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**GIRLS' EDUCATION AND COMMUNITY PARTICIPATION
PROJECT (GECF)**

Co-operative Agreement N° 680-A-00-08-00013-00

SIXTH YEAR ACTIVITY REPORT

October 2012 - September 2013

November 2013

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LIST OF ABBREVIATIONS

ACDD	Actions Communautaires pour un Développement Durable (NGO)
ADECOB	Borgou Districts Development Association
AfD	French Association for Development
AG	General Meeting (of an NGO, PTA/APE, CAPE, etc.)
AGSP	Ambassadors' Girls Scholarship Program
AME	Association des Mères d'Elèves (School Mothers' Association.)
APE	Association des Parents d'Elèves (PTA)
APEM	Association pour la Promotion de l'Enfance Malheureuse (NGO)
CAEF	Communautés en Action pour l'Education des Filles (French name for GECP)
CAPE	District Federation of APEs
CCS	District Education Chief
CEG	Collège d'Enseignement Général (Secondary school French name)
CS	School District
DDEMP	Regional [<i>Département</i>] Education Officer
EAF	Organizational Financial and Administrative Performance Tool
EFP	Education First Project
EPP	Public Primary School
ERO	Organizational Development Performance Evaluation
FADeC	Femmes, Actrices de Développement Communautaire (NGO)
FED	Forms to withdraw funds from school accounts
GAJES	Groupe d'Actions pour la Justice et l'Egalité Sociale (NGO)

IGM	Inspection Générale du Ministère (MEMP audit service)
INFRE	National Institute for Training and Research in Education
STD	Sexually Transmitted Disease
JiFi	Journée Internationale de la Fille (International Day of Girl Child)
MEMP	Ministry of Primary and Pre-school Education
OCB	Village level organisation (French name)
NGO	Non Gouvernemental Organisation
OSV JORDAN	Organisation pour le Service et la Vie (NGO : HIV/AIDS activities)
AIDS	Acquired Immunodeficiency Syndrome
UFLS	National Service for HIV/AIDS (French name)
UNICEF	U.N. Children's and Education Fund
USAID	U.S. Agency for International Development
TOT	Training Of Trainer
TTC	Teacher Training College
VIH	Human immunodeficiency Virus
WFP	World Food Program

EXECUTIVE SUMMARY

The sixth year of the Girls' Education Community Participation (GECP) Project was characterized by a high degree of community involvement especially by the school mothers' associations (AME in French). A principal reason was that as the project was coming to an end as far as AME training was concerned, there was a rush to finalize the co-financed micro-projects benefiting education at the local level and carry out final inspections.

Radio broadcasts concerning the importance of girls' education were developed and aired during Year 6, then listened to by locally organized « listeners clubs ». New ideas and activities are constantly being developed by the AMEs (supported by the APEs) and mothers are taking more seriously the need to more equitably share out work around the home between the boys and girls in GECP project zones. Girls, who traditionally do many household chores, need time to review lessons from school and do homework, just as boys (who have more free time after school and on the weekends) do. Girls' futures are becoming more important to parents, mothers and fathers.

Before the beginning of the new school year (October 2013), AMEs again carried out a detailed survey to determine just how many school-age children were eligible to attend school, and if some were eligible but not planning to attend, to try to persuade parents that school attendance should be made a priority in order to give their children the best chance possible for the future.

During the year, parents considered the effects of the new system whereby many formerly local administrative functions were centralized at the district level with the appointment of so-called « accountant-managers » (gestionnaires-comptables). The system was seen to be a step backward, and slowed down administration of even simple tasks, such as small purchasing of supplies during the year. School budgets were slow to be approved. Parents and teachers were united in opposing the new system. Ultimately, clarifications returning some control to the local level were provided by the MEMP;

AMEs performed well, and their respective communities were proud of them. Several other organizations contacted World Education asking whether the GECP project could be extended to their localities. Unfortunately, funding for the activity was limited, as was the time allowed for its activities. As for the parents, they benefited both from organizational/association-building and development training and administrative and management training. Training was also extended to the cross-cutting HIV-AIDS Awareness and Prevention training, which the AMEs then carried to their communities with excellent results, according to independent evaluators. As planned, the Final Evaluation of GECP's girls' education/AME activities took place in February-March of 2013, with the final report completed before the end of the reporting period. The report emphasized the fact that while girls' education was improved in project zones through the facilitation of AME creation, a wider, social impact on society was actually induced in project zones. It is only a slight exaggeration to say that the GECP project created a social revolution. Womens' roles in the greater village community society enhanced beyond what was thought possible when the project began.

GECP goes on through the project's Scholarship Programs. This activity, begun as a separate activity operated directly out of World Education's Boston headquarters through funding from USAID/Washington until 2011, was added on to GECP (and USAID/Benin) for a three-year year period, 2011-12 to 2013-14. Its objective is to provide financial assistance to needy primary school girls and boys and high school girls (formerly AGSP and Batonga, respectively) and does not interact with AMEs, as it operates in different schools and districts. For this, the last year of the program, Batonga Foundation (who are the U.S.-based promoters of the girls' secondary scholarships) and USAID (which finances the project) have reinstated scholarships(chosen by the project's NGO intermediaries) at the secondary level for girls who had been dropped earlier for academic reasons or because they had left school for other reasons. This keeps the total at 44 for 2013-2014, Year 7 of GECP the same as Year 6.

Related to our collaboration with the Batonga Foundation (but not officially part of GECP) was the free distribution to school children of shoes provided by the TOMS Shoes company as part of a charity to promote children in school. 23,250 pairs of

shoes were distributed in the Zou and Borgou regions to children at more than 25 primary and secondary (scholarships and/or GECP) schools. USAID and the US Embassy provided much appreciated support in helping us get the shoes through customs procedures. Angélique Kidjo, the famed Beninese singer who is president of the Batonga Foundation, was on hand for part of the distribution process and her presence was very much appreciated. The student recipients, especially in the isolated villages around Nikki and Pèrèrè, were extremely enthusiastic at receiving this unexpected gift, as were their parents. In those schools, in some cases, the poorest children were trekking to school barefoot, and now could attend school wearing safe footwear.

INTRODUCTION

World Education signed an Agreement with the Benin government in 1994. Benin had won a project which gained financial backing from the United States Agency for International Development (USAID), which at the time and for a decade hence was the leading donor for primary education in Benin. In those days, World Education was a contributor to assisting civil society to improve its involvement in the public education sector. More recently, building from this base, World Education has sought to make the school parents « movement » more representative of society as a whole through adopting a new approach which would bring women into the picture through “mothers’ associations”, AME in French. This model promotes a structure (The AME) that allows women as an autonomous “affiliate” within the broad membership of the existing parents association a way to discuss and prioritize education and solutions from the women’s point of view and then negotiate a community-wide adoption of a strategy. This would then represent the views of the community at large. The AME had no legal status, as it was the APE that was recognized by the government as the sole representative of civil society in dealings with the Benin ministry of primary and pre-school education (MEMP). But it often took the initiative in raising crucial issues affecting children in school. This was quite natural in that it is women in Benin society who are primarily responsible for raising young children. They are best suited to raising issues children have as they go through school, issues often ignored or treated as insignificant by the male dominated APE.

The GECP project seeks to contribute to the objectives of Benin’s government and society as a whole to improve access to, and the quality of, basic education in this country, especially by girls. The project seeks to do this through the raising the consciousness of communities to the importance of a basic education for their children, and the importance of their contribution to the sector. Education would not function properly if it considered a government responsibility with the community playing only a role as observers. Parents and community members in general needed to play an active part in making sure that the education that their children was receiving served those children.

The project was formulated as part of the Benin government’s framework for the 10-year period (2005-2015) known in French as the PDDSE (the Education 10-Year Plan). The Plan’s principle priorities can be listed as follows :

- *The advancement of girls' education in the areas of the country where girls rates of schooling were significantly lower than that of boys, or where the general level of education was low ;*
- *Enhancing community participation in the education sector ; and*
- *Advancing good governance and the fight against corruption in the school environment.*

GECP involved 749 public schools in 16 communes (districts). This report covers the period between October 2012 and September 2013. Its main points cover:

- The level of achievement of the activities projected for the sixth project year ;
- Other activities carried out by the project ;
- Success stories ; and
- Difficulties and constraints encountered during the period.

KEY PROJECT INDICATORS

Table N° 1: Final GECP/AME Indicators

Final GECP Indicators			
Indicators		Observations	
1	# of teachers/educators trained	1,176	Themes: action-research, adult education, parent-administrator co-management of schools, multigrade teaching techniques.
2	# extension workers trained	71	All 16 GECP since project start up
3	# PARENT associations supported (APE+AME+CAPE)	1,305	All GECP zones
GECP Indicators:		Observations	
4*	# classrooms repaired	96	Since start-up
GECP-specific indicators		Observations	
5	# of activities aimed at enrolling and maintaining girls in school	7,456	Since start-up ; The high school scholarship program (Batonga) added 3,000 more participants from benefitting communities to hear project mentors presentations on the dangers of HIV-AIDS prior to summer vacation.
6	Increase in girls' enrollment rates	18.76%	Since start-up
7	Reduction of girls' dropout rates	5.32 %	Dropouts increased when teachers were not available at particular schools due to poor allocation of human resources (a national problem) and poor training of teachers. Some parents withdrew children for economic reasons.
8	Increase in school attendance rates	- 4, 48 %	Lack of teachers ; poorly trained (or untrained) teachers, leading to poor chances of academic success and parent decision to withdraw their children.

GECP SIXTH YEAR ACCOMPLISHMENTS

The October 2012- September 2013 period was “special” as it was the last period under GECP in which the AMEs were actively implementing projects co-funded with World Education. However, self-financed projects will continue, as they have done in areas where direct GECP training stopped in 2010 (Atacora). We are also pleased that other projects (e.g., CARE, Plan, etc.) are working with the AMEs we helped establish earlier. AMEs have become commercial services providers to the PME (World Education Program, ex-Fast Track: World Bank, AfD [French], and KfW [German]) school feeding programs in many locations in northern Benin. The AMEs, for the first time, are mentioned in official Benin government Education Planning documents. We think they are here to stay, although they may change as they evolve in new contexts.

As for the GECP Scholarship Programs (ex-AGSP/Batonga), these activities continue until June 2014. Kits (backpacks for carrying supplies, and school materials) will be distributed once school has started. World Education will continue to work with two local NGO partners (GAJES for southern Benin/Zou, and ACDD for northern Benin/Borgou and Donga) on a contract basis. As the programs near their end, we find ourselves with a much larger number of Upper Secondary girls in percentage terms than ever before, which has cost implications (books are more expensive, for example). Primary school scholarships (boys and girls) have reduced in number as more children graduate out of the program, whereas the high school program (girls, only) has increased in size in proportion to the scholarship program as a whole.

1.2 Rural Radio/Local Language programs

Local radio programs and Listener’s Clubs continued to play an important role in promoting awareness of the importance of education and the important work that parents associations are carrying out. The programs allow the individual associations to learn about the work of other associations in their areas, thereby stimulating ideas and avoiding mistakes learned through the occasional experiences of others. School directors sometimes use the radio to pass on important information to the parents about school events. The dangers of child trafficking and early marriage are discussed on the radio, as well, and parents learn more about the dangers of HIV-AIDS and how to prevent its spread.

Broadcasts are made using the languages prevalent in the coverage areas of the various stations with which GECP has contracts. This greatly increases the popularity and utility of the programs and allows maximum coverage and comprehension.

Administrators of the education system hear about the problems expressed on the airwaves by parents in their districts, and teachers hear about what is going on in neighboring schools.

GECP has signed contracts during the project with 5 rural radio stations: Su Tii Dera in Nikki, Kandi FM, Radio Bio Guerra in Ségbana, Radio FM in Boukombé and Tanguiéta Radio which covers Cobly and Matéri. The stations in Nikki, Ségbana and Kandi continued with GECP during this, the final year of the project, while others ended when we ended our direct intervention in the Atacora.

Subjects this year included:

- *AME news ;*
- *Teacher absenteeism in many schools ;*
- *Importance of education for children (especially for girls);*
- *Importance of proper documentation for children to continue their education (especially birth certificates) ;*
- *Learning results (student performance) ;*
- *School management (role of the parents and teachers); and*
- *Child rights and responsibilities.*

Over all, 25 radio programs were broadcast during the quarter which were followed by 326 organized listeners' clubs. This brings the total of listeners' clubs sessions to 4,246 for the project as a whole. In many cases, the broadcasts are taped on cassettes, and listened to at the convenience of the clubs, led by NGO field agents or AME leaders. Radio broadcasts will likely fall greatly due to the lack of funding as GECP departs. Hopefully other NGOs (e.g., CARE, LARES) will pick up some of these.

The club sessions often involve debate and group analysis of the subject of the particular program concerned. These debates allow the AMEs and other listeners to

determine the most useful strategies they can use to improve the learning of their children. An example that can be cited is the need to carry out an inventory (census) of school-age children in a particular village to determine whether children not enrolled in school can be identified, and discussions held with their parents in order to convince them of the importance of education, and get them to enroll their children. School directors also find these inventories useful in determining how many students will be attending his/her school during the year, and the need for teachers.

Concerning classroom performance, it is important that parents learn of the success or failure of the children in their community in the classroom. Teachers can be questioned as to why results are as they have been presented. Parents often decide to better regulate the nighttime activities of their children, and for example, put restrictions on local video clubs, sometimes forbidding these video clubs from admitting school children. Parents and teachers collaborate in organizing study sessions to help children review school lessons after school or on weekends. The broadcasts on the need for birth certificates can raise awareness of parents and teachers to get parents whose children are without these documents to take care of the issue as soon as possible so children will be able to graduate from grade school and move on to secondary school.

Teacher absenteeism is an important problem, and one very delicate to deal with by parents and school administrators alike. The Radio broadcasts serve to raise the issue in a public forum, and allow it to be discussed with a minimum of rancor. As the programs are usually inter-active, schools are mentioned and teachers recognize themselves when they are absent. They become worried that their poor attendance could come to the attention of district administrators and/or mayors. GECP has provided small grants (not exceeding \$1,000) for assistance to AMEs which can decide, for example, to construct teacher housing near the school. This has helped reduce the absenteeism problem in certain schools in small, isolated villages where teacher housing availability is very limited.

1.3 AMEs and the challenges of girls 'education

Hundreds of AME initiatives have been taken by AMEs to promote community children's education. For example:

- Parent payment of community teachers because of the lack of government paid (qualified) teachers in many schools in the project area (now 10,000 FCFA/year/child in school);
- The aforementioned census of children of school age in the project communities;
- The construction of temporary classroom space to handle student overflow in the existing (often inadequate) infrastructure ;
- Setting up a fund to help indigent parents cover the costs of birth certificates and other necessary documents;
- The establishment of school gardens to sell the surpluses to the community to help cover school costs ;
- Establishing, in collaboration with teachers, study groups to help children review school lessons during free periods (after school or weekends) ;
- The identification and reintegration of dropouts into school ;
- Purchasing fuel for lamps for use by student study groups ;
- Collecting/purchasing locally-produced vegetables and staples to help school feeding programs ; and
- Discussions with parents of couples whose children want to get married to convince them to let their children graduate at least from grade school before marriage takes place.

1.4 Co-management of school resources

During the initial years of GECP, the project organized in collaboration with the MEMP's audit and control office (IGM) sessions where school parents and school directors could jointly learn about the correct procedures of school administration (purchasing school supplies, inventories of school supplies and furniture, determining infrastructure needs, etc.). Besides parents and school directors, education inspectors, district education officials, and members of the district APE federations—CAPE—were invited, and participated enthusiastically. Misunderstandings were reduced to a minimum since all parties had heard the same information at the same time and received supporting documents, including a World Education-produced School

Management Guide, twice revised. This situation changed in 2011 with the nomination by government decree of district-level officials called (incongruously) accountant/administrators. These people re-centralized school management, and had to approve all budgets as well as making all purchases for each school. Parents and, to a large extent, school directors, were marginalized as far as school management was concerned. APEs, who had previously felt that they had a stake in their school, were discouraged, and threw up their hands saying they were no longer interested in their school. School directors were also discouraged, as their determination of needs along with the parents were no longer important, and long delays of needed supplies became the rule as the new accountant/administrators were hopelessly overburdened.

World Education, concerned by the new situation on the ground that threatened to reverse the decentralization that had begun since the mid-2000s, requested clarification from the Minister of Pre-School and Primary Education. The Minister responded by letter saying that, in effect, the application of the decree had been misinterpreted by some of the officials, and that parent's and school directors' roles were still important and on-going. The parents associations (APE) still had, according to the Minister, a very important role to play alongside the school directors in school management. On the ground, we noted (after distributing copies of the Minister's letter to APEs in the project zones) that parents and directors were still full participants in drawing up school budgets and verifying that the budget was being correctly executed. The forms that allowed funds to be withdrawn from school accounts (FED), equipment inventories, etc. required parent and school director involvement. A total of 83 meetings were authorized to make clear these functions. It became clear that the accountants/administrators had overstepped the limits of their mandates, and the hard feelings that had been generated were calmed to some extent at least. We are thankful for the Minister's quick and clear response to our queries, and his role in clarifying the situation.

1.5 APE's reinforcement activities

Following an assessment of APE performance carried out by World Education in 2012, GECP felt that the AMEs (the principle object of the project) was suffering due to poor APE performance after board elections were held and new members needed brief training to get them up to standards. AME members were not able to receive the

level of institutional support from the APEs required for the latter to be effective operators. AMEs are part of the legally recognized APEs, and need their support and technical assistance. Outgoing APE members are often angry at being voted out, and refuse to help the incoming members, sometimes even carrying off the association documents and training manuals. Therefore, it was decided to organize APE training during the first quarter of Year 6. The compressed training includes:

- Keeping minutes of meetings, and lodging them into a folder for that purpose to allow for easy access by interested members ;
- Financial management and record keeping, including managing the association bank account and petty cash book ;
- Inventory of school furniture, and other supplies;
- Keeping an up-to-date membership list ;
- Organizing meetings according to the statutory bye-laws and the end of year accounting to the community.

1.6 HIV-AIDS prevention and awareness and mother-child safety

AMEs (more than APEs) are very effective at working in their respective communities to raise awareness of HIV-AIDS prevention and awareness. Year 6 showed continued activity in this cross-cutting sector. Another area felt dearly by the AMEs was the need for the men to be aware of the importance of adequate spacing of child birth, both for the safety of the children and the mother. Traditionally, mothers give birth to 7 or more children, but this is changing as awareness rises, especially in urban areas. But in rural areas, the old ways continue for many communities, and the AMEs (having received information from GECP field agents as well as local health workers) worked hard to spread the word.

At the beginning of GECP in 2008, World Education was rather skeptical if rural, traditional and predominantly Moslem women would be receptive to HIV-AIDS prevention and awareness work, but we were pleasantly surprised at how enthusiastically the women took up the work, and how receptive communities were to the message. Condom usage was demonstrated, and problems were explained to mixed-gender audiences. Almost all AMEs have embraced this work whole-heartedly

(and with humor and understanding). Women explained that not only HIV-AIDS prevention could be largely accomplished through the widespread and consistent use of condoms, but other STDs could be reduced as well. Condom use was also a tool that could be used by couples to achieve healthy child spacing.

A total of 90 BCC (Behavior and communication for change) meetings were organized during the last project year in Nikki and Ségbana, reaching 1,807 people. For GECP as a whole, HIV-AIDS and STD prevention work reached 75,623 people from the beginning of the project until the present.

In more detail, we can conclude that the campaigns by the AMEs in HIV-AIDS and STD prevention accomplished the following:

- Reduction of risky behavior (e.g., re-use of sharp objects such as razor blades, avoiding contaminated objects, such as needles, knives, etc.) ;
- Voluntary testing for HIV-AIDS and STDs ;
- Advancing the idea in communities of the need to have open and direct discussion with family members of matters dealing with sex (which to date have been largely taboo) ;

1.7 Co financed Micro-Projects

During the first five years of GECP operations, thousands of « micro-projects » were carried out and financed 100% by the AMEs and/or APEs themselves. But a minority of projects (400+) were co-financed by World Education (upper limit of WEI contribution per project: \$1,000) and the AMEs (often assisted by the APEs, with minimum level of participation set at 20% of the project budget). During the 6th year, micro-projects in the co-financed category that remained incomplete/unfinished were mostly (2 exceptions [$<0.10\%$], were in Cobly) followed up and successfully completed. The average AME contribution actually averaged 30%, i.e., more than what was required, indicating the strong interest of parents in education.

- **Micro-Projects : Houéyogbé (Mono)**

Two micro-projects remained to be completed at the 2012 cut-off period in the Mono, in the district of Houéyogbé. The projects, which were far overdue for completion, involved an income-generating project (corn purchasing for storage and re-sale) of the

AME of Manonkpon, and a classroom construction project in sponsored by the AME of Togbénu village. For the income-generating project, the problem was due to the fluctuation of corn prices on the open market which would have led to losses. The AME was stuck with the corn, and they needed to purchase more storage space for eventual sale in quantities that would ensure a profit. World Education gave them the extra time, and the market improved, allowing the corn to be sold, and a fund created which will allow them to assist school improvements and create a revolving fund to purchase more corn at low prices at harvest time. The school director of Manonkpon deserves a lot of credit for maintaining his faith in the AME, and his encouragement of the women's efforts. In Togbénu, it was the newly-elected president of the APE who (apparently) stole roofing material from the project, meaning that the classroom could not be completed. The women were blamed for putting their faith in the APE president rather than managing the funds themselves. It was the Mayor of Houéyogbé who came to the rescue with funds necessary to purchase the remaining aluminum sheets to finish the roof. The school building is now in use. Our thanks, and the thanks of the children of Togbénu, go to the mayor!

- **Micro-projects : Ségbana (Alibori)**

During the 2nd Quarter of Year 6, a GECP mission visited the Ségbana district. Incomplete projects were followed up in Guéné-Laga, Warazi-Guééné, and Ganlouzi. All of these projects involved the construction of teacher housing. The mission included the World Education director, a WEI field agent, and a representative of the NGO responsible for the area, APEM. The first two projects, from which we had had no news, were happily found to be completed and in use. The third (Ganlouzi) had been almost completed, but the school director who was to live there had (apparently) asked the contractor to make changes in the original plan, requiring parents to raise more money and an additional visit by the contractor was made to Ségbana town to buy additional supplies. This was done, and parents are satisfied with the modified structure and the director is happily residing there as this report is being written.

- **Micro-Projects : Cobly (Atacora)**

Cobly was reporting that two micro-projects were not completed by the end of the contract period. The projects were located in Datori and Tapoga. In this case, the problem was, and remains with two non-performing contractors.

The Director and WEI and NGO team members made two visits to the Cobly district, one of which included a visit to the Préfet of the Atacora, who promised action on his part. However, all came to naught, and one can only assume that the contractors concerned were being “protected” by the authorities and had likely stolen the materials purchased by the AME. This is very discouraging, especially after the Préfet’s promises. The Mayor of Cobly appears to be complicit in this affair, along with the village leaders.



Figure 1: Photos of Cobly MP

1.8 Evaluation of the GECP Project

The final evaluation was carried out as planned in March 2013, as project funding was due to end in the next month. Two consultants (Dr. Maurice Garnier, international consultant with long experience in Benin, and Franck Tigri, a local consultant and former head of a large World Bank construction project, PNDCC) visited a total of 14 schools in 9 districts (of 16 covered by the project), a good sampling.

The consultants met the various project actors, including AMEs, APes, CAPEs, teachers, mayors, district education officers (C/CS), MEMP (ministry) officials in Porto-Novo, and organizational collaborators such as UNICEF, OSV-Jordan, USAID, and the project’s local NGO partners. The evaluation allowed us to draw together statistics from previous work of the head consultant to compare GECP statistics with overall ministry statistics. The evaluation showed that it was especially the social aspects, i.e., village women being recognized as having an important role in education as well as other community affairs that amounted to a sea change in cultural attitudes of the past. Girls’ education as such showed modest improvements, meeting the

GECP targets. Improvements were most noticeable in the areas which were ranked near the bottom in official education statistics, but the improvements were not enough to allow those areas (mainly in the Alibori) to change overall rankings. Locally, though, the improvements were noticeable. (An overview of the report is included in the appendices to this report).

The consultants suggested that the AME concept be extended to secondary schools. This presents problems, however, since village women are already overworked and do not have the time or opportunity to travel far from their home villages. Secondary schools are confined mainly to county seats (arrondissements) in northern Benin. The evaluators felt that AMEs might have a greater role to play in improving local health, as they have shown through their work in HIV-AIDS. They will be useful as service providers/contractors to the new PME (Programme mondiale d'éducation) Education project school feeding strategy. Finally, women are now being solicited to run as APE board members, showing thereby a community-wide recognition of womens' roles.

GECP scholarship programs

Starting in the 2012-2013 school year, two programs that had been financed and run from the United States were added to GECP. The former "AGSP" (Ambassadors' Girls' Scholarship Program) provided scholarships (equipment, food) to primary school children (boys and girls) picked by communities as especially vulnerable (orphans, indigent, from HIV-AIDS affected families, etc.) while "Batonga" carried these girls on into secondary school, but only girls (the most vulnerable of all). Problems arose due to the fact that the scholarship programs operated completely separately from GECP's other activities, even to the point of operating in different localities.

The project involved two Benin NGOs, GAJES (a longtime partner of World Education, located in Cotonou) and ACDD (a relatively new NGO, located in



Figure 2: A girl receiving her scholarship at EPP/Lokozone

Parakou). After the Year 6 transition, where it became clear that methodologies and objectives were quite different, with supervision provided by the former scholarship contact consultant in Benin who continued with GECP under a one-year contract to ease the transition, GECP is taking a more active role in supervising year 7, the last year of the program.

For the school year 2012-2013, a total of 150 primary school children (compared with 449 the previous year, as most had graduated) benefited from the program, of which 79 were girls, and 44 high school girls (compared to 128 the previous year, due principally to high failure and dropout rates) received scholarships. The number (44) has been maintained this (Yr. 7) year through the inclusion of some girls (selected by the NGOs) from among those who had been dropped from the program in Years 5-6, but were still in school.

A final evaluation of this program is not at all certain, but it is a legitimate question whether scholarship beneficiaries should continue following current methodology, i.e., if they receive failing grades, or drop out for other reasons, but decide to return to school later, scholarships continue. If a certain level of school work is not maintained, or the student becomes pregnant during the year or decides to marry, should scholarships continue to be offered to those who now wish to go back to school? It is a good and legitimate question, and one which only an independent evaluation can answer. Secondary School teachers ask us questions as to why non-performing students or former dropouts receive assistance should be favored over other girls who are more deserving and who maintain good work in school. We have to honestly say that the project had different origins, different assumptions, and selection criteria were based on need rather than academic performance. This has given some girls a chance to reach high school graduation who otherwise would not have done so, which is laudable. Teachers, though, largely blame the parents of ex-beneficiaries. If these students could have been integrated into GECP-type AMEs, the results might have been quite different. Parents obviously need support beyond just financial assistance, as we have seen in GECP/AME. It is our opinion that if the programs continue, a re-design is called for in order to ensure success.

- **Distribution of scholarships :**

Scholarship kits (school supplies) were distributed in the districts (communes) of Bembéréké, Nikki, Parakou, Djougou, Bohicon, Abomey, Zogbodomey, Ouinhi, Za-Kpota et Agbangnizoun with the parents, community mentors, APEs and school directors looking on. In addition to school supplies, food and the costs of review courses were included.

Outside of the scholarship program, the Batonga Foundation and World Education



Figure 3: Reception of the shoes

collaborated with TOMS Shoes Company of Los Angeles (California) in the distribution to Batonga and other schools of free shoes as part of TOMS program to encourage school attendance of children. The U.S. Embassy and USAID, as well as Ms. Angélique Kidjo of the Batonga Foundation facilitated the clearance and transport of the shoes to their ultimate destinations in the Zou and Borgou regions.

The shoes were highly appreciated by the school children. A total of 23,250 pairs of shoes were distributed. Storage was provided by the APE Federation of the Zou (FEDAPE/Zou) office in Abomey.

- **Review courses**

In order to give scholarship beneficiaries the best chance to succeed, GECP sponsored review sessions at the end of the school year just prior to final exams. In the Zou (southern Benin), several private donors funded the review courses enabling the GECP program to concentrate its efforts elsewhere. These review courses are much appreciated by the parents of scholarship recipients. 185 beneficiaries were involved in Year 6.

- **Mentoring**

Prior to students leaving for vacation, the NGO partners ACDD and GAJES organized student meetings with community mentors which concerned disseminating information concerning HIV-AIDS, STDs and the law No. 2011-26 of 09 January 2012 which spelled out the legal measures now in place to prevent violence to school children, especially, in this case, rape and sexual harassment of young girls.

For HIV-AIDS, the point is to fill the void in knowledge about the disease. Parents are reluctant to discuss issues related to sex with their children. While this is largely

taken care of where there are AMEs, other children need specially targeted information, especially as they leave for vacation to their home areas, or to visits in the larger cities of Parakou and Cotonou. Practical advice is imparted to the students by the personnel of the partner NGOs that hopefully raises awareness. Communities, it is hoped, will also listen to the older children concerning the new law contravening violence against women, a big problem in Benin society. If parents realize they can be jailed for acts that were previously committed with impunity, a service will have been performed by this exercise.

For the 23 meetings with scholarship community mentors, they were attended by a total 3,400 people, young and old, parents, teachers, and students to discuss education problems, and problems affecting children in general. These meetings allow exchanges with students from non-GECP scholarship schools, a benefit to both.



Figure 4: Angelique KIDJO discussing with beneficiaries

OTHER ACTIVITIES

2.1 Teacher workshops to incorporate revisions in multigrade teaching methodology

In collaboration with the National Institute for Training and Research in Education (INFRE), World Education carried out workshops to inform teachers and teaching counselors of improvements made to the methodology used to teach multiple grades simultaneously in schools which lack sufficient teachers to staff all classes. The workshops were held in GECP zones, most of which are qualified teacher-deficient. Formerly, Benin tried to resolve the problem of the lack of teachers through bi-annual student recruitment (enrolling students every other year rather than each year), but this system blocked certain students from progressing normally through the system. While bi-annual recruiting still continues in a minority of schools, it has been greatly reduced, and students have a better chance of being taught by qualified teachers though the primary cycle.

The Director of INFRE, Dr ISSAOU Gado, was the lead author of a guide to multigrade teacher which was revised according to observations made in the field and recommendations coming from multigrade teachers themselves. The manual is used by district education officers and teacher counselors to assist the teachers in their areas, and the system has been extended to teacher training colleges (TTCs) so that all prospective teachers can learn the methodology before they are sent to the field. For this workshop, held in Year 6 from the 16th to the 19th of October 2012 at World Education's headquarters in Parakou, the session was especially meant for teacher counselors. The result was a revised multigrade manual, the third edition.

2.2 International Day of the Girl Child (JiFi)

The United Nations declared 11 October as the International Day of the Girl Child (JiFi in French). In Benin, the Ministry for the Family, Social Affairs, National Solidarity, the Disabled, and the Aged (MFASSNHPTA, the French acronym) took the lead, and set the first edition in the Minister's home town of Kandi (Alibori). The theme of the event was « No to Forced or Early Marriage » which is a major problem facing girls in this country. World Education was a major collaborator with the

Ministry, along with Plan-Bénin, UNICEF, Right to Play, Cooperation Suisse, and other organizations. The Director of USAID, Kevin Armstrong, delivered a well-received speech. AMEs played a central role. The event was well-prepared, and considered a success by those who attended.

2.3 *GECP NGO Workshop*

From time to time, World Education and its partner NGOs meet to discuss any issues facing the project as it works in the field.

In early December, five NGOs (Alafia ONG, APEM, Derana, CAPID and FADeC) met at the Guy Riobé center in Parakou for two days of discussions.

The World Education director opened the workshop by congratulating the NGOs on the recognition the project had received from the USAID Administrator in Washington as a good example of the fine work USAID was doing in gender-related projects.

Each NGO in its turn presented a summary of its activities and its planning for project sustainability. The NGOs were unanimous that AMEs would continue their fine work even after the project stopped direct assistance.

Among the positive effects the project was having, the NGOs cited several examples:

- More women are taking their seats in village organizations than was the case previously ;
- Women were speaking out in village meetings for the first time ;
- Communities were more aware than ever of the important role that women played in development work at the local level, especially in relation to education ;
- Better partnerships were being forged between communities and teachers since the start of GECP ;
- AMEs were more involved in APE decision-making before, and more women were becoming members of APEs, and occupying decision-making posts such as president or vice-president ;

- Women were a strong force in resource mobilization for projects to improve the school environment and ensuring better attendance by teachers and students ;
- Children's rights were now a feature of village discussions concerning education, and the harassment of girl students was now publicly discussed and condemned ;
- HIV-AIDS was better understood due to the strong role AMEs were playing in publicizing the issues and promoting discussions at the family level ; and
- People were voluntarily going for HIV testing for the first time.

An important point that was discussed at the meeting was the necessity to improve record-keeping in terms of project activities and impacts. The project (through the NGOs) has accomplished a lot, but there is a paucity of information that can be found in the written reports received by World Education. Reporting is part of the NGOs responsibility, since it is from these that reports are developed for the funding agency and WEI headquarters.

2.4 Other collaborations (PTF, ADECOB, APIDA)

World Education participated in several meetings with various partners in conjunction with its work in girls' education. These include:

- PTF meetings (Technical and Financial Partners of the GOB for Education). These are held monthly, and recently have started to revolve around chosen themes: the quality of education, girls' education, vocational education, etc. Events marking the period are also discussed: e.g., JIFi, Education for All, visiting consultant missions, etc. Often government representatives are invited when appropriate. 10-15 organizations are usually present, sometimes more.
- Regional development fora : ADECOB (Association pour le Développement des Communes du Borgou), and APIDA for the Alibori. The various organizations working in those regions are invited to listen to communal reports and participate in discussions in their areas of expertise. Education is always an important issue.

- Meeting with WFP to discuss the possibility of AME collaboration in a project to extend the use of improved cookstoves for school cantines.

2.5 Visits by World Education Headquarters Staff

Ms. Betsie FREI, Program Officer for Benin in WEI headquarters in Boston made two visits to Benin, the first, to familiarize herself with GECP field operations, and the second to assist World Education and CRS (Catholic Relief Services) to develop a program proposal that involved World Education in an



Figure 5: Betsi with APE/AME of Alfakoara

effort to improve early grade reading skills. She took the time to visit two AMEs.

2.6 Hosting U.S. Peace Corps sponsored high school girl

For the second year running, World Education hosted a female high school student nominated by the U.S. Peace Corps to help her gain an idea of how “the real world” works. Ms. Adidjatou Ogouboumi (from Savè in east-central Benin) visited our staff members at work in Parakou (her first visit here) to learn about what certain jobs involve, and as well visited an AME in the field (Nikki). She became reasonably proficient at using a computer (given the time she had to learn), and was increasingly open in her discussions with adults as the two weeks with us passed. She returned to her final year in high school with more confidence and a better understanding of her country.

SUCCESS STORIES

Communities contribute to parents obtaining birth certificates for school children

As we have discussed above, obtaining birth certificates are obligatory for children passing from grade school to high school, and to obtain employment later on. Parents often find the funds involved and the necessary journey onerous, especially if those parents (rural farmers) are not convinced of the reason that they are necessary. A series of meetings (in Nikki) were organized by GECP to discuss the issue with parents. AMEs spoke up to defend the necessity of obtaining the documents and offered help to parents who truly could not afford to pay the costs involved. The need was, indeed, crucial for students in their last year of grade school (CM2, 6th Grade). AMEs raised the funds necessary and transmitted it directly to district officials who then provided the documents. The following communities, and the amounts involved include:

- Soria Boko : 114 000 francs CFA for 12 children (CM2)
- Kparisserou : 212 000 francs CFA for 16 children (CM2)
- Goussounon-Kpérou : 60 000 francs CFA for 5 children (CM2)
- Guida N'dolé : 120 000 francs CFA for 12 children (CM2)
- Koussoukou : 90 000 francs CFA for 10 children (CM2)

(\$1 = 475 francs CFA). (90,000 francs CFA = \$200)

Reintegrating into school, children who had earlier dropped out

(Case of a young Peulh girl from Louci village [Kandi, Alibori])

Parents who are members of AMEs and APEs are often confronted by long-standing reluctance of children from the Peulh ethnic group (traditionally nomadic herders) to attend school with other children.

Ms. Fadima Dramane, a 10 year-old Peulh girl lived in Boubia, 4 kms. (2 miles) from Louci village, where there was a school. During the 2009-10 school year, the AME discovered that Fadima



Figure 6: Recent photo of Fadima DRAMANE

was no longer attending school. The AME met with the parents several times, and convinced that it was in the girl's (and their own) interest that she return to school. She has now joined the 4th grade in Loucia, and is doing well.

Purchase of school supplies for needy children

In Nikki-Maró, a school where the director was complaining about the plight of orphaned girls who lacked the necessary supplies to be able to follow school work, the AME investigated the situation and found the complaints to be true. The uncles or aunts who were housing the orphans were poor themselves, and could not support the costs of the orphans in addition to their own children. The AMEs considered that the girls were at serious risk of dropping out of school. The AME therefore decided to buy supplies for these girls, who included Fouléra Osséni, Mariam Sidikou and Osséni Aïssa (CM2—6th grade), and Issima Soulé (CM1—fifth grade) Sherifath Sambo (CP—first grade).

Controlling vidéo-club projections of violent or pornographic films

In Sansi (Nikki), a **video-club** (informal cinema hall) exists, and the AME was determined that school children should not be allowed into these “theatres” at night during the school year. A dozen or so school children were sent home from the club

when AME members surprised them there. The AME followed up with an assembly of school parents where the school mothers denounced the clubs and their inappropriateness for children of school age. It was decided to limit access to the clubs to adults.

Monitoring study groups

With the objective of improving the academic performance of their children, the AME of **Sonworé (Nikki)**, was organized at the village chief's house where children could study lessons in the evening two times per week. The chief supplied a generator to provide electric lighting for the study sessions. However, after some time passed, it was found that some children stopped attending the study sessions. The AMEs did a sweep of the village and forcibly returned the children to the group. One can argue with the methodology, but the groups had a positive impact of student performance.

DIFFICULTIES AND PROSPECTS FOR THE FUTURE

The Cobly micro-projects

This problem was discussed above. Here, we can only say that there is little that World Education can do when the authorities, from the village chief, the gendarmes, the police, the county/arrondissement chief, the mayor of the district, and the préfet himself refuse to act. While it is true that this sort of situation occurs rarely (0.10% of micro-projects were left unfinished, and \$2,000 of WEI funds and \$400 of AME funds were lost/stolen, not counting multiple follow-up visits that were made in vain to resolve the situations). We can only say that other programs working in the region should take heed, and use this example when negotiating with the préfet and other regional authorities when working in the Atacora-Donga regions. It is the only way that these authorities will believe that contracts actually need to be respected. World Education can not control the situation, but it can only advocate. Also, what can be learned that the NGO intermediaries should be careful when contractors are chosen by groups like AMEs on the basis of friendship or family relations rather than competence and honesty.

Difficulties with TOMS Shoes deliveries at the Cotonou port

The Batonga Foundation had arranged with World Education (through its office in Boston, USA) to receive and deliver the no-cost shoes to school children to encourage the latter to keep up their efforts to gain an education. World Education entered the scene at a time of transition of personnel at the port Customs Service and also between import regulations regarding the handling of duty-free goods. We were forced to change clearance agencies, bring in the Mayor of Parakou as an intermediary, and request USAID and the American Embassy, and even the Directrice of Batonga Foundation, Angélique Kidjo to influence port officials to release the shoes from customs. After the first freight forwarding agent declared that he was no longer competent to deal with this type of shipment, the second faced problems given the changing customs situation and basically abandoned their intervention. In the meantime, World Education was stuck with people (staff and consultants) in the field, who had to return to their home offices before finally returning to deal with the cleared goods.

The shoes were distributed from two points: in the south, the shoes were delivered to 9 secondary schools out of Bohicon, while in the north, the distribution point was Parakou (3 high schools, and later, a series of grade schools in the Nikki-Pèrèrè area). In the north, the distribution went smoothly everywhere, but in Bohicon and Abomey, there were hitches, and sometimes it was difficult to keep order. School authorities were unable to control their students, and even outsiders who masqueraded as students to benefit from the distribution in some cases.

Lesson learned: better planning and better information is necessary for such operations in highly urbanized areas where discipline can be more of a problem than elsewhere. World Education is not traditionally involved in operations whereby items are given away without some contribution from beneficiaries. Without participation, the beneficiaries do not feel ownership of the operation, and are less inclined to ensure that the process works smoothly.

In all areas, however, the shoes were very much appreciated, and we are sure that the shoes will serve the purpose they were intended to serve.

Prospects for the future

With improved supervision for Year 7, we think the scholarship beneficiaries will be better served than in the past. Better collection of information will help us analyze the program for possible use in future operations of this type.

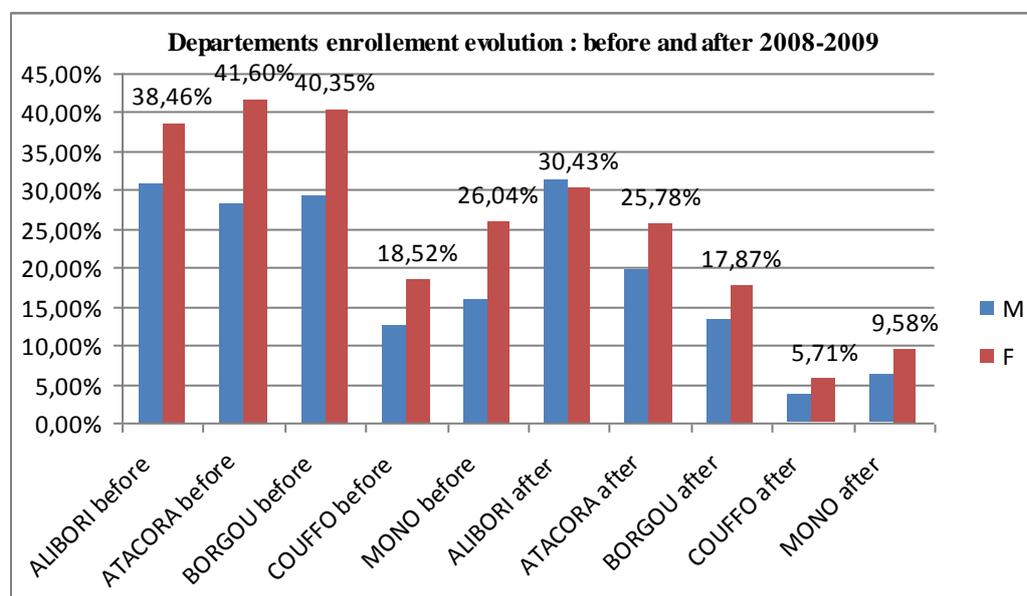
Unfortunately, our direct work with the school mothers' associations has come to an end, but World Education continues to operate in Benin, and we are sure that we (and other programs) will build on the AME (and parent association, in general) experience to ensure that community participation remains a pillar to better education for Benin's children, especially girls.

APPENDICES

Appendice 1: Overview of CAEF Final evaluation

Quantitative results

Chart 1: The evolution of student's enrollement: Before and after 2008-2009



Overall, one can conclude from these figures that the increases seen in girls' school enrollments in Benin peaked prior to 2008-2009 due to the then-new government provisions that girls' education would henceforth be free. Since then, girls' enrollments have continued to increase, even if at a slower pace.

In the project districts, the number of girl students was estimated to be 115,558 in 2007-2008. This number jumped to 145,574 in 2011-2012, an increase of 25,97% over a five year period.

Chart n° 1 : End of Project Statistics/Comparisons

Indicators (16 communes)	Gross School Attendance rates		Drop Out Rates (TA)		Class pass rates (grade to grade)		Total girl students over the GECP years	
	TBS Girls	Gap (TBS Boys - TBS Girls)	TA Girls	Gap (TA Boys - TA Girls)	TP Girls	Gap (TP Boys - TP Girls)	Number	Rate of Growth
	(%)		(%)		(%)	(%)		
2007-2008	51.46	13.73	9.48	2.54	69.17	3.54	115 558	25.97%
2011-2012	98.75	7.33	19.70	3.44	67.07	3.04	145 574	

Source: Statistics directory 2007-2008 and 2011-2012

Similarly, the gross girls' enrollment rate went from 51.46% in 2007-2008 to 98.75 % in 2012.

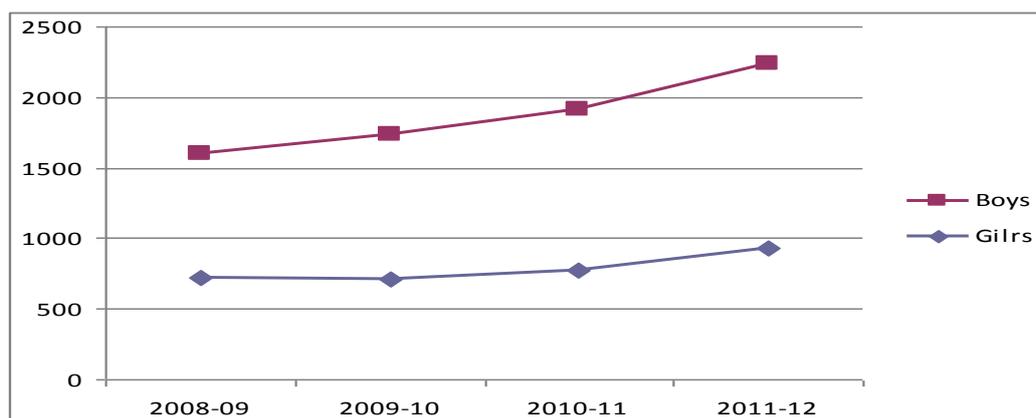
When we examined the different of the Gross School Attendance rates (TBS) district by district, between the first year of GECP (2008-2009) and the fifth year (2011-2012), we observe disproportionate results from one commune to another. Nevertheless, the average of the districts the 16 communes (districts) showed a different of 7.96% (2008-2009) against 8.11% in the year 2011-2012. We can conclude that the community's efforts to promote girls in school are also profitable to boys. It is good to know that parents in local zones lay emphasis in boy's education. (See table below)

Chart n° 2: Evolution of the Gross School Attendance rates by district

District	2008-2009		2011-2012		Different M-F	
	M	F	F	M	2008-09	2011-12
Aplahoué	103,80%	129,79%	110,19%	134,96%	25,99%	24,77%
Djakotomey	108,82%	137,32%	107,59%	130,64%	28,50%	23,05%
Houéyogbé	153,17%	150,72%	158,89%	159,23%	-2,45%	0,34%
Za-Kpota	113,88%	134,59%	106,74%	122,89%	20,71%	16,15%
Lokossa	156,16%	181,22%	158,54%	183,28%	25,06%	24,74%
Boukombé	77,23%	96,22%	82,44%	103,48%	18,99%	21,04%
Matéri	89,16%	114,56%	102,94%	119,83%	25,40%	16,89%
Cobly	77,23%	96,22%	102,20%	140,20%	18,99%	38,00%
Malanville	59,51%	49,29%	56,62%	66,78%	-10,22%	10,16%
Karimama	32,79%	46,31%	45,92%	65,91%	13,52%	19,99%
Ségbana	56,86%	56,41%	71,54%	66,27%	-0,45%	-5,27%
Kandi	77,37%	69,65%	94,58%	82,93%	-7,72%	-11,65%
Gogounou	69,88%	50,01%	84,44%	60,56%	-19,87%	-23,88%
Nikki	69,08%	71,89%	77,84%	77,96%	2,81%	0,12%
Pèrèrè	110,22%	113,51%	121,49%	114,55%	3,29%	-6,94%
Kalalé	70,60%	55,48%	81,28%	63,53%	-15,12%	-17,75%
Average	89,11%	97,07%	97,70%	105,81%		
Difference M-F	7,96%		8,11%			

For example, in one of the project district (Karimama) the trend of the first primary class (CI) in the school year 2008-2012 is as follow:

Chart n° 3: evolution of Karimama student's enrollement (girls and boys) in the first primary class



Concerning the dropout rates by district, we noticed that the average of the 16 districts increased a little (5%): see the table below.

Chart n° 4 Evolution of the dropout rates /district

District	2008-2009		2011-2012		Difference between 2008 and 2011	
	F	M	F	M	F	M
Aplahoué	16,17%	14,00%	22,98%	20,00%	6,81%	6,00%
Djakotomey	14,69%	9,14%	19,08%	15,74%	4,39%	6,60%
Houéyogbé	14,14%	10,86%	14,83%	12,86%	0,69%	2,00%
Za-Kpota	12,99%	12,56%	22,55%	10,23%	9,56%	-2,33%
Lokossa	10,13%	6,99%	19,57%	18,96%	9,44%	11,97%
Boukombé	15,87%	17,61%	23,61%	18,96%	7,74%	1,35%
Matéri	6,20%	3,75%	22,32%	12,98%	16,12%	9,23%

Cobly	21,96%	15,34%	27,61%	21,71%	5,65%	6,37%
Malanville	14,19%	9,45%	17,98%	18,34%	3,79%	8,89%
Karimama	36,07%	30,32%	29,01%	26,46%	-7,06%	-3,86%
Sègbana	11,09%	8,62%	6,92%	1,71%	-4,17%	-6,91%
Kandi	14,98%	13,86%	12,68%	14,11%	-2,30%	0,25%
Gogounou	9,71%	11,47%	22,47%	19,86%	12,76%	8,39%
Nikki	13,80%	12,17%	13,34%	12,09%	-0,46%	-0,08%
Pèrèrè	11,08%	11,42%	19,39%	17,88%	8,31%	6,46%
Kalalé	12,62%	13,18%	20,92%	18,73%	8,30%	5,55%
Average	14,73%	12,55%	19,70%	16,29%		

On the other hand, the grade-to-grade pass rates for girls have dropped slightly: 69.17% to 67.07% between the periods 2007-2008 and 2011-2012. This can be explained largely by the lack of qualified teachers (on the average, communes/districts are short 80 teachers) in GECP zones; on top of that, the teachers who are assigned to GECP schools are often absent or late to school. Finally, over the years, teacher strikes have characterized the situation throughout Benin, although 2012-13 has been a strike free year (so far, at least).

A major difficulty World Education has had over the years is trying to get accurate, on time statistics for the primary education sector. Data is either lacking or is incomplete, or hopelessly out of date. We have reverted to collecting data directly, through our NGOs in collaboration with individual C/CS, or by piecing information together from what is available from the Regional Education Offices (D/DEMP). This is not, of course, a World Education only problem, but is an obstacle faced by all of the organizations working in the sector. On the bright side, things have improved over the years, although not to the extent we would like.

Qualitative Results

Village life around the school has changed significantly as a result of the AMEs having been set up by the communities. AME members participate actively in school affairs by following closely student performance results, contribute to the conception of school improvement projects, mobilize funds for these projects, lobby school and government authorities on behalf of their children, help in the construction of teacher housing, regularly take census of school-age children in the communities in order to ensure maximum percentage of enrollments,

recruit and pay local community teachers (with C/CS approval, even if informal), ensure that as many children as possible possess birth certificates and other necessary documents, ensure the participation of school children in vaccination campaigns, and other tasks. Having the women being involved has changed the situation for the better when the responsibility was left to the male-dominated APEs.

Women have lost much of their reticence to speak out on education issues, and this has spilled over into community affairs in general. They have reinforced the role of the APE (of which the AME members are constituents) and bring civil society into institutions which were once regarded as a strictly government domain.



Joint discussions between the parents (AME/APE), northern Benin (2012)

GECP project evaluators heard from the community members they spoke with:

- *Women have the duty to monitor their children in school and at home as far as their schooling is concerned this starts at the home, in fact. No more is everything decided by men alone.*

According to the women of the Doutou (Houéyogbé) AME: «*Before GECP, there were no school mothers' associations. AMEs did not exist. Women were never seen visiting the school. These days, they participate in school life. They participate in the fight against HIV/AIDS, These activities will continue even when GECP closes* ».

AME-Monkassa-Malanville

«Women pray for their daughters to be successful in school. They take their daughters to school and make sure that they are present during school lessons because better educated daughters will help take care of their mothers when the latter become old. ». «Women are ready to lighten the household chores for their daughters so they can study at home in the evenings and arrive on time for school in the mornings. »

Other community members and commune residents speak:

According to the Nikki Commune General Secretary : «The information provided to commune council members has reached them—council members understand what is in play when it comes to the importance of education ».

According to the District Education Officer in Malanville, «if GECP hadn't existed, it would have had to be invented ».

According to the Tchankpéhoun Primary School Director (commune of Matéri) : «These days, the contribution that AMEs make is apparent. One cannot ignore these institutions when one thinks of a well-run school. ».

Appendice 2 : Micro-projects funded / GECF

Overall micro-projects funded by GECF

COMMUNE	TOTAL MP	TOTAL COST	AME /APE	WORLD EDUCATION
APLAHOUE	1	627 000	127 000	500 000
DJAKOTOME	2	1 261 100	261 100	1 000 000
ZA-KPOTA	33	26 426 650	9 714 600	16 712 050
HOUEYOGBE	7	4 041 250	808 250	3 233 000
COBLY	33	19 493 629	4 953 789	14 539 840
MATERI	46	25 463 900	5 378 700	20 085 200
BOUKOMBE	54	35 669 240	9 239 598	26 429 642
GOGOUNOU	39	27 942 560	9 651 840	18 290 720
KALALE	18	11 689 100	3 084 700	8 604 400
MALANVILLE	29	13 711 800	3 395 900	10 315 900
KARIMAMA	17	10 382 605	2 261 750	8 120 855
PERERE	48	36 572 422	10 299 976	26 272 446
NIKKI	63	44 180 052	12 637 292	31 542 760
KANDI	33	23 976 750	8 161 830	15 814 920
SEGBANA	26	17 757 350	5 169 700	12 587 650
TOTAL	449	299 195 408	85 146 025	214 049 383

YEAR 3

COMMUNE	TOTAL PROJECTS	TOTAL COST	AME /APE	WORLD EDUCATION
ZA-KPOTA	9	8 108 000	3 591 200	4 516 800
BOUKOMBE	1	624 000	124 000	500 000
MATERI	7	3 995 000	804 000	3 191 000
COBLY	7	4 011 800	805 360	3 206 440
PERERE	4	3 037 436	607 488	2 429 948
NIKKI	2	1 393 076	278 616	1 114 460
HOUHEYOGBE	7	4 041 250	808 250	3 233 000
TOTAL	37	25 210 562	7 018 914	18 191 648

YEAR 4

COMMUNE	TOTAL PROJECTS	TOTAL COST	AME /APE	WORLD EDUCATION
DJAKOTOMEY	2	1 261 100	261 100	1 000 000
APLAHOUEY	1	627 000	127 000	500 000
ZA-KPOTA	24	18 318 650	6 123 400	12 195 250
BOUKOMBE	53	35 045 240	9 115 598	25 929 642
MATERI	39	21 468 900	4 574 700	16 894 200
COBLY	26	15 481 829	4 148 429	11 333 400
KARIMAMA	12	7 637 605	1 680 750	5 956 855
MALANVILLE	13	7 010 000	1 853 000	5 157 000
PERERE	4	3 037 436	607 488	2 429 948
NIKKI	2	1 393 076	278 616	1 114 460
GOGOUNOU	7	4 766 800	1 494 880	3 271 920
TOTAL	183	116 047 636	30 264 961	85 782 675

YEAR 5

COMMUNE	TOTAL PROJECTS	TOTAL COST	AME /APE	WORLD EDUCATION
GOGOUNOU	32	23 175 760	8 156 960	15 018 800
KALALE	18	11 689 100	3 084 700	8 604 400
MALANVILLE	16	6 701 800	1 542 900	5 158 900
KARIMAMA	5	2 745 000	581 000	2 164 000
PERERE	40	30 497 550	9 085 000	21 412 550
NIKKI	59	41 393 900	12 080 060	29 313 840
SEGBANA	26	17 757 350	5 169 700	12 587 650
KANDI	33	23 976 750	8 161 830	15 814 920
TOTAL	229	157 937 210	47 862 150	110 075 060

Appendice 3 : Results monitoring

Intermediate Results	Activities	Outputs/Products	Qtr 19	Qtr 20	Qtr 21	Qtr 22	Total Year 6
RI₂ : Increased access to and improved performance of girls in schools (in	2.9- Technical support to the implementation of the girls' education strategies	Initiatives implemented to address various challenges of girls' education (enrolment, attendance, peer-education, etc.)	315	0	0	0	315
	2.10- Organize radio programs on girls' education during holidays, and high drop out risk periods	Radio programs about importance of girls education aired	25	0	0	0	0
		Radio listener groups organized to hear and discuss aired broadcasts	326	0	0	0	0
RI₃ : Improved community contribution to the transparent management of the education system		Meetings organized by PTA to verify the effectiveness of the co-management of school resources	83	0	0	0	0
RI₄ : Improved response to the HIV/AIDS in the basic education sector	4.5: Provide training to education stakeholders at schools and commune levels on HIV/AIDS	AME's initiatives to reduce the spread of HIV-AIDS and STDs and raise overall community awareness	90	0	0	0	0
		Local audience reached by AME's information campaigns about HIV-AIDS and STDs	1807	0	0	0	1807
Administration		Annual implementation plan	1	0	0	0	1
		Quarterly reports	1	1	1	0	3
		Financial reports	3	3	3	3	12
		Annual reports	0	0	0	1	1
		Inventory of project goods and equipment	0	0	0	1	1