

**Evaluation of the African Girls' Education Initiative
Country Case Study: Guinea (Conakry)**

**Lucien Back
Karen Hickson
Aliou Diallo**

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Overview of Key Observations

The AGEI Project in Guinea is considered relevant in terms of supporting the goals and objectives of the Guinea-Vision 2010, the PRSP, and the National EFA policy and programme, and in response to the political, economic, social and cultural contexts of the country.

There is a broad-based agreement on the constraints facing girls' education, awareness of potential solutions, but frustration on how to sustain solutions or make them happen.

UNICEF Guinea plays different roles, including that of catalyst in helping to spur a "movement" in girls' education that is evident nationally and in AGEI project zones. It also takes on an "NGO" role, which raises pros, cons and questions, including how such a role can be sustained in the long-term, and how to balance it among competing roles and responsibilities.

UNICEF Guinea is recognized as being a major force behind formulating the draft Specific Policy for Girls' Education, which is expected to become official shortly, but it is not clear how it can be adequately managed so that it leads to fully developing best practices and effecting long-term behaviour changes in favour of girls' education.

Men and women involved in supporting girls' education play different roles. Men voice their support, but generally treat girls' education and gender as women's issues. The women carrying the banner for girls' education, such as those in the National Equity Committee and FEG/FAWE, are well informed about gender issues and completely committed to girls' education, but can only do so much because in general they represent a relatively small number of women who have made inroads in occupying more influential positions. Assessing men's roles, responsibilities and capacities in helping to determine how they can become stronger partners in girls' education in combination with conducting an updated gender analysis become starting points to find ways to fully involve women and men in pursuit of girls' education and Education for All.

In light of the World Bank's Fast Track Initiative, UNICEF's 25/2005 Accelerated Girls' Education Initiative, meeting PRSP goals, etc. a strong leadership role on the part of the government is needed to fully engage funding partners in coordinating their support to girls' education through use of a programme approach. The situation is such that the government has capacity gaps, UNICEF and agencies lack an operational UNDAF, and external partners in general have organizational priorities that come with "territoriality" control issues and time constraints, which put up obstacles in more effectively finding ways to coordinate efforts.

There exists strong commitment to girls' education in quantitative terms (access and equity) at all levels and within the framework of EFA, but there is no clear consensus, focus or vision on girls' education in qualitative terms (equality). The new Chair of gender / women studies at the University of Conakry could potentially work with academics and practitioners to stimulate the development of strategies that could result in acquiring a clearer focus and vision on what concrete actions could be taken to promote gender equality in combination with gender equity.

Based on lessons learned in Phase I, it was decided during Phase II to geographically target specific zones with acute poverty and low education gross enrolment rates. Not counting emergency prefectures, 15 prefectures were targeted until the end of 2002 when it was decided to reduce the number to better concentrate on zones needing the most attention on girls' education. The decision is indicative of the difficult choices an organization like UNICEF must make with regard to how it best uses its financial and human resources, and how long it can

support particular communities and activities before exiting. It points to the need for clear exit strategy criteria that include indicators of assurance that gains would be maintained and/or built upon.

While the main goal remained the same, design adjustments were made between Phase I and II based on lessons learned, which caused slight shifts in objectives towards better geographic targeting of resources, more effective capacity strengthening of partners, an improved monitoring system, empowering communities/building community ownership of the IEFA schools and Nafa Centres, etc. According to a fairly recent AGEI evaluation, it was deemed that the smartness of objectives between Phase I to Phase II improved in terms of becoming more specific and measurable for indicators with quantitative outputs but not for qualitative outcomes. Considered at least in part to design modifications, the implementation rate for physical infrastructure improved and so did utilization of funds in 2002 as compared to earlier years.

The Country Programme has been evolving towards use of the life cycle approach in education and in convergence with other sectors (e.g. WES, Health), but more needs to be done to link ECD and primary education, and implement the Human Rights-based Approach to Programming (HRBAP). UNICEF Guinea's planning project at the prefectural level could provide the juncture necessary to move ahead in determining how to effectively and truly implement HRBAP.

Country staff considered the following strategic interventions to be best practices containing promising strategies for girls education: community participation/involvement in girls' education, especially through the Mothers' Associations (AMEs), Parents' Associations (APEAEs) of IEFA schools, the Management Committees of Nafa Centres that lead to community empowerment and ownership of schools; advocacy and social mobilization to sensitize parents and community; teacher training and support of pedagogy encouraging girls to perform well; incentives for girls; focusing on girls' education at the prefecture level; after school activities, such as the catch up courses for girls, girl-to-girl tutoring, Student Parliament, Human Rights Clubs; expanding partnerships with local NGOs; and the intersectoral approach converging at schools. At the same time, the IEFA school package and Nafa Centre programme have many challenges and issues that can compromise the effectiveness of both initiatives, which underlines the importance of stakeholders to continue supporting implementation of AGEI strategies in view of strengthening and refining best practices.

Developing a culture of monitoring and evaluation is being worked on by the UNICEF Guinea Country Office in collaboration with governmental partners, which is particularly challenging in terms of building and maintaining capacity at all levels, and coordinating systematic data collection and analysis with all partners. More attention to a results-based monitoring system would facilitate documentation and communication of innovations and challenges, including with regard to understanding outcomes and impact, and would potentially help to improve coordination of and collaboration among efforts favouring girls' education.

Earmarking funds for girls' education appears to depend on knowing if the project or component being funded is supportive of girls' education, such as the AGEI. It was during Phase II that UNICEF Guinea decided it was necessary to budget for certain activities that only targeted girls (e.g. incentives). UNICEF Guinea transfers AGEI funds directly to prefectures and NGOs working on AGEI activities. In the case of one prefectural DPE, it was indicated that they account for the AGEI funds in a budget line called the IEFA (AGEI) project, sometimes referred to as the UNICEF project. It can be said that this earmarking of funds for the AGEI project has, on the one hand, contributed to maintaining and protecting a focus on girls' education goals,

objectives and activities, whereas on the other hand, it has locked the AGEI project into the concept of being a “stand-alone project” and not completely part of the country’s larger education “programme”. It is possible that this project/programme division will change with the adoption and implementation of the Specific Girls’ Education policy.

The Guinea experience with SWAPS and SIPS has been evolving over the years beginning with the Structural Adjustment Programmes in Education (PASE I and II) and now the Education for All (EFA) Programme 2001-2013. The UNICEF Guinea Country Programme’s Child Development Programme, containing the AGEI project, interfaces with policy and programmes of the Education ministries due to a planning and oversight process managed through a National Steering Committee. As most of UNICEF’s work is done at prefecture and local levels, it has traditionally used the project approach, which is how the IEFA School and Nafa Centre began. In the case of the Nafa Centre, it became a national programme. UNICEF plays a dual role in supporting it, using the project approach for targeted Nafa Centres in the project zone, and a programme approach in working with partners on its development at the national level. It seems at the prefecture level there exists a conceptual understanding of the EFA sector-wide programme, but not a clear, practical programmatic approach to implement it. It points to the need to build capacity on developing a practical application that can manage external funders’ accountability requirements, and allow projects to fit together within a systematic and systemic programmatic approach aimed at achieving EFA goals and objectives.

Not much work has been done on cost efficiency, or costing of interventions. Recently, UNICEF Guinea’s Education Team provided unit and cumulative costs for an IEFA school package and a Nafa Centre. (See Annex 5) In general, aside from a World Bank study dealing with cost efficiency and a UNICEF study on opportunity costs, there is an incomplete understanding of the cost efficiency of interventions, which has implications for replicability and sustainability.

In sum, the AGEI in Guinea has made some significant inroads into supporting girls’ education, including helping to give it a higher profile, and experimenting with innovations that successfully increase girls’ access and retention in school. But, much work remains to be done in terms of extending educational opportunity to the other half of girls who are out of school and improving the quality for those who are in school, and moving actions taken in schools and communities towards achieving in combination gender equity and gender equality in education, family and community learning environments.

List of Acronyms

AGEI	African Girls' Education Initiative
AME	Mothers' Associations
APEAE	Parents and Friends of the School Association
CAP	Literacy Vocational Centres
CEC	Early Childhood Development Centres
CIDA	Canadian International Development Agency
COGETER	Gender and Equity Committee in Technical Teaching and Professional Training
CONEBAT	National Commission of Basic Education for All
CRC	Convention on the Rights of the Child
DNEE	National Elementary Education Directorate
DNEPPE	National Directorate for Pre-school Education and the Child Welfare
DNPF	National Directorate for Female Promotion
DPE	Prefectural Directorate of Education
ECD	Early Childhood Development
EFA	Education for All
EPO	Education Programme Officer
FEG/FAWE	Forum of Educators in Guinea/Forum for African Women Educationalists
FRESH	Focusing Resources on Effective School Health
GER	Gross Enrolment Rate
GTZ	Gesellschaft Fur Technische Zushmmenhrbeit
HIPC	Heavily Indebted Poor Countries
HRBAP	Human Rights-based Approach to Programming
IEFA	AGEI (African Girls' Education Initiative)
INRAP	National Institute of Research and Teaching
JICA	Japanese Agency of International Cooperation
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MEPU-EC	Ministry of Pre-University Education and Civic Education
MET-FP	Ministry of Technical Education and Professional Training
MTSP	UNICEF Mid-term Strategic Plan
NER	Net Enrolment Rate
NGO	non-governmental organization
PASE	Structural Adjustment Programme
PRSP	Poverty Reduction Strategy Paper
PUP	Parti de l'unit et du progrès (Unity and Progress Party)
SNA	National Literacy Service
SWAP	Sector Wide Approach
SIPS	Sector Investment Programmes
TAT	Technical Assistance Team
UNICEF	United Nations Children's Fund
UNDAF	United Nations Development Assistance Framework
UNHCR	United Nations High Commissioner for Refugees
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
WCARO	West and Central Africa Regional Office
WES	Water, Environment, Sanitation
WFP	World Food Programme

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Introduction

The African Girls' Education Initiative (AGEI) in Guinea has concentrated on increasing enrolment and retention of girls in formal and non-formal settings, and improving the quality of education in formal schools referred to as les écoles amies des enfants et des filles or les écoles IEFA (AGEI schools) and the non-formal Nafa Centres. They are located mostly in rural zones where girls' enrolment levels are low and poverty is most acute, which are targeted in the Programme of Cooperation Guinea-UNICEF, and designated as UNICEF zones in the UNDAF.

The project is part of the Child Development Programme within the Country Programme of Cooperation Guinea-UNICEF (2002-2006), which currently is evolving within a life-cycle approach. The vision is to create situations in which children can access education and child development services from 0-18 years of age through early childhood centres, formal schools and non-formal educational settings.

The AGEI in Guinea was preceded by the Girls' Education Programme, which was supported between 1994 and 1996 with funding from CIDA Canada and the Finnish Committee. In this initial stage the program concentrated on eliminating gender stereotyping in pedagogic materials and curricula, opening Nafa Centres, training primary school teachers, trainers, and Nafa Centre animators, and supporting the National Equity Committee and monitoring of the Nafa Centres.

The AGEI Phase I (1997-2000) and Phase II (2001-2004) were supported principally by the Government of Norway with funds totalling US\$ 1,734,072. Other funding sources included the French government and the French Committee for UNICEF. These funds have supported activities aimed at developing stakeholder capacity, empowering communities and families, providing supplies and technical services to IEFA schools and Nafa Centres; and supporting advocacy and social mobilization in favour of girls' education.

Altogether, the AGEI in Guinea from 1994 to 2004 received a grand total of US\$2,576,308 in the form of Other Resources. Since the AGEI is incorporated into the Child Development Programme, the AGEI project has also benefited from Regular Resources of the Programme of Cooperation. Presently, additional monies "waiting in the wings" will be provided through the UNICEF 25/2005 Accelerated Girls' Education Initiative.

This case study focuses particularly on the experiences of the AGEI (IEFA) schools and Nafa Centres in three prefectures (Dalaba, Dabola, Kouroussa) out of fifteen prefectures where AGEI interventions have taken place during Phase II, and draws from documentation review and field visit interviews with a multitude of partners (>100) at national, prefectural and local levels. It begins with an overview of the national context and status of girls' education and policy in the country, followed by a summary of the AGEI components, implementation strategies and significant programmatic issues. Finally, observations on key aspects of the AGEI in Guinea are put forth as well as implications for girls' education programming in general.

1. General background and context

Background

Guinea, located on the Atlantic coast of West Africa and surrounded by a region full of conflict, has an estimated population of over eight million inhabitants, which includes an estimated 650,000 refugees. The capital, Conakry, has about 1.1 million people, and nine towns have populations ranging from 25,000 to 100,000 people. About 1/3 of the population is urban, and a little over half are female (50.1%). There are five regions (Guinée-Maritime, Moyenne-Guinée, Haute-Guinée, Guinée-Forestière, and Conakry) where there are significant natural resources, many of which are untapped. The dominant religion is Islam with 85% of the population being Muslim. The working language is French, and there are several national languages of which Peul, Soussou, Malinké, Kissi, Guerze and Toma are the most common.¹

Lansana Conte is the President of Guinea and has been in power since 1984 when he led the military takeover upon the death of longstanding President Ahmed Sekou Toure. The Sekou Toure Marxist type regime and ruthless style of dictatorship covering a period of over 25 years resulted in low levels of social and economic development, and decisions that dampened economic activity and limited investment in the social sectors, such as education and health, particularly in rural areas. The psychological impact of these years still tugs at the memory of many members of the population to this very day.

During the past 20 years Lansana Conte and his Parti de l'unité et du progrès (PUP), which today holds primary control of the State and all institutions, made many changes that reversed Toure's centralized policies in support of decentralization processes, private sector involvement in developing the economy, foreign investment, and the return of prominent exiles to help rebuild the country. The transitional period was not easy, but it helped to create potential for a more democratic political system to evolve without the fear and paranoia associated with the Toure years. Ultimately, a political turnaround was made with a clear geopolitical positioning with the west, which was important in terms of paving the way for attracting external aid from the West, including that which was provided through the AGEI.

IMF motivated reform programmes have been progressively adjusting the social and economic situation since 1984, even though the vestiges of Sekou Toure's centrally planned system have persisted. Banking reforms and external financing of trade, utilities, and other activities have promoted financial activities, but, in general, investors have been few. One notable change, particularly in urban settings, is the vibrant informal commercial sector that appears to be driving the local economy and satisfying many needs of the population. The AGEI supported Nafa Centre non-formal education project feeds into this dynamic. It is principally structured to allow young people, especially teenage girls, to contribute to and earn their livelihood through the local economy once completing the Nafa Centre three-year programme.

In rural settings, two out of three Guineans live off the land (agriculture, fishing, and livestock), making Guinea nearly self sufficient in food. It is estimated that rural activities account for about 20% of GDP. This indicates potential for further diversifying the Nafa Centre programme job skills component with regard to broadening the use of local products (e.g. fruit for jam making, grains for bread and pastry making).

¹ The Economist Intelligence Unit Limited 2002, Country Profile 2002

Political and economic processes, and therefore social sector progress, have been affected by security situations in neighbouring countries during the 1990s and 2000s, especially in 2000, which, at the height of regional tension, brought an estimated 700,000 people across Guinea's borders from Sierra Leone, Liberia and Guinea-Bissau, with many taking refuge in the forest border areas, and Conakry. By 2002, more refugees were entering Guinea from Côte d'Ivoire. According to the UN High Commissioner for Refugees (UNHCR), Guinea has the highest number of refugees of all West African countries due to the fact that it shares borders with so many countries in conflict. The insecurity of the region has resulted in placing significant stress on Guinea's scarce resources and affecting the distribution of external aid, including that channelled through UNICEF Guinea's Programme of Cooperation.

Health indicators are below average in comparison to Sub-Saharan African in general. Life expectancy is between 48 (UNICEF) and 54 (PRSP) years old, which reflects in part lack of access to health care and poor nutrition. The infant mortality rate is high — 109 infants die per 1000 live births, and 169 children under five die per 1000 live births (UNICEF, State of the World's Children, 2004). With regard to child health, the situation is considered fragile. There are frequent epidemics of cholera and measles. However, successes have been made in the area of controlling polio, reducing measles, and increasing the intake of Vitamin A. Approximately 2.8% of the population are estimated to be infected with HIV/AIDS. It is said that more than 90% of the population is informed about how HIV is transmitted. (UNICEF Guinea, 2002) In 2002, Guinea received a World Bank grant of US\$ 20 million for projects that fall within the framework of MAP II HIV/AIDS. It is recommended that all development programmes incorporate action against HIV/AIDS. Some AGEI schools and Nafa Centres have begun to provide education on the prevention of HIV/AIDS to students and parents through school health related course work and activities.

Much work has been done of late on child protection through the Ministry of Social Affairs, including civil code revisions, elaboration of a Children's Code that allowed for studying the linkages or lack thereof among the different legal texts dealing with children, re-energizing existing structures protecting children, undertaking several sensitization campaigns dealing with pressing issues, including child trafficking, violence against women, the fight against exploitation and abuse of children. In the AGEI project setting, Human Rights Clubs deal with rights and protection-based topics, including the banned use of corporal punishment.

It has been since the early 1990s that Guinea's economy began to steadily expand in spite of the regional security situation, fluctuating commodity prices for bauxite and oil (Guinea's key export products), limited investment, and being one of the poorest countries in the world (159 out of 172 per the UNDP HDI). Revenue has been rising due to grants and taxes on an increasingly diversified economy, in which mining remains the most important economic activity providing about 23% of domestic government income (excluding grants). If the trend of economic diversification continues, then it potentially bodes well for further development of the education system and the future of the children progressing through it.

Poverty Reduction Strategy

Sizeable grants are connected to the PRSP programme and debt relief under the IMF-World Bank's heavily indebted poor countries (HIPC) initiative, which are set up to be matched with spending on poverty reduction priorities. The debt relief started in 2001, and is attached to the government satisfying certain conditions linked to the poverty reduction strategy paper.

The Poverty Reduction strategy paper (PRSP), finalized in 2002, is constructed upon the interim PRSP presented to the IMF and the World Bank in December 2000, and Guinea's poverty

reduction policies formulated in the “Guinea-Vision 2010” of December 1996. The PRSP provides a description of poverty in Guinea based on past strategies, current strategy objectives, elements and priority actions to reduce poverty, an M&E plan, and risks analysis. It is considered to be a significant advancement in terms of promoting rights within the integrated framework of the Guinea-Vision 2010, which is based on principles of justice, responsibility, solidarity, participation, equity, reduction of disparities, and respect of the gender dimension and vulnerable populations.

The PRSP presents a results-based framework consisting of three parts: 1) to accelerate economic growth and create income-earning and employment opportunities, especially for the rural poor; 2) to improve and extend access to basic services; and 3) to improve governance and strengthen institutional and human capacity. The high priority areas are education, health, rural development, rural roads, private-sector development, and potable water and sanitation, which account for 51% of total public expenditure from 2002-2004. The AGEI activities, as part of the overall child development programme, and the activities supported in other programmes of the UNICEF Guinea Programme of Cooperation fit into this framework and vision.

While considered to be conceptually on target, several challenges confront the quality of attention given to the PRSP, in particular the slow pace of working groups, the limited number of programmes/projects getting implemented, the inadequate level of organization / coordination between the government and donors, and the need to refine PRSP indicators, targets, and costing linked to the budget. In particular, this case study encountered the challenge surrounding donor coordination with the government, which affects the level of effectiveness and efficiency in girls’ education programming.

Education Sector

At the end of Sekou Toure’s rule, the education system was limited in reach, and where schooling was available instruction was provided in indigenous languages. Political change in the 1980s brought education reform that by 1989 and throughout the 1990s was articulated in the Structural Adjustment Program in Education (PASE I and II), which led to the current program on Education for All (EFA) Program (2001-2013). The AGEI has interfaced with the reform programs of PASE I and II, and EFA.

The main goal of the EFA programme is to achieve universal primary education (UPE) by 2013. It is divided into three phases, with the first phase covering 2001-2005 with specific objectives:

- 1) To expand access to education
 - to increase GER from 60% in 2001 to 70% in 2005, including increasing girls GER from 40% to 63%; to reduce by 25% the percentage of children having to go more than 25 kilometres to school from their homes; to increase the percentage of children completing a full school cycle from 50% to 70% in urban zones and 25% to 50% in rural zones
- 2) To improve the quality of education
 - to reduce the repetition rate from 28% in 1999/2000 to 15% in 2004/2005; to reduce the dropout rate from 8% (1999/2000) to 5% (2004/2005) and at the level of secondary reduce the rate of repetition from 30% to 22% in the same timeframe
- 3) To reinforce management and decentralization of the education system
 - to increase the national budget for education from 18.6% in 2000 to 21% in 2005; to increase the portion of the budget for basic education from 44% in 2000 to 49% in 2005

With the reforms, primary school enrolment rates have increased over the years bringing the current GER for males to 78% and girls 56% and the NER for boys at 52% and girls at 42%, leaving a gender gap of 22 and 10 points respectively. The primary school enrolment rate of Guinean girls lags behind the average rate for girls in Sub-Saharan Africa, which is 78% for GER and 58% for NER. Given this status and adding in the fact that an estimated 73% of women and 45% of men are illiterate (SOWC, UNICEF 2004) the critical need for the AGEI and the country of Guinea to focus on education, particularly girls' education, is evident.

It is estimated that net primary school attendance is 45% for boys and 33% for girls. Out of these children approximately 84% are estimated to reach grade 5. At the higher end of education, only 20% of boys and 7% of girls continue on to secondary school², which means even fewer continue on to the tertiary or university level.

The education sector currently receives approximately 17% of the national budget, of which 65% is used to pay teacher salaries. It is expected, however, that with use of the monies of the Fast Track Program sponsored by the World Bank within the framework of the PRSP, the proportion of the nationally allocated budget for education will increase.

Constraints causing gender and geographic disparities, especially against girls' education Studies on Guinean girls' education have revealed that poverty, adult illiteracy, and several persistent socio-cultural beliefs and practices as well as religious practices act as barriers that factor into why so many girls who begin school do not complete primary school or never even go to school. Some principal economic and socio-cultural barriers working against girls' education that are often cited, which were corroborated through the field visit, include household chores/domestic work/market work (opportunity costs), direct school costs, such as clothing, supplies, and fees, security issues on the way to and from and in school, pregnancy, early marriage, and traditional beliefs that place a low value on girls' education and raise concerns that girls will leave home and lose traditional values. Furthermore, parents with limited resources generally support their sons in going to school before their daughters, which underscores the lower value society attributes to girls' education as opposed to boys' education.

As well, insufficient infrastructure, unevenness in institutional capacity, limited budgetary resources, and few future employment opportunities for school graduates are contributing supply side factors that negatively affect both girls' and boys' participation in education.

In addition to gender disparities, there exist significant geographic disparities in the provision of education between and within the 33 prefectures, especially between urban and rural areas. The UNICEF Country Programme of Cooperation takes into consideration these disparities by targeting zones and communities with the lowest enrolment rates and widest gender gaps. Notably, several prefectures within the AGEI targeted zones have steadily registered enrolment increases, lower drop out rates, and a narrowing of the gender gap in primary education indicating that they are gradually catching up with non-AGEI zones.

Draft Specific Policy on Girls' Education

While the AGEI has actively supported the EFA 2001-2013 goals, and worked on addressing many barriers to girls' education through a "positive discrimination" approach towards girls at the community level, it has also been a driving force behind garnering support for the Specific Policy on Girls' Education, which was drafted in 2001. It is in the process of being adopted as official

² UNICEF. (2003). The State of the World's Children 2004 Girls, Education and Development. UNICEF New York

policy by the government, and once this happens it is expected that, with other funding partners, support to girls' education will increase and become better coordinated.

The draft policy particularly focuses on promoting and supporting girls' access, retention and performance in school using specific strategies involving sensitization, achieving parity/equity in schools, orienting external support to formal and non-formal schools (including the Nafa Centres) at primary and secondary levels within the framework of girls' education, increasing scholarships and the education budget, and adopting a girls' education law.

UNICEF Guinea governmental partners in girls' education

There are several governmental partners involved in girls' education, which help to assure the implementation of the AGEI project, including the Departments and Directorates of the Ministries of Education: the Ministry of Pre-University Education and Civic Education (MEPU-EC); the Ministry of Social Welfare, Women's Promotion and Childhood Development; and the Ministry of Technical Teaching and Professional Training (MET-FP). Their Departments / Directorates include: the National Elementary Education Directorate (DNEE); the National Institute of Research and Teaching (INRAP); the National Literacy Service (SNA); the National Commission of Basic Education for All (CONEBAT); the National Directorate for Pre-school Education and the Child Welfare (DNEPPE); the National Directorate for Female Promotion (DNPF); and the Gender and Equity Committee in Technical Teaching and Professional Training (COGETEP). The Ministries of Education's Departments / Directorates at prefectural level are critical partners for the AGEI since it is at this level that the funds get channelled, and disbursed for project implementation.

Key National Partners in Girls' Education

National Equity Committee

The National Equity Committee, created in 1994, emerged from a working group that was formed as an inter-ministerial equity committee within the purview of the PASE in 1991. The mission of the National Equity Committee is to ensure the implementation, monitoring and evaluation of national policy with regard to addressing disparities in gender and geographic zones by promoting equity in access, retention and performance in schools in rural zones in general and with girls in particular. Their main objective is to ensure that all children are offered a quality education without gender or geographic zone discrimination. Their vision is to enrol 100% of girls in school by 2010 with a success rate of 50%.

FEG/FAWE

The Forum for Educatrices de Guinée / Forum for African Women Educationalists (FEG/FAWE) is composed of female educators found at all levels of the education system who are full members and other interested women and men as associate members. Their mission is to mobilise all active forces in the country in support of female education for the sustainable development of Guinea. It is one of many country level chapters of the Pan African NGO, Forum for African Women Educationalists, which was founded in 1992 and has its Secretariat in Nairobi. It is recognized for its efforts to work with key partners on girls' education, including UNICEF Guinea. In particular, FEG/FAWE's work in communities with IEFA schools has contributed to the creation of the Mothers' Associations and their establishment and management of self-managed school kitchens, and role of being supporter and mentor of girls' education.

International funders and partners in education

Within the area of education, there are several key international funders in addition to UNICEF Guinea, which are involved in supporting a variety of girls' education strategies and activities that aim at achieving Education for All (EFA). They include the World Bank, UNESCO, USAID, World Food Programme, Japanese Agency of International Cooperation (JICA), French Cooperation, GTZ, European Union, School Children of the World (Ecoliers du Monde), World Education, Save the Children, Plan International/Guinea; SAGE; Aid and Action; Concern Universal; etc.

Each international funder has its own set of priorities and programming style that direct the choice of interventions it funds, such as USAID, through its NFQE (Fundamental Level of Quality and Equity) project, has supported integrating a gender perspective in school manuals and improving the physical environment of schools, and the World Bank, through its EFA Project, has focused on providing school infrastructure and equipment, and supporting Nafa Centres and Early Childhood Development initiatives. (See Annex 3)

2. UNICEF Guinea - Child Development (Education) Programme

Within the UNICEF Guinea Programme of Cooperation, the education programme which is called the Child Development Programme (Programme Développement de l'Enfant), works within the governmental frameworks of the PRSP and Education for All (EFA) Programme (2001-2013) and towards the achievement of goals and objectives of the World Forum on EFA, Dakar 2000; the Millennium Development Goals (MDGs), the UNICEF Mid-term Strategic Plan (MTSP) 2002-2005; and the UNICEF supported 25/2005 Accelerated Girls' Education Initiative. It is composed of two main projects: Basic Education and Early Childhood Development (ECD). The Basic Education Project is composed of support to formal, nonformal, and emergency education. The ECD project supports ECD centres and parent education.

The overall purpose of the programme is to address *i)* the weak level of instruction among the population; *ii)* geographic and gender disparities; and *iii)* the quality of education. With the vision of instituting a life cycle approach within education, its key objectives are to contribute to integrated early childhood development of 20% of children of preschool age, with an emphasis on girls; to increase access to basic education for 50,000 children and adolescents, of whom 80% are girls; and to improve the quality of learning in the schools benefiting from the programme.

The strategic objectives of the Basic Education Project in which the AGEI is included are the following: to support the government in formulating and implementing a specific policy on girls' education; to increase access to quality basic education (formal and non-formal) for 32,000 children and adolescents (7-12 years old, 12-14 years old, and 15-25 years old) of whom 80% are girls; to implement innovative pedagogical approaches aimed at improving the quality of learning and in favour of girls' participation; and to assure quality educational and recreational services for 15,000 refugee and displaced children.

3. Summary of the AGEI in Guinea

Currently, the **main goal** of the AGEI in Guinea is to increase girls' access, retention, and improve the quality of learning to enhance performance in public/formal schools and non-formal Nafa Centres in the areas of intervention, which are prefectures with girls' enrolment rates that

are less than or equal to 30%. Through 2002, this included 15 prefectures³ in which there were 150 sub-rural prefectures and 15 urban communes. As of 2003, the focus was narrowed to encompass the prefectures where girls' access to education continues to be a significant challenge. They include Dalaba, Dabola, Dinguiraye, Gaoual, Forécariah, Kindia, Kissidougou, Kouroussa, Mali and Mandiana.

The **objectives** include:

- to raise girls' gross **enrolment** and admission rates by 20% from their current levels (30% and 25% respectively) -- Indicators: female GER and NER
- to improve the level of **performance** of girls in formal schools and Nafa Centres --Indicators: female repetition and drop out rates
- to provide a complete basic education of good **quality** to 8000 girls from 10-17 year olds in a nonformal setting -- Indicators: # of Nafa Centres; # of learners; retention rate; # of successful insertions in la vie active (work/employment) or formal school

During the first phase, the main goal was to contribute to the national effort to reach the objectives of basic Education for All, which included increasing primary enrolment to 60% and reducing the gender gap by 1/3; improving the quality of teaching, and reducing the rate of illiteracy from 72% to 40% by 2000 and for women from 81% to 67%. The specific objectives were: to ensure education for 3,600 girls (10-16 years old) at 36 new Nafa Centres; to maintain 90% of the girls enrolled in Nafa Centres until the end of the cycle (3 years) and ensure that ½ of them go on to the primary level of formal school; and to improve the content of education and the management systems at 40 experimental schools, also called (at that time) "école-milieu", which have since evolved into the les écoles amies des enfants et des filles - les écoles IEFA.

Both first and second phases of the AGEI project have maintained the focus on increasing girls' access to, retention and performance in education, and improving the quality of learning/teaching in both formal and informal educational settings, which aim at achieving EFA goals. In particular, lessons learned in the first phase paved the way for the project during the second phase to better target its resources, which has resulted in more efficient geographic targeting of areas of intervention, and redesign of activities aimed at more effectively strengthening capacity of partners, improving the monitoring system, establishing activities and incentives specifically in favour of girls' active participation in education, empowering and increasing a sense of ownership among community members for the IEFA schools and Nafa Centres, contributing to decentralization processes and strengthening of capabilities at the prefectural level, etc.

Today, there are 57 IEFA schools that have been supported with Norwegian funding and Other Resources. Another 47 are funded with Regular Resources through the UNICEF Guinea Programme of Cooperation in four of the fifteen AGEI targeted prefectures where all five UNICEF Guinea programmes converge. In total, there are 104 IEFA schools. Out of the 150 Nafa Centres that have been established and supported so far through the AGEI, 30 are currently receiving direct support from the AGEI project.

The three **main components** of the AGEI Guinea approach have focused on: providing institutional support in policy and planning (e.g. Specific Policy on Girls' Education; Steering Committee on girls' education); supporting the implementation of the programme "Education

³ The 15 targeted prefectures supported during most of AGEI project Phase II: Forécariah, Kindia, Téliimélé, Gaoual, Koubia, Lélouma, Mali, Dalaba, Dinguiraye, Dabola, Kissidougou, Kouroussa, Mandiana, Beyla, Macenta.

and Community” in prefectures with low girl GER (less or equal to 30%) through the formal IEFA schools; and strengthening and extending the Nafa approach in non-formal education.

Within each component area, the **general strategies** associated with the overall Basic Education Programme have been pursued, including: strengthening capacity; engendering community empowerment; enhancing service delivery; and conducting advocacy and social mobilization.

Several **specific strategies** have been supported through the AGEI project at national, provincial district and local levels, with the main thrust being at the local level in communities with low female enrolment rates, which put into action a community/school-based “package” of interventions aimed at achieving AGEI objectives that contribute to EFA objectives, including:

- Reinforcing advocacy and social mobilization on girls’ education through multiple channels targeting the general public and local officials using various means
- Organizing and mobilizing Parents and Friends of the School Associations (APEAE – formal schools), Management Committees (Nafa Centres), and Mothers’ Associations (AME) to track students’ school attendance, take on school managerial responsibilities, etc.
- Supporting the development of activities that instil pedagogical practices favouring girls’ education e.g. after school/catch up courses for girls with learning needs to pass exams; girl-to-girl tutoring; Human Rights Clubs; School Parliaments, etc.
- Establishing an incentive system for girls with good grades
- Converging with other sectoral activities (e.g. FRESH (water, environment, sanitation education and activities), vaccinations and health education via school-based health services)
- Putting in place self-managed school kitchens/canteens managed by mothers (AMEs)
- Reinforcing partnerships / cooperation with indigenous NGOs and associations due to their motivation and knowledge of local environments
- Decentralising activities to the prefecture level, especially training and planning activities with local stakeholders, including and involving teachers, administrators, APEAEs, Management Committees, Mothers’ Associations (AMEs), district leaders, etc.
- Developing a culture of monitoring

Additional **supportive strategies, especially at the national level**, have involved:

- Advocating for and promoting support of and dialogue and cooperation on girls’ education with key government officials through Ministries, the National Equity Committee, etc.
- Reinforcing the technical capacity of government officials, for example, through work on the formulation of the specific policy on girls’ education
- Nurturing partnerships and collaborating with international NGOs and other international partners working on girls’ education

Linkages with other levels of UNICEF

During Phase I direct technical support was provided via the Regional Office and Technical Assistance Team (TAT) to the AGEI in Guinea whereas in Phase II no individualized technical assistance has been received. During the first phase, one technical support mission assisted with conducting a gender analysis of the Guinean context and another helped to craft communication messages on girls’ education that were considered to be appropriate and effective. During both phases information in the Yearly Technical Reports was sent to the West and Central Africa Regional Office (WCARO), which used the information in its annual consolidated regional report on the AGEI. As well, regional meetings with Education Programme Officers, including the regional meeting with all EPOs and the AGEI Mid-Term Assessment Team, which took place in Guinea in 1999, have provided time for exchange of information and ideas on innovations and challenges within the AGEI. Information about the

AGEI in Guinea has been provided upon request to Headquarters, and other fora in which UNICEF and partners, e.g. UNESCO, have shared the Guinean AGEI experience.

4. Review of the implementation of AGEI strategies and challenging issues

The AGEI project has supported some important, sometimes innovative, strategies in favour of girls' education in both formal and non-formal education settings, and with regard to elevating the importance of Guinean girls' education in general. Striving for AGEI goals and objectives and contributing to those of EFA, the MDGs, and poverty reduction has required UNICEF and partners understanding and confronting several challenging issues. The following looks at a selection of key strategies and issues in regard to the IEFA schools and the Nafa Centres.

In IEFA Schools

Several strategies are interlinked to increase Guinean girls' education in the targeted AGEI project zone. Using a packaged approach, they revolve around increasing girls' access to, attendance in and completion of primary school, improving the quality of education, and institutionalizing effective management of schools and the education system.

With regard to increasing access and equity – IEFA Schools

Strategy: Supporting advocacy and social mobilization/sensitization activities to gain families' and communities' support of girls' education

The aim has been to achieve gender equity in enrolment beginning in first grade. To do this social mobilization activities have been undertaken to sensitize families and communities of the importance of supporting girls' education. This strategy has made use of several communication strategies resulting in sensitization campaigns, which have been implemented through various media, ranging from radio spots over National and Rural Radio stations, messages written on t-shirts, posters, bulletins, and hats to community theatre skits, sketches, and songs, and Imams and Ministers promoting girls' education through prayer at Mosques and Churches.

Issues:

- Changing knowledge, attitudes, practices and behaviour is a slow process. Social mobilization / sensitization requires time, effort, resources, and variety in approaches used at all levels to succeed in effectively reaching out to the general public, and targeted communities, which is difficult to sustain.
- The content of messages can be difficult to monitor as well as the outcomes of social mobilization efforts due to lack of resources, and adequate and regular assessment.

Strategy: Actively engaging Mothers' Associations (AMEs) and Parents' Associations (APEAEs) to support girls' education

As a result of targeted training and sensitization of Mothers' Associations (AMEs) and Parents and Friends of the School Associations (APEAEs), they have become a sort of "volunteer" force at family, school and community levels to maintain advocacy and social mobilization activities in support of girls' education and achieving 50/50 gender parity/equity in enrolment and retention for each grade level. Especially the women in the AMEs and APEAEs create a critical link between the AGEI project and families in terms of promoting and following up on girls' education. As well, teachers and school directors, and community leaders work with the AMEs and APEAEs to strengthen advocacy and mobilization efforts on increasing girls' education.

Issues:

- Many men in the APEAEs express support of girls' education, but it is the women who take action through implementing supportive activities (e.g. school kitchen, mentoring) that ensure girls go to and stay in school. In effect, roles for men in girls' education activities supported by APEAEs and AMEs have evolved in a limited manner, which require further attention and development.
- The overall roles of the APEAEs and AMEs have evolved with project implementation, but are inadequately defined, and steps to further strengthen them are not fully articulated.

Strategy: Providing incentives for primary school girls

During Phase II, it was decided that the strategy to increase access and equity needed stronger focus on and encouragement of girls, so incentives were introduced, which consisted of awarding scholarships and school supplies to girls who performed well in school. The supplies consist of backpacks, bic pens, notebooks, and water bottles and are regularly referred to as "prix" (prizes) or "cadeaux"(presents) at community level. They are usually awarded in a big ceremony at the school with all students during which pictures are taken of the girls showing their "prizes".

Issues:

- On the positive side, the incentives have successfully attracted more girls to primary school and motivated many of them to perform well. Parents are pleased for their daughters and the help to defray their household expenses. On the negative side, communities indicated that boys feel frustrated and jealous when they see that only girls are being awarded for good academic performance, even though they may have performed well too.
- One school director said he provided a macro explanation on girls' education as a way to try to help boys understand the rationale for the incentives. Generally, they still did not fully understand the basis of the strategy. There was concern that their frustration could lead to discouragement.
- During visits, no mention was made about the feelings of girls who did not receive prizes, although it was assumed that they felt marginalized and possibly ashamed that they did not perform well enough to receive a prize.
- Communities complied with conditions presented to them by UNICEF for distributing the prizes to the girls. While they were pleased with the positive effects on girls' education, they felt at a loss on how to deal with the negative effects.
- UNICEF Guinea discussions have given some attention to revising this strategy, but, as of yet, no decision has been made to address negative side effects.
- In some communities, social mobilization appeared to have been minimal prior to giving the incentives, because these communities saw them mainly as a free handout, with hopes that UNICEF would continue them, and include them for boys too.
- The sustainability of using incentives to promote girls' education is in question given that communities would find it difficult to generate sufficient income to invest in this kind of strategy that has recurrent costs.

Strategy: Girls and boys sharing school chores

As part of the campaign to achieve gender equity in schools, several schools visited made reference to how school chores were evenly divided between girls and boys. In the primary school of Syli in Dalaba, it was observed that both girls and boys were doing after school clean up chores. UNICEF has provided several supplies for use in doing school chores, such as hoes, shovels, buckets, soap, watering cans, etc.

Issues:

- While the division of chores between girls and boys is commendable, exactly how fairly the chores are divided is sometimes unclear.

- Since girls' tend to have more home chores than boys, this is an area that requires attention in terms of equalizing the whole learning environment of girls and boys.

Strategy: support of AMEs in regard to school kitchens and income generating activities

School kitchens have been experimented with in some IEFA schools, which are managed by AMEs. Mothers come to the school to prepare the noon meal at the kitchen located next to the school using foods contributed by the World Food Programme (WFP)⁴ and the community. The activity was purposely designed to not completely rely on WFP foods so that the community would become accustomed to contributing food to the school kitchen, thereby, increasing the chances for sustainability of the activity once WFP food contributions stop.

In addition to the noon meal, the girls in grades 4th-6th grades, who have met attendance requirements, receive a WFP dry foods ration every three months that they can take home to their families. The girls in these grades are targeted because they are at greatest risk of dropping out. Not only does the food ration every quarter keep the girls coming to school, but it is also an incentive for the younger girls to remain in school so they can make it to these upper primary grades to become eligible for the ration.

All schools visited with kitchens indicated that the meal a day keeps children coming to school. Many community members referred to the fact that for the parents just knowing that their children will eat is one less problem for them to worry about.

The mothers begin preparing the noon meal in the morning, which gives them an opportunity to spend time together for creating a supportive and empowering women's group structure. Some AMEs have further benefited from income generating activities, such is the case of the AME in Kouroufinden. They have an office, which they want to expand and use to support other activities for women, and advocate for more support for their organization, a continuation of the "prizes" for girls and to obtain them for the boys, too, and a high school in the community so children will be able to more easily continue their schooling.

The mothers in AMEs have become supporters of girls' education bolstered through their participation in sensitization training activities. They have taken on the role of ensuring that their daughters' are in school and performing well, and mentoring other girls in the community to go to and stay in school. Their involvement is considered to be a major factor in reducing girls' repetition and drop out.

Issues:

- While many recognize that women in the AMEs have become empowered to voice their opinions and get more involved in community affairs, which is a significant outcome of this project, their main activities perpetuate traditional female roles e.g. meal preparation and child care. As role models for the girls, the mothers' potential and broader roles and responsibilities in the AME, and how they

⁴ The World Food Programme (WFP) conducts a mapping exercise using specific criteria to determine which schools will receive their support to establish a school kitchen/cantine. For example, criteria include, inter alia: schools situated in rural areas, indicators showing acute poverty, level of student enrolment, functioning classrooms, number of teachers (with a minimum requirement of two), support of the Mothers' Association (AME), a water source/pump at the school, latrines, kitchen, storage room, community contributions to the kitchen, and community management of the school kitchen. UNICEF's role in supporting communities in implementing the overall AGEI package is considered very important to the WFP since it does not want to only support feeding centers, but complement efforts in improving the educational environment aimed at increasing children's, especially girls', access to quality education.

interact with the community power structure are important as they can shape girls' and boys' understanding of women's position in society.

- Monitoring of the AMEs, school kitchens and use of food contributions is weak, as are communications on outputs and outcomes.
- Information and data on schools and student population provided by the government can be inaccurate, which can result in miscalculation of food contributions to schools. For example, the government can show 60 students in a particular school, whereas on-site there could be 80.
- The monitoring and information weaknesses are compounded by the lack of systematic coordination among international agencies working in the same areas of the country. In the case of WFP and UNICEF, the convergence between their programming is considered good, but could substantially benefit from strengthening and becoming more systematic, which could be done as WFP extends its current Country Programme and prepares for the next.

With regard to improving quality – IEFA schools

Strategy: Developing teacher capacity, especially on girls' education and incorporating a gender perspective

UNICEF has had a long-term relationship with INRAP, the National Teaching Institute, which, during the first phase and based on studies on girls' education, the two partners decided that one way to address bias and discrimination against girls and their education was to eliminate gender stereotyping from educational materials, texts and manuals, and the teaching process in general. This entailed working closely on various materials and aspects of the teaching/learning process, including incorporating a gender sensitive perspective in teacher training activities that placed an emphasis on valuing girls' education, ensuring her equal involvement in class activities and decisions as compared to her male counterpart, and achieving gender equity in enrolment.

Along with support from the National Equity Committee and FEG/FAWE, a Code of Conduct was developed for teachers, and training ensued. In the school of Djiguiwel, the Code was found hanging on a classroom wall. (See Annex 5) All three teachers in this school made reference to it while talking about girls' education and placing emphasis on their support of classroom equity.

Staff at INRAP indicated that a gender perspective is incorporated in teacher curriculum and material, but felt a more profound study was needed to carefully assess how well gender is incorporated in pedagogical content and practices.

Interviews with current teachers in IEFA schools indicated that many teachers have participated in gender sensitization training that takes into account girls' education. Three teaching modules used in teacher training that were put together with UNICEF support at INRAP cover administration / management; gender / competencies; and peace studies. It was regularly pointed out that teachers attend training workshops at the prefectural, regional and national levels during school vacations.

Capacity can be developed as far as there are teachers to train, but there is a lack of teachers in the education system to meet growing demand. Currently, there are 5500 teachers in Guinea as compared to about 4000 in 1997. The student to teacher ratio has remained relatively constant at about 1 teacher to 50 children. Visits to schools, such as the one in Djiguiwel, Prefecture of Dalaba, illustrated the hardship on children and other teachers when there is a lack of teachers.

Many new teachers are entering the system through an accelerated programme that cuts short the length and depth of their pedagogical training, therefore, affecting their level of capacity and skills development. Several teachers are hired on a contractual basis that affects their status and tenure in the education system. For newly contracted teachers, it is not unusual for them to wait months before receiving their first paycheck. This causes hardship for them, which in some cases, is alleviated by communities lending them money / giving them food /lodging.

Few women teachers come into the system. Of those who do, most are placed in urban areas since that is where most educated women live and want to stay with their families.

Issues:

- The relationship between UNICEF and INRAP appears to have been more intense in the first phase, and could now benefit from more attention to ensure that the gender perspective is being carefully communicated and integrated into INRAP's curriculum and teaching content.
- The interlinkages regarding girls' education and gender among teacher training, teachers' texts and manuals, teachers' in-service professional training, teaching/learning methodologies, and students' texts and materials do not appear to be fully intertwined or coordinated.
- As expressed by school personnel during visits, there is a lack of in-service teacher training.
- Not all teachers are able to attend workshops during school vacations, and without other options they loose out on further developing their capacity and skills.
- Follow up on outcomes of teacher training in terms of how teachers make use of new knowledge and skills development does not appear to be standard procedure.
- Competency development and skills training of teachers, and understanding and developing clear standards for desired student learning achievement outcomes are important, but not actively focused on in the IEFA project.
- There is a lack of teachers, especially female teachers, that affects the availability of teacher capacity in the education system. Not only does this raise an equity issue, but it means that girls and boys do not have them as role models, particularly in a setting where few women venture beyond traditional female roles.
- Inefficient delays in making teacher assignments affect new teachers' entry and orientation in their new school, and the quality of education of the children waiting for them.
- Contractual teachers coming in through the accelerated teaching program are more apt to quit during the school year, which affects the flow of learning/teaching in the classroom.
- School systems do not systematically orient and mentor new teachers.

Strategy: Implementing classroom methodologies that promote girls' participation and classroom management

INRAP and UNICEF have worked together during the AGEI project on devising innovative pedagogies that have been experimented with in elementary schools, and incorporated into teachers' curriculum. Based on teachers' interview responses during visits about their choice and use of methodologies that promote equal treatment of girls and boys in the classroom, several said that they make an extra effort to ensure that girls' participate in class. In addition to calling on girls as much as boys, one method that was consistently described by teachers as a successful one was a cooperative learning technique used in group work. It involves assigning each student in the group with a specific managerial responsibility, such as leader, secretary, etc. and than to rotate the responsibilities, which ensures that girls have opportunities as much as boys to take on leadership roles. Teachers indicated that this method helps girls to become less reserved. All IEFA schools visited spoke of the reserved behaviour of girls in school, and some referred to religious practices as an underlying cause. At the same time, many spoke of how their efforts were resulting in girls losing some of their reserve, and being more motivated

than the boys. In several situations, teachers said girls were academically first in class and/or their entire grade.

Classroom management is part of teaching for which various techniques are available. In the Guinean context, the traditional use of corporal punishment was a form of classroom management that has now been officially banned, but threatening to use it to manage students has not. For example, during a visit to one school, the teacher of a fifth grade class made it sound as though he was striking students, but was evidently hitting an object as a way to threaten students and gain their attention. Aside from this one incident, few classroom management techniques were evident during visits. Some teachers, however, spoke of the effectiveness of mixing girls and boys in the seating order. At a school in Dabola, the school director was called upon to intervene in restoring classroom order of a lively group of older boys. Several schools mentioned that parents / APEAE members are asked to assist in providing disciplinary measures or to resolve conflicts between/among students.

Issues:

- Given the organization of classrooms visited, and teaching methods observed, there was minimal evidence of child friendly/girl friendly classrooms that would indicate use of interactive, child-centered methodologies promoting the active participation of each child.
- There were few materials/manipulatives for students to work with in observed classrooms to facilitate learning/teaching processes.
- Corporal punishment might be officially banned, but it is conceivable that it is not completely eliminated in practice, which merits investigation.
- The level and depth of training on classroom management practices in line with a child friendly school environment is not apparent, and could benefit from attention.
- Other than teacher training activities, there appear to be limited opportunities for teachers to gather and share their so-called “teacher bag of tricks”, which could potentially promote exchange on appropriate and successful teaching methodologies and management techniques.

Strategy: Supporting innovative child/girl friendly after school activities

Several innovative after school activities have been supported through the IEFA schools, including *make up courses for girls* who have needed extra help in catching up in subjects in order to pass exams; *Student Parliament* that involves both girls and boys being elected and taking on various “ministerial” functions aimed at helping to improve their school; *girl-to-girl tutoring/mentoring* that links older school girls with younger girls at risk of dropping out of school, who mentor and tutor them to help them remain in school; and *Human Rights Clubs* in which students learn about the Convention on the Rights of Children, and become promoters and defenders of children’s rights, and advocates of the ban on corporal punishment.

Some evidence that these innovations are working in particular school settings include: the 199 out of 200 girls who passed their exams in 2003 after participating in make up courses; the young girls staying in school due to the girl-to-girl tutoring activities; and a school director telling how students in the Student Parliament prepared a day of speeches, which their parents attended and after hearing them publicly speak about their rights and with confidence, began to see their children as individuals/subjects, which made them feel proud.

These kinds of activities along with the active engagement of AMEs and APEAEs, new school infrastructure, school supplies, special training of teachers, directors and associations, and the FRESH component of the IEFA school make the IEFA approach stand out. These are innovations that attract parents’ attention and cause them to request transfers for their children to IEFA schools, which school officials in Dalaba and Dabola referred to during school visits.

Issues:

- The big issue is how to transfer these innovations to non-IEFA schools, given limited budgetary resources and some government officials' perspective that these are "UNICEF" schools, implying that the innovations are linked only to the IEFA project and not considered for programme replicability within the education system.
- It is not completely clear how autonomous students' decisions are on the selection of activities supported by their Student Parliament and how much they are guided and/or limited by teachers. It seems that fun-oriented activities initiated by students are not part of their agenda, such as organizing a day of fun and recreation with and for all students, a "fundraising" activity in the community, or a community service project.
- The outcomes and impact of students' efforts in the Student Parliament and Human Rights Clubs are not known, which points to the need to further develop outcome / impact indicators and strengthen monitoring and communication mechanisms.

Strategy: Improving school infrastructure in partnership with communities and NGOs

UNICEF works on expanding and improving school infrastructure with communities and locally based NGOs, and distributes supplies to each IEFA school. The communities provide local materials, such as sand, manual labour, and managerial oversight of the community input. UNICEF provides the funding to get the school infrastructure built or renovated according to specific standards. NGOs, such as Concern Universal, work with local contractors to do the actual construction. A similar process ensues with the installation of a water pump and latrines.

There is a broad range of needs among communities. The level of community ownership, organization and engagement with children's education are important elements in the strategy of improving school infrastructure. In Djiguiewel, Dalaba Prefecture, where there is an enthusiastic and engaged APEAE and AME, there are two buildings with three classrooms each. The classrooms in the original school building were constructed by the community in 1967, and do not measure up to those in the newer building, which were cleaner and had better light from bigger windows. There were latrines, a school kitchen, but no water pump, which they were expecting UNICEF to install soon. School and community members were actively lobbying for renovation of the older school building. In the primary school in Sanabia, Kouroussa Prefecture, there was one old building with three classrooms, which were below standard. There were no latrines, water pump, recreation space, fencing, teacher's desk, nor books, and only a blackboard, chalk, desks and chairs for the students, and one teaching document per class. There was an APEAE composed of one woman and the rest men. The school nearly closed for lack of students at the beginning of the school year until UNICEF came in with the girls' education incentives and began social mobilization activities. In Kouroufinden, carpenters were renovating the 1st through 3rd grade classrooms that would bring them up to standard and the school personnel, APEAE and AME were lobbying for renovation and / or joining the 4th-6th grade classrooms with the lower primary grade classrooms which were located on the other side of the community. In this community, there were latrines, no water pump at the school, and the start up of a school kitchen. These three cases exemplified how the more active the community component, the greater the implementation of the IEFA package.

Issues:

- There is a lack of primary school infrastructure causing some students to walk great distances to get to a school. Where schools exist, many lack standardization and there are often an insufficient number of classrooms. Some teachers teach in classrooms with inadequate lighting, space for children to sit, desks, books and materials. School offices often do not have enough files and other

office materials to keep student files, etc. Given limited resources, improving and maintaining school infrastructure is difficult for communities and the government.

- There is an even greater lack of school infrastructure as students progress through the education system to secondary school.
- Concern Universal experiences the enthusiasm of certain communities through the level of engagement of community, APEAE and AME members when working on infrastructure projects, but once the construction is finished, they seldom learn of outcomes/impact of the IEFA project on girls' education. This indicates a need to keep all partners involved at different stages and levels of the AGEI project in a loop of communications.

Strategy: Creating intersectoral and life cycle linkages

Intersectoral linkages are made with the water, environment, and sanitation (WES) programme using the FRESH approach, and the health and nutrition programmes for assuring students' immunizations and health and nutrition education. In some schools (e.g. primary school Syli in Dalaba) discussions on HIV/AIDS/STDs are part of the health education programme.

With regard to implementation of FRESH, the water and sanitation components are easy to see when there are a water pump and latrines. Certain sanitation materials provided by UNICEF, such as shovels, hoes, buckets, soap, etc. are also indicative of the sanitation component being implemented with regard to cleaning up the school and schoolyard. Community members were consistently pleased with the provision of these supplies, and many communities without a water pump and latrines were looking forward to having UNICEF provide them as part of completing the whole IEFA school package. The provision of water and separate latrines were frequently referred to as major incentives for attracting and keeping girls in school and the separate latrines are particularly viewed as culturally appropriate.

In 2002, 500 formal and non-formal teachers participated in training on the gender and FRESH approaches. The teaching modules prepared with support from UNICEF included the introduction of experimental teaching methods on school health that placed emphasis on the prevention of HIV/AIDS as well as child/girl friendly schools and peace education, which were used in teacher training in 30 schools during 2002. The pedagogical guides/manuals were pre-tested in three schools in Kindia prefecture.

The life cycle approach has been in the process of development by UNICEF Guinea during Phase II. It is evolving, and staff envision the forging of stronger linkages among the Early Childhood Development Centres (CEC), the IEFA schools, Nafa Centres, and the Literacy Vocational Centres (CAP), which would service educational needs of children 0-18 years old.

Issues:

- There is an insufficient number of schools with a water source/pump at the school.
- There is a lack of separate latrines for girls and boys at many schools.
- There is a lack of fencing around many schools to keep out animals, such as cows and their droppings, and to better secure the environment for the students.
- The manner in which environmental, health, and nutrition education components are being implemented with students appears uneven, and outcomes in the school setting and the home environment are not known.
- The life cycle approach is not applied in all zones, and would require higher investment levels.

With regard to management – IEFA schools

Strategy: Strengthening the management capacity of APEAEs and AMEs

The strong engagement of Parents Associations (APEAEs) and Mothers' Associations (AMEs) in the IEFA schools have opened the way for family and community to assume stronger roles in the education of their children by taking on school managerial responsibilities. Both Associations have participated in literacy and gender sensitization training activities, but capacity building in general has been limited.

The APEAEs consist of both men and women, who are elected by community members. Mostly men occupy the position of President, and are recognized as community leaders. Women usually take on the responsibilities of treasurer (because it was frequently stated that women manage money better than men) and social affairs officer (since it is assumed that a woman can more easily communicate with families and mothers about their daughters, and follow up on girls' attendance in school). In the communities visited, the men generally outnumbered women in APEAEs, while the AMEs were composed entirely of women.

Issues:

- The AMEs are considered an innovation, and are applauded by many, but, as above-mentioned, they tend to keep women in traditional roles. They are understood to be instrumental in helping to empower women, and many see impressive changes in their comportment. Being part of the AME has given them self-confidence to speak about the right their children have to education, brought them into the realm of public service, and increased their interest in participating in community affairs. This is said to be evident in all locations where there is an active AME. Yet, there is a persistent sense of inequality since men generally take main leadership roles and have more power than women in decision-making processes through the APEAE and in community affairs in general.

Strategy: Building institutional capacity

Since AGEI project interventions have been supportive of decentralization processes, particularly in Phase II, building capacity at prefectural, sub-prefectural/district levels has increasingly taken on more importance. The AGEI project channels funding and technical support directly to the Prefectural Department of Education (DPE), the provincial branch of the National Ministry of Education. The central ministry(s) is kept informed of AGEI activities being supported and decided upon at the prefectural level.

In particular, UNICEF Guinea has worked with Prefectures and District Coordinating Councils on developing Plans of Action that take into account various sectoral programmes / projects, including the IEFA project. Strong APEAEs feed into the planning process that allows communities to voice their needs and concerns so they are taken into account in Plans of Action.

A potential foreseen benefit is the creation of stronger and clearer intersectoral linkages that can improve the effectiveness and efficiency of UNICEF supported girls' education interventions, particularly in view of implementing the 25/2005 Accelerated Girls' Education Initiative, Fast Track Initiative, and the EFA Programme. UNICEF staff spoke of strengthened capacities at prefectural level, such as in Kissidougou where planning capacity has become stronger than it was two years ago, which was attributed to improved participatory development processes.

UNICEF Guinea helped to put in place Sub-Equity Committees, which are the prefectural extension of the National Equity Committee in the AGEI project zone. The members work directly with the Director of the DPE with few resources, and, as members of the National Equity

Committee say, “with a lot of motivation on behalf of the girl child”. Their main function is to work on sensitising the prefecture on the importance of girls’ education. Modules were developed on the rights of girls and women that have been used to train trainers and members of the Sub-Equity Committees. Plans are in place for the Sub-Equity Committees to work with high school teachers in each prefecture on creating Equity Clubs with high school girls and boys so they can more actively deal with questions on gender and rights. This could present possibilities for the older children to work with the younger children in the Human Rights Clubs.

Issues:

- Ensuring IEFA school innovations are incorporated into Plans of Action, which could facilitate their going from project to programme status, requires time and active participation in planning processes, which can be difficult for UNICEF staff given the multiple demands on their time.
- Gaining the active involvement of the Director of the DPE in the planning processes (as opposed to his delegating the responsibility) can be difficult in some cases, and is viewed as necessary for developing ownership and commitment to the IEFA project interventions.
- Some DPEs are stronger than others, such as the DPE in Dalaba, which has a long-term, experienced Director. Others have political appointees who lack experience and a base of knowledge in the field of education. This range of capacity affects the development of institutional capacity and organization, and can potentially affect the level of success of AGEI project interventions and their integration into the broader education system, and the DPE goals and objectives associated with the EFA programme.
- While there have been some advances in developing a monitoring culture, monitoring Plans of Action and their implementation in connection to girls’ education require much time and coordination of various partners, which currently constitute main constraints.
- Monitoring outputs/outcomes of the Sub-Equity Committees is difficult due to limited resources and transport.

In Nafa Centres

With regard to increasing access and equity – Nafa Centres

The Nafa Centre was established in December 1993 as a second chance school for girls and boys, especially girls, between the ages of 10-15 years old who had either never been to school or dropped out of school. Nafa Centres provide an accelerated basic education so children will know how to read, write, calculate numbers and solve problems as well as gain a job skill and knowledge of rights, and health and environmental issues. There are two important aspects to the programme that give it legitimacy. The children can transfer into the formal school system, or receive a Nafa completion certificate (Annex 7) and diploma in a particular trade skill area, such as seamstress/tailor, baker. Today, there exist 150 Nafa Centres located throughout the country, especially in Middle and High Guinea, which cater to about 99% girls. A total of 13,000 learners have accessed education through Nafa Centres, with 7000 having completed the three-year cycle.

Each Nafa Centre recruits a cohort of learners, approximately 60 children, every three years. When one cohort completes the three-year programme, a new one enters to begin the next one. A cohort is sometimes divided into two groups of 30 each, which allows beginners to be grouped together in one classroom and the more advanced in the other. Children who drop out or transfer to the formal school make it possible for other children to join while the program is in process. Normally, transfer to the formal school happens once children have completed the three-year cycle and passed an entrance examination that allows them to enter the 6th grade. To be a Nafa Centre learner, parents pay a small fee, which makes it less accessible and equitable for families with no disposable resources.

The Nafa Centre school year is based on 60 days during a four to five month period decided by the community. For instance in Dalaba, the Nafa Centre meets three days per week for five months whereas in Diangola District, it was decided the Centre would operate four days per week for about four months. In Labe, the school year begins in October, breaks for November so girls can help with harvesting, and restarts in December.

Each Nafa Centre has one lead teacher/ animator and a community animator, who are men. When questioned about this gender imbalance, the response was that there are no qualified women to take on the positions. There are, however, women “monitors”, who give training workshops on job skills to the girls, such as sewing. Some monitors are graduates of the Nafa Centre programme as in the urban-based Nafa Centre in Dalaba. In this Centre, there happens to be a female Director, which is an anomaly. She oversees the girls in job skills training, including sewing and cloth dying, and works with them and women in the community to sell their products, which were displayed for sale in the Nafa Centre. She is an enthusiastic promoter of the girls, and has a vision for developing them as young professional women. She indicated that she hopes to obtain computers so the girls can opt for information technology training as one of their professional skill choices.

Demand is strong within communities for having a Nafa Centre. One community leader stated in Djiguiwel that if there was a Nafa Centre in their community there would be 60 girls in it right away. The perceived outcome is that the girls gain more self-confidence and status in their community. The men (e.g. lead teachers and community leaders) consistently brought up in the Centres visited that the girls become more “marriageable” after participating in the Nafa programme. At the Nafa Centre in Sanguiano, the community members told how the girls feel like they have a future that will better prepare them for marriage and work. In Dalaba, the lead teacher said that the Nafa programme makes them more attractive for marriage, which he claimed was the reason parents are so supportive and proud of their daughters participating in the Nafa programme.

Issues:

- Nafa Centres are addressing an important gap in the education system in providing educational opportunities for a group of children needing a “second chance”. While not negating the benefits of the Nafa Centre, and the vision of many dedicated educators involved in its support and implementation, there is a risk that this “second chance” education could be a “second class” education unless quality is consistent and the mentality behind its implementation is more rights-based, and it is not merely viewed as a “finishing” type school that makes girls only more attractive for marriage. Given that the cohort is primarily girls and the observed male teachers/animators have traditional perspectives on girls’ education, it presents the possibility of perpetuating inequality against girls in the education structure and society in general. Because of this, the quality of the programme and mentality shaping it as it evolves become critically important, particularly given the enthusiasm and aspirations of many girls observed in the Centres.
- The one cohort per three-year cycle means that children, in many cases, girls, now turning 10 or 11 years old will not likely be able to enter their community Nafa Centre until they turn 13 or 14 years old. This will be the case for all becoming age eligible during the three-year waiting period. It indicates that many children will lose out on this one possible educational opportunity, and explains the high demand given the limited supply. The limited supply is attributed to lack of financial and human resources.
- Some children drop out because of early marriage and pregnancy, which points to the need for additional social mobilization with families and communities to ensure that these girls continue and finish the programme.
- The educational needs of children from families with no monetary means and working children are unable to access this “second chance” educational opportunity. This indicates the potential need for

other alternative non-formal educational opportunities that might afford passage into the formal system, or achievement of a trade diploma.

- There is no equity among Nafa Centre teachers/animators who are predominated by men.
- Since few boys participate in the Nafa Centre Programme, it is not clear where this group of out-of-school children is and what they are doing. In one community, it was explained that they have more options and mobility than girls who they explained need to stay close to home for safety/security reasons.

With regard to improving quality – Nafa Centres

The Nafa Centre three-year programme imparts basic academic skills and helps learners develop a trade. According to CONEBAT, which oversees the Nafa programme, it also develops their “sociability” by using cooperative learning methodology, which was not defined or observed. The first year consists of focusing entirely on developing reading, writing, and numeracy skills. In the second year, these skills continue to be built along with developing practical problem solving skills (e.g. understanding what it means to make a profit in one’s business), and by the middle of the second year the “professional” job skills training begins. From thereon, the programme combines the two learning streams to the end of the programme.

There are four Learner Manuals / texts used by the Nafa Centre learners, and guides for the teachers/animators, including: *Learning to communicate*, *Knowing your environment*, Volume 1 and 2 of *Practical problem solving for everyday needs*, and Manuals on the Training program and pedagogical guides to help the teachers/animators. UNICEF contributed to the development of these pedagogic materials and the one time training for each teacher/ animator. The manuals and materials were said to be free of stereotyping, and the teacher training included gender sensitivity training. The content of the learning materials places emphasis on using practical and informative subjects, such as health and environment (e.g. hygiene, sanitation) and child rights.

The job skills component was traditionally limited to sewing. Following assessments, it was decided that it was too limited and stereotypical, which led to the development of nine new job skills training options of which six have been piloted in a selection of Nafa Centres, including jam making, bread and pastry making, small animal raising, soap making, etc.

Lessons learned from experiences and evaluations indicate that learners at the end of the three years need to continue developing their job skills and obtain managerial skills training so they can be better prepared to enter the workplace. The Ministry of Technical Teaching and Professional Training (part of the Ministry of Education) has prepared a proposal for a “Post Nafa” project that would support the expansion of the Nafa Centre programme.

The level of learning achievement is generally not very high, but there are children who do excel and transfer to the formal school and continue to secondary school. There are currently some earlier learners who are now preparing for the baccalaureate degree. The language of instruction is French, but in many Nafa Centres the local language appears to be most commonly used causing the level of French proficiency to be extremely low among learners.

Issues:

- There is a lack of qualified teachers/animators and no female teachers/animators.
- There is a general lack of pedagogical capacity/competency, particularly with regard to the community animator, and minimal diversification in job skills training in spite of attention being given to the latter.
- Many learners arrive at the end of the cycle without sufficiently mastering literacy and numeracy skills, and French language skills remain weak.

- Acquisition of job skills expertise is insufficient at the end of the cycle for many students, which makes it difficult for students to locate employment at the end of the programme. Because of this situation, a “Post Nafa” would be useful.
- There is recognition of the need to expand business management lessons for Nafa learners so they can better start /manage their professions although they have not yet been systematically developed and incorporated.
- There is a lack of materials and equipment and dependency on UNICEF to supply them.
- There is no student assessment. Everybody passes to the next year and begins at the same level in spite of differences in ability levels, which requires teachers/animators to know and use multi-grade teaching techniques, which is not always the case.
- The learners’ manuals are geared to the child who already has a base in reading and writing. One suggestion made by the lead teacher in Dalaba was to prepare another text or add sections to the present texts that would be geared for beginners.

With regard to strengthening management – Nafa Centres

Each Nafa Centre has a Management Committee, whose members, both men and women, are elected by the community. They are responsible for securing a two-classroom building with a storage area. Some communities construct the building and others obtain the use of an existing building. The chairs and tables, pedagogic and job training supplies, materials and equipment (e.g. sewing machines) are provided by UNICEF, along with the training of teachers/animators and Management Committee members. CONEBAT at the national level is responsible for managerial oversight of the programme, and at the prefectural level the Prefectural Literacy Department is responsible for monitoring, inspections, oversight of pedagogy used by the Centres, and the payment of the salary of the lead teacher/ animator. The community animator’s salary is paid by the community, which is widely problematic.

Issues:

- Nafa Centres are dependent on UNICEF for material and equipment, and training, which does not bode well for long-term sustainability.
- Monitoring and inspections at the prefectural level are weak due to lack of human and financial resources, including for transport and building capacity. Developing capacity in participative monitoring could double as a learning tool for teachers/animators and members of Management Committees that could lead to improving programme implementation and increasing community ownership of the Nafa Centre.
- CONEBAT lacks sufficient financial and human resources to strengthen its role and capacity to improve its oversight and management of the Nafa programme.
- The Management Committees are engaged, but lack managerial skills.
- Communities lack a resource base that would allow them to budget for the community animator’s salary. Different solutions have been put forth, including the state taking on this recurrent cost.

5. Key Observations

Relevance of UNICEF’s perspective on and approach to girls’ education

The UNICEF Guinea AGEI project embedded in the Child Development Programme within the Programme of Cooperation strongly interlinks with the goals and objectives of Guinea’s Vision 2010, the PRSP and EFA policy and programme, and responds to the political, economic, social and cultural contexts of the country. This can be attributed in part to the joint planning exercises through the Programme of Cooperation.

UNICEF’s many in-country partners are the first to say that UNICEF Guinea’s perspective on girls’ education is widely shared, supported and relevant. They refer to UNICEF’s comparative

advantage in girls' education in terms of its field-based presence, partnerships, including the close working relationship with key government partners.

Broad-based agreement on the constraints facing girls' education, awareness of potential solutions, but frustration on how to sustain them or make them happen

There exists consensus across the spectrum of partners on what the constraints are to girls' education, and some solutions to confront them, but not on how to resolve them once and for all given the context of poverty, limited resources, and tenacity of persistent socio-cultural traditions. For example, it is known that building schools closer to children's homes will increase access. Between 1996 and 2002, the number of schools increased from 1411 to 1921 in the project zone, and reduced the distance children had to walk to school to an average of 4 kilometres. The problem is communities need to maintain and equip their schools, which is difficult given the lack of revenue streams at community level to cover recurrent costs. It is known that increasing female teachers at a school attracts more girls to school. This is problematic in the rural context in Guinea where few female teachers want to go. Experience shows that sensitizing mothers as in the AME increases their support and value of their daughters' education, but situations of poverty cause many mothers to see a more immediate value in keeping their daughter at home to work and care for younger siblings.

UNICEF Guinea role(s) — as catalyst of girls' education and acting like the “NGO”

UNICEF Guinea plays different roles, including that of catalyst among partners in helping to spur a “movement” in girls' education that is evident nationally and in the AGEI project zone. A District head in Dalaba said “it's now all about girls, the boys are forgotten” and the School Director from the same district said “the pyramid is reversing in favour of girls' education”. In reality the boys have not been forgotten since there are more boys in school than girls, but the focus in the project zone has been on getting girls into school and helping them to catch up and perform well. The statistics in the project zone prove that there has been progress in improving girls' education as well as boys' education, and visits in sensitized communities provide evidence of changes in attitude that favour and support girls' education.

It is still a fact, however, that only a little over half of girls enter primary school in the project zone, and the country as a whole, and about ¼ who make it to grade 6 in the project zone drop out. Thus, UNICEF Guinea plays the “NGO” role to continue to reach out to excluded groups of children, which allows it to remain grounded in the country's reality, establish model activities that can be adapted by other communities and inform national policy and programming. This UNICEF role raises pros and cons, and questions, including how such a role can be sustained over the long-term, and how to best balance it among competing roles and responsibilities.

UNICEF's major role in and recognition as a significant force behind the formulation of the Draft Specific Policy for Girls' Education that is expected to be adopted in the near future

UNICEF is well recognized for its advocacy efforts and strong role in working with partners on formulating the draft Specific Policy on Girls' Education that is close to being adopted by the government. UNICEF country staff expect that once it is official all partners involved in girls' education will get behind it, and the integration of AGEI interventions into the national education system will be supported. What is unclear is how and by whom it will be managed to adequately coordinate the many partners at all levels in support of girls' education.

In helping to draft the Specific Policy on Girls' Education, UNICEF Guinea staff extensively reviewed legislation, legal instruments, girls' education research and studies, and administrative documents related to education reforms. They found most instruments included a particular

action on the promotion of girls and young women, and reduction of gender inequity and inequality. The review concluded that the continuous use of certain language and concepts, such as Education for All, gender equity/equality, female role models, child friendly schools, has resulted in their becoming part of the discourse on girls' education in Guinea. In a sense, this rhetoric has acted like an advocacy tool that has contributed to establishing a base of knowledge and positive attitudes about girls' education among policy and decision makers.

Men and women who support girls' education take on different roles

Men voice their support of girls' education, but tend to treat girls' education and gender as women's issues. It is noticeable from the APEAE leaders to the ministerial level that men generally defer to women to deal with gender and girls' education issues. They do not grow into the same roles or acquire the same level of involvement and gender sensitivity as women supporters of girls' education, such as those who work on the National Equity Committee and in FEG/FAWE, and the female Minister of Social Welfare, Women's Promotion and Childhood Development and other female staff working on the Nafa Centre Programme and in relation to the IEFA schools. These women know the constraints to girls' education, interventions that work, the history of girls' education, the latest discourse on gender and girls' education, and are convinced of the need to mainstream a gender perspective throughout the entire education system and beyond. They carry the banner of girls' education and gender in education but can only do so much because, in general, they represent a relatively small number of women who have made inroads in occupying more influential positions.

Assessing men's roles, responsibilities, capacities, and what they could potentially be as partners in girls' education within the framework of Education for All requires attention, and actions need to be taken to integrate them more fully in processes that result in changes of mentality. Such actions are important given that the Ministers, the DPE Directors, the APEAE Presidents, the school directors and teachers are mostly men. Conducting an updated gender analysis becomes a starting point to find ways to fully involve both women and men in the pursuit of girls' education within the framework of Education for All.

Needing a strong leadership role by the government to fully engage funding partners in the coordination of their support to girls' education through a "programme" approach

In light of the World Bank sponsored Fast Track Initiative, UNICEF's 25/2005 Accelerated Girls' Education Initiative, and the expectation of receiving more substantial political commitment to girls' education with the adoption of the Specific Girls' Education Policy, a strong leadership role on the part of the government is needed to fully engage funding partners in coordinating their support to girls' education within the framework of the EFA using a "programme" approach. Visits with funding partners, such as World Bank, USAID, and the World Food Programme, unanimously voiced the need to be better coordinated, and make more effective use of their respective comparative advantages. The situation is the government has capacity strengths, but also gaps that affect it taking a stronger leadership role, the UN agencies lack an operational UNDAF to assure the coordination/complementarity of their programmes, and external partners in general have organizational priorities that come with "territoriality" control issues and time constraints, which put up obstacles in more effectively finding ways to coordinate efforts. An agency like UNICEF has potential to work closely with the government in helping it to take stronger control of the coordination of partners' inputs, monitoring of outputs and outcomes, and effective and efficient adaptation of the whole education programme as it evolves. The project on providing assistance to the planning process at the prefectural to local levels exemplifies a start on how steps can be taken in such a direction.

Leadership in achieving optimal coordination requires a well functioning monitoring, evaluation, information sharing and communication system encompassing stakeholders at all levels, which would allow for better understanding and knowledge of each other's efforts

The situation today is that an organization like USAID might be aware of UNICEF's 25/2005 Accelerated Girls' Education Initiative, but does not know how it could complement the new programme. A strongly coordinated system would find the potential fit in this situation as well as between and among other funders supporting the education system, which could produce a level of synergy to take girls' education within the education system "to the next level".

Strong commitment to girls' education in quantitative terms (access - parity / equity) at all levels and within the framework of EFA, but no clear consensus, focus or vision on girls' education in qualitative terms (equality)

The AGEI project and partners associated with girls' education programming have generally and in some cases very successfully focused on achieving gender equity in terms of reaching 50/50 parity in enrolment in primary school. There is a periodic reference to working on gender equality, but it is infrequent, and when it is mentioned, it is not clear what the actions are and how it is being defined. Given the inequalities in the Guinean context between men and women, most of which disfavour women, there is a clear need to expand the work on gender equality. The new Chair on gender/women's studies at the University of Conakry could potentially work with academics and practitioners to stimulate the development of strategies that could result in acquiring a clearer focus and vision on what concrete actions can be taken to promote gender equality in combination with gender equity across the education system.

Targeting girls' education in zones of most acute poverty and determining when to move on

The AGEI learned from being too dispersed in Phase I to better geographically target and cluster its support of girls' education in neediest prefectures during Phase II. Not counting emergency prefectures, 15 prefectures were targeted until the end of 2002 when it was decided to further reduce the number to better concentrate on those zones needing the most attention to girls' education. The decision has potential to facilitate the Country Programme's evolving orientation to cluster components of the overall child development programme in order to more effectively develop and focus its life cycle approach.

The decision to leave prefectures is indicative of the difficult choices organizations like UNICEF must make with regard to how it can best use its financial and human resources, and how long it can support communities and activities before exiting. It points to the need for clear exit strategy criteria that include indicators of assurance that gains would be maintained and / or built upon.

Design adjustments between Phase I to II

It is commendable that the AGEI project made use of lessons learned in Phase I to slightly shift its objectives and reorient its support of activities during Phase II. In both phases, it was determined appropriate to maintain the focus on girls' access, retention and performance in primary education, and improving the quality of education. Adjustments that were made for moving forward with Phase II included: better geographic targeting of resources; more effective capacity strengthening of partners; improving the monitoring system; establishing activities and incentives specifically for girls; empowering communities/building community ownership of IEFA schools, Nafa Centres; and building/strengthening capacity at prefectural level and engendering participative planning processes linked to decentralization processes

According to a fairly recent AGEI evaluation, it was deemed that the smartness of objectives improved between Phase I and Phase II in terms of becoming more specific and measurable for indicators with quantitative outputs but not for qualitative outcomes. Considered at least in part to design modifications, the implementation rate for physical infrastructure improved and so did utilization of funds in 2002 as compared to earlier years.

Designing with a life cycle approach and Human Rights based Approach to Programming (HRBAP) in mind

UNICEF staff have designed the Child Development Programme to facilitate its evolution towards a life cycle approach in education and in convergence with other sectors (e.g. WES, Health), which is expected to be refined in the coming year. At this point, there are some IEFA schools and Nafa Centres located near each other, but much less clustering of the Early Childhood Development and Literacy Centres, and little linkage, in general, between the IEFA schools and ECD Centres / preschools. In general, much more needs to be done to link ECD and primary education, and implement the Human Rights-based Approach to Programming (HRBAP). The possibility of creating multi-sectoral units for girls' education at prefectural level, which has come out of the UNICEF supported project concentrating on improving the planning process at prefectural and local levels, could provide the juncture necessary to move ahead in determining how to truly implement the HRBAP, including incorporating the life cycle approach, throughout the overall Country Programme.

Documentation and communication of innovations and challenges

During Phase II, the UNICEF Guinea Country Office has produced eight AGEI studies and reports, and action research on girls' education in Guinea, which paved the way to move forward on establishing the draft specific policy on girls' education. Information from Yearly Technical Reports has been incorporated into Regional and Global Consolidated Reports on the AGEI. UNICEF's partners, such as the National Equity Committee and FEG/FAWE, have also produced materials on girls' education that include the AGEI activities. With all this information, it is still difficult to get a firm grasp on overall *outcomes* and *impact*. Much of what can be gleaned is from observation, testimony, and anecdotal information.

Developing a culture of monitoring

Developing a culture of monitoring and evaluation has been a continuing challenge for the Country Office because it requires capacity at all levels, and coordinated and systematic data collection and analysis with all partners. Country staff, backed by the 2002/2003 AGEI Evaluation indicated that the monitoring process has been followed more closely since 2000, although activities were weakest in 2001 due to time commitments diverted to emergency activities. For example, semi-annual and annual reviews have been completed in a timely manner using a participative process with partners at local levels, which has helped to better define implementation levels, identify constraints, and further engage the community and prefecture in the monitoring process. More attention given to developing a results-based monitoring system could better inform stakeholders of programme/project outcomes and impact.

Most promising strategies for girls' education and significant challenges that can compromise effectiveness

The country staff considered the following AGEI interventions to be the best practices containing the most promising strategies for girls' education:

- community participation/involvement in girls' education, especially through the AMEs, APEAEs of IEFA schools, and the Management Committees of the Nafa Centres
- advocacy and social communication activities to sensitize parents and community
- teacher training and support of pedagogy encouraging girls to perform well in school

- scholarships/incentives for girls
- focusing on girls' education at the prefecture level
- after school activities , make up/catch up courses for girls, girl-to-girl tutoring, Student Parliament, Human Rights Clubs
- expanding partnerships with locally based NGOs
- the intersectoral approach (water, environment and sanitation (WES), health, nutrition)
- empowering the community to take ownership of schools and local development

Achieving optimal effectiveness of the *IEFA school package* of interventions can be compromised by:

- the difficulty in attracting and retaining female teachers
- new contractual teachers not getting paid on time
- APEAEs not having equal female/male representation nor equal opportunity to occupy the most influential positions, e.g. President
- not accounting for all children in the community
- the sometimes inadequate interface between DPE and schools
- not maintaining and improving the quality of instruction
- teachers not being able to access learning on child/girl friendly methodologies as well as methods for multigrade teaching and bilingual education
- not following through on promises to communities for building infrastructure, classrooms, water pumps, latrines, etc.
- not paying attention to the mixed results of using schools supplies as incentives solely for girls who perform well and ignoring the effect this strategy might have on boys who perform well, and girls and boys who try to perform well, but have difficulty
- not being able to sustain the scholarship / incentives strategy

Achieving the desired level of effectiveness of *Nafa Centres* can be compromised by:

- the lack of women in the teacher/ animator positions
- the low pedagogical skill level of the community animator, and, sometimes, lead teacher/ animator affecting the quality and learning achievement of the students
- the difficulty communities have to pay the community animator
- the insufficient supply of materials and equipment
- the impression that the Nafa Centre perpetuates the traditional mentality vis-à-vis girls' education
- demand continuing to increase, but not the financial resources to respond
- CONEBAT, the government institution responsible for overseeing the Nafa Centres, lacking sufficient financial and human resources
- the lack of capacity of prefectural level monitoring officials to conduct supervisory and data gathering activities
- the lack of knowledge of roles and responsibilities among Management Committee members, and weak managerial skills
- students not being able to locate employment after leaving the Nafa programme
- the insufficient development and diversification of the job skills training component
- not sufficiently developing entrepreneurship spirit and skills
- not gaining support for the development and implementation of a post Nafa programme that would help to solidify the job skills of those who have completed the three-year programme

While recognizing these are persistent challenges in the Guinean environment that affect the effectiveness and expansion of AGEI interventions, they underline the importance of stakeholders continuing to support implementation of key AGEI strategies in view of refining and expanding best practices.

In spite of the challenges, there is a positive project dynamic that is reflected in the fact that more girls are in school in the project zone today, the gender gap has narrowed since the

beginning days of the AGEI, girls' self confidence and social status are noticeably up in both IEFA school and Nafa Centre settings, teachers find girls are usually more motivated than boys and many are first in their class, many stakeholders notice that community attitudes and behaviours have changed in support of girls' education, more girls are now going to not only the Koranic school but also public school, the word is spreading at all levels that daughters are more likely to provide financial support of their parents once they are gainfully employed, which has been known to finance a family member's trip to Mecca, some formal schools are looking at the Nafa Centre job skills component as a possible addition to their curriculum due to public demand, etc.

Earmarking funds for girls' education

The degree that funding is specifically earmarked for girls' education in UNICEF and it would seem government budgets is dependent on the project and knowing if it is a girls' education project or component, such as the Nafa Centres and IEFA schools, or support provided to the National Equity Committee. It was during Phase II that it was decided that certain activities within the AGEI project needed to be budgeted as only for girls, such as the provision of scholarships and incentives for good performance.

UNICEF transfers AGEI funds directly to prefectures and NGOs working on AGEI activities. In the case of one prefectural DPE, it was indicated that they account for the funds in a budget line called the IEFA (AGEI) project, sometimes referred to as the UNICEF project. It can be said that, on the one hand, this earmarking of funds for the AGEI or "UNICEF" project has contributed to maintaining and protecting the focus on girls' education goals, objectives and activities, whereas, on the other hand, it has locked the AGEI project into the concept of being a "stand-alone project" and not a completely integral part of the country's larger education "programme". It is possible that this project / programme division will change with the adoption and implementation of the Specific Girls' Education policy.

Status and (potential) impact of sector wide planning (SWAPS) and sector investment programmes (SIPS) on replicating successful girls' education interventions

The Guinea experience with SWAPS and SIPS has been evolving over the years beginning with the Structural Adjustment Programmes in Education (PASE I and PASE II), and now the Education for All (EFA) Programme for 2001-2013. The UNICEF Guinea Country Programme of Cooperation's Child Development Programme, containing the AGEI project, interfaces with policy and programmes within the Ministries of Education due to a planning and oversight process managed through a Steering Committee. As most of UNICEF Guinea's work is done at prefecture and local levels, it has traditionally used a project approach, which is how the IEFA school and Nafa Centre began. In the case of the Nafa Centre, it became a national programme managed by CONEBAT. UNICEF plays a dual role in supporting the programme, using the project approach for targeted Nafa Centres in the project zone, and a programme approach in working with partners on its development at the national level. It seems it is at the prefecture level where there exists a conceptual understanding of the EFA sector-wide programme, but not a clear, practical programmatic approach to implement it. It points to the need to build capacity on developing a practical application that can manage external funders' accountability requirements, and allow projects to fit together within a systematic and systemic programmatic approach benefiting the country's management of achieving its EFA goals and objectives.

Attention to cost efficiency

There has not been a lot of work done on cost efficiency or costing of interventions. Recently, UNICEF Guinea's Education Team provided unit and cumulative costs for an IEFA school

package and Nafa Centre. (See Annex 6) In general, aside from a World Bank study dealing with cost efficiency and a UNICEF commissioned study on opportunity costs, there is an incomplete understanding of the cost efficiency of interventions, which has implications for replicability and sustainability.

Possibilities for sustainability and replicability

Promising possibilities for replicating and sustaining girls' education efforts, and accelerating and mainstreaming a "movement" in favour of girls' education, include inter alia: the engaged / empowered community associations involved in promoting and supporting girls' education, e.g. the APEAEs and AMEs; teachers and school administrators who have been "gender sensitized"; the network of women in influential positions at the national level, who can link and network with other women and men throughout the system; implementation of the specific girls' education policy that aims to integrate AGEI innovations in the education system; coordinated use of Fast Track and 25/2005 Accelerated Girls' Education Initiative monies, HIPC and other external resources; strengthened institutional leadership, capacity and infrastructure, with special emphasis on prefectural and district levels that can strengthen decentralization processes.

The well known reality is that each and every possibility requires ongoing support and follow through. Existing community associations need encouragement and capacity building, and new associations need to be established and sensitized to become promoters of girls' education. Continuing capacity building activities with school and government personnel are needed so they can work with families and communities on supporting girls' education, as well as coordinate and manage partners, and meet conditions to absorb funding from the potential sources. In particular, several stakeholders note communities need help in creating "pistes" or pathways for developing their own revenue streams so they can finance educational needs and priorities and, thereby, take full ownership of supporting the education of all children in their communities.

6. AGEI – Guinea financial overview

The AGEI in Guinea was preceded by the Programme Education des Jeunes Filles/Girls' Education Programme, which was supported between 1994 and 1996 with funding from CIDA Canada in the amount of US\$ 483,476 and the Finnish Committee for UNICEF in the amount of US\$225,642. The AGEI Phase I (1997-2000) and Phase II (2001-2004) were supported principally by the Government of Norway. In Phase I a total of US\$985,547 was received and for Phase II US\$566,307, and in between a bridging amount totalling US\$182,218 was provided, which together totalled US\$ 1,734,072. Other funding sources included the French government (US\$84,813) and the French Committee for UNICEF (US\$48,305). In sum, the AGEI in Guinea between 1994 and 2004 received a grand total of US\$2,576,308 in the form of Other Resources. The AGEI has also been supported with Regular Resources of the Child Development Programme, and interlinked with other programmes in the Programme of Cooperation.

7. VII. Cross-cutting implications

Studying the AGEI in the Guinean context, one of the poorest in the world that is complicated by the demands of emergency programming, has resulted in revealing and affirming implications for moving forward with improving girls' education in Guinea and in other countries.

First, it is important to maintain a clear and continuous focus on girls' education within an Education for All framework that should be based in policy and programme, so girls get extra attention to ensure that their education is valued and supported as much as boys' education.

Second, conducting a critical gender analysis of society in general and in relation to education on a regular basis helps practitioners understand and select programme/project priorities. The analysis should cover all societal forces, political, economic, social, and cultural. Since gender analysis is a relatively infrequent practice, it becomes an area in which capacity needs to be built, and tools need development and refinement.

Third, building institutional capacity is key for governments to take firmer control of the development process, the coordination of external support, and be able to successfully decentralize decision-making to prefectural, district and community levels.

Fourth, governmental leadership in coordinating external support, and the willingness and mechanisms of external support partners to work together, and seek complementarity and best use of their comparative advantages are essential ingredients in developing a truly girls' education programme approach versus a project approach that is disparate and "non-synergistic". This is not to say that projects should be eliminated, but their innovations should fit into the broader programme systematically and systemically.

Fifth, the focus needs to remain on gender equity, but also needs to be enhanced by giving significantly more attention to determining how to work towards achieving gender equality. A first step, especially for the UNICEF Guinea Country Office, is to consider adding a gender expert to the Education Team, who could give the time and attention necessary to fully integrate a gender perspective in the education programme as well as throughout the Country Programme.

Sixth, innovations need continuous refinement, the human rights based approach supported by UNICEF needs to be integrated at all levels of girls' education programming, and implementation of a results-based managed approach is a must, which will help to ensure that monitoring and evaluation will be systematic and contribute to understanding outcomes and possibilities for replication of interventions.

Seventh, community-based strategies need to maintain the focus on communities taking ownership of education activities, and help to discover pathways to generate income streams for community development, particularly girls' education.

Eighth, men and boys need to become full-fledged partners in girls' education. There is a need for the public to understand that when girls' education is fully supported the provision of education improves for both girls and boys.

Ninth, female teachers sensitized in girls' education become a role model for girls, they need to be recruited and, perhaps, receive extra incentives to join the teaching force in rural areas.

Tenth, supporting the overall planning and monitoring processes at prefectural, district and local levels in different sectoral areas, and keeping girls' education in the forefront of each sector, will facilitate the convergence of sectoral programming and enable a country to more effectively and efficiently address access, retention, performance and completion, and the broad-based learning environment of girls and boys.

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Annex 1: List of Documents Reviewed

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Centre Nafa ou École de la Seconde Chance, Ministère de l'Education Nationale et de la Recherche Scientifique Guinéen et l'UNICEF, Les Editions Gannal

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Annex 2: Contact List

	Prenoms et Nom	Fonction	Institution
*	Marcel Rudasingwa	Representative	UNICEF - Guinee
1.	Assane Amadou	Administrateur Programme Education de Base	UNICEF - Guinee
2.	Mamadou Sadjaliou Bah	Assistant Programme Education de Base	UNICEF - Guinée
3.	Mohamed Azedine Salah	Coordinateur Programme	UNICEF - Guinée
4.	Hadja F. Passy Kourouma	Coordinatrice	Comite National Equité
5.	Momo Bangoura	Directeur National	Direction National Enseignement Elémentaire
6.	Mme Hadji Fatou Haribot	Ministre	Ministère Affaires Sociales Promotion Féminine et de l'Enfance
7.	Dirius Dore	Directeur	Direction Nationale Petite Enfance
8.	El Hadj Mamadou Kebaly Sow	Coordinateur	Commission Nationale Education de Base Pour Tous (CONEBAT)
9.	Mamadou Mane	Chef Section	CONEBAT
10.	David Kouroussa Camara	Coordinateur Adjoint	CONEBAT
11.	Hadja Hawaou Diallo	Chef Section	CONEBAT
12.	Mamadou Keyra	Chef Section	CONEBAT
13.	Djibril Fofana	Chef de Division	Institut National de Recherche et Action Pédagogique (INRAP)
14.	Lamine Barry	Chef Section	INRAP
15.	Ahmadou Diallo	Chef Section	INRAP
16.	Alpha Ibrahima Bah	Equipe Education	USAID
17.	Maladho Balde	Equipe Education	USAID
18.	Natasha DeMarckon	Equipe Education	USAID
19.	Christophe Diwara	Secrétaire	Forum des Educatrices de Guinée (FEG)/FAWE
20.	Hadja Djenabou Sampil	Présidente	FEG/FAWE
21.	Saran Seck	Vice Présidente	FEG/FAWE
22.	Ibrahima Sankhon	Chef Cabinet	Ministère Enseignement Technique et de la Formation Professionnelle
23.	Sanassa Diane	Coordonnatrice	Comite Genre et Equité Enseignement Technique (COGETEP)
24.	Ibrahima Soumah	Ministre	Ministère Enseignement Technique et Formation Professionnelle
25.	Hakan Falkell	Responsable Programme	Programme Alimentaire Mondial (PAM) Guinée
26.	Kadiatou Diallo	Responsable Cantine Scolaire	PAM
27.	J. Wetinens	Représentant Résident	Banque Mondiale Guinée
28.	Ibrahim Magasi	Responsable Éducation	Banque Mondiale Guinée
29.	Thierno Abdourahmane Barry	Président	Association des Parents d'élèves et Amis de l'école (APEAE), Dalaba
30.	El-Hadj Oumar Diallo	Président	District Djiguiwel, Dalaba
31.	Mamadou Oury Bah	Secrétaire	District Djiguiwel, Dalaba
32.	Mamadou Gando Diallo	Trésorier	District Djiguiwel, Dalaba

33.	Mamadou Balde	Enseignant	École Primaire Djiguiwel, Dalaba
34.	Kanny Sidibe	Enseignante	École Primaire Djiguiwel, Dalaba
35.	Abdoulaye Cisse	Enseignant	École Primaire Djiguiwel, Dalaba
36.	El Hadj Kante	Animateur Principal	Centre Nafa, Diangolo, Dalaba
37.	Mamadou Saidou Kante	Animateur Communautaire	Centre Nafa Diangolo, Dalaba
38.	Thierno Moussa Barry	Président Comite de Gestion,	Centre Nafa Diangolo, Dalaba
39.	Mamadou Kolon Barry	Membre Comite de Gestion,	Centre Nafa Diangolo, Dalaba
40.	Fatoumata Bomboly Barry	Membre Comite de Gestion	Centre Nafa Diangolo, Dalaba
41.	El Hadj Amadou Bailo Barry	Président	District Diangolo, Dalaba
42.	Hadja Nafissatou Bah	Directrice	Centre Nafa Dalaba
43.	Algassimou Bah	Animateur Principal	Centre Nafa Dalaba
44.	Mamadou Aliou Bah	Animateur Communautaire	Centre Nafa Dalaba
45.	Mamadou Saidou Balde	Directeur	Direction Préfectorale de l'Éducation (DPE), Dalaba
46.	Amadou Camara	Directeur	École Primaire de Syli, Dalaba
47.	Ibrahima Barry	Enseignant	École Primaire de Syli, Dalaba
48.	Aissatou Diallo	Enseignante	École Primaire de Syli, Dalaba
49.	Ilere Mara	Enseignant	École Primaire de Syli, Dalaba
50.	Fatoumata Kanny Balde	Enseignante	École Primaire de Syli, Dalaba
51.	Mariama Baillo Sow	Enseignante	École Primaire de Syli, Dalaba
52.	Mamady Beyla Diakite	Directeur	Direction Préfectorale de l'Éducation (DPE) de Dabola
53.	Alpha Abdoulaye Barry	Chef de section	Planification et statistique, DPE, Dabola
54.	Lamarana Diallo	Chef section	Enseignement secondaire, DPE, Dabola
55.	Ibrahima Sory Barry	Chef section	Enseignement élémentaire, DPE, Dabola
56.	Alpha Mamadou Thiam	Charge du Personnel	DPE, Dabola
57.	Blavo Soropogui	Chef section Alphabétisation	DPE, Kouroussa
58.	Ansoumane Sidibe	Chef section	Enseignement élémentaire, DPE, Kouroussa
59.	Fankawa Traore	Directeur	Délégation Spéciale de l'Enseignement Élémentaire (DSEE), Kouroussa
60.	Amadou Tidjane Dioubate	Animateur Principal	Centre Nafa Sanguiana, Kouroussa
61.	Moustapha Camara	Président	Communauté Rurale de Développement (CRD) de Sanguiana, Kouroussa
62.	Folamady Camara	Président Comite de Gestion	Centre Nafa, Sanguiana, Kouroussa
63.	Ismael Sidiki Keita	Secrétaire Communautaire	CRD Sanguiana
64.	Cece Nestor Lamah	Directeur	École Primaire de Sanacia, Kouroussa
65.	Ansoumane Sagno	Enseignant	École Primaire de Sanacia, Kouroussa
66.	Zakaria Koulibaly	Enseignant	École Primaire de Sanacia, Kouroussa
67.	Sakho Camara	Président	APEAE, École Primaire de Sanacia, Kouroussa
68.	Sira Kante	Présidente des femmes et Vice-Présidente	APEAE, École Primaire de Sanacia, Kouroussa
69.	Mone Keita	Président	District Sanacia, Kouroussa
70.	Bella Camara	Membre APEAE	École Primaire de Sanacia, Kouroussa

71.	Kalil Camara	Secrétaire APEAE	École Primaire de Sanacia, Kouroussa
72.	Sory Diawara	Enseignant	École Primaire de Hermakono, Dabola
73.	Yaye Omou Barry	Enseignante	École Primaire de Hermakono, Dabola
74.	Aissatou Noumou Barry	Enseignante	École Primaire de Hermakono, Dabola
75.	Amadou Tidiane Barry	Enseignant	École Primaire de Hermakono, Dabola
76.	Boubacar II Barry	Enseignant	École Primaire de Hermakono, Dabola
77.	Alimou Bah	Président APEAE	École Primaire de Hermakono, Dabola
78.	Marie Camara	Membre APEAE	École Primaire de Hermakono, Dabola
79.	Kaba Sidibe	Membre APEAE	École Primaire de Hermakono, Dabola
80.	El Hadj Arbaba Diallo	Membre APEAE	École Primaire de Hermakono, Dabola
81.	M'bemba Kaba	Membre APEAE	École Primaire de Hermakono, Dabola
82.	Alpha Mamadou Barry	Membre APEAE	École Primaire de Hermakono, Dabola
83.	Thierno Saidou Barry	Chef Section Enseignement Élémentaire	Enseignement Secondaire, DPE, Dabola
84.	Boubacar Bogoma Diallo	Responsable	Antenne Alphabétisation, DPE Dabola
85.	Boubacar Diallo	Chef section	Enseignement Élémentaire, DPE, Dabola
86.	David Wright	Directeur National	Concern Universal, Guinée
87.	Karen	Responsable Programme	Concern Universal, Guinée
88.	Adapou Philip	Charge programme IEFA	Concern Universal, Guinée
89.	Mamadou Diakite	Directeur	École Primaire Kouroufinden, Dabola
90.	Mamadou III Camara	Enseignant	École Primaire Kouroufinden, Dabola
91.	Mamadou Aliou Kourouma	Enseignant	École Primaire Kouroufinden, Dabola
92.	Bakary Conde	Enseignant	École Primaire Kouroufinden, Dabola
93.	Sao Prospere Bongono	Enseignant	École Primaire Kouroufinden, Dabola
94.	Mamadou Mouctar Diallo	Enseignant	École Primaire Kouroufinden, Dabola
95.	El Hadj Bakary Keita	Président APEAE	École Primaire Kouroufinden, Dabola
96.	Hadja Mariama Conde	Présidente	Association des Meres École P. Kouroufinden, Dabola
97.	Saran Keita	Membre	Association des Meres École P. Kouroufinden, Dabola
98.	Kanke Oulare	Membre	Association des Meres École P. Kouroufinden, Dabola
99.	Alpha Boubacar Barry	Chef section	Planification et Statistique, DPE, Mamou
100.	Galema Guilavogui	Ministre	Ministère Enseignement Pré-Universitaire et Education Civique (MEPU-EC)
101.	Eugene Camara	Ministre	Ministère Enseignement Supérieur et Recherche Scientifique (MESRS)
102.	Ibrahima Soumah (2eme fois)	Ministre	Ministère Enseignement Technique et Formation Professionnelle (METFP)

Restitution Meeting

List of Attendees (with the exception of UNICEF personnel)

1.	Hadja Djenab Sampil	Présidente	Forum des Educatrices de Guinée (FEG) / FWE
2.	Aissata Traore	Coordinatrice	Comite Genre et Equité Enseignement Supérieur (CGEES)
3.	Sanassa Diane	Coordinatrice	Comite Genre et Equité Enseignement Technique et formation professionnelle (CGETFP)
4.	Ramya Virekanadan	Assistante	Comite National Equité
5.	Hadja Passy Kourouma	Coordinatrice	Comite National Equité
6.	Momo Bangoura	Directeur National	Direction Nationale Enseignement Elémentaire
7.	Sekou Doumbouya	Représentant	Fraternelle de Développement (FRAD), ONG nationale
8.	Dr Maladho Balde	Éducation	USAID / Guinée
9.	Kadiatou Diallo	Responsable Cantine scolaire	PAM / Guinée
10.	Robert Olivier		PAM / Guinée
11.	Augustin Sakovogui	Représentant	Entraide Universitaire Pour le Développement (EUPD)
12.	Dr Aly Badara Doukoure	Représentant	World Education, Guinée
13.	Martin Ce Maomy	Chef Section	Institut National de Recherche et d' Actions Pédagogique (INRAP)
14.	Duni Goodman		Save the Children
15.	Mmadou Marga Diallo		Save the Children
16.	Saran Seck	Directrice Nationale Adjointe	Direction Nationale de la Petite Enfance

CENTRES VISITES

Prefecture		École IEFA	Centre Nafa
Dalaba	Urbain	École Primaire de Syli	Dalaba Centre
	Rural	École Primaire de Djiguiwel	Diangolo
Dabola	Urbain	Hermakono	
	Rural	Kouroufinden	
Kouroussa	Urbain		
	Rural	École Primaire de Sanacia	Sanguiana

Annex 3: List of international partners working on girls' education in Guinea

(This list was provided by UNICEF Guinea, which indicated partners included have interventions dealing with general equity or girls' education aspects.)

Partners	Interventions	Geographic Zones	Actual/Potential Interactions with UNICEF
USAID	NFQE Project (Fundamental Levels of Quality and Equity / Support to the Ministry: strategic planning, school statistics, financial and budget management, teacher training (Interactive Radio), elaboration of didactic materials, evaluation of learning achievement PACEEQ Project (Support Project to Communities for Education, Equity, and Quality): training Parents' Associations, support to community planning, school infrastructure....	Entire country Entire country	Work on school statistics Gender questions in manuals Improvement of the physical environment of schools
World Bank	Education for All Project: school infrastructure and equipment, school health and nutrition, report card, human resources management, initial teacher training, non-formal education (Nafa Centres and Literacy Centres), early childhood development, communication, evaluation	Entire country	Support to Nafa Centres ECD
Japanese Agency of International Cooperation	School construction and equipment, support to communities for their management and maintenance	Conakry	Information exchange
French Cooperation	Training of education administrators, continuous teacher training, curricula development, evaluation	Entire country	Action Research on Girls' Education (1999-2002) Teacher training
GTZ	Programme of self promotion and improvement of teachers in Middle Guinea HIV/AIDS prevention at schools	Middle Guinea Entire country	Teacher training Development of School Educational and informational material on the fight against HIV/AIDS
European Union	School infrastructure equipment and construction, budget support, school manuals	Entire country	Information exchange
Écoliers du Monde	Support to community planning, teacher training, literacy Strengthening capacities of ECD personnel	Prefectures of Boffa, Fria, Forecariah, and Telimele Entire country	Training on multigrade classes Support to communities on girls' education
World Food Programme	School kitchens/canteens	Entire country (especially in the Middle and Lower Guinea)	Joint girls' education project in prefectures with low GER
World Education	PACEEQ Project (Support Project to Communities for Education, Equity, and Quality): Training Parents' Associations, support to community planning, school infrastructures (partner NGO for USAID)	Entire country (especially in the Middle and Lower Guinea)	Improvement of the physical environment in the IEFA schools
Save the Children, USA	PACEEQ Project (Support Project to Communities for Education, Equity, and Quality): Training Parents' Associations, support to community planning, school infrastructures (partner NGO for USAID)	High Guinea and Forest Guinea	Improvement of the physical environment in the IEFA schools
Plan International/ Guinea	Girls' Education Project (1998-2000) Community Development Programme	Entire country Forest Guinea	Community activities for girls' education

Annex 4: Review of education data in the AGEI project zone

As of 2002, the AGEI project zone consisting of 15 targeted prefectures⁵ had a population of children totalling 513,135 children, with 238,034 (46%) being girls, which comprised 37% of the school age population in the country (approximately 1.4 million children). Out of these school age children, 211,363 were in school, including 106,987 (39%) girls as compared to 37,766 in 1996, meaning that over the past 10 years the number of girls in school in the project zone has increased nearly threefold.⁶

<i>AGEI Zone Academic Year</i>	<i>GER Girls %</i>	<i>GER Boys %</i>	<i>Total %</i>	<i>Gender Gap Variation (# points)</i>
<i>1997-1998</i>	23	50	36	27
<i>1998-1999</i>	26	52	39	26
<i>1999-2000</i>	30	54	42	24
<i>2000-2001</i>	34	55	44	21
<i>2001-2002</i>	45	60	53	15

<i>Girls' GER in AGEI targeted prefectures</i>	<i>Pre-AGEI project 1993</i>	<i>Near end of AGEI Phase II 2002</i>	<i>% point variation</i>
<i>Kindia*</i>	25	77	52
<i>Kissidougou*</i>	23	75	52
<i>Dabola*</i>	18	49	31
<i>Kouroussa*</i>	10	44	34
<i>Dalaba *</i>	18	43	25
<i>Macenta</i>	19	43	24
<i>Beyla</i>	10	41	31
<i>Télimélé</i>	10	39	29
<i>Lérouma</i>	10	38	28
<i>Mandiana*</i>	9	37	28
<i>Forécariah*</i>	14	35	21
<i>Koubia</i>	10	33	23
<i>Mali*</i>	10	31	21
<i>Dinguiraye*</i>	8	28	20
<i>Gaoual*</i>	10	28	18

* The prefectures currently receiving AGEI support.
 **The emergency prefectures, Nzérékoré, Macenta, Beyla, and Guékédou, are part of the IEFA project but are not accounted for in this data presentation.

The primary school Gross Enrolment Rate (GER) for the AGEI project zone in 2002 was 53%, with a 45% rate for girls. This represented a remarkable increase from 1997/98 when girls' GER in the zone was at 23%. In the same time period, boys' GER jumped from 50% in 1997 to 60% in 2002. While education opportunities were improving for both girls and boys, the gender gap disfavoring girls has persisted, although it has narrowed from 27 points in 1997 to 15 points as of 2002. This compares to the national gender gap of 22 points with GER for boys at 78% and 56% for girls. The Net Enrolment Rate (NER) at the national level is 52% for boys and 42% for girls. In the project zone girls' NER went from 28% in 2001 to 37% in 2002.⁷

Among the 15 prefectures the increase in girls' GER since the initiation of the AGEI project in 1994 is significant and unprecedented. Most recent data indicate gains of between 18–52 percentage points. Marked disparities among the prefectures, however, continue. For example, in Dinguiraye and Gaoual, GER for girls is as low as 28%, while in Kindia and Kissidougou it is 77% and 75%, respectively. In particular, the increases in GER are particularly notable in the prefectures of Kindia, Kissidougou, Kouroussa, Dabola, Beyla, Gaoual and Mandiana.

⁵ AGEI Phase II also includes emergency prefectures: Nzérékoré, Macenta, Beyla, and Guékédou.

⁶ Source of zonal data: Statistical Directory of the Project Zone 2001/2002, UNICEF-MEPU-EC, 2002

⁷ Source of national data: State of the World's Children 2003, UNICEF, 2003

2002 Repetition Rate	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Girls	19	15	16	18	22	36
Boys	10	14	14	15	17	35
Difference	9	1	2	3	5	1

Repetition and drop out rates for girls in the AGEI project zone are highest in grades 4th through 6th, with 6th often marking the end of

school for those children who succeed in making it to this level, especially girls. An analysis of the statistical directory of the project zone for 2002⁸ indicates that girls tend to repeat slightly more than boys between grades 1 and 6, with grade 1 showing the highest rate of repetition with a difference of 9 points disfavours girls.

Girls' drop out rates increase with each school year. However, the drop out rate becomes much more considerable beginning in grade 3/4 and most significant in grade 6. In the AGEI project zone, there is variation among the prefectures with the highest drop out rates occurring in the prefectures of Lélouma, Mandiana, Dinguiraye, Beyla, Koubia, and Kouroussa, ranging from nearly 50% to just under 40%. Kindia was the one exception that succeeded in not having any girls drop out of school in the 6th grade in 2002.

Girls' Drop out rate in AGEI project zone/2002	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Kindia	0	2	11	10	15	0
Kissidougou	0	5	5	6	17	21
Dabola	9	2	5	8	4	31
Kouroussa	12	0	16	9	7	38
Dalaba	4	0	1	16	8	23
Macenta	4	21	26	21	24	22
Beyla	1	0	0	11	9	39
Télimélé	13	10	8	15	3	9
Lélouma	12	14	7	13	11	49
Mandiana	13	5	4	10	16	48
Forécariah	0	14	18	27	18	28
Koubia	13	8	12	7	25	39
Mali	6	8	4	10	2	29
Dinguiraye	19	13	0	8	14	46
Gaoual	0	8	15	20	32	15
Average for Project Zone	4	7	10	12	14	24

In sum, the above data indicate that more children, girls in particular, are in formal school in the AGEI project zone today as compared to the beginning of the project, even though the rate is lower than other zones and national averages, and there continues to be wide geographic disparity. The data clearly indicate that completion is a serious problem for girls as they progress through the education system, particularly as they enter 3rd and 4th grades, which is when drop out and repetition rates become more frequent. The data reinforce the relevance and importance of focusing on girls' education, and giving attention to those prefectures where girls' education is most precarious.

⁸ The data analysis was done by Mamadou Aliou Diallo and presented in the *Evaluation of AGEI Project in Guinea, Final Report* prepared by Mamadou Aliou Diallo in January 2003.

In the non-formal setting, the 150 existing Nafa Centres include 134, which are rural-based. In 2003, out of 1307 learners in the 30 Nafa Centres currently supported by the AGEI, 1132 are girls (87%). Passage into the formal school system during 2003 by learners in these Nafa Centres was 44%. Out of the total of 5028 learners in all Nafa Centres in 2002, 4976 (99%) were girls. Throughout the life of the Nafa Centre programme there have been 13,000 learners, who are usually illiterate upon entry. To date, about 7000 have completed the accelerated three-year basic education/job skills programme.

Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
# Nafa Centres	4	12	25	38	64	95	110	125	139	150

Annex 5: Code of Conduct for Teachers

The 10 Equity Principles

1. Give girls and boys the same chores.
2. Ask girls and boys the same kinds of questions.
3. Expect the same quality of performance from girls and boys.
4. Use respectful language towards girls as with boys.
5. Have respectful behaviour towards girls as with boys.
6. Do not harass the girls.
7. Demand the same level of school attendance of girls and boys.
8. Allow boys and girls to participate in activities according to their interests and needs.
9. Give girls and boys the same amount of time for schoolwork.
10. Apply these commandments all the time and in all places.

Annex 6: IEFA unit school costs for materials and equipment in US dollars

Unit Costs for education in US dollars

• Unit cost of one unequipped classroom:	US\$3,500
• Unit cost of one equipped classroom:	US\$4,200
• Unit cost of block of latrines with 3 cabins:	US\$41,300
• Unit cost of brick well:	US\$1,500
• Unit cost of buse well:	US\$2,100
• Unit cost of pump well:	US\$2,500
• Unit cost of drilling equipment:	US\$3,900
• Unit cost of recreation space:	US\$1,050
• Furniture (desks, benches, teacher desk) for one classroom:	US\$460
• Unit cost of school manual:	US\$3.50
• Unit cost of education kit for 40x2 students:	US\$288
• Unit cost of recreation kit:	US\$300

Global Unit Costs

**Community education centre or Nafa Centre:
(2 activity rooms for 60 children) US\$7,400**

Formal school with 3 classrooms (for 120 students):	US\$11,863
Furniture for 3 classrooms:	US\$1,374
2 latrine blocks (3 cabins each) for girls and boys:	US\$1,300
1 recreation space with equipment:	US\$ 1,381
1 drilling equipment:	<u>US\$3,900</u>

Grand total for formal school: US\$19,366

Information provided by UNICEF Guinea, Education Section

Annex 7: Sample of the Nafa Centre Certificate

REPUBLICUE DE GUINEE
Travail - Justice - Solidarité

Ministère de l'Enseignement Pré-Universitaire et de l'Education Civique
Commission Nationale Education de Base pour Tous (CONEBAT)
Direction Préfectorale de l'Education de

MEPU-EC
CONEBAT

UNICEF

I.R.E
D.P.E

Attestation de Fin de Cycle au Centre Nafa

Le Directeur Préfectoral de l'Education de atteste que
Monsieur / Mlle Né(e) à le
Fil. de et de
a suivi avec succès le Cycle de Formation au Centre Nafa de
du au

En foi de quoi la présente Attestation lui est délivrée pour servir et valoir ce que de droit.

Fait à le 200.....

Le Directeur Préfectoral de l'Education

Annex 8: Map of Guinea



Annex 9: Field Visit Schedule of the AGEI Evaluation Team in October 2003

Sunday, 12 October	Arrival in Conakry, Guinea
Monday, 13 October	Briefing with the UNICEF team and national consultant, Representative, and Senior Programme Officer Meeting with the National Equity Committee Meeting with the National Elementary Education Directorate (DNEE) Meeting with Minister and staff of the Ministry of Social Welfare, Women's Promotion and Childhood Development Meeting with the National Commission of Education for All (CONEBAT)
Tuesday, 14 October	Meeting with the National Institute of Research and Teaching (INRAP) Meeting with USAID Meeting with FEG/FAWE (Forum for African Women Educationalists) Meeting with World Food Programme Meeting with the Minister and staff of the Ministry of Technical Education and Professional Training Meeting with the World Bank Meeting with UNICEF Guinea Education Team
Wednesday, 15 October	Field Visit to Dalaba Prefecture (6 hours by car) Visit with the DPE of Dalaba (Prefectural Education Department) Brief visit to Primary School Syli, Dalaba
Thursday, 16 October	Visit to IEFA School, Djiguiwel District, Dalaba Visit to Nafa Centre, Diangola District, Dalaba Visit to Nafa Centre, Dalaba Visit to Primary School Syli, Dalaba Travel to Dabola Prefecture (about 5 hours)
Friday, 17 October	Travel to Sanguiana, Kouroussa Prefecture (about 1 hour) Visit to Nafa Centre, Sanguiana Visit IEFA School, Sanacia, Prefecture Kouroussa Return to Dabola Visit IEFA School, Dabola Visit Concern Universal, NGO
Saturday, 18 October	Meeting with the {Prefectural Education Department, Dabola) Visit primary school next to the DPE Visit IEFA school Kouroufinden (along return route) Return to Conakry
Sunday, 19 October,	Meeting at UNICEF Guinea with Education Team Planning session among Evaluation Team for Restitution Meeting
Monday, 20 October	Evaluation Team preparations for the Restitution Meeting
Tuesday, 21 October	Restitution Meeting with partners Meeting with Ministers of Ministry of Pre-University Education and Civic Education (MEPU-EC) and Ministry of Technical Education and Professional Training (MET-FP), senior staff representative of the Ministry of Social Welfare, Women's Promotion and Childhood Development, with National Equity Committee members
Wednesday, 22 October	Final meetings with UNICEF Guinea Education Team, Monitoring Officer, Evaluation Team Evening departure from Conakry