

Regional Documentation on the Education and Skills Development of Adolescents In and Out of School

In West and Central Africa





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EXECUTIVE SUMMARY

This documentation identifies, maps, reviews, and assesses effective and scalable interventions implemented in West and Central Africa over the past five years that aimed to reduce primary and middle school dropout, especially by girls; increase access to alternative learning pathways, and/or help adolescents develop employability skills.

The documentation is intended to provide learning from these interventions to inform strategy and programme design supporting adolescents by UNICEF and partners. It also aims at informing the development of a UNICEF regional strategy to use schools and alternative learning centers as a platform to provide integrated services for adolescents and describes some findings resulting from this process. UNICEF anticipates that using schools as integrated providers of services to adolescents will help reduce dropout, especially of girls, increase access to alternative learning pathways, and help adolescents develop employability skills. This will support accelerate the progress on UNICEF's regional Key Results for Children (KRC) 3 on "Equitable and sustainable access to education".

UNICEF West and Central Africa Regional Office (WCARO) worked with a consulting team to identify, map, review and assess programs implemented within the past five years that are effective in preventing adolescent drop out from upper primary and lower secondary schools; offer literacy, numeracy, life, digital literacy/learning, and employability, and job-specific skills; and/or broaden Koranic school curricula to cover core curricular areas, including literacy, numeracy, life skills, and employability skills.

The exercise identified 51 interventions across the region. The process of collecting information was challenging, requiring a great deal of time and follow-up. These interventions were compiled in the **database**, that served as a basis of the documentation. The database includes brief descriptors and narrative project descriptions. It can be filtered using 38 descriptors. It offers a resource to support cross-country learning, identify examples

of good practice, and inform learning agendas. Given the variability of the data in the database, the database is most useful as an easy-to-use and searchable compendium of project information. It is less suited to use in cross-project comparisons and related quantitative analysis. Complete program documentation was not available for all interventions; for example, for some interventions, there was a proposal, but only limited reporting was available and/or financial information was not available or was limited to budget information. Patchy documentation notwithstanding, the database is a useful tool that UNICEF and partners can use to strengthen its knowledge, propose learning and evaluation priorities, and inform strategic decision making about education programming for adolescents across the region.

Of the 51 interventions in the database, 23 included dropout prevention interventions, 23 offered some form of literacy, numeracy, social-emotional, and/or employability skills development; and five expanded Koranic school content to include standard core curricular areas. Project contexts included conflict and displacement, rural, and urban.

A coding system enables the analysis and classification of the interventions included in the database, in line with outcome-based questions provided by UNICEF. Interventions in the database are classified as demonstrating good, promising, and emerging practices using a rubric including criteria for assessing evidence-based design, feasibility, and replicability. UNICEF's outcome-

based questions pertained to positive project outcomes, potential for scale, contribution to enhancing the accountability of duty-bearers, promotion of national ownership, potential to accelerate achievement of UNICEF Key Results, integration of services in support of efficiency, financial and social sustainability, and justification for replication considering project risks and opportunities.

While the database is useful in consolidating descriptive information and facilitating a qualitative understanding of programs, the variability and incompleteness of the information it contains makes it difficult to pull out meaningful descriptive statistics and analyses relating to the dataset as a whole (and this was not its intended purpose). Using this database in the future can enable improved analysis. Observations emerging from the document review and analysis process are:

- Of the 51 interventions captured in the database), five were assessed to demonstrate good practice in terms of results and evidence base, feasibility, and replicability, 26 to demonstrate promising practice, and 12 to demonstrate emerging practice.
- Most of the interventions assessed yielded, or seemed to be in the process of producing, positive results for adolescents.
- Over half of the interventions in the database involved the government and national authorities in the design or implementation of the program, and over one-quarter included an element of training government stakeholders.
- Over three-quarters of the interventions in the database leveraged partnerships with various national entities (government, civil society, the private sector, and others) as a service delivery strategy.
- Most of the programs assessed had the potential to accelerate results for children.
- It was possible to calculate descriptive efficiency statistics (average budgeted cost per beneficiary, inclusion of vulnerable youth, and average number of services provided per intervention) for each of the intervention categories (good, promising, emerging), but

performing a more in-depth analysis and generating conclusions about the data were beyond the scope of this contract.

- It was possible to identify a number of systemic social and cultural risks that challenged, and were addressed in, the interventions in the database. Documentation from these interventions can be a useful source of information for UNICEF and partner staff who are designing interventions and considering risks and mitigation strategies.


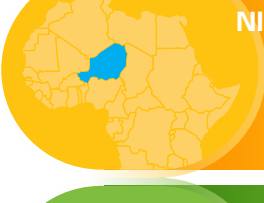
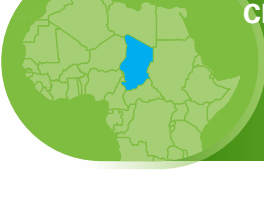
Good practices identified in the interventions assessed included the following:

- Using technologies and teaching methods such as interactive radio instruction, integrating refugees in formal, non-formal or informal education systems that enhance access to education in difficult contexts.
- Implementing education programs with a holistic approach that integrate multiple social services that may be deficient in conflict-affected contexts (health, WASH, food security, etc.).
- Engaging government entities through all project phases (scoping study, design, implementation and/or M&E) to increase government collaboration and ongoing investment.
- Including government financial investment from the start and throughout the project.
- Ensuring that skills-building activities include income generating support for graduates.
- Supporting learning exchanges between countries to strengthen knowledge about gender transformation.
- Facilitating a regional dialogue on integrated services including infrastructure investment to build understanding of high-impact investments.
- Documenting learning as a habit of practice in all interventions.

SUMMARY OF CASE STUDIES

The case studies were selected to show diversity of program types. They were undertaken in six countries of the region dealing with a range of education challenges. These include conflict, challenging gender norms, high youth

unemployment, and persistent insecurity. Access and quality of education in each country case study has been enhanced through investments made by UNICEF and partners.

Country	Program Name	Program Type(s)
 COTE D'IVOIRE	Appui à la mise en œuvre de la Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système éducatif officiel (SNIESIE)	Enhancing Koranic Education
 MAURITANIA	Savoir, Apprendre et Faire pour être Indépendante durant mon Adolescence (Projet SAFIA)	Skill-building
 SENEGAL	Projet d'Amélioration des Performances de Travail et d'Entrepreneuriat au Sénégal (APTE-Senegal)	Skill-building
 GHANA	Better Life for Girls (BLG)	Drop-out prevention
 NIGER	Support to Professional Integration of Conflict-Affected Youth Program (PIPJ)	Skill-building
 CHAD	Projet de développement d'urgence de l'offre inclusive d'éducation pour les enfants, les adolescents et les jeunes de la crise Nigeria + au Tchad	Skill building + Enhancing Koranic Education

Drop-out prevention: Interventions that are effective in preventing adolescent girls' and boys' drop out from upper primary and lower secondary schools.

Skill-building: Interventions that offer skills (literacy, numeracy, digital literacy/digital learning, business skills, psychosocial life skills, economic

livelihoods/job-specific skills for employability) targeting adolescents in and out of school.

Enhancing Koranic Education: Interventions or programs that broaden the scope of curricula of Koranic schools beyond religious education to cover relevant core curricular areas (including literacy, numeracy, life skills and skills for employability).

CÔTE D'IVOIRE

PROMISING

Formalizing Koranic Education: The Case of the National Strategy for the Integration of Children from Islamic Education Structures into the Formal Education System (SNIESIE)

SNIESIE is an initiative led by the Ivorian Government aiming to integrate students from Islamic education structures (IES) into the national education system. With the financial help of the European Union, UNICEF Côte d'Ivoire facilitated its implementation by supporting countrywide awareness raising activities and developed a mechanism to allow stakeholders to officially voice their perspectives. Capacity-building for IES teachers and mapping of IESs were also conducted. By building on areas of agreement, this initiative resulted in the adoption of a harmonized curriculum for IESs, currently implemented in the third of all Ivorian IESs, and the integration of 547 IESs into the formal education system. This program was implemented nationally in urban, peri-urban and rural areas.

MAURITANIA

PROMISING

Learning about Girls-Only Education Programming—The Case of SAFIA

SAFIA (*Savoir, Apprendre et Faire pour être Indépendante durant mon Adolescence*) is a pilot program that represents a chance for UNICEF and its partners in Mauritania to learn about girls-only programming for vulnerable girls in a peri-urban setting. SAFIA undertook consultations with different groups and quickly learned that entrenched gender norms limited girls' participation in activities outside the home. The SAFIA project adjusted to the community and has built gender-inclusive infrastructure and offered various learning opportunities. Ultimately, SAFIA aims to challenge social norms by helping girls work in traditionally male-dominated fields. SAFIA is funded by the private donors and French NATCOM, *Comité Français* and is implemented by UNICEF. This program was implemented in the municipality of Dar Naim, which is a district of the capital city of Nouakchott.

SENEGAL

GOOD

Bringing School to Work Curriculum to National Scale: The Case of the APTE Project

The APTE (*Projet d'Amélioration des Performances de Travail et d'Entreprenariat au Sénégal*) is a youth employability program that is equipping 30,000 students in Senegal's 200 lower-secondary and 50 TVET schools with transferable skills. APTE includes close collaboration with government at all levels with

the aim to institutionalize high quality youth employability programming. The APTE program also build partnerships with private sector. APTE has been replicated in Senegal from the Azaki Kanozi program in Rwanda. At mid-term, APTE had enrolled 30,000 students, trained 72 government officials to support teachers, trained 293 school administrators, and 1,500 teaches. Further reporting indicates strong support from communities and government intentions to sustain the program. The APTE program was funded by the MasterCard Foundation and implemented by the Education Development Center. APTE Senegal was implemented in eight of Senegal's 14 regions.

GHANA

GOOD

[A Multi-Sectoral Approach for Girls Education in Ghana: The Case of the Better Life for Girls Program](#)

The Better Life for Girls (BLG) program in Ghana was effective in offering a range of systems strengthening and service delivery activities that led to an improvement in Junior High School completion rate in 70 schools for both girls and boys and an increase in government allocation of financial resources to support girls' education. Services included the building of pilot changing rooms for improved menstrual hygiene management, iron folate supplementation, upskilling of teachers, mentoring of adolescents and community engagement especially around issues of child protection. Based on successes, the Ghana Education Service decided to scale up best practices from the 'Better Life for Girls' to other districts and at the Senior Secondary levels of education. BLG was funded by the Korean International Cooperation Agency and implemented by UNICEF and the Ghana Education Service. The program was implemented in the five Northern Regions and the Volta Region.

NIGER

PROMISING

[Youth education to stimulate economic growth in a conflict-affected context: The Case of Support to Professional Integration of Conflict-Affected Youth \(PIPJ\)](#)

PIPJ is a program targeting out of school and unemployed girls and boys from 14- to 25-years-old in conflict-affected areas. Co-funded by the Government of Japan and UNICEF, with the technical support of SwissContact, national and local stakeholders were able to offer short-term professional training focused on practice and meeting a specific local demand. PIJP services included career counselling, coaching and business advice, seed funding and provision of equipment, and trainers upskilling. With a cost-effective approach relying on evidence and local mobilization, PIJP exceeded its original targets and allowed the vitalization of local economy by helping unemployed youth integrate into the labor market and launch entrepreneurial activities. The program was implemented in the Tillabery region.

CHAD

PROMISING

Strengthening Skills-Building to Increase Resilience in Conflict: The Case of Emergency Provision of Inclusive Education (EPIE)

EPIE targeted children aged 6 to 17 from displaced, returned, refugee and host populations in the Lac province through formal, non-formal and informal education, and aimed to strengthen social cohesion through sports. With the financial support from the French Committee for UNICEF, UNICEF Chad, in close collaboration with several implementing partners, namely the Ministry of National Education and Civic Promotion, EPIE provided services such as capacity building for stakeholders around child protection and the provision of education and sport infrastructures. Support to curriculum development for Koranic schools and vocational training centers was also provided to offer additional gateways into the formal education system and to increase access to education. The program operated in all four departments in the Lac region (Mamdi, Fouli, Kaya and Wayi).



Photograph: © UNICEF

INTRODUCTION

In West and Central Africa, despite notable achievements in getting more children into schools during the past two decades (e.g., 4.3 million more in pre-primary education, 35.5 million more in primary education and 13.2 million more in lower secondary education between 2000 and 2017), many children are still left behind. Since 2010, there has been little change in the out of school rate which has only marginally declined from 33.2 per cent in 2010 to 29.3 per cent in 2021, while the absolute numbers are on the increase due to high population growth. Total number of primary and lower secondary school-age population out of formal schools increased from 32 million in 2010 to 41 million in 2018. Education in the region also faces a massive equity gap especially for vulnerable adolescents. In 2018, only 47 per cent of adolescent (42% of girls) completed lower secondary education and 89 per cent of adolescents (91% of girls) from the poorest quintile never attended school or have dropped-out from primary or were still in primary school.

Technical and vocational training opportunities that aid transitions from school to work are hard to come by, coupled with both skills gap and skills mismatch leading to high youth unemployment. This situation was exacerbated since the beginning of 2020 by the COVID-19 pandemic, which led to the disruption of education and training of children, adolescent and youth around the world with the closure of schools and alternative learning centers. In West and Central Africa, school closures affected 128 million pupils from pre-primary to upper secondary education increasing the risk of vulnerable children and adolescents dropping out completely.

Beyond the immediate response to the COVID-19 pandemic which consists in ensuring that all adolescents especially the most vulnerable continue learning during the closures of school and alternative learning centers and return to learning once they reopen, there is a need for long-term improvement of the quality and relevance of education for secondary age adolescents as well as skills development for active citizenship and preparation for employability.

In line with UNICEF West and Central Africa priorities on Key Results for Children (KRC) 3 and 4 on “Equitable Access” and “Improving learning outcomes”; and in order to reimagine the region without out school children and adolescent and provide all adolescents in and out of schools with quality and skills-based learning, UNICEF WCARO is developing a strategy aiming to use schools and alternative learning centers as platforms for integrated services for adolescents. The purpose of this strategy is to reduce the large numbers of children and adolescents out of school by i) preventing dropout from school of adolescents, especially girls from upper primary to lower secondary; ii) scaling up effective alternative learning interventions for adolescents out of school; and iii) integrating skills for employability in learning programmes targeting adolescents in and out of school. To support this strategy, there is a need to generate data and evidence to strengthen programmes or strategies, systems and actors for an effective implementation.

UNICEF worked with a consulting team to support this effort through a regional documentation exercise aimed at identifying successful interventions implemented by UNICEF and other actors in the West and Central Africa region that can be scaled up and/or replicated to accelerate achievement of its:

“Key Results for Children on Equitable and sustainable access to education”

This documentation identifies, maps, reviews and assesses three types of programs:

1. Interventions that are effective in **preventing** adolescent girls’ and boys’ **drop out** from upper primary and lower secondary schools;
2. Interventions that offer **skills** (literacy, numeracy, digital literacy/digital learning, business skills, psychosocial life skills, economic

livelihoods/job-specific skills for employability) targeting adolescents in and out of school;

- Interventions or programs that broaden the scope of curricula of **Koranic schools** beyond religious education to cover relevant core curricular areas (including literacy, numeracy, life skills and skills for employability).

The process of review included identifying these types of programs in 15 countries, with the support of the UNICEF regional office, UNICEF partners and other implementing organizations. Subsequently, a database was developed to categorize programs

based on a series of key indicators that provided insight into the program's likelihood and potential to be implemented elsewhere or scaled up further.

The process has been a rigorous one that has included the development of case studies highlighting programs in the region with the support of in-country teams and consultants. These case studies provide descriptions of selected programs that demonstrate good and promising results in six countries: Senegal, Mauritania, Ghana, Niger, Cote d'Ivoire, and Chad. The analysis that took place at each step is described below.

METHODOLOGY

The following steps were taken to identify, review, analyze and document programs that demonstrated promise for deepening/expanding or replicating programming.

1. Collection of Information on Programs and Initial Review

With support from UNICEF, the consulting team contacted education staff and their partners in 13 countries in order to source documentation that provided diverse information. Furthermore, the consulting team communicated with several organizations in the region to request information about programs that fit the typology of the documentation initiative. This effort took longer than expected due to staff changes, staff illness, lack of responsiveness from contacts, and a need to interview or dialogue with in country staff to describe the type of documentation sought. Often the type of documentation was limited and lacked the level of evaluation or analysis to make it useful in this process.

2. Database Design

A database was designed to capture a range of program strategies aligned with three types of programs: Drop-out prevention, skills building or improving koranic school curriculum that have

been implemented in the region in the last 5 years. Users may search and filter 38 program descriptors to understand a program or group of programs. These descriptors include key information such as target countries, funders, implementing agencies, budget, type of program (drop-out prevention, skills building, or koranic education) and beneficiaries (direct and indirect). The database also presents a series of complex descriptors which involve a definition or combination of definitions including program category (good, promising, or emerging) and type of interventions (system strengthening and service delivery).

3. Organization of Information

Once a database was designed with input from UNICEF, information collected from all parties were organized. The process included review of documents for relevant information to include in the database.

In all, the review included 51 interventions in the database. The table below shows the number of interventions included in the database by program type.

Program Type	No. of Interventions
Drop-out prevention	24
Skill building	23
Koranic education	4

4. Coding of Information

Information was classified in a database with and coded based on alignment to descriptors. The criteria for these can be found in Summary of Criteria below. The team used three broad categories of criteria—evidence-based,

feasibility and replicability—and related sub-criteria to determine whether the interventions reviewed could be classified as demonstrating emerging practice, promising practice or good practice. The table below shows the criteria and sub-criteria used to assess the interventions.

Category	Summary Criteria		
	Evidence-based	Feasibility	Replicability
Emerging	<ul style="list-style-type: none"> • New practice (pilot phase) • Anecdotal evidence is available (testimonies, social media posts, fact sheets, etc.) but no formal evaluation is available • Presumptions of positive results and effectiveness 	<ul style="list-style-type: none"> • The ease of implementation in terms of costs, time and human resource are yet to be understood • Further research is needed to assess feasibility of implementation at larger scale • Some attention to gender 	<ul style="list-style-type: none"> • Little uptake locally or by the government • More research is needed to assess the degree of replicability
Promising	<ul style="list-style-type: none"> • Practice has not been formally evaluated but some evidence of positive results • Some indications that program used evidence • Program's logic framework, measurement tools and program reports are coherent and aligned 	<ul style="list-style-type: none"> • Available information on results enables a preliminary evaluation of the ease of implementation • Some level of data disaggregation • Level of gender responsiveness (minimally sensitive) 	<ul style="list-style-type: none"> • Demonstrates potential of replication in other contexts • Replication is sequenced after the initial program

Good	<ul style="list-style-type: none"> • Formal evaluation available (either internal or external) • Data are disaggregated and explained in quantitative and qualitative terms • Strong evidence of positive results/ impacts • Program clearly used existing evidence 	<ul style="list-style-type: none"> • Available information on results enables an accurate evaluation of the ease of implementation • Practice evaluated as feasible • Strong evidence of involvement by government and community partners • Level of gender responsiveness (minimally responsive) 	<ul style="list-style-type: none"> • Practice has been replicated after the initial program with successful outcomes • Program has evidence of sustainability
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The team assessed these interventions to determine whether they met the criteria for quality of practice. Forty-three interventions, just over 84 per cent of the 51 interventions

in the database, were classified as emerging, promising, or good, as shown in the table below. Among the 43 interventions, only five were assessed to demonstrate good practice.

Number of Interventions Per Category:

Program Category	No. of Interventions	Program Type		
		Drop-out prevention	Skill building	Koranic Education
Emerging	12	6	6	0
Promising	29	11	14	4
Good	5	3	2	0
Not assessed as either Emerging, Promising or Good	5	3	1	1

5. Further Collection of Information

After an initial round of gathering information, follow up took place with the UNICEF country offices to gather further data and address gaps in information such as how a program involved government or budgetary information. The information that was made available was readily incorporated.

6. Identification, Analysis, and Documentation of Case Studies

Based on an extensive review of the database, proposed case studies were reviewed by the UNICEF regional office. Further to this step, interviews were undertaken in countries which included staff, government officials and other stakeholders with the purpose of gathering robust documentation on the intervention for case study development.

The analysis process included the review of the database to explore outcome-based questions set out by UNICEF in its terms of reference.

They are:

- a. To what extent does the identified intervention/programme have the potential to make a positive change for many children and achieve results at scale?
- b. To what extent does the identified intervention/programme contribute to enhancing the accountability of duty-bearers, including governments and national authorities, vis-à-vis children's rights?
- c. To what extent does the identified intervention/programme promote national ownership of policies and service provision?
- d. To what extent does the identified intervention/programme have the potential to accelerate results in multiple Key Results for Children areas?
- e. To what extent does the identified intervention/programme support the integration of different services towards increased efficiency?
- f. To what extent is the identified intervention/programme sustainable financially, socially?
- g. To what extent the other opportunities and risks associated with the identified intervention/programme justify its replication?



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SUMMARY OF KEY FINDINGS AND RECOMMENDATIONS

Broad summary findings are addressed in the table below.

Outcome-based Questions	Findings and Implications
<p>To what extent does the identified intervention/ programme have the potential to make a positive change for many children and achieve results at scale?</p>	<p>5 of the interventions included in the database were classified as good, and 26 were classified as promising.</p> <p>Most interventions reviewed produced positive results for children.</p>
<p>To what extent does the identified intervention/ programme contribute to enhancing the accountability of duty-bearers, including governments and national authorities, vis-à-vis children's rights?</p>	<p>Over half of the interventions included in the database enhanced the accountability of duty bearers to support children to access their rights through inclusion of government staff in design and implementation. One-quarter of the interventions included capacity building of government staff.</p>
<p>To what extent does the identified intervention/ programme promote national ownership of policies and service provision?</p>	<p>Over three-quarters of the interventions included in the database leveraged partnerships with various national entities (government, civil society, the private sector, and others) as a service delivery strategy. This was a critical way for these programs to establish community support.</p>
<p>To what extent does the identified intervention/ programme have the potential to accelerate results in multiple Key Results for Children areas?</p>	<p>The data suggest that programs with a category of "good" have potential to accelerate multiple key results. These programs include a diverse range of services, co-design and/or co-implementation with government stakeholders, and stronger documentation of learning and performance.</p>
<p>To what extent does the identified intervention/ programme support the integration of different services towards increased efficiency?</p>	<p>The data available did not enable this analysis across interventions.</p> <p>As a research question about interventions and combinations of interventions, this deserves further thought and solid research design that can be built into future interventions.</p>

<p>To what extent is the identified intervention/ programme sustainable financially, socially?</p>	<p>The data available did not enable this analysis. While the interventions involved government, civil society, and communities, project documentation did not support prediction on financial sustainability. The question of intervention expenditure might be built into future reporting and evaluation. This could be done as a series required program learning questions. Clear guidance that there are no penalties when the expenditures differ from the budget will further facilitate sharing of information. Developing common expenditure categories will make comparison across expenditures more possible. Possible categories include (1) building of infrastructure (2) teacher training (3) training for target population (4) awareness raising campaigns (5) kits or grants given to individuals (6) kits or grants provided to schools or learning institutions (7) per diems and/or transportation allowance for beneficiaries.</p>
<p>To what extent the other opportunities and risks associated with the identified intervention/ programme justify its replication?</p>	<p>Risks and challenges encountered in the interventions reviewed suggested a continuing need to address systemic socio-cultural barriers in programs targeting drop-out prevention, skill building and Koranic education.</p> <p>This question might usefully be built into future project reporting and evaluations as a series of open learning questions.</p>

In summary, following findings emerged.

1. **Positive Change for Many Children and Achieving Results at Scale**

Most programs yielded many positive changes for children, and these are noted. To assess whether programs had potential to be taken to scale, the extent of partnerships and government alliances were considered.

Programs such as the Strengthening Protection in an Emergency Context for street children in Mauritania (Row #17), the Better Life for Girls program in Ghana (Row #19), and the literacy program in DRC (Row #34) are examples of how programs can gain support from other entities.

2. **Enhancing the Accountability of Duty-bearers**

More than half the programs documented in the database (26/49) involved the government and national authorities in the design or implementation of the program. In some cases, the programs attained government accreditation.

More than a quarter of the programs included training of government stakeholders as part of their service delivery strategy. Two programs that represent this kind of government entity integration are the ones in Côte d'Ivoire (Row 8) and another in Guinea (Row 12).

3. Promotion of National Ownership

More than 3/4 of the programs documented (37/49) leveraged partnerships with various national entities (government, civil society, the private sector, and others) as a service delivery strategy (Column AH). Furthermore, 22 of these programs had policy advocacy as a system strengthening strategy (Column AA).

Examples of these programs include the SAFIA project in Mauritania (Row 4), the Safe to learn program in Niger, Mali, and Ivory Coast, and the UPSHIFT Initiative in Niger (Row 27).

4. Accelerating Results in Multiple Key Results for Children Areas

This documentation aimed at identifying and describing the implementation of KRC 3, Equitable and sustainable access to education. The results show that most programs assessed have the potential to accelerate results in KRC 3.¹ There is significant potential for these programs to demonstrate multiple results including KRC 4 which is noted in the database.

5. Integration of Different Services Towards Increased Efficiency

The table below shows an overview of efficiency factors for each category of interventions. It includes the average budget by beneficiary, the inclusion of vulnerable youth and the average number of services delivered (both for system strengthening and delivery strategy).

The analysis indicates that the “Good” interventions have the highest average budget per beneficiary, followed by “emerging”. The “Promising” interventions are the most cost-efficient with an average of 177 USD/beneficiary. The “promising” category also shows the highest proportion of interventions including vulnerable youth segments (62%), followed by the “good” category (40%), while 33% of emerging interventions include vulnerable youth as beneficiaries. Finally, the average number of services or activities delivered increases with the hierarchy of project categories, with 5.3 for “emerging”, 7.5 for “promising” and 8.4 for “good”. For example, a service is provision of health check-ups or teacher training.

Program Intervention Category	Number of Interventions	Average Budget/Beneficiary (USD)	Inclusion of Vulnerable Youth as Beneficiaries	Average No. of Services or Activities Delivered
Emerging	12	307	33%	5.3
Promising	26	177	62%	7.5
Good	5	318	40%	8.4

These calculations were made by dividing the program budget by the number of actual beneficiaries. The average amount was then determined by calculating by the number of interventions in each category.

1. Columns Y to AN in the database document, among other criteria, the change strategies of KRC 3, as defined in the UNICEF KRC Booklet.

The average number of services or activities embedded in the intervention were determined by counting the number of these in each category, based on project documentation, and dividing the total number of project services in each category by the number of interventions in the category. There was a lack of financial information which was a limitation to the findings.

6. **Assessment of Financial and Social Sustainability**

The financial information available was primarily or entirely budget information. Total budget amounts for 43 of the 51 interventions in the database and more detailed budget information for the case studies. Budgeted investments ranged from building spaces for education access, skills building activities, and improving quality through training and material provision. Average budget per intended beneficiary amounts were calculated for the 43 interventions that had budget totals. This analysis yielded common features, but the data available did not enable detailed cross-intervention analysis.

The available information does not provide enough breadth of information for this analysis to be undertaken fully. It can be said that, given the strength of government engagement, the uptake of many of the strategies implemented is likely. However, it is difficult to predict which particular strategies will be adopted by government and other national entities, including the private sector.

7. **Other Opportunities and Risks Associated with the Programme that Justify its Replication**

Some overarching risks and challenges were identified during the implementation of programs:

- Gender inequality in targeted communities; parents would not allow girls to participate in project activities and a lack of formal youth and girl associations and groups.
- Insecurity and adverse socio-economic conditions.

- Restricted humanitarian access to some communities reduces the capacity to ensure the provision of educational services.
- Participants needing multi-sectoral services, such as psychological support.
- Low buy-in from authorities and stakeholders at the initial stage of the programme; lack of synergy and collaboration between actors prior to program design and implementation.
- Parents unable to send children to school for economic reasons.
- Lack of school infrastructure as an obstacle to children's access to education.
- Lack of availability of employment and training in communities.
- Challenging to engage Cheikhs from Koranic education.

On the other hand, opportunities were also identified:

- Communities seek to improve the lives of children and see education as one way of achieving this.
- There is an opportunity to more intentionally connect learning and earning through skills building initiatives.
- There is an opportunity to work with men and boys on supporting gender inclusive schools and communities.

Barriers and opportunities mentioned above testify to systemic socio-cultural barriers in the WCAR region and justify the replication of programs and interventions targeting drop-out prevention, skill building and Koranic education. These interventions can serve to influence how children learn, the types of skills that will lead to employment and the links that can strengthen Koranic education options.

Recommendations are the following:

- **Use technologies and teaching** methods that enhance access to education even in difficult contexts (e.g., interactive radio instruction, integrating refugees in formal, non-formal or informal education systems).

Such efforts lead to increased access and build knowledge and skills of the most affected by such shocks as conflict. It is important to consider gender and social norms on access to these technologies for children.

- Implement education **programs with a holistic approach** while targeting multiple social services that may be deficient in conflict-affected contexts (health, WASH, food security, etc.). These comprehensive programs can be gender sensitive to transformative when including access to gender-disaggregated latrines and hygiene products and clean water.
- **Continue to engage government entities** through the various phases (scoping study, design, implementation and/or M&E) to increase government collaboration, ownership, and ongoing and additional investments for scale-up. For example, for a project that is country wide, a good practice is to have the Ministry in charge of education involved at both the central office and regional divisions levels. The case studies in Senegal, Ghana and Côte d'Ivoire show how early and consistent engagement with the government influence additional government investment and sustainability.
- **Advocate for government financial investment** at the project outset and continue to negotiate for future support throughout the implementation period. It is too late to seek this out at the end of the project.
- For skill building programs, **make sure that infrastructures and services are in place to support graduates with income generating activities** (e.g. job cooperatives, private sector, collaborative spaces, and/or access to financial services).
- **Enhance efforts at gender transformation** in education by supporting exchanges among countries. It is evident in this review that the work undertaken by UNICEF and partners in some countries such as Nigeria and Ghana, can demonstrate the effectiveness of girl-focused activities in education. Having education practitioners, from diverse countries, interact in an intentional way with such a project can catalyze investments in more gender transformative interventions in the region.
- **Facilitate a regional dialogue on infrastructure investments** for education— Many of the budgets analyzed placed a priority on infrastructure investments which ranged from 11% to 50% of project investment. Due to project timelines, reporting typically could not indicate how such investments continued to be used or if they continued to serve adolescent girls (per their intent). Sharing the case of Ghana may be particularly interesting as the BLG program invested 11.3% of its budget to build model menstrual hygiene management facilities. This investment paved the way for such future investments by the government counterpart, Ghana Education Service.
- **Continue using the organization's knowledge management toolkit** to systematically document and capture lessons and ensure there is a budget for this purpose.



Photograph: © UNICEF/FrankDejongh



COUNTRY CASE STUDIES

CÔTE D'IVOIRE

PROMISING

Formalizing Koranic Education: The Case of the National Strategy for the Integration of Children from Islamic Education Structures into the Formal Education System (SNIESIE)

Background

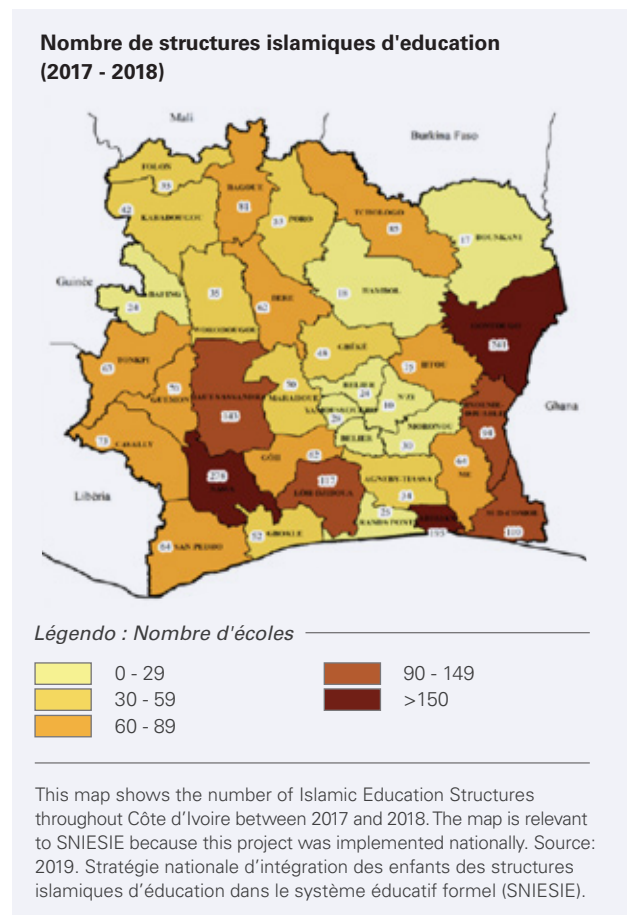
During the first decade of the 2000s, education in the northern region of Côte d'Ivoire was severely impacted by an armed rebellion and population displacement. As the country emerged from conflict, and after the proclamation of compulsory education in 2015, the Ivorian education system has been growing rapidly. Despite this growth, the education system has not been able to absorb this increase in enrollment and communities have not fully invested in a return to formal education. In 2016, over 1.6 million children between the ages of 6 and 16 were outside the official education system,² which represents approximately 25% of this segment of the population.³ Of the children outside the official education system, almost one out of four, with a proportion of 45.3% of girls, attended Islamic educational structure (IES).

Considering the heterogeneity of the IES curriculum, the diplomas were not recognized by the government and therefore negatively affected the ability of graduates to successfully transition to work especially in public services. The Ivorian government feared that this could lead to a feeling of alienation and anger among IES students and could become a path of jihadist recruitment. **In the wake of national cohesion efforts, the need for a common core of knowledge, skills and culture was more pressing than ever.** From 2011 to 2014, a commission dedicated to support IES was established and helped mainstream 262 IES in the formal education system on a voluntary basis.⁴ This process was rekindled in 2018⁵ and expanded to all IES with the *National Strategy for the Integration of Children from Islamic Education Structures into the Formal Education System*.

Program Overview

With an investment of 550,000 USD (from the European Union, UNICEF Côte d'Ivoire supported

the implementation of the *National Strategy for the Integration of Children from Islamic Education Structures into the Formal Education System* (SNIESIE) from 2019 to 2021. This involved support to Ivorian government and a variety of stakeholders, including Islamic education structures (IES), toward the development of a harmonized curriculum based on a core of common of knowledge, skills and culture through a competency-based approach, thus allowing IES students to transition into the national education system. SNIESIE aims to give all Ivorian children the same chances by broadening the prospects for IES students' professional transition.



- Ministère du Plan et du Développement. 2016. *La situation des femmes et des enfants en Côte d'Ivoire - Enquête à Indicateurs Multiples - MICS5 - 2016* quoted in République de Côte d'Ivoire. 2019. *Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système formel* (SNIESIE), p. 15.
- Calculation based on the statistics from Ministère de l'Éducation nationale, de l'Enseignement technique et de la Formation professionnelle. 2020. *Rapport d'analyse statistique : Système éducatif ivoirien 2020 Impact de la Politique de scolarisation obligatoire sur le système éducatif*, p. 11.
- République de Côte d'Ivoire. 2019. *Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système formel* (SNIESIE), p. 10-11.
- Ibid.*, p. 11.

UNICEF's support to the implementation of the national strategy for the integration of children from Islamic Education structures into the formal education has ended though this strategy continues

to be implemented by the Ivorian government. UNICEF's support was **implemented across the whole country, in urban, peri-urban and rural areas.**

Approach and Activities

Support to the Implementation of the SNIESIE

Goal: Integrating children attending IES into the formal education system. This goal was supported by five outcomes:

Outcome 1: Non-integrated IES have the capacities for their integration or the integration of their students into the formal education system.

Outcome 2: The Ministry has the institutional capacities to integrate the non-integrated IES or their students into the formal education system.

Outcome 3: The IES children have an improved opportunity for formal education.

Outcome 4: Parents who choose IES for their children's education have information for their registration in the formal education system.

Outcome 5: The monitoring system ensures an effective and efficient implementation of SNIESIE.

Based on the conclusions of the 2008 *Rapport de synthèse Élaboration d'une stratégie d'intégration des écoles islamiques dans le système d'enseignement officiel*⁶ (Summary Report on the Development of a Strategy to Integrate Islamic Schools into the Formal Education System), the approach of the SNIESIE relied on **empowering stakeholders at the community level** to efficiently build trust and consensus for mainstreaming the IES into the formal education system. At the end of the process, the Islamic schools are recognized (counted in the statistics of the ministry) and are eligible for the integration process. This is an administrative process that includes specific criteria and results in a state grant.

Therefore, the path from recognition to integration is very long and complex. UNICEF supported the eligibility process of the IES but not the integration.

The Ministry in charge of National Education⁷ created the **Commission nationale d'accompagnement des structures islamiques d'éducation** (CNAESI), which is a body dedicated to the implementation of SNIESIE. An **IES Platform** was also put into place to unite organizations of Islamic associations in charge of education. It allowed efficient pooling of expertise and perspectives to develop a curriculum which incorporated themes such as secularism, national cohesion, and human rights within the Arabic and religious teaching being offered in IESs.

6. Fadiga, Kanvaly. 2008. *Rapport de synthèse Élaboration d'une stratégie d'intégration des écoles islamiques dans le système d'enseignement officiel*. Abidjan, Côte d'Ivoire: Cabinet d'Ingénierie de la Formation, d'Études et Conseil.

7. Ministère de l'Éducation nationale et de l'Alphabétisation.

At the heart of the approach was the **child's well-being**. The project undertook extensive awareness-raising activities for parents and IES actors to promote children's right to education, and right to an education without violence. Through SNIESIE mechanisms, the quality of IES amenities to provide for child's well-being became an official evaluation criterion for IES mainstreaming.

SNIESIE offered a cohesive package of services and interventions at various levels, from governmental to local communities, including: (i) countrywide missions of communication and mobilization within communities (ii) IES teachers' capacity building on violence-free pedagogy using competency-based teaching, (iii) support for curriculum development and elaboration of standardized schedules/timetables, and (iv) IES actors' capacity building for the effective implementation of the Arabic and religious teaching program in IES. In order to generate and maintain buy-in, SNIESIE focused on sparking collective reflection and building on areas of agreement.

Key Achievements

One of the major achievements of the SNIESIE program was to bring together various religious organizations, previously operating independently, toward concerted actions and to **agree on requirements for graduation and abilities of graduates**. This collaborative work has resulted in the creation of a **shared curriculum for all participating IESs**. Through the provision of a national Arabic and Muslim religion teaching program and standardized timetables for IESs, the program achieved the **eligibility of 547 IESs** out of 2781⁸ for recognition and mainstreaming into the Ivoirian official education system. This is an important achievement because it represents a significant step toward the Ivoirian government's aim to provide all children and adults a quality, equitable and inclusive education and training by 2025.⁹

A **mapping of the IESs** in Côte d'Ivoire produced key data and systems for counting, categorizing¹⁰ and classifying IES according to the extent to which they met criteria for mainstreaming into the formal system.¹¹ This provided a clear view of the current situation and prospective on the mainstreaming of remaining IES. This mapping will help the Ivoirian government consider the specificities of IESs in the mainstreaming process, thus facilitating the adaptation of its strategy to ensure the accessibility of the official curriculum to all children attending IESs.

Additionally, there is now increased expertise and capacity for designing and implementing teaching programs in IESs in Côte d'Ivoire. This includes **a pool of trainers and 2,000 IES teachers**. A monitoring framework is underway, and **an additional 800 IESs are currently adopting the curriculum** and making minor adjustments to their situations, if need be.

Scale and National Ownership

SNIESIE is closely aligned to government policies. For example, SNIESIE builds on the *Compulsory Attendance Policy*¹² and is reflected in ensuing strategies, such as "Integrate community and Islamic schools into the formal system" in the *2016-2025 Sectoral Education Plan*. Furthermore, SNIESIE was endorsed by the *2016-2020 National Development Plan* (NDP) and is embedded in the *2021-2026 NDP* and the *Public Investment Program*. The *National Strategy for Inclusive Education* builds on the experience of the SNIESIE, which demonstrates strong ownership of the SNIESIE at national level.

8. *Number of IESs inventoried and geolocated in 2018*. République de Côte d'Ivoire. 2019. *Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système formel (SNIESIE)*, p. 18.

9. Ministère de l'Éducation nationale, de l'Enseignement technique et de la Formation professionnelle. 2017. *Plan Sectoriel Éducation/Formation*, Abidjan, p. 32.

10. Categories included: koranic schools, madrassa school, Franco-Arab schools, and Islamic denominational non recognized schools.

11. IES close to integration, IES far from integration, integrable IES, and non-integrable IES.

12. *Politique de scolarisation obligatoire*.

Several governmental bodies played a crucial role in the elaboration and implementation of SNIESIE, including the Ministry of National Education and Literacy, the Ministry of Planning and Development, Ministry of Family, Women and Children, and the Ministry of Interior and Security. Importantly, two key structures needed to sustain the gains of SNIESIE, the CNAESIE and the IES Platform, were institutionalized respectively at the governmental level and the community level to maintain communication and coordination amongst the numerous stakeholders. The **involvement of local administrative authorities, community leaders and religious guides** facilitated uptake and adhesion to the curriculum. Due to their position of trust in the communities, they played a crucial role in deconstructing negative perceptions toward IESs among administrative actors, and ameliorating fears and reservations among communities. This synergy allowed mutual comprehension and laid the groundwork for consensus toward change.

The IES Platform is currently a partner of the Ivorian government in the training and support to IES actors and in community mobilization. **As a secular State, the Ivorian government had to navigate with tact to avoid creating the perception it was favoring a religious community over others.** The IESs' compliance to official education standards will even allow families from other faiths to enroll their children in an IES, which will benefit the whole population.

Sustainability and Potential for Replicability

There are several risks pertaining to the program's sustainability. Political change, while a risk in any context, is especially important in Côte d'Ivoire due to the dynamics between national cohesion efforts and mainstreaming of IESs into the formal education system. The inclusion of IES graduates represents a step away from the path of jihadism. Moreover, capacity-building is very important for sustainability and replication: if the remaining 10,000 IES teachers are not adequately trained,

this could jeopardize the continued implementation of both curricula in all integrated IESs, thus resulting in a return to previous ways amongst IES actors.

The implementation of SNIESIE was more costly than envisioned and therefore, the lack of funding is a potential cause for discontinuity of activities and a threat to its sustainability. The EU funding stopped in 2021 and UNICEF Côte d'Ivoire has continued to fund some activities. The Ivorian government will be covering 51%¹³ of the cost of the next implementation phase, with remaining 49% to be secured. A donor round table was held in June 2021, but new funding has yet to be secured. Nevertheless, additional financial support is crucial to carry out SNIESIE activities of the utmost importance to ensure its sustainability, such as: regular communication with IES actors to maintain mobilization and accountability, training of inspectors and educational advisors for the Arab and religious curriculum, 10,000 IES teachers' capacity building on the IES harmonized curriculum as well as on the formal curriculum.

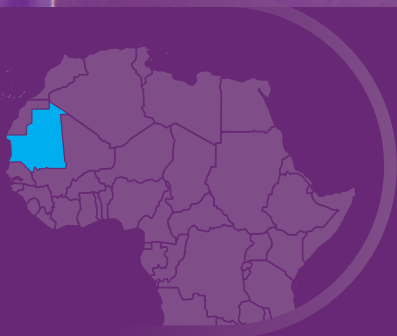
A major challenge faced with parents and IES promoters and teachers in the deployment of SNIESIE was their reluctance toward the formal education curriculum; they were afraid it would drive children away from Islam. To ensure local acceptance of the process, fundamental work had to be done with these key stakeholders: awareness-raising activities were carried locally to demonstrate the conciliation of religious values with the harmonized curriculum and children's right to education. SNIESIE's sustainability largely relies on maintaining this perspective amongst these stakeholders.

Similar risks arise for a potential replication of the SNIESIE in another country: it is essential to spark and maintain stakeholders' will to integrate IESs into the official education system, to secure sufficient funding for continuity of activities, and to provide capacity building to ensure an effective operationalization. Stakeholder consistently reported that SNIESIE's success and sustainability relies on its participative and inclusive approach.

13. République de Côte d'Ivoire. 2019. *Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système formel (SNIESIE)*, p. 47.



Photograph: © UNICEF



COUNTRY CASE STUDIES

MAURITANIA

PROMISING

Learning about Girls-Only Education Programming – The Case of SAFIA

Background

The Mauritanian population is characterized by its youth. Fifty-four percent of the population is under 20 years of age, while nearly 22 percent are adolescents (10-19 years). Adolescent girls represent 12 percent of the total population. However, education beyond 9-10 years of age (grade 6) for girls in Mauritania continues to be a challenge. Only 38 percent of adolescent girls had the chance to attend secondary school in 2018 leading to a high rate of illiteracy and school drop-out.¹⁴ Gender, cultural and religious norms related to early marriage often block girls from continued education. More than one in three Mauritanian girls is married before the age of 18, and 16 percent of girls are married before the age of 15.¹⁵ Despite the government's efforts to stop early marriage, it remains persistent, especially among vulnerable families. Additionally, inadequate learning conditions in the school environment block girls' access to education. In Mauritania, only 33 percent of schools have drinking water, sanitation, and hygiene facilities. The lack of access to water and separate latrines limits menstrual hygiene of girls and is a major factor in girls' dropping out of school. These phenomena also hinder the professional integration of girls. The unemployment rate for women in 2014 was about 19.3%, almost twice that of men 9.9%, and one in four young people under 25 is unemployed.

Program Overview

To reduce the multiple challenges faced by adolescent girls, UNICEF designed the project SAFIA to boost the enrolment, reintegration, and retention of adolescent girls in school, their participation in the public sphere and the strengthening of their skills and employability. The *Savoir, Apprendre et Faire pour être Indépendante durant mon Adolescence* (SAFIA)¹⁶ supports the empowerment of adolescent girls through better access to education, civic participation, and professional opportunities.

Communes de Nouakchott



AFRIQUE



MAURITANIE



REGIONS



Légender

***** Extension Urban 2008 Limites-Communes

Source : Ibrahima Sy, Doulo Traoré, Brama Koné, Aminata Niang Diène, Baidy Lô, Ousmane Faye, Jürg Utzinger, Guéladio Cissé et Marcel Tanner, « Qualités de l'eau et santé en contexte urbain sahélien et semi-aride », *Dynamiques environnementales* [En ligne], 36 | 2015, mis en ligne le 01 juillet 2016, consulté le 12 juillet 2022. URL : <http://journals.openedition.org/dynenviron/1035> ; DOI : <https://doi.org/10.4000/dynenviron.1035>.

14. Interim Report, project SAFIA, UNICEF, 2021.

15. Interim Report, project SAFIA, UNICEF, 2021.

16. Know, Learn and Do to be Independent during my Adolescence.

SAFIA targets 1,400 adolescent girls aged 10 to 19 at risk of dropping out or who have dropped out from the **14 most disadvantaged schools in the municipality of Dar Naïm**. Dar Naïm is an urban commune in Mauritania and a district of the capital city of Nouakchott. SAFIA is being implemented for a period of three years from 2020 to 2023 by UNICEF and the Ministry of National Education and Education Reform. It is funded by the private donors and the French government. SAFIA represents an investment of 400,000 euros (approximately 417,000 USD).

Approach and Activities

At a country level, the SAFIA project is important because it represents one of only a few girl-centered and girl-only initiatives that will address gender related obstacles in Mauritania. SAFIA offers stakeholders a chance to learn about the range and scope of services for adolescent girls to address barriers to education and civic participation. The SAFIA project demonstrates the political will to address and promote women's and girl's issues as well as a strong relationship between the government, its partners, and UNICEF. It is a multisectoral and embedded project combining education, protection, water & sanitation as well as social and behavior change interventions. When SAFIA first launched it had little acceptance among parents and guardians who had never heard of programs specifically for adolescent girls. As such, they were suspicious of the intentions, safety, and value of the SAFIA project. SAFIA program leaders quickly realized the need to invest in building trusting relationships with the community and local government. This caused a slow-down in the implementation of planned activities but has yielded a **participative approach rooted strongly in the institutions and officials that serve Dar Naim**.

SAFIA has undertaken a range of activities to build a trusting relationship with community stakeholders. This has included radio programming, direct work with community leaders, and building the capacity of school management committees.

Through its relationship building efforts and willingness to adjust activities, the SAFIA project has earned community acceptance and developed

a trustworthy reputation. Ultimately, UNICEF and the Ministry of National Education and Education Reform are hopeful that their participative approach will serve as a starting point for further investment in adolescent girl programming and pave the way for full government appropriation of the SAFIA project.

From a financial perspective, SAFIA invested approximately 285 euro in each of its 1,400 beneficiaries. Since this investment builds on existing structures SAFIA was able to increase value for money. SAFIA invested as follows:

- **Capacity Building for Adolescent Girls, 29.5% of Expenditures**
Capacity building for adolescent girls included many topics such as digital literacy, language, nutrition, sports, music and self-defense. Professional skills and competencies were also offered.
- **Improving Schools: 20%**
SAFIA helped school install management committees and provided educational kits.
- **Enhancing Existing Infrastructure: 17.3% of Expenditures**
SAFIA invested funds to improve an existing youth center and to make SAFIA offerings more accessible to adolescent girls. These investments included activities such as the provision of equipment, partitioning the youth center to create an activity center, and procurement of a bus for transportation to the SAFIA center.
- **Improvements to Menstrual Hygiene: 10.5% of Expenditures**
This included training girls to develop reusable menstrual hygiene products and promoting them through different events.
- **Teacher Training: 6.3% of Expenditures**
Teacher training was offered in 14 schools and included girl-centered pedagogy.
 - Community outreach: 5.5% of expenditures.
 - Counselling for adolescent girls: 1.5% of expenditures.
 - Salaries and HR costs: 11 % of expenditures.

Key Achievements

The SAFIA program has made important achievements towards greater acceptance of adolescent girl programming and towards further investment.

The SAFIA Program Targeted Vulnerable Adolescent Girls

Targeting adolescent girls was a major activity in the context of the SAFIA program and the Dar Naim municipality. It involved typical activities such as mapping the schools against vulnerability criteria, developing tools so that school clubs could participate in identifying girls and carefully identifying implementing partners with existing capacity and experience. These activities were critical so that results could be delivered to the intended adolescent beneficiaries. Mapping of adolescent girls can be challenging because their access to public spaces is more restricted.

SAFIA Strengthened the Language Levels of Girls

Language training is an important component of the SAFIA project. SAFIA learned that the community was most open to training in French language capacity for girls. While language training has not been used to change the norms that block girls' education, the SAFIA project used this as an entry point to earn trust and gain community acceptance. 100 girls were able to improve their linguistic skills by receiving French lessons in e-learning via connected tablets.¹⁷ When girls' language increased, they also saw gains in school performance, which created a positive spiral of greater support for continued school attendance.

SAFIA Raised Awareness to Enhance Girls' Civic Participation

Changing mindsets and attitudes about girls' education and work is a complex issue. As such, SAFIA organized numerous awareness raising activities on different subjects. SAFIA deployed 1,200 individuals including 20 religious leaders to spread the messages about early marriage, gender-based violence and sexual and reproductive health. Since SAFIA operated during COVID-19 precautions were also included in the campaigns.

Results showed that SAFIA was able to touch 4,000 beneficiaries in 18 neighborhoods in Dar Naim¹⁸ through these campaigns.

SAFIA Created Infrastructure to Provide a Safe Space for Learning

SAFIA invested funds in infrastructure and created the SAFIA Activity Center. The Center was developed through the rehabilitation of a town hall. The Center is a safe space that offers services such as trainings, awareness raising, sports and cultural activities. One-on-one support is also offered. This includes psychosocial support and coaching with the presence of a nurse and a psychologist and career coaching. SAFIA has also provided a bus to transport girls to the Center. This has helped ameliorate the concerns about the safety of girls.

SAFIA Provided Capacity Building to Girls

In a variety of topics including professional competencies (communication, negotiation, decision-making, public speaking) and vocational skills (sewing, carpentry). This is important because it will facilitate the socio-economic inclusion of girls and will improve their school to work transition. Most SAFIA training was slowed down due to the COVID-19 pandemic and initial community hesitation related to girls' training; however, results showed that 14 schools were targeted, 12 school clubs were launched, and three sports clubs were opened to promote exchanges. Moreover, 960 girls attended training for transitioning to vocations. The first cohort of 1,400 girls graduated from the SAFIA Center on 11th of May 2022 after completing a 12-month course training.

Training was conducted for the school club members to help shape students' personal interests, improve leadership, and enhance social skills towards gender equity. School clubs are specifically important for girls because they offer chance to strengthen their skills in a mixed-gender setting.

SAFIA built capacity of girls to stay in work and school with enhanced menstrual hygiene. Limited access to menstrual hygiene is a factor that

17. Project review, May 2021 https://www.unicef.fr/sites/default/files/atoms/files/fiche_4p_bilan_safia_v10_002.pdf.

18. Project review, May 2021 https://www.unicef.fr/sites/default/files/atoms/files/fiche_4p_bilan_safia_v10_002.pdf.

blocks girls from accessing education. SAFIA has investigated this issue and developed an approach to address the supply and demand for menstrual hygiene products. On the supply side, girls have been trained to make reusable menstrual hygiene products. On the demand side, SAFIA has promoted menstrual hygiene through product demonstrations, out reach and training.

Scale and National Ownership

SAFIA is aligned to a range of government bodies, which positions it well for strong national ownership. Among these, Law No. 2001-054 on the obligation of basic education stipulates that basic education is compulsory for children of both sexes aged six to fourteen years of age for at least six years. SAFIA is also aligned with the Youth Promotion Policy and Strategy which promotes youth education as well as their employability. Government authorities encourage and adhere to the principles of the project, in particular openness to the outside world and reorientation of girls with schooling difficulties toward professional and vocational training. Likewise, SAFIA's work with school clubs aligns to the Decree 39 of 2019, which mandated the creation of school management committees and school clubs. SAFIA aligns well with the Ministry of Social Affairs, Childhood and Family in the promotion of girls and women's empowerment. Additionally, SAFIA has a positive impact on the implementation of the government's program in terms of sanitation, promotion of security, promotion of women, girls' education and for better employability opportunities via professional and vocational training.

Potential for Replicability

Despite being a new project in Mauritania, there are signs of the potential for replication and scale-up. Socially, the SAFIA project has gained a strong and positive reputation and acceptance. As stated throughout the case study, the SAFIA project faced initial hesitation from the community. SAFIA is now widely accepted thanks to the measures taken to adapt it to the community context and the security concerns.

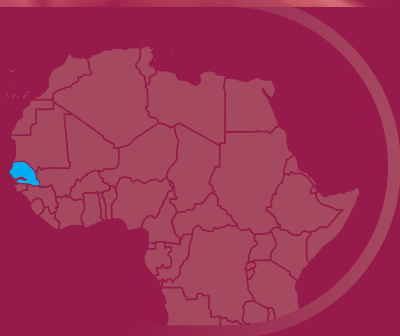
The 400,000-euro budget (approximately 417,000 USD) for three years is a good start, but leaders now recognize that this investment may not be sufficient given the ambitious nature of the project and limited community experience with adolescent girl programming. To this point, it was necessary to either build or rehabilitate infrastructure for an effective implementation of the project. Such infrastructure is well equipped and well adapted to the real needs of trainees in terms of satisfactory reception, educational support, local supervision, evaluation and regular monitoring and sanitation conditions. While many programs use existing schools, this was not possible in the community of Dar Naim given community safety concerns. SAFIA brings important lessons in the cost of developing and implementing a program for adolescent girls in communities where gender norms are entrenched, and parents are not accustomed to their daughters participating in activities outside schools and homes. It is difficult to know how existing gender norms about girls' participation in public spaces versus active security concerns (i.e. conflicts, gangs) interact. For example, as girls participate more openly in public spaces, the Dar Naim community may have fewer security concerns.

The SAIFA project invested in infrastructure to respond to the security concerns. This gained community buy-in and acceptance. Yet, it is still too early to determine if the infrastructure will remain a safe place for girls' learning or will be appropriated to such an extent that girls are no longer the primary beneficiaries of the rehabilitation. SAFIA also offered language training to open the community to the idea of girls' extracurricular learning. This "quick-win" enabled girls to achieve better marks, which was important for parents and created the space for SAFIA to later offer more sensitive and education not usually offered to girls. This sequencing was paired with campaigns and awareness raising including religious leaders. As communities internalize changing gender norms, the SAFIA project will surely evolve too.

In terms of perspective, this project can be considered as a local model for accelerating adolescent girl's education and empowerment in a context of high socio-cultural barriers, particularly with regard to early marriage, and to take advantage of information and communication technologies (ICT) to promote learning.



Photograph: © UNICEF



COUNTRY CASE STUDIES

SENEGAL

GOOD

Bringing School to Work Curriculum to National Scale: The Case of the Projet d'Amélioration des Performances de Travail et d'Entrepreneuriat (APTE)

Background

Senegal's total unemployment rate declined from 6.8% in 2015 to 2.9% in 2019, but continues to show higher rates of unemployment among youth. This is important because 63% of Senegal's population is aged 25 or younger, with 43% aged 14 or younger.²¹ To enhance the school to work transition, the Ministry of National Education's Program for Improvement, Quality, Equity, and Transparency

(PAQUET) includes efforts to more strongly align teaching and learning with the needs of the economy and job market. At the time Education Development Center (EDC) designed the APTE-Senegal project, Senegal's vocational training portfolio was poorly matched to market needs and inadequately supported by teacher training and equipment.

Quick Glance of Senegal	Total (Female, Male, Rural, Urban)
Unemployment ages (15-24 years) - 2019 ¹⁹	4% (F 6.7%, M 2.9%)
Unemployment ages (25-34 years) - 2019	4.8% (F 4.3%, M 5%)
Share of youth (15-24 years) not in employment, education, or training - 2019	32.7% (F 44.2%, M 21.6%)
Mean years of schooling ages (25+ years) - 2017 ²⁰	2.83% (F 1.66%, M 4.11%)
Primary completion - 2019	47.38% (F 50.66%, M 43.98%) (R 34.53%, U 63.52%)
Lower secondary gross enrollment - 2019	53.08% (F 57.47%, M 48.77%)
Lower secondary completion - 2019	29.59% (F 31.05%, M 27.93%) (R 13.13%, U 45.29%)
Higher secondary gross enrollment - 2019	36.04% (F 36.71%, M 35.37%)
Higher secondary completion - 2019	10.5% (F 9.72%, M 11.54%) (R 3.78%, U 16.5%)
Participation rate in technical and vocational Project (15-24 years) - 2020	2.14% (F 2.2%, M 2.09%)

19. Unemployment statistics pulled from ILOSTAT, <https://ilostat.ilo.org/data/>.

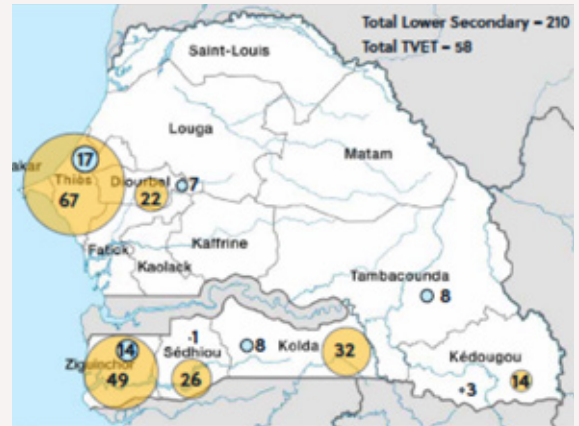
20. UNESCO Institute for Statistics. All education statistics cited in this brief are from the UIS database unless otherwise noted.

21. UNESCO Institute for Statistics, accessed at <http://uis.unesco.org/en/country/sn?theme=education-and-literacy#slideoutmenu>.

Program Overview

The *Projet d'Amélioration des Performances de Travail et d'Entreprenariat au Sénégal* (APTE-Senegal) is a 5-year project funded by the MasterCard Foundation and implemented by Education Development Center (EDC). The project was implemented between 2016 and June 2022 and represented an investment of USD 15,090,000. **The APTE-Senegal project aimed to support the Government of Senegal (through the Ministry of National Education and the Ministry of Technical Vocational Education and Training) to re-calibrate the secondary education system, so that students can make more informed choices about their education and career paths, and then ensure that those who choose a technical path receive more relevant training and better school to work transition support.** APTE-Senegal operated in 8 of Senegal's 14 regions (Diourbel, Kédougou, Kolda, Sédhiou, Tambacounda, Thiès, Ziguinchor and Dakar).

APTE-Sénégal Schools by Region



Légende



Lower Secondary



TVET

Source: Education Development Center. August 2019. *APTE-Sénégal midterm report*. Republic of Senegal.

Approach and Activities

APTE-Senegal's Project Approach

Prepare Youth for success as employees and entrepreneurs:

Strengthen The workforce development system.

Use Evidence and data for learning.

APTE-Senegal's approach was intentionally designed to integrate employability and entrepreneurship modules in selected middle schools and Technical Vocational Education and Training Centers (TVETs) in eight of Senegal's 14 regions. The approach involved three interconnected strategies. The first was **preparing youth for success as employees and entrepreneurs**.

Under this strategy middle school students, students at technical vocational school and unemployed recent graduates of business schools received 4 – 6 months of training and coaching to support them in choosing employment or entrepreneurship.

The second strategy was to **strengthen the workforce development system**. This strategy involved deeply understanding national priorities for employability and closely coordinating all aspects of the APTE-Senegal Project with government representatives at the national and local levels. Based on the participatory diagnosis, action plans were developed by participants **before** project roll out. This is significant because community planning efforts are often carried out **after** interventions have been implemented to ensure their sustainability. The APTE-Senegal Project, instead, undertook extensive planning and co-designing before the project was implemented.

The third strategy was to **use evidence and data for learning**. APTE-Senegal was designed, based on lessons learned from the Akazi Kanoze program which was implemented in Rwanda by EDC from 2009 to 2014 and had similar goals. Two exchange visits to Rwanda informed decisions related to sustainability and expanded work-based learning to include very small (micro-) enterprises so that a greater number of students could benefit from work-based learning opportunities. Further data from gender and market assessments supported a better understanding of gender bias and high-potential sectors.

APTE-Senegal targeting is noteworthy because it included a wide range of learners: **middle school students** (aged 11 – 16 year), **TVET students** (aged 17 – 35 years) and **unemployed business school graduates** (aged 23 – 35 years). The building of work skills takes place over many years and through a variety of educational institutions. In the middle school years, students in Senegal make their first school to work transition through the process of being assigned a track either in technical sciences or in social sciences. Skilled middle school students form a strong pool of the future workforce. At the same time, TVET students and unemployed business school graduates bring experience and expertise of current market conditions and skills gaps. By working across these age ranges and institutions, APTE-Senegal was deeply connected to the pool of future workers and the challenges they encountered at different stages of their school to work journey.

Key Achievements

The final evaluation of the project revealed **a remarkable change in attitudes and understanding of the APTE-Senegal modules**. For example, 96.7% of middle school students reported a more enlightened vision of the world of work. An entrepreneurial skillset is useful across a range of work contexts, and APTE-Senegal reported that 78.5% of middle school students preferred entrepreneurship compared to 21.5% who chose paid employment. Furthermore, **school representatives noted that APTE-Senegal students are more open, more disciplined, more polite, communicate more easily, and are more involved in school activities**. With the low level of completion in secondary school in Senegal, these positive behaviors are important because they contribute to keeping students in school while also positively impacting their communities. For example, students in one school created a photography club to provide lower cost passport photos and a student used his training to start a small artisanal bakery.

Additionally, most unemployed recent graduates were able to find a job, and those who did not found substantial internships. These internships are important because they offer an opportunity that will lead to a job or develop their skills to start their own business. Considering the percentage of unemployed youth in Senegal, finding a job or starting a business is important in reducing youth unemployment.

All the stakeholders agreed APTE-Senegal achieved the integration of a hands-on work readiness curriculum across a broad range of ages in diverse national contexts and through the formal education system. This is an important achievement because it speaks to extensive planning, collaboration, accountability and trust with Senegal's Ministry of National Education and Ministry of Technical Vocational Education and Training. **The pedagogy was considered a major innovation as its blend of formal teaching methods with scenarios, role-playing, group work, playful review sessions, use of icebreakers and complementary extracurricular activities differed from traditional teaching methods**.

As a result, APTE-Senegal challenged the existing perception that “*the academic system trains unemployed people.*” APTE-Senegal gained buy-in for an alternative methodology and proved that it could be used to training youth in work readiness. This laid the foundation for scale and sustainability.

APTE-Senegal produced studies documenting best practices, facilitated knowledge exchange, and generated lessons learned to help government institutions replicate at the end of the project. In fact, APTE-Senegal’s focal point at the Ministry of National Education estimated that a draft decree making “home economics and social studies” compulsory for all middle school students – as mathematics and French already are – would be completed in 5 years or less. This is important because the APTE-Senegal project was implemented in middle schools via home economics and social studies courses and this, therefore, shows the commitment of the government to sustain the integration of APTE modules in the education system.

Sustainability

Through its intentional focus on the relationships among key stakeholders (parents, teachers and education officials) the APTE-Senegal project demonstrated a high degree of social sustainability. APTE-Senegal established opportunities for young people to demonstrate their positive contributions. This in turn led to greater investment in the well-being of young people. For example, every six months, students at a school in Ziguinchor cleaned a hospital. This volunteer work impressed the director of the hospital so much that he decided to give two free consultations for students from this school every year. Likewise, parents mentioned that students who did not like school are no longer reluctant to attend because they liked the APTE classes.

Teachers reported that “*respect replaces fear in the student’s interactions with the teacher.*” In a crisis, such as the COVID-19 pandemic, this relationship building was especially important and influenced investments such as teacher-led catch-up sessions to make up for school closures between March and November 2020. Thanks to an early and effective collaboration with **key ministries**, the government

facilitated access to target students and ensured the necessary actions were taken for a successful implementation of the project. Importantly, Government stakeholders shifted their investments and priorities from a system that *teaches* to a system that *educates* by way of integrating values as part of the APTE modules.

During the course of the project, parents and students requested more APTE classes and opportunities to further practice the skills they were learning. To meet this need, the project provided a range of extracurricular services accessible to all students in the community including those not attending APTE classes. Entrepreneurship Clubs were established in every school where the project was implemented and organized activities including Savings and Internal Lending Community (SILC) activities and career days. Students were able to save over \$5,000. These savings were critical in allowing adolescents to invest in income generating activities and showcase their skills to their parents and communities.

Career days allowed students to meet professionals working in various fields to better understand possible careers they could pursue. Most importantly, these career days helped break gender barriers related to predefined types of work for women and men by inviting women working in sectors identified as traditionally “men only” sectors like auto repair. For Mr. Seni Diop, Director of EDC in Senegal:

“One of the achievements of the project was the visit from private sector actors to the schools to discuss with the students, to show them how they work, which was not done before.”

Overall, the services enhanced the continuation of productive habits like savings, communicating and networking, which were reinforced through the in-school work readiness curriculum.

Scale and National Ownership

The APTE-Senegal project aligned with two key policies. First, the “Emerging Senegal Plan” (PSE) making the development of human capital essential for the country’s development and second, a signed ministerial order making entrepreneurship compulsory in TVET Centers. APTE-Senegal developed a deep understanding of the challenges the government faced in implementing these policies and intentionally developed solutions to help the government achieve its own goals. This work resulted in important achievements towards scale and national ownership.

As a show of national ownership, the Ministry of National Education instructed schools **to continue implementing the training modules developed by APTE-Senegal even if the project has ended.** APTE-Senegal built the capacity of National Inspectors, who are responsible for monitoring the implementation of training programs. Secondly, during project implementation, APTE-Senegal worked to identify how to fit the work readiness curriculum into a busy school day. Additionally, the government increased the time allotted to using the APTE modules and provided regular follow up. To address the need for improved collaboration between the two ministries involved, **an interdepartmental and a technical committee were established.** Meetings were held twice a year with the task of coordinating the delivery of the APTE trainings in middle schools and TVET centers. **Importantly, the APTE-Senegal project studied the financial requirements and provided recommendations on the implementation of institutionalization. By thoroughly identifying all additional costs for the government to implement the APTE programming, the project estimated that the cost per student per year is about \$4.**

Potential for Replicability

Resources were considered sufficient and in fact APTE-Senegal was able to reach more beneficiaries than expected.

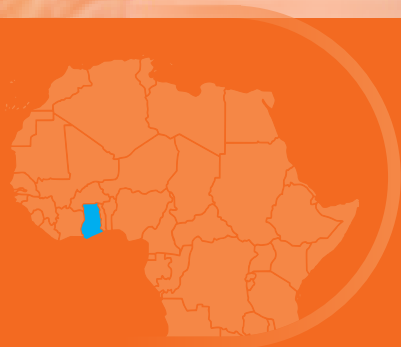
In terms of replicability, two main activities were identified as the most expensive aspects of the project: (1) successively training more than 1,600 teachers and inspectors which included per diem, transportation and accommodation for teachers and (2) printing of teaching materials which were distributed to all beneficiaries, teachers and school managers.

During the final evaluation of the project, several recommendations were made to the government for scaling and replicating the APTE modules. First, there needs to be a continual recruitment of teachers and an increase of the number of hours (from 1 hour to 2) for the Home and School Economics discipline which hosts the APTE modules. Changing the name of the discipline to something more gender neutral might also change the perception of students for this module and therefore increase engagement.

Support for teachers, ensuring the quality of the training is being monitored appropriately and further collaboration with the community came out as key recommendation to further scale and replicate. **An important lesson for future projects is integrating APTE modules into the training of trainer’s programs as a way to institutionalize them.** For example, this integration can be done through capacity building support for teacher trainers at the École Nationale de Formation en Économie Familiale et Sociale (ENFEFS), which trains home economics teachers (for middle schools), and at the Ecole Normale Supérieure d’Enseignement Technique et Professionnel (ENSETP), which trains teachers of TVET centers. This approach could resolve not only the availability of teachers trained in APTE modules but also the issue of teacher turn-over. **It is important to consider improving the monitoring of the quality of trainings at government level which was a challenge that APTE-Senegal noted.** This involves capacity building at both the national and local levels. **An improved and sustained involvement and engagement of the community is important for a successful replication of the project activities.** APTE-Senegal ensured capacity building of local partners delivering the APTE modules so that they could continue to use the APTE modules in other programs, allowing more students to benefit from the modules.



Photograph: © UNICEF



COUNTRY CASE STUDIES

GHANA

GOOD

A Multi-Sectoral Approach for Girls Education:
The Case of the Better Life for Girls (BLG)

Background

57% of the Ghana's population is under the age of 25,²² including an estimated 3 million²³ to 5 million²⁴ adolescent girls. Adolescence is a period of transition that poses multiple challenges for girls as they change education levels or leave education, transition to the world of work, and/or begin families. UNICEF's *Protecting and Empowering Adolescent Girls in Ghana* helped to address a number of challenges faced by adolescent girls, including early sexual relations and early pregnancy with related health risks and potential for early marriage, increasing time spent on household chores, and a high prevalence and heightened risk of multiple forms of violence.²⁵

Ghana's poverty rate was 13.3 percent in 2016;²⁶ with poverty most prevalent among the rural population (23%) and those aged 16 and older without education and most concentrated in Ghana's five northern regions²⁷ and the Volta Region.²⁸ Gender parity in education has been achieved at primary and lower secondary levels. Primary and secondary education completion rates are also lowest in these six regions. Girls in Ghana are generally outperformed by boys in science and mathematics subjects.²⁹ Concerns linger about low quality of education in general, and acquisition of foundational learning skills increases with level of wealth.³⁰

Quick Glance of Ghana's Education Sector	Total (Female, Male, Rural, Urban)
Share of youth (15-24 years) not in employment, education, or training - 2015	25.5% (F 31.2%, M 18.5%)
Primary gross enrollment - 2019	104.84% (F 105.58%, M 104.13%)
Primary completion - 2019 (R/U 2018)	74.1% (F 77.3%, M 70.2%) (R 64.89%, U 78.74%)
Lower secondary gross enrollment - 2019	85.42% (F 86.45%, M 84.44%)
Lower secondary completion - 2019 (R/U 2018)	52.2% (F 54.6%, M 51.9%) (R 36.31%, U 60.81%)

22. UNESCO Institute for Statistics.

23. United Nations Children's Fund, *Protecting and Empowering Adolescent Girls in Ghana: A statistical snapshot*, UNICEF, New York, 2021. Accessed at <file:///Users/lisalaumann/Documents/Protecting%20and%20Empowering%20Adolescent%20girls%20in%20Ghana.pdf> and UNICEF. 2021. UNICEF-KOICA Partnership Better Life for Girls in Ghana Project (2017-2021) Final Report.

24. McAsey, Fiachra and Jovana Bazerkovska-Sander, "A focus on adolescent girls is an investment in Ghana's future: Programmes and interventions centred on girls reap benefits for everyone". 10 January, 2022, <https://www.unicef.org/blog/focus-adolescent-girls-investment-ghana-future> and UNICEF, "Adolescent Health and Nutrition: UNICEF works with partners in Ghana to ensure that adolescents are healthy and well-nourished", n.d., <https://www.unicef.org/ghana/adolescent-health-and-nutrition#:~:text=For%20more%20than%20five%20million,womanhood%20is%20filled%20with%20obstacles>.

25. United Nations Children's Fund, *Protecting and Empowering Adolescent Girls in Ghana: A statistical snapshot*, UNICEF, New York, 2021. Accessed at <file:///Users/lisalaumann/Documents/Protecting%20and%20Empowering%20Adolescent%20girls%20in%20Ghana.pdf>.

26. At 2011 purchasing power parity (PPP) \$1.90 per person per day.

27. Note the data was based on Ghana's three northern regions which have since become five with the creation of North East and Savannah.

28. World Bank Group. 2019. *Poverty and Equity Brief: Ghana*. Accessed at https://databank.worldbank.org/data/download/poverty/33EF03BB-9722-4AE2-ABC7-AA2972D68AFE/Archives-2019/Global_POVEQ_GHA.pdf.

29. Ghana Education Service 2019/2020 Management Information System (EMIS) cited from Better Life for Girls Final Project Report.

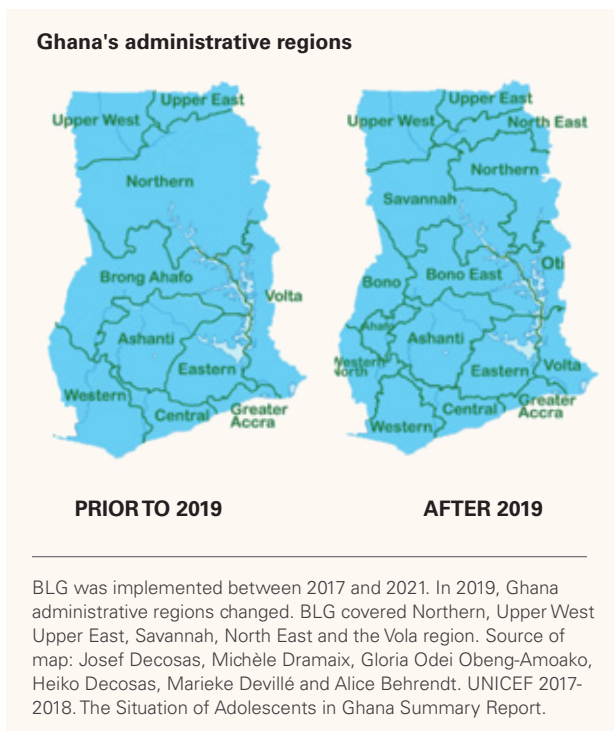
30. UNICEF. 2020. *Ghana Education Fact Sheets*. Accessed at file:///Users/lisalaumann/Downloads/Ghana_Fact_Sheets_Digital.pdf.

Higher secondary gross enrollment - 2019	63.29% (F 62.1%, M 64.44%)
Higher secondary completion - 2019 (R/U 2018)	35.74% (F 35.26%, M 36.24%) (R 22.61%, U 48.91%)

Program Overview

The Better Life for Girls (BLG) project was a 4-year, 5.2-million-dollar project funded by the Korean International Cooperation Agency (KOICA) and implemented by the Ghana Education Service and UNICEF in Ghana. The program was implemented between 2017 and 2021.

BLG was implemented in Ghana's regions that report consistent poverty and low education—the Northern and Volta Regions.



Approach and Activities

The BLG program employed a **multi-sectoral** and **evidence-based** approach. Multi-sectoral activities included policy advocacy, the development of resources to strengthen the education system, piloting and building of gender inclusive school infrastructure, iron folate supplementation, adolescent mentoring, teacher training, and engaging with parents and community leaders. These activities were designed through a consultative process at national and sub-national levels to support adolescent girls. UNICEF technical staff facilitated know-how in WASH, child protection, gender inclusion, and nutrition while the Ghana Education Service professionals continually adjusted and implemented the BLG program in response to learning and community engagement. The Ghana Health Service and the Department of Social Welfare were also a key stakeholder making key contributions to the program. BLG's combination of system strengthening and service delivery activities laid a foundation for scale-up and replicability. Furthermore, the interaction of these complimentary and well-coordinated activities was critical to the success of the program.

UNICEF and the Ghana Education Service used, generated and shared data, evidence and learning from previous programs targeting adolescent girls to build consensus and inform programmatic investments. Data included national surveys, regular monitoring including field visits to remote locations, and a Knowledge, Attitudes and Practice (KAP) survey. Where evidence lapsed, research was undertaken such as skills mapping and focus groups to better understand non-formal learning opportunities and violence faced by girls. The shared use of and understanding of evidence enabled UNICEF and the Ghana Education Service to, together with communities, address barriers for girls.

From a financial standpoint, BLG was a complex program that built scalable implementation models while simultaneously providing a range of services to community stakeholders. Overall, BLG's total budget was \$5,200,000 for three-years and directly benefited a projected 15,000 girls and 15,000 boys. Calculating girls and boys benefiting from the project, this equates to about USD 173/beneficiary. However, services provided by BLG benefitted community members in different ways and therefore calculating a cost per beneficiary may not provide a useful indicator. For example, BLG aimed

to increase school completion for *both girls and boys* in 70 junior secondary schools, reach a wider range of *girls* in 101 junior secondary and primary schools with the iron folate supplementation and menstrual hygiene management program, and offer *girls* enhanced life skills, financial literacy, and entrepreneurship training and opportunities. Table 1: BLG's Budget and Results presents BLG's activities and budget³¹ next to the results (where available) and projected reach (where available). The points show how the budget was allocated across the direct beneficiaries and services.

Better Life for Girls

Goal:

Adolescent girls in Ghana have knowledge, skills and enabling environment to make informed decisions and achieve their full potential. This goal was supported by two outcomes:

Outcome 1:

More adolescent girls in Northern and Volta region are accessing learning and skills development opportunities.

Outcome 2:

Adolescent girls, communities and institutions have platforms and evidence to engage on issues related to adolescent girls including child marriage.

Table 1: BLG's Budget and Results

BLG's Budget and Results		
Activities	Budget	Results
<p><i>Awareness raising, dialogue, and engagement of targeted groups and communities (see 1-5 below for a break-down of activities)</i> <i>\$1,400,000 (26.9% of total budget)</i></p> <p>BLC aimed to reach a large number of people with awareness raising, dialogue, and engagement activities. It built capacity of community facilitators using a child protection toolkit and stimulated community engagement and norm-changing intergenerational dialogue in 16 districts. At the national and subnational levels, it reached 163,543 adolescent girls and boys through networks, clubs and sports and music events and engaged 166,626 U-Reporters in contributing to public debate on issues related to child marriage, sexual and reproductive health, access to education and opportunities. It engaged 4,824,723 young people in social media dialogue on risks faced by, and vulnerability of, adolescent girls and 15,657,938 people nationwide with child and adolescent girls' protection messaging through the Ghanaians Against Child Abuse (GACA) social drive.</p>		

31. Only expenses aligned with results are presented. All other expenses (such as technical support and overhead costs) are not presented.

1.	Stimulate community engagement and inter-generational dialogue around child protection, equitable gender norms, investments in adolescents, and delaying of marriage, with participation from boys and men (e.g., incl. capacity building of community facilitators to roll out the new CP Facilitation Toolkit).	300,000	Actual: 7 out of 26 districts in Northern region and 9 out of 25 districts in Volta region benefited from community-engagement interventions.
2.	Increase awareness and stimulate dialogue for change for adolescent girls and galvanise support for investing in girls, delaying marriage and reducing risks of violence.	250,000	Adolescent girls' issues fully integrated in Ghanaians Against Child Abuse (GACA). 15,657,938 people across the country reached with child and adolescent girls' protection messages through the GACA social media platforms.
3.	Engagement, peer-dialogue, information sharing with and for adolescent girls and boys through networks and clubs and mobilization of youth through sports and music events at national and subnational level.	300,000	163,543 adolescent girls and boys.
4.	Establish U-Report for bringing the voices of young people for contributing to public debate, particularly of girls on issues related to child marriage, sexual and reproductive health, access to education and opportunities.	350,000	166,628 U-Reporters (31 May 2021).
5.	Social media engagement to empower adolescents to engage in dialogues with stakeholders with particular focus on the risks and vulnerability of adolescent girls (e.g. Facebook campaign).	200,000	4,824,723 young people and adolescents reached through social media platform.

***MICS and KAP Survey
(see 6-7 below for a break-down of activities)
\$800,000 (15.3% of total budget)***

The project budget allocated \$700,000 to plan and implement Plan and implement the 2017 Multiple Indicator Cluster Survey (MICS) with expanded and modified module questions on adolescents, specifically adolescent girls. It allocated \$100,000 for phone-in KAP surveys using IT based platform and data base of SHS students, but the project did not report on this output.

6.	Plan and implement Multiple Indicator Cluster Survey (MICS) 2017 with expanded and modified module questions on adolescents, specifically adolescent girls.	700,000	MICS 2017 dataset available with 12,000 household interviews.
7.	Conduct phone-in KAP surveys using IT based platform and data base of SHS students.	100,000	Not reported.

Menstrual hygiene management (MHM) program in selected schools

(see 8-9 below for a break-down of activities)

\$590,000 (11.3% of total budget)

\$39.33/girl (budgeted)

The BLG project built 101 pilot change rooms in schools that benefited approximately 10,144 schoolgirls.³² The building of these changing rooms in schools was accompanied by standardized Menstrual Hygiene Management guidelines, education, and advocacy. BLG also built the capacity of teachers and executives of the Parent Teacher Association (PTA) to maintain the facilities.

8.	Evidence generation in modelling a comprehensive menstrual hygiene management (MHM) program in selected schools.	490,000	Model documented and costed for advocacy and scale-up.
9.	MHM guidelines developed, modified and incorporated into mainstream sanitation program including school-based interventions, based on the model.	100,000	Actual: 103 schools implemented the MHM programme. 101 schools have new changing rooms with urinals. Resource persons and teachers from the four districts trained to implement and operationalize MHM guidelines. Target was to benefit 15,000 girls, actual was 10,144.
10.	Technical support and expert support to program design and delivery. 7.7% of total budget	400,000	N/A
11.	HQ support. 7.4% of total budget	385,000	N/A

32. 10,144 is the actual number. The projected beneficiary count was 15,000 and used to calculate the cost/beneficiary since the projected budget was used.

12.	Establishing functioning partnerships with two district-based civil society organizations to: a) support school-community linkages; b) conduct “learning clinics” after school to support girls in their school work; and c) mentoring for leadership and empowerment. 6.7% of total budget	350,000	Residential learning camp provided additional tutorial support in Science, English, and Mathematics and provided life skills to 301 girls attending JHS 2 in Krachi East and Kpandai before the start of the 2018/2019 school year. Projected: 11,455 girls and boys.
13.	Overall Programme Management and monitoring cost at CO level. 6.5% of total budget	337,000	N/A
<p><i>Iron folate supplementation</i> <i>(see 14-15 below for a break-down of activities)</i> <i>\$250,000 (4.8% of total budget)</i></p> <p>The iron folate supplementation program resulted in a 26% reduction in anemia among in-school adolescents. Iron folate supplementation was implemented in 51 districts; however, it was not possible to determine the number of in-school adolescents in those districts. Moreover, BLG’s projected \$250,000 was for the development of a roll-out model for iron folate supplementation. It was not possible to determine the cost of implementing the model. For example, the Final Report indicated that additional funding was secured to provide the needed iron folate tablets.</p>			
14.	Develop protocol for provision of iron and folic acid supplements to menstruating adolescents.	50,000	National IFA supplementation guidelines used across the country.
15.	Development of a roll-out model for iron and folic acid for intermittent supplementation of menstruating adolescent girls in school.	200,000	Using a phased approach, GIFTS (Girls Iron Folate Tablet Supplementation) is being scaled- up nationally from 4 to 16 regions. UNICEF successfully advocated for the procurement of IFA supplements using domestic funding. To further support advocacy, a Nutrition Budget Brief has been developed to influence Medium Term Expenditure Framework (MTEF).

Formative research and assessments
(see 16-17 below for a break-down of activities)
\$187,400 (3.6% of total budget)

BLG conducted formative/scoping research on barriers to girls' completion of junior high school and components of a critical package of interventions of keep girls in junior high schools. It also mapped and analyzed the availability and quality of current vocational and livelihood training opportunities for adolescents in the country to identify opportunities and provide information for advocacy and disseminated its findings.

16.	Develop a gender-responsive project implementation design with a focus on critical package of interventions to keep girls in JHS - based on formative research and available evidence.	112,400	Formative research/scoping study on barriers to girls' completion of JHS completed.
17.	Map and analyze availability and quality of current vocational and livelihood training opportunities for adolescents in Ghana, and to use findings to advocate for improving opportunities for girls.	75,000	Final Skills mapping report available, reviewed, validated by stakeholders and disseminated.
18.	<p>Policy dialogue \$122,000 (2.4% of total budget)</p> <p>Engage in evidence-based strategic and inter-sectoral policy dialogue at the regional and national level to facilitate experience sharing across districts; and for prioritizing interventions to support girls' education and gender equality in education.</p>	122,000	<p>6 sector -based platforms</p> <p>3 dissemination workshops on the scoping study, engaging key stakeholders nationally and in Kpandai and Krachi East completed in 2018.</p> <p>3 workshops sharing evidence-based lessons on KOICA supported interventions organized nationally and in Northern and Oti regions with participation of key stakeholders completed in 2019.</p> <p>1 multi -stakeholder national dissemination event on the Better Life for Girls Project organized.</p>

19.	<p>Life skills, financial literacy, and entrepreneurship opportunities (See 12 below) \$100,000 (1.9% of total budget)</p> <p>Enhance life skills, financial literacy and entrepreneurial opportunities through partnerships with private sector, NGOs/CBOs and other Agencies.</p>	100,000	<p>2,000 girls reached with financial literacy, numeracy, entrepreneurship and economic empowerment sessions. 500 girls linked to their chosen areas for apprenticeships and provided with start-up tools. 55 girls linked to private sector industrial attachment opportunities.</p> <p>1 partnership established offering financial literacy and entrepreneurial opportunities to adolescent girls.</p>
<p><i>Build capacities of teachers to support girls' entry and retention in junior high schools (see 20-21 below for a break-down of activities)</i> <i>\$80,000 (1.5% of total budget)</i> <i>\$496.89/teacher (budgeted)</i></p> <p>BLG built the capacity of 276³³ JHS Science, Mathematics, English and Social Studies teachers in Krachi East and Kpandai on gender-responsive pedagogy and subject instruction and to support girls prepare for the Basic Education Certificate Examination (BECE). This also included providing teaching and learning materials to 154 Science and Mathematics JHS teachers.</p>			
20.	<p>Build skills and capacity of JHS teachers in gender-responsive pedagogy and subject-specific content for JHS.</p>	80,000	<p>Actual: 276 (female: 28; male: 248) JHS Science, Mathematics, English and Social Studies teachers in Krachi East and Kpandai trained on gender-responsive pedagogy and subject instruction and to support girls prepare for the Basic Education Certificate Examination (BECE).</p> <p>154 (female: 11; male: 143) Science and Mathematics JHS teachers trained on the use and maintenance of the procured TLMs.</p> <p>Projected: 161 teachers.</p>
21.	<p>Building skills and capacities of headmasters, other school staff, SMCs/PTAs to conduct gender analysis, prepare school development plans, and create safe school environments to support girls' retention.</p> <p>(1.5% of total budget)</p>	80,000	<p>Only actuals are available: 90 (female: 30; male: 60) district level stakeholders trained on a back-to-school initiative to support community level campaigns.</p> <p>Stakeholders oriented on guidelines on pregnancy among girls, re-entry for young mothers and parental support for adolescent girls.</p>

33. The projected beneficiary count was 161 and used to calculate the cost/beneficiary since the projected budget was used.

			<p>Promotional materials to promote Guidelines on Prevention of Pregnancy and Re-entry for Young Mothers After Childbirth, safe schools (addressing Gender-Based Violence), back to school campaign, designed, printed and distributed in Krachi East and Kpandai districts.</p> <p>1,377 (female: 786; male: 591) Muslim stakeholders sensitized on schooling for pregnant schoolgirls and young mothers completed.</p>
22.	<p>Supporting monitoring and supervision of participating schools on a regular basis in the project districts.</p> <p>(1.5% of total budget)</p>	18,000	N/A

Key Achievements

BLG achieved an **improvement in junior high school (JHS) completion rates in 70 schools** for both girls and boys. Two years prior to BLG, (in 2016/2017), JHS completion rates for girls in Krachi East and Kpandai (Northern Region) were 34.3% and 48.3% respectively. After the implementation of BLG, completion rates increased by 6.5% in Krachi East, 18.9% in Kpandai. This required addressing **norms** around child marriage and education in Ghana. Child marriage is more common among those with little or no education and 9 in 10 married girls in Ghana are not attending school.³⁴ There are over 2 million child brides in Ghana and one in five young women are married in childhood.

BLG recognized the intersection of gendered beliefs and school completion and worked to address them. As a result, BLG reported **an increased understanding of what constitutes sexual violence** among in-school and out-of-school girls, considerable improvements in attitudes and practices within the communities across a wide range of child protection topics, including the prevention of family separation, the elimination of harmful practices such as child marriage, and knowledge and willingness in respect to where to seek help in cases of abuse.

This captured BLG's approach to norm change:

I think generally the attitude and behaviors when it comes to violence and abuse against children and girls are very much entrenched in our cultural practices and so these things take time. So, yes, these are areas that we really need to work on and invest in, but we should be patient that change doesn't happen overnight. It takes some level of investment and consistency over a period of time.

Joyce Odame, Child Protection Program Officer, UNICEF

34. United Nations Children's Fund, Ending Child Marriage: A profile of progress in Ghana, UNICEF, New York, 2020. [Ending Child Marriage - Progress in Ghana.pdf \(unicef.org\)](#).

The BLG program achieved a **26% reduction in anemia** among adolescent girls in schools receiving the iron supplementation. Additionally, BLG's evaluation showed improvements in adolescent's knowledge on iron rich nutritious foods and dietary practices. This result is important in the context of girls' education because anemia disproportionately affects women starting in adolescence.³⁵ Anemia reduces cognitive performance, work performance, and endurance; it also causes learning difficulties.³⁶ In Ghana, 46.7% of adolescent girls are anemic, which is highest of any group of women in the country.³⁷ The challenge and steps to addressing iron folate supplementation was captured well below:

Let me be quick to add that the girls iron folic tablets supplementation programme was not just giving out iron full tablets, but it comes with education as well. The boys too benefited from the education on anemia, the causes, and the prevention, so that is something we did to address the high problems of anemia.

Jevaise Aballo, Nutrition Program Officer, UNICEF

The BLG project built **101 pilot change rooms in schools** that benefited approximately 10,144 schoolgirls. These safe spaces for management of menstrual hygiene are important because 19% of women and girls in Ghana do not participate in school, work, or social activities due to menstruation.³⁸

The building of these changing rooms in schools was accompanied by standardized Menstrual Hygiene Management guidelines, education and advocacy. BLG also built the capacity of teachers and executives of the Parent Teacher Association (PTA) to maintain the facilities.

Scale and National Ownership

The BLG program was **aligned to national policies in both the education and health sectors.**

Ghana's **education policy** focuses on (a) increasing access to education, (b) provision of quality education, and (c) ensuring equitable and inclusive education for all. Through a variety of activities, the BLG project operated within the domain of these policies by targeting girls' and boys' education and enrollment in deprived communities. BLG's iron folate supplementation aligned with the government's health policy on reducing anemia among teenage girls.

This alignment was a first step in achieving national ownership.

As briefly stated in the program approach, BLG made extensive use of data, which was both generated and shared. When multiple partners **buy-into data and share** in its use, designing solutions has ownership. A noteworthy achievement (and investment) were 10 U-poll reports. BLG conducted these reports to gain insights about adolescent girls and then shared key issues through public dialogues and media outlets. Additionally, data related to iron supplementation have been integrated in the District Health Information Management System (DHIMS) to facilitate reliable and quality data collection through health facilities. This key step helps ensure the on-going monitoring of and accountability for iron supplementation activities.

35. Sarah Adelman, Daniel O Gilligan, Joseph Konde-Lule, and Harold Alderman. American Society for Nutrition 2019. Volume 149. Issue 4. Accessed from: <https://academic.oup.com/jn/article/149/4/659/5423561>.

36. Arcanjo FP, Arcanjo CP, Santos PR. Schoolchildren with Learning Difficulties Have Low Iron Status and High Anemia Prevalence. *J Nutr Metab*. 2016;2016:7357136. doi:10.1155/2016/7357136.

37. Ghana Statistical Service, Ghana Ministry of Health, UNICEF, et al. (2018). Ghana Multiple Indicator Cluster Survey 2017/18. Quoted from BLG Report.

38. Ghana Statistical Service, Ghana Ministry of Health, UNICEF, et al. (2018). Ghana Multiple Indicator Cluster Survey 2017/18. Quoted from BLG Report.

BLG's Ingredients for Achieving National Ownership and Scale

Align To national policies in multiple sectors:

Generate and Share Data.

Demonstrate Results.

Strengthen The education system.

Advocate For investments in girls' well-being.

Influence Government mechanisms connected to national funding.

Seek Additional donor funding to continue replication.

BLG was able to demonstrate significant results, which helps show the value of an investment. BLG's focus on girls' well-being led to **more financial resources allocated to support girls' education** in the Krachi East region. This is a significant promotion of scale given the low educational outcomes in this region specifically. Additionally, the Municipal Assembly (in Krachi East) **allocated funding for the construction of two girls only JHS schools**. Since 2019, BLG's **groundbreaking iron supplementation has been scaled nationally** and reached 1,849,373 10-19 year old girls both in school and out-of school. This work represents a comprehensive Government response to adolescent girls' anemia and gender specific nutrition needs.

In the wake of the COVID-19 pandemic, BLG's investment in strengthening the education system was especially important. Teacher training helped teachers who had stayed home during the school closures to be better equipped to support girls prepare for the 2020 Basic Education Certificate Examination (BECE). Teacher training included gender-inclusive pedagogy, protection and hygiene. BLG also disseminated and implemented *Guidelines on Prevention of Pregnancy Among School Girls and Re-Entry for Young Mothers After Childbirth* that was especially timely given the increase in teen pregnancy linked to the COVID-19 pandemic.³⁹ The success of BLG's pilot changing rooms led to their incorporation into national menstrual hygiene guidelines and incorporated into mainstream sanitation programming. BLG also developed menstrual hygiene management guidelines in Braille. These achievements have informed government decision to scale up best practices to other districts.

39. Tony Baker. World Vision 2020. *Teenage pregnancy threatens to block a million girls across sub-saharan Africa from returning to school.* https://www.wvi.org/sites/default/files/2020-08/Covid19%20Aftershocks_Access%20Denied_small.pdf.

UNICEF captures the value of such systems strengthening activities:

As part of the implementation of the community engagement bit, we have a set of tools on which we trained our regional level partners on how to do discussion around protection issues for adolescent girls. Even after the end of the project the tools are still in use and they are still engaging communities with the tools that we developed. There are regional teams that we trained, and now UNICEF is expanding into other districts that KOICA did not cover. It shows that the capacities that we built is still existing and it's still being put in use, particularly in the regions that was supported by KOICA.

Joyce Odame, Child Protection Program Officer, UNICEF

BLG advocated for girls' well-being through technical working groups and with the buy-in from high-level champions. As a result, additional commitments have been made by political leaders to promote cost reduction of sanitary pads.

BLG **influenced government mechanisms connected to funding** particularly through the Annual District Education Operational Plans (referred to as ADEOPS).

The newly developed ADEOPS incorporated programming to systematically address challenges that affect girls' completion of JHS and transition to Senior High School (SHS) and ensures that the gains of the project are sustained and funded by both the central government and the District Assemblies. The critical nature of this work to sustaining and scaling the BLG program has been acknowledged by partners including the Ministry of Education/Ghana Education Service. Additionally, UNICEF reinforced that the government took a leadership role on much of the program.

BLG's achievement led to additional investment from the Canada National Committee for UNICEF to scale up the best practices in 5 new districts: Nanumba North, Saboba, Tolon, West Mamprusi, West Gonja where the Empowering Adolescent Girls, Embracing Gender Equality, Advancing girls' lower secondary education in Ghana (2019-2022) project is being implemented.

Sustainability and Potential for Replicability

The BLG program included a holistic package of multi-sectoral services that contributed to the results achieved. Services were provided in the health, education, protection, WASH and advocacy. Lessons from the BLG program suggest that all the services were necessary to achieve national ownership, scale and the goals of the program. BLG made significant progress in the area of protection and this, in particular, involved working in partnership with a range of community stakeholders. For example, BLG found that some religious leaders took-up child protection issues as part of their mandate to counsel children and parents, community actions against child protection issues have increased and adolescents have become more aware of their sexual and reproductive health rights. Importantly, perceptions around child protection have changed - increasingly perceived as an issue of community concern. The work to change norms and perceptions among stakeholders (especially those that care for and protect girls) is an important lesson as these individuals will continue to advocate for the rights and protection of children.

The stakeholders identified that this holistic package of services was possible within the budget of the program and were all important. Yet, it is important to understand the expertise that both the Ghana Education service and UNICEF in Ghana bring to this type of programming. Indeed, both partners bring expansive capacity and expertise. For example, previous programming such as the Making Ghanaian Girls Great project, which was implemented as part of the global Girls' Education Challenge certainly increased capacity for girls' education programs.

UNICEF in Ghana focuses on inclusive education and adolescent girls education. This capacity allowed UNICEF to efficiently bring investments from other programs to the benefit of the BLG program. Rather than assuming programs that could complement each other would, UNICEF identified the intersectionality of complementary investments in support of BLG. For example, BLG benefitted from UNICEF's Safe School program learning and investments to enhance results of the BLG program. Thus, it was possible for the BLG program to implement a broad range of services in a coordinated and complementary fashion.

BLG's Multi-sectoral Services

Health Iron supplementation and education:

Education Teacher training in gender-inclusive pedagogy, mentorship for girls.

Protection Community engagement and advocacy.

WASH Infrastructure and education for menstrual hygiene management.

Advocacy High level advocacy for girls' well-being.



Photograph: © UNICEF Niger, 2023



COUNTRY CASE STUDIES

NIGER

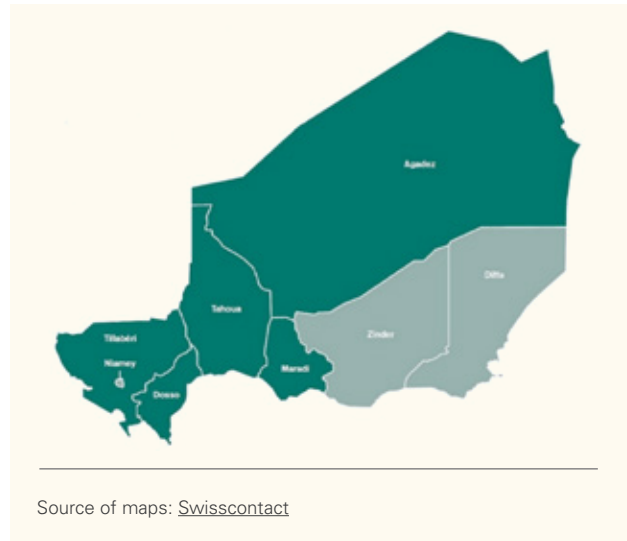
PROMISING

Youth education to stimulate economic growth in a conflict-affected context: The Case of Support to Professional Integration of Conflict-Affected Youth (PIPJ)

Background

With seven constitutions, including five in the last three decades, five *coups d'état*, three political transitions and two Tuareg rebellions, insecurity has stemmed from Niger's turbulent political history. Recent years have seen a significant proportion of school-aged youth being forcibly displaced in almost all regions of the country, and schools were closed following repeated attacks by non-state armed groups. Bordered by Benin, Burkina Faso and Mali, the Tillabéri region of Niger has been particularly affected by the growing insecurity in Sahel. Living conditions in this region have worsened dramatically since 2019 as a result of a "spill-over effect" from the conflict in Mali.⁴⁰ This resurgence of violence deprives young people in the Tillabéri region of the opportunity to go to school and jeopardizes their chances to future employment. This lack of opportunity makes them a target for recruitment to participate in hostilities.

According to the 2012 General population and housing census, 1 out of 2 Nigeriens is under 15 years old⁴¹ and 69.5% is under the age of 25. This proportion will keep increasing with an annual growth rate of 3.8%,⁴² one of the world's highest growth rates.



As 80% of Nigeriens's occupation is in agriculture and animal husbandry and live in rural areas, it is essential to offer Nigerien youth work opportunities aligned with this reality. The *Support to Professional Integration of Conflict-Affected Youth Program*⁴³ was designed to offer young people in Tillabéri positive opportunities for education and work skills and reduce the chance that they join non-State armed groups.

Program Overview

PIJP Overview

Goal:

Enable inclusive access to safe and protective learning environments that contribute to the protection and social and economic well-being of 14 to 25 years-old girls and boys:

Outcome 1:

Young girls and boys acquire technical skills to carry out an activity related to the local economy.

Outcome 2:

Young girls and boys are supported for their transition into working life.

40. Morten Bøås, Abdoul Wakhab Cissé, and Laouali Mahamane, 'Explaining Violence in Tillabéri: Insurgent Appropriation of Local Grievances?', *The International Spectator* 55, no. 4 (1 October 2020): 118–32, <https://doi.org/10.1080/03932729.2020.1833567>.

41. UNESCO Institute for Statistics. Extrapolated from <http://uis.unesco.org/en/country/ne?theme=education-and-literacy#slideoutmenu>.

42. World Bank Group. 2021. Poverty and Equity Brief: Niger. Accessed at https://databank.worldbank.org/data/download/poverty/987B9C90-CB9F-4D93-AE8C-750588BF00QA/AM2021/Global_POVEQ_NER.pdf.

43. Projet d'appui à l'insertion des jeunes affectés par les conflits.

Aiming to provide inclusive access to safe learning environments that contribute to the protection and social and economic well-being of young people, the *Support to Professional Integration of Conflict-Affected Youth Program* (French acronym PIPJ), was implemented by Swisscontact from May 2019 to January 2020 (9 months) in the Tillaberi region of Niger. PIPJ represented an investment of USD 246,000 (153, 979, 300 CFA)⁴⁴ and was funded by UNICEF and the Government of Japan. PIPJ targeted out of school and unemployed girls and boys from 14 to 25-years-old in six municipalities⁴⁵ in the Tillaberi region. Through short-term professional training focused on practice and meeting a specific local demand, the PIPJ helped empower Tillaberi youth by acquiring a set of complementary skills.

Approach and Activities

PIPJ's strategy focused supporting economic development and youth empowerment through inclusive education for out-of-school and unemployed youth. This translated into an integrated package of services including:

- i) **Career counselling to targeted youth on potential income earning activities:** In each community of intervention, a guidance counsellor – selected among members of municipal youth councils or local administrative services – was appointed and trained. Acting as the link to PIPJ, the local guidance counsellor helped targeted girls and boys select the most suitable short-term professional training course and discussed concerns or hesitations regarding the training with minors' parents if needed.
- ii) **Training in trades, entrepreneurship, soft skills and business management:** Over their one-month vocational training, youth **developed vocational skills such as food production, crafts and motor-pumps repair.** They also gained **business skills** such as accounting and management, and **life skills** addressing topics such as citizenship and prevention of violence.

This complementary set of skills aimed to reinforce graduates' autonomy and professional integration.

- iii) **Providing coaching and business advice to individuals and associations in the start-up phase of their enterprise:** Guidance counsellors assisted graduates integrate into the market by helping target local opportunities and facilitating networking with the private sector.
- iv) **Provision of start-up kits and working capital to selected graduates for starting up and income-generating activity:** One kit containing tools and work materials necessary for their apprenticeship was offered to every student at the beginning of the training course. Similar post-training kits were also offered to graduates to help start up their entrepreneurial activities. Profits generated by the sale of products created during the training were also served as seed funding to graduates from the agri-food sector.
- v) **Linkages to wholesalers and customers:** Initially planning on linking graduates to microfinance institutions (MFI), due to the short duration of the project and the absence of MFIs in the area, graduates were put in contact with suppliers and potential customers to facilitate their integration in the local economy.

Given the short project duration and need for efficiency, PIPJ recognized that decisions about programming must offer "quick wins" or immediate benefits and leverage existing resources. All decisions, therefore, were **evidence-based** and made in **strong collaboration with stakeholders.** One such important decision was what vocational skills to offer. The selection of training courses was based on a range of input and data including a national study undertaken by the Ministry of Technical and Vocational Training, regional and community development plans, and a survey among targeted beneficiaries. Attention was also paid to selecting training courses that would take advantage of local resources, thus contributing to the local economy. For instance, food-processing courses would focus on transforming peanuts,

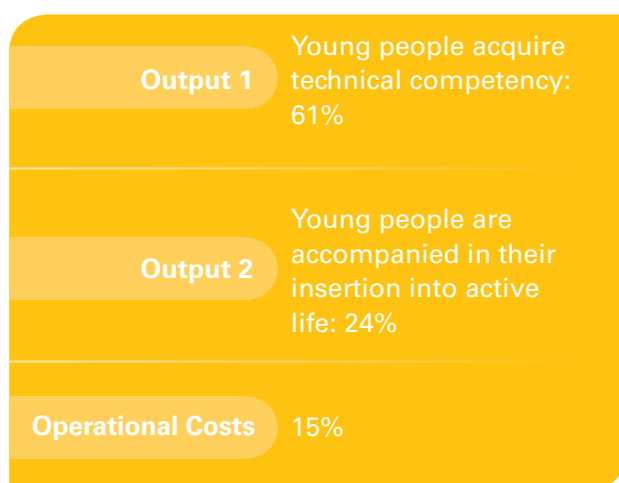
44. For consistency all currency conversions in the PIPJ case study were made on August 4, 2022. This exchange rate is 1 CFA = .0016 USD.

45. Goroual, Tondikiwindi, Inates, Ayorou, Abala et Banibangou.

millet and cowpeas as their production was high in these localities. This in turn provided a market for growers of these products.

Local partners played an important role in the PIPJ project. Their involvement reduced costs and increased the efficiency of this project. Municipal mayors were mobilized and greatly facilitated training logistics and post-training administrative procedures by providing support for the creation of associations, authorizations for entrepreneurial activities, and in some cases, going as far as alleviating difficulties related to land acquisition. This mobilization from local administration was crucial for the project's sustainability. When available, trainers from local training centers⁴⁶ provided the training. **Capacity building was offered to 25 trainers** from the Regional Direction to ensure their pedagogy was adapted to unschooled or out-of-school youth. Mobilization of local trainers also mitigated security risks related to transportation. As many beneficiaries were minors (i.e., under 18 years-old), their parents were actively involved in decision-making pertaining to the choice of a training course and to post-training entrepreneurial activities, in accordance with UNICEF and international conventions on labor rights.

From a financial standpoint, the PIPJ's spent approximately 246,000 USD (153,979,300 CFA). The program reached 520 beneficiaries and therefore had a cost per beneficiary of approximately 473 USD (296,114 CFA). Overall, PIPJ allocated its budget as follows:



Training under output one cost about 286 USD/beneficiary (179,259 CFA) and post-training support under output two cost 112 USD/beneficiary (70,336 CFA). Operational costs were USD 74 per beneficiary (46,517.88 CFA).

Key Achievements

Initially targeting the vocational training of 500 young people, the program sparked so much enthusiasm in communities that it exceeded its original target in terms of the number of beneficiaries and areas of interventions. Over the nine months of PIJP implementation, **404 girls and 116 boys acquired technical skills** in food-processing, catering, bakery-pastry, and boreholes and motor-pump repairs. From these beneficiaries, **349 girls were supported to create 31 associations** and were provided with **equipment and seed funding** for their food-processing or bakery-pastry activities. Another **55 girls and 78 boys** received similar support to start up individual activities. After three months of practice, additional material was provided to 19 groups (216 girls and 108 boys) and to 17 girls and 8 boys carrying out individual activities, based on results achieved and their dynamism. PIJP also facilitated **linkages for 57 girls to microfinance institutions and technical partners** to secure funding for implementing their entrepreneurial activities.

The main impact of the PIJP is that it allowed **young unemployed people to integrate into the labor market while responding to the needs of their community**, thus vitalizing the local economy. While some graduates started their own business, others were employed by NGOs and local economic operators. Even though the project duration and resources did not allow systematic post-training follow-ups, several success stories were listed: associations created through PIJP support are still operational in Abala, Tondikiwindi and Sanam⁴⁷ and the project's newsletters present several stories of young entrepreneurs now financially independent.

46. Centre de formation aux métiers (CFM).

47. As a systematic follow-up was not possible in all localities, we do not have information on the continuation of associations from other villages.



Photograph: © UNICEF Niger, 2023

Scale and National Ownership

Program scale and national ownership refer to the extent to which a program can achieve political will for continued investments. The PIPJ program did not and could not invest in the national capacity and infrastructure needed to bring such a program to scale. The program focused on supporting targeted actions by local actors: mayors and youth associations promoted the training and helped recruit students, local vocational training centers or municipal infrastructures hosted the classes, and local expertise was highlighted. The discussion on program scale and national ownership therefore focuses on how PIPJ aligned to precursors for scale and ownership.

Firstly, PIPJ is aligned with a set of national policies and programs related to education, youth training and professional integration. This includes a national policy for development and promotion of vocational

training, which is part of the *2014-2024 Sectoral Education and Training Program*. The Nigerien government has set a target of vocational training for 25% of Nigerien youth, and plans on mobilizing the Support Fund to Continuous Vocational Training and Apprenticeship⁴⁸ to achieve this goal. There is also the *2020-2029 National Strategy for the Promotion of Youth Entrepreneurship*⁴⁹ seeking to develop entrepreneurship as a way of employment for Nigerien youth and to build a resilient economy.⁵⁰ Furthermore, one of the pillars of Niger's *National Strategy for Girls' and Women's Education and Training*,⁵¹ established in 2019, is vocational training as a means to girls and women's empowerment. As previously mentioned, the choice of training courses relied both on promising sectors identified in the Ministry of Technical and Vocational Training's national study and on regional and communal development plans.

48. Fonds d'Appui à la Formation professionnelle continue et à l'Apprentissage.

49. Stratégie nationale de promotion de l'entrepreneuriat des jeunes au Niger.

50. République du Niger (2019). *Stratégie nationale de promotion de l'entrepreneuriat des jeunes au Niger 2020-2029*, Accessed at [https://www.giz.de/de/downloads/Strat%C3%A9gie%20nationale%20de%20promotion%20de%20%20Niger%20\(2020_2029\).pdf](https://www.giz.de/de/downloads/Strat%C3%A9gie%20nationale%20de%20promotion%20de%20%20Niger%20(2020_2029).pdf).

51. Stratégie nationale d'éducation et de formation des filles et des femmes.

Several governmental bodies were mobilized to ensure PIJP's success, including the Ministry of Technical and Vocational Training, who shared the project Newsletter promoting activities and results achieved by the PIJP. At the end of the training, Tillabery Regional Direction of Vocational and Technical Training took over for the post-training activities to accompany graduates in overcoming difficulties they faced. However, the resources provided did not allow for systematic and formal post-training support and follow-ups. This kind of post-training support is necessary to sustain the gains of the PIJP: a local guidance counsellor will help graduates' professional integration by helping individuals and associations develop a strategy for employment or entrepreneurial activities, and advise how to overcome difficulties they encounter.

Several factors contributed to the social acceptability of the PIJP, notably parents' participation in the choice of a training course for minors. Parents were also offered the opportunity to visit training sites and discuss vocational course curricula and career perspectives with trainers. In addition, local expertise was valued as trainers were usually from the municipality's training center. This increased efficiency as trainers could use local expressions and language to communicate and did not have to move very far. It also was useful in contextualizing all training. For instance, students did local market studies with the support of local trainers to orientate their entrepreneurial activities. This adaptation to context and sensitivity shown to local mores greatly contributed to the PIJP success.

There is a strong will among municipal mayors to pursue training activities and possibilities to scale up this program. Municipalities outside the six originally targeted by the program expressed their interest in bringing such a training program to their communities. Also, a strong demand was expressed for other sectors such as carpentry, sewing and welding, which were initially ruled out due to the longer duration required for the training. The PIJP has shown great potential for a snowball effect as trained youth were in turn mobilized to train other cohorts. Such a training model illustrates PIJP's philosophy to support local actors implementing training and to value local expertise.

Sustainability and Potential for Replicability

The existence of the *Support Fund to Continuous Vocational Training and Apprenticeship*⁵² dedicated to supporting out-of-school Nigerien youth should facilitate the replication of PIJP in other conflict-affected regions of the country. However, to ensure PIJP sustainability, replication or scaling, decentralized services will need to be able to count on sufficient resources to ensure post-training follow-up. This is a very important activity and should be considered for replication even in projects of short duration. Post-training support is crucial for graduates to develop a customized strategy for their professional integration. Follow-up support also helps graduates navigate many hurdles of the labor market such as administrative procedure and supply shortages. From a monitoring perspective, follow-up also allows for more data collection in order to adjust the program's activities and generate evidence on their impact.

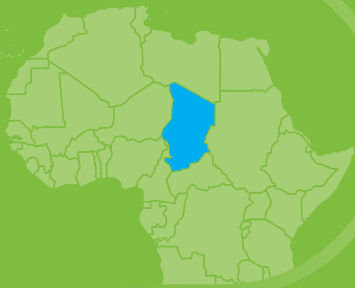
The size of the PIJP did not allow economies of scale, therefore, a subsequent project would benefit from being designed for a larger number of trainees. Program duration must also be extended to allow training courses diversification and to meet the demand for other sectors such as carpentry, sewing and welding.

The strong potential for PIJP replication relies partly on the ability to create programming that responded directly to the communities' priorities, in particular offering young people real chances of economic empowerment through professional integration. Moreover, the strong interest expressed by these young girls and boys and their parents shows the positive impacts anticipated by communities. Any replication or scaling up of this kind of initiative in Niger will encounter security challenges. The mobilization of trained youth as local trainers, as done during PIJP, can mitigate security risks and present the advantage of valuing local expertise.

52. Fonds d'Appui à la Formation professionnelle continue et à l'Apprentissage.



Photograph: @UNICEFChad/2023
/AnnadjibRamadane



COUNTRY CASE STUDIES

CHAD

PROMISING

Strengthening Skills-Building to Increase Resilience in Conflict: The Case of Emergency Provision of Inclusive Education (EPIE)

Background

The insecurity in the Sahel has amplified over the last decade with direct violent extremist attacks in the Lake Chad region. This has caused increased instability in bordering countries including Nigeria, Cameroun, Niger and Chad. In Chad, expenses on security have increased, oil revenues have dropped and there have been large population movements (displaced, returned, refugees). In fact, the population includes 4% refugees from conflicts in neighboring countries.⁵³ Half of refugees aged 6 to 18 are not educated or receive education from unrecognized organizations and are outside the reach of UNHCR and its partners.⁵⁴

Chad's education system faces additional pressure while the Government is strained to address the security concerns. The situation of education in the Lac province is particularly worrying: the rate of illiteracy among youth reaches 95.8%, while

the percentage of children out of school is 62%, one of the highest rates in the country.⁵⁵ The prevalence of children educated in the non-formal or informal sector, mainly in Koranic schools, is not known and therefore their educational outcomes are not tracked. The Lac region accounts for 63% of Koranic masters (teachers at Koranic schools) and there have been multiple reported cases of masters⁵⁶ abusing their power for their benefit—such as to force children to beg or to promote violence. Many of these masters and the education centers they run are not recognized by the country's Islamic Council.

Youth's precarious situation in the Lac province makes them a prime target for extremist groups. The lack of safe and productive opportunities for education combined with rising instability and violence called for an urgent and targeted response.

Emergency Provision of Inclusive Education

Goal:

Contribute to the Government's and Education Cluster's efforts in strengthening the offering of an inclusive and quality education in the Lac province in order to improve living conditions of children from displaced, returned, refugee and host populations:

Outcome 1:

Improve the enrolment capacities of vocational training through non-formal education.

Outcome 2:

Promote the protection of children.

Outcome 3:

Promote bilingualism through the identification and modernization of Koranic schools.

Outcome 4:

Strengthen social cohesion and child development through sport.

53. The World Bank Group, 2020, "The World Bank in Chad," accessed at <https://www.worldbank.org/en/country/chad/overview#1>.

54. <https://data2.unhcr.org/fr/documents/details/83328>.

55. <https://www.unicef.org/chad/education>.

56. Koranic master is a person who runs a Koranic school. The terms Master is used throughout literature and programming in Chad.

Program Overview

*The Emergency Provision of Inclusive Education*⁵⁷ project (EPIE) is a 3 million USD⁵⁸ initiative funded by the French Committee for UNICEF.⁵⁹ This program spans both Nigeria and Chad. This case study focuses only on Chad. The program operated in all four departments in the Lac region (Mamdi, Fouli, Kaya and Wayi). In particular, Basic Education centers (CEBNF) were built in the towns of Bol (Mamdi department) and Bagasola (Kaya department). Renovated Koranic schools were built in Bol, Bagasola and Kiskawa (Fouli department). The project was implemented by UNICEF Chad from April 2016 to June 2021. EPIE targeted children aged 6 to 17 from displaced, returned, refugee and host populations through formal, non-formal and informal education at the elementary, middle-school and vocational levels and child's protection.

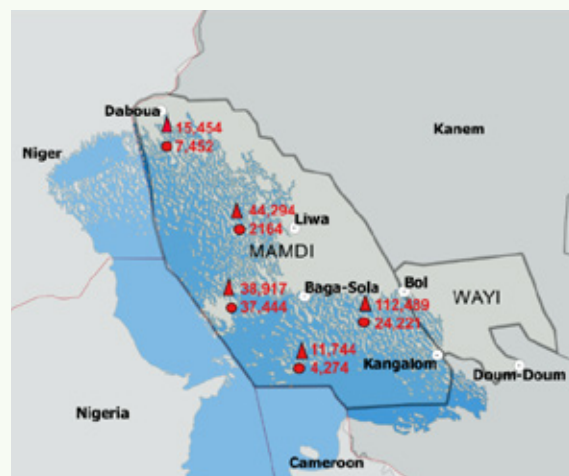
Approach and Activities

Given the context of high mobility and population displacement, the EPIE took a child protection approach—aiming to be inclusive of the needs of children in both formal, non-formal and informal learning environments. Universal values such as sport, diversity, and social cohesion informed EPIE's blend systems strengthening and service delivery activities. EPIE also capitalized on past experiences. For instance, the methodology for mapping Koranic schools and designing their curriculum was inspired by previous work on strengthening Koranic education on the one hand, and the vocational component of EPIE was inspired by programming funded by Agence Française de Développement (AFD).⁶⁰

To challenge the security and instability, EPIE wanted to contribute to the development of a culture of child protection. **Awareness-raising activities** were conducted with and through religious and local leaders.

EPIE offered support **to efforts to reunite separated and unaccompanied children**. Delegations with representatives from UNICEF conducted **post-reunification follow-up missions** to analyze the social conditions of children reunited with their parents. The missions involved meetings with parents, observation of living conditions, and speaking with children. Outside of the missions, **psychosocial support** was also offered to young survivors of child abuse and training was offered to members of child protection community mechanisms. EPIE **established a community alert system** to identify *muhadjirine* (students of Koranic schools). Lastly, many Koranic masters travel to conduct seasonal economic activities and in some cases their students accompany them. EPIE reported such traveling Koranic schools to the Islamic Council so that they could alert communities especially in cases where the traveling school was known to cause harm.

TCHAD : Cartographie de la region du lac (Aout 2015)



▲	Population Initiale	□	Departement
○	Sous_Prefecture	□	Pays_Voisins
●	Mobilite	□	Region
		■	Lac TCHAD

57. *Développement d'urgence de l'offre inclusive d'éducation pour les enfants, les adolescents et les jeunes de la crise au Tchad (et au Nigéria)*.

58. 1.85 million USD was spent in Chad.

59. Comité français pour l'UNICEF.

60. UNICEF (2016). *Proposition de projet : Projet de développement d'urgence de l'offre inclusive d'éducation pour les enfants, les adolescents et les jeunes de la crise Nigéria + Tchad*, p. 6.

To strengthen the education system, EPIE made substantial investments in building infrastructure and providing materials. Three Koranic schools were constructed and/or modernized to improve their education, hygiene and safety. This included the building of latrines and boreholes. Two Non Formal Basic Education Centers⁶¹ (French acronym CEBNF) were built in Bol and Bagassola. The CEBNFs serve out of school and unschooled youth. Lastly, EPIE constructed 8 sports fields and supplied sports equipment with the aim of improving social cohesion and adolescent development.

For each investment in infrastructure, EPIE also invested in curricular development and teaching. A five-year curriculum to align to competencies in the formal education system was developed, reviewed and validated by the Ministry of National Education and Civic Promotion and the Superior Council of Islamic Affairs. EPIE, along with community stakeholders, defined essential knowledge to acquire, abilities and skills to develop in the three renovated Koranic schools in Bol, Bagasola and Kiskawa. The resulting curriculum integrated foundational subjects into the existing disciplines of Islamic education. Textbooks for subjects taught, namely reading, mathematics, science, history, geography and civic education were also provided.

Capacity building was delivered to Koranic school teachers to increase their confidence and ability to teach the curriculum. Teaching and learning materials were also distributed. Vocational training courses were identified through a needs assessment that included dialogues to ensure that vocational offerings were adapted to the local context. Ultimately, five short vocational courses were offered. The government employed local tradespeople to provide mentorship to students enrolled in the vocational training. **Training on social cohesion** for youth was implemented and volunteers were trained and recruited to lead/host sports activities on fields.

From a financial standpoint, the EPIE project in Chad expended 1.5 million USD in programmable activities and 1.7 million in total expenditures. Overall, EPIE allocated its budget⁶² as follows:

43.4% Education Infrastructure:

Construction of two Non-Formal Basic Education Centers (CEBNF), 8 sports fields and renovation of 3 Koranic centers.

36.3% Education Services:

A wide range of services including technical support (12% of program expenditures), community training on protection (3% of program expenditures), pedagogy enhancement (6% of program expenditures), provision of reunification kits for the return of Muhadjirine to family care (6% of program expenditures), and teacher training (6% of program expenditures).

17.2% Protection:

A range of services such as developing community alert systems to identify Muhadjirine for follow-up (1.7% of program expenditures), psychosocial support to young survivors of abuse (8% of program expenditures), and child protection system coordination (1.1% of program expenditures).

3% Cross Sectoral Activities:

This includes operating costs and emergency coordination.

61. Centres d'Éducation de Base Non Formelle (CEBNF).

62. Percentages are based on program expenditures not including overhead costs.

Calculating a cost per beneficiary may not be a useful indicator for the EPIE project since beneficiaries received services differently and not every activity has a reported beneficiary count. Costs per beneficiaries ranged between X and Y. Below are costs per beneficiary where available:

\$58 Community Capacity Building:

EPIE built the capacity of 12 facilitators (2 women) and 153 religious leaders on the process of Identification, Documentation, Tracking & Reunification (IDTR). These participants, who were largely in leadership positions, used knowledge of their locality to facilitate family tracing with a view to reunifying muhadjirin children with their family.

\$85 Construction:

Construction of two Non-Formal Basic Education Centers (CEBNF), 8 sports fields and renovation of 3 Koranic centers.

\$112 Community Capacity Building:

EPIE built the capacity of 390 community, religious and traditional leaders, including 53 women, on child's rights and protection.

\$182 Reunification Kits:

EPIE reunited 525 boys with their family. Each child reunited received a kit with clothing, shoes, towel, toothbrush, toothpaste, sheets and soap. Families taking care of the children also benefited from food support (25-litre can of oil and a bag of rice). A Reunification Certificate signed by the parent, a witness, and the village chief was also provided.

Key Achievements

EPIE provided support to vulnerable and displaced children outside the education system.

EPIE built the capacity of 12 facilitators (2 women) and 153 religious leaders on the process of Identification, Documentation, Tracking & Reunification (IDTR). These participants, who were largely in leadership positions, used knowledge of their locality to facilitate family tracing with a view to reunifying *muhadjirin* children with their family. This effort resulted in reuniting 525 boys with their family. Each child reunited received a kit with clothing, shoes, towel, toothbrush, toothpaste, sheets and soap. Families taking care of the children also benefited from food support (25-litre can of oil and a bag of rice). A Reunification Certificate signed by the parent, a witness, and the village chief was also provided.

Additionally, EPIE built the capacity of 390 community, religious and traditional leaders, including 53 women, on child's rights and protection. Following the training, four action plans were developed by participants and implemented in their communities. The action plans helped reach an additional 300 religious leaders, as well as young girls and boys from Koranic schools and mosques. **Awareness-raising actions on child's rights and protection reached a total of 4,012 persons, including 931 women**, in all four departments of the Lac Province. These activities tackled recurring protection issues identified in the locality, such as kidnappings, recruitment by armed groups, physical and sexual violence and have contributed to reduce cases of violence, abuse, exploitation, and neglect against children.

EPIE made contributions to the education sector in Chad through enhanced access to basic education, improvements in Koranic school infrastructure and to their curriculum, and development of recreational infrastructure.

EPIE constructed two Non-Formal Basic Education Centers (CEBNF) that provided vocational training to 1,820 unschooled and out-of-school youth (709 girls). This exceeded EPIE's target of 1,500 by 21% due to youth's enthusiasm. Students in the CEBNFs acquired skills in carpentry, sewing, fishing, market gardening and automobile mechanic.

According to a joint study carried out by the Provincial Delegation of National Education and Civic Promotion⁶³ and the Direction of Non-formal Elementary Education,⁶⁴ most graduates are now integrated into the labor market as they are either working in sewing and carpentry workshops or have autonomous entrepreneurial fishing activities. This social and economic integration greatly contributes to the resilience of their community. The teaching materials that EPIE piloted and refined will continue to be used. For example, 400 booklets were distributed in the CEBNFs and **self-training booklets were developed in French and translated into local languages** such as Kanembou and Boudouma.

A renewed curriculum for Koranic schools has been put into place for the three renovated Koranic schools built. In total, **252 children, including 62 girls, benefitted from these investments.**

The recreation activities were well attended. 5,591 children and teenagers (2,393 girls), regularly practiced sports activities on the **8 sport fields built.** Also, recreation activities were offered to 1,277 children, including 323 girls. These sports activities were important in bringing girls and boys together to form respectful relationships.

Scale, National Ownership, Sustainability & Potential for Replicability

Education is a top national priority for Chad as mandated in the 2006 Law 16 on education. This priority was reflected by Chadian government's commitment to increase education spending from 16.5% to 17.5% during the 2021 World Summit on Education.⁶⁵ Law 16 guarantees education to youth aged 6 to 16 regardless of their age, gender, regional or social origin, ethnicity, and religion.

Moreover, Chad's *2018-2020 Interim Education Plan*⁶⁶ promotes inclusive education to all by explicitly stating refugee, returned, and host populations. The EPIE program was closely aligned these priorities and mandates as it sought to offer education opportunities to children outside the education system without regards to their origin. Moreover, one year into EPIE implementation, during the Global Refugee Forum of 2019, the Chadian government committed to strengthen refugees' integration into the education system by including them in Law 16.⁶⁷ This commitment clearly illustrates the government's vision of education being an important vector of integration.

In general, the Chadian government seeks to revitalize the education system, namely by offering complementary pathways to including non-formal basic education and literacy. This translates into support to strengthening Koranic schools and to improve their curriculum, with the help of the Ministry of National Education and Civic Promotion.⁶⁸ For this component of the EPIE program, many challenges were encountered. Amongst them, the large diversity of Koranic schools sometimes complicated dialogue and consensus. Also, habits of many Koranic masters, such as seasonal movements with children for economic activities, greatly impacts on the consistency and quality of education in these centers, both in renovated and non-renovated Koranic schools. Moreover, masters from non-renovated Koranic centers saw renovated school as competing and were sometimes reluctant to participate in the program activities, as their students were invited to enroll in renovated schools. Furthermore, to maintain a consistent attendance, thus preserving gateways into the formal education system for all Koranic students, religious and community leaders must intensify awareness raising activities with Koranic masters.

63. Délégation Provinciale de l'Éducation Nationale et de la Promotion Civique.

64. Direction de l'Éducation de Base Non Formelle.

65. UNICEF Tchad (2021), *Projet de développement d'urgence de l'offre inclusive d'éducation pour les enfants, les adolescents et les jeunes de la crise Nigéria + Tchad : Rapport final*, p. 16.

66. Plan intérimaire de l'Éducation au Tchad 2018-2020.

67. UNHCR (2020). *Stratégie Éducation 2030 Tchad*, p. 6.

68. Ministère de l'Éducation nationale et de la Promotion civique.



Photograph: @UNICEFChad/2023/AnnadibRamadane

To ensure the sustainability of the two Non-Formal Basic Education Centers (CEBNF) a management Committee was put into place. This Committee comprises members of the school Parent-Teacher Association and of the Islamic Affairs Council. Also, the Chadian Government committed to cover the 15 craftsmen's salary employed for training activities in these CEBNF beyond the end of the program. The curriculum adapted and validated for these centers will keep on being used there and will be used beyond the intervention area.

The adhesion of religious and community leaders was essential to ensure EPIE's social acceptability and their participation had a strong influence on community mobilization. However, sociocultural

constraints hampered women's participation to training activities on child's rights and protection. Additional efforts were made to reach them in other events such as in christening and wedding ceremonies, and on market days. These mitigation measures allowed for a basic level of participation and resulted in mothers of Koranic students becoming active members of the community alert system.

EPIE was an ambitious program as it operated on several fronts in areas characterized by insecurity. Resources were stretched over 3 years on many undertakings. A lot was done to improve the education offering in Lac province, but given the needs in this area, continued support is crucial to ensure access to quality education for all children.



APPENDICES

APPENDIX 1: Sources for Stories of Promising and Good Programs
APPENDIX 2: Annotated Bibliography

APPENDICES

APPENDIX 1

Sources for Stories of Promising and Good Programs

Project Title, Country, Implementer and Budget

Project Description and Outcomes:

Projet de soutien à l'autonomisation des adolescentes (Projet SAFIA) Savoir, Apprendre et Faire pour être Indépendante durant mon Adolescence), Mauritania

UNICEF and Caritas
484,262 USD

This pilot project aims to support the empowerment of adolescent girls through better access to education, civic participation and professional opportunities. The project is located in Dar Naim commune outside the capital city, Nouakchott. Assessments were performed with a range of different groups (evidence-based). Feasibility: Still at pilot stage but results so far show high potential in terms of cost, time and human resources. There is no program evaluation yet. Replicability: Potential is high, e.g. Permanent SAFIA Center currently under construction. The sole difficulty identified by the SAFIA program was that some girls were hard to reach or unreachable, thus making the identification of some beneficiaries more complex.

Pour chaque fille, le droit à l'éducation, Côte d'Ivoire

UNICEF and Gouvernement
3,8 million USD

Multi-pronged approach to meeting girl's educational needs; more than 32,000 girls aged 10 to 18, from the district of Abidjan and the Tonkpi region will benefit from a quality education in a suitable environment thanks to the project. The contextual risks were mainly uncertainties caused by the political context. The closing of schools and restrictive measures due to COVID-19 pandemic impacted the program calendar: either activities were delayed or reprogrammed for 2021. Another difficulty encountered was the late implementation and operationalization of the Direction Générale du genre, which must lead the programming, in order to align planned activities to national objectives. During the reporting period, UNICEF implemented strategies and tools to increase the enrollment and retention of girls in primary and secondary schools, including remedial courses and 2,401 girls with learning difficulties were counted in 19 out of 32 targeted schools. An excellence award targeting girls has been instituted and all 29,140 girls from the 32 target schools of the project have been informed and are preparing for the competition. In order to create a learning environment conducive to excellence, a prototype resource center has been designed for the benefit of all schools. Likewise, UNICEF supported the design of educational tools taking into account the gender dimension and their distribution to teachers.

	<p>As part of the Youth Voices competition, young people organized community forums and public debates on the importance of schooling for young girls and the fight against harmful social norms. Funds made available through cash transfers have enabled social services to provide care to 2,112 children (930 girls and 1,182 boys) who were victims of violence, abuse or exploitation; 81,000 people watched a short video on how to deal with family stress and prevent violence in the home during the period of confinement.</p>
<p>Education Cannot Wait, Mali</p> <p>UNICEF 11 million USD</p>	<p>The project aims at improving access for a quality education for 106,900 girls and boys in the crisis affected regions of the country. The approach is gender sensitive; teachers and volunteer facilitators intended to have capacities to improve inclusive education through gender and equity training and practice, community awareness sessions aim at enhancing girls' empowerment, support positive gender norms such as pushing back the age of marriage, ensure good menstrual hygiene, and ensuring protective environments around girls as key to maintaining and/or reintegrating girls into formal and non-formal education structures Results documented include: 200 Schools to be reopened have been identified in close collaboration with AE and CAP based on criteria mentioned above: 100 schools will be under the responsibility of MoE, 65 for the national NGO AMAED and 35 for ASREF. UNICEF has readapted some of the activities of the project by including prevention and awareness activities against COVID-19 in beneficiary schools and revise some targets, ensuring schools can remain open or re-open post-COVID; a contextualized COVID-19 prevention and control protocol was developed and validated by the Ministry of Education.</p>
<p>Appui à la mise en œuvre de la Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système éducatif officiel, Côte d'Ivoire</p> <p>UNICEF 3.7 million USD</p>	<p>The project aims to contribute to strengthening national cohesion and integrate Koranic schools into the formal education system. A participative risk analysis was conducted with the program stakeholders. They identified several contextual risks linked to the integration of SIEs (<i>systèmes islamiques d'éducation; islamic education systems</i>), which include: religious and cultural norms, economic, human resources and political risks. Results achieved to date include text on the creation, organization and functioning of the National Commission for Islamic Education Structures (IES) Support for their Integration (CNAESI) implemented; 50% of IESs benefited from at least one educational and administrative visit during the school year; 100% target reached regarding number of members of the management structures of the integration process at the central and decentralized level trained on the themes of interest to the project and on the proportion of regional national education representatives with a functional platform for dialogues with actors involved in the process of integrating IES into the official education system; Methodological note for the integration of IES into the official education system validated and implemented. The project is gender neutral, as it doesn't include specific elements linked to gender.</p>

<p>Adolescent girls' education, empowerment and participation, Guinea Bissau</p> <p>UNICEF and consortium of NGOs 1 million USD</p>	<p>The project will create enabling learning conditions and new learning opportunities for girls unable to fit classes and out of schoolgirls so they can complete their basic education cycle of six years and transition to next levels of schooling. The intervention also aims at integrating life skills education, leadership and empowerment programme as a core to the interventions, including sports for development. Government serves as part of a steering committee. Includes many national committees as technical collaborators. Link to government plans as much as possible. High level of collaboration with stakeholders at different levels, both in and out of schoolgirls. Some coordination problems were observed at the start of the project, which has had the effect of delaying the start of the implementation. Likewise, identification and negotiations with and between implementing partners has been long. In the course of the implementation, one of the partner organizations withdrew from the suggested implementing partner consortium which affected directly the implementation of activities linked to the school context. The timing was also challenging for the implementation of the project. During the rainy season, agricultural activities are very intense and often require the participation of young girls. As a consequence, participation rates in project activities tend to decrease. Outputs included negotiations with partners, planning, community awareness raising and development of learning materials. This is an intensive program with potential to be scaled up; this small scale and focus on outputs in the documentation resulted in the emerging categorization; the ability to replicate the management of these relationships could be challenging.</p>
<p>Back to school better, Mali, DRC, Burkina Faso</p> <p>UNICEF Canada 7 million USD</p>	<p>This project aims to increase gender equality and promote the empowerment of refugee and displaced girls in Burkina Faso, the Democratic Republic of the Congo (DRC) and Mali. This project works to address the barriers to the personal safety of girls, as well as the systemic/cultural barriers they face to realizing their right to education in the context of coronavirus (COVID-19); Access to the displaced and refugees with a gender focus. The issues pertaining to the program design identified were the distribution of distance learning material and devices and the difficulty to access some areas covered by the project. Project has a good feasibility potential. Already replicated in three countries. The expected outcomes include: (1) increased knowledge of the value of education for refugee and displaced girls by parents/caregivers and community members; (2) increased ability of refugee and displaced girls to advocate for their right to education and make their voices heard in decision-making processes that affect them; (3) improved ability of education officials to integrate refugee and displaced girls into formal and non-formal education systems, in the context of COVID-19; and (4) improved knowledge and ability of teachers and social workers to design and deliver quality gender-responsive teaching and safe, inclusive learning spaces, in the context of COVID-19. This is a gender transformative project as it focuses on vulnerable girls, work with community members and parents/caregivers to challenge power dynamics and gender roles.</p>

<p>Safe to Learn, Niger, Togo, Côte d'Ivoire</p> <p>UNICEF 5 million USD</p>	<p>The project's objective is to improve learning outcomes for women and girls in fragile and conflict-affected settings. Project developed based on existing lessons learned and consultations from various programming efforts + consultations with stakeholder (government, CSOs, women groups, etc.). Feasible: Close collaboration with the government and NGOs. Replicable: Project implemented in 4 countries. The analysis did not reveal the extent to which children benefited from the curriculum. The contextual constraints identified were linked to security and the COVID-19 pandemic also delayed the identification and selection of the NGO partner and the main challenge encountered during implementation was the parents' reluctance to let the girls participate in project training and activities. Mid-term report in Niger indicates 65 teachers/120 parents/180 students trained. Training to representatives from school committees showed positive results to break taboos on themes targeted, including menstrual hygiene. Many testimonies from beneficiaries available on UNICEF Niger social media pages. Mali: In Mali, 66 girls and 16 boys who had experienced violence (physical, sexual, emotional) received assistance through social, health or judicial services supported by UNICEF. 45 girls and 1 boy, aged between 6 and 17, victims of sexual violence all received psychosocial support, 45 girls received medical support and 11 girls received legal support. In Côte d'Ivoire, 316 vulnerable girls aged 6 to 14 and women aged 26 to 45, identified through social services with the support of mothers' and girls' clubs (CMEF) through social surveys and opportunity searches, were enrolled from primary to higher level or apprenticed in schools or in qualifying training. In Togo, 9,152 adolescent students, 49% of whom were girls in cm1 and CM2 classes, benefited from supervision and reinforcement on life skills. These exchanges between students in small groups supervised by teachers focused on themes such as citizenship, gender equality, resistance to peer pressure and assertiveness, respect for differences, sexual and reproductive health including the prevention of early pregnancy, etc. The project is gender transformative as it focuses on girls, aims at challenging social stereotypes and includes sex-disaggregated indicators.</p>
<p>Strengthened protection and education in an emergency context for street children without parental care (Talibé / Almundo), Mauritania</p> <p>UNICEF 140,000 USD</p>	<p>This is a one-year pilot program that closed in 2021. The aim of the project is to strengthen protection for street children without parental care and providing Cheikhs with training on citizenship, numeracy, health and hygiene. An interim report documented various positive results showing the program effectiveness. There is strong evidence of involvement by government, NGOs and community partners (including mayors, religious leaders, etc.). Information available enables an assessment of the ease of implementation, although disbursement of project funds has been slow due to COVID-19. Good replicability potential, although needs to be further assessed through additional research (program final evaluation is upcoming).</p>

<p>Amélioration des performances de travail et d'entrepreneuriat au Sénégal, Agence nationale pour l'emploi des jeunes (APTE), Sénégal</p> <p>EDC (Education Development Centre Inc) 15 million USD</p>	<p>A youth employability program that is equipping 30,000 students in Senegal's 200 lower-secondary and 50 TVET schools with the transferable skills they need to thrive in the economy. Program includes close collaboration with government at all levels with the aim to institutionalize high quality youth employability programming. Program also builds partnerships with the private sector. The program is replicated from the Azaki Kanozi program in Rwanda. At mid-term there was strong ties with government, APTE conducts on-going assessments to inform programming. A Baseline Evaluation Report lists a set of challenges the Senegalese TVET sector faces. Regarding the human resources & infrastructures, the repetitive teacher strikes, a lack of teachers' commitment, the low quality of training of trainers in entrepreneurship and employability, and the lack of infrastructures, equipment and didactical supports were noted. At mid-term, APTE had enrolled 30,000 students, trained 72 government officials to support teachers, trained 293 school administrators, and 1,500 teachers. Quotes from government officials indicate strong support. There is high potential for replication based on replication from Rwanda and ties to the government. APTE is currently seeking stronger links to the private sector market actors from targeted value chains.</p>
<p>Projet de développement d'urgence de l'offre inclusive d'éducation pour les enfants, les adolescents et les jeunes de la crise Nigeria et au Tchad</p> <p>UNICEF 3 million</p>	<p>The project's objective is threefold: (a) improve the enrolment capacities of vocational training in the Lake through non formal education; (b) promote the protection of children and of bilingualism through the identification and modernization of Koranic schools (pilot phase in the Lake region for a 5-year education with bridges to formal education); and (c) strengthen social cohesion and child development through sport. The program implementation encountered various difficulties pertaining to beneficiaries' participation and mobilization such as the reluctance of some heads of Koranic schools, their seasonal movements, and interruption or stoppage of educational activities for economic activities. No external evaluation available but evidence of positive impacts are documented in the final report. The final report mentions that project indicators have been followed during field missions and regular evaluations, but these indicators are not detailed in the available documentation. This project is based on past and current experience. Information available shows a potential for feasibility. Project is gender sensitive. Awareness raising activities on the importance of girls' education and on child marriage were conducted with religious leaders and the community. Project results are disaggregated by sex and the involvement of girls was actively considered through all sub-objectives. Project shows high potential for replicability.</p>
	<p>The objective was to build the capacities of 40 relay-trainers (formateurs de formateurs) on 4 competency frameworks + modules pertaining to innovative professions targeting young people and adolescents outside of school.</p>

<p>Élaboration de modules et de referentiels de competences sur 4 métiers innovants (énergies renouvelables, électronique, transformation de produits agricoles, programmation) avec le Ministère des Affaires Sociales, RDC</p> <p>UNICEF Budget unknown</p>	<p>The major challenges to the program implementation were the insufficient means (e.g.: teen transportation in the frame of the project activities, no food ration for most vulnerable teens), the lack of training material (IT tools, phones), a larger number of participant than expected, The absence of early-warning system to monitor absence and dropouts was also noted as a constraint to the implementation as well as the lack of confidence for some participant to babysit their children during practical work sessions. Severe weather (rain) also impacted some activities. The workshop objectives were reached (40 relay-trainers were trained). Only a progress report was available so maybe the database doesn't grasp the full scope of the project. Although the office didn't send formal evaluation of the program, M&E is planned. Competency-based approach has been implemented in various context and countries, demonstrating feasibility and replicability potential. Competency-based approach is based on work situation analysis; therefore, the developed curricula rely on field information (evidence-based). The project documents didn't mention the integration of a gender approach. This would have to be counter verified with additional data collection activities.</p>
<p>Actualisation du Programme national de l'éducation non formelle pour le rattrapage scolaire (PNRS), RDC</p> <p>UNICEF Budget unknown</p>	<p>The objective is to update the program to enable learners to face everyday life challenges and to equip managers of school remedial centers, social educators, non-formal and formal education inspectors and other actors involved in the sub-sector. The major challenges to the program implementation were the insufficient means (e.g.: teen transportation in the frame of the project activities, no food ration for most vulnerable teens), the lack of training material (IT tools, phones), a larger number of participants than expected, The absence of early-warning system to monitor absence and dropouts was also noted as a constraint to the implementation as well as the lack of confidence for some participant to babysit their children during practical work sessions. Severe weather (rain) also impacted some activities. Lacking meta-information on the project to make sure we have a good understanding of all its components and activities. Promising: Evidence-based: not been formally assessed. Presumptions of project feasibility based on close collaboration with government and capacity building of teachers/trainers and government officials. Replicability: There is a good potential for replicability due to local uptake, but further research is needed to confirm this.</p>
<p>Achieving healthy growth, learning and development for young children of the Sahel – Burkina Faso, Mali and Niger</p> <p>UNICEF-NORAD 14 million USD</p>	<p>This multi-country project that aims at supporting government efforts in improving access to quality education in Burkina Faso, Mali and Niger. Objectives include (1) Expanding access to education for the most marginalized (2) Improving the quality of basic education (3) Strengthening education system research and monitoring (4) Ensuring communication and visibility for the project. The project ownership is subject to the involvement of the governmental structures in the process of need identification and activity prioritization. While government partners are engaged and committed at the central level, they are constrained in their time by multiple conflicting priorities.</p>

	<p>While government partners are engaged and committed at the central level, they are constrained in their time by multiple conflicting priorities. The use of ICT is still nascent, and requires more support than anticipated to familiarizing teachers, directors and inspectors on how to use basic technology. The lack of available up-to-date reliable data poses constraints to understanding the education situation, monitoring progress, and measuring results achieved. This is a promising program that offers many systems strengthening activities related to teacher capacity building and enhancing the management of schools. The operating context is highly fluid and unpredictable. The NORAD program includes Accelerated Learning programs and activities to strengthen education monitoring. The promising rating is linked to a lack of results reported in the report received. Activities were mainly reported. NORAD is implemented on national scale in three countries. The NORAD program offers a large range of services aimed at increasing the quality of education for girls. This includes disaggregating data by gender. Teachers are also trained in girl-centered pedagogy and gender based violence. Community groups likewise are engaged to reduce gender based violence.</p>
<p>Mise en place d'une plateforme fonctionnelle pour l'initiative des jeunes au Niger (UPSHIFT)</p> <p>Association des Scouts du Niger (ASN) – UNICEF 277,000 USD</p>	<p>This program's objective is to equip young Nigeriens with the skills and capacities necessary to find solutions to the problems identified in their communities through the UPSHIFT program. It targets 4,800 OOS adolescent (1,800 girls and 3,000 boys) and 16,000 students from the formal school system (6,400 girls and 9,600 boys) No formal assessment of the project was yet available (Ongoing until May 2022), but the entrepreneurship incubation practice is commonly used and M&E grid/project indicators developed. Relevant skills to be developed were identified in consultation with adolescents (evidence-based). Feasibility: Strong collaboration with civil society, families, government (national and local) and community as well as gender sensitive program leading to presumptions of feasibility potential. Replicability: Good potential for replicability (urban, rural/ various countries) given that the UPSHIFT methodology is already implemented in other contexts and countries. The program is gender sensitive as it identifies and addresses the different needs of girls, boys, women and men to promote equal outcomes.</p>
<p>Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder, Niger</p> <p>Direction régionale de la jeunesse et des sports de Zinder 63,000 USD</p>	<p>The program aims to strengthen the resilience of young people through livelihoods, programming the practice of professionalizing activities. It is a three months project in the regions of Yaouri, Kantché, Kolléram et Gafati. Its beneficiaries are 120 youth (girls and boys) aged 14-25 years old. Partly based on evidence, no formal assessment available. Good feasibility due to strong evidence of partnerships with NGOs, mayors, local government. Detailed budget testifies of project effectiveness and show strong potential for feasibility. Replication potential. Only limited results available. The training on leadership and "associative life" is an interesting intervention.</p>

<p>Catch up/second chance education programme for out-of school children and adolescents ("classes passerelles"), Sénégal</p> <p>UNICEF 220,000 USD</p>	<p>This program aims at offering out-of-school children aged 9-15 an accelerated learning programme to integrate school or transition to vocational education and training. The Catch-Up program offered "catch-up" classes to out of school children to help facilitate their return to school. The first 8 weeks of the catch-up programme focused on foundational learning including mother-tongue ready instruction and literacy, as well as numeracy, before introducing other subjects and competencies, including the progressive introduction of French as a medium of instruction, as well as life skills and entrepreneurship skills with hand-on activities e.g. farming (school garden); local fishing industry (installation of a local fish nursery). Enrollment exceeded expectations and classes were timely as the financial pressures of the COVID-19 pandemic made returning to school even more difficult for out of school children. Catch-Up provided a detailed budget breakdown. It was a quick project (2 years) and focused in scope and budget (220,000). CatchUp was well received and ultimately the project exceeded its goals. The Program was assessed as Promising because the results were not robust enough to move into a Good practice. For example, there is no measure as to how many children attending the "catch-up" courses were able to re-enroll in school, though the success story reports that this did occur. Quantitative results were not reported. However, reports indicate that the project brought new opportunities, hope, and a 'second chance' to children and communities that were left behind. The program disaggregated data by gender.</p>
<p>Girls' education and empowerment (Life skills and MHM) Generation illimitée, Sénégal</p> <p>UNICEF 1 million USD</p>	<p>The program's objective is to support school going girls to remain, fully participate, and achieve a full basic education cycle (through the implantation of female teachers networks, the establishment of support groups for girls in schools, and procurement of MHM kits to schools). The Génération illimitée program aimed to offer Senegalese youth increased learning opportunities and increased protection against violence and abuse and sought to promote their involvement in social life. This 3-year initiative operated on several fronts – capacity-building, counselling, awareness-raising activities, provision of dignity kits – with a budget of USD 1,046,300. The Program was assessed as Promising since it has not been formally evaluated as it was still ongoing at the time of the analysis, but there were interesting results attesting of positive impacts. 4,331 children and teenagers, including 2,244 girls, aged 9 to 15 benefited from "gateway classes" to facilitate their school integration; 1,928 out of school young people were supported to resume their studies; 120 unschooled and unskilled teenagers, including 82 girls, received vocational training or entrepreneurship support; 61,065 girls benefited from support groups, female teachers networks and provision of dignity kits to encourage their retention in school; capacity-building on youth's protection was offered to 1,325 health, education, justice and social work professionals; an app was developed for the real-time monitoring of cases of children in need of protection reported; 5,181 children in need of protection were identified and cared for; social accountability mechanisms including youth in decision-making were deployed in 9 territorial collectivities.</p>

	<p>The program identifies and addresses the different needs of boys, girls. For instance, dignity kits distribution and menstrual hygiene awareness raising interventions were done to encourage girls retention in school.</p>
<p>Extending learning opportunities on foundational literacy and numeracy (FLN) to children accommodated in traditional Quranic Schools, Sénégal</p> <p>UNICEF 850,000 USD</p>	<p>The objective is to extend learning opportunities on foundational literacy and numeracy (FLN) to children accommodated in traditional Quranic Schools/'daaras'. The program targets four of the poorest regions in Senegal: Kaffrine, Matam, Sedhiou and Kolda. 80 school to reinsert children into the education system were founded, support of 40 daaras, 1830 schools were provided with hygiene kits, 300 teachers were trained on menstrual hygiene and how to support girls.</p>
<p>Programme d'alphabétisation et de formation aux métiers des jeunes (Formation de 4,500 jeunes et adolescents aux métiers a travers différentes provinces de la RDC)</p> <p>Ministère des affaires sociales Budget unknown</p>	<p>The objective is to reinforce youth capacities to empower them in integrating the job market. Ministry of social affairs, closely involved, both the central office and the regional divisions. They will keep implementing the project after UNICEF's financial engagement to ensure its sustainability. M&E systems have been established in each region. Cooperatives established to promote jobs for newly graduates. Additional budget needs were covered by the provincial divisions of the MSA. Promising: Evidence-based: Program design is based on evidence 2012 national study on skill building + regional market studies to target promising employment sectors. No formal evaluation available yet but M&E systems have been established in each region and area managed by provincial divisions of the ministry (MSA) and regional UNICEF offices. Feasibility: Pilot-project in 8 different regions (different contexts and local issues) enables a preliminary evaluation of its feasibility in terms of cost, time and human resources. Close collaboration with the government at national and local levels. Replicability: Further research is needed to accurately assess replicability. Gender responsive: Identifies and addresses the different needs of boys, girls, women and men to promote equal outcomes. In the different regions, the beneficiaries were targeted on the basis of their gender and vulnerabilities.</p>
<p>Projet d'appui à l'insertion professionnelle des jeunes affectés par les conflits (PIPJ), Niger</p> <p>UNICEF 217,000 USD</p>	<p>The objective is twofold: 1) Young girls and boys acquire technical skills to carry out an activity related to the local economy; 2) Young girls and boys are supported for their integration into working life. The interventions include TVET & Support for integration. Formal evaluation was not received, but results are documented in other marketing documents (PPT presentation). High feasibility potential as demonstrated by results available. Program is not replicated yet but has potential for replication in other contexts, regions and countries. Results include 520 teenagers (404 girls/116 boys) have acquired technical, entrepreneurial, and everyday skills (agriculture & local crafts); linking some girls with microfinance institutions and technical partners. 31 groups were created equipped with training material and received initial funding.</p>

	<p>133 youth (55 girls) were supported to start their own business. 57 girls were put in relation with MFIs and development partners. Considers the different gender needs but without adequate consultation/analysis to reveal other needs or concerns.</p>
<p>Accès à une éducation inclusive et de qualité pour les enfants et les jeunes touchés par la crise humanitaire à Tillabéri et Tahoua (phase 1 et 2), Niger</p> <p>Concern Worldwide, COOPI, ICAHD International 2.1 million USD</p>	<p>The objective is to ensure access to an inclusive and quality education in a safe environment and to provide access to a quality training to adolescents and children (3 to 17 years old). The implementing NGOs were assessed based on the ECW criteria and declared eligible to receive additional funding by ECW as part of the RERAC (Restoring Education in the Regions Affected by the Crisis) program in Niger, Mali and Burkina Faso, in 2019. Beneficiaries are kids and adolescents from 4-17 that are affected by the Sahel crisis in the regions of Tillabéri and Tahoua. Beneficiaries are mainly refugees, kids from displaced communities, etc. They include OOS and in-school (primary, secondary) children. The program is promising because some evidence (e.g. monitoring data, interim and mission reports, testimonies and anecdotes) of positive impact on accelerating results of children (at scale) is available, but no formal evaluation is yet available. Second phase realized, but in the same context, showing a feasibility potential. Three ONG have been involved, in turns, in the implementation and continuation of the program (Concern, COOPI and ICAHD), demonstrating its feasibility. Close collaboration with the government (national and local) Replicability: practice was not yet replicated in other contexts but has a strong potential to be learned and implemented in more than one context.</p>
<p>Rising Academies, Liberia; Ghana, Sierra Leone</p> <p>Rising academies Budget unknown</p>	<p>Founded in Sierra Leone in 2014, Rising Academies provided emergency education to children kept out of school by the Ebola Epidemic before opening their first school in April 2015. The Rising Academy Network is a network of Schools in West Africa. In that perspective, it does not have an end date to the intervention. Rising Academies was included due to a recommendation through networking on innovative approaches to education in West Africa. Though reports were not shared after extensive outreach, conversations point to evaluations showing high impact for these schools and good gains for girls. Thought drop-out prevent is not studied. Creative partnerships. Innovative approach which features private sector approach functioning on a low-cost model. Replicability: already replicated in three different countries. The LEAP project featured in this Database includes Rising Academies.</p>
<p>School Leaders Support Program, Sierra Leone</p> <p>EduCaid, Rising Academies and Freetown City Council 250,000 USD</p>	<p>The goal is to support School leaders across Freetown. Working towards sustainability-building the resources within the city council so the project can continue. It has a strong emphasis on child protection and behavioural change component. Results (midline): 24 cluster mentors; 2,428 school visits made; 11,129 classroom observations made; 80% of schools have evidence of Minimum Expectations by December 2021; Support provided to 546 school, 430 students/school, 13 teachers/school, 8 people on average on each school management committee.</p>

	<p>One aspect of the Leadership and management component of the program is « Parents/community know their role and responsibilities » « According to Elsiemae Melanie Buckle, the project is to ensure that FCC school toilets are clean, they have access to clean water» « they have just provided 200 tables, 3-seater tables and benches for two schools in the municipality valued at Le 110 million (one hundred and ten million leones) informing that they are also doing 60 more furniture for another two schools in the Freetown Municipality » + textbooks.</p>
<p>GPE Grant to support COVID-19 response, Sierra Leone</p> <p>Government of Sierra Leone Budget unknown</p>	<p>The grant supports a radio teaching program, which started broadcasts on April 7. 41 teachers are involved in drafting and presenting the lessons. Lessons include life skills, with a particular focus on out-of-school girls. This COVID-19 response program worked with community leaders and civil society to promote radio teaching programs and protection of girls and girls' learning via radio programs or comic books. It developed distance learning content through radio, television, mobile and other digital technologies. The program provided pre-loaded devices for students with special needs, girls from disadvantaged backgrounds, children in rural remote areas and low-income families. Printed educational packets for students without access to technology and students with special needs. Training teachers to improve digital literacy and delivery of lessons through innovative platforms. Essential WASH supplies for schools and refurbish school facilities as needed. Working with partners to design and implement community outreach campaigns to support girls, vulnerable children and other students at risk of dropping out. Psychosocial support to children by upgrading training materials, providing training to teachers and ensuring parents are provided relevant information. The GPE NGO Consortium is a collective of highly experienced national and international NGOs with significant technical expertise, a deep understanding of the education system in Sierra Leone and the operational capacity to deliver quickly and effectively.</p>
<p>Support the establishment of Girls for Girls and He for She Groups, Nigeria</p> <p>UNICEF Budget unknown</p>	<p>Objectives: 1) To ensure adolescent girls' retention and transition in basic education. 2) To increase understanding of boys on peculiar barriers that hinder girls education in their communities and build in them a positive attitude towards their masculinity. 3) to enhance the capacity of adolescent girls on transferable life skills and link life skills to foundational skills. 4) build a team of Adolescent boys and girls Advocates for Education through peer campaign targeting adolescent Dropouts within the communities. The program documents do not have very much information on program activities (only limited evidence). There is much learning from other programs as it was complemented by 3 other GEP programs in the same states. The Sustainability Analysis showed increases in enrollment in all 5 states, making it difficult to correctly assess the feasibility, replicability potential.</p>

<p>Working with traditional leaders, Nigeria</p> <p>UNICEF Budget unknown</p>	<p>Objective: 1) Build support for girls' education by removing all forms of social norms and practices. 2) Build a team of highly respected traditional and Religious Leaders at the forefront of campaign for girls education. The program documents do not have very much information on program activities (only limited evidence). There is much learning from other programs as it was complemented by 3 other GEP programs in the same states. The Sustainability Analysis showed increases in enrollment in all 5 states, making it difficult to correctly assess the feasibility, replicability potential.</p>
<p>Enrollment Drive Campaign (EDC), Nigeria</p> <p>UNICEF Budget unknown</p>	<p>The programs' objective is to contribute to the sensitization and raise awareness among parents on the importance of enrolling children in school. This program is part of the GEP3 portfolio. EDC has been implemented by UNICEF in 36 states in Nigeria separately and is a part of the GEP programming portfolio. The GEP portfolio focuses on girls' retention and completion. Therefore EDC was identified as a "drop-out" prevention. According to documentation, the more parents are aware of school attendance, the more likely they are to help children stay in school. Results of EDC were reported in the "Scalability Assessment of GEP Interventions". Findings include that EDC should be scaled up and that EDC convinced parents to enroll their children. These results are hindered by the style of survey questions and lack of analysis. Questions such as "Has EDC convinced parents to send their children to school" were used. There is no analysis to deepen how or why the findings were achieved. Importantly, there is no gender disaggregation to understand if parents are convinced to send girls or boys to school. There is also no gender disaggregation of responses. While there is significant description on the context, there is no analysis of how the context limits or promotes outcomes - for example it is unclear how the historic economic significance of Kano state interacts with the sensitization of parents. In some cases, there is a sentence that acknowledges government acceptance of the goal to increase education.</p>
<p>Girls for Girls (G4G), Nigeria</p> <p>UNICEF Budget unknown</p>	<p>The objective is twofold: 1) to support adolescent girls in upper primary class to develop and acquire life skills to encourage them to resist all forms of pressure to withdraw from school. 2) Expose girls to vocational skills/economic livelihood skills. Results for G4G are reported through the Scalability Assessment (September 2020) and the Rapid Assessment (September 2020). G4G is part of a GEP portfolio of projects aimed at ensuring adolescent girls' retention and transition in basic education. The particular objective of G4G was related to supporting adolescent girls in to develop life skills, expose girls to livelihood skills and increase support among community stakeholders for girls' education. Overall, the GEP program reported; 1) increased retention rates in all 5 states where the program was implemented; 2) decreased drop out rates in 4 of the 5 targeted states; 3) increase in girls transition rate in 5 states.</p>

Qualitative results pointed to better hygiene (among girls), increased community appreciation for girls. That said, it is difficult to assess enrollment disaggregated by gender across time and the states. According to the Sustainability Analysis data presented in charts shows that female enrollment in GEP states does not differ from non GEP LGAs. The Rapid assessment reports increases in girls retention and enrollment though this is difficult to confirm by analyzing the charts included. The charts show increases in overall enrollment in GEP states however this is not necessarily among females. In Kano (which is near Abuja), the overall enrollment of females increased 2% in 3 years while the overall enrollment (male and female) increased. In cases where there were improvements in enrollment in NON GEP locations (LGAs), there is no analysis of whether or not this might relate to the GEP programming. Lack of analysis hinders these results.

APPENDIX 2

Annotated Bibliography

Citation with Link
to File Name

Folder Name and Annotation:

[LABRUNIE, Isis. March 2020. *Ela estuda por dois : Diagnóstico participativo em quatro Escolas da Ilha de Santiago. Cabo Verde*](#)

Aplicação lei alunas grávidas-DIAGNÓSTICO_EE2

CaboVerde-ICIEG-Ela estuda por dois (she studies for two)

Study to inform programming. This document reflects the main conclusions of a diagnosis in attended by more than 900 people, belonging to the educational community of four secondary schools on the island of Santiago with a high incidence of teenage pregnancy and maternity. It has the purpose of guiding the elaboration of a Guide of Recommendations to guarantee the access, continuity and quality of academic training for pregnant students, students who are mothers and student parents.

[National Directorate of Education. September 2018. *Nota explicativa. Cabo Verde.*](#)

Nota explicativa Equipas Multidisciplinares Ed Inclusiva

CaboVerde-UNICEF-Comprehensive and functional inclusive education program with responses adapted to the specific needs of children and adolescents

Explicative note on the creation of the Multidisciplinary Teams for Inclusive Education (EMAI) in 2017 following the reorientation of educational policy regarding Inclusive Education. The document describes the purpose of the new team but does not include conclusions pertaining to the program.

<p>Ministry of Education. April 2018. Relatório: Encontro nacional da educação especial. Cabo Verde.</p> <p>Relatório ENEE ABR 30 – Revisto</p>	<p>Cabo Verde-UNICEF-Comprehensive and functional inclusive education program with responses adapted to the specific needs of children and adolescents</p> <p><i>Minutes of a National Meetings on Special Education between the Ministry of Education and Islands Delegations to contribute to the improvement of educational responses to students with special education needs in the educational system. The meeting contributed to identifying challenges at country level, share experience and propose management instruments.</i></p>
<p>Ministry of Education. October 2019. Relatório da Formação: “Educação Inclusiva: plano educativo individual, adequações curriculares e tecnologias de apoio”. Cabo Verde</p> <p>Relatório-formação- célia sousa (00000004)</p>	<p>Cabo Verde-UNICEF-Comprehensive and functional inclusive education program with responses adapted to the specific needs of children and adolescents</p> <p><i>Training curriculum to guide interventions with students with special education needs, based on international instruments and methodologies.</i></p> <p><i>The training aims at developing individual educational plans for each student with special educational needs and to integrating assistive technologies to magnify the potential of inclusive education.</i></p>
<p>UNICEF Chad. 2021. Projet de développement d’urgence de l’offre inclusive d’éducation pour les enfants, les adolescents et les jeunes de la crise Nigéria + Tchad : Rapport final. Chad</p> <p>Tchad - Comité français pour l'UNICEF SC160201 SC180476 Rapport final</p>	<p>Chad-UNICEF-Projet de développement d’urgence de l’offre inclusive d’éducation pour les enfants, les adolescents et les jeunes de la crise Nigeria + au Tchad</p> <p><i>Final report stating positive impacts of this promising and gender sensitive project. Important results were achieved and contributed to enhance the education offer in the Lac Province: increased access to vocational training for unschooled and out-of-school youth, teachers upskilling and the adoption of an actualized curriculum for Koranic schools integrating fundamental knowledge. Budget used was \$2,311,302 out of 3,000,000. This is not further explained.</i></p>
<p>UNICEF Chad. 2016. Projet de développement d’urgence de l’offre inclusive d’éducation pour les enfants, les adolescents et les jeunes de la crise Nigéria + Tchad : Project Proposal. Chad</p> <p>Tchad_Proposition de projet – février 2016</p>	<p>Chad-UNICEF-Projet de développement d’urgence de l’offre inclusive d’éducation pour les enfants, les adolescents et les jeunes de la crise Nigeria + au Tchad</p> <p><i>Project proposal presenting the education context of Lake Chad region and offers an organized response to strengthen the Chadian government’s and Education Cluster’s efforts. The intervention strategy consisted in important investments in infrastructure, support for curriculum development, capacity building and strengthening social cohesion through sports. Does not contain budget figures.</i></p>

<p>KOUYATÉ, Idrissa. 2021. Présentation de la Stratégie Nationale d'Intégration des Enfants des Structures Islamiques d'Education dans le système éducatif formel (SNIESIE) : Atelier sous-régional. Côte d'Ivoire</p> <p>Présentation SNIESIE par MENA – 2-12-2021_VFF (1)</p>	<p>Côte-d'Ivoire-UNICEF-SNIESIE-Appui à la mise en œuvre de la Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système éducatif officiel</p> <p><i>PowerPoint presentation describing the context and history of Koranic education in Côte d'Ivoire and presents the objectives of the National Strategy for the Integration of Children from Islamic Education Structures into the Formal Education System (SNIESIE), as well as the actions undertaken for its implementation. Lessons learned include the relevance of community actors' participation in risk analysis to increase their confidence in the process, the importance of creating and formalizing collaboration structures for a lasting implementation of the SNIESIE and the positive impact of the State's participation in the development of a harmonized curriculum for Koranic schools on stakeholders' mobilization. 3 200 000 EUROS. There is a footnote stating the exchange rate to US is 1,10011 which amounts to 3 520 352 US. The amounts are for the support offered by UNICEF to the implementation of the SNIESIE and not the budget of the SNIESIE itself.</i></p>
<p>UNICEF Côte d'Ivoire. 2020. Appui à la mise en œuvre de la Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système éducatif officiel : Rapport de progrès. Côte d'Ivoire</p> <p>Rapport de progrès - rev UE - edit UNICEF Final</p>	<p>Côte-D'ivoire-UNICEF-SNIESIE-Appui à la mise en œuvre de la Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système éducatif officiel</p> <p><i>Progress report on the first year of the support offered by UNICEF to the Ivoirian Government to implement the SNIESIE. Assistance was offered to elaborate supporting documentation to operationalize the SNIESIE (action, communication, and monitoring and evaluation plans, methodological note, advocacy for mobilization of resources) and to encourage dialogue amongst stakeholders for a better appropriation of the strategy. A harmonized program for religious and Arabic education following national curricular standards was developed and a initial assessment was conducted to categorize Islamic education structures with a view to the development of specific support plans.</i></p>
<p>Commission Nationale d'Accompagnement des Structures Islamiques d'Éducation dans le Système Éducatif Formel, Ministère de l'Éducation Nationale, de l'Enseignement Technique et de la Formation Professionnelle. nd. Rapport de l'évaluation de base des structures islamiques d'éducation en Côte d'Ivoire. Côte d'Ivoire</p> <p>RAPPORT EVALUATION DE BASE DES SIE_VF1-2021-01_19_Kouakou + PH (1)</p>	<p>Côte-d'Ivoire-UNICEF-SNIESIE-Appui à la mise en œuvre de la Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système éducatif officiel</p> <p><i>Initial evaluation report presenting a synoptic overview of the typology of Islamic education structures (IES), their students, teachers, infrastructure and equipment. The survey shows that an important proportion of school-aged population attends IES, mainly at the elementary level, and categorizes IES according to their proximity to integrating the formal system. Report appears to be in draft format.</i></p>

<p>République de Côte d'Ivoire. 2019. <i>Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système éducatif formel (SNIESIE)</i>. Côte d'Ivoire</p> <p>SNIESIE -DV JANV 2020</p>	<p>Côte-D'ivoire-UNICEF-SNIESIE-Appui à la mise en œuvre de la Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système éducatif officiel</p> <p><i>Document presenting the education context in Côte d'Ivoire, a countrywide strategic diagnosis of Islamic education structures (IES), the methodology of elaboration and the framework of the SNIESIE. The mobilization of the State and community actors is the cornerstone of the success of the SNIESIE and thus the deployment of the SNIESIE relied on a participative and inclusive approach and on social dialog. SNIESIE advocates for a common core of knowledge for all Ivorian children, including those attending Koranic education.</i></p>
<p>UNICEF Côte d'Ivoire. 2022. <i>No title (Summary of achievements, key success and lessons learned)</i>. Côte d'Ivoire</p> <p>SNIESIE summary Cote d'Ivoire</p>	<p>Côte-d'Ivoire-UNICEF-SNIESIE-Appui à la mise en œuvre de la Stratégie nationale d'intégration des enfants des structures islamiques d'éducation dans le système éducatif officiel</p> <p><i>Two-pager listing results achieved in 2021 pertaining to the support to the implementation of the SNIESIE, lessons learned, and the visibility actions carried out. Key success stories include i) the positioning of an Islamic Education Promoters body with legal existence, common vision, strategic plan, and action plan as the main actor of the exit strategy; ii) the organization of a regional workshop on good practices, lessons learned and to build a learning community was held, iii) the achievement of a national consensus on harmonized curriculum and timetable; iv) and the commitment of the Ivorian government to funding 56% of SNIESIE implementation. Document appears to be in draft format.</i></p>
<p>Innovations for Poverty Action Right Fit Evidence Unit. No date. <i>Life skills and financial education for young people in cocoa producing communities: Aflatoun/INADES-Formation/Hershey evaluation report</i>. Côte d'Ivoire</p> <p>CotedIvoire-TRECC_Aflatoun_INADES_Hershey_final_evaluation_report_IPA_V2 (003)</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>CotedIvoire-Aflatoun-Transforming Education in Cocoa Communities (TRECC)</p> <p><i>Evaluation – final evaluation report. This final evaluation report assesses the Transforming Education in Cocoa Communities (TRECC) program, which aimed to provide life skills and financial literacy training and savings groups to young people aged 15-30 who were interested in modern and professional agriculture. The project was assessed on the domains of relevance; results (outputs and outcomes); costs and operations management; capacity to learn, improve and innovate; and sustainability and received a conditional recommendation for scale-up. It demonstrated movement toward formal and semi-formal saving and improved knowledge of the cocoa value chain, although its sustainability was questioned due to scarce availability of land, resistance by elders, persistent youth interest in opportunities beyond agriculture, and limited government buy-in. Information on gender sensitivity and inclusion was limited.</i></p>

<p>Innovations for Poverty Action Right Fit Evidence Unit. No date. <i>Life skills and financial education for young people in cocoa producing communities: Aflatoun/INADES-Formation/Hershey evaluation report.</i> Côte d'Ivoire</p> <p>CotedIvoire-TRECC_Aflatoun_INADES_Hershey_final_evaluation_report_IPA_V2 (003)</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>CotedIvoire-Aflatoun-Transforming Education in Cocoa Communities (TRECC)</p> <p><i>Evaluation – final evaluation report. This final evaluation report assesses the Transforming Education in Cocoa Communities (TRECC) program, which aimed to provide life skills and financial literacy training and savings groups to young people aged 15-30 who were interested in modern and professional agriculture. The project was assessed on the domains of relevance; results (outputs and outcomes); costs and operations management; capacity to learn, improve and innovate; and sustainability and received a conditional recommendation for scale-up. It demonstrated movement toward formal and semi-formal saving and improved knowledge of the cocoa value chain, although its sustainability was questioned due to scarce availability of land, resistance by elders, persistent youth interest in opportunities beyond agriculture, and limited government buy-in. Information on gender sensitivity and inclusion was limited.</i></p>
<p>UNICEF. Février 2020. Rapport de progrès : Pour chaque fille, le droit à l'éducation. Côte d'Ivoire</p> <p>Pour chaque fille le droit à l'éducation SC190479 RapDon V05032021 - Clean</p>	<p>CotedIvoire-UNICEF-Pour chaque fille, le droit à l'éducation Progress report of a program deploying a multi-pronged approach to meeting girl's educational needs at national level</p> <p><i>This is a Progress report. During the reporting period, UNICEF implemented strategies and tools to increase the enrollment and retention of girls in primary and secondary schools, including remedial courses, an excellence award, a prototype resource center, design of educational tools taking into account the gender dimension, cash transfers and a Youth Voice Competition, through which young people organized community forums and public debates on the importance of schooling for young girls and the fight against harmful social norms.</i></p>
<p>Direction générale de l'éducation non formelle (DGENF). Juillet 2019. Programme national de l'éducation non formelle pour le rattrapage scolaire (PNRS). DRC</p> <p>PNRS CONSOLIDE A IMPRIMER 27122019 OK FINAL-AO</p>	<p>DRC-UNICEF-Actualisation du Programme national de l'éducation non formelle pour le rattrapage scolaire (PNRS)</p> <p><i>This document informs the Programme national de l'éducation non formelle pour le rattrapage scolaire (PNRS). It includes the program's objectives, details the program content of all disciplines at each of the three levels and provides recommendations for teaching religion. The PNRS was completely revised in 2019. This version involves that 17 competencies are taught in elementary schools with a goal to reintegrate illiterate children and out-of-school children within the education system.</i></p>

<p>Direction générale de l'éducation non formelle (DGENF). Juin 2021. Rapport narratif des activités. DRC</p> <p>UNICEF DGENF RAPPORT atelier relecture et capitalisation</p>	<p>DRC-UNICEF-Actualisation du Programme national de l'éducation non formelle pour le rattrapage scolaire (PNRS)</p> <p><i>Progress report on review and validation of school manuals and pilot program implementation in eight provinces of RDC. The program team has conducted workshops to (1) review and validate match, French and sciences manuals and (2) assess and validate the national report on pilot experiences for adolescent trainings in 8 provinces.</i></p>
<p>Direction générale de l'éducation non formelle (DGENF). 2020. Référentiel des compétences sur la programmation informatique de téléphone mobile et tablette. DRC</p> <p>REFERE~1</p>	<p>DRC-UNICEF-Élaboration de modules et de référentiels de compétences sur 4 métiers innovants (énergies renouvelables, électronique, transformation de produits agricoles, programmation) avec le Ministère des Affaires Sociales</p> <p><i>Training curriculum using a competency-based approach to train youth on a series of 4 innovative jobs. This document is for building capacity in the field of mobile phone programming: software developer.</i></p> <p><i>This is a Training Curriculum. The Document promotes a fast track for students to acquire a new job within 1 to 3 months of training. The document includes the training methodology, content and evaluation criteria.</i></p>
<p>Direction générale de l'éducation non formelle (DGENF). 2020. Référentiel des compétences sur la programmation informatique de téléphone mobile et tablette. DRC</p> <p>REFERE~1</p>	<p>DRC-UNICEF-Élaboration de modules et de référentiels de compétences sur 4 métiers innovants (énergies renouvelables, électronique, transformation de produits agricoles, programmation) avec le Ministère des Affaires Sociales</p> <p><i>Training curriculum using a competency-based approach to train youth on a series of 4 innovative jobs. This document is for building capacity in the field of mobile phone programming: mobile phone maintenance.</i></p> <p><i>This is a Training Curriculum. The Document promotes a fast track for students to acquire a new job within 1 to 3 months of training. The document includes the training methodology, content and evaluation criteria.</i></p>
<p>Direction générale de l'éducation non formelle (DGENF). 2020. Référentiel des compétences sur les énergies renouvelables. DRC</p> <p>REFERE~2</p>	<p>DRC-UNICEF-Élaboration de modules et de référentiels de compétences sur 4 métiers innovants (énergies renouvelables, électronique, transformation de produits agricoles, programmation) avec le Ministère des Affaires Sociales</p> <p><i>Training curriculum using a competency-based approach to train youth on a series of 4 innovative jobs. This document is for building capacity in the field of renewable energy as installation.</i></p>

	<p><i>This is a Training Curriculum. The Document promotes a fast track for students to acquire a new job within 1 to 3 months of training. The document includes the training methodology, content and evaluation criteria.</i></p>
<p>Direction générale de l'éducation non formelle (DGENF). 2020. Référentiel des compétences sur la transformation de produits locaux. DRC</p> <p>REFERE~3</p>	<p>DRC-UNICEF-Élaboration de modules et de référentiels de compétences sur 4 métiers innovants (énergies renouvelables, électronique, transformation de produits agricoles, programmation) avec le Ministère des Affaires Sociales</p> <p><i>Training curriculum using a competency-based approach to train youth on a series of 4 innovative jobs. This document is for building capacity in the field of transformation of local products as cook. The Document promote a fast track for students to acquire a new job within 1 to 3 months of training. The document includes the training methodology, content and evaluation criteria.</i></p>
<p>Ministère des affaires sociales. Avril 2020. Rapport narratif sur les activités du prodoc 3. DRC</p> <p>UNICEF~1</p>	<p>DRC-UNICEF-Élaboration de modules et de référentiels de compétences sur 4 métiers innovants (énergies renouvelables, électronique, transformation de produits agricoles, programmation) avec le Ministère des Affaires Sociales</p> <p><i>Progress report on training activities undertaken as part of the program to increase youth capabilities in four innovative jobs.</i></p> <p><i>The report documents the training of 40 trainers under the train-the-trainer approach and of 160 provincial trainers to apply the Programme national de l'éducation non formelle pour le rattrapage scolaire (PNRS) to elementary education.</i></p>
<p>School-to-School International. May 2021. Making waves: Gender inclusive radio based education program in DRC: summary evaluation report. Democratic Republic of the Congo</p> <p>Annex II Making Waves IRI Summary Comparative Research Report</p>	<p>DRC-UNICEF-Making Waves: Gender-Inclusive Radio-Based Education in the Democratic Republic of Congo</p> <p><i>Evaluation – summary evaluation report. This summary evaluation report assesses War Child Canada's Making Waves instructional radio instruction (IRI) program, which aims to reach, by 2022, 28,000 out-of-school children and youth aged 12-16 in Kinshasa and the South Kivu cities of Bukavu, and Uvira with gender-sensitive pedagogy intended to reduce barriers to education and learning, especially for girls and children with disabilities. The mixed-methods evaluation aimed to compare the effectiveness of Making Waves with traditional accelerated learning programs in terms of ability to improve student learning outcomes, ability to improve psychosocial attributes, and improvements in perceived community and government engagement. It found promising quantitative and qualitative results, including higher mean scores in all reading and math subtasks, higher psychosocial well being scores, and support of teachers, students, and parents for the IRI program, although girls and students living farther from school tended to underperform other students.</i></p>

<p>War Child Canada. No date. <i>Interactive radio instruction brings learning back to Eastern Democratic Republic of the Congo. Democratic Republic of the Congo</i></p> <p>Interactive-Radio-Instruction</p>	<p>DRC-UNCIEF-Making Waves: Gender-Inclusive Radio-Based Education in the Democratic Republic of Congo</p> <p><i>Program brief. This three-page brief with photos describes War Child Canada’s Making Waves: Radio-Based Learning in the DRC project in South Kivu. It includes testimony from participants and information over time on pass rates.</i></p>
<p>War Child Canada. No date. <i>Making waves: gender-inclusive radio-based education in the DRC. Democratic Republic of the Congo</i></p> <p>Making Waves - War Child Canada</p>	<p>DRC-UNCIEF-Making Waves: Gender-Inclusive Radio-Based Education in the Democratic Republic of Congo</p> <p><i>Program brief. This three-page program brief describes War Child Canada’s Making Waves Radio-Based Learning in the DRC project (2014-2022). It describes the project context, location, method, technology, target participants, and evaluation findings. It also describes project learning including the importance of the role of the Education Assistant and the need to: 1) validate the curriculum with government ministries, 2) provide pathways to formal education, 3) adapt the school calendar to avoid disparities and dropout, and 4) have back-up plans/alternatives in place for when radio stations are down or gatherings are not possible due to conflict, disease outbreak, or other reasons.</i></p>
<p>Republic of the Gambia MOBSE and UNICEF. 2017. <i>National study on out-of-school children in the Gambia. The Republic of the Gambia</i></p> <p>National-Study-of-Out-of-School-Children-in-The-Gambia-2017</p>	<p>Gambia-UNICEF-OutofSchoolStudy</p> <p><i>Study – OOSC. This mixed-methods study followed the UNICEF and UNESCO Institute of Statistical Studies (UISS) conceptual and methodological framework of five dimensions of exclusion to identify/understand the number of out-of-school children, who they are, why they are out of school, and what measures should be taken to bring them into the school system. It includes analysis on cash transfers and nutrition, perspectives from parents and children on why children are not sent to schools or madrassas, and information on barriers to education and why children drop out of school.</i></p>
<p>Ministry of Basic and Secondary Education Curriculum, Research, Evaluation and Development Directorate. December 2019. <i>National strategy for the development of majalis education. The Republic of the Gambia</i></p>	<p>Gambia-UNICEF-Support the development of a national strategy for majalis (Koranic) education and provide capacity building to majalis operators</p> <p><i>National strategy. This strategy document describes the discussion, findings, and strategic recommendations of a consultative workshop held by the Ministry of Basic and Secondary Education, scholars operating in the majalis education sector, and other concerned groups.</i></p>

<p>Validated Report on National Strategy for Majalis Education - 16Dec2019 - Accepted by MoBSE SMT</p>	<p><i>It identifies strategic outputs including improvement of the quality of teaching and learning in the majalis, improvement of the quality of childcare and well-being in majalis, and increase in of access to livelihood skills and income generation opportunities for majalis talibehs. Key actions include strengthening and standardizing the curriculum and teaching to improve literacy, numeracy, and life and livelihood skills acquisition; improving standards for, and quality of, care for (mostly male) learners (by mostly female caregivers) in these residential institutions; increasing learner exposure to a variety of livelihood skills and access to support for starting income generating activities; and improving data collection and analysis about and within majalis.</i></p>
<p>The World Bank. March 2018. International Development Association project appraisal document on a proposed IDA grant in the amount of SDR20.6 million (US\$30 million equivalent) and a proposed Global Partnership for Education (GPE) grant in the amount of US\$5 million to the Republic of the Gambia for an education sector support program. The Republic of the Gambia</p> <p>The-Gambia-PAD-P162890-corrected-9-Mar-2018-03092018</p>	<p>Gambia-WorldBank-EducationSectorSupportProgram</p> <p><i>Project appraisal document. This project appraisal document describes the strategic context, development objectives, components and costs, implementation approach and arrangements, risks, appraisal information and results framework for a project to increase access to early childhood development (ECD) and basic education and improve the quality of teaching and learning for 411,000 school-aged children: 32,500 in ECD, 272,800 in LBS, 86,200 in upper basic schools, and 17,200 in senior secondary schools, and 2,300 children in majalis. The project aims to build momentum related to scaling of ECD and alternative schooling for the most difficult to reach populations and includes actions to identify project related gender gaps and specific actions to address them.</i></p>
<p>Republic of the Gambia MOBSE and UNICEF. 2017. National study on out-of-school children in the Gambia. The Republic of the Gambia</p> <p>National-Study-of-Out-of-School-Children-in-The-Gambia-2017</p>	<p>Gambia-UNICEF-OutofSchoolStudy</p> <p><i>Study – OOSC. This mixed-methods study followed the UNICEF and UNESCO Institute of Statistical Studies (UISS) conceptual and methodological framework of five dimensions of exclusion to identify/understand the number of out-of-school children, who they are, why they are out of school, and what measures should be taken to bring them into the school system. It includes analysis on cash transfers and nutrition, perspectives from parents and children on why children are not sent to schools or madrassas, and information on barriers to education and why children drop out of school.</i></p>

<p>UNICEF-KOICA Partnership. June 2021. <i>Better life for girls in Ghana project (2017-2021) final report. The Republic of Ghana</i></p> <p>BetterLifeforGirls-ProgramReport</p>	<p>Ghana-UNICEF-BetterlifeforGirls</p> <p><i>Project final report. This project final report describes a project partnership (2017-2021) undertaken by UNICEF, the Korean International Cooperation Agency, and the Republic of Ghana aimed to ensure that targeted adolescent girls aged 10-19 have the knowledge, skills and enabling environment to make informed decisions and achieve their full potential. Some of the positive results reported include increased junior high school completion rates for both girls and boys, increased government allocation of financial resources to support girls'; reduction in anemia among adolescent girls in schools receiving the iron supplementation, increased understanding of what constitutes sexual violence among in-school and out-of-school girls, and considerable improvements in attitudes and practices within the communities across a wide range of child protection topics.</i></p>
<p>Ministry of Education – Republic of Ghana. January 2020. <i>Complementary basic education policy: supporting and mainstreaming all out-of-school children. The Republic of Ghana</i></p> <p>CBE Policy Final Draft – 2020</p>	<p>Ghana-UNICEF-CBEPolicy</p> <p><i>Policy document. This revised policy document was developed in response to systemic changes around the management and sustainability of the Complementary Basic Education program, part of the 2018-2030 Education Strategic Plan, intended to help out-of-school children rapidly acquire the requisite literacy and numeracy skills to mainstream into formal schools. It centers the government in this process and describes mechanisms for non-state actors to continue to support program delivery. It draws on stakeholder consultation and provides useful contextual information around supply and demand barriers to education.</i></p>
<p>Ministry of Education – Republic of Ghana. May 2020. <i>Complementary basic education policy: supporting and mainstreaming all out-of-school children. The Republic of Ghana</i></p> <p>Revised CBE Policy</p>	<p>Ghana-UNICEF-CBEPolicy</p> <p><i>Policy document. This revised policy document was developed in response to systemic changes around the management and sustainability of the CBE program, part of the 2018-2030 Education Strategic Plan, intended to help out-of-school children rapidly acquire the requisite literacy and numeracy skills to mainstream into formal schools. It centers the government in this process and describes mechanisms for non-state actors to continue to support program delivery. It draws on stakeholder consultation and provides useful contextual information around supply and demand barriers to education. It is the same as the draft annotated in this bibliography but is signed.</i></p>
<p>Ministry of Education – Ghana. 2019. <i>Education sector performance report (ESPR) 2019 (draft). The Republic of Ghana</i></p> <p>FINAL_ESPR_2019_PBME_1</p>	<p>Ghana-UNICEF-EdSectorPerformanceReport</p> <p><i>Annual performance report. This education sector annual performance report provides an overview and analysis of the 2018/19 academic year through a review of sector activities and considers trends in performance over the past 5 years.</i></p>

<p>Yawson, Afred Edwin and Alfred Ampah-Mensah. January 2018. <i>Documentation of experiences utilizing KOICA's Life Cycle Approach (LCA) in two sub-districts: Wiaga, Builsa North and Kanjarga, Builsa South in the Upper East Region of Ghana – Report. The Republic of Ghana</i></p> <p>LifeCycleApproach</p>	<p>Ghana-UNICEF-KOICA's Life Cycle Approach</p> <p><i>Assessment report. This assessment report documents UNICEF's experience utilizing the "showcase" lifecycle approach (LCA) in two subdistricts. This approach aimed to enhance the convergence of health and education intervention packages and their implementation to ensure that pregnant women, newborns, infants, children and adolescents derived full benefits from them. Results reported include improved sense of ownership by community in school activities, improved PTA support, improved school health programs, reduction in teacher and pupil absenteeism, community led construction of a kindergarten in 1 community, transfers/dropout of students have reduced significantly, evidence of improved performance, more visits to the school by parents, improved general wellbeing of pupils, improved awareness of hygienic practices like hand washing by both pupils and parents. These results are hindered by lack of transparency in the data tools or analysis.</i></p>
<p>UNICEF and MKA Education Services Ltd. April 2021. <i>Mapping of skills development programmes for children and adolescent girls and boys in Ghana. The Republic of Ghana</i></p> <p>Skills Mapping Report Slide Pack</p>	<p>Ghana-UNICEF-Mapping</p> <p><i>Skills development mapping. This powerpoint presentation summarizes work by 11 NGOs, 8 ministries and national-level organizations to comprehensively map pre-tertiary skills development programs in terms of their orientation toward learning, empowerment, and employability. It also provides brief profiles of donors and other actors and a number of recommendations for actors in the formal and non-formal sectors. This report is useful for gaining a snapshot of the activities and stakeholder who fund and implement skills building programs for adolescent girls and boys.</i></p>
<p>No author. October 2011. <i>Global out-of-school children initiative - Ghana country study (draft). The Republic of Ghana</i></p> <p>Ghana OOSC Country Study draft Oct. 2011</p>	<p>Ghana-UNICEF-OutofSchoolReport</p> <p><i>Study – OOSC. The primarily quantitative data and policy analysis in this study draw on the UNICEF and UNESCO Institute of Statistical Studies (UISS) conceptual and methodological framework of five dimensions of exclusion to develop profiles of children excluded from education. The report also identifies barriers and bottlenecks contributing to exclusion and policies and strategies to address them. It notes that escaping poverty and educational deprivation, particularly for girls, will require alternative education service delivery mechanisms and complementary basic education programming that aims to "integrate" children back into the primary school system (where it exists) and prepares them for life, trades, and skills training in areas where quality education through public service delivery cannot be guaranteed.</i></p>

<p>UNICEF. September 2018. Project Proposal: Guinea-Bissau. Guinea-Bissau</p> <p>Guinea Bissau proposal Adolescents girls' education and empowerment FINAL</p>	<p>GuineaBissau-UNICEF-Adolescent girls' education, empowerment and participation</p> <p><i>Project proposal. This project proposal describes an Adolescent Girls' Education, Empowerment and Participation Project in the sectors of education and child protection to be implemented by the Government of Guinea-Bissau, NGOs, and community radio networks. The project aims to increase service provision for adolescent girls aged 12-16 through accelerated learning opportunities (900 out-of-school girls), life skills education, and promoting the child-friendly schools approach; adolescent participation through girls' spaces and groups (1,000 girls); and community engagement for preventing child marriage and promoting girls' education. The project is part of a larger UNDP-UNICEF peacebuilding collaboration. Budget with annex was not included.</i></p>
<p>UNICEF. December 2020. Progress report 2: adolescent girls' education, empowerment and participation project. Guinea-Bissau</p> <p>Year 2_Progress-Narratif-Report_Guinea-Bissau_Girls-Empowerment_23.12.2020</p>	<p>GuineaBissau-UNICEF-Adolescent girls' education, empowerment and participation</p> <p><i>Project progress report. This progress report describes Adolescent Girls' Education, Empowerment and Participation Project (2/2019-12/2021) activities and outputs as of 12/31/20. Outputs included negotiations with partners, planning, community awareness raising and work on development of learning materials.</i></p>
<p>United Nations Peacebuilding Support Office (PSBO)/ Peacebuilding Fund (PBF). December 2017. IRF project document: mobilizing rural youth and adolescents to serve as peacebuilding leaders. Guinea-Bissau</p> <p>GB-IRF-Youth Leadership-Rural-Prodod and LF -Final Final 12.12.17</p>	<p>GuineaBissau-UNICEF-IRF-MobilizingRuralYouthtoServeasPEaceBuildingLEaders</p> <p><i>Project description document. This project document describes a project (proposed 2018-2019) engaging government agencies, youth organizations, community and parents' organization, research institutions, Children's Parliament, community radio network, civil society organizations and IOM to empower youth (aged 17-35) and adolescents (aged 12-16) with the tools and skills (including literacy) they need to effectively advocate on their own behalf for their inclusion in decision making at all levels. The project aims to develop leadership skills among adolescent and youth on peacebuilding, build their resilience to political instrumentalization and manipulation, and strengthen their capacities to be able to influence decision making at the local and national levels through training and opportunities to exercise their skills as peace builders and social innovators.</i></p>

<p>Conestà, Natalia. January 2020. Summative evaluation: “mobilizing rural youth to serve as peace building leaders” in Guinea-Bissau – December 2017-August 2020. Guinea-Bissau</p> <p>PBF Evaluation Report Final 28 Jan 2021 Final</p>	<p>GuineaBissau-UNICEF-IRF-MobilizingRuralYouthtoServeasPEaceBuildingLEaders</p> <p><i>Evaluation. This summative evaluation report describes results attained by the Mobilizing Rural Youth to Serve as Peace Building Leaders project (2017-2020) and strategic and operational learning on how to strengthen youth peace building programs in Guinea-Bissau. The mixed methods evaluation was guided by 5 OECD criteria and an additional gender, equity, and human rights criterion. It found that the project was relevant and integrated gender, human rights, and equity principles; contributed to the increased participation of female and male adolescents and youth in peacebuilding efforts and decision making; helped influence the perception of families, beneficiaries, and communities about their roles in peace building and decision making; and promoted environmental awareness use of dialogue to settle disputes. Challenges to project effectiveness, efficiency, sustainability, and impact included short project duration and limited geographic coverage, the large number of activities included in the project that concentrated implementation near the project’s end, inadequate monitoring and evaluation implementation, mobility issues that limited participation, and limited local government participation.</i></p>
<p>Center for Global development and Innovations for Policy Action. 2019. Beyond short-term learning gains: the impact of outsourcing schools in Liberia after three years. The Republic of Liberia</p> <p>Beyond Short-Term Learning Gains</p>	<p>Liberia-Multiple-LEAP</p> <p><i>Brief. This short brief describes preliminary results from a randomized controlled trial of the Liberian Education Advancement Programme (LEAP), Liberia’s flagship education policy designed to transform learning outcomes for Liberia’s children through public schools managed by private contractors, that compares outcomes of children in LEAP schools to those in regular government schools. It suggests relevant policy lessons. Assessment dimensions include access, learning, sustainability, and child safety; results varied enormously among operators. The preliminary results suggest that access to school declined as a result of the program; learning outcomes improved in year 1, but then flattened; corporal punishment declined but gender-based violence did not; and costs remained higher than planned, although they fell after year 1. The brief suggests some policy lessons.</i></p>
<p>Romero, Mauricio and Justin Sandefur. December 2019. Beyond short-term learning gains: the impact of outsourcing schools in Liberia after three years. The Republic of Liberia</p>	<p>Liberia-Multiple-LEAP</p> <p><i>Evaluation – working paper. This working paper reports in detail on effects identified through a randomized controlled trial of the Liberian Education Advancement Programme (LEAP), Liberia’s flagship education policy designed to transform learning outcomes for Liberia’s children through public schools managed by private contractors.</i></p>

<p>Beyond-short-term-learning-gains-impact-outsourcing-schools-liberia-after-three-years</p>	<p><i>Key findings include reduced enrollment and increased dropout for the original student sample (seemingly driven by older students and girls, including pregnant girls, and shutting down secondary schools on the campuses sampled) but a positive treatment effect on total enrollment implying the schools pulled in new students; early learning gains that plateaued; presence of more and better-trained teachers and improved management practices in program schools; reduction, but not eradication, of corporal punishment in schools; widespread sexual abuse and no significant change in its prevalence all schools. Outcomes among providers were very heterogeneous. The paper includes policy findings.</i></p>
<p>Romero, Mauricio and Justin Sandefur. September 2020. <i>The impact of outsourcing schools in Liberia to BRAC after three years.</i> The Republic of Liberia</p> <p>Impact-outsourcing-schools-liberia-after-three-years-brac</p>	<p>Liberia-Multiple-LEAP</p> <p><i>Evaluation – paper. This paper presents data related to 20 BRAC-managed schools included in the Liberian Education Advancement Programme (LEAP), Liberia’s flagship education policy designed to transform learning outcomes for Liberia’s children through public schools managed by private contractors.</i></p>
<p>UNICEF. December 2020. <i>Education Cannot Wait – narrative report, first response window - Improve access for a quality education for 106,900 girls and boys in the crisis affected regions of the country.</i> The Republic of Mali</p> <p>ECW FER 2 progres report -UNICEF Mali fv</p>	<p>Mali-DRC-BurkinaFaso-UNICEFCanada-Back to school better</p> <p><i>Project report. This report describes progress made in the second six months of the Improve Access for a Quality Education for 106,900 Girls and Boys in the Crisis Affected Regions of the Country project. During the first two reporting periods, some revisions to the initial project plan were needed, including the addition of some COVID-19 related activities. Implementation delays were also related to school reopening and exams, a coup d’etat and change of government, and increasing COVID-19 cases.</i></p>
<p>UNICEF. July 2020. <i>Education Cannot Wait first emergency response (FER) application – Mali (draft).</i> The Republic of Mali</p> <p>ECW FER 3 Application Mali 020720 draft</p>	<p>Mali-DRC-BurkinaFaso-UNICEFCanada-Back to school better</p> <p><i>Proposal. This draft proposal describes activities intended to address continued lack of access to education and children and teacher’s mental and psychosocial health needs due to conflict and displacement and COVID-19. Proposed activities fall under the headings of 1) ensuring educational continuity through formal, non-formal, and informal education/remedial education and 2) supporting preparation for the reopening of schools, adapted appropriately for context, supported by gender sensitive community dialogue and mobilization and attention to the most vulnerable children. Amount required: 48,037,323 US\$.</i></p>

<p>UNICEF. November 2019. Education Cannot Wait first emergency response (FER) application – Mali and Sahel crisis – November 2019. The Republic of Mali and Republic of the Niger</p> <p>ECW FER application - Sahel Crisis II- Final clean 20191202</p>	<p>Mali-DRC-BurkinaFaso-UNICEFCanada-Back to school better</p> <p><i>Proposal. This proposal describes activities proposed to address education challenges due to conflict and insecurity in Mali and Niger. It consolidates funding requests from five entities, including UNICEF and NGO partners. Proposed activities support improved access to quality education and continuity of education, including for displaced learners, improved access to quality training by adolescents, and protection of girls and young children. Amount requested: US\$ 3,769,577.</i></p>
<p>UNICEF. March 2020. Education Cannot Wait first emergency response (FER) application – COVID-19. The Republic of Mali</p> <p>ECW FER Application Template COVID-19 - Mali 030420</p>	<p>Mali-DRC-BurkinaFaso-UNICEFCanada-Back to school better</p> <p><i>Proposal. This proposal describes activities intended to ensure continuity of learning in a protective, equitable, and crisis-sensitive environment for school children affected by school closures and children affected by the security and COVID-19 crisis, with a special focus on the most vulnerable and hard-to-reach children. Proposed activities fall under the headings of 1) ensuring educational continuity through supporting access to existing distance and digital learning programs and platforms, developing and disseminating teaching materials adapted to distance learning, messaging in support of learning, and establishing psychosocial support programs and 2) preparing for the reopening of schools. Amount requested: 1,683,645 US\$.</i></p>
<p>UNICEF Canada. No date. Back to School Better: Gender-responsive education for refugee and displaced girls. Burkina Faso, the Democratic Republic of the Congo, the Republic of Mali</p> <p>UNICEF Canada Proposal_ Back to School Better COVID Response_Burkina Faso_DRC_Mali</p>	<p>Mali-DRC-BurkinaFaso-UNICEFCanada-Back to school better</p> <p><i>Proposal. This proposal describes activities intended to increase gender equality and promote the empowerment of refugee and displaced girls in Burkina Faso, the DRC and Mali by addressing the barriers to the personal safety of girls as well as the systemic/ cultural barriers they face to realizing their right to education in the context of COVID-19, stemming from social and cultural norms, practices and beliefs, as well as their physical displacement. Innovative actions planned include engaging community leaders and mothers' associations as change agents, developing learning materials for adolescent girl caregivers, scaling up radio-based learning, developing internet-based learning and increasing digital access and skills, and using mobile phones and SMS applications to monitor school re-opening and student return. Amount requested: CAD \$6,295,120 (GAC: \$5,995,352; UNICEF: \$299,768).</i></p>

<p>Stichting Aflatoun International. May 2021. Dubai Cares Narrative Progress Report 1 - The Life Skills and Financial Education Through A Gender Lens. The Republic of Mali, Republic of the Niger, and the Togolese Republic</p> <p>Mali-Niger-Togo-200420_ Dubai Cares Narrative Progress Report _ midyear_2021_Last version</p>	<p>Mali-Niger-Aflatoun-Life Skills and Financial Education Through A Gender Len</p> <p><i>Project report. This progress report describes work accomplished under the Life Skills and Financial Education Through a Gender Lens project aimed at transforming the lives of 6000 adolescent girls and boys through life skills, financial education and entrepreneurship using student-centered learning methods. The project involves collaboration with national authorities, including ministries of education, which approve the curriculum and support in various ways, and local NGO implementing partners. The report describes progress in needs assessment and school selection, teacher/ facilitator training, and establishment and activities of Aflateen clubs. Beneficiary data is disaggregated by gender.</i></p>
<p>No author. No date. Untitled progress update indicator table for Improving Access to Education for children in the Sahel-Burkina Faso, Mail and Niger</p> <p>NORADR~1</p>	<p>Mali-Niger-BurkinaFaso-UNICEF-NORAD Improving Access to Quality Education for Children in the Shael</p> <p><i>Project document – indicator update spreadsheet.</i></p>
<p>No author. No date. Untitled progress update indicator table for Improving Access to Education for children in the Sahel-Burkina Faso, Mail and Niger</p> <p>NORADR~2</p>	<p>Mali-Niger-BurkinaFaso-UNICEF-NORAD Improving Access to Quality Education for Children in the Shael</p> <p><i>Project document – indicator update spreadsheet.</i></p>
<p>UNICEF Regional Office for West and Central Africa. June 2018. Progress report 1: support from the Norwegian Agency for Development Cooperation for Improving access to a quality education for children of the Sahel. Burkina Faso, The Republic of Mali, Republic of the Niger</p>	<p>Mali-Niger-BurkinaFaso-UNICEF-NORAD Improving Access to Quality Education for Children in the Sahel</p> <p><i>Project report. This report documents progress in the Improving Access to a Quality Education for Children of the Sahel project (2017-2020) aimed to support government efforts to improve access to quality education and scale up evidence-based interventions through expanding access to education for the most marginalized, improving the quality of basic education, strengthening education system research and monitoring, ensuring communication and visibility for the project, and supporting quality assurance, technical assistance, knowledge management, coordination, and synergies.</i></p>

<p>Unicef BFMaliNigerWCARO -Progress report NORAD _SC170576_270618</p>	<p><i>In Burkina Faso, implementation was delayed/affected by conflict. In Mali, the project increased access to quality education environments through work with school management committees and mothers' groups and support for accelerated learning programs. In Niger, the project trained education focal points on gender-based violence; trained teachers in pedagogy, didactics, gender and equity, and inclusive education, and provided support on information management, in addition to other activities. The report identifies constraints and lessons learned for each country project.</i></p>
<p>UNICEF. November 2018. <i>Achieving healthy growth, learning and development for young children of the Sahel – Burkina Faso, Mali, Niger: multicountry initiative proposal. Burkina Faso, The Republic of Mali, Republic of the Niger</i></p> <p>UNICEF~1</p>	<p>Mali-Niger-BurkinaFaso-UNICEF-NORAD Improving Access to Quality Education for Children in the Shael</p> <p><i>Project proposal. This proposal describes proposed activities for the 12-month Achieving Healthy Growth, Learning and Development for Young Children of the Sahel – Burkina Faso, Mali and Niger project intended to ensure that parents and caregivers in targeted communities will provide adequate nurturing care practices to infants and young children (responsive caregiving), community-based centers will offer quality learning and development opportunities for children ages 3-6 years (capacity building), and the National Sectoral ECD policies will be informed by the Nurturing Care Framework (policy and framework strengthening). The proposal includes process evaluation and knowledge sharing and management components and outlines strategies and results by country. Budget figures included breakdown among country offices and Regional office.</i></p>
<p>UNICEF. September 2020. <i>UNICEF hosted funds project revision request - Improve access for a quality education for 75,547 girls and boys in the crisis affected regions of the country. The Republic of Mali</i></p> <p>UNICEF Mali Hosted Funds_NCE and Reprogramming Request -0608 fv_signed (revised)_Signed_4Sept2020 NCE & Reprogramming</p>	<p>Mali-UNICEF-Improve access for a quality education for 106,900 girls and boys in the crisis affected regions of the country</p> <p><i>Project document – no cost extension and reprogramming request. This document outlines proposed changes to the Improve Access for a Quality Education for 75,547 Girls and Boys in the Crisis Affected Regions of the Country Project. Initial activities of the project included support for the opening of five Franco-Arab learning centers and the reopening of 464 non-functional schools in the northern and central regions of Mali capacity building of school management committee (SMC) members on their roles and responsibilities; recruitment and training of volunteer teachers, tenured teachers and facilitators on psychosocial support, inclusive education and the best teaching techniques; the establishment of girls' clubs to promote non-sexist roles, self-esteem and well-being; and the distribution of school kits and materials. This revision request asks for additional time to complete activities delayed by COVID-19 and a teachers' strike, adds COVID preventions and sensitization activities, and reprograms funds to support the new activities and an increase in the number of students to be reached.</i></p>

<p>Association des Scouts du Niger. April 2021. <i>Mise en place d'une plateforme fonctionnelle pour l'initiative des jeunes au Niger. Republic of the Niger</i></p> <p>Document de programme</p>	<p>Niger-UNICEF-Mise en place d'une plateforme fonctionnelle pour l'initiative des jeunes au Niger (UPSHIFT)</p> <p><i>Project proposal. This proposal describes an 11-month project aiming to 1) equip 4,800 adolescents aged 12-18, including 1,800 girls, with the skills and abilities necessary to find solutions to problems identified in their communities using the UPSHIFT youth social innovation and social entrepreneurship methodology and 2) sensitize and build knowledge of 16,000 students in rural middle and high schools about measures to prevent COVID-19. It proposes strong collaboration with civil society, families, government (national and local) and community and a gender-sensitive approach.</i></p>
<p>Solomon, Semere. March 2015. <i>Integrated Qur'anic education : Nigeria case study. Creative Associates. Nigeria</i></p> <p>Integrated_Ed-Nigeria-CASE</p>	<p>Nigeria-IntegratedQuaranicEducation</p> <p><i>Case study. This case study examines the nature of nonformal Qur'anic schools broadly and in the context of northern Nigeria. It sheds light on the roles these schools play in their local contexts, describes global strategies to universalize basic education, discusses how the Nigerian government seeks to transform these schools as a part of its education reform process, and details how the USAID-funded, Creative-Associates-led Northern Nigeria Initiative (2010-2014) worked with local governments to strengthen quality of education in Qur'anic schools and mainstream them in the basic education system. The paper identified replicable best practices related to the availability of a policy framework, steering committees and technical working groups, interministerial collaboration, community-based approach, integrating vocational training, empowering state counterpart capacity, mainstreaming the centers, center-based management committees, and using a grants mechanism to channel support through local NGOs.</i></p>
<p>Federal Government of Nigeria and UNICEF. September 2020. <i>Scalability assessment of EDC, G4G, SBMC and HiLWA interventions in Bauchi, Katsina, Kano, Niger, Sokoto and Zamfara states. Nigeria</i></p> <p>Scalability Analysis Report Revised</p>	<p>Nigeria-UNICEF-G4G-HiLWA,EDC</p> <p><i>Assessment. This rapid assessment report describes findings related to the impact of four Girls' Education Project 3 (GEP3) interventions on girls' enrolment, retention, completion and transition in schools, the extent to which the four GEP3 interventions collectively and individually increased girls' participation in education, and the scalability of these interventions. The interventions included Enrolment Drive Campaign (EDC), School Based Management Committee (SBMC)/Centre Based Management Committee (CBMC), Girls for Girls Initiative (G4G) and High Level Women Advocates (HILWA)/Mothers Association (MA). The assessment involved collection and analysis of primary and secondary data for quantitative analysis and focus group discussions. It found that the interventions had contributed to primary 1 enrolment, JSS 3 retention rates increased and dropout decreased in four of the six states, but dropped in two others, JSS 1 transition rates increased in five states, and that all four interventions were scalable.</i></p>

<p>UNICEF. February 2020. <i>Girls for Girls leadership and life skills training manual. Nigeria</i></p> <p>Final edited copy G4G Manual</p>	<p>Nigeria-UNICEF-GirlsforGirls(G4G)</p> <p><i>Implementation document – facilitation manual. This manual guides facilitators of Girls for Girls groups to run sessions with group members (primarily girls in upper primary classes). The eight-module curriculum includes 28 sessions aimed at directly equipping the group members with essential knowledge and skills that will enable them to make informed choices and become advocates for girls’ education. The group format is participatory and the manual content addresses issues of education, gender, life skills, leadership, child protection, hygiene practice, adolescent sexual health, and introduction to possible vocational skills. The content has been tailored to reach the girls in these schools with learning competencies that address social, emotional, economic, health, educational, leadership issues.</i></p>
<p>UNICEF. June 2017. <i>Girls’ education project (GEP) 3: Girls for Girls intervention strategy (draft). Nigeria</i></p> <p>G4G Intervention Draft Strategy revised draft 06.22.17.docx 1 (1)</p>	<p>Nigeria-UNICEF-GirlsforGirls(G4G)</p> <p><i>Implementation document – concept and strategy. This strategy document is intended to serve as a guide on the G4G intervention for UNICEF and partners as well as the framework for three detailed implementation guides - for the girls’ groups, the girls’ mentors, and the civil society partners that support implementation. It describes the context, purpose, expected results and principles of the approach; describes mentoring and peer learning content and other activities; outlines the implementation plan, touches briefly on monitoring and evaluation, and presents an estimated budget and the project’s value for money proposition.</i></p>
<p>Federal Government of Nigeria and UNICEF. September 2020. <i>Rapid assessments of Girls for Girls (G4G) GEP3 intervention on community engagement in Bauchi, Katsina, Niger, Sokoto and Zamfara states. Nigeria</i></p> <p>G4G_Finalized_RA_Report Revised</p>	<p>Nigeria-UNICEF-GirlsforGirls(G4G)</p> <p><i>Assessment – rapid impact assessment. This rapid impact assessment report describes findings related to the Girl for Girl component of the Girls’ Education Project (GEP3). This intervention, in conjunction with three other interventions, was found to contribute positively to enrolment, retention, completion, and transition of girls in GEP schools and to be scaleable. The report recommends mainstreaming the intervention and including it in the school timetable to support girls’ safety and security.</i></p>
<p>No author. September 2021. <i>Girls’ Education Project Phase 3 value for money analysis – Project Year 9, 2020-2021. Nigeria</i></p> <p>GEP3Y9 VFM Annual Analysis Apr2020-Jul 2021 13SEPT2021 Relat</p>	<p>Nigeria-UNICEF-GirlsforGirls(G4G)</p> <p><i>Assessment -value for money. This analytical report draws on expenditure data (exclusive of government commitments) and activity results reports at the state level, as well as comparison with planned budget and prior year budget information to assess project economy and efficiency in the final year (Year 9) of the project and finds generally that the project delivered good value for money. The report anticipates a funds utilization rate of 99.9 percent by the end of the project.</i></p>

	<p><i>Girls enrolled in primary 1 and IQS, number of functioning Girls for Girls (G4G) groups, number of teachers and IQS facilitators trained exceeded targets. The percentage of teachers achieving defined competency thresholds increase by 30 percent from the baseline year and over 80 percent of SMC and CMBCs were functioning effectively. Project spending capacity increased over the life of the project. Year 9 spending against project outputs did not track exactly with planned spending, with variances related to G4G groups, teacher training, the RANA intervention, school grants, and SBMC and CMBC capacity building.</i></p>
<p>Federal Government of Nigeria and UNICEF. No date. <i>I rise: no barriers – Girls for Girls (GFG) Handbook. Nigeria</i></p> <p>I rise no barriers</p>	<p>Nigeria-UNICEF-GirlsforGirls(G4G)</p> <p><i>Implementation document – handbook. This illustrated 30-page handbook offers Girls for Girls group members key messages, inspirational statements and songs, and life skills information and tips relating to protection and safety, their bodies, cleanliness and hygiene, and handwork and financial empowerment.</i></p>
<p>UNICEF and Federal Government of Nigeria. No date. <i>Safeguarding girls against violence in schools: A protocol handbook for stakeholders. Nigeria</i></p> <p>Safeguarding Girls Against Violence in Schools Handbook (002) (1)</p>	<p>Nigeria-UNICEF-GirlsforGirls(G4G)</p> <p><i>Implementation document – handbook. This 17-page handbook is a guide for school stakeholders who have a role in addressing violence against children in schools. It identifies these stakeholders describes the process and guidelines for managing cases of violence, offers dos and don'ts on managing violence against children in schools, and provides reporting form templates.</i></p>
<p>Federal Government of Nigeria and UNICEF. No date. <i>Shout! Run!! Tell!!! A safety guide for every girl. Nigeria</i></p> <p>Shout Run Tell</p>	<p>Nigeria-UNICEF-GirlsforGirls(G4G)</p> <p><i>Resource – children's guide. This 23-page illustrated guide aims to teach girls how to use their judgment and intuition to protect themselves from any form of violence. It explains children's rights and key terms related to violence, explains violence against girls and who perpetrators may be, explains skills girls need to protect themselves, and guides them on what they should know and what they should do if they or their friends have been abused.</i></p>
<p>UNICEF. No date. <i>Resume of the youth and adolescent intervention in school and communities to prevent school dropout in Sao Tome and Principe. SaoTome and Principe</i></p> <p>Sao Tome y Principe Data and evidence on successful interventions implemented by Youth and Adoles UNICEF-STP</p>	<p>SaoTome-UNICEF-Advocacy for the introduction of the life skills curriculum in the formal education system to prevent school dropouts</p> <p><i>Brief. This three-page brief was provided in response to a request for describes UNICEF programming areas and activities for adolescents and youth. They include life skills education, dynamization of "youth interaction centers," a national internship program, and U-Report, an innovating social messaging tool and data collection system that can engage youth to improve their engagement as citizens, inform leaders, and promote positive social change.</i></p>

<p>UNICEF, Projet SAFIA. Mauritania</p> <p>Projet SAFIA</p>	<p>Mauritania-UNICEF-SAFIA. Power point presentation describing the SAFIA project</p> <p><i>This is a Project document. The PPT describes the SAFIA projects (objectives [promote social and economic empowerment of teenage girls. Will bring young girls to challenge social norms by occupying jobs in male-dominated fields.], beneficiaries [1,400 direct and 8,400 indirect], geographic scope [Commune Dar Naim, Nouakchott], steps, etc.) A model approach is under implementation in 1 targeted zone. Learning methods include literacy via e-learning, community dialogue, social mobilization, skill building and start ups.</i></p>
<p>UNICEF. Mai 2021. Rapport d'étape : Savoir, Apprendre et Faire pour être Indépendante durant mon Adolescence (Projet SAFIA). Mauritania</p> <p>Rapport d'étape _ SAFIA_2021</p>	<p>Mauritania-UNICEF-SAFIA. Intermediate project progress report</p> <p><i>This is a Progress report. The project provided school material to 4,000 girls student vulnerable to drop-out. Training material and awareness raising was performed with religious leaders. WASH facilities were constructed in 25 schools. Capacity building of beneficiaries on leadership, self-confidence, financial management.</i></p>
<p>UNICEF-Caritas. Novembre 2020. Rapport de l'enquête d'identification des adolescentes (10-19 ans) à Lemgheiti-Commune de Dar Naim. Mauritania</p> <p>Rapport de l'enquête d'identification des adolescentes_version 06.01.2021</p>	<p>Mauritania-UNICEF-SAFIA. Context study using a survey to identify adolescents from 10-19 years old in-school and out-of-school that should be targeted by the SAFIA project</p> <p><i>This is a Study to inform programming. The study enabled to target teenage girls that are vulnerable to drop out, based on the following risk factors: lack of identify number, aged more than 14, married, not motivated to carry on school and illiterate after 5 years of schooling.</i></p>
<p>UNICEF. 2021. Mon petit livre de jeune fille, Edition 1. Mauritania</p> <p>unicef_safia_VF</p>	<p>Mauritania-UNICEF-SAFIA. Manual to raise awareness and train beneficiaries on various life topics and skills</p> <p><i>This is a Project material. There is no program conclusions arising from this document.</i></p>
<p>Isselmou Ould Abdel Kader, Abdel Wedoud Ould Abdellahi Ould Hachem. October 2016. La dynamique de l'enseignement originel en mauritanie dans le sens de la modernité et de la protection des enfants. Mauritania</p> <p>Etude Enseignement Originel en Mauritanie_ Francais – Copy</p>	<p>Mauritania-UNICEF-Strengthened protection and education in an emergency context for street children without parental care (Talibé /Almundo). Comprehensive national study to make an inventory of mahadras, map stakeholders relevant to religious education</p> <p><i>This is a Study to inform programming. The study aims to show how religious education can modernize and better contribute to respecting and promoting children's rights. This can be achieved through legal revision, strengthening governmental institutions in charge of children's rights, improve and diversify the koranic curriculum, train religious teachers and channel more material and financial resources.</i></p>

<p>UNICEF-Mauritania. 2020. Proposal for ARDF – Africa Regional Democracy Funding. Mauritania</p> <p>UNICEF RMI Proposal_ ARDF 13.09.2020 FIN</p>	<p>Mauritania-UNICEF-Strengthened protection and education in an emergency context for street children without parental care (Talibé/ Almundo)</p> <p><i>Proposal for the Africa Regional Democracy Funding by UNICEF Mauritania for the project entitled Strengthened protection and education in an emergency context for street children without parental care with a focus on “Talibe”/“Almoudo” children in Nouakchott.</i></p> <p><i>This is a Project proposal – Proposal targeting 500 street children and adolescents, including 400 “Talibe”/“Almoudo” (3-17 years old) and 40 Cheikhs and instructors (operating in 20 Koranic schools) in Nouakchott West and South.</i></p>
<p>UNICEF. 2021. Interim report: Strengthened protection and education in an emergency context for street children without parental care with a focus on “Talibe”/ “Almoudo” children in Nouakchott. Mauritania</p> <p>USA SM200675_Interim report</p>	<p>Mauritania-UNICEF-Strengthened protection and education in an emergency context for street children without parental care (Talibé/ Almundo). Interim project progress report to the Government of the United States</p> <p><i>This is a Progress report. The report document the steps undertaken, including beneficiaries identification, training and awareness raising of supporting stakeholders such as paraprofessional street educators, municipal and national authorities and Cheikhs as well as distribution of hygiene kits in 12 schools.</i></p>
<p>Ministère des affaires islamiques et de l’enseignement originel. Mars 2016. Contribution au processus d’élaboration de la SCAPP 2016-2030</p> <p>Contribution au SCAPP 2016-2030_MAIEO</p>	<p>Mauritania-UNICEF-Strengthened protection and education in an emergency context for street children without parental care (Talibé /Almundo). Policy document to establish a government 5-year program (2015-2020) to improve koranic education</p> <p><i>This is a Policy document. The document details the policy’s objective and content but does include conclusions relevant to the project.</i></p>
<p>Concern Worldwide Niger. July 2020. Document de programme humanitaire. Niger</p> <p>CONCERN_ PHASE 2</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua</p> <p><i>12-month intervention (2020-2021) submitted by Concern Worldwide Niger for the project Accès à une éducation de qualité pour enfants de 3 à 16 ans touchés par la crise au Sahel dans les régions de Tillabéri et Tahoua.</i></p> <p><i>This is a Project proposal. The Intervention targets 14,200 children 3-12 years old, 300 high school students, 415 elementary teachers, 1,180 community members.</i></p>

<p>UNICEF. December 2020. UNICEF Project revision request; no-cost extension and reprogramming request. Niger</p> <p>COOPI 2021_19-ECW-0044-UNICEF- NIGER - SC200014</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua</p> <p><i>No-cost project extension for the project Access to quality training for 750 adolescent 14-18 years old and continuity of education for 51,100 students 4-16 years old affected by the crisis in the Sahel (Tillabéri and Tahoua).</i></p> <p><i>This is a Project proposal. A second no-cost extension of this grant is now requested in light of the COVID pandemic and natural hazards that have impacted the education sector, more particularly the school calendar.</i></p>
<p>Coopi cooperazine internazionale. May 2020. Document de programme humanitaire. Niger</p> <p>COOPI 2021_cerf rr coopi</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua</p> <p><i>6-month intervention (2020) submitted by Coopi for the project Accès au services de protection de l'enfant et une éducation de qualité pour les enfants issus des populations déplacées dans les régions de Tahoua et Tillabéri.</i></p> <p><i>This is a Project proposal. The Intervention targets 6,404 beneficiaries.</i></p>
<p>Coopi cooperazine internazionale. July 2020. Document de programme humanitaire. Niger</p> <p>COOPI 2021_PDH COOPI FER2</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua</p> <p><i>6-month intervention (2020) submitted by Coopi for the project Accès au services de protection de l'enfant et une éducation de qualité pour les enfants issus des populations déplacées dans les régions de Tahoua et Tillabéri.</i></p> <p><i>This is a Project proposal. Intervention targets 51,100 beneficiaries.</i></p>
<p>UN CERF. January 2021. Project Revision Request for COVID-19. Niger</p> <p>COOPI2021_20-RR-CEF-032_Niger_ProjectRevision1</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. Project extension due to COVID-19.</p> <p><i>This is a Project proposal that primarily includes a request for a 3-month no-cost extension.</i></p>
<p>ICAHD International. 2021. Planning du mois de mars 2021. Niger</p> <p>ICAHDTAHOUA Planning Mars 2021</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. Project monthly planning</p> <p><i>This is a Project document.</i></p>
<p>ICAHD International. Mars 2021. Note pour le dossier. Niger</p> <p>ICAHD TILLIA QUARTIER Note pour le Dossier</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. Note on project implementation</p> <p><i>This is a Project document. Following an attack in a school, ICAHD informs that they will undertake a mission to provide psychological support to children survivors.</i></p>

<p>ICAHD International. April 2021. Rapport de progrès. Niger</p> <p>ICAHD- Rapport hebdomadaire Trimestriel 1</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. <i>Project interim progress report</i></p> <p><i>This is a Progress report. Main conclusions: Des relais communautaires supplémentaires ont été pris en charge par ICAHD. 2.092 enfants déscolarisés ont été réintégrés. Il s'agit spécifiquement de 1.031 filles et 1.061 garçons.</i></p>
<p>ICAHD International. February 2021. Rapport mensuel janvier du progrès. Niger</p> <p>ICAHD- Rapport Mensuel Janvier du Progrès QPR</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. <i>Monthly project progress report</i></p> <p><i>This is a Progress report. Main conclusions: Des relais communautaires supplémentaires ont été pris en charge par ICAHD. 794 enfants déscolarisés ont été réintégrés. Il s'agit spécifiquement de 422 filles et 372 garçons.</i></p>
<p>ICAHD International. 2021. Liste de besoins en kit. Niger</p> <p>Liste de besoins en kit BIS_ICAHD</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. <i>Lists of material needs for targeted areas</i></p> <p><i>This is a Project working document.</i></p>
<p>ICAHD International. July 2020. Document de programme humanitaire. Niger</p> <p>PCA ICAHD tahoua Til (002)</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. <i>Intervention submitted by ICAHD International for the Réponse rapide pour l'accès aux services d'éducation de qualité pour les enfants des populations déplacées dans les régions de Tahoua et Tillabéri</i></p> <p><i>This is a Project proposal for an Intervention targets 20,000 beneficiaries.</i></p>
<p>COOPI Cooperazione Internazionale. July 2020. Document de programme humanitaire. Niger</p> <p>PHASE 2_COOPI</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. <i>6-month intervention for the Accès à l'éducation inclusive et de qualité pour les enfants et jeunes affectés par la crise humanitaire à Tillabéry Niger</i></p> <p><i>This is a Project proposal for an Intervention targets 16,000 children and 706 teachers.</i></p>
<p>COOPI Cooperazione Internazionale. Mars 2021. Rapport des activités de formation de 30 enseignants des écoles d'intervention COOPI des IECP de Tailla et Tassara (Tahoua). Niger</p> <p>Rapport 2 COOPI-mars 2021</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. <i>Progress report on training activities conducted with teachers in targeted schools</i></p> <p><i>This is a Progress report. 30 teachers from targeted schools in Tillia and Tassara followed a training on children protection, teaching methods for French and Math and classroom management.</i></p>

<p>COOPI Cooperazione Internazionale. Mars 2021. Rapport de formation des directeurs d'écoles et encadreurs à Tassara et Tillia à Telemces. Niger</p> <p>Rapport COOPI-mars 2021</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. Progress report on training of school directors in targeted schools</p> <p><i>This is a Progress report. 10 directors trained on the emergency in the education system.</i></p>
<p>UNICEF. July 2018. Budget. Niger</p> <p>ScanBudget CONCERN Signé Fin ECW</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. Document on financial progress of program activities</p> <p><i>Project document with budgetary information.</i></p>
<p>Concern worldwide. Document de programme humanitaire. October 2019. Niger</p> <p>ScanDocument de Programme CONCERN signé Fin ECW</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. 6-month intervention for project Contribuer à un accès équitable des enfants et à une éducation inclusive de qualité dans un environnement sûr et protecteur pour les enfants et adolescents touchés par la crise humanitaire à Tillabéri et Tahoua</p> <p><i>This is a Project proposal for Beneficiaries include 11,000 children 3 to 18 years old.</i></p>
<p>COOPI. March 2021. References du programme. Niger</p> <p>VP_COOPI_kissaka-20210318.pdf</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. Report documenting a mission for school directors' training</p> <p><i>This is a Mission report – 10 school directors were trained on providing psychosocial support to children.</i></p>
<p>ICAHD. March 2021. References du programme. Niger</p> <p>VP_ICAHD_kissaka-20210319</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. Report documenting a mission for teacher's and school directors' training</p> <p><i>This is Mission report: 10 school directors and 40 teachers were trained on crisis management.</i></p>
<p>COOPI. June 2021. References du programme. Niger</p> <p>VP_ONG COOPI_kissaka-20210607</p>	<p>Niger-Éducation inclusive Tillabéri et Tahoua. Report documenting a mission for teacher's, school directors' and school support staff's training, provision of education material and construction of infrastructures</p> <p><i>This is Mission report: 10 school directors and 40 teachers 60 school support staff were trained on crisis management. 2000 students were provided with material. 10 WASH facilities were constructed.</i></p>

<p>UNICEF. September 2020. Protection de l'enfant, violences basées sur le genre (VBG) et gestion de l'hygiene menstruelle(GHM) en milieu scolaire. Module 2 : Formation des membres des structures d'appui à la gestion de l'école. Niger</p> <p>MODUL~1</p>	<p>Niger-Mali-Cotedivoire-Togo-UNICEF-Safe to learn. Training manual to reinforce capacities of members of support structures to school management</p> <p><i>This is Training material. Training module targeted issues of children protection, gender-based violence and management of menstrual hygiene in the school environment.</i></p>
<p>UNICEF. September 2020. Protection de l'enfant, violences basées sur le genre (VBG) et gestion de l'hygiene menstruelle (GHM) en milieu scolaire. Guide de sensibilisation a l'usage des eleves membres des gouvernements scolaires, clubs d'hygiene et des clubs des filles leaders. Niger</p> <p>N3GUI~1</p>	<p>Niger-Mali-Cotedivoire-Togo-UNICEF-Safe to learn. Training manual to reinforce capacities of student's groups and girls club leaders</p> <p><i>This is Training material. Training module targets issues of children protection, gender-based violence and management of menstrual hygiene in the school environment.</i></p>
<p>UNICEF. September 2020. Protection de l'enfant, violences basées sur le genre (VBG) et gestion de l'hygiene menstruelle (GHM) en milieu scolaire. Module 1 : Formation des enseignants. Niger</p> <p>Module 1 VBG vf (1)</p>	<p>Niger-Mali-Cotedivoire-Togo-UNICEF-Safe to learn. Training manual to reinforce capacities of teachers</p> <p><i>This is Training material. Training module targets issues of children protection, gender-based violence and management of menstrual hygiene in the school environment.</i></p>
<p>UNICEF. January 2021. Supporting girls to be safe to learn, Rapport narratif de mi-parcours. Niger</p> <p>RAPPOR~1</p>	<p>Niger-Mali-Cotedivoire-Togo-UNICEF-Safe to learn. Interim progress report.</p> <p><i>This is Progress report (draft). Report documents the results achieved for each outcome. The main challenge to project implementation is the widespread insecurity.</i></p>

<p>UNICEF. January 2021. Supporting girls to be safe to learn, Funding proposal to Global Affairs Canada. Niger</p> <p>UNICEF~1</p>	<p>Niger-Mali-CotedIvoire-Togo-UNICEF-Safe to learn. Project proposal for 5 million CAD to Global Affairs Canada for the program Supporting girls to be Safe to Learn.</p> <p><i>This is Project proposal. Ultimate outcome is to improve learning outcomes for women and girls in fragile and conflict-affected settings in Côte d'Ivoire, Mali, Niger and Togo.</i></p>
<p>UNICEF. Mai 2021. Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. Niger</p> <p>AMIPOU~1</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. Tender document for a 3-month skill building UNICEF project in the Region of Zinder, Niger</p> <p><i>This is Tender document. Project's objective is to promote empowerment and social integration of out-of-school youth in the region of Zinder through a skill building program. No financial information is included.</i></p>
<p>Images du Centre Arsènes Zinder</p> <p>Images du Centre Arènes Zinder</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. Pictures of a center for young girls' skill building</p> <p><i>Pictures of programming.</i></p>
<p>UNICEF. Note conceptuelle. Appui aux initiatives des organisations des jeunes dans les régions de Maradi et Zinder</p> <p>Note conceptuelle formation jeunes</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. Conceptual note for the program Appui aux initiatives des organisations des jeunes dans les régions de Maradi et Zinder</p> <p><i>This is Conceptual note for a Program that aims at supporting 116 youth organizations.</i></p>
<p>Direction régionale de la jeunesse et des sports. Janvier 2021. Procès-verbal de réunion. Niger</p> <p>PV CENTRE DES JEUNES FILLES</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. Minutes of a meeting between the Direction régionale de la jeunesse et des sports and program beneficiaries</p> <p><i>This is meeting minutes. The meeting aimed at establishing the internship initiative with local businesses.</i></p>

<p>Direction régionale de la jeunesse et des sports. Décembre 2020. Rapport de l'atelier de formation en vie associative, culture de la paix et entrepreneuriat. Niger</p> <p>Rapport de l'atelier de formation</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. Report of a skill building workshop conducted in the Zinder region</p> <p><i>This is a Project document. 120 girls were trained on life skills such as association, peace, tolerance, democracy and non violent conflict management.</i></p>
<p>Direction régionale de la jeunesse et des sports. 2020. Rapport Atelier de Renforcement des capacités des Apprenantes du Centre des Jeunes Filles/Femmes de l'arène de Zinder en Coiffure, Restauration et Confection des Produits Cosmétiques du 23/12/2019 au 23/04/2020 à l'Arène de Zinder. Niger</p> <p>Rapport Formation Arène (3)</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. Report of a skill building workshop conducted in the Zinder region</p> <p><i>This is a Project document. 90 girls have reinforced their capacities in the following sectors: cooking, hair dressing and cosmetic production.</i></p>
<p>Direction régionale de la jeunesse et des sports. 2020. Synthèse de mise en œuvre des activités au niveau du centre Arène de Zinder. Niger</p> <p>Synthèse mise en œuvre des activités</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. Progress report on implementation of activities</p> <p><i>This is a Progress report. The pandemic has delayed the project implementation. A close collaboration with the parents of beneficiaries was essential to promote acceptance of the daughters' involvement in training sessions.</i></p>
<p>Direction régionale de la jeunesse et des sports. March 2021. Formation des jeunes filles et garçons sur des filières porteuses dans la région de Maradi. Niger</p> <p>TDR FORMATION DE 120 JEUNES 2021 08_03_2021</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. Terms of reference of a 3-month skill building intervention in the Maradi region</p> <p><i>This is a Terms of references. Project target 120 young person (girls and boys). No financial expectations are included.</i></p>

<p>Gouvernement Niger et UNICEF. April 2021. TDR de la formation en entrepreneuriat et vie associative et dotations en kits des apprenants sortants des CFM communes BMZ de la région de Zinder. Niger</p> <p>tdr_entrepreneuriat_cfm_drept_zré</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. 1-month training intervention</p> <p><i>This is a Terms of references. Intervention targeting 138 beneficiaries (girls and boys). Has some budgetary parameters.</i></p>
<p>Gouvernement Niger et UNICEF. April 2021. TDR relative à l'appui à la formation professionnalisante et l'autonomisation des jeunes descolarisés et non scolarisés des communes BMZ de la région de Zinder. Niger</p> <p>TDR_FO~1</p>	<p>Niger-UNICEF-Appui à la formation professionnalisante inclusive et d'autonomisation des jeunes déscolarisés et non scolarisés de la région de Zinder. 1-month training intervention</p> <p><i>This is a Terms of references. Has some budgetary parameters. Intervention targeting 120 beneficiaries (girls and boys).</i></p>
<p>Swisscontact. 2021. Projets UNICEF au Niger. Niger</p> <p>Présentation PFAJF-PIPJ</p>	<p>Niger-UNICEF-PFAJF. PPT presentation of the main UNICEF initiatives financed by Swiss Contact in Niger</p> <p><i>This is a PPT presentation. PPT details Swiss contact's objective, approach and programs in Niger, including the Projet de formation et d'autonomisation des jeunes filles (PFAJF) and the Projet d'appui à l'insertion professionnelle des jeunes affectés par les conflits (PIPJ). The two projects use TVET & Support for integration as intervention approach.</i></p>
<p>ICHAD International. June 2021. Document de programme humanitaire : une éducation de qualité pour les filles du Niger. Niger</p> <p>ICAHD EDUCATION DE QUALITE_210611</p>	<p>Niger-UNICEF-Une éducation de qualité pour les filles, en particulier les adolescentes, au Niger. 6-month intervention to promote insertion into the education system of out-of-school boys and girls</p> <p><i>This is a Project proposal with budget information. It is for a Project targeting 14,900 beneficiaries. Create a positive learning environment for girls with community mechanisms to change gender roles.</i></p>

<p>Cambron, Steffen. March 2020. <i>APTE Senegal value chain selection exercise and labor market assessment in Ziguinchor and Basse Casamance – program design activities – consultant report.</i> Republic of Senegal</p> <p>APTE VC progress report 03292020 (1)</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>Senegal-EDC-Amélioration des performances de travail et d’entrepreneuriat au Sénégal, Agence nationale pour l’emploi des jeunes (APTE)</p> <p><i>Assessment. This report documents consultation with key lead firms in the fish/seafood and poultry sectors and with prospective vocational training institute partners to understand how to develop training and course curricula for youth as a part of the Projet de l’amélioration des performances de travail et d’entrepreneuriat [Project to improve work performance and entrepreneurship] (APTE), a youth employability project equipping 30,000 students in Senegal’s 200 lower-secondary and 50 TVET schools with transferable skills. The report also updates fundings from earlier value chain analyses, identifying constraints, opportunities, and proposed solutions for each of the value chains and identifies next steps.</i></p>
<p>Education Development Center. August 2019. APTE-Sénégal midterm report. Republic of Senegal.</p> <p>APTE-Midterm-Report</p>	<p>Senegal-EDC-Amélioration des performances de travail et d’entrepreneuriat au Sénégal, Agence nationale pour l’emploi des jeunes (APTE)</p> <p><i>Project report. This midterm report on the Amélioration des Performances de Travail et d’Entrepreneuriat au Sénégal (APTE-Senegal) describes project progress in relation to preparing lower secondary school students for future success as employees and entrepreneurs, increasing viable employment and self-employment, and strengthening the workforce system. At mid-term, APTE had enrolled 30,00 student and, trained 72 government officials to support teachers, 293 school administrators, and 1,500 teachers. The report briefly describes the project’s learning agenda.</i></p>
<p>RAPPORT FINAL_ Evaluation de base_ APTE Sénégal_EDC_ACI_Juillet 2018</p> <p>ACI & EDC. 2018. <i>Évaluation de base Projet APTE-Sénégal : Rapport final.</i> Sénégal</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>Senegal-EDC-Amélioration des performances de travail et d’entrepreneuriat au Sénégal, Agence nationale pour l’emploi des jeunes (APTE)</p> <p><i>This final report of the baseline evaluation shows a situation characterized by the absence of institutionalization of employability and entrepreneurship in the education and training system despite several experiments in vocational training centers and institutional mechanisms promoting to youth entrepreneurship. Recommendations include strengthening the communication amongst stakeholders to create a critical mass of supporters of the project, the establishment of a consultation framework to mutualize good practices and the reform of teaching personnel’s training.</i></p>

<p>Cambon, Steffen. 2020. <i>Rapport de l'étude sur les filières porteuses dans la région de Ziguinchor.</i> Sénégal</p> <p>Rapport_de_l'étude_des_filières_porteuses_à_Ziguinchor_2019-2020_FINAL</p> <p>NOTE: Report not shared due to confidentiality request from partner</p>	<p>Senegal-EDC-Amélioration des performances de travail et d'entrepreneuriat au Sénégal, Agence nationale pour l'emploi des jeunes (APTE)</p> <p><i>Study report on promising sectors for youth employment in Ziguinchor region presenting the methodology that lead to selecting the sectors of fisheries and poultry farming for the APTE Project. The report also explores potential collaboration with the private sector to help young people overcome employment challenges in the fishing industry, increase their competitiveness in poultry farming and work with vocational training centers on curricula and pedagogic tools.</i></p>
<p>UNICEF Senegal. 2022. Catch-up classes: giving out-of-school children a second chance in Senegal. Senegal</p> <p>SC190748 (SENEGAL)-FINAL REPORT to Swedish NC</p>	<p>Senegal-UNICEF-Catch-up-classes</p> <p><i>Final report of the Catch-up classes program presenting the purpose of the intervention and planned results, key achievements, main constraints, and lessons learned. This initiative has yielded substantial achievements to the direct benefit of 2,881 children and adolescents out of school, including a majority of girls (1,455) and allowed the development of innovative approaches to help sustain efforts to address the learning needs, protect the rights, and unleash the potential of out-of-school children and adolescents, in partnership with the national government, local authorities, and other development partners including civil society, as well as communities.</i></p>
<p>Agence Française de Développement & World Bank. nd. Accompagner le programme de formation professionnelle pour l'emploi et la compétitivité du Sénégal. Senegal</p> <p>Accompagner_le_programme_de_formation_professionnelle_pour_l'emploi_et_la_compétitivité_du_Sénégal-3332</p>	<p>Senegal-UNICEF-Education-entrepreneuriat-development-programme-for-youth</p> <p><i>Pamphlet presenting the Senegalese vocational education context and describing an ongoing intervention aiming to support the implementation of the new national strategy. Relying on institutional autonomy and on public-private partnerships, this initiative will upgrade vocational centers, develop short training curricula and improve the management system. With a focus on gender, it seeks to increase women's representation in governance bodies. Budget of 12, 000,000 Euros. This program was removed from Database due to a lack of information.</i></p>

<p>Centre d'incubation de formation professionnelle et d'apprentissage sur les métiers verts de Kolda. nd. Certificat de spécialité en aviculture, option d'Agent de conduire d'élevage de poulets de chair (ACEPC). Senegal</p> <p>CS en Aviculture Kolda VF</p>	<p>Senegal-UNICEF-Education-entrepreneurship-development-programme-for-youth</p> <p><i>Programme document presenting the broiler breeding specialty certificate offered by the Centre d'incubation de formation professionnelle et d'apprentissage sur les métiers verts de Kolda. It provides a list of human and financial resources of the center, the justification and description of the training, including learning objectives and employment opportunities for graduates, and finally presents an estimated operating budget.</i></p>
<p>Centre d'incubation de formation professionnelle et d'apprentissage sur les métiers verts de Kolda. nd. Certificat de spécialité en horticulture. Senegal</p> <p>CS Horticulture Kolda</p>	<p>Senegal-UNICEF-Education-entrepreneurship-development-programme-for-youth</p> <p><i>Programme document presenting the horticulture specialty certificate offered by the Centre d'incubation de formation professionnelle et d'apprentissage sur les métiers verts de Kolda. It provides a list of human and financial resources of the center, the justification and description of the training, including learning objectives and employment opportunities for graduates, and finally presents an implementation schedule and an estimated operating budget.</i></p>
<p>Centre d'incubation de formation professionnelle et d'apprentissage sur les métiers verts de Kolda. nd. Certificat de spécialité en pisciculture. Senegal</p> <p>CS Pisciculture Kolda</p>	<p>Senegal-UNICEF-Education-entrepreneurship-development-programme-for-youth</p> <p><i>Programme document presenting the fish farming specialty certificate offered by the Centre d'incubation de formation professionnelle et d'apprentissage sur les métiers verts de Kolda. It provides a list of human and financial resources of the center, the justification and description of the training, including learning objectives and employment opportunities for graduates, and finally presents an implementation schedule and an estimated operating budget.</i></p>
<p>Centre d'incubation de formation professionnelle et d'apprentissage sur les métiers verts de Kolda. nd. Certificat de spécialité en transformation des produits locaux. Senegal</p> <p>CSTPA KOLDA</p>	<p>Senegal-UNICEF-Education-entrepreneurship-development-programme-for-youth</p> <p><i>Programme document presenting the specialty certificate in processing of local products offered by the Centre d'incubation de formation professionnelle et d'apprentissage sur les métiers verts de Kolda. It provides a list of human and financial resources of the center, the justification and description of the training, including learning objectives and employment opportunities for graduates, and finally presents an implementation schedule and an estimated operating budget.</i></p>

<p>UNICEF Senegal. 2020. No title (Outcome and Output Reporting). Senegal</p> <p>EDU_RAM Reporting 2020-EDU(VF)</p>	<p>Senegal-UNICEF-Education-entrepreneurship-development-programme-for-youth</p> <p><i>Progress report of UNICEF Senegal's interventions in the Education sector. It states that over the year 2020, a strong focus was placed on the introduction of entrepreneurial skills, including training in, for example, farming/gardening or fish nursery in rural areas. Completion rates ranged between 75 per cent and 98 per cent depending on the regions, mainly thanks to arrangements made for ensuring learning continuity while schools were closed, with for example, the provision of exercise books and home visits by educators. Report appears to be in draft format. This document was referenced for the Entrepreneurship and Development program, however, reporting on entrepreneurship is limited. No financial information reported.</i></p>
<p>UNICEF. 2021. No title (Outcome and Output Reporting). Senegal</p> <p>EDU_RAM reporting 2021-EDU (VF)</p>	<p>Senegal-UNICEF-Education-entrepreneurship-development-programme-for-youth</p> <p><i>Progress report of UNICEF Senegal's interventions in the Education sector. Over the year 2021, UNICEF supported the deployment of alternative skills development and entrepreneurship training for youths, an approach which has potential for rapid scale-up through the newly launched Presidential Initiative for Youth. 456 youths benefited from alternative training opportunities on marketable and entrepreneurial skills development, through training interventions leading generally to formal qualification or entrepreneurship in technical areas including agroforestry, agriculture, green economy, handcraft, and digital skills. UNICEF also engaged with the private sector for the financing of vocational training, on youth training interventions and to support entrepreneurship development. Report appears to be in draft format. No financial information reported.</i></p>
<p>UNICEF Senegal. 2021. Genre et exclusion scolaire : Déploiement de stratégies d'appui à la rétention des enfants vulnérables et à la réinsertion des enfants hors de l'école dans les régions défavorisées du Sénégal: Rapport d'avancement. Senegal</p> <p>Rapport 2 - SC200048 (Aout 2021) Spanish NatCom</p>	<p>Senegal-UNICEF-Extending learning opportunities on foundational literacy and numeracy (FLN) to children accommodated in traditional Quranic Schools</p> <p><i>This progress report presents a summary of the project proposal, a reminder of the education context in Senegal, the relevance of the initiative Genre et exclusion scolaire, the axes of intervention, and the key achievements and the context in which the activities were carried out. Next steps for the last trimester of the project, included support to school integration for children attending traditional Koranic schools, provision of dignity kits, establishment of a school-based mechanism of assistance for girls, and support to regularize the situation of elementary school students without civil status documents to facilitate their transition to high school. Total amount reported in 848, 074. Page 32 has some budget figures.</i></p>

<p>UNICEF Senegal. 2022. Project Update Summary: Génération Illimitée au Sénégal : Partenariat pour une Autonomisation et un bien-être des adolescents au Sénégal, notamment des filles dans les régions de Tambacounda et Dakar. Senegal</p> <p>Jan2022 SC190064_France NC progress report</p>	<p>Senegal-UNICEF-Generation-illimitee</p> <p><i>This project update summary present in a tabular format the results achieved over the year 2021 for the Génération illimitée initiative and presents the next steps for the last trimester of the project. Even though thousands of direct beneficiaries were targets, these initial targets were exceeded. Results include: 4,331 children and teenagers, including 2,244 girls, aged 9 to 15 benefited from “gateway classes” to facilitate their school integration; 1,928 out of school young people were supported to resume their studies; 120 unschooled and unskilled teenagers, including 82 girls, received vocational training or entrepreneurship support; 61,065 girls benefited from support groups, female teachers networks and provision of dignity kits to encourage their retention in school; capacity-building on youth’s protection was offered to 1,325 health, education, justice and social work professionals; an app was developed for the real-time monitoring of cases of children in need of protection reported; 5,181 children in need of protection were identified and cared for; social accountability mechanisms including youth in decision-making were deployed in 9 territorial collectivities.</i></p> <p><i>The overall project budget = 900,193 EUROS. The Database reports 1 046 300 USD, but this could vary depending on the exchange rate.</i></p>
<p>République du Sénégal & ECOWAS. nd. ABC pour l'autoprotection: Un guide pour les enfants. Senegal</p> <p>ABC-enfants-2 (autoprotection)</p>	<p>Senegal-UNICEF-Generation-illimitee</p> <p><i>This Self-protection Guide was produced to help Senegalese children avoid putting themselves in risky situations, learn to recognize, analyze and control potentially dangerous situations, withdraw themselves from an abusive situation, know how to ask for help and to refuse to engage in risky behavior. Topics covered are listed in alphabetical order and include how to say no, bullying, interactions with strangers and sexual abuse.</i></p>
<p>Salamaitou</p> <p>Salmaïtougou Accessed from:</p> <p>https://www.unicef.org/senegal/recits-des-jeunes-filles-du-s%C3%A9n%C3%A9gal-initi%C3%A9es-au-digital-et-%C3%A0-l'entreprenariat-social</p>	<p><i>The Salamaitougou program targeted the most vulnerable girls, in or out of school). It included a variety of partners – NGOs, government and private sector. Key actors are targeted and awareness raising (on context and stakes) activities are realized. It was unclear whether curricular were embedded in schools though as the program was offered in partnership. Digital Open Spaces were created.</i></p> <p><i>Results: The results reported include girl's ability to Assemble robots, create a website with HTML or other, develop applications, make creations through lean canvas, sell products on social networks, write codes and algorithms, be able to express themselves in public, and produce podcasts. It is unclear the extent of mastery that girls demonstrate over these complex skills based on the reporting available. The beneficiary count is based on participants in the Bootcamp.</i></p>

	<p><i>Emerging: This focused and intensive bootcamp style program offered a 10-day intensive training on and opportunities for girls to learn digital technologies, innovation and social entrepreneurship. The unique skills offered and focused nature of this program earned it Emerging. Thought it could likely increase to Promising as the program continues.</i></p> <p><i>Gender responsive: With more evidence and reporting, this may increase to gender transformative. The project seeks to address gender roles specially around gender bias in learning and teaching STEM.</i></p>
<p>Social Change Factory & UNICEF. 2019. Rapport d'activités: Bootcamp Salmaitou Kolda 2019. Senegal</p> <p>Rapport du Bootcamp Salmaitou_Kolda 2019 (1)</p>	<p>Senegal-UNICEF-Salmaitou-formation-au-numerique</p> <p><i>Activity report on the bootcamps aiming to help most vulnerable in or out of school girls to master the basics of digital technologies, innovation and social entrepreneurship. Skills acquired during these 12-days intensive training include: assembling robots, creating a website, developing applications, selling products on social networks, writing codes and algorithms, learning to express themselves in public, and producing podcast. In addition to the proceedings of the bootcamp, this document presents the Senegalese context, the activities carried out to prepare the bootcamp, and present lists of trainers, mentors, and of the 50 girls aged 10 to 18 who benefited from these bootcamps.</i></p>
<p>UNICEF Senegal. 2020. Offrir aux enfants, particulièrement les filles des opportunités d'apprentissage et de développement grâce aux innovations et aux nouvelles technologies. Senegal</p> <p>Two pager Salmaitou</p>	<p>Senegal-UNICEF-Salmaitou-formation-au-numerique</p> <p><i>Two pager presenting the intention to build a female force skilled for the professions of the future and to strengthen girls' capacities in digital technologies, social entrepreneurship and social innovation. Are presented the Senegalese context, the theory of change on which relies this project, the intervention area, the goal, the approach and the partnerships on which relies this initiative. The next steps include strengthening partnerships and resource mobilization.</i></p> <p><i>The name of the project Salmaitou is not mentioned in this document, but was shared for this project.</i></p>
<p>IRC. No date. Trainer guide: life skills sessions #10-13. Republic of Sierra Leone</p> <p>Batch 2_Life Skills_Old Sessions _10 – 13</p>	<p>Sierra Leone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – guide for training sessions. This 16-page document provides guidance for training facilitators of girls' groups on the following topics: managing disagreements, negotiation skills, respecting ourselves. And making smart decisions.</i></p>

<p>IRC. No date. Every adolescent girl empowered and resilient” life skills curriculum – final sessions 1-5. Republic of Sierra Leone. Batch 3_ Life Skills_Final sessions_1-5</p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – guide for training sessions. This 15-page document provides guidance for training facilitators of girls groups on the following topics: gender, different abilities, trafficking, power with others, and goals.</i></p>
<p>IRC. No date. Every adolescent girl empowered and resilient: financial literacy – facilitator’s guide. Republic of Sierra Leone</p> <p>EAGER Financial Literacy Facilitators Guide_FINAL_compressed (1)</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – financial literacy facilitator’s guide. The EAGER Financial Literacy Facilitator’s Guide is 10 sessions designed to empower girls with financial literacy skills. These sessions build on what girls have already learned in their Life Skills and Basic Literacy and Numeracy sessions. They are intended to help learners to build the skills they need to make smart financial decisions and manage their own finances. By the end of these 10 sessions, learners will have a financial goal and know how to complete the Financial Goals section in their My Empowerment Plan template.</i></p>
<p>IRC. No date. My empowerment plan – draft. Republic of Sierra Leone</p> <p>EAGER Financial Literacy Workbook and Empowerment Plan_FINAL</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – empowerment plan template. This ten-page document is a template that adolescent girls can use to develop the “My Financial Goal” and “My Learning Goal” sections of their empowerment plans. For their financial goals, girls should explain what they will use their money for and why/how it will empower them; the skills, knowledge experience, tools or resources, and people they already have that can help them; how they will work toward their goals, the budget for their activity, a brief market survey, and an analysis of cash flow. For their learning goals, girls should explain how they will use the literacy, numeracy and life skills they have developed and how they will keep learning; their household, community, and financial goals and skills, knowledge, tools or resources, and people they have that can help them, how they will work toward their goals, and budget.</i></p>
<p>IRC. No date. Every adolescent girl empowered and resilient: functional literacy. Republic of Sierra Leone</p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document- literacy facilitator’s guide. This facilitator’s guide is designed for use in the Every Adolescent Girl Empowered and Resilient (EAGER) project, which targets vulnerable girls aged 13-17 who have missed out on the chance to attend formal school, and who do not have basic literacy and numeracy skills in 10 districts.</i></p>

<p>IRC EAGER Literacy Facilitator's Guide - printed version_ compressed</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p><i>The project aims to equip girls with the practical skills needed which they can apply to their everyday lives, including the basic skills of how to read and write and do basic mathematics, life skills (health, nutrition, etc.) and business skills. The guide includes 45 sessions on themes including greetings, talking about yourself, family, following instructions, expressing likes and dislikes, my daily routine, people in the community, places in the community, planning what to buy, making purchases at the market, my life as a patient, good hygiene, health in Sierra Leone, and medicines.</i></p>
<p>IRC. No date. <i>Every adolescent girl empowered and resilient: functional numeracy.</i> Republic of Sierra Leone</p> <p>IRC EAGER Numeracy Facilitator's Guide - printed version_ compressed</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – numeracy facilitator’s guide. This facilitator’s guide is designed for use in the Every Adolescent Girl Empowered and Resilient (EAGER) project, which targets vulnerable girls aged 13-17 who have missed out on the chance to attend formal school, and who do not have basic literacy and numeracy skills in 10 districts. The project aims to equip girls with the practical skills needed which they can apply to their everyday lives, including the basic skills of how to read and write and do basic mathematics, life skills (health, nutrition, etc.) and business skills. The guide includes 45 sessions on themes including counting, reading and writing numbers, counting by 2s and 5s, comparing and ordering numbers, addition, subtraction, multiplication, division, using a calculator, the clock and telling time, scheduling and spending time, days of the week, shapes, maps, shopping and counting and comparing money, total price and making change, caring for babies, balanced diet, normal sized for children, vaccination, reading a prescription, buying medicine, and making ORS.</i></p>
<p>IRC. No date. <i>Literacy: Introduction – Theme 5.</i> Republic of Sierra Leone</p> <p>IRC-SierraLeone-Literacy-190808-withAlphabetChart_ compressed</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – literacy materials. These literacy materials include an introduction that includes greetings, emotions, family members, and classroom-related verbs and on themes including planning my day, community map, shopping at the market, feeding and caring for babies and children, visiting the doctor. Includes authentic texts.</i></p>

<p>IRC. No date. <i>Numeracy: Introduction – Theme 5.</i> Republic of Sierra Leone</p> <p>IRC-SierraLeone-Numeracy-190804_compressed</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – numeracy materials. These numeracy materials are organized around themes on numbers, coins and notes, clocks, planning time use, shapes and maps, shopping, feeding and caring for babies, visiting the doctor.</i></p>
<p>IRC. No date. <i>Literacy – Theme 6-10.</i> Republic of Sierra Leone</p> <p>LB - Literacy -To Print_compressed</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – literacy materials. These literacy materials (15 pages) are organized around themes on setting up a garden, selling vegetables, income generating activities, becoming a businesswoman, and shopkeeping. There are also sheets for reviewing and checking understanding.</i></p>
<p>IRC. No date. <i>Numeracy – Theme 6 - 10.</i> Republic of Sierra Leone</p> <p>LB - Numeracy -To Print_compressed</p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – numeracy materials. This nine-page document includes numeracy support materials related to the following themes: setting up a garden, selling my vegetables, income generating activities, becoming a businesswoman, and come to my shop, plus a sheet for reviewing and checking understanding.</i></p>
<p>IRC. No date. <i>Every adolescent girl empowered and resilient: functional literacy: Part 2.</i> Republic of Sierra Leone</p> <p>Literacy FG-Phase II-FINAL</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – literacy facilitator’s guide. This literacy facilitators guide is designed for use in the Every Adolescent Girl Empowered and Resilient (EAGER) project, which targets vulnerable girls aged 13-17 who have missed out on the chance to attend formal school, and who do not have basic literacy and numeracy skills in 10 districts. It includes 35 sessions (Sessions 55-90) on themes including what should I grow, what do I need to make a garden, income from my garden, how do people make money, making a budget, know your market, what kind of shop will I have, dealing with customers and checking for understanding.</i></p>

<p>IRC. No date. <i>Mentor guide: girls' empowerment plan.</i> Republic of Sierra Leone.</p> <p>Mentor Guide_Girls Empowerment Plan_FINAL</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – mentor guide – empowerment plan. This document describes the purpose, process, and guidelines for supporting girls enrolled in the Every Adolescent Girl Empowered and Resilient (EAGER) project to develop empowerment plans. It includes an annotated plan template that guides mentors step-by-step and handouts that reinforce key concepts and help girls understand the power within themselves.</i></p>
<p>IRC. No date. <i>Every adolescent girl empowered and resilient: functional numeracy: Part 2.</i> Republic of Sierra Leone</p> <p>Numeracy FG-Phase II-FINAL</p> <p><i>NOTE: Report not shared due to confidentiality request from partner</i></p>	<p>SierraLeone-IRC-Every Adolescent Girl Empowered and Resilient (EAGER) Confidential</p> <p><i>Implementation document – literacy facilitator's guide. This literacy facilitators guide is designed for use in the Every Adolescent Girl Empowered and Resilient (EAGER) project, which targets vulnerable girls aged 13-17 who have missed out on the chance to attend formal school, and who do not have basic literacy and numeracy skills in 10 districts. It includes 35 sessions (Sessions 55-90) on themes including what should I grow, the size of my garden, spacing my plants, how many plants when should I plant, harvesting my garden, how much will I grow, market prices, income from my garden, what are my costs, how much should I sell, how do people make money, what are the costs of my activity, the cost of getting started, the repeating cost of my activity, my income, my profit, what is a budget, my budget, what happens if I don't profit, how do osusu and loans work, should I join an osusu/should I take a loan, working with partners, practice with costs and income, practice with profit and loss, practice with budgets, what kind of shop will I have, the cost of my shop, the price of my items, profit from selling goods, my first customer, practice with numbers and money, practice with addition and subtraction, practice with multiplication and division and understanding checks. It also includes a glossary of numeracy words.</i></p>





Regional Documentation on the Education and Skills Development of Adolescents In and Out of School

In West and Central Africa