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Effective Schools and Quality Improvement

Parallel Session B-4

**Reinforcing Capacity Building
of Schools and Communities
in view of Improving Student
Performance**

**School Project:
An Educational Activity Contract between Schools
and their Environment**

by Thierno Aliou DIAOUNE and Youssouf CISSE

**Working Document
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SCHOOL PROJECT:
**AN EDUCATIONAL ACTIVITY CONTRACT BETWEEN SCHOOLS AND
THEIR ENVIRONMENT**

By Thierno Aliou DIAOUNE and Youssouf Cisse

This document was developed by Aide and Action for ADEA biennial meeting (Libreville, Gabon, 27-31 March 2006). This is a synthetic summary of practices developed in several countries. A detailed presentation on these various experiences will be made during the biennial meeting.

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1. SYNOPSIS

In Africa, 9 children out of 10 are enrolled in schools.

For every 100 children enrolled, only 60 complete primary school education.

Only these 2 indications highlight all the difficulties and stakes related to quality education for all in Africa.

Indeed, during recent years, sound progress was made towards the increasing of schooling.

Efforts made to develop decennial programmes enabled major progress.

During this period, such influx of children in the schooling system - a voluntarist expressed objective - overshadowed the ultimate objective of education.

Yet, going to school or being in an established educational system cannot be relevant without adapted and useful learning for the development of individuals to enable them to draw personal, social and development related benefits.

This vision puts back quality in the centre of the learning process and should consider several factors:

- 1 Educational methods remain a key quality component based on active and participatory methods which combine autonomous learning, guided practice, direct education, the promotion of the child's knowledge and skills,...
- 2 Trained teaching staff, in sufficient number and recognised in their profession
- 3 Appropriate learning time
- 4 Acquisition of basic subject matters which enable the understanding of various subject matters and reading as a key factor to improve the learner's performance
- 5 Language and promotion of local knowledge
- 6 Quality and availability of learning materials
- 7 Attractive learning conditions
- 8 Linkage with the environment, consideration of the latter in the learning process and parents' involvement (including in the content)
- 9 Schooling (learning institution) capacity to contribute to the improvement of education quality and ultimate objective

Although they are not comprehensive, once combined, these factors should be considered, as they contribute to the improvement of the quality of learning processes.

Drop out rates in the education system and the resulting mistrust among communities impose the requirement for quality and completion of the education.

The idea of educational activity contracts between schools and their environment is being developed as an attempt to provide appropriate responses to the difficulties faced in schools.

In Africa, Asia and the Caribbean, school projects are implemented under open partnerships involving all the stakeholders in the education community.

The results achieved are encouraging.

This contribution takes stock of the implementation of school projects while highlighting their environment in some countries, the difficulties and lessons learned from such experiences.

2. SUMMARY

1. The critical analysis of the performance of countries in the South towards the achievement of the objectives set at the **education For All** (AFA) Forum in Dakar confirms that present key concerns remain the necessity of quality education.

Very often, education policies focused on the need to increase the number of children enrolled in schools without ensuring that the time spent in schools is useful.

2. To take up the challenge of quality, while involving all the stakeholders in the education community, Aide and Action built partnership with the French Development Agency in particular, in order to implement school projects.

3. School projects aim at mobilising stakeholders in the improvement of the efficacy of education systems.

They are based on a dynamics of joint strategic planning.

4. School projects develop a collegial management scheme through joint decision making processes. They guarantee the sharing of roles and responsibilities of the education community within leading bodies. They are a tool for the integration of the specific needs of the education sector in learning and the promotion of positive local knowledge and practices. Under this process, the improvement of curricula becomes a dynamic approach.

5. Depending on countries, the concept and methodological approach of school

project development are based on specific characteristics determined by the national context.

The analysis of school projects conducted in Guinea, Niger, Senegal and Laos helped identify valuable lessons in the support to education policies, the need to implement projects which would bring together all the stakeholders in education, while considering all specific context and guidelines defined by the governments concerned.

6. School projects are a general response to the requirement to open up schools to their environment and to improve the quality of education. These projects address all the obstacles to the quality and performance of teaching institutions.

School projects place the learners in the centre of education and prepare them for the exercise of citizenship. Their impact can be perceived through all the stakeholders involved in the education process: teachers, parents, pupils...

7. The strategy and implementation methodology of school projects are based on rigorous, professional and participatory approaches. The experience conducted in various countries made it possible to clearly identify various steps necessary for successful implementation.

8. There are several difficulties preventing successful implementation: institutional and financial problems, constraints related to the coordination of action in schools, heavy and inappropriate administrative procedures.

Solutions to these difficulties were found and this enabled the identification of new prospects for the development of school projects.

9. Lessons learnt from various experiences make it possible to identify promising prospects in terms of community interest, larger scale mobilisation for the improvement of quality, opportunities to reinvest some assets and generalisation of the experience, better utilisation of resources for education....

3. IMPLEMENTATION CONTEXT OF SCHOOL PROJECTS

For more than a decade, Aide and Action has been working on the education systems of the countries in its intervention area through projects addressing specific contexts faced by Aide and Action teams. One of the main characteristics of these activities remains that they may seem isolated from one zone to another or one country to another.

Lessons learnt from these experiences were sufficiently shared to identify general intervention areas.

The critical analysis of the performance of countries in the South towards the achievement of the objectives set at the **EFA** Forum in Dakar confirms that present key concerns remain the necessity of quality education.

Very often, education policies focused on the need to increase the number of children enrolled in schools without ensuring that the time spent in schools is useful.

Poor quality education can undermine the child's natural capacity to learn through exploration, confrontation and questioning..

Adapted and quality education would encompass the following:

- 1 children's situation and learning,,
- 2 learning environment, linkages with the environment and mobilisation of the community concerned by education,
- 3 curricula content and basic learning skill acquisition materials,
- 4 methods used (focused on the child), teachers' qualification and quantity,
- 5 results related to knowledge, skills and behaviours necessary to be positively involved in society.

In order to positively take up these challenges, Aide and Action developed school projects. This was achieved, more often in partnership with the French Development Agency in Guinea, Senegal, Niger and Madagascar.

Projects are also developed in Asia (Laos) and the Caribbean (Haiti).

As a systemic approach, schools projects represent a process that ensures the integration of the expression of all the stakeholders and various education system issues. This system guarantees the participation of the whole education community and creates joint vision of education.

School projects address three (3) major challenges:

31. The need to mobilise the educational community in the improvement of education quality

School projects represent a process to help mobilise stakeholders (parents, local communities, teachers, school management and pupils) for school related issues in order to improve the efficacy of the educational system. They should be the expression of the whole community and abide by the quality standards under national policies. They are in line with a dynamic concerted planning strategy. Their development is based on participatory community project development with adapted adult training situations.

32. The need to establish a linkage between schools and their environment

School projects develop a collegial management scheme through joint decision making processes. They guarantee the sharing of roles and responsibilities of the education community within leading bodies. Thus, they are a tool for the integration of the specific needs of the education sector in learning and the promotion of positive local knowledge and practices. Under this process, the improvement of curricula becomes a dynamic approach.

33. The required improvement of learning and quality

School projects contribute to qualify teachers to acquire innovating teaching approaches, centered on the child, which cater for the challenge to open up schools to their environment and the improvement of the efficacy of the educational system.

They enable pupils to acquire skills that they can easily reinvest in the solutions to their daily problems. With school projects, pupils are no longer the last link of the education chain, but become full fledged stakeholders.

They contribute to the involvement of other stakeholders in the improvement of the quality of learning (parents, local communities...).

4. SCHOOL PROJECT: AN EDUCATIONAL ACTIVITY CONTRACT BETWEEN SCHOOLS AND THEIR ENVIRONMENT

Depending on the country, the concept and methodological approaches of the development of school projects are based on specific characteristics determined by the national context.

Guinea

School projects represent an approach which aims at quality and outreach basic education . The district is the level of intervention of these projects. They cover a period of 3 renewable years with annual mid-term evaluations.

The approach of school projects involves 3 stakeholders: pupils, parents' associations and friends of the school and teachers. These stakeholders are represented in a management body entitled "School Development Committee".

School projects aim at the sustainability of educational activities. To achieve such objective, they should:

- 1 Involve communities in the management of development projects through education.
- 2 Foster collegial and transparent management of school development activities by community and institutional stakeholders.
- 3 Involve pupils in the management and decision making related to the activities of their schools.

The main missions of school projects are the following:

- 1 Develop a culture of project in communities by involving them, in a relevant manner, in the identification of the needs of their schools
- 2 Open up schools to their environment through the introduction of local knowledge, the promotion of local management and information sharing
- 3 Create a consultation and interaction framework for stakeholders in order to involve all the communities in all school development activities.
- 4 Create a climate conducive to open mindedness among the child
- 5 Contribute to internal monitoring and evaluation of school development activities.

Niger

« School projects are a guiding tool of educational activities which enables communities to develop their schools and ensure sustainable improvement of the quality of the pupils' education. This tool is composed of a set of coherent activities to be carried out in and around schools during a given period, following collective reflection by various stakeholders (teachers, parents, etc).

(...) It aims, through a prioritized action plan based on a consensus, at solving the problems identified as obstacles to the quality of learning processes and improving school performance, in conformity with orientations and educational policies."

This definition was developed during the validation workshop organised by the Ministry of Basic Education and Literacy Training, in June 2005.

Through this approach, school projects aim at federating the educational community, with a focus on schools, increasing schooling rate (notably that of girls) and improving completion rate.

The areas of activities should encompass the following: access and accessibility, school environment.

Illustration

Areas	Examples	Types of activities
Access and accessibility	Promotion of schooling and that of girls in particular	Sensitisation to accelerate enrollment
Quality	School performances	Assistance to teachers in difficult situations training of teachers Provision of training materials Schooling support (guidance, rewards for best pupils, ...)
Environment	School hygiene and health	Health education

Senegal

« School projects are developed in the framework of the education system (...) as a federating framework to guide, create a synergy of all the

interventions in schools while improving the quality of learning. In this specific context, school projects can be defined as a process of establishment of a contract of educational activities between schools and their environment to solve, in an efficient and relevant manner, the problems identified in relation to the missions of schools.

Thus, school projects enable the pupils to learn in a different manner and better. They contribute to the process of decongestion, decentralisation and development."

Définition proposed by the firm CEPEC International, in the framework of the capitalisation of school projects in Senegal conducted by Aide and Action and "Association Française des Volontaires du Progrès" in partnership with the Ministry of Education and the French Development Agency (December 2005).

Therefore, the definition proposed by CEPEC analyses school projects as a written intention based on a societal project whose values, ultimate objectives and choices are formalised and distributed at national, regional, departmental and local levels.

They are also a contractual process involving populations during all the phases of the project. They aim at both a change of behaviour of stakeholders and a modification of the image of schools in the community.

They are composed of a set of planned and documented activities which aim at solving problems at school while involving all the stakeholders concerned.

As such, school projects should be evaluated in order to assess the level of achievement of their objectives and impact on the system. This problem solving approach comprises several stages:

- 1 Context analysis
- 2 Identification of situations – problems, analysis, prioritisation
- 3 Identification and prioritisation of the objectives
- 4 Identification of the means for action
- 5 Definition of a time frame for the activities
- 6 Development of evaluation tools

Laos

In partnership with the French Ministry of Foreign Affairs, Aide and Action is

implementing a project to support basic education entitled " Structured Studies in Laos".

Through one of its components, this project aims at supporting local management of primary schools mainly in two areas:

- 1 Training of education managers in direct contact with schools (mainly school Principals, education advisers and Inspectors) for the improvement of the administrative and educational system.
- 2 Building enabling local environment (notably by relying on school communities and groupings) to increase the means of schools, on the one hand and to organise learning through pooling the resources of school groupings, on the other hand.

Thus, based on the linkage of various project components, these activities are carried out from the Ministry to local level, i.e schools.

Under outreach activities, the following activities are organised based on the three areas below:

- 1 Support to facilitation at school, opening up schools to their environment and community participation
 - Systematic setting up of school development plans and school networks while mainstreaming local specificities (minorities, social economic and cultural environment...)
 - Revitalization of parents' associations
 - Support to communication, exchanges and competition between schools
- 2 Educational supervision and facilitation of schools (School Principals, education advisers and Inspectors)
 - Development of the supervision and facilitation capacity of schools from national level and in relation with 2 provinces,
 - Development and setting up of training of trainers (TOT) schemes for provincial education advisers and Inspectors
- 3 Vocational training and promotion of school Principals
 - Development of modules and training materials on educational and administrative management and on facilitation in schools.
 - Setting up, in collaboration with 2 provincial units, of a continuing training system for school Principals.

In the light of these experiences, the following lessons can be highlighted:

41. Support education policies

Aide and Action supports Governments in the definition and implementation of their education policies. In countries where we operate, our approach is based on the mobilisation of stakeholders in "Education for All" Programmes mainly focused on:

- access to basic education,
- quality of education,
- decentralised education system,

Thus, while supporting the implementation of these programmes, Aide and Action gives priority to effective participation of stakeholders (communities, institutions and civil society organisations) in view of the promotion of quality education accessible to all, based on transparent and collegial management of schools.

School projects are a tool in the implementation of this process as a set of priority activities planned and programmed over a period of 3 years for the development of schools. All the stakeholders in the education community express themselves through them. They are an essential vehicle in the promotion and improvement of the quality of learning processes.

42. The need to implement a federative project of all education stakeholders

As advocated by Governments, the decentralisation of the education system contributes to joint planning process involving all the stakeholders with the view to achieving consensus based objectives for the improvement of education.

School projects make it possible to mainstream local concerns in the implementation of national education policies and strategies. They mobilise and commit local stakeholders in the improvement of the operation of schools. They are developed through adapted facilitation tools which contribute to the development of an ownership by communities.

43. School projects as a response to specific context and orientations defined by governments (sovereignty principle)

The implementation of national policies requires adaptations and adjustments at local level. This cannot be achieved without diagnosis and analysis tools of educational issues related to each specific environment. School projects are an instrument for the diagnosis, analysis, development, implementation and evaluation of projects adapted to local context and issues.

In this respect, several approaches are used: PRA, REFLECT, GRAAP, etc..

Each country considers and formalises national and local specific situations through guides and manuals of procedures.

Therefore, school projects cannot be limited to issues of education quality. There is no doubt that this is a requirement in present context of various countries concerned.

As such, the Government of these countries establish a direct link between quality and other aspects, notably community mobilisation, mainstreaming of the environment of the education institution. This is an *educational activity contract between schools and their environment which aims at solving, in an efficient and sustainable manner, the problems identified in the missions of schools*. They make it possible to address all educational problems and to conduct action on all the educational problems in the set of activities under EFA. Thus, they ensure a road map which indicates the level of achievement of objectives and they facilitate the readjustment and redefinition of Governmental priorities.

School projects are a general response to the requirement to open up schools to their environment and to improve the quality of education

They especially aim at the following:

- 1 Empower the communities in the management of schools
- 2 Increase the enrollment capacity of children including an increasing number of girls
- 3 Monitor and improve school performances
- 4 Observe the schedule of learning and support to pupils in difficult situations

- 5 Reduce failure rates (repeating a year and drop outs)
- 6 Training (supervision of teachers)
- 7 Introduce innovation of educational systems
- 8 Improve curricula while considering local knowledge
- 9 Availability, maintenance and utilisation of school manuals
- 10 Maintenance of school facilities and equipment

School projects place pupils in the centre of educational activities and prepare them for the exercise of citizenship.

School projects enable an impact on all the obstacles to the quality and performance of education institutions

Through facilitation and sensitisation sessions, school projects contribute to the eradication of constraints related to social, educational and administrative factors.

Through capacity building of parents, school projects enable them to acquire the tools and skills for the implementation and evaluation of projects aiming at the improvement of schools. Thus they are equipped for routine management of schools (minutes of meetings, book-keeping, receipt books, programme of activities, MOUs, monitoring forms, indicator log book, etc).

Through continuing and outreach training as well as initiation and support in the experimentation of educational innovations, school projects contribute to the professional qualification of teachers. They also contribute to local development of training materials adapted to educational situations and make learning processes more attractive and closer to the realities experienced by pupils.

Thus, teachers acquire skills that enable them to take on board various levels in their classroom and to set up support methods for pupils in difficult situations. Moreover, the integration of practical and educational activities give them an opportunity to materialise the content of their teaching and to integrate the realities of their environment.

Finally, teachers are endowed with the means to guarantee the involvement and promotion of pupils in the learning process. In this respect, school governments represent an interesting example of a linkage between the child institutional and political environment and his/her learning and future.

As for the administrative dimension, school projects enable the local education administrative bodies to be involved in the decision making process while conferring central administration support and orientation functions. Education administrative bodies have learnt to share their prerogatives with parents and pupils in the management of schools.

In some countries, resource allocation, teachers' training and posting are entrusted to decentralised departments.

It is in this framework that school projects play a role as a tool for resource mobilisation and coordination of activities at local level.

Implementation strategy of school projects

It is based on the following principles:

- 1 Involvement of all the stakeholders in the education community in the development and evaluation of school development projects.
- 2 Mainstreaming of disparities between various stakeholders
- 3 Availability of tools that facilitate the understanding and ownership of the process.

It is in line with the objective to meet in a sustainable manner all the educational needs of the environment (formal, early childhood and alternative education).

Implementation approach

It follows these stages:

1. Information/sensitisation

This phase consists in informing all the social segments concerned in the formulation of the school development project, notably the elected local representatives, administrative authorities, opinion leaders, etc.

2. Multidisciplinary team (education, health, environment, agriculture, livestock...)

To facilitate the mainstreaming of all developmental aspects in the diagnosis phase, it is necessary to set up a team specialised in various development areas.

3. Assessment of schools

Through an adapted facilitation approach (RPA, REFLECT, GRAAP), a

participatory diagnosis is performed. This stage is of paramount importance, because it is the phase during which the problems and potentials of the area concerned are identified.

In addition to the facilitation team, local resource persons can be involved in the process because of their knowledge of the environment and experience.

4. Analysis of the diagnosis results

This phase makes it possible to categorize problems, propose solutions, define objectives and prioritize the activities to be carried out.

5. Planning and evaluation of the implementation means

This stage makes it possible to identify resources, their mode of mobilisation and to verify the feasibility and relevance of the planned activities.

6. Drafting of the project proposal

A restricted team is set up to draft the project proposal based on the results of the diagnosis and analysis as well as the implementation means which are available and can be mobilised.

7. Validation of the project

It is performed in two phases:

- 1 Community level: it is achieved during a general assembly and enables the community to discuss the content of the project proposal.
- 2 Institutional level: it ensures adequacy between local education concerns and national orientations.

Thus, a final document is drafted and signed by the representatives of the community and the Government as a Memorandum of Understanding (MOU) between the parties.

5. RESULTS FROM SCHOOL PROJECT EXPERIENCES

51. Senegal

The implementation of school projects was evaluated in 3 schooling departments in Kolda, Matam and Velingara.

This evaluation highlighted major achievements in terms of :

- 1 Genuine involvement of stakeholders in a dialogue and concerted activities aiming at the development and implementation of educational projects.
- 2 Refocusing school projects on pupils.
- 3 Evolution in educational practices with a transfer of learning acquired by children through school projects in their close environment and integration of innovations in educational projects.
- 4 Changes in the management of schools characterised by good communication between teachers, parents and pupils ; new responsibilities taken by teachers ; increased transparency of information. School project management mode gives an important role to solidarity. All the stakeholders are accountable, up to ensuring the delivery of information to parents.
- 5 The improvement of learning conditions with a reduction of absence by pupils and teachers, reduction of delays and the development of mutual help.
- 6 The evolution of educational practices with the integration of practical activities and their transformation into case studies and problems to be solved.
- 7 The evolution of the image of schools.

In the Department of Velingara, the strong mobilisation of communities for schools was translated in concrete action and results :

- 1 All the schools in the area are covered by school projects
- 2 100% of schools have submitted a school project and 90% were funded for 3 years
- 3 Noticeable increase of schooling rate in the Department
- 4 The index of boy/girl parity which was estimated at 0.82% in 2003 is now close to 1%
- 5 Communities contributed to the funding of school projects
- 6 Increased open of schools to their environment through partnerships between school administration and the other stakeholders
- 7 Education administration reform in order to contribute to the emergence of an outreach administration and supervision

- 8 Increased synergy between local stakeholders through the involvement of the educational community in the social mobilisation process.
- 9 Shared management of schools.

One of the major impacts of the implementation of school projects in Velingara remains the setting up of a structured and operational steering mechanism of local education system.

52. Guinea

In Guinea, school projects consist in an approach aiming at achieving quality and outreach basic education.

They include the following activities:

- 1 Training of parents' associations and members of school development committees
- 2 Training of teachers for their qualification in teaching-learning
- 3 Educational projects (materialisation of lessons, innovations in the educational system)
- 4 Projects of school development committees (early childhood, facilities, alternative education, etc).

Beyond the improvement of learning and community mobilisation, school projects remain a means for the development of innovations in the educational system. Thus, Aide and Action is currently working on some innovations :

- 1 Evaluation of learning processes : this enables the setting up of a continuing evaluation process to compensate for the administrative measure which does not allow to repeat any class in all the cycles (preparatory, elementary, medium cycle). This process enables the development of tools for teachers to indentify specific difficulties among all the pupils and to apply appropriate support measures for each case (principle of specific educational system). This educational system contributes to the reduction of the risks related the above mentioned administrative measure on the ban on repeating classes. The experimental phase covers **48 schools, representing about 7,000 pupils and 150 teachers.**
- 2 Improvement of curricula and promotion of local knowledge: using competence

as an entry point and the use of convergent educational systems, Aide and Action is currently experimenting in four schools, an approach to improve curricula through the integration of local cultural elements disseminated through local languages. Such experimentation which is in its second year, covers about 15 teachers and 500 pupils. Two stages have been already covered : i) sensitisation of communities and assessment of local knowledge and practices which concerned all the custodians of knowledge and practices in the areas of agriculture, health, education and social life,...

ii) implementation of an educational system based on data analysis, their integration in curricula and the definition of an adapted methodology;

iii) present phase which deals with teachers' training, development of training materials and the implementation in the educational system which started in January 2006.

3 Improvement of reading skills: the development of educational projects on the improvement of reading skills cover the following :

i) teachers through capacity building on methodologies and the use of educational supports ;

ii) pupils through the availability of reading skills learning materials and monitoring and self monitoring measures ;

iii) parents for the support to the development of an enabling environment for reading and monitoring at home.

In the framework of these activities, major achievements should be mentioned:

1. Existence of sound strategic planning practice and cycle management tools
2. Coordination of local stakeholders' activities in line with school development strategic plans
3. Capacity to measure progress in the achievement of the objectives through adapted tools
4. Capacity to mobilise local and resources (presently, local communities are ensuring specific resources for school projects and communities as well)
5. Existence of a readjustment mechanism following annual reviews and reorientation after the final evaluation of the projects.

53. Niger

In this country, 4 objectives are being achieved:

4 Improve learning conditions

- 5 Diversify learning based on local knowledge and realities, as well as adapted training
- 6 Set up additional services necessary to lift constraints to schooling
- 7 Improve the attractiveness of schools and access to knowledge in particular for girls and under privileged and/or children in difficult situations.

Between 2003 and 2004, 193 projects were developed in 4 areas and 36 projects were implemented in 6 areas: school pharmacies, school libraries, productive practical activities (market gardening, sewing, knitting, reforestation, livestock production), sensitisation campaigns for schooling, refresher courses, specific training for teachers.

6. MAIN DIFFICULTIES DURING IMPLEMENTATION

61. Reluctance of institutional stakeholders who considered quality as an “expert matter”. Schools have been always considered as a space exclusively reserved for teachers, education, and limited to their education dimension, thus other stakeholders who have knowledge and are interested in the future of their own children were excluded. Until recently, the role of parents was reduced to that of a contributor, resource provider and they were not considered as partners. Such perception of parents does not facilitate their participation in the improvement of the quality of learning processes.

62. Funding of activities planned under school projects

Due to limited State resources and the low capacity of local communities to mobilise funds it is not very often easy to implement school projects in a sustainable manner.

The poverty of the population remains a major limiting factor; resources are only used to feed the family. In some cases, parents cannot afford to pay for the cost of schooling.

63. Poor coordination of action in schools

The planning process of school projects is achieved through facilitation at community level and the activities identified represent the priority needs of the communities. Yet, presently, there are programmes and projects which are

developed and planned at central level without considering any community based process.

64. Heavy and inappropriate administrative procedures

The funding of schools through a decentralised process enabling schools to have direct access to resources remains a problem which is often compounded by the inexistence of outreach banking systems and reliable procedures. In addition, the managers of education have little skills in financial management.

7. LESSON LEARNT AND PROSPECTS

1 Interest among communities

Through the experience in Senegal, it is possible, today, to talk about real interest among communities, as confirmed by 5 key factors:

- 1 Opening schools to their environment through practical and educational activities
- 2 Existence of school steering committees
- 3 Financial contribution of communities to the implementation of the activities
- 4 Capacity to develop, implement, monitor and evaluate school projects
- 5 Collegial management of schools by education managers and the communities

2 Large scale mobilisation for the improvement of quality

This can be noted through:

- 1 Involvement of parents in the improvement of quality
- 2 Mainstreaming of local knowledge and practices
- 3 Monitoring and evaluation of school performances by communities and associations
- 4 Sharing of roles and responsibilities between communities, public authorities, technical and financial partners in the mobilisation of resources for schools
- 5 Implementation of educational projects (materialisation of lessons, innovations of the educational system, experimentation, research-action,...)
- 6 Adaptation of learning processes to the context.

3 Generalisation of some achievements

In Guinea, the experimentation of the evaluation of educational achievements will continue in the 48 schools concerned, until May 2007, in order to further experiment the methods and tools used and an extension is planned following a general evaluation of the process in view of the targeted gradual expansion in all the schools. The results of this process will be integrated in the second EFA Programme planned to start in 2008.

After 3 years of experimentation, Aide and Action launched a process of evaluation and capitalisation whose results will serve as the basis of concertation and validation in view of the coverage of all the schools in Guinea. However, some practices of financial resource allocation to schools were transferred by Aide and Action to the school management which is currently using them to grant direct funds for the operation of schools.

1 Social mobilisation

Through social mobilisation, school projects contribute to the development of a vision and orientations involving the stakeholders who participate in the effective improvement of schools and their efficiency.

2 Capacity building of the education community

Capacity building of local stakeholders and sharing power through clearly defined roles and responsibilities contribute to the achievement of the set objectives.

3 Definition of adapted visions and orientations

The process enables all the community to adapt national orientations to locale realities and to define the modalities for its implementation, monitoring and evaluation.

4 Adapted and strengthened school curriculum

School projects integrate the needs and specific values of the environment and contribute to the mainstreaming of positive local knowledge and practices in the area of development and education. Through this process, the improvement of curricula becomes a dynamic process.

5 Mobilisation and rational use of resources for education

In each country, the process facilitates the coordination and harmonisation of the activities of various stakeholders involved in the improvement of the quality of education and school performance, in a decentralised framework.

Il contribue à une utilisation efficiente des ressources disponibles.

6 Concerted monitoring and evaluation of education policies and strategies

The process enables all the stakeholders in the education system (communities, institutions, civil society, technical and financial partners) to be involved in the assessment of progress in the achievement of EDA and the impact of national education policies and strategies in schools.

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