Health;

Country Context at Phase I	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase I	Results from 1999 YTR	Country Situation at end of Phase I
<p>BARRIERS</p> <ol style="list-style-type: none"> 1. Large gender and regional disparities in enrollment 2. Large increase in enrollment in post-war era, but increasing gender disparity as schools increase in rural areas 3. High dropout rates of girls 4. Parental views on value of education 5. Poor quality and relevance of teaching 6. Poor health and nutrition status of girls 7. Scarce teaching and learning materials 8. Poor teaching methods 9. Schools are not girl-friendly 10. Direct and opportunity costs are too high 11. Traditional view of gender roles 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> 1. Government and UNICEF have launched PROFEM (Project for Female Education) 2. Implemented GEP as a main component of the Government's overall education strategy 3. Together with CIDA have helped MoE to understand importance of girls' education resulting in implementation of GEP and establishment of CSDFs 4. Substantial funding from CIDA also contributed to the activities listed <p>COLLABORATION</p> <ol style="list-style-type: none"> 1. Government of Eritrea, Girls Education Project for health and nutrition, SHEWAH for clean water and sanitation needs 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Increase GER for girls from 37% to 75% 2. Improve effectiveness of teaching 3. Improve capacity of teachers to recognize gender issues 4. Develop and distribute gender sensitive readers in local languages for grades 1-5 by 2000 5. Build capacity of provincial MoE offices 6. Diminish opportunity costs 7. Increase community support for girls' education <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Focus on four regions of greatest need 2. Integrate life skills into primary school education curriculum 3. Locate basic services near schools 4. Develop community advocacy and mobilization by establishing CSDF to enhance under-standing and support for girls' education. 5. Provide adequate sanitary facilities 6. Increase representation of females in teaching force by supporting recruitment and training of female teachers 7. Advocacy with national and provincial decision-makers to build political commitment 8. Large-scale replication of PROFEM 9. Support rehabilitation of schools (roofing – teaching materials) 10. Strengthen the non-formal education unit at MoE 11. Develop a monitoring system and assessment tools 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. Constructed 12 feeder schools 2. Started process for construction of 12 more feeder schools and two girls' hostels 3. Gender awareness training conducted for 445 teachers 4. Coaching provided for 72 female teachers 5. Conducted experience sharing workshops with AGEI project staff, MoE staff and the University of Asmara 6. Conducted workshops with national and later with local leaders in 26 sub-regions (for 1,560 community leaders) to promote understanding and support for girls' education resulting in the actions listed 7. Conducted monitoring visits to CFS in two target regions <p>Objectives not met</p> <ol style="list-style-type: none"> 8. Plan to conduct incentive scheme feasibility study in 4 regions postponed until 2000 9. Production of IEC materials (video, brochures and print materials) postponed due to lack of expertise 10. Construction of 2 girls hostels not complete, but underway <p>Outcomes</p> <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Some goals and objectives are too ambitious, such as 38% increase in GER 	<p>BARRIERS</p> <ol style="list-style-type: none"> 1. Increased demand has created quality and access problems 2. Gender bias becomes evident at higher grades 3. Inadequate teaching methods 4. Border conflict has had significant impact - 22,500 displaced children, 9,500 deportees) 5. Inadequate M & E 6. Distance to schools 7. Traditional factors – early marriage 8. Hostels and community feeder schools have improved access, but many children still denied access 9. High rates of poverty

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Eritrea – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Report from end of Phase II
<p>BARRIERS</p> <ol style="list-style-type: none"> 1. Opportunity costs are high 2. Forces of tradition (early marriage, household chores) 3. Quality and relevance of education 4. Poverty 5. Chronic drought 6. Political instability 7. Large gender and regional disparities 8. Distance to schools 9. Lack of female teachers 10. Gender bias in instructional materials 11. Poor facilities 12. Lack of safe and child-friendly environment 13. Lack of capacity at teacher training institute 14. Lack of flexible schooling adapted to community (nomadic, etc) 15. Lack of sanitary facilities 16. Lack of life skills training 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> 1. Government of Eritrea has opted for human capital formation as a key strategy in attainment of economic and social development goals. As such they have designated education as a primary means of achieving their goals and is committed to developing a plan of action by 2000 to achieve EFA goals. 2. Drafted Girls' Education Policy and Strategy 3. Draft National Framework underway 4. Supported founding of FAWE 5. 2nd International ECD Conference held in Asmara 6. Eritrea is part of the 25 by 2005 strategy 7. MOE has developed monitoring system and good baseline data but struggle to keep up with growing demand 8. Agreement with WFP to continue the school feeding program (but lack of water is a barrier – only 45% of feeder schools are able to participate due to lack of water) <p>COLLABORATION</p> <ol style="list-style-type: none"> 1. Partnership development – MOU signed with WFP, and UNHCR 2. Support for creation of FAWE chapter in Eritrea 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Increase GER in 4 areas from 39.4% to 46% 2. Reduce drop out rates from 6.7% for boys and 6.2% for girls to 3% 3. Ensure all girls who reach grade 4 have mastered 50% of material in priority areas of language, math, science 4. Consensus building to support community level action 5. Provide gender sensitivity training for school management and teachers 6. Development and replication of community schooling 7. Capacity building (train 150 female teachers) 8. Formulation of long term program for female teacher training 9. Establish a monitoring and evaluation system <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Communications at national and community level to address attitudes toward girls education 2. Service delivery through continued construction of feeder schools and improved quality 3. Capacity development for teachers <p>COLLABORATION</p> <ol style="list-style-type: none"> 1. GoE will seek to leverage support from other donors such as World Bank, NGOs, University of Asmara 	<p>Outputs</p> <ol style="list-style-type: none"> 1. Monitoring Learning Achievement system is under development 2. Gender Training Manual has been written. Core teachers have been trained. 3. Provision of 52,900 textbooks, 950 desks, school supplies for 74,900 students, 102 water containers 4. Began construction on two girls' hostels 5. Community capacity development – a nation-wide seminar for PTA representatives has taken place and PTA guidelines drafted <p>Outcomes</p> <ol style="list-style-type: none"> 1. Community feeder schools constructed – 25 to date 2. Collaboration with community leaders established 3. School feeding program that reaches 80,000 4. Incentive plan being expanded to all areas – being assessed now 5. EFA framework discussed at national, regional and local levels 6. 41,786 adolescent girls and young women participated in Basic Education program in AGEI regions (Anseba, Debub, Gash-Barka) <p>Impacts</p> <ol style="list-style-type: none"> 1. Kept 1000 girls in school through use of girls' education incentives 	<p>CONTEXT</p> <ol style="list-style-type: none"> 1. Teacher/pupil ratios remain high. 1/22 to 1/80 in 7 schools visited 2. Malnutrition continues to be a problem 3. No playground or sports areas 4. Poor water supply and sanitation facilities 5. More demand than space at feeder schools 6. Increased demand for education has stressed the educational system 7. HIV/AIDS increasing rapidly <p>ACCOMPLISHMENTS</p> <ol style="list-style-type: none"> 1. 24 feeder school constructed 2. 1000 girls in these schools aided by incentive scheme 3. Language specific materials and school supplies made available enhancing instruction in mother tongue 4. School feeding program, has increased girls' enrollment 5. Due to new schools being built, girls' enrolment in 7 communities increased 437%, total increase 540% <p>RECOMMENDATIONS</p> <ol style="list-style-type: none"> 1. Water provisions and functioning latrines are essential 2. Adequate living and working facilities for teachers are needed 3. Expand feeding program 4. Build more schools – supply not keeping pace with demand 5. Provide health facilities in vicinity of school 6. Gender sensitivity training for teachers, staff and principals 7. Address issues of poverty, conflict and drought

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Kenya – Phase II

GoK – Government of Kenya, ASAL – Arid and Semi-arid Lands; MPET – Master Plan on Education and Training;

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Literacy rate is 74.8 (67.3 female and 82.3 male) 53.1% of rural and 50.1% urban population classified as absolute poor 17.5% drop in GER between 1989 and 1996 NER for 1999 is 68.2 Large regional disparities – especially in ASAL with GER / NER as low as 17.6 and 14.6 in the North Eastern region <p>BARRIERS</p> <ol style="list-style-type: none"> Increasing poverty Prolonged drought Cultural attitudes Gender-insensitive practices Lack of security for girls Traditional practices – early marriage, FGM High risk of contracting HIV/AIDS <p>ASSETS</p> <ol style="list-style-type: none"> Kenyan government is committed to EFA Renewed focus on girls' education as means to achieve EFA 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> GoK has endorsed basic education as a fundamental human right Developed MPET in 1997 with goal of NET of 100 by 2010 GoK has ratified Jomtien and CRC GoK issued directive to include lifeskills education – especially on HIV/ AIDS in all schools 	<p>GOALS</p> <ol style="list-style-type: none"> Empower girls and women through education so they may play a greater role in their own survival and development Improve access, retention, and completion rates of girls in primary school with an emphasis on nomadic/pastoralist communities <p>OBJECTIVES</p> <ol style="list-style-type: none"> Develop, finalize and disseminate national policy on girls education Increase girls primary school enrollment, retention and completion rates by 20% by 2003 Promote and provide access to alternative educational opportunities for out-of-school youth Strengthen community capacity to promote girls' education Strengthen HIV/AIDS prevention at community level Promote life skills in girls to remain HIV/AIDS free <p>STRATEGIES</p> <ol style="list-style-type: none"> Policy development and capacity building to address girls' education Advocacy and community empowerment and mobilization Policy development workshops Collection and utilization of data Teacher training Providing equipment and materials for both formal and non-formal education centers Development and production of learning and teaching materials Community capacity building in micro-planning, gender and rights-based approaches Create awareness of HIV/AIDS within community and to initiate behavior 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Research study on gender, sexuality and HIV/AIDS education and nomadic education completed Training of head teachers, SCMs and community leaders on school governance in 6 districts Computers were given to 4 out of 6 AGEI districts Microplanning done in all 12 AGEI divisions Rehabilitation of a girls dormitory at Kerio Primary <p>Outcomes</p> <ol style="list-style-type: none"> Provided educational and boarding supplies for AGEI boarding schools and the girls' education model schools Gender and HIV/AIDS awareness were promoted in 6 AGEI schools Motorcycles and bicycles provided to educational officials to enhance monitoring effectiveness Assessment of AGEI implementation by ESARO M&E Technical Assistance Team <p>Impacts</p> <ol style="list-style-type: none"> Girls enrollment increased by 33% in KAGEI divisions of North Horr and by 11.3% in Loiyangalani In Mandera, girls enrollment increased by 6.3% while boys increased by 4.7% 	<p>COUNTRY CONTEXT</p> <p>BARRIERS</p> <ol style="list-style-type: none"> Over-reliance on word of mouth messages Long distance from home to school Nomadic culture Difficult terrain Security concerns as boarding schools are not fenced and there is fear of attack Poor infrastructure Dropout rates are still high Too few female teachers Late release of funds delays implementation <p>ASSETS</p> <ol style="list-style-type: none"> Government has allowed girls to re-enter school after delivery Project area schools have agreed to not charge fees Provision of supplies to schools has improved the learning environment Near parity of boy/girl school enrollment <p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 12 micro-planning workshops held 71 capacity building workshops resulted in increased awareness and support for GE <p>Outcomes</p> <ol style="list-style-type: none"> Bicycles enhance school management members to track girls attendance and absences Community members support and participate by providing materials, maintaining schools, providing security, water and fuel Communication has been increased by providing bicycles, vehicles and motorbikes Girls performance has improved because of increased boarding school enrollment and the availability of textbooks Improvement of learning facilities have increased girls' attendance Increased demand for boarding school enrollment for girls

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

		<p>change for prevention of HIV/AIDS</p> <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Plan clearly specifies which activities connect to which objective 2. Partnerships seem solid in proposal 		<p>Impacts</p> <ol style="list-style-type: none"> 1. Girls enrollment has increased by 11% in Marsabit; by 12.1%, in Moyale; by 12.5% Wajir, and by 23.8% in Habswein 2. Repetition rate has decreased <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Social mobilization and advocacy sustains ownership of project 2. Social mobilization and advocacy assists parents to understand the value of girls' education 3. Collaboration between partners results in the efficient use of resources and maximum results 4. Difficult to assess impact with existing data collection techniques 5. Awareness creates empowerment which results in promoting and sustaining of girls' education
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ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

Lesotho – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> One of the world's poorest countries; 49% poor; 26% ultra poor Net food importer HIV/AIDS sero-prevalence is 26% of adults aged 15-49; high impact on girls as caretakers Increase in child labor because of mining economy declines 90% of schools owned by churches, government pays teacher salaries and provides inspector services <p>BARRIERS</p> <ol style="list-style-type: none"> Boys enroll in school late because of herding responsibilities but herding is on the decline School system was stronger pre 1990's Schools have serious quality, efficiency and relevance challenges Girl NER higher than boy's but decline in girls enrollment is more dramatic Institutional and societal gender bias, including in curriculum Families view free basic education as better for boys than girls No ongoing MLA Strict rules against schooling for teen mothers Corporal punishment widely used (although banned by policy) Low community involvement in education Teacher training curriculum gender insensitive <p>ASSETS</p> <ol style="list-style-type: none"> Communities support the daily requirements of schools and their children 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> GoL committed to provide free basic primary education to all Basotho children in its constitution GoL launched free primary education starting with grade 1 in 1999 and will progressively implement this program until 2006 when all grades will be covered Children expected to complete education from ages 6-13. 	<p>GOALS</p> <ol style="list-style-type: none"> Increase overall NER from 54.8% to 64% (boys from 50.7% to 59.9%; girls from 59% to 71%) Improve the quality, relevancy, and gender sensitivity of the primary school system and ensure effective participation and better learning outcomes <p>OBJECTIVES</p> <ol style="list-style-type: none"> Approve and enact two policy frameworks, one on basic education and one on gender education Improve primary school girl math and science performance by at least 10% Increase/expand existing alternative educational opportunities to accommodate at least 20% additional out-of-school children and youth in two pilot districts, with a special focus on girls <p>STRATEGIES</p> <ol style="list-style-type: none"> Policy support to key stakeholders (gov't, churches, NGOs, and other education stakeholders) Establish baseline of national examination results by gender Gender training of trainers Math/science teacher professional development Train teachers on classroom management and gender responsiveness Research strategies for reaching vulnerable girls Curriculum development Community advocacy for EFA Build or expand alternative schools Providing teaching and learning materials 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Developed and piloted HIV/AIDS and gender modules Trained 240 special education teachers on these modules <p>Outcomes</p> <ol style="list-style-type: none"> UNICEF and MoE began a gender audit exercises to help them develop a gender in education policy In-service training modified to include lifeskills and HIV/AIDS <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> Education initiatives are all focused on HIV/AIDS Little was done in the area of girls' education as Lesotho first dealt with the elections and then humanitarian crises of food shortages and HIV/AIDS Very little community or church outreach or mobilization efforts Strategies are top-down 	<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> 2002 was highly disruptive. Elections in first half of 2002 led to political and societal instability Humanitarian crisis of HIV/AIDS and food shortages occurred in second half of 2002 6 teachers are lost each week due to AIDS 85,000 school children orphaned Huge food shortages Devastating effects of HIV/AIDS <p>BARRIERS</p> <ol style="list-style-type: none"> Not enough school feeding programs to meet the demand More girls are dropping out of school each year because of HIV/AIDS has affected their families <p>ASSETS</p> <ol style="list-style-type: none"> Lesotho has a female Deputy Principal Secretary in the MoE who is very committed to the issues of girls' education <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Consistency and continuity are invaluable within an unstable political climate Advocacy for gender concerns is necessary at all levels Patient persistence is required to change attitudes about gender Parents and teachers need encouragement Political will at all levels is important Village responsibilities need to be articulated better. Lesotho education managers do not see gender as an issue

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Madagascar – Phase II

PNAE2: Second Phase of the National Plan for the Improvement of the Education; PADEPP: Partnership for the Development of Public Schools

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> 75% of population impoverished HIV/AIDS prevalence relatively low <p>BARRIERS</p> <ol style="list-style-type: none"> Indicators vary greatly depending on geography – in some rural areas where boy labor is valued, girls' participation in school is higher than that of boys'; in other areas where early marriages or involvement in the "tourist industry" is valued girls' indicators are lower than that of boys Parents encourage girls to marry early or to work as domestics Irrelevant and gender stereotyped curriculum Gender bias in school system <p>ASSETS</p> <ol style="list-style-type: none"> GER, NER, dropout and repetition rates are not significantly different between boys and girls 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> PNAE2 aims at providing access of primary education and ensuring the success of learning and training, directed at the general population. PNAE2 met its objective for improving NER through community mobilization but has not yet achieved its objectives in improving the quality of education UNICEF helped develop a contract-program strategy to include agreements among pupils, teachers, parents, communities, and school authorities 	<p>GOALS</p> <ol style="list-style-type: none"> Universalize primary education for girls and boys by attaining NER of 80% in 2003 Improve the quality and relevance of education <p>OBJECTIVES</p> <ol style="list-style-type: none"> Reduce drop out rates for girls in primary school Increase the promotion rate for girls during the primary school cycle and the transition rate of girls into secondary school <p>STRATEGIES</p> <ol style="list-style-type: none"> Build community capacity (local authorities, PTAs, and PADEPP) to implement education plans monitor school activities Alleviate school expenses Partnering with NGOs Advocacy campaigns about HIV/AIDS Find synergies with CRC and health programs Action research on school experiences for girls and causes of high dropout rates Develop strategies with communities to retain girls in schools Build capacities of teachers to reform education pedagogies based on issues coming up in classrooms, especially related to HIV/AIDS Gender workshops involve parents and communities in monitoring schools 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Prepared action plans for three districts <p>Outcomes</p> <ol style="list-style-type: none"> Established partnerships in AGEI districts Created AGEI committees Prepared school learning contracts with communities to retain and monitor students and keep girls safe Begun educating parents on children's rights and girls' education Started reviving Anti-AIDS clubs in schools Monitoring action plan and implementation begun <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> Many results listed without data to support the claim Only zonal data included which makes comparisons with national trends difficult 	<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Political and social crisis in the first seven months of 2002 because of the presidential elections in December 2001 All activities were blocked during this time including UNICEF and the AGEI project New ministry appointments were made after regime change <p>BARRIERS</p> <ol style="list-style-type: none"> Lack of capacity of the partners on the ground <p>ASSETS</p> <ol style="list-style-type: none"> Despite political crisis, the AGEI project has been able to bring together different stakeholders to promote girls' education <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Important to involve all stakeholders in educating girls and all sectors to implement activities Need resource people specialized in certain fields for effective partnerships Commitment to school program contracts gives a sense of ownership to all stakeholders Enormous pressure to not have education initiatives disrupt tourist industry Capacity building necessary in different forms for teachers, AGEI committees, and communities Need regular and frequent monitoring

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

Namibia – Phase I

MoBEC – Ministry of Basic Education and Culture;

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country Context at end of Phase I
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Government has made education a priority with 20-28% of budget on education Poverty and lack of food requires children to forage or work in fields <p>PERCEIVED BARRIERS</p> <ol style="list-style-type: none"> Children denied access to basic education include: pregnant girls, Bushman, farm workers, Himba 20% failure rate every year 25% enrollment in secondary school It takes an average of 15.3 years to get a student through 7 years of primary education Poor quality of instruction and high teacher absenteeism and weak management High teacher/ student ratio (up to 1:44) <p>ASSETS</p> <ol style="list-style-type: none"> 95% enrollment of 7-14 yr olds in primary education <p>COMMENTS</p>	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> AGEI program is designed to coordinate from the beginning with various departments within the MoBEC Training for capacity building regional level officers is planned GoN has set UPE goals AGEI will focus on improving quality of education and on increasing enrollments among marginalized populations (Himba and San) 	<p>GOALS</p> <ol style="list-style-type: none"> Correct the imbalances in education provision by extending primary education to marginalized children in the San and Himba and farming communities and improve educational quality in remote areas <p>OBJECTIVES</p> <ol style="list-style-type: none"> Increase GER among marginalized groups to 50% by 1998 and 70% by 2001 Reach 20% of pregnant mother dropouts through non-formal education Develop gender sensitive and culturally appropriate educational programs Develop a system to support national reform efforts through a sustainable support system for 1400 principals, 60 inspectors and a minimum of 60 advisory teachers <p>STRATEGIES</p> <ol style="list-style-type: none"> Accelerate non-formal basic education Mobilization of school and community to develop strategic plan for addressing educational issues Improve regional planning Capacity building of government officials engaged in education efforts Identify opportunities for innovation Strengthen local level planning and management of educational programs. 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Produced, and televised film on education for San children (3 versions) that initiated debate by all stakeholders Trained 50% of inspectors and advisory teachers in use, printing and distribution of performance criteria. Training curriculum was produced for school boards about girls' education <p>Outcomes</p> <ol style="list-style-type: none"> Scale up school board training to reach 15% of primary school boards (nearly 200 schools) and heightened community interest in girls' education (national NGO – Urban Trust of Namibia took over management) Conducted additional research on impediments to education for San children Cluster training for school management began in Khorixas region Prepared for the 2000 EFA assessment – Namibia was one of the few counties that submitted their EFA report within the deadline Consensus has been reached among partners about the necessity of increased parental involvement in education School-community relations project has been taken to scale <p>Impacts</p>	<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Discrimination of children in the San and Himba groups Exemption rules exist for payment of school fees, however, confusion remains The Minister of Education and Basic Culture has taken over coordination activities to get parents more involved in girls' education The democratization of school management has been implemented <p>BARRIERS</p> <ol style="list-style-type: none"> Quality of teaching remains low Lack of involvement of parents Cultural practices such as early marriage Teen pregnancy

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Namibia – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from the end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> 1. Angolan troops in NE Namibia since 1999 (Angolan civil war) 2. Landmines have been planted along the Angolan border and many Namibians have been killed or maimed 3. Many schools disrupted and closed due to conflict 4. Foreign teachers withdrawn because of insecurities along Angolan border <p>BARRIERS</p> <ol style="list-style-type: none"> 1. Historically, education has been built around inequalities from the apartheid era 2. Marked regional and ethnic disparities (low enrollments, especially girls) 3. Lack of infrastructure 4. Long distances to schools 5. Lack of qualified teachers 6. 16,500 children not in school (mostly San and Himba) 7. Cost of education makes it difficult for San children 8. Long absences for puberty rites <p>ASSETS</p> <ol style="list-style-type: none"> 1. The total number of students in school has grown annually by 2.5% 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> 1. AGEI program is operated through the MoE and tied to policy efforts of the GoN 2. Shift in focus from national sensitization and policy formulation to focus on community and school-level interventions in two regions of highest need (Omaheke and Kavango) 3. HIV/AIDS is an increasing factor in education policy <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Namibia has reached its goal for EFA of 94% by 2000 but the regional disparities are the current focus, especially for marginalized groups (San and Himba) 	<p>GOALS</p> <ol style="list-style-type: none"> 1. Increase participation of girls from marginalized groups of San and Kavango 2. Address the low enrollment rates of girls resulting from traditional male bias in Kavango and the ongoing disturbances in the region <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Reduce girls' dropouts by 50% in Kavango and Omaheke by 2003 and increase enrollment to parity with boys 2. Increase attendance of San children from 600 to 1200 by 2003 3. Train one male and one female community-based education mobiliser for Omaheke region 4. Improve involvement of San parents in child's education 5. Investigate reasons for gender gap in Kavango, impact of instability in region on schools, and safety and security of girls at school 6. Train 50% of primary school board in Kavango <p>STRATEGIES</p> <p>Omaheke</p> <ol style="list-style-type: none"> 1. Develop capacities of San communities for promoting girls' education 2. Enhance self-esteem of girls 3. Strengthening the education system – gender sensitization 4. Communication and mediation between community and school including cultural understanding 5. Material assistance – transport to boarding school, hostel fees, 	<p>RESULTS</p> <p>Omaheke</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. Community participation project in Omaheke region initiated and expanded to 10 schools (sustainability and cultural impact in San community a concern) 2. Database for San learners developed (baseline data difficult to access and resources and capacity an issue) 3. Enrolled 113 San learners (transport, uniforms and toiletries supplied and temporary hostel established) <p>Outcomes</p> <ol style="list-style-type: none"> 1. Government-partner compact established and agreement on formulation of steering committee and reporting to regional MoE established (needs budget line item to be sustainable) 2. Capacity building trainings for CBO in San community accomplished. Additional trainer required before they can take over operation of project. 3. Advocacy forum established and plan developed via ministerial task force. Plan not yet operationalized, needs further technical assistance. <p>Impacts</p> <p>Kavango</p> <p>Outputs</p> <p>Outcomes</p> <ol style="list-style-type: none"> 1. Government-partner compact mainstreamed interventions into the regional MoE office. (Some officials were over stretched and need to ensure support from head office to manage work load) 	<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> 1. Kavango region saw an overall positive socio-political development with more stability along the Angola border 2. Government's rejected two San communities for official recognition with their traditional leaderships which had a demoralizing effect on community leaders involved in education <p>BARRIERS</p> <ol style="list-style-type: none"> 1. Inequities between regions and language groups continues to be a major challenge to progress 2. Lack of common understanding between stakeholders 3. Lack of full fledged leadership <p>ASSETS</p> <ol style="list-style-type: none"> 1. Continuous consultation with partners results in an increase in responsiveness to project 2. Interventions with both Kavango and Omaheke were streamlined into routine duties of the government 3. The AGEI program served as a catalyst for putting girls' education on the national and district level agenda 4. UNICEF's efforts with support of AGEI contributed to the inclusion of gender targets in the MoE's new fine-year strategic plan launched in 2001 <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Envisioned time frame proved too ambitious 2. Monitoring and evaluation tools

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		<p>clothing subsidies</p> <p>Kavango</p> <ol style="list-style-type: none"> 1. Assessment of situation in Kavango and reason for girls dropout rates 2. Support the education system – improve quality of teacher and stability and safety of schools 3. Improve school-community relations through increased parent involvement in school management 4. Gender sensitization of communities, schools and parents 5. Develop motivations for girls to complete school 6. Establish girls clubs 	<ol style="list-style-type: none"> 2. Established monitoring & evaluation mechanisms through data base 3. Planning workshop for AGEI project held in Dec 2002 <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Found that sexual harassment was sometimes enhanced by the hostels due to lack of adequate supervision and protection 2. Report states that Phase II proposal addresses HIV prevention. This information is not found in the Phase II proposal 3. The program partners are addressing issues of sustainability and seeking additional donors 	<ol style="list-style-type: none"> 3. Material assistance to students helps curbs dropouts but it is not sustainable 4. Affirmative action measures such as fee waivers requires budgetary provisions 5. Need to have more clarity among stakeholders regarding the responsibilities 6. District capacity needs improvement and need to ensure that data will meet needs of project
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ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

OLS Sudan – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from the end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Except for 1972-1983, Sudan has been devastated by civil war Drought, famine, flood and internal conflict are commonplace Massive displacement of civilian population Some parts of southern Sudan are peaceful and require development instead of relief from UN agencies 83% of school-aged southern Sudanese girls never see a classroom Over 600,000 southern Sudanese school-aged children are not in school (60% of school aged population), 2/3 of which are girls <p>BARRIERS</p> <ol style="list-style-type: none"> Girls drop out earlier and at a faster rate than boys High regional variations in gender disparity Education does not elevate a girl's "bride price" Girls needed at home to help with household chores and care for siblings Women and girls are handling work traditionally held by men who are fighting, disabled, or killed Early marriage Lack of school facilities Shortage of trained teachers Very limited availability of school supplies Educational infrastructure damaged from conflict Schools located far from communities – safety concerns. Uniforms and books too costly for many parents Gender biased schools Parents fear for older girls' safety 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> High level education officials recognize gender disparity in education as a serious deficiency in education system No established data collection system at regional, national, or school levels Secretariat of Education is now fully committed to girls' education An AGEI department has been established at the MoE 	<p>GOALS</p> <ol style="list-style-type: none"> Ensure girls full and equal access to a quality education in child-friendly schools with a focus on those girls excluded from learning, both in and out of school <p>OBJECTIVES</p> <ol style="list-style-type: none"> Minimize gender disparity in Rumbek by achieving a 30% improvement in level of out-of-school girls enrolled from 2.5% to 25% by 2003 Eliminate gender disparities in primary and minimize in secondary education by 10% in Yambo by 2003. Achieve gender quality in education by 2005 by ensuring girls full and equal access to and achievement in basic education <p>STRATEGIES</p> <ol style="list-style-type: none"> Build/rehab schools closer to communities Train teachers in multi-grade teaching methodologies Train PTAs and local education officers on gender sensitization and monitoring Work with communities to locate excluded children School enrollment campaigns, focusing on girls. Ensure the safety and security of girls Introduce flexible learning practices and nonformal approaches Use affirmative action/ special programs to increase female access to schools Promote women to senior 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Constructed and furnished boarding facility for 660 Established 10 one-classroom village schools for girls; 15 scheduled to open in 2003 Opened 27 evening learning centers for girls who have dropped out of school Conducted 36 enrollment and sensitization trainings for community and local authorities Produced and distributed 1000 Lifeskills modules and 12,000 posters on HIV/AIDS and Water/Sanitation with community input Trained 20 teachers for the lifeskills curriculum 12 workshops with civil and education authorities on girls' education Trained 30 school supervisors and 67 head teachers in data collection <p>Outcomes</p> <ol style="list-style-type: none"> In Pacong girls' enrollment increased by 50% compared to 2001 as a direct result of local mobilization and sensitization initiatives Trained PTAs and Board of Governors to manage the boarding school have been established Village school teachers were trained in flexible learning processes There were 14,000 new enrollments in five focus areas (5,500 girls) <p>Impacts</p> <ol style="list-style-type: none"> Dropout rate decreased in grade 2 in Yambio from 12% to 10% 11% of school aged children now in school in Rumbek (compared to 8% in 2001 and 2.5% in 2000) 	<p>COUNTRY CONTEXT</p> <p>BARRIERS</p> <ol style="list-style-type: none"> Lack of established data collection unit High turnover of staff requires continuous training, rather than building on strengths <p>ASSETS</p> <ol style="list-style-type: none"> Females appointed as heads of the newly established departments for girls education both in Yambio and at the Secretariat of Education Girls' Education and an Alternative Education Department has been established <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> School enrollment campaigns produced a positive effect for both boys and girls Flexible timing and free education have had a positive impact on enrolling and retaining girls Community participation in the lifeskills module created interest and buy-in Community mobilization and sensitization are key to change cultural practices that discriminate against girls' education Education management turnover is problematic for reliable data collection procedures.

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<p>(rape, pregnancy) – main reason for few girls in school</p> <p>15. Few female role models/teachers (only 7% of southern Sudanese teachers are women; hardly any women in administrative or district levels)</p> <p>16. Parents and PTA members favor single sex schools</p>		<p>education management positions in southern Sudan through workshops with education and civil authorities</p> <p>10. Improve local monitoring of education</p> <p>11. Improve gender analysis in education</p>	<p>3. Girls make up 21% of total primary enrollment in Rumbek, up from 8% in 2000</p> <p>COMMENTS</p> <p>1. Statistics reported for Yambio and Rumbek regions, but it would have been good to be able to compare to national statistics</p>	
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Rwanda – Phase II

CDC – Community Development Committees;

Country context at beginning of Phase II	Policy Implications for Girl's Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR or Country Evaluation Report	Reports from the end of Phase II
<p>COUNTRY SITUATION BARRIERS</p> <ol style="list-style-type: none"> War and genocide killed or displaced many children and teachers, and destroyed education infrastructure, school activities stopped for a year Poverty and homelessness affected most children who survived the war far from communities Lack of adequate facilities for girls (no water; separate latrines) Ill-adapted and gender-stereotyped curriculum Low quality and irrelevant education 46% of teachers unqualified Large classes School systems not accommodating for girls who head households. Direct and indirect costs of schooling unaffordable for many. Girls generally valued less than boys and encouraged to marry early Increasing mortality and morbidity rates in young women and girls due to HIV/AIDS; 240,000 orphans due to HIV/AIDS 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> Ratified the Convention of the Rights of Children in 1993 and pledged support to its tenets, including a rights-based approach for every child to receive basic education Participated in Dakar Summit in 2000 and expressed aim of universal primary education by 2010. National Committee for EFA set up to follow Dakar framework Girls' education, improvement of education quality, life skills education, and HIV/AIDS prevention top priorities of MoE. Decentralized processes for school/community based activities underway. Data collection and analysis systems improving. UNICEF and MOE jointly responsible for overall implementation of project. Steering committee (UNICEF, MOE, FAWE, UNDP) supports implementation Plan to create specific Girls' Education Planning Unit within MOE will be examined during project. CDCs, community leaders (incl headmasters and teachers), and local authorities will contribute to the project. MoE commitment to girls' education largely on paper, not in action. 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> Increase girl enrollment and retention in primary schools by 10% in 3 targeted prefectures Reduce girl dropout rate from upper classes of primary school by 10% Increase girl pass rate in final primary exam by 15% Strengthen girls' life-skills, including HIV/AIDS Sensitize the population on the importance and advantages of girls' education <p>STRATEGIES</p> <ol style="list-style-type: none"> Gender approach to promote better understanding of different educational needs of boys and girls; role models factor heavily. Training/life skills education strategies: Use child-friendly methodology for education materials and training Adapt life skills communication materials for girls Cross-sectoral interventions, esp. water/ sanitation and HIV/AIDS Support decentralized processes Increase child participation, esp. girls, in primary school activities through school and youth clubs. Advocacy/Social mobilization Capacity building <p>COMMENTS</p> <ol style="list-style-type: none"> Solid objective targets but strategies are a little vague 	<p>Results Outputs</p> <ol style="list-style-type: none"> National EFA Plan of Action developed with significant UNICEF inputs, including a comprehensive plan of action for girls' education. 60 teacher trainers trained in participatory life skills methodology 266 teachers and 266 school heads trained in HIV/AIDS Pilot MLA study conducted; MOE will introduce the system in 2003 <p>Outcomes</p> <ol style="list-style-type: none"> Results from study on girls' education will guide policy review and girls' education national action planning Conducted three studies, baseline study of girls' education, a pilot MLA study and an AGEI evaluation <p>Impacts</p> <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Although improving enrollment numbers are important, it is an insufficient standard to measure progress in gender disparity reduction. Lack of systemic data collection is a policy issue Grade 6 exams questioned for their efficacy, as they cause high degree of repetition rates, esp among girls MOE intends to adopt UNICEF recommendation to progressively introduce a 9-year uninterrupted basic education as a key EFA strategy. AGEI Evaluation study results: HIV/AIDS, Gender, and Sexuality KAP: <ul style="list-style-type: none"> Teachers find it difficult to respond to student questions on HIV/AIDS, Condom use or teaching it in primary schools highly 	<p>BARRIERS (from 2002 country evaluation)</p> <ol style="list-style-type: none"> MOE commitment to girls' education largely on paper, not in practice No specific girls education program at national/provincial level Most education initiatives address general issues and are not cohesive Enforcement of existing laws and policies problematic Child labor and early marriage commonplace Education neither compulsory nor free High direct/indirect education costs Poor school infrastructure, incl. water and sanitation. Many schools in intervention zones have few or no desks More girls than boys drop out as primary school progresses Cultural discrimination against girls among parents, teachers, administrators, and authorities caring for vulnerable children Gender stereotypes and bias in school materials Poor data collection, storage, analysis, and use, especially at local and school levels. Data not consistently disaggregated by gender, esp. at school level 2/3 of Rwandan parents live below poverty line 1994-99 genocide and war displaced families and exacerbated poverty and social economic problems 14% AIDS/HIV prevalence among 15-49 year-olds

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

			<p>controversial among students, teachers, and parents</p> <ul style="list-style-type: none"> - Strong support of integrating HIV/AIDS and life skills across curriculum <p>Girls Education Baseline Study (5 prov.):</p> <ul style="list-style-type: none"> - Poor data quality - Rigid exams system, weak parental support, and girls responsibility to care for parents contribute to high repetition and dropout rates - School environments unsafe and unfriendly for girls with poor district/mgmt capacities - Broaden scope of GE to address socio-economic as well as gender disparities that cause violations of rights of children <p>Pilot MLA study:</p> <ul style="list-style-type: none"> - Involve parents more in school activities, both in school and at home - Develop ECD policy - Increase no. of female teachers - Develop capacity pf MOE to assess education system <p>Changes from beginning to now</p> <p>Country situation</p> <ol style="list-style-type: none"> 1. Education policy revised in 2002. One section broadened an antidiscrimination clause from just focusing on obstacles to girls and involvement of women in education to disparities by gender, geography, or social group 2. The combination of poverty and the aftermath of war have left many Rwandans overwhelmed. 3. Most AGEI initiatives remain at a macro level <p>Comments:</p> <ol style="list-style-type: none"> 1. Excellent evaluation 2. Provincial level statistics from evaluation show more gender disparities than indicated from national data 	<ol style="list-style-type: none"> 16. High number of vulnerable citizens (orphans, disabled, children heading households, street children, and widows) – no reliable data on numbers 17. In intervention provinces, girls missing 8 days/month of school to attend to household needs 18. In intervention provinces, parents, esp. illiterate ones, do not attach high priority to girl education 19. Malaria common among vulnerable/ poor children <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Negotiations and consensus between MOE and partners take too long (12-18 months) 2. Some issues affecting girls’ and vulnerable children’s education need interventions immediately, without waiting for a policy or strategy. 3. Improving girls’ education requires political will and commitment 4. Most people are not gender responsive or sensitive 5. Parents and communities need to be sensitized, mobilized, and empowered to manage schools and monitor their children’s education 6. Many Rwandans are concerned about the problems of vulnerable children, but they feel helpless
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ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

Somalia– Phase II

CEC: Community Education Committee

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>CONTEXT</p> <ol style="list-style-type: none"> 1. Civil war destroyed education infrastructure 2. Continued factional fighting 3. No recognized and effective national government 4. 9% Total GER 5. Almost half (47%) of Somali teens have never been in school <p>BARRIERS</p> <ol style="list-style-type: none"> 1. Koranic teachers are not trained in secular subjects 2. Few female role models for girls (15% teachers, 4% headmasters, and 18% CEC members are female) 3. 41% teachers have only in-service or no training 4. Gender biased curriculum 5. Cultural and religious gender biases 6. Increased child labor for both boys and girls 7. Long distances between home and school (security risks) 8. Insufficient number of schools 9. 49% of schools have no latrines; 22% have one latrine 10. Koranic schools flourishing despite setbacks in formal education system 11. Koran encourages educating girls as well as boys (could be an advocacy strategy) 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> 1. No national unified policy, goals, objectives, or strategies 2. UNICEF has helped draft a framework for an education policy for Somalia with a gender focus 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Develop a gender responsive policy and framework for action in the 'Puntland' 2. Improve the quality and relevance of education to restore parent and community confidence in the education system 3. Promote the interests of girls through the schooling system and ensure gender equality and equity in all aspects of the teaching/ learning process 4. Increase girl enrollment in grades 1-4 from 37% to 50% 5. Increase girl enrollment in grades 5-8 from 28% to 40% in general (50% in urban schools) 6. Ensure at least 60% of enrolled girls attain desirable numeracy, literacy, and lifeskills for all primary grades 7. Increase the percentage of women teachers from 15% to 35%, female headmasters from 4% to 24%, and women CEC members from 18% to 40% <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Gender training and professional development of teachers, education authorities, NGOs, and CEC's 2. Remove gender bias and stereotyping in the curriculum and teaching materials 3. Capacity building 4. Monitoring 5. Revise and develop in-service training modules for gender responsiveness 6. Provide basic teaching and learning materials to schools and to poor children 7. Increase the number of schools; improve current schools 8. Provide separate toilets and safe drinking water 9. Enhance safety of girls in and traveling to school 10. Community mobilization 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. Weekly radio broadcasts on girls' education 2. Trained 65 (12 in Puntland) trainers in gender training 3. Trained 1300 Puntland teachers, headteachers, school supervisors, regional and district education officers in gender sensitization 4. 100 primary school environments improved 5. Separate latrines constructed for 30 primary schools 6. 30 schools rehabilitated through community efforts <p>Outcomes</p> <ol style="list-style-type: none"> 1. Education policy drafted 2. 178 CECs were formed (1/school); more than 1500 CEC members trained (80% men/20% women) 3. Will involve UNICEF youth leaders to promote girls' education 4. Women's NGO's initiated affirmative action for girls' education 5. Bias-fee curriculum, textbooks, and teacher training materials developed for grades 1-4 <p>Impacts</p> <ol style="list-style-type: none"> 1. GER improved for boys and girls (total GER 17%) <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Regional workshops on education policy delayed due to security conditions 2. Given all of the constraints, this program is doing remarkably well. 	<p>CONTEXT</p> <ol style="list-style-type: none"> 1. Continued flare-ups and civil strife between warring factions 2. Ban on international travel has seriously impeded program implementation and monitoring <p>BARRIERS</p> <ol style="list-style-type: none"> 1. High illiteracy rate <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. High adult illiteracy rate requires simple, visually-oriented training modules for community level training 2. Need culture-specific strategies to enhance the participation of women at community level 3. Local radio programs trusted in community 4. Trained educators need monitoring to ensure implementation of girl-friendly practices 6. CEC's are the most powerful and sustainable community level mechanism to promote of girls' education 5. Need to locate schools closer to communities 6. More gender-sensitive materials needed 7. Somali parents and children appreciate the quality in learning materials and processes

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

South Africa – Phase I

SASA - South African Schools Act; LFA – Logical Framework Analysis; EMD – Education Management Development

Country context – from Phase I proposal	Educational Policies	Goals, Objectives and Strategies	Results from 1999 YTR	Country Context at end of Phase I
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Legacy of apartheid systems provided poor education for blacks and especially black girls White Afrikan resistance to education reforms Education budget not distributed effectively A generation of black Africans missed school during the freedom of struggle High levels of violence in and out of homes Breakdown in traditional extended family systems 40% of black children suffer from emotional/mental stress disorders Sexual abuse/rape prevalent Inadequate ECD Poor M&E <p>PERCEIVED BARRIERS</p> <ol style="list-style-type: none"> Irrelevant curriculum Unqualified teachers Negative impact of Bantu Education Act Poor math/science achievement High opportunity costs in urban informal settlements and some rural areas Textbook shortages Poor methodologies Weak links between schools and communities 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> GoSA working to unify and decentralized a highly fragmented, complex, and authoritarian educational system The School Bill passed in 1996 10-year compulsory education for children aged 7-15 UNICEF provided policy assistance, technical support, and support for research to MoE Signed on to CEDAW, African Charter and the Rights and Welfare of the Child, CRC 	<p>GOALS</p> <ol style="list-style-type: none"> Increase access to quality primary education, improve retention and learning among students with a special focus on ‘equity’, rural and peri-urban poor and girls Develop quality, gender-sensitive ECD programs, incorporating health, nutrition, hygiene, and sanitation <p>OBJECTIVES</p> <ol style="list-style-type: none"> Improve quality and relevance of basic education, with emphasis on girls Promote holistic psycho-social healing Strengthen school governance and community involvement for girl-friendly schools Develop a gender-sensitive MLA system Promote low-cost family/community based ECD <p>STRATEGIES</p> <ol style="list-style-type: none"> Advocacy Technical support for policy change, curriculum redesign, teaching methodologies, and gender sensitivity Review and reform school governance structures to be more gender-sensitive Gender, social mobilization, and management training for education administrators Design gender sensitive framework for education support services Reform curriculum to include CRC and lifeskills Research Design MLA Link research and policy development 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Sensitization meetings on gender-sensitive methodologies conducted Seven frameworks developed to address mainstreaming gender equity and HIV/AIDS in education Trained area and circuit managers on school development planning and child participation within curriculum 2005. <p>Outcomes</p> <ol style="list-style-type: none"> Policy dialogue on SASA, HIV/AIDS, ECD Support to Northern Province DoE in school development planning Developing EMD and ECD frameworks for KwaZulu/Natal DoE Training Northern Province administrators in MLA tool called Logical Framework Analysis (LFA) Training Gauteng administrators in micro-planning and school mapping Best practice development occurring in 30 schools Universities initiated modules on gender, CRC, CEDAW in education degree programs Gender policy for Northern province DoE developed in a participatory manner Gender audit in NP led to recommendations to appoint women in management positions in NP DoE. Research studies in HIV/AIDS and learning readiness Planning lifeskills/HIV/AIDS curriculum in Northern Province Trained education staff and children in child to child methodologies in ECD, OBE, and lifeskills in 30 schools Developing MLA test for grade 4 Developing LFAs on mainstreaming gender equity and HIV/AIDS in ECD 	<p>COUNTRY CONTEXT</p> <p>General</p> <ol style="list-style-type: none"> 35% of the teachers are female The School Bill passed in 1996, consolidating SA’s education system and decentralizing school authority Education staff from apartheid system having difficulties adjusting to new system Decentralization progressing slowly Signs that education systems change not being planned coherently, losing focus on family and children Constitutional separation of national and provincial powers and inadequate support systems creating difficulties in establishing an integrated education system No practical mechanism to implement framework linking national departments of education with provincial departments Wealthier regions and districts are progressing with reforms faster than poorer ones. Teaching methodologies remain didactic and gender insensitive Decline in female school managers in Gauteng province, no change in KZN, and small positive move in Northern province HIV/AIDS at epidemic levels Poor data collection <p>Reasonably attributed to AGEI</p> <ol style="list-style-type: none"> UNICEF supported EMD strategy to help in decentralization process New national MoE interested in forming strong links with national

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<p>9. Insufficient classrooms and schools 10. Poor data collection and analysis</p>			<p>15. Legal literacy program implemented in Northern Province</p> <p>Impacts</p> <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Provincial politics interfere with implementation 2. Monitoring needed to ensure uniform program implementation within and among provinces 3. Media should be leveraged for social mobilization and implementation of new education policies 4. New inspection system needs clear definition of roles 5. Education constitutional mandates are problematic with financing, EMD, HIV/AIDS, curriculum, and teacher union issues 6. Data collection and analysis needs to be improved. 7. Participatory processes delays developing curriculum materials. 8. Child to child methodologies are popular but UNICEF lacks resources to take it to scale 9. Cascade model to prepare educators for curriculum 2005 did not have a positive effect. 10. Weak sectoral linkages and interdepartmental collaboration in many provinces and at national level for ECD 	<p>policy planning and provincial program implementation</p> <ol style="list-style-type: none"> 3. Established directorate on Gender Equity at national level 4. Minister of Education very involved in working girls' education into overall national policies 5. GEU instituted in DoE and working to change policies 6. Gender issues seems to be more on the radar of education officials
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ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

South Africa– Phase II

NASGB – National Associate of School Governing Bodies NMF – Nelson Mandela Foundation GEU – Gender Equity Unit

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>CONTEXT</p> <ol style="list-style-type: none"> 1/3 SA households impoverished Girls engage in economic activities to support their families <p>BARRIERS</p> <ol style="list-style-type: none"> Weaknesses in planning environment hampers gender promotion in education Data not disaggregated by gender and not used for planning Gender responsive M&E systems not in place Gender-biased curriculum Limited gender analysis capacity among staff Leaning environments not girl friendly (or student friendly in general) Culture of gender-based violence Inefficient education system Schools lack basic services/amenities Poor school infrastructure Insufficient learning resources High teen pregnancy Highest qualified teachers are white males; least qualified teachers are African women Schools in former homelands and on commercial farms had fewest education materials and fewest specialized classrooms (science, home ec) Urban schools have high levels of sexual abuse and violence Long distances to rural schools Limited access to ECD <p>ASSETS</p>	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> AGEI Ph II located within the Framework of the GoSA UNICEF SA program of Cooperation 2000-2006 UNICEF consulted by MoE in 1999 during the development of the Program of Action (5-year education plan) Gender Equity Task Force designed and helped form a Gender Equity Unit within the DoE and corresponding structures in provinces Employment of Educators Act amended in 2000 to dismiss an educator is found guilty of assaulting or having a sexual relationship with a student 	<p>GOALS</p> <ol style="list-style-type: none"> Make basic education curriculum gender responsive and the classroom environment girl-friendly, taking into account HIV/AIDS. <p>OBJECTIVES</p> <ol style="list-style-type: none"> Finalize the development of a national gender policy Support activities for gender responsiveness of ECD and primary education curriculum through gender analysis Finalize the contents of the provincial gender policies for the NP, EC and KZ-N Improve the understanding of school authorities and educators of social issues in the curriculum affecting girl participation in education. Use M&E to assess impact of training Revise lifeskills component of MLA to improve its relevance Use media to influence communities on gender issues Extending Impilo ECD project to targeted provinces Train un/underqualified women teachers to be qualified Train parents, communities, and district officials on HIV/AIDS. <p>STRATEGIES</p> <ol style="list-style-type: none"> Gender training and workshops for national and provincial officials, educators, teacher organizations, and SGB org's M&E MLA training and workshops with national and provincial EMIS officials 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Research reports on education resource allocation and unpaid domestic labor and school attendance Oriented Executive Committee of NASGB on CR, child/youth participation and HIV A youth developed and illustrated publication on preventing and responding to violence against girls Trained Gr. 1-3 teachers in 3 districts in 1 province on lifeskills <p>Outcomes</p> <ol style="list-style-type: none"> Collaborative meeting with NMF on progress in education Provincial working groups formed against violence and harassment of girls GEM plenary event launched in Limpopo GEM marketed radio PSAs in 2 provinces 20 Limpopo GEM peer educator girls trained Two math/science camps for 200 girls held in one province <p>Impacts</p> <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Unpaid domestic labor is not a significant cause of non-attendance; general poverty, school fees, and lack of school feeding program play more important roles. UNICEF should try to influence NMF agenda to include gender and CR in its education initiatives NASGB members seem comfortable with child/youth participation Need to stress ownership of partnership initiatives to partners 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Developed and implemented a gender sensitive school assessment model for select districts and schools <p>Outcomes</p> <ol style="list-style-type: none"> Research on issues affecting girls education Research on models of school responses to children infected and affected by HIV/AIDS Research on strategies to implement life skills education at foundation phase Sensitization campaigns on girls' education and the difficulties girls encounter were held Community mobilization activities took place MoE, UNICEF staff, government departments and 3rd party research institutions working on national policy development processes that affect GE Sensitization training of PPAs, LPAs and local government on issues of girls' education by GEM Special affirmative action for girls in math and sciences Policies were developed that included housing allowances, pension benefits and medical allowances to women educators Helped legislate an employment gender, non-discrimination policy Developed women leadership and management programs Developed Adult Basic

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<p>1. More girls than boys start out in school (ages 6-8).</p> <p>COMMENTS</p> <p>1. This proposal is much more focused and obviously is taking lessons learned from Phase I into account.</p>		<p>4. Media broadcasts</p> <p>5. Long distance learning</p> <p>6. Curriculum review</p> <p>7. Capacity building</p> <p>8. Community mobilization</p> <p>9. Building partnerships</p>	<p>5. Partners are not focusing enough on communication and advocacy issues</p> <p>6. Direct involvement of young people is complicated, but energizes people</p> <p>7. GEM events generates support for girls' education</p> <p>8. GEM event uncovered significant support and enthusiasm among communities and mid-level education officials for gender agenda</p> <p>9. Translating new education initiatives at the classroom level is challenging</p> <p>10. Teachers and officials feel threatened by the knowledge and skills displayed by the children who work with UNICEF partners</p> <p>11. Decentralization is often more rhetoric than reality at all levels</p> <p>COMMENTS</p> <p>1. MoE will launch GEM initiative as an official DoE effort in girls' education</p>	<p>Education and Training Programs and Men against Women Abuse programs</p> <p>Impacts</p> <p>COUNTRY CONTEXT</p> <p>1. GEU has not developed gender policy structures in the provinces.</p> <p>2. No national sexual harassment policy for schools</p> <p>3. HIV/AIDS prevalence is 3rd highest in the world</p> <p>BARRIERS</p> <p>1. Sexual violence prevalent in SA schools; no reporting mechanisms in place</p> <p>2. Girls reports of abuse are largely ignored</p> <p>3. African women have a harder time accessing justice</p> <p>4. A commonly held belief is that girls and women are to blame for spreading HIV/AIDS</p> <p>5. Domestic labor</p> <p>6. Embedded patriarchal system</p> <p>ASSETS</p> <p>1. MoE defined core values and qualities for education policies and legislation</p> <p>2. Nationally GEU developed gender-sensitive policies</p> <p>LESSONS LEARNED</p> <p>1. MoE values need to be better translated into the classroom and in the policy arena.</p> <p>2. Need systemic education interventions, directed at all school levels and the curriculum</p> <p>3. Need broader community to acknowledge gender inequity is a problem</p>
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ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

Swaziland – Phase I

CA – Continuous Assessment;

Country situation at beginning of Phase I	Policy Implications – Phase I	Goals, objectives and strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>BARRIERS</p> <ol style="list-style-type: none"> Education access is high for both genders, girls higher than boys. NER girls 80, total 79. Repetition rates are high. On average it takes 11 years for a student to complete seven years of basic education – cost of this to MoE is very high (\$10 million per yr) Government lists community participation as a key factor Quality improvement to increase efficiency to decrease expense is key <p>COMMENTS</p> <ol style="list-style-type: none"> Allocation of funds does not really match activities suggested Major thrust is to address quality through continuous assessment Program was not really focused on girls specifically, more a total look at quality thinking that the quality issue impacted girls more 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> There is gender parity in access to education already Unicef program seems to be tied to MoE program and that it is being considered from a full scale national policy Not much focus on programs targeted at girls specifically but rather at improving quality to improve retention and completion to improve situation for girls There is a clear policy emphasizing a systems development approach Ministry developed the national policy for education and was approved by Cabinet 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> Increase on time graduation from Grade 7 from 183/1000 to 200/1000. Increase completion rates from 613/1000 to 675/1000 All Grade 5-7 teachers will apply continuous assessment to math and English Establish a core of trainers and admin familiar with continuous assessment so that it can continue and expand to other subjects past 1998 A gender sensitive education system is created All relevant data is disaggregated by gender and region by 1997 <p>STRATEGIES</p> <ol style="list-style-type: none"> Implement policy of continuous assessment in grades 5-7 Develop and test classroom and training materials for grades 6-7 Modify the design of the item bank Develop and distribute remedial and enrichment materials for math and English Improve professional capabilities of continuous assessment staff and regional training teams Assess current gender issues and prepare materials for gender sensitivity training <p>COMMENTS</p> <ol style="list-style-type: none"> Plan is very focused on assessment strategies and not on specific gender-focused activities 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Produced 2000 calendars with Children’s right and gender messages and distributed to schools and educational institutions Conducted five gender sensitivity workshops for parents, head teachers, etc. Developed a gender trainers manual and trained trainers Trained curriculum developers Sponsored one national and three regional conferences on introducing life skills into the curriculum. Trained 40 trainers in the implementation of CA and trained 700 seventh grade teachers and all primary head teachers Conducted an impact assessment of CA Hired retired teachers to write remedial and enrichment materials Conducted monitoring and evaluation of above <p>Outcomes</p> <ol style="list-style-type: none"> Ministry developed and Cabinet approved a national policy on education <p>Impacts</p> <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Many of the activities were carried out successfully and some mainstreamed by MoE. Some significant obstacles were encountered by overcome in the end (CA plan opposed by teachers’ union) Need for gender sensitization program was discovered and added Community participation is key to success of enacting changes for girls’ education Need to conduct classroom observations on gender issues Need to collaborate with NGO’s like FAWE and FEMSA Need to sensitize communities on issues of girls’ education 	<p>BARRIERS</p> <ol style="list-style-type: none"> Access to education is still at parity between boys and girls but issues of quality remain HIV/AIDS is being recognized as a significant issue in the country Cultural and social attitudes provide barriers to equal participation and achievement for girls Domestic responsibilities <p>COMMENTS</p> <ol style="list-style-type: none"> AGEI is focused on two components; Gender Sensitization and Continuous Assessment

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Swaziland – Phase II

GoSWA – Government of Swaziland; FUNDZA –

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>BARRIERS & CONCERNS</p> <ol style="list-style-type: none"> HIV/AIDS pandemic is seen as primary concern of country and education Education is seen as a primary tool to combat spread of HIV/AIDS and that cultural attitudes will need to change to make this successful 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> National focus is on HIV/AIDS pandemic and education and changing of gender roles is seen as a key way to do this. GoSWA is aligned with UNICEF on this idea – to use AGEI as a means to change gender roles in society Government believes that the state of crisis may allow them to be more aggressive about seeking changes in gender roles Some communities do not yet understand the nature of HIV/ AIDS or the root causes Traditional Swasi customs allow a more equitable status for women and program wishes to capitalize on those “Swasi” traits 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> Get girls in school and keep them there by improving self-image and performance Change social understandings of gender roles that will reduce spread of HIV/AIDS <p>STRATEGIES</p> <ol style="list-style-type: none"> Remove gender bias from curricula and train teachers in gender-sensitive teaching Build capacity and provide support for teachers to change gender relations (as a response to HIV/AIDS) Involve teachers, parents, students, community in self-monitoring related to gender issues Address gender issues through: <ul style="list-style-type: none"> Intensive and highly participatory community component Institutional component to train teachers in teachers colleges National component will implement quick impact initiatives on gender and HIV/AIDS in schools and initiate formal revision of the curriculum including new concepts of gender relations and HIV/AIDS prevention 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Initiate process for EFA grants in 40 schools Initiate grants through library service in 12 schools providing access to supplemental reading materials to 2,400 students Initiated school meals in 40 EFA schools Support life skills education and sports for girls and boys Supported FAWE research on girls participation and performance in schools Provided readers through FUNDZA Distributed life skills materials to 17,000 girls at annual cultural ceremony Conducted study on relevance of the curriculum Conducted workshop for primary teachers, school committee members and vocational center instructors on gender, lifeskills, children’s rights and HIV/AIDS Reviewed teacher training curriculum for gender sensitivity Supported gender and lifeskills initiative at the annual Reed Dance ceremony Supported FAWE production of parenting guide Conducted a baseline study to provide profile of AGEI zones <p>Outcomes</p> <ol style="list-style-type: none"> Focus has shifted completely to addressing HIV/AIDS pandemic <p>Impacts</p> <ol style="list-style-type: none"> NER went down from 1996 to 2002 from 80 to 74.9 for girls 	<p>COUNTRY SITUATION</p> <p>BARRIERS</p> <ol style="list-style-type: none"> Swasiland has focused nearly its entire program on the HIV/AIDS pandemic (infection rate in pregnant women now at 38.6%) Shift in focus of education and AGEI program to use gender sensitization as a strategy to address HIV/AIDS issue Some discussion that the crisis situation may even allow them to pursue a much more aggressive campaign to change gender roles Drought has affected several regions Poverty rate high Domestic responsibilities Pregnancy rates high Majority of dropouts are orphans, vulnerable children and girls <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Need greater involvement of CBO’s Should include research and dissemination in proposal Need several layers of collaboration with stakeholders Drama & storytelling is an appealing approach Students and school leavers are crucial informants Engaging community based support is major thrust and challenge of project

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Tanzania– Phase II

MOEC: Ministry of Education and Culture; ESDP: Education Sector Development Program; BEMP: Basic Education Master Plan; COBET: Complementary Basic Education in Tanzania

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>CONTEXT</p> <ol style="list-style-type: none"> Three million school-aged children out of school <p>BARRIERS</p> <ol style="list-style-type: none"> Poor school infrastructure Gender bias in schools Gender insensitive curriculum Poor education indicators overall Many children over-aged for their grade GER and NER stable/rising slowly for several years Girl education indicators very close to boys Girls perform worse in primary school leaving exams than boys (13.4% vs 25.6% pass rates) Fewer girls transition to secondary school Parental fear of sending girls to school Girl labor often needed at home Cultural/economic bias against girl education and girls in general Early marriage common in poor, rural areas Delayed enrollment adversely affects girls Pregnant girls expelled from school Children have little sexual health HIV/AIDS knowledge, esp in poorer areas Girls are 6x at greater risk of being infected with HIV/AIDS School system contributes to gender stereotyping (girls do chores, fetch water, cook) High regional gender disparities Corporal punishment used in schools Long distances to schools 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> GoT committed to UPE Education and training Policy in 1995 meant to decentralize decision-making, management, and participation in schools but does not include any support for girl education. UNICEF supported gender task force group in MOEC to review and revise education policy to be more gender sensitive (esp. related to expelling pregnant girls) ESDP basic education identified as a priority for implementation Through BEMP, a draft has been designed to improve and invest in basic education School mapping and needs assessments done at district level and currently building the capacity of wards through community involvement COBET, a free program for out-of-school children, primarily girls, introduced in target regions (Kisarawe and Pwani) – but only 1/3 of children enrolled were girls 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> Improve primary school girl enrollment and learning achievement in target areas Improve learning environment of primary school education To advocate for and support development of gender responsive ways of addressing gender, sexuality, and HIV/AIDS in basic education with a special focus on girls <p>STRATEGIES</p> <ol style="list-style-type: none"> Encouraging girls to enroll at the appropriate age and complete primary education Provide learning materials on lifeskills and gender Involve and mobilize communities in school activities, management, and monitoring Staff development on CR, gender, and lifeskills especially for girls Advocate for improved infrastructure, including latrines and safe water facilities Community workshops on gender and lifeskills issues Teacher and head teacher training on gender, lifeskills, and girl-friendly teaching methodologies Establish baseline data on factors influencing girl school participation and availability of latrines and water <p>Comments:</p> <ol style="list-style-type: none"> Well-thought out proposal with measurable outcomes and outputs. Using lessons learned from COBET project. 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Gender sensitive school materials that include CR and lifeskills provided to COBET centers; others will be produced for formal schools <p>Outcomes</p> <ol style="list-style-type: none"> With GoT, developed and implemented Primary Education Development Plan (2002-06) with emphasis on girls' education and other vulnerable children Community discussions on socio-cultural gender bias factors Consensus driven community education plan for Kisarawe that include girls and vulnerable children completed Communities constructing classrooms, and water and latrine facilities in schools Planning to form and train district and community facilitation and resource teams Established community system to identify vulnerable children and a fund to support poor orphans in school <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> Some zonal data on target regions. National data not helpful and cannot use for comparison. No specifics on numbers of workshops, curricula, etc 	<p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Need a community mobilization strategy involving all stakeholders to implement new education policies Dialogues with the community are better for achieving their involvement and long-term interest, but require additional time and resources. Community level planning and involvement helps with buy-in and action on education initiatives. Communities are interested in helping build school infrastructure but lack monetary resources

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

Uganda – Phase I

COPE-Complementary Opportunity for Primary Education; BECCAD-Basic Education Child Care and Adolescent Development; BTL-Breakthrough to Literacy; ECCD-Early Child Care and Development; ESIP-Education Strategic Investment Plan; ITEK-Institute of Teacher Education Kyambogo; DIT-District Implementation Team; TDMS-Teacher Development and Management Systems

Country Context at the Beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Accomplishments from 1999 YTR	Country Context at the end of Phase I
<p>BARRIERS</p> <ol style="list-style-type: none"> 1. Social, economic, and cultural factors that limit value placed on girls' education 2. Poor quality of education 3. School fees – parent pay 65%-90% of recurrent costs of education 4. HIV/AIDS 5. High number of orphans 6. Poor government and 20 years of civil unrest 7. Sexual defilement 8. Distance to school 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> 1. MOE has goals of compulsory education by 2003 and EFA by 2010 2. Currently working on decentralization plans, but local leaders are ill prepared to lead and need management training 3. Abolish school fees for families who send 4 children to school, two of which are girls. 4. Government increased UPE/ESIP spending on education (10% of GDP) and decentralized down to district level to bring decision making locally. <p>CONTINUED NEEDS</p> <ol style="list-style-type: none"> 1. Better monitoring system 2. Quality and access 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Increase access to education for girls 2. Utilize gender sensitive curricula 3. Develop community capacity to manage 4. Lower cost to families 5. Increase monitoring capacity <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Train COPE teachers and supervisors to develop community understanding 2. Strengthen leadership capacity at local level 3. Cost reduction through social mobilization and research about options 4. Develop gender sensitive teaching and learning 5. Support MOE at national and district level about monitoring and evaluation 6. Support integration of life skills into curricula 7. Research studies 8. Support alternative education programs 9. Collect data through COPE system 	<p>ACCOMPLISHMENTS</p> <ol style="list-style-type: none"> 1. Increased enrollment in BECCAD from 5.8 million to 6.5 million in 10 districts 2. Expanded COPE to 160 sites 3. Started ABEK also w/ CIDA funds 4. Nearly completed with writing of COPE materials and manual 5. Trained COPE supervisors and instructors 6. Needs assessment done and 30 centers started 7. Produced COPE video and distributed 500 videos & 700 brochures 8. Conducted 1600 monitoring visits of COPE <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Reduce gender gap by 50% 2. Achieve 50% compulsory education to P7 through COPE 3. Give all PIC graduates life-skills training 	<p>BARRIERS</p> <ol style="list-style-type: none"> 1. Large numbers of untrained teachers resulting in low quality teaching 2. Poorly equipped schools 3. High schools fees 4. Harmful cultural practices 5. Gender bias in curriculum 6. Early marriage 7. Long distance to school

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

Uganda – Phase II

Country Context at the beginning of Phase II	Policy Implications for Phase II	Goals, objectives and strategies for Phase II	Accomplishments from 2002 YTR and Country Report	Reports from end of Phase II
<p>BARRIERS</p> <ol style="list-style-type: none"> 1. Lack of schools 2. High drop out rates 3. Poor quality of education 4. Lack of childcare 5. Lack of child participation in local government 6. Poorly defined strategies for post primary & out of school education system 7. Lack of capacity 8. Large class sizes 9. Weak links between school and community 10. Lack of teaching materials 11. Irrelevant curriculum 12. Inadequate sanitation 13. Environmental stress due to war 14. HIV/AIDS (adolescent girls are 15-19 times more likely to become infected) 15. High adolescent pregnancy (43%) 16. Socio-cultural practices 17. Poverty (56%) 18. Poor data – not disaggregated, not consistent 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> 1. Policy analysis, planning and monitoring for a basic education strategy at national, local and school level –create child-friendly school at lower primary level to enhance literacy, numeracy and lifeskills. (create policy framework paper) 2. Policy on disadvantages children was approved 3. Need to enact laws to protect girls right to education in 5 districts 4. Seek collaborations with Ministry of Finance, MOE, M of Local Government, Unicef 5. Efforts are underway to mainstream BTL 6. MOE is looking at ways to replicate the BTL program nationwide 7. Draft issue paper on gender & education is under review 8. National strategy on girls' education was costed and included in MTBF 9. 10 monitoring indicators (from CFS checklist) were adopted by the MoES 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Ensure dissemination of national strategy on girl's education 2. Support detailed planning and monitoring implementation in 10 districts and support implementation in 5 of 10 districts 3. Ensure inclusion of girls' education issues in all UPE/ESIP policy and planning. 4. Ensure retention of 95% of all girls through P7 in five selected districts 5. Establish child-friendly environments in at least 40% schools in five districts 6. Ensure 85% girls and boys in five districts can read, write and demonstrate at least 3 selected life skills by end of P3 7. Ensure retention of girls throughout primary school cycle <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Focus on 3 methodologies (BTL, Med Learn, Child to Child) 	<p>ACCOMPLISHMENTS</p> <ol style="list-style-type: none"> 1. Introduced BTL approach in 100 schools, increased girls' enrollment in BTL schools up to 10% 2. Achievement scores of girls in BTL programs are 5 times higher than traditional programs 3. Increase sanitation coverage to 80% in Masaka and 100% in Kalangala (AGEI regions) Nationally still at 20-35% 4. FAWE tool being applied to teachers manual and peace education manual 5. Five district workshops held to strengthen planning capacity of district and school managers 6. 85 IECD services have been started using AI approach in five districts 7. Multimedia campaign against child domestics underway 8. Increased COPE Centres from 160 to 180 9. Nine GEM chapters started in three districts 10. 30 children trained as peer leaders and equipment supplied in three AGEI districts 11. Checklist for CFS was developed ad disseminated (where?) 	<p>COUNTRY CONTEXT</p> <p>BARRIERS</p> <ol style="list-style-type: none"> 1. Retention rates are low for girls 2. Drop out rates are high (8.1% girls and 6.1% boys) 3. HIV/AIDS & sexuality issues 4. High pregnancy rates (35%) <p>ACCOMPLISHMENTS (from evaluation of BTL)</p> <ol style="list-style-type: none"> 1. Substantially increased the reading proficiency scores of learners (mean of 50.7% versus 26% for non-BTL group and 10.2% for non-BTL P2 cohort) 2. Parents, teachers and students unanimously stated that BTL should be extended to all schools 3. Success of BTL schools was further substantiated by accounts of overcrowding, transfer in from neighboring schools, request from neighbor schools for training in BTL methodologies 4. Planning for implementing BTL at a national level are underway. Costing and material production in local languages and resource production have been discussed.

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

Zimbabwe – Phase I

CFA – Commercial farm areas; CL – communal lands; SDC/SDA – School Development Committee/School Development Association; MoESC – Ministry of Education, Sport and Culture;

Country situation at beginning of Phase I	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase I	Accomplishments from 1999 YTR	Country situation at end of Phase I
<p>COUNTRY SITUATION & PERCEIVED BARRIERS</p> <ol style="list-style-type: none"> Major improvements in education were made prior to AGEI Access to education is at near parity – focus is on quality, equity, and relevance 23.2% of Grade 1 students don't complete primary Problems most acute in areas of CFAs (41% out of school) and CLs (8% of Grade 6 reached level of mastery) Curriculum is textbook driven and relies on rote learning and teacher-centered instruction Curriculum is irrelevant to students' lives – no lifeskills Colonial carryovers in education system raise issues of creating students who are social and economic misfits in their own environments There is a perceptions that the education system does not equip students with basic life skills Expansion of access increased regional disparities Cultural attitudes in the CFAs and CLs are strong and outcomes for girls are worse Lower achievement in school leads to under representation of women in higher education and positions throughout society Gov't has provided significant financial support to education but re-introduction of cost recovery, cost of living increase, decline in dollar, and drought have eroded ability to support education 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> GoZ has taken on EFA and UPE and quality education as a priority GoZ has adopted the girl child as a policy issue However, there is not a clear education plan and therefore there are no clearly identified strategies and activities that promote quality and relevance of education (1996) AGEI developed a plan to be implemented at 4 levels; institutional; policy, implementation, community, and school children 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> Raise NER in CFSs by 5% by 2000 Raise NER in CLs by 3% by 2000 Raise completion rates in target areas by 2% Improve grade 7 achievement levels in CFAs by 3% points Improve grade 7 achievement in CLs by 5% points Ensure all teachers in target areas are trained on use of standardized achievement tests Ensure that 90% of teachers and 80% of SDC/SDA have received gender sensitization training Utilize current M&E reports and work with UNICEF to develop others as needed <p>STRATEGIES</p> <ol style="list-style-type: none"> Social mobilization Advocacy Research Building partnerships Capacity building Curricular reform <p>COMMENTS</p> <ol style="list-style-type: none"> Plan is not very focused on girls – more on overall gains which they say will aid girls more than boys 	<p>ACCOMPLISHMENTS</p> <ol style="list-style-type: none"> Improve assessment system through developing new standardized, gender-sensitive tests for grade 3 English and math Trained teachers in how to use new assessment methods Begun development of enrichment materials for math and English learning kits for grade 3 Provided technical support for monitoring implementation Published two role-model readers (200,000 each) Provided sensitization training to 4,221 SDC/SDA members 4,600 head teachers received engendered managerial training A girls' network was started in one region A Network for math and sciences was created to support teachers in development of teaching skills Trained 280 district facilitators to increase implementation capacity Some schools have started using the cluster system (as part of the decentralization process) <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Monitoring and Evaluation needs strengthening at all levels Need to focus more on the teacher as the focal point Need to have a higher level of commitment to girls' education at the policy level More advocacy is needed to achieve needed change at policy level 	<p>COUNTRY CONTEXT BARRIERS</p> <ol style="list-style-type: none"> Financial situation worsened – increase poverty, increased dropouts HIV/AIDS death toll now at 1,200/wk MoESC has retrenched due to rationalization of the civil service

ANNEX F1. Summary of country activities and results for Eastern and Southern Africa

Zimbabwe– Phase II

Country Situation at Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Accomplishments from 2002 YTR and Country Report	Reports from the end of Phase II
<p>BARRIERS</p> <ol style="list-style-type: none"> 1. Stagnation in educational development in last 10 years 2. Deteriorating economic climate 3. Threat of HIV/AIDS 4. Large regional and gender disparities 5. Gender insensitive school environment 6. Home and community environment does not fully support girls' education 7. Policy environment that has not done much to address needs of girls' education 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> 1. Still need to gain full support of the Director for Educational Services at MoE 2. Gains have been made in coordination with MoESC to gain support for the project in 3 regional offices 	<p>GOAL</p> <ol style="list-style-type: none"> 1. Build capacity of duty-bearers to ensure the development of personnel with skills in the implementation of a relevant, high quality, and gender-sensitive curriculum <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Focus on three areas where largest disparities exist 2. Change the attitudes about girls' education in communities, schools and government through training teachers, teacher educators, community members and policy makers <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Research and data collection 2. Train teachers to be more effective and gender-sensitive 3. Train teacher trainers 4. Social mobilization 5. Capacity building with parents and assessment and planning 6. Support policy dialogues between key stakeholders 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. Baseline data has been collected in three districts 2. Capacity development training for MoE staff 3. A 5-day workshop was held in Masvingo to orient 30 stakeholders on community capacity development 4. A 4-day workshop was held for 30 trainers of trainers focusing on gender issues 5. Manual on learning assessment has been finalized and piloted 6. English and math test were developed for grade 3 & 5 <p>Outcomes</p> <ol style="list-style-type: none"> 1. Relationships were established with FAWE and the HIV/AIDS Secretariat at MOESC 2. Training in learning assessment and gender sensitive teaching has been introduced in some teacher training colleges 3. Two learning kits for grades 3 & 5 have been ordered <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> 1. This program seems to focus more directly on girls' education than Phase I 	<p>Country Context</p> <p>BARRIERS</p> <ol style="list-style-type: none"> 1. Girls have lower enrollment, completion and achievement rates 2. Traditional and social values in CLs and CFAs 3. Early marriage 4. Inadequate school structures and lack of schools 5. Safety and security 6. Poorly trained teachers 7. Chronic shortage of teaching and learning materials 8. Direct and indirect costs of education (especially for poor families) 9. Gender insensitive and irrelevant curriculum 10. Domestic responsibilities <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. There are staffing and support issues at the MoESC that need to be dealt with 2. It is necessary to coordinate better with secondary and tertiary education so that project issues are dealt with at pre-service and in-service levels 3. Keep the focus in the three regions for now 4. Need to strengthen partnerships with NGOs, 5. May need to produce a user's manual for the learning kits

ANNEX F1. Summary of country activities and results for West and Central Africa

Benin – Phase I

MoESC – Ministry of Education, Sport and Culture,

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT System of biennial education in the rural areas increases dropouts</p> <p>PERCEIVED BARRIERS There is no national policy on girls' education The current curriculum lacks relevance to the life of girls Teachers are poorly trained, only 25-33% have the required degree The quality of teaching and learning is inadequate There are significant disparities both in gender and regionally in enrollment, retention and quality Numbers of teachers is declining, lack of 1,600 in 1995.96 Girls are expected to work at home Abuse by some male teachers Lack of female teachers Parental attitudes about education for girls</p>	<p>EDUCATION POLICIES GoB has a plan for Education for All and an Access plan with 15 plans of action Primary components of plan are: equality of opportunity, strengthening of the quality of teaching, institutional structures reform, training for self-employment, rationalizing control of education costs Compulsory education has existed since 1975, but is not fully implemented GoB has exempted fees for girls in rural areas GoB has worked with a wide range of agencies on educational efforts; CIDA, USAID</p>	<p>GOALS Increase the access of girls to quality education, which would allow them to acquire practical knowledge and skills needed for life</p> <p>OBJECTIVES Help develop a national policy on Girls' education Increase enrollment and retention Promote community involvement in at least 50% of schools in target area Increase girls enrollment from 30% to 45% in 1st year and from 20% to 35% in 3rd year</p> <p>STRATEGIES Advocacy through mass media to make girls' education a priority Support pedagogical advisors Train inspectors who will then train educators Promote community involvement Support the GoB "Access" plan Capacity building of parents and teachers Improve physical conditions and infrastructure like classrooms, furniture, water Expand zone beyond the trial area Use innovative methods and include non-formal education</p> <p>COMMENTS Plan sometimes relies on quantity of outputs rather than outcomes (train 300 inspectors) Ties specific activities to specific objectives</p>	<p>RESULTS</p> <p>Outputs Improved school environments in 60 new villages by providing buildings, teaching materials and canteens Trained 500 girls or women who have never attended school on management, hygiene, health and income generating professions Constructed latrines and cisterns</p> <p>Outcomes Unicef has worked closely with the GoB and MoESC in the formulation and implementation of a plan to specifically address the educational needs of girls Conducted training workshops for PTAs to improve integration of ideas for a community friendly school and EDUCAM innovations Advocated for girls' education in EDUCOM schools and increased capacity of school Increased enrollment for girls through establishment of coordination unit, follow-up with partners and training of local councils Conducted a study on opportunity costs Trained inspectors and education planners on integrating the school into the environment and on gender sensitization Integrated women into the PTA offices, strengthened PTA capacity and follow up with PTA and CSPs in local planning</p> <p>Impacts</p>	<p>COUNTRY CONTEXT General A national policy has been developed for GE, but lacks efficiency in implementation</p> <p>Results Reasonably attributed to AGEI Enrollment rates have improved, although in rural areas, significant disparities remain Enrollment rates have improved in areas where local councils have worked together because of AGEI</p>

ANNEX F1. Summary of country activities and results for West and Central Africa

Benin – Phase II

MoESC – Ministry of Education, Sport and Culture; MoYSR – Ministry of Youth, Sports and Recreation;

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>COUNTRY CONTEXT The northern part of country is the poorest which results in cross-border trafficking of children and children working instead of going to school Even though school fees were exonerated for girls in rural areas since 1994, it has only been since 1999 that the national budget allows for the implementation of this decision</p> <p>BARRIERS Lack of girls' enrollment due to cultural and economic reasons Child labor (especially girls) Poverty Lack of relevant curriculum Insufficient quality and quantity of textbooks Lack of responsibility by some teachers (including impregnating girls) Lack of female role models Political will is limited to declarations of intent Lack of qualified teachers, adequate classrooms and equipment</p> <p>ASSETS Recent decision in 2000 was made to suspend all school fees for all primary children</p>	<p>EDUCATION POLICIES AGEI appears to be integrated with efforts by the MoESC, but level of commitment from MoESC to girls education is lacking Capacity and efficiency at MoESC is also an occasional hindrance to program Power is too centralized as decisions are made too slowly There are significant constraints in collaborating with certain national partners</p> <p>COMMENTS Objectives were clearly aligned with strategies in proposal Objectives and activities seem overly ambitious Program efforts were not as focused on girls' education as on education more globally</p>	<p>GOALS Reduce gender disparities by promoting equity and ensuring access of all to school Encourage girls' retention and reduce risks of child trafficking/labor through the promotion of child protection and education rights Use formal and non-formal education to enhance enrollment and retention (especially for girls) Protection of children</p> <p>OBJECTIVES Increase girls GER by 10% and NER by 5% each year Decrease school dropout by 5% each year Improve teaching quality Improve school environment (cafeterias, health, training) Assist with development of integrated, gender-sensitive syllabi Reinforce EDUCOM Initiate 5-10 micro-projects to promote models for girls Capacity building in issues of sexual health and HIV/AIDS for 1000 women and girls Expand program to 250 schools Disseminate the CRC and Convention on discrimination Provide assistance to isolated areas; hygiene and sanitation; equipment for training centers; income generating activities Promote the "Rights" approach to girls education and protection Enact an efficient follow up and evaluation of programs</p> <p>STRATEGIES Advocacy/gender sensitization Capacity building HIV/AIDS and sexual health training Sensitize families and communities about value of girls' education Community mobilization Facilitate inter-ministerial collaboration Support local NGO's</p>	<p>RESULTS</p> <p>Outputs Installed 8 sanitation units (cisterns and latrines) Training on HIV/AIDS and sexual health for 1000 youth Communications training for 180 youth on usage of radio, journalism and literacy (jointly with UNFPA, MoYSR) Provision of science books, novels, reference materials and furnishings for 6 libraries Gender sensitization training of 1000 youth by 20 TOTs (youth)</p> <p>Outcomes Provision of teaching and learning materials to schools Trained community members on the dimension of gender and Rights of Girls and Children (CRC) Training for PTA members in school management and resource mobilization Initialized a variety of innovations in community involvement (self-managed cafeterias, school status sheet, godmothers and godsons program) Promotion of participation of 500 to 1000 girls on their own development and education in practical subjects</p> <p>Impacts GER for girls has increased from 52 to 72</p>	<p>LESSONS LEARNED</p> <p>Results are based on collaboration of many partners, communities, schools, education officials, need greater collaboration Need to have a more integrated effort & institutionalize it Significant additional resources will be needed to take to scale There is some inertia with some key stakeholders Teacher training must be on-going DEP is not fully committed to the project Issues of quality, supply and relevance must be addressed</p>

ANNEX F1. Summary of country activities and results for West and Central Africa

Burkina Faso – Phase I

BEFA – Basic Education for All; NFBEC – Non Formal Basic Education Centers;

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT Very low GER for girls (28.5) and boys (42.5) High repetition rates, especially in gr. 6 Low adult literacy - 20% total (10% for women) Inefficient education system; poor administrative capabilities 40% teachers unqualified. Only 26% of qualified teachers are female 62:1 student/ teacher ratio up to 120:1 in urban areas</p> <p>PERCEIVED BARRIERS Strong socio-cultural resistance to send girls to school Early marriage Parents feel school will undermine culture Women not involved in girl education Girls needed for household chores High cost of schooling Parents see better ROI to send boys than girls to school Irrelevant curriculum Textbooks expensive Inadequate school supplies Poor school infrastructure Long distances to schools</p>	<p>EDUCATION POLICIES National Plan for Basic Education being developed at time of Phase I proposal (ensure access to BEFA; improve quality of basic education; increase community participation to ensure sustainability) GoBF implementing policy of non-formal basic education centers to increase basic education access to all, especially disadvantaged groups, including girls. Developing gender-free curricula Government partnered with a number of agencies World Bank on development of curricula free of gender stereotypes EU on issues of quality of education CIDA built satellite schools Netherlands and France helped with teacher training Used international consultants to build capacity UNICEF will monitor overall progress and mobilization of progress reports</p>	<p>GOALS Improve the quality of education and promote equal treatment of boys and girls</p> <p>OBJECTIVES Increase girl gr. 1 enrollment rates from 25.2% to 35% through satellite schools and non-formal basic education centers Develop new curriculum for grades 4-6 Promote community participation in school management Building capacity in planning and managing schools, emphasizing a gender sensitive approach;</p> <p>STRATEGIES Expand pilot satellite schools and nonformal basic education centers to rest of country Organize facilities and services around schools to improve the learning environment and school management. Organize existing PTAs, 59 local Basic Education Committees, and 50 teams of mother educators Decentralize decision-making and school management to local levels and teacher and school staff training Train 90 trainers in micro-planning, budget techniques Produce textbooks for 19% of students in grades 4-6 Train 18% of senior teachers and headmasters (in new curriculum?) Train national education administrators in planning, management, M&E Construct classrooms, ECD facilities, and rehabilitate schools Build latrines for new schools Provide material resources for nonformal education facilities Communication campaigns promoting girl education Support local NGOS and PTAs</p>	<p>RESULTS</p> <p>Outputs Provided school equipment and school material, including bilingual teaching material Conducted teacher in-service training focusing on gender sensitive and girls' special needs Provided 1000 calendars with GE advocacy messages primary school Conducted training for regional education office to prepare for EFA Provided services for 3,624 girls in Saturday schools and NFBECs Built 205 satellite schools, 40 NFBEC Trained 151 MEA members Trained executive staff in MoE to work with NGO's to improve literacy through non-formal education</p> <p>Outcomes Increased girls' achievement: 10 of 15 girls achieved primary education certificate Supported semi-professional training Improved achievement for girls from 70 families</p> <p>Impacts Achievement and passing rates in satellite schools improved significantly through bilingual teaching methods 3624 girls out of 7680 pupils benefited from activities in Saturday schools and NFBE centers</p>	<p>COUNTRY CONTEXT General Poverty High costs of school Girls needed for household chores Education does not always yield jobs Unemployed educated</p> <p>Results Reasonably attributed to AGEI More schools built but supply still not adequate Socio-cultural biases are slowly changing GER and NER improved overall and among girls Cholera and meningitis epidemic added to temporary GER decline in 1998</p>

ANNEX F1. Summary of country activities and results for West and Central Africa

Burkina Faso – Phase II

SS – Satellite Schools; MoBEL – Ministry of Basic Education & Literacy;

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>COUNTRY CONTEXT Cholera and meningitis epidemic in 1998 a factor in GER decline Low GER and NER overall; high gender gap (13.5% GER) High regional and urban/rural enrollment disparities</p> <p>BARRIERS Crowded classrooms Poor teacher capacity to handle large classrooms Insufficient and costly textbooks 36% qualified teachers 25% female teachers (14% average in rural areas) Lack of established career path in satellite schools Weak MoE coordination and monitoring Poverty Socio-cultural gender discrimination and stereotypes Negative experiences with teacher behavior High opportunity costs Long distances to schools Migratory life Poor data collection mechanisms</p>	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> 1. Equal access to education inscribed in law 2. Established Service for the Advancement of Girls Education in 1996 3. Established Ministry of Women's Advancement in 1997 4. 10-Year Development Plan of Basic Education includes improving girl enrollment (48% in 2002; 65% in 2009) 5. GoBF working with UNICEF, World Bank, Netherlands and France on education initiatives. 	<p>GOALS Improve girl access, retention, and successful school completion</p> <p>OBJECTIVES (In intervention areas) Provinces: Gnagna, Konondjari, Seno, Yagha, and Namentenga Increase girl enrollment rate from 12% in 2000 to 14% in 2004. Increase girl retention rate by lowering repetition rate from 17% in 2000 to 13% in 2004, reducing dropout rates from 7% to 3%; enhancing achievement rate from 50% in 1998 to 60% in 2004 Inform and mobilize local communities on girls' education Improve data collection, analysis, programming, and management in MoE.</p> <p>STRATEGIES Build satellite school management capacities among committee members Provide satellite school services to benefit the community and the school (catering areas, mother clubs, ECD centers) UNICEF and other UN agencies will partner to train trainers and develop relevant curriculum Involve mothers in girl education and improve their literacy Decentralize MoE processes, recruitment and teacher training Organize seminars on GE, including gender, HIV/AIDS, and human rights issues. Distribute 52,000 textbooks and school supplies to girls Provide 7200 gender sensitive guides to teachers Develop local monitoring tools Research gender gap and girl</p>	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. Rehabilitated and equipped 15 Bisongo (ECD centers) 2. Distributed 10,000 books and school supplies to girls 3. Trained teachers in integrative school 4. Provided 5,000 gender sensitive guides to teachers 5. Produced books on national languages 6. Prepared 3500 attendance and school work monitoring forms 7. Trained and improved literacy in 80 Student Mothers Associations 8. Trained 45 new moms in ECD Bisongo facilities 9. Trained COGES in management 10. Organized day of girls' education advocacy 11. Organized radio broadcasts in support of girls' education 12. Trained education administrators in non-formal management and gender sensitivity <p>Outcomes Provided funding for schools to install vegetable gardens and vitamin A supplements Researched and analyzed gender gap Provided operational support for Ministry of Basic Education and Literacy (MOBEL) Evaluated girls' education nationally</p> <p>Impacts</p> <p>LESSONS LEARNED Social mobilization is key in improving girl school attendance. Free school supplies is a powerful motivator in girls' education Access to school cafeterias improves school attendance</p>	<p>RESULTS</p> <ol style="list-style-type: none"> 1. Communicated girls' education and gender discrimination issues to communities 2. Literacy training for parents 3. Food incentives for girl attendance 4. School supplies donated to girls 5. Constructed latrines 6. Equipped satellite schools 7. Income generating activities 8. Identified field NGO partners to implement the program 9. Instituted academic incentives/awards programs 10. Girl enrollment increasing in schools, primarily due to sensitization efforts <p>COUNTRY CONTEXT</p> <p>BARRIERS</p> <ol style="list-style-type: none"> 1. Poverty 2. High costs of school 3. Girls needed for household chores 4. Education does not always yield jobs 5. Unemployed educated children have problems reintegrating into their communities 6. Early/forced marriage 7. Parents view educating girls as a loss 8. Few female teachers in rural areas 9. Institutional gender bias in schools, esp with teachers 10. Inadequate sanitation facilities 11. Remote and poorly distributed schools 12. Secondary schools are in urban areas, only. 13. Pregnancy, sexual harassment at school

		<p>participation in school Communication vehicles promoting girls' education Organizing girls' education advocacy day</p>	<p>Opinion and positional leaders buy-in is pivotal in moving girls' education forward</p>	<p>14. SS: Difficulties in collaborating with MEA's, PTAs. 15. Insufficient teaching materials for SS 16. SS teachers not trained properly; often received salaries late 17. Insufficient schools</p> <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Program implementation hampered by misunderstandings among MoE, UNICEF, NGOs 2. Data collection, M&E inadequate 3. AGEI program perceived as just another MoE girl enrollment program among several stakeholders 4. Gender sensitization and social mobilization necessary for sustained community involvement 5. Community-based structures deserved more attention. 6. MoE needs to be more empowered and entrusted to coordinate the AGEI program to improve collaboration efforts with other partners.
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Cameroon – Phase I
MINEDUC — Ministry of National Education;

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> 1. Significant economic crisis – 50% of population in absolute poverty 2. Decline in GNP over last 4 years (\$850 to \$600) <p>PERCEIVED BARRIERS</p> <ol style="list-style-type: none"> 1. National policy of education for all – but no capacity to provide it 2. Developed program to support girls' education through CIDA project 3. There are 36.4% of school children who are not in school 4. There is a 40% illiteracy rate nationwide (60% women) 5. Large disparities in enrollment, retention, dropout and repetition rates by gender 6. Lack of relevance of curriculum 7. Cultural values of girls' education 8. Rural and urban disparities in enrollment 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> 1. National policy of education for all 2. Coordination with two depts within MINEDUC 3. Program will be coordinated through MINEDUC 4. Support at national level to development of national policies to support GE <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Good understanding of the government's lack of money in education, despite its policy 	<p>GOALS</p> <p>Contribute to the formulation of policies in favor of basic education Ensure at the regional level the enrollment of girls in primary education Promote completion of primary cycle for girls</p> <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Increase by 10% girls enrollment in target areas 2. Decrease by 15% girls dropout rates in target areas 3. Set up a reliable system of data collection, dissemination and storage <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Advocacy and social mobilization on national level for basic education. Local level to promote positive attitude towards girls 2. Capacity building at national level to support policy and curriculum development; at local level to enhance teaching methodology; data collection, mgnt. of human resources 3. Service delivery – provision of educational materials and equipment, books, benches and desks, and edukits through PTAs. 4. Improve learning environment – rehabilitate schools, set up libraries, reset separate latrines, provide drinkable water 5. Empowerment/community participation – management of educational interventions and counseling and guidance 6. Partnership building with government, development orgs. NGOs and religious and traditional institutions 7. Reduce school costs to parents (texts, fees, benches/desks, transportation) 8. Monitoring and evaluation at national and local level <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Goals are quantifiable, but strategies are not always as specific. 2. Had an activities plan well articulated with matching strategies and specific actions to goals 3. Discussed need to collect stats and monitor progress, but not whether there was capacity to do so or how to develop that capacity 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. Expanded from original 100 schools to 451 2. Ordered 61,000 textbooks and 3750 benches/desks to be distributed in the 8 districts 3. Purchase of 8 computers for Divisional Educational Inspectors 4. Built 18 classrooms and 2 offices for head teachers <p>Outcomes</p> <p>Created Pupil Mother Associations and adopted practices to support participation of Muslim girls Established reliable database in 8 districts for the first time MLA launched (analysis yet to happen) Signed cooperative agreements with 3 NGO's Conducted social mobilization of traditional and religious leaders in 4 provinces on importance of education for all (esp. girls). Signed Basic Education Convention between GoC and UNICEF Changed laws governing PTS's to strengthen motivation by parents and teachers</p> <p>Impacts</p> <p>Increased girls enrollment in 100 schools by 13.5% Decreased repetition rates by 3.6%</p> <p>COMMENTS</p> <ol style="list-style-type: none"> 1. When unable to meet their goals, documentation is made as to why the goal was not met and solutions have been put into place to meet unmet goals. 	<p>COUNTRY CONTEXT</p> <p>General</p> <ol style="list-style-type: none"> 1. New constitution deems basic education mandatory, but limited public investment in education makes this impractical <p>Results Reasonably attributed to AGEI</p> <ol style="list-style-type: none"> 1. Contributed to the formulation of a national education policy in support of basic education for all and education for girls <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Curricula that are gender biased and not relevant for girls continue to be barriers 2. Socio-cultural and religious beliefs and practices about early marriage and girls being at home to work are barriers as well. 3. Collection of statistics at the national level is not reliable or unavailable

Cameroon – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>CONTEXT</p> <ol style="list-style-type: none"> Education supplies are insufficient Modern law declares basic education compulsory, yet families cannot afford education-related costs <p>BARRIERS</p> <ol style="list-style-type: none"> No national system of data collection No National Census taken since 1997 Social and cultural attitudes prevail in school and society that make it difficult for girls education <p>ASSETS</p> <ol style="list-style-type: none"> UNICEF has supported a pilot data collection system in 8 school divisions Over half of teachers (58%) are trained at teachers' colleges UNICEF advocated and won that school fees be suppressed for 2000/2001 school year A local publishing company's monopoly over school textbooks will be suppressed 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> Education Sector Strategy 2000 National Plan of Action on Education for All 2002 Integrated communication Plan for GE was drawn up and validated Preliminary national policy paper and ECD program Preschool program in preparation Life skills modules finalized and validated for inclusion in curriculum Locally, reports of meetings on GE and news report on education are regular items MINEDUC launched a system of school data collection for the next 3 years Increase in state budget for MINEDUC and basic education 	<p>GOALS</p> <ol style="list-style-type: none"> Contribute to the formulation of policies in favor of basic education <p>OBJECTIVES</p> <ol style="list-style-type: none"> Support the setting up of a National Plan in favor of education for all (EFA) Increase girls enrollment by 35% Reduce dropouts for girls from 20% to 7% Increase completion rates for 6th grade from 30% to 50% Reduce repeats for girls from 28% to 15% Train all teachers on class management with no gender bias Equip all target schools with textbooks, equipment and learning materials Monitor and evaluate the project at field level <p>STRATEGIES</p> <ol style="list-style-type: none"> Two primary strategy areas – technical support and capacity building and advocacy with government Introduce all schools to “child-friendly, girl-friendly” school patterns (integration, no discrimination, life skills, health/hygiene education, participation of children, parents, clean and welcoming schools) Process will be more participatory to increase ownership of programs Capacity building of local partners, particularly traditional leaders and Muslim community 	<p>RESULTS</p> <p>Outputs</p> <p>Outcomes</p> <ol style="list-style-type: none"> Gender roles are changing (girls participate more at school, take leadership roles, boys help more at home). Social vision of schools improved. Community participation in schools improved. Students are migrating to the AGEI schools Mother Associations were a major achievement. “Overall, there has been a highly remarkable progress in girls' education”. <p>Impacts</p> <ol style="list-style-type: none"> Girls enrollment rates up 46.3% to 48.2% Girl dropouts down 5.3% to 3.4% Girls' success in primary school up 53.3% to 68.5% Gender disparity in education down from 4.5% to 0.2% <p>COMMENTS</p> <ol style="list-style-type: none"> The plan and strategies appear to be based on lessons learned from the original CIDA plan and Phase I of AGEI. The plans are detailed and specific and targeted. 	<p>COUNTRY CONTEXT BARRIERS</p> <ol style="list-style-type: none"> Cultural and moral concerns about the safety of the school Sustainability of program (incentives, uneven distribution, real buy-in of value of girls' education vs. keeping up, quality of life for teachers) Lack of good communication systems Lack of adequate systems of management of information Misinterpretation of women's and children's rights (denial of traditions, morals, values) <p>ASSETS</p> <p>There is a marked good will on behalf of the GoC to promote girls' education</p> <p>Strong commitment by communities to run schools</p> <p>Overall, the program showed satisfaction with AGEI in the zones concerned.</p> <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Evaluation report stated that the plans for the project were not sufficiently specific to be able to adequately evaluate their individual effectiveness. The questions on the evaluation were not well formed or quantifiable in order to solicit the required information. Continuation of statistical data problems due to the lack of a recent census

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Limited fresh water supply to population Almost half of the residents live in poverty, with almost 15% in extreme poverty <p>PERCEIVED BARRIERS</p> <ol style="list-style-type: none"> 46.7% of schools offer the full 6 years of compulsory education Education system is not meeting demand in access, quality, management, integration with community Cultural norms Attitudes towards girls' education Lack of qualified teachers, manuals and didactic materials High rate of illiteracy Weak linkages between school and community Lack of testing Lack of space, water and sanitation Poor quality of education High drop out rates Differential attitudes to girls 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> Policy of compulsory education through grade 6 Educational reform has increased more schools offering complete education cycle Enrollment costs are shared between the family and government Adult education includes literacy, post-literacy and professional training for occupations Educational reform has allowed more schools financial management autonomy 	<p>GOALS</p> <ol style="list-style-type: none"> Contribute towards the improvement of children's well being by increasing quality of social services, capacity building and community participation Contribute towards increasing women's social participation and changing the cultural norms of women's subordination <p>OBJECTIVES</p> <ol style="list-style-type: none"> Improve basic education teaching and learning process Train 360 teachers Increase completion rates of the primary cycle (grade 6) from 18% to 50% Reduce failure rate from 18% to 10% Improve early childhood development and increase preschool participation <p>STRATEGIES</p> <ol style="list-style-type: none"> Creation of work plan to supply schools with materials to support quality learning/teaching Facilitate the participation of parents, community and local authorities in school management Establish equal working environments for all students (boys and girls) Human resource capacity building by investing in student and teacher Creation of suitable learning conditions Enrichment of teaching spaces and creation of alternate community spaces to enrich learning process Overcome discrimination against women Advocate for research efforts that target the overall appreciation of women's situation <p>COMMENTS</p> <ol style="list-style-type: none"> Plan is very generally focused on improvement of education system, rather than specifically on improving girls education Plan is redundant and not specific 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Constructed or rehabilitated infrastructure maintenance systems in 7 schools Provision of educational materials to 1994 girls Diagnosis of learning achievement of 1941 children in Santiago Provision of furniture to 3 classrooms <p>Outcomes</p> <p>Capacity building in school management for school directors and education delegates</p> <p>Training courses for teachers</p> <p>Evaluation and analysis of children's learning</p> <p>Identification and analysis of gender stereotypes in educational materials</p> <p>Development of educational database and publication plans</p> <p>Impacts</p>	<p>COUNTRY CONTEXT General</p> <ol style="list-style-type: none"> High levels of poverty prohibit some families from sending girls to school Girls are still not at parity with boys, despite their higher percentage of the population Cultural attitudes hinder girls' education Influential positions in education are held by women <p>Results Reasonably attributed to AGEI</p> <ol style="list-style-type: none"> Improvement in girls' education and drop out rates obtained by local actions (support of textbooks, uniforms and alleviation of need to work at home) Schools are an efficient communication channel for the sensitization of families and communities to better respect the rights of children

ANNEX F1. Summary of country activities and results for West and Central Africa

Cape Verde – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>COUNTRY CONTEXT External debt of 108.6% of GNP 26% unemployment rate 30% poverty rate</p> <p>BARRIERS 1. Quality of education is insufficient 2. Inadequately trained teachers 3. Inadequate statistics 4. Gender bias in school systems and curriculums 5. National dropout rates are low, but regionally much higher 6. 20% of pupils have no textbooks</p> <p>ASSETS Enrollment rates at near parity (except in preschool) Curriculum is good, but used very mechanically</p>	<p>EDUCATIONAL POLICIES Although MoE manages the implementation of the project, there are serious weaknesses at the MoE which hamper progress due to capacity and interest</p> <p>There has been ongoing support to the development of a national EFA plan.</p> <p>Constitution states that every citizen has a right to free basic education</p> <p>Because enrollment rates are near parity, difficult for partners to understand the need for further action on behalf of GE</p> <p>UNICEF instrumental in assisting the MoE to understand the need to educate girls who have become pregnant (MoE issued mandate that they had to be suspended)</p>	<p>GOALS Contribute to the reduction of gender disparities in basic education Contribute to improving the quality and internal efficiency in basic education Contribute to increasing the level of information on gender equity and its application</p> <p>OBJECTIVES Reduce gender disparities in enrollment Improve the rates of promotion, repetition and drop out of 60% of students Improve the capacity of 60% of teachers, 60% of pedagogical coordinators, 70% of school directors and 80% of delegates of the MoE Promote attitudes that facilitate effective participation of 60% of school children, parents and education staff in school management</p> <p>STRATEGIES 1. Measure the results of school children 's learning achievements at the national level 2. Improve the capacities of treatment and analysis of education statistics and privilege gender issues 3. Capacity building to improve MoE performance 4. Promote the project in unfavorable target areas 5. Develop partnerships with government, NGO and others to promote girls' education</p> <p>COMMENTS 1. Plan is much more specific and objectives are clearly connected with activities and strategies 2. Clear evaluation plan tied to activities and strategies 3. Goals, objectives and activities connected to girls' education</p>	<p>RESULTS Outputs 1. Provided uniforms for 1600 girls 2. Development of dynamic partnerships in schools in four municipalities 3. 11,462 students benefited from support of teaching materials (10,000 manuals and 1462 other materials) 4. 41 schools received materials for the construction or renovation of water and sanitation facilities 5. Improved the teaching and planning knowledge of 1140 teachers through training</p> <p>Outcomes 1. Developed actions targeted at increasing enrollment of children from poor families 2. Systematizing of key pedagogical experiences in order to share information 3. Training of teachers in pedagogical and scientific subjects 4. Promotion of decentralization 5. Participation in the development of an action plan 6. Sharing of innovative teaching experiences among teachers 7. Basic education for adolescents continues to benefit from the adult literacy program (mobile libraries, the ALPHA journal, etc.) 8. Advocacy with other agencies to accommodate girls suspended due to pregnancy</p> <p>Impacts</p>	<p>RESULTS Outputs 1. Training of over 2064 teachers and educationist on gender issues and pedagogical skills 2. Strengthening of ties between schools and communities through the creation of 10 PTA's 3. Assessment of the level of learning of the first phase pupils (years 1 and 2) in 50% of schools covered by the project</p> <p>Outcomes 1. Project has expanded to national coverage (except 3 islands) 2. Put into place a data bank to monitor the trend of disaggregated indicators by gender (not yet operationalized by MoE) 3. Implementation of an awareness campaign against dropouts, particularly for girls 4. Strengthen the Department of Statistics and MoE and six education delegations through training and supply of materials and equipment 5. Implementation and publication of an ethnographic study on daily school life 6. Advocacy on the elimination of all forms of discrimination against women for teachers and students</p> <p>Impacts</p> <p>COUNTRY CONTEXT</p> <p>BARRIERS 1. Traditional and cultural attitudes about girls' education 2. Quality of educational facilities 3. Coordination between MoE central office and educational officers in the field is weak</p>

				<ol style="list-style-type: none"> 4. Lack of monitoring system and data collection 5. Lack of adequate teacher training (pre-service and in-service) 6. Lack of life skills training in curriculum <p>ASSETS</p> <ol style="list-style-type: none"> 1. Basic education has shown improvement in indicators relating to internal efficiency and to resources 2. The supply of books, materials and uniforms promotes homework completion, greater participation, higher achievement among all students 3. Schools become an efficient communication channel to raise awareness and respect for children's rights among families and communities <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Project should be nation-wide, but target areas with lowest indicators 2. Improvement of girls' education should be based on the development of targeted activities (textbooks, materials, uniforms) 3. Improve the quality of educational services 4. Systems of evaluation of educational quality need to be implemented 5. Decentralization of planning will be important to narrow gap between municipalities in terms of GE with regard to quantitative and qualitative indicators
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ANNEX F1. Summary of country activities and results for West and Central Africa

Chad – Phase I

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Chad experienced nearly 30 years of political turmoil following independence from colonial rule in 1960 Much of the educational infrastructure was destroyed during the civil war of 1979 to 1982 Community schools developed as a result of turmoil and urban flight <p>PERCEIVED BARRIERS</p> <ol style="list-style-type: none"> Large disparities between genders and districts in GER Poor substructures in some areas Parents prefer Madrassas Too few teachers High number of multi-grade schools (49%) Poor instruction and inadequate training of teachers Socio-cultural attitudes that girls need to work and will get married so no need for education Insufficient textbooks Poor quality and lack of schools Low internal efficiency – promotion is at 44%, repeat at 35% and dropout at 21% 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> Not clear what national policies exist or are being proposed Clearly the GoC is engaged in this project as all oversight and implementation is planned through Gov't depts. Government by 1999 YTR is trying to achieve results and develop cohesive policy Partnering with UNICEF and World Bank 	<p>GOALS</p> <ol style="list-style-type: none"> Improve the quality, pertinence ad output of the educational system to promote the education of girls and women Realization of a plan of action by World Conference on EFA Reduction of disparities between girls and boys in school enrollment Increase access to education for girls and women <p>OBJECTIVES</p> <ol style="list-style-type: none"> Raise girls NER in 7 priority areas from 25 to 38 Raise proportion of girls entering full education from 30.6 to 45.5 Achieve 80% primary cycle completion for girls Raise illiteracy elimination for females from .75 to 30 in priority zones Reinforce the service delivery capacity of 2000 non-formal and formal education structures <p>STRATEGIES</p> <ol style="list-style-type: none"> Increase and diversity education services (informal alternatives, more female teachers, adapted syllabi and teaching materials and equipment) Train management and supervising staff in planning and execution skills Introduce a social mobilization mechanism Inter and intra-sectoral collaboration Reinforce local institutional capacities Empowerment of communities Integration of content into community of life – relevance of curricula, including national languages Develop a continuous training program Systematically integrate the literacy campaign into all development projects <p>COMMENTS</p> <ol style="list-style-type: none"> There seems to be a simplistic view of girls' education and causes "mainly due to parents' reluctance to send their daughters to school". 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Increased number of women attending literacy centers by 10,000 (7580 in 98 to 17,000 in 99) Increased children attending preschool from 2310 in 98 to 3000 in 99 5000 caregivers attended ECD meetings on early psycho-motor development Participated in cross-sectoral linkages with WFP to provide food for 3000 girls <p>Outcomes</p> <ol style="list-style-type: none"> Assisted MoE on strategies for nomadic people through advocacy and technical support Support MoE's integration of NFBE into education system through production of teacher training, teaching materials and equipment Support introduction of ECD by training teachers and parents, refurbishing centers, producing teaching materials and conducting study on traditional games Community engagement in GE and participation in financing of basic education contributes to sustainability <p>Impacts</p> <ol style="list-style-type: none"> Retention of 80% of girls enrolled Increase girls GER from 56 to 60% in the targeted communities Reduced dropout from 28 to 21% Reduced repetition from 20 to 18% in concentrated project zones Increased women's literacy from 9 to 12% in target zones Increased GER 	<p>COUNTRY CONTEXT</p> <p>General</p> <ol style="list-style-type: none"> Chad's education sector undergoing changes due to political reforms <p>Results Reasonably attributed to AGEI</p> <ol style="list-style-type: none"> Educational curriculum more aligned with the needs of the community with UNICEF partnership Program is operating as part of the government's education system and improve girls' education through planning and implementation

ANNEX F1. Summary of country activities and results for West and Central Africa

Chad – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Chad continues to be one of the poorest and less developed countries in the world Increasing external public debt Only 17% of state budget is allocated to the education sector <p>BARRIERS</p> <ol style="list-style-type: none"> Schooling rates for girls continue to be low School buildings inadequate Insufficient number of teachers School syllabi and books are not relevant to cultural realities of country Socio-cultural problems of GE <p>ASSETS</p>	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> MoE established the Education, Training, Employment Strategy in 1990 Some PTA's started offering alternative education Policies are rights based There are a number of strategies that are being generalized to additional districts or taken to scale by the GoC. PARSET will help with this (liaison bulletin, informal educ) IDA V Project – promotion of girls' education – to raise girls enrollment to 36 by 1998 in rural areas 	<p>GOALS</p> <ol style="list-style-type: none"> Promote the rights of children and women and ensure equity in basic education Reinforce EFA, with women and girls a priority Ensure social and legal protection for children <p>OBJECTIVES</p> <ol style="list-style-type: none"> Increase girls' GER to 70% Reduce disparities between boys and girls in educational enrollment Reduce illiteracy from to 50% Engage 20% of 3-5 year olds in ECD Reduce repetition rate to 17% and dropout rate to 4% Support community initiatives to integrate vulnerable groups requiring special protection Focus on formal and non-formal education (education for girls 6-12 years, literacy for women 15-45 years and non-formal education for those who have dropped out 9-12 years) <p>STRATEGIES</p> <ol style="list-style-type: none"> Provide tools to women and girls to free up time to go to school Advocate for administrative changes to support girls' education (waiving PTA dues) Adapting course content to girls' needs Provide coaching, counseling support for girls at risk of dropping out Training for teachers in support for GE and for pedagogic methods and curriculum adaption Create achievement incentives for 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Fixing 25 water sources and 12 latrines Furnishing tools and gardening materials to 10 schools and villages Preparation for experimenting with the REFLECT method by training 74 trainers, producing a training guide, and identifying 30 pilot centers Retaining of 27 trainers from information education centers Initial qualifying training for 320 community teachers and training for 300 PTA committees <p>Outcomes</p> <ol style="list-style-type: none"> Organization of advocacy campaigns, social mobilization including production and distribution of 1000 posters, flyers, 500 t-shirts, radio and TV ads Furnishing of manuals to teachers and students in 36 schools (3 of 10 zones) Organized make-up course for about 2000 girls having difficulty learning <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> There appear to be many partners involved in the promotion of GE and a good deal of collaboration between sectors 	<p>RESULTS</p> <p>Outputs</p> <p>Outcomes</p> <ol style="list-style-type: none"> Advocacy campaigns to change attitudes of parents and community towards girls' education were effective Providing tools for domestic work to lighten work time increased capacity of parents to educate their children <p>Impacts</p> <p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Infrastructure is insufficient and in poor condition Hundreds of ethnic groups with many languages and dialects High adult illiteracy rate (9 out of 10 women) <p>BARRIERS</p> <ol style="list-style-type: none"> There is still a lack of involvement of officials of the educational sector at all levels Precarious and non-functional schools Lack of school furniture and supplies Unqualified community teachers Few female teachers High repetition and dropout rates Parity in enrollment drops to 27% by grade 6 There have been lapses in the implementation of the program <p>ASSETS</p> <ol style="list-style-type: none"> Providing food for girls has a marked effect Near parity in enrollment in grade one

		<p>girls</p> <ol style="list-style-type: none"> 7. Build separate latrines 8. Monitor health and nutrition of students 9. Create post-literacy supports (libraries, reading clubs, newspapers for girls and women) 10. Training for staff in school management 11. Provide educational materials and facilities <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Strategies, activities and goals are strongly aligned 		<p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Quantitative objectives were exceeded, but objectives need to be set by zone, rather than nationally 2. Frequently changing intervention areas leads to difficult evaluation of program 3. Income generating equipment can be beneficial, but only if managed and maintained and appropriate for community <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Program changed in scope from Phase I to Phase II. All schools in 4 zones to 10 schools in 6 zones
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ANNEX F1. Summary of country activities and results for West and Central Africa

GAMBIA – Phase II

DOSE – Department of Special Education;

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> UNICEF project area is three regions most disadvantaged in terms of social indicators. <p>BARRIERS</p> <ol style="list-style-type: none"> High direct/indirect costs of education Perceived irrelevance of girls' education Perceived erosion of moral values attributed to western education Fear of girls becoming pregnant Gender bias and stereotyping among teachers and in curriculum One-fourth teachers unqualified, most unqualified are in rural areas Less than one-third of qualified teachers are female Traditional female roles in domestic chores and labor deter girls from education Lack of sanitary facilities for girls Sexual harassment and teenage pregnancy prevalent in schools Distance from schools <p>ASSETS</p> <ol style="list-style-type: none"> Decentralized approach in implementation using participatory processes DOSE, UNICEF, FAWEGAM, Peace Corps, Action Aid the Gambia, Gambia College, headteachers and school committees all have responsibilities in implementation 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> Gambia's second National Education Policy in place (covers 1998 to 2003). Emphasis on girls' education reflected in second NEP In 1999, 22.2% of Gambia's budget allotted to education Girls Education Unit within Basic Education Directorate of DOSE in a central position within DOSE 	<p>GOALS</p> <ol style="list-style-type: none"> Contribute to governmental efforts to provide universal primary education to all Increase enrollment and retention of girls in project area Improve the quality and relevance of education for girls in project area <p>OBJECTIVES</p> <ol style="list-style-type: none"> Reduce girls repetition and dropout rates from 10 to 5% Reduce female pupil/female teacher ratio from 72.7 to 60% Reduce gender biases and stereotyping in curriculum materials by 50% Provide support to National Education Trust Fund for girls Provide access to guidance and counseling to 80% of girls in project area Ensure that 50% of girls have access to textbooks at home Enhance the capacities and participation of the PTAs Improve MLA as a policy tool To provide support to EFA assessment <p>STRATEGIES</p> <ol style="list-style-type: none"> Support policy Development: resources to DOSE, equitable deployment of human resources, support EFA process to formulate new education policy by 2006 Training for girls, parents, teachers, school committees, and administrators. Review and revise curriculum to include rights issues; conduct education service delivery survey 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 15 communities/4000 community members and leaders sensitized on importance of girls education 8000 textbooks distributed 11 milling machines provided to women in 11 communities 80 teachers were trained on girl-focused teaching methodologies 300 PTA members and 22 functional literacy facilitators trained 30 mothers trained on fuel saving stoves Installed 6 wells, 5 separate toilet facilities Established 6 new mothers clubs (now 60 total) <p>Outcomes</p> <ol style="list-style-type: none"> Organized functional literacy classes for over 700 women <p>Impacts</p> <ol style="list-style-type: none"> GER for girls rose from 45 to 54% in URD, from 62 to 75% in CRD and from 65 to 75% in LRD GER for boys rose from 43 to 60% in URD, from 56 to 72% in CRD and from 99 to 97% in LRD 	<p>RESULTS</p> <p>Outputs</p> <p>Outcomes</p> <ol style="list-style-type: none"> Mothers clubs were successful in convincing parents to send their daughters to school Mothers clubs were able to provide support to girls in the form of shoes and uniforms because of money earned Intense sensitization campaigns increased girls enrollment and retention (drama activities, special community incentives, radio programs, traditional songs/dances) Milling machines and literacy classes increased level of community participation in education and school matters Female Teachers Clubs were successful in intervening with parents about the importance of girls' education <p>Impacts</p> <ol style="list-style-type: none"> Gambia College program increased female students from 15 to 40% <p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> In some regions, about 71% of girls have no access to education Strong support of president for girls' education and rural development <p>BARRIERS</p> <ol style="list-style-type: none"> Getting consensus on what counts as sexual harassment with a community is a difficult process Low levels of literacy for women

		<ol style="list-style-type: none"> 5. Conduct sensitization and awareness campaigns of importance of girl education 6. Build partnerships and networks among key stakeholders. 7. Train communities in participatory processes, problem identification, and solution /action formulation <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Plan is well thought out and strategies, activities and goals are well aligned 		<ol style="list-style-type: none"> 3. Socio-cultural and religious attitudes towards the involvement of girls in education 4. Girls needed at home for work and early marriage 5. Male dominated education system – school administrators have gender bias and stereotypes, even in GFS 6. Milling machines prone to technical difficulties, in some cases costing rather than saving money for communities 7. Few female teachers, almost none in rural areas and high teacher turnover 8. Lack of attention to documentation <p>ASSETS</p> <ol style="list-style-type: none"> 1. Program is contributing to the enrollments of boys and girls 2. Program playing a key role in women’s empowerment through mothers clubs and decentralization 3. Integration of support and delivery services an overall strength of GFSI 4. Pilot schools benefited from careful monitoring <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Being inclusive of males in future planning will alleviate concerns in this male-dominated area 2. UNICEF needs to focus on teaching and learning differences at GFSI schools before embarking on a scaling up process
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ANNEX F1. Summary of country activities and results for West and Central Africa

Ghana – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Policy is that basic education is a birthright for all Basic education is six years of primary level and three years of secondary level <p>BARRIERS</p> <ol style="list-style-type: none"> Distance to schools Mis-match between school schedule and girls' household duties Parental inability to cater to girls' basic needs Low quality of education Direct and opportunity costs of education Curriculum irrelevance Lack of guidance and counseling services <p>ASSETS</p> <ol style="list-style-type: none"> GoG has been aiming at free compulsory education since 1961 – there is a governmental will 40% of governments recurrent budget is allocated to education (this is high). 70% of that amount is to basic education CIDA funds greatly enhanced the GE initiative in Ghana 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> GoG is implementing fCUBE policy by 2005 A 1995 UNICEF seminar on Girls' Education precipitated a National Action Plan on Girls' Education and a Task Force in the MoE 1987 Educational Reform Policy made target enrollment goals of 50% girls GoG has been providing 80-90% of the funding with assistance from World Bank, DFIF, GTZ, JICA and UNICEF Accra Accord identified low access, retention and achievement as the main problems that particularly affect girls 	<p>GOALS</p> <ol style="list-style-type: none"> Assist the MoE with the goal of Universal Primary Education for all, particularly GE <p>OBJECTIVES</p> <ol style="list-style-type: none"> Increase achievement rates of girls to 60% Ensure 80% enrollment Increase initial enrollment by 30% Reduce dropout rate to 10% or less <p>STRATEGIES</p> <ol style="list-style-type: none"> Assist MoE in school mapping Reduce cost to parents Provide low-cost teaching/learning kits Provide girls' scholarships Make curriculum more relevant Develop gender sensitive materials Construction of sanitation facilities for girls Support teen mothers returning to school Increase school-community interaction and community participation in school management Support advocacy campaigns through local NGOs like FAWE Build regional capacity through sharing of ideas through regional workshops Collect baseline data and develop monitoring and evaluation system and capacity 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Five out of seven district's performance on girls qualifying for Senior Secondary School increased anywhere from 4% to 52% School mapping reports were finalized in 4 districts PTA/SMC were set up within 100 schools Over 1000 community people were trained in their roles as members of PTA/SMC Trained over 3000 teachers from 7 districts on gender sensitization and classroom management 888 girls received bicycles to enable them to commute from home to school Document of Promotion of Rights in Schools was produced Two districts received fax machines to ease communication <p>Outcomes</p> <ol style="list-style-type: none"> Media campaign with TV, radio and newsletters on gender sensitization issues Officials from the education service participated in a workshop on gender based planning Supplied materials to over 1000 children in deprived schools Increased partnerships and community involvement in girls' education Improved capacity for planning and coordination <p>Impacts</p> <ol style="list-style-type: none"> GER for girls was up between .5% to 3.0% in some targeted areas Three of the targeted areas had increases in transition rates from 1.5% to 4.0% 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Gender sensitive curriculum has been developed <p>Outcomes</p> <ol style="list-style-type: none"> Education fund Scholarship program ensures continuation of girls in education The CHILDSCOPE districts have seen an increase in retention and enrollment Staff of MOE as well as writers, publishers received gender sensitization training Increase the number of female teachers and girl-friendly environments School feeding and take home rations in schools increases school attendance <p>Impacts</p> <ol style="list-style-type: none"> Girls participation rate increased from 46.7% in 1998 to 47.2% in 2001 Girls participation rate at JSS level increased from 44.1% in 1998 to 45.5% in 2001 Drop out rates of girls decreased by 1.1% <p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> The central government is the primary source of funding for education GE interventions are almost funded completely by outside sources <p>BARRIERS</p> <ol style="list-style-type: none"> Poverty is the number one cause of low educational participation of girls

		<p>COMMENTS</p> <ol style="list-style-type: none"> 1. It appears that the strategies were developed in concert with the current activities and goals of MoE and each activity is tied to a stated objective 		<ol style="list-style-type: none"> 2. Need for girls to stay home and help or when old enough to get a job to assist family 3. Delay in releasing funds 4. Delay in implementation because of competing demands on staff 5. Frequent changes of staff at district and national level 6. Lack of capacity in districts for planning, managing and monitoring program 7. Lack of data collection at district level 8. Distances between schools 9. Socio-cultural customs and practices that affect girls' education 10. Increasing sexual abuse and harassment in country 11. Lack of qualified teachers <p>ASSETS</p> <ol style="list-style-type: none"> 1. Girls education is a priority with MOE 2. Gender sensitive policies, advocacy, teaching materials and equipment has been implemented at national level <p>LESSONS LEARNED</p>
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Guinea – Phase I

DPSP

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Guinean government and other agencies working in education have had frequent exchanges which have shaped national policy <p>PERCEIVED BARRIERS</p> <ol style="list-style-type: none"> GER and admission rates are the lowest in the sub-region Girls rate of enrollment is about half that of boys Insufficient number of schools Socio-cultural beliefs about the importance of girls' education Distance to schools Curriculum is not relevant for girls' life High illiteracy rate for women Cost of school supplies and equipment Few employment opportunities once school is completed 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> Promoting a non-formal education policy for children 10-16 who have never gone to school or who have dropped out. 80% of these students are girls (Nafa Centres) Revisions of programs and school manuals to eliminate stereotypes is underway 	<p>GOALS</p> <ol style="list-style-type: none"> Assist the government in the National Plan of Action and in the next Country Programme of Cooperation <p>OBJECTIVES</p> <ol style="list-style-type: none"> 60% admission rate at primary level Reduce gender disparities by 1/3 at primary level Reduce overall illiteracy rate from 72% to 40% by 2000 and for women from 81% to 67% Reinforce the capacity of government to develop and implement girls' education Empower low income families to support girls' education and assist in financial issues Maintain 90% enrollment rate of girls at NAFA centers for 3 years Advocacy through formal and informal communication to increase awareness of the Nafa Centres Ensure 50% of girls in NAFA centers go on to formal primary schooling <p>STRATEGIES</p> <ol style="list-style-type: none"> Use broadcast media to educate public and officials about girls' education Establish and equip 36 new NAFA centers Educate 3600 girls between ages 10-16 at 36 new NAFA centers Improve education content and management systems at 40 école-milieu schools 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Opened 15 Nafa Centres, reaching 5814 girls of which 19% have achieved the required level to transfer to formal education Trained 30 pedagogical boards for Nafa Centres Pre-service and in-service training of 93 steering committee members Provided equipment to 58 preschool centers Developed two manuals, held three training programs Trained 2500 student teachers and 1000 teachers on developing a personnel behaviour code Trained 300 teachers in management of multi-grade classes <p>Outcomes</p> <ol style="list-style-type: none"> Literacy training to 1500 women Revised literacy training modules Strengthened school environment in 5 experimental schools Distribute newsletter that included survey on girls' education in order to mobilize parents to support girls' education Organized the DPSP, DPA and management committees for regular monitoring Reinforce national capacities (PTAs, teachers, principles and government offices) for gender sensitivity Enhanced quality of education by using gender sensitive curriculum, textbooks, materials and activities Advocate for girls' education through Nafa Centres and Ecoles-Milieu <p>Impacts</p>	<p>COUNTRY CONTEXT</p> <p>General</p> <p>Results Reasonably attributed to AGEI</p> <ol style="list-style-type: none"> Increase of Nafa Centres reaching more girls

ANNEX F1. Summary of country activities and results for West and Central Africa

Guinea – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Unrest in Sierra Leone and conflict on border with Liberia affects Guinea, threatening stability and creating a humanitarian emergency <p>BARRIERS</p> <ol style="list-style-type: none"> Gender insensitive curricula and textbooks, lack relevance to girls' lives Cost of schooling and time costs due to distance of schools from home Socio-cultural and traditional practices (early marriage, work at home for girls) Teachers' attitudes and behaviors not always committed to girls' education Low status of women and girls in society Lack of separate sanitation facilities for girls Few employment opportunities for girls after schooling <p>ASSETS</p> <ol style="list-style-type: none"> Nafa Centres and Ecole-Milieu are supported by government 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> AGEI project has improved the quality of learning in formal and non-formal settings Reinforcement of cooperation with NGO and associations Decentralization of activities to the prefecture level Development of a "culture of monitoring" for data collection purposes Partnerships with UNICEF, The Equity Committee, NGOs and communities has led to an improvement in the area of gender equity Government has a commitment to girls' education, but no specific policy or framework on interventions 	<p>GOALS</p> <ol style="list-style-type: none"> To increase girls' access to a good quality education and to improve their retention and their performance Identify NAFA best practices to implement in formal education settings <p>OBJECTIVES</p> <ol style="list-style-type: none"> Improve girl GER and GAR by 20% Improve repetition and decrease dropout rates in formal schools and NAFA centers Provide 8000 girls ages 10-17 with quality basic education in nonformal settings Build community capacities to achieve girl education Help teachers, parents, and partners adopt favorable attitudes and behaviors to educating girls Develop policy document on girl education Establish 60 new NAFA centers Pilot "Education and Community" program in 15 rural communities where girl GER < 30% <p>STRATEGIES</p> <ol style="list-style-type: none"> Institutional capacity building in favor of central and local education structures Participative methodology will be adopted with parents, teachers, learners, local and traditional authorities and the community Monitoring, assessment and evaluation of activities will be developed to assist with future planning 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> The renovation and equipping 25 schools, 15 Nafa Centres and five literacy centers Created 30 CDE clubs in schools Training of 500 teachers and non-formal educators on gender sensitive teaching methods Creation of canteens in 70 schools <p>Outcomes</p> <ol style="list-style-type: none"> Teaching innovations on health with emphasis on HIV/AIDS prevention and peace education Development of activities that support teaching for girls Creation of a reward system for academic achievement for girls Increased partnerships with organizations that support girls' education Increased mobilization and involvement of mothers of girls and community in monitoring school attendance <p>Impacts</p> <ol style="list-style-type: none"> The GER for girls increased from 44 to 50 % in project zone The NER for girls increased from 24 to 36% in project zone 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Trained 10 women's groups on job skills Retained 10,000 girls in intervention zones through incentives The number of girls in primary schools increased 2.8% <p>Outcomes</p> <ol style="list-style-type: none"> Improvement in school infrastructures The project enhanced the capacity of teachers to teach gender sensitive curricula <p>Impacts</p> <ol style="list-style-type: none"> The GER for girls increased from 30% in 2000 to 45% in 2002 The NER for girls increased from 24% in 2000 to 37% in 2002 <p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Government launched education program with a view to map out a specific policy on girls education <p>BARRIERS</p> <ol style="list-style-type: none"> Lack of infrastructure for literacy centers which are built by the community Despite progress in girls' education, enrollment and retention for girls still remains low <p>ASSETS</p> <ol style="list-style-type: none"> The number of schools has increased over the last 5 years Most government administrative documents includes actions to promote girls' education

		<ol style="list-style-type: none"> 4. Strengthen partnerships with all actors in the sector 5. Advocacy and social mobilization to promote girls' education 		<p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Building capacity at local level makes it possible to involve communities more in girls' education 2. Rural communities can advocate for specific actions in education, but poverty makes sustainability a problem 3. Establishment of canteens made it possible to promote girls' education 4. Increase collaboration with Nafa Centres, community training centers and women's NGO to promote GE <p>COMMENTS</p> <ol style="list-style-type: none"> 1. The financial plan for 2002 was more accurate than 2001. They were much closer to their planned budget which indicates that they became more effective in budgeting. 2. The 2002 internal evaluation is quite thorough and useful.
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ANNEX F1. Summary of country activities and results for West and Central Africa

Guinea-Bissau – Phase I

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> 1. Women constitute 56% of the population and are viewed traditionally as responsible for the family in terms of food, water and wood <p>PERCEIVED BARRIERS</p> <ol style="list-style-type: none"> 1. Low enrollment, retention, completion rates 2. Large disparities by region and gender 3. Lack of certified teachers and in-service training 4. Lack of motivation for teachers – low pay, long days 5. Loss of much school time to teacher strikes 6. Irrelevance of education – subjects and language 7. Shortage and deterioration of infrastructure 8. Insufficient quality and quantity of educational materials 9. Distance to school 10. Rigid calendar 11. Exclusion for pregnant girls 12. Lack of adequate sanitation 13. Few female teachers 14. School fees 15. Early marriage 16. Cultural and religious barriers 17. Role of girls and women 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> 1. GoGB has a policy and stated commitment to improving girls education 2. They have put systems in place to plan and implement educational reforms 3. UNICEF is included in and helps shape those plans 	<p>GOALS</p> <ol style="list-style-type: none"> 1. Contribute to the universalization of education <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Increase girls' literacy rates in Oio, Bfata' and Gabu by 80% 2. Increase the girls' completion rate in primary education from 30% to 80% 3. Decrease dropout rates by 10% 4. Improve the school environment and decrease the cost 5. Prepare a curriculum to be relevant to girls' lives 6. Bring more flexibility to the program for out-of-school girls <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Create grants to stimulate girls in teaching and for girls from poor families 2. Locate schools closer to communities 3. Establish a democratic school management system 4. Institute a commission of monitoring and evaluation 5. Target the school aged girls from Gabu', Bafata and Oio <p>COMMENTS</p> <ol style="list-style-type: none"> 1. They have specific quantifiable activities to accomplish these objectives (i.e., construct latrines, provide textbooks, train 50 girls as teachers, establish scholarships, etc.) 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. Created 35 PTAs that take part in girls' education sensitization campaigns 2. Developed and printed 10,000 teaching manuals and guides for teachers <p>Outcomes</p> <ol style="list-style-type: none"> 1. Repaired classrooms damaged by rain 2. Decentralized process with community willingness to assist in construction of schools 3. Printed textbooks for levels 1- 4 in math, Portuguese, science, social science and trained 4. teachers how to use them 5. Trained teachers in multi-grade classes 6. Held planning, monitoring and evaluation workshops for local leaders 7. Held training for teachers and local inspectors <p>Impacts</p>	<p>COUNTRY CONTEXT</p> <p>General</p> <p>Lack of quality teaching Infrequent and low teachers pay Lack of certified teachers Teaching in Portuguese rather than mother tongue High drop-out rates Irrelevant curriculum Poor infrastructure, including furniture Poor quality and lack of teaching materials Limited budget Poor health conditions Traditional beliefs and customs such as early marriage, early pregnancy, girls' place is at home</p> <p>Reasonably attributed to AGEI</p>

ANNEX F1. Summary of country activities and results for West and Central Africa

Guinea-Bissau– Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> 1. Armed conflict in 1998/99 destroyed some schools and much of the reporting capacity 2. One of the poorest countries in the world with high external debts 3. New government came into power in February 2000 through a democratic electoral process <p>BARRIERS</p> <ol style="list-style-type: none"> 1. Investments in social sectors are limited due to high debt 2. Because of the war, many statistical documents were destroyed or looted 3. High illiteracy rate (85% for women and 60% for men) 4. Unqualified teaching staff 5. 27% of schools are “barraca schools” which are made out of sticks and palm leaves 6. Long distance to schools from homes 7. Schools teach Portuguese as language, which is spoken by only 7% of the population 8. Absence of latrines and wells affects girls' education 9. High poverty leads families to decide who to send to school <p>ASSETS</p> <ol style="list-style-type: none"> 1. Gender issues are an integrated part of current educational policy 2. Community will to promote GE 3. Pedagogic Support Units (PSU) will be reactivated to support training of teachers 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> 1. MoE committed to work in reducing disparities in education among males and females 2. The MoE recently revised the education policy which stressed the necessity of an education for girls 3. New education policy stresses the need for continued training of teachers and revision of curricula and textbooks 	<p>GOALS</p> <ol style="list-style-type: none"> 1. Universalization of primary education <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Assist government in improving accessibility and quality of education 2. Increase enrollment rate for girls from in Gabu, Cacheu and Tombali 3. Reduce repetition and dropout rates by 10% 4. Promote gender sensitive methodologies in 65 target schools 5. Strengthen capacity of four national and three regional education institutions 6. Ensure that 65 schools have minimum learning environment favorable to girls <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. support to pedagogic and educative innovations 2. Strengthening of institutional capacities 3. Promotion and support to community initiatives 4. Intensification of actions of advocacy and social mobilization 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. 28 latrines in 10 schools in Cacheu were built and 2 in Gabu 2. Construction of 2 drilling sites 3. Creation of libraries in 25 schools 4. Creation of “Magisterio” brochure 5. 135 bikes made available for commuting between home and school 6. Three technicians and seven inspectors trained in statistics <p>Outcomes</p> <ol style="list-style-type: none"> 1. 10 schools are in the final phase of renovation, covering 60 classrooms 2. Studies of social environment were completed and understanding improved in the schools selected 3. Materials for school kitchens were furnished 4. Training for teachers in school management and gender issues 5. Workshops were provided to revise curricula and meet the social and economic needs of girls 6. Development and validation of National EPT Plan 7. Active participation of PTAs, educational committees and leaders in school 8. Reactivation of the national coordination of girls' education improved planning at central level and decentralized level <p>Impacts</p> <ol style="list-style-type: none"> 1. Increase in girls enrollment rates in the AGEI zones 2. Decreased dropout rate 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. 10 teaching handbooks were produced 2. 4 motorocycles were obtained by the Pedagogical Support Units enabling them to carry out their tasks 3. About 67,572 pupils were provided with Schools kits <p>Outcomes</p> <ol style="list-style-type: none"> 1. Community organizations assisted in providing material, financial and human resources for construction and rehabilitation of schools 2. Development and validation for EFA plan 3. Communication modules were designed and developed to support retraining for educational staff 4. Production of a radio program that will be relayed in eight community radios in January 2003 <p>Impacts</p> <p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> 1. The aftermath of war continues to affect the ability to promote educational services for girls 2. Teachers strike impacted the end of 2001-2002 and beginning of 2002-2003 school year <p>BARRIERS</p> <ol style="list-style-type: none"> 1. Unable to meet demand for schooling because of an already restricted educational system

				<ul style="list-style-type: none"> 2. Poverty continues to compel parents to choose education for boys 3. Female genital mutilation delays schooling for girls 4. Early marriage and using girls for work and childcare <p>ASSETS</p> <ul style="list-style-type: none"> 1. MoE decision in 2001 guarantee free basic education up to year 6 2. Increase in demand for schooling because of free basic education policy <p>LESSONS LEARNED</p> <ul style="list-style-type: none"> 1. There is a need for basic agreements between partner agencies about program 2. Necessary to have material and human conditions to support democratization of schooling
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Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Liberia still remains in post-war transition Fractured physical, social, policy, administrative, regulatory and government infrastructures challenge educational programs Unemployment is at 80% Political and security status precarious Liberia in the process of repatriating displaced persons and receiving returned refugees <p>BARRIERS</p> <ol style="list-style-type: none"> Illiteracy rate is at 70% Lack of teachers, lack of unqualified teachers Disparities among urban and rural areas in enrollment, retention and performance Gender disparities in educational enrollment 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> Liberia Education Sector Master Plan promotes universal access to basic education through informal and formal channels Master Plan promotes gender parity in terms of enrollment and completion at all cycles of education Master Plan promotes national awareness of girls' education, HIV/AIDS education and reproductive health 	<p>GOALS</p> <ol style="list-style-type: none"> Strengthen institutional capacity of partners and stakeholders Implement and monitor girl education initiatives Provision of access to basic education under framework of EFA Promote enrollment, retention, and enhanced performance of girls' education Increase community involvement and participation with a gender-sensitive, grass-roots approach to girls' education <p>OBJECTIVES</p> <ol style="list-style-type: none"> Create training and technical network assistance to provide leadership and long range planning for girls' education Train 100 trainers in gender sensitivity Increase access in education for 10,000 school aged girls in 7 counties, targeting teenage mothers, "rebel wives" and other vulnerable girls Train 300 female and 300 male teachers in ALP Train 100 trainers for Skills for Action Model, with specialized training on HIV/AIDS, ECCD and reproductive health <p>STRATEGIES</p> <ol style="list-style-type: none"> Advocacy and social mobilization to support training and technical assistance Promotion of female teachers and community resource workers 	<p>RESULTS</p> <p>Outputs</p> <p>Outcomes</p> <ol style="list-style-type: none"> Newly legislative Ministry of Gender and Development (MOGDA) to support girls' education Partnerships strengthened with MoE, MOGDA, county education officers, FAWE, support to war affected youth and UNICEF and UNFPA Training of teachers Accelerated Learning Programme conducted Through collaborative meetings, increase in understanding strategies to increase girls' education <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> Very little has been done in the implementation of this project because of the security situation in the country Data collection is not easily available 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Establishment of 10 Girls' School Clubs Five communities receive awareness and sensitization meetings Development and production of training manual <p>Outcomes</p> <ol style="list-style-type: none"> Development and production of gender sensitive training manual Girl school clubs and girl-peer teachers training workshops were held to increase awareness of sensitization of girls' education The Forum for African Women Educationalists (FAWE) School of Excellence supported by program Recommendations have been made to MoE from various groups working on girls' education Training workshop for County Chairladies <p>Impacts</p> <p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Implementation for project challenging initially because of unstable situation in the country Four years of hostilities in the north and northwest of the country <p>BARRIERS</p> <ol style="list-style-type: none"> Lack of basic valid data

		<ol style="list-style-type: none"> 3. Capacity building to teachers, parents, NGOs and communities in terms of information, documentation, networking and programming skills 4. Technical support to measure learning achievements and other methodology 5. Support to parents, siblings and girls in terms of child development, HIV/AIDS and reproductive health 6. Production of gender sensitive materials 7. Empower communities to identify problems, assume responsibility for girls' education and seek local solutions 		<p>ASSETS</p> <ol style="list-style-type: none"> 1. There are a number of organizations and policies in Liberia that are working towards increased girls' education (FAWE, OXFAM-GB, Sector Master Plan) 2. UNICEF is working with all of the stakeholders to increase understanding of girls' education 3. Liberia Country Programme of 2003-2005 placed emphasis on early childhood development, basic education with special emphasis on girl child <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Use information from countries who have been involved in Phase I and Phase II of the project to implement program 2. Urgent need to recruit consultant to assist project in implementing activities
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ANNEX F1. Summary of country activities and results for West and Central Africa

Mali – Phase I

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Severe macro-economic constraints 3rd lowest ranking on HDI <p>BARRIERS</p> <ol style="list-style-type: none"> Mali has one of the lowest enrollment rates in Africa and high repetition and drop out rates with large regional disparities Lack of schools Long distances to school High school costs (direct and opportunity) Traditional and religious values Parents believe schools are a bad influence – especially on girls Early marriage 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> New Educ policy in 1994 aimed at strengthening the links between curriculum and development challenges in Mali New policy seeks to: integrate native language, develop integrated curriculum of many subjects, add optional modules that are relevant to students' lives Established a multi-disciplinary working group to plan and implement changes (UNICEF is a part of this) Donor community and GoM are coordinating their efforts for better impact UNICEF has been a strong influence in making girls' education a key component of the new policy 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> Increase girls' enrollment rates Increase supply of basic education in regions with lowest girls' enrollment Strengthen ability to provide teacher training (pre- and in-service) Increase female teachers Make content more relevant Strengthen planning and management capacity of MoE Increase parents' appreciation of education <p>STRATEGIES</p> <ol style="list-style-type: none"> Establish 36 community managed schools in Kayes and Mopti (1 grade per year, 50% girls) Rehabilitating old and building new teacher training facilities to train 500 teachers and 1000 in-service trainings per year. Recruit female teachers Train teachers in new methodology and use a cascading training system. Develop training modules for distance learning via radio Develop new teaching modules to make curriculum more relevant Promote the use of EMIS as a management planning tool through workshops to train regional staff Develop new indicators to monitor learning achievement for the new curriculum Develop simple tools parents can use to monitor student learning Community sensitization to value of girl's education in five districts <p>COMMENTS</p> <ol style="list-style-type: none"> The plan appears to be well developed and have the political will for change at the upper levels 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Constructed 30 new schools in Kayes and Mopti Provided school furniture to 24 schools Provided canoes to transport pupils in 3 villages Established 35 PTAs with elected members and assisted with guidance and orientation Organized "second chance" course for 6300 girls to improve school performance Orientation training for 335 unqualified, first-time teachers <p>Outcomes</p> <ol style="list-style-type: none"> Held a planning workshop on decentralization of education system at central, regional and local levels Support to equip two teacher training centers and planning to introduce new curriculum Planned course on teacher trainer for children with learning disabilities Conducted three studies in repetition, curricula, textbook quality <p>Impacts</p> <ol style="list-style-type: none"> Girls' enrollment in AGEI schools increased to 42% (compared to 39% in region) 	<p>COUNTRY CONTEXT</p> <p>General</p> <p>Limited access No decentralized planning system Shortage of teachers Lack of de-centralized pre-service teacher training Shortage of teaching materials Inadequate curriculum Weak involvement of community in school management High drop-out rates for girls Cultural and religious practices</p>

ANNEX F1. Summary of country activities and results for West and Central Africa

Mali – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>COUNTRY CONTEXT BARRIERS</p> <ol style="list-style-type: none"> 1. Low enrollment (50% GER) 2. High poverty 3. Large disparity in access between urban and rural 4. Community schools are helping meet the need 5. Large gender gap (GER 54.2 vs. 41.8) 6. Poor efficiency of system – high dropout and repetition rates 7. Shortage of teachers 8. Shortage of trained teachers 9. Shortage of teaching materials (especially math and French) 10. Household duties for girls 11. Traditional gender roles 12. Early marriage 13. Direct and opportunity costs 14. Inadequate sanitary facilities 15. Distance to school 16. Lack of awareness of gender issues 17. Irrelevant curriculum 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> 1. A national policy on EFA was developed and passed 2. PRODEC, a Ten-Year educational development plan was put in place 3. PISE was established – Investment Program for the Educ Sector 4. Gov't committees were formed for the advancement of girls education 5. Cooperation between NGOs, development orgs and gov't exist and meet regularly 6. Legislation requiring 50% enrollment of girls in 1st grade 7. Legislation banning the dismissal of pregnant girls 	<p>GOALS</p> <ol style="list-style-type: none"> 1. Capacity building to operationalize the EFA plan 2. Strengthen institutional capacity in gender analysis and promote gender awareness 3. Increase access and retention for girls 4. Provide alternative basic education for out of school adolescent girls <p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. Develop strategies to operationalize EFA at national, regional and local levels 2. Develop institutional capacity in gender analysis and improve general public gender awareness 3. Increase girls enrollment by 10% and cycle completion rates by 50% in Kayes and Mopti 4. Improve teaching and learning conditions 5. Provide CED/literacy center based life skills programs for 1500 out of school adolescent girls 6. Develop a multi-level educational management information system capable of reporting disaggregated, decentralized data 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. Constructed or completed and furnished 156 classrooms (66 in Kayes, 90 in Mopti) 2. Constructed 52 separate girl-boy latrines 3. Introduced the 5 child-friendly, girl-friendly dimensions in 70 schools in Kayes, Mopti and Bamako and introduction of student government 4. Donation of textbooks (17,670 French, 20,925 textbooks, 558 teacher math guides, and 399 other subjects) in 20 schools in Kayes, Mopti and Bamako 5. Distribution of 500 awards to girls who obtained good grades in Mopti <p>Outcomes</p> <ol style="list-style-type: none"> 1. Training and supervision of 900 APE offices in Kayes and Mopti 2. Support for school cafeterias 3. Start up of Bolsa Escola initiative in 4 villages 4. Ordered Sara posters and comic strips for 70 schools 5. Implementation of a gender training guide and trained 18 trainers 6. Trained teachers in hygiene and provided hygiene materials to schools and organized medical visits to schools 7. Implementation of Accelerated Strategy for Girls' Education document in the Girls' Education Commission 8. Implementation of the National Plan for EFA 9. Finalized 13 educational development plans 10. Placed statistics collection tool at the school level and a standardized statistical framework at the CAP and regional levels <p>Impacts</p> <p>COMMENTS</p> <ol style="list-style-type: none"> 1. Items they list as having been effective; canteens, mother scholarships and building 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> 1. Total number of schools in Mali has increased by 4000 since 1998 2. 3. Increased the number of teachers from 10,853 to 21,124 (women teachers still only 25% nationally, lower regionally) 4. 150 teachers received hygiene training, 30 pedagogic counselors and PTA execs and 105 principals received child-friendly, girl-friendly schooling 5. Two teacher training institutes built in Kayes and Mopti <p>Outcomes</p> <ol style="list-style-type: none"> 1. Establishment of school canteens 2. Concept of balance between male and female teachers has developed girl-to-girl initiatives sponsored in some schools in Mopti 3. Student governments established in schools 4. Two regional gender training teams set up and also gender training of TTI professors 5. School canteens were an effective method to increase enrollment and attendance (in cooperation with MFP) 6. Mother scholarships have led to increased enrollment of students <p>Impacts</p> <p>COUNTRY CONTEXT BARRIERS</p> <ol style="list-style-type: none"> 1. Access remains limited, especially in target areas 2. Disparities remain in access, retention and achievement 3. Lack of adequate # of textbooks 4. Gender sensitization at all levels still needed 5. Curricula needs further improvement 6. Capacity building at all levels is still needed 7. Need greater involvement of women in PTA's and school management 8. Need better training for teachers and more teachers

			<p>and refurbishing of more and better schools</p> <p>LESSONS LEARNED Increase in boys enrollment is faster than that for girls The gender gap has increased Training of national school authorities on gender issues also effective in improving quality. Local understanding about equity for girls is sometimes invisible Distribution of radios was generally not successful (content and frequency) Implementation of child-friendly, girl-friendly model should move forward</p>	<p>(more female teachers)</p> <p>9. Need better monitoring capacity at all levels</p> <p>ASSETS</p> <ol style="list-style-type: none"> 1. Legislation on equal enrollment in first grade established 2. Legislation banning the dismissal of pregnant girls established 3. School infrastructure improving, but still needs support 4. Community involvement efforts improving, but still need to be strengthened 5. Girls access to education has significantly improved, both nationally and in AGEI zones 6. Participation of women in communities has traditionally been very low – UNICEF instigated a change in the APE bylaws that elect officers by assembly requiring that 50% be women 7. Political will confirmed for girls’ education with EFA
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ANNEX F1. Summary of country activities and results for West and Central Africa

Mauritania – Phase II

GFI – Girl Friendly Institutions; SEAE0 – Secretariat of State for Literacy and Traditional Education; ECPSV – Clean Healthy Green Community School

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from the end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Decertification Exodus from rural to urban areas Nomadic/semi-nomadic cultures in rural villages High rate of poverty in rural areas <p>BARRIERS</p> <ol style="list-style-type: none"> Data collection & monitoring at village level lacking High regional disparities in GER Under- and unqualified teachers Poor school infrastructure esp. in rural areas Irrelevant curriculum Rigid school regulations Crowded classrooms Cultural discrimination against girls in schools Early marriages Denied admission to girls High school costs Poverty, requiring work at home Parent illiteracy <p>ASSETS</p> <ol style="list-style-type: none"> 10% annual increase of children in schools since 1990 – girl GER from 36.6 in 93/94 to 83.5 in 98/99 (gender disparity decreased from 12 to 2 points) Mahadras trusted in community and help with literacy (but weak in math/science) 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> GoM adopted EFA Using lessons learned from “Clean, Green and Healthy” school initiative for AGEI project 23% of GoM budget for education Side by side system of education with MEN handling basic education and SEAE0 for traditional/Koran-based education in mahadras 	<p>GOALS</p> <ol style="list-style-type: none"> Improve 20 schools in the remote areas in the Gorgol region where girl GER is low. <p>OBJECTIVES</p> <ol style="list-style-type: none"> All school-aged girls admitted in basic education 80% girls retention through 6th grade 50% of girls trained in vocational skills Increase number of girls in secondary education by 30% All schools with drinking water facilities and latrines Student clubs established in each school 20 village committees operating effectively 50% of teachers use better pedagogy and teach rights-based and issues 50% of parents, community members, teachers and children aware of CR, GE, nutrition, environment problems, health, and ECD Collect and analyze education statistics in villages 50% of children have educational materials 40 mahadra teachers teach mathematics Establish and operate 10 day care centers Establish and operate 10 income-generating activities. <p>STRATEGIES</p> <ol style="list-style-type: none"> Community mobilization, capacity building, and gender sensitization Decentralize training Provide sanitation, school supplies, and transportation resources Revise curricula Improve flexibility in school regulations Train teachers in lifeskills, participatory planning, gender sensitivity Involve key government departments and ministries Advocate for GFI to go to scale nationally <p>COMMENTS</p> <ol style="list-style-type: none"> Very nicely laid out objectives and strategies with clear quantifiable goals. 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Trained 111 student members in 22 student associations Constructed gender-separated latrines in 71 schools Provided school supplies and computers for pilot schools Provided athletic equipment for student associations Provided furniture and supplies for regional and supervision offices Established community/ school income-generating activities <p>Outcomes</p> <ol style="list-style-type: none"> Organized student association festivals Workshops with communities and regional education leaders to evaluate AGEI programs Introduction of mathematics and health education curriculum for Koranic schools Evaluated ‘00-‘01 action plans; planned ‘02/03 action plans for student associations and pilot schools <p>Impacts</p> <ol style="list-style-type: none"> Girls’ GER increased in the three target zones: 6.5% in Guidimakha, 10.5% in Brakna, and 12.7% in Gorgol. Now higher than boys <p>COMMENTS</p> <ol style="list-style-type: none"> 2002 YTR only focused on Clean, Healthy, Green Community Schools as the AGEI funds from Norway had not yet been implemented at the time of its publication. 	<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Delays in activity implementation because AGEI regions affected by strong storms in January 2002 that damaged school infrastructure <p>BARRIERS</p> <ol style="list-style-type: none"> Disconnect between school year and fiscal year impedes implementation Delays in activity implementation because Norwegian funds came almost at the end of the school year <p>ASSETS</p> <ol style="list-style-type: none"> Koranic schools receptive to new curriculum and girl-friendly initiatives <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> Program ambitious given the poverty of the region PTA’s and student associations are important to achieve AGEI objectives Income generating activities have great potential to mobilize local resources Positive impact of community involvement of the ECPSV Gender gap also reduced in two of three target zones

ANNEX F1. Summary of country activities and results for West and Central Africa

Niger – Phase I

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY CONTEXT</p> <p>1. Poverty is a major concern – 66% live in poverty, 38% in extreme poverty</p> <p>PERCEIVED BARRIERS</p> <p>1. Parents low regard for girls' education</p> <p>2. Socio-cultural and religious beliefs</p> <p>3. Household chores</p> <p>4. Early marriage</p> <p>5. Lack of quality of education</p>	<p>EDUCATION POLICIES</p> <p>1. Instigating a national education policy that uses an integrated approach</p> <p>2. Created a National Monitoring Committee for girls' education and allocated responsibility for the development of policies to increase girls' education</p>	<p>GOALS</p> <p>1. Reduce disparities in education and literacy through development of system that includes formal and informal schooling.</p> <p>OBJECTIVES</p> <p>1. Raise GER from 28.4 to 40% in intervention zones</p> <p>2. Increase literacy rate for women in target zones by training 1,400 girls and 1,750 women</p> <p>3. Use formal and non-formal education methods</p> <p>4. Improve the Madrasses</p> <p>STRATEGIES (from proposal in French and from 99 YTR recap)</p> <p>Use an integrated approach in Agadez/Tahoua</p> <p>Gender sensitization and information</p> <p>Start non formal education centers for girls</p> <p>Female literacy campaigns – increase female literary by 15% by 1999</p> <p>M & E</p> <p>Research on causes of low enrollment for girls</p> <p>Support school canteens</p> <p>Gender sensitization and social mobilization</p> <p>Capacity building with teachers</p> <p>Recruit female teachers</p> <p>Form PTAs</p> <p>Support school cooperatives in income generating activities and environmental protection</p> <p>Support non-formal education centers for literacy and income generating activities for 350 out-of-school girls (aged 9-15)</p>	<p>RESULTS</p> <p>Outputs</p> <p>1. Reached 2740 (1750 planned) women and 2380 (1400 planned) girls in literacy campaign</p> <p>2. Trained 120 teachers and 180 PTA member on girls' education, and gender discrimination</p> <p>3. Held three workshops to support implementation of educational policy: 25 MOE officers and 25 DAFA officers on data collection and statistical analysis; trained 25 MOE officers on technical elaboration of NFE projects</p> <p>4. Provided latrines for 20 schools</p> <p>Outcomes</p> <p>1. Organized two sensitization and mobilization campaigns in each village</p> <p>2. Held workshops to harmonize the alphabets in the national languages</p> <p>3. Implemented MLA and created a mechanism to monitor learning achievement</p> <p>4. Supported 200 children with need of special protection (working, street children, prisoners)</p> <p>5. Strengthened partnerships with 7 NGO's through implementation of community schools</p> <p>Impacts</p> <p>1. Increase school enrollments from 28 to 40% in target zones (Phase II proposal)</p>	<p>COUNTRY CONTEXT BARRIERS</p> <p>Low parental regard for girls' education</p> <p>Cultural and religious beliefs</p> <p>Domestic work for girls</p> <p>Early marriage</p> <p>Lack of quality education system</p> <p>Results Reasonably attributed to AGEI</p> <p>1. Supported the implementation of new educational policies through workshop training</p>

ANNEX F1. Summary of country activities and results for West and Central Africa

Niger – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003
<p>COUNTRY CONTEXT</p> <p>1. Economic downturn in gov't support to schools – fewer materials and texts; boarding schools and canteens closed, fewer schools built, teachers paid irregularly</p> <p>BARRIERS</p> <p>1. World's lowest female literacy rate – 11%</p> <p>2. Quality of instruction is low</p> <p>3. Irrelevant curriculum (content and language - French, not mother tongue)</p> <p>4. School completion rates very low</p> <p>5. Female/ male parity rate is .52</p> <p>6. Dropout rate as high as 54</p> <p>7. Socio-cultural barriers: attitudes about GE, delay age of marriage, greater security for girls needed</p> <p>8. Quality: graduate unable to find jobs</p> <p>9. Not enough reading material in local language to support literacy</p> <p>ASSETS</p> <p>1. Positive results seen from Phase I – need to expand to other zones</p> <p>2. Increase in school enrollment rates in target zones 28 to 40%</p>	<p>EDUCATIONAL POLICIES</p> <p>1. Government of Niger established National Education Plan, adopted in June 1998</p> <p>2. Created national monitoring committee for girls' education</p>	<p>GOALS</p> <p>1. Expand the positive interventions of Phase I</p> <p>2. Advocacy through the Association of Traditional Chiefs of Niger</p> <p>3. Preparation and distribution of reading materials in local languages</p> <p>OBJECTIVES</p> <p>1. Increase girls' enrollment in Tahoua region by 25%</p> <p>2. Reduce repetition by 6%</p> <p>3. Reduce dropout by 4%</p> <p>4. Increase variety and quantity of good, interesting reading material in native languages</p> <p>5. Change attitudes of decision makers about GE (traditional chiefs, government officials, parents)</p> <p>6. Improve content of curriculum</p> <p>7. Improve management of schools</p> <p>STRATEGIES</p> <p>1. Advocacy among teachers, administrators, traditional leaders, local governments, and parents</p> <p>2. Prepare and disseminate materials in local languages</p> <p>3. Training of teachers and other school staff</p> <p>4. Involve strategic partners (like the MOU with ATCN)</p> <p>5. Improve inter-sectoral linkages</p> <p>6. Improve school environment including latrines</p> <p>7. Improve school management</p>	<p>RESULTS</p> <p>Outputs</p> <p>1. 100 VEs trained</p> <p>2. Increase of 57 teachers, 22% of which are women</p> <p>Outcomes</p> <p>1. Trained adolescents through CFDC to get them to improve their own lives</p> <p>2. Organized 2 literature contests</p> <p>3. Social mobilization through radio programs</p> <p>4. Increase in students, teachers, parents in school management</p> <p>Impacts</p> <p>1. GER rose from 26.8 to 40.3% in Abalak</p> <p>2. GER rose from 30.8 to 38.3% in Tchintabaraden</p> <p>COMMENTS</p> <p>1. Confusing and difficult to obtain information on clear results</p> <p>2. Most objectives were not met sufficiently</p> <p>3. Some reports only available in French</p>	<p>RESULTS</p> <p>Outputs</p> <p>1. 60 CDTC trained</p> <p>2. 5674 students in Abalak were provided with school supplies</p> <p>3. 4827 students in Tchinta were provided with school supplies</p> <p>Outcomes</p> <p>1. Provided modules adapted to girls</p> <p>2. 20 schools supported in goat rearing and 20 schools supported in poultry farming</p> <p>3. Supplies and sewing machines have been distributed in some AGEI schools</p> <p>4. School headteachers, teachers, volunteers and parents have been trained in participatory management, gender sensitivity, First aid, remedial course, etc.</p> <p>5. Neighborhood awareness campaigns conducted regarding girls' education, reducing malaria, early marriage, diarrheal diseases</p> <p>Impacts</p> <p>1. Enrollment rates in target zones increased substantially</p> <p>2. Literacy rates improved</p> <p>COUNTRY CONTEXT</p> <p>1. Drought of 2002 prompted large scale exodus of populations that harmed education</p> <p>2. Girls receive less food and less medical care than boys</p> <p>BARRIERS</p> <p>1. Disparities between genders in terms of school enrollment</p> <p>2. Many activities of the plan have not been completed fully or even implemented</p> <p>3. Many delays in delivery of supplies</p> <p>LESSONS LEARNED</p> <p>1. Need to harmonize the development actions</p> <p>2. Traditional leaders/chiefs are key to success</p> <p>3. Must follow-up in completed activities</p> <p>4. Mothers' clubs are very efficient</p> <p>5. Remedial classes were beneficial to girls</p>

ANNEX F1. Summary of country activities and results for West and Central Africa

Nigeria - Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Low level of literacy (67% male, 47% female) Significant gender inequities in many sectors Some areas exhibit higher inequities than others – thus program focuses on 6 states Gross enrollment rates have declined since 1991 – increased until 94, then down to below 91 rates <p>BARRIERS</p> <ol style="list-style-type: none"> Lack of value on girls' education Lack of motivation of teachers High student/teacher ratios Opportunity costs Early marriage Safety concerns Distance to schools Inadequate number of schools Exclusion of pregnant girls from school Lack of female teachers Low self-esteem for the girl child Preferential treatment of boy students Poverty (70% of population below poverty line) Non child-friendly, girl-friendly schools Misinterpretation of religious tenets Lack of adequate sanitary facilities Sexual harassment in schools <p>ASSETS</p> <ol style="list-style-type: none"> National policy supporting universal education 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> Policy of universal primary education was established in 1999 Has focused on concept of child-friendly schools Have partnered with UNICEF, World Bank, DFID, USAID Child Rights Bill was rejected by House of Representatives in 2001, is being re- introduced this year including a provision to set legal age of marriage at 18 	<p>OBJECTIVES</p> <ol style="list-style-type: none"> Decrease the disparity in educational attainment between boys and girls Improve access, retention Improve curriculum Improve the school environment – more girl-friendly Build capacity of teachers Make curriculum more relevant Improve learning outcomes and completion rates Change parental attitudes toward girls' education Align interventions with other socio-economic programs <p>STRATEGIES</p> <ol style="list-style-type: none"> Organize seminars for parents and community leaders Gender sensitivity and innovative teaching methods workshops for teachers Make schools more girl-friendly – refurbish classrooms; provide furniture, provide reading room, water, health facilities, gender-sensitive text books. Establish mechanisms for measuring and evaluating the interventions 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Evaluation of AGEI in 6 states 30 LGA's and 350 stakeholders have pledged their support to girls' education <p>Outcomes</p> <ol style="list-style-type: none"> More Mothers clubs established and supported Girls mentored during enrollment process Modules for gender sensitivity and sexuality education produced Increased awareness of importance of girl's education Increased awareness of negative impact of street hawking Improved learning environment through provision of material resources Enhanced gender sensitivity in schools Equipment for evaluation provided to government Over 60 top policy makers formulated requests supporting girls' education Training provided in planning, management and M& E <p>Impacts</p> <ol style="list-style-type: none"> Enrollment increased by 40% and gender gap decreased in 34 target schools <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> More agencies need to be involved in gender sensitization trainings (like schools were teachers are trained) Safe drinking water needs to be established immediately for public health reasons Lack of ability to implement the program need more support from UNICEF for actions Girls' success in primary schools has led parents to want better access to junior high school education 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Each teacher in AGEI schools equipped with a table and chair Every AGEI school equipped with a first aid kit <p>Outcomes</p> <ol style="list-style-type: none"> Female teachers have increased Number of girls in top 20% of class in Math, English and Social Studies have increased Decreased number of dropouts Instruction process is girl-centered and child-friendly School staff attended gender sensitization workshops PTA's and Village Education Committees contribute to the infrastructure of the schools Mothers Clubs have taken ownership and have advocated in community for girls' education <p>Impacts</p> <ol style="list-style-type: none"> School enrollments have increased in AGEI schools from 7% to 21% AGEI progress made it possible to implement project in more schools <p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> National HIV/AIDS rate is 5.8% Education historically been seen as a provision of employment for boys <p>BARRIERS</p> <ol style="list-style-type: none"> Continued gender disparity in education School fees make families choose boys over girls Stronger willingness to send girls to Koranic schools Lack of toilets and drinking water and unsanitary conditions in schools

ANNEX F1. Summary of country activities and results for West and Central Africa

Senegal – Phase I

Country context at beginning of Phase I	Policy Implications for Girls' Education	Goals, Objectives and Strategies for Phase I	Results from 1999 YTR	Country context at end of Phase I
<p>COUNTRY SITUATION</p> <ol style="list-style-type: none"> Poor infrastructure; fences, water, latrines, libraries, classrooms, books, tables, benches <p>PERCEIVED BARRIERS</p> <ol style="list-style-type: none"> Low GER (46 girls / 63 boys) High drop outs and repetitions Insufficient number of schools Cultural, traditional and religious factors that do not support AGEI progress made it possible to implement project in more schools School costs as high as 15% of family revenue (\$23/family) Poor quality and efficiency of schools – 77.7% completion rate for primary cycle Gender biased textbooks and curricula Early marriage 	<p>EDUCATION POLICIES</p> <ol style="list-style-type: none"> Based on Jomtien Conference and seek to establish EFA GoS gives special focus to GE with support from CIDA, World Bank, Unicef National Plan of Action for Girls' Education finalized in Jan 1995 Gov't works with an number of partners world wide Project will be coordinated by MBENL Implementation by the Steering committee – MoE Depts, NGOs, World Bank, UNICEF and UNESCO 	<p>GOALS</p> <ol style="list-style-type: none"> Improve access, retention, and performance of girls in the school system and improve literacy rates among girls <p>OBJECTIVES</p> <ol style="list-style-type: none"> Improve accessibility of girls in the school system – increase GER for girls from 46 to 58 Decrease disparities among regions by decreasing gap from 89 to 24 to a gap of 65 to 55 Maintain girls in the system by taking measures to guarantee their success – reduce repetition rate for girls by 5 pts entering 4th year and by 8 pts entering 5th year and 17 pts by 6th year Strengthen teacher training; 360 in non-formal and 7,500 in primary <p>STRATEGIES</p> <ol style="list-style-type: none"> Support service delivery (classes, latrines, libraries) through community participation Capacity building at all levels in management, planning and social mobilization Operational and participatory research to find causes for under-enrollment of girls and actions to be taken Advocacy and social mobilization – sensitization of decision makers and society Community participation – revitalize school cooperatives, PTAs Decentralization of planning, mgt and monitoring at the regional and district level 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> New curriculum developed Increased volunteer teachers to 2000 School kits provided to 8 regions Trained 150 school directors on quality management and project Implemented 10 MLA units Conducted two enrollment camps <p>Outcomes</p> <ol style="list-style-type: none"> Evaluation of new curriculum planned Established support groups for girls <p>Impacts</p> <ol style="list-style-type: none"> GER increased to 66%, girls – 58% and boys – 73% <p>COMMENTS</p> <ol style="list-style-type: none"> Report in French 	<p>COUNTRY CONTEXT</p> <p>General</p> <ol style="list-style-type: none"> Socio-cultural, religious traditions and practices do not support AGEI progress made it possible to implement project in more schools Insufficient infrastructure Cost of schooling Preference for Koranic schools Early marriage <p>Reasonably attributed to AGEI</p> <ol style="list-style-type: none"> A 10 year educational plan was implemented in 1998 which reaffirms commitment to AGEI progress made it possible to implement project in more schools Supported decentralization process to regional and district levels Support of school infrastructures

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Internal Evaluation Report 2003 (not available yet)
<p>COUNTRY CONTEXT</p> <ol style="list-style-type: none"> Poverty Inadequate statistics and monitoring Management instability in education due to changes in government policies Frequent strikes by teachers each year interrupts the educational process <p>BARRIERS</p> <ol style="list-style-type: none"> Only 50% of schools offer full primary cycle Schools run double shifts Large class sizes – up to 120/class Insufficient infrastructure: latrines, water, classrooms Cultural and religious beliefs Early marriage Pregnancy Household work – child labor <p>ASSETS</p> <ol style="list-style-type: none"> Access to education has improved GER has increased from 57.3% to 68.3% NER increased from 425 to 53% for girls Academic levels for teachers is satisfactory 	<p>EDUCATIONAL POLICIES</p> <ol style="list-style-type: none"> Goal to achieve EFA through building schools, improving quality and reinforcing non-formal education Developed a Ten-Year Plan for Education and Training TYPET New President and Prime Minister show a strong commitment to GE and gender issues Developed new Basic Education Curriculum 	<p>GOALS</p> <ol style="list-style-type: none"> Improve quality, relevance, access, efficiency to basic education Reduce gender gap in GER <p>OBJECTIVES</p> <ol style="list-style-type: none"> Increase GER to 72, girls to 70 Reduce gender gap in Kolda and Tamba Increase GER for girls in 3 districts by 30% Improve quality and relevance of education through introduction of life skills and gender perspective Improve learning conditions and environment through feeding programs, latrines and drinking water, teaching materials for girls <p>STRATEGIES</p> <ol style="list-style-type: none"> Support initiatives to increase enrollment and decrease gender disparities Information and social mobilization Involvement of women's associations Capacity building of education system actors Participatory research Synergy and complementarity with UN agencies Support to school and community based projects Utilize non-conventional education initiatives 	<p>RESULTS</p> <p>Outputs</p> <ol style="list-style-type: none"> Water and sanitation units have been installed in 38 schools Support school cafeterias in 38 schools Capacity building trainings for 1000 principals on quality school management with guide book delivered <p>Outcomes</p> <ol style="list-style-type: none"> Distribute radio and TV spots advocating value of education New Basic Education curriculum components for health/nutrition and gender issues have been written and guides and workbooks for teachers produced. They are being beta tested now and similar sections on peace education and conflict resolution are being developed Delivered materials to 100 schools that strengthen decentralized school administration (copiers, computers, paper and motorcycles) Policy development and support of decentralization Sensitization efforts with decision makers, religious leaders and communities Curriculum development <p>Impacts</p> <ol style="list-style-type: none"> Enrollment rates have gone up for boys and girls and gender gap has decreased 	<p>LESSONS LEARNED</p> <p>Lack of effective coordination Program at government level is problematic Need to strengthen communication with teachers unions Decentralization of authority needed Need to incorporate a theme of peace and respect for diversity in the education system Communities will fund time and resources if they are linked to management Younger principals are easier to mobilize School programs don't encourage students to participate Need to support capacity building Collaborative efforts with other agencies/sectors had a positive impact in health, hygiene, nutrition and safety at schools which in turn positively impacts attendance and output – especially for girls Need an evaluation tool for new gender programs It is hard to maintain support for the most vulnerable</p>

Togo – Phase II

Country Context at beginning of Phase II	Policy Implications for Girls' Education	Goals, objectives and strategies for Phase II	Results from 2002 YTR and Country Report	Reports from end of Phase II
<p>COUNTRY CONTEXT</p> <p>1. Because of political instabilities in the 1990's, nearly all foreign aid was suspended, creating economic problems across the country. Teacher salary payments delayed by up to four months.</p> <p>BARRIERS</p> <p>1. Togo society places low value on girls, including discrimination, early/forced marriage, and little relevance of skills learned in school for girls. Many girls who drop out of school end up as domestic workers or as child prostitutes.</p> <p>2. Parents have negative perceptions of school, value girls more for doing household chores than for learning in school.</p> <p>3. Education systems embed discrimination against girls, only 13% of primary school teachers are women, gender stereotypes in textbooks, insufficient school resources to accommodate girls.</p> <p>4. Large gender gaps remain in NER, repetition rates, and dropout rates.</p>	<p>EDUCATIONAL POLICIES</p> <p>1. Togo committed to ensure education of all children to reach the objectives of EFA</p> <p>2. Government preparing National Action Plan (NPA) of EFA, per the government's education policy and Dakar Summit recommendations.</p> <p>3. Organized workshop to obtain consensus on NPA for EFA.</p> <p>4. Togo AGEI supported by and linked to other government educational policies (UNDAF; Togo-UNICEF country program of cooperation)</p> <p>5. Togo AGEI jointly managed with UNICEF and Ministry of National Education and Research (MENR)</p>	<p>GOALS</p> <p>1. Improve enrollment and retention for children, particularly girls aged 6-15</p> <p>2. Reduce gender disparities of the education system in intervention zones through participatory approaches to empower communities and build capacities</p> <p>OBJECTIVES</p> <p>1. Increase enrollment rates of girls by 20% in intervention zones</p> <p>2. Reduce dropout and repetition rates of girls by 20% in all intervention zones</p> <p>3. Improve girl performance in math, French, and science in intervention zones</p> <p>4. Provide literacy training of girls aged 10-18 and facilitate transition into their professional lives.</p> <p>STRATEGIES</p> <p>1. Partner with organizations at national and local levels in the intervention zones.</p> <p>2. Educate and empower stakeholders, including girls, their communities, village elders, and parents, in participatory approaches to analyze existing problems, identify solutions, and plan, monitor and evaluate results.</p> <p>3. Strengthen national capacities in the non-formal education sector by training government and NGO administrators at all levels.</p> <p>4. Provide materials to facilitate girl education and literacy.</p> <p>5. Provide training workshops and refresher courses for teachers, facilitators, and parents.</p>	<p>RESULTS</p> <p>Outputs</p> <p>1. Subsidized school costs up to 60 for girls and 25 for boys</p> <p>2. Provided support for school supplies for 44 girls and 56 boys</p> <p>3. Installed latrines and cisterns in 12 schools</p> <p>4. Created 50 student/parent committees and trained their members to manage schools and recruit girls (one-third members are women)</p> <p>5. Established 11 community centers for ECD with 22 trained employees</p> <p>6. 33 cafeterias provided one meal/day to children</p> <p>7. Trained 650 teachers in large class management and gender-sensitive instruction</p> <p>8. Trained 722 teachers in 3 different domains</p> <p>9. Piloted a new teacher training program for 72 teachers to eliminate girls discrimination in 12 schools</p> <p>Outcomes</p> <p>1. Community capacity building program provided credit to 45 women's groups, installed windmills in 40 villages and helped alleviate work of young girls to allow them to go to school</p> <p>2. Disseminated EFA information to villages</p> <p>3. Trained children and teachers in personal hygiene, trained staff to use and maintain facilities</p> <p>4. Held advocacy meetings in 6 program villages to mobilize the population to invest in the local schools, especially in security. High attendance noted (40-50 people)</p> <p>5. Produced a broadcast campaign with PSI about HIV/AIDS</p>	<p>RESULTS</p> <p>Outputs</p> <p>Outcomes</p> <p>1. Increased motivation by parents to send their daughters to school</p> <p>2. Teachers are showing more respect for girls participation in class and there is an equitable sharing of classroom tasks between genders</p> <p>Impacts</p> <p>1. NER improved 3 points to 79%, gender gap decreased from 10 points to 9 points nationally</p> <p>COUNTRY CONTEXT</p> <p>1. Unstable socio-political situation</p> <p>2. Togo census last taken in 1980; census does not disaggregate below regional levels</p> <p>BARRIERS</p> <p>1. Inadequate data</p> <p>2. 1/3 Togo teachers qualified; female teachers represent 10% of teachers in intervention zones</p> <p>3. Parents still hesitate to send girls to school, despite mobilization efforts, as they do not understand the relevance of an education for girls</p> <p>4. Participation by community members hampered by competing commitments to family chores and cultural resistance to support education and the value of women</p> <p>5. Inefficient coordination among NGO partners slowed project processes</p> <p>6. Community/women's groups generated income is not always sufficient to sustain program beyond 3 grades</p> <p>7. Teachers move and are rotated through system frequently; salaries paid irregularly.</p> <p>8. Overcrowded classrooms, limited equipment and school supplies</p>

		<p>COMMENTS</p> <ol style="list-style-type: none"> 1. Targeting at least 20 schools in 3 prefectures in 3 of 5 of Togo's administrative regions. These intervention zones have the largest gender discrepancies. 	<ol style="list-style-type: none"> 6. Reached 173 schools in 1773 villages in 2002 7. Drafted a national intersectoral policy program for the holistic development of young children 8. EFA partners signed an agreement on technical and financial support for NAP (includes MENR, UNESCO, PNUD, UNICEF, FNUAP and the World Bank) 9. Conducted census of educable and pre-educable population in 2 regions 10. AGEI evaluation conducted 	<p>ASSETS</p> <ol style="list-style-type: none"> 1. AGEI program is strong and well established and has a strong team working to achieve results <p>LESSONS LEARNED</p> <ol style="list-style-type: none"> 1. Decentralized administrative structures weak, not well connected with technical services, and with high staff turnover 2. Since program support is only through the first 3 years of primary school, retention will prove to be a challenge in subsequent years 3. Insufficient data on the number of girls excluded from schools 4. Revising curriculum to include HIV/AIDS in first year of education 5. Trained teachers are drawing girls more into classroom activities and showing greater respect for girls 6. UNESCO funds not at the disposal of the EFA coordination, blocking activities to the process 7. Delay in definition of Togo's 10-year educational system plan slowed other national education initiatives 8. Subsequent NAPs need to begin planning from prefecture level up, not top-down, to work within a decentralized structure. 9. Government needs to be more engaged in education sector 10. Cultivate and follow-up with NGO partners 11. Develop communication strategy that provides better information to parents and communities on importance of basic education, esp for girls 12. Community engagement is difficult to maintain for the supply of provisions for school facilities. 13. Non-formal/alternative initiatives are not known or non-existent in communities. These are needed to include young mothers, child laborers, and girls at risk for trafficking 14. Broadcasts about HIV/AIDS dangers (targeting 10-24 year-olds) were subject of informal discussion among students
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