

1. Identification

1.1	Country name:	Guinea
1.2	Country code:	GIN
1.3	Country Program name:	Child Education and Development
1.4	Country Program code:	09
1.5	Domain (s)	Learning
1.6	Covers fiscal years:	Fiscal Years 05-10
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1.9	Program Unit(s):	1013

2. Issues

Guinea has an estimated population of nine million (9,000,000) inhabitants. Its main demographic characteristics are the high percentage of children (45% of Guineans are under 15 years of age) and its fast growth rate (2.80% yearly). This represents a big challenge for education service provision, school infrastructure in particular, as well as for preparation to future employment. Poverty is the dominant concern of most Guinean families: 40.00 % of Guineans live below the poverty line and 26.50 % live in 'absolute poverty' (World Development Report, 1997).

Consequently, the unmet demand for primary education is enormous. Only around half of Guinea's school-aged children attend primary school. Moreover, recent studies revealed that three out of four adults in Guinea are illiterate. The internal efficiency of basic education in Guinea is very low.

The Education Baseline Survey conducted by Plan Guinea in February 2005 shows that, in the Plan program areas:

- Primary school net completion rate is 42.60 % (total) – 32.20 % for girls;
- Secondary school net completion rate is 10.30 % (total) – 6.00 % for girls;
- Only 57.70 % of primary schools offer a full grade primary school cycle;
- Only 28.00 % of primary schools have access to potable water.

The principle challenges to education in Guinea, and particularly within the Forest Region where Plan Guinea operates, may be analyzed in terms of:

- Poor families being overwhelmed with the costs of education;
- Poor early childhood care and development, causing a weak start of children to pursue an educational career;
- Poor quality of the education system for school-aged children;
- A variety of socio-cultural barriers.

Poor families being overwhelmed with the costs of education

According to a recent HDI/UNDP report, 40.00 % of Guineans live below the national poverty line. Civil servants and government contractors receive an average monthly salary of US\$ 80.00. The average yearly rice harvest of a peasant family in Guinea counts for approximately US\$ 300.00. Information given to Plan by families reveals that at least two-third of families in the Forest region live on less than US\$ 2.00 a day. As a result of this poverty, many parents and caregivers cannot bear the costs of sending their children to school and keeping them there to ensure they complete the 10th grade of junior secondary education (basic education). The costs of education, direct as well as indirect, remains a main obstacle to educational access.

- Direct costs are those that cover books, uniforms, transportation, school fees and other expenses. A rough estimate totals to an average of US\$ 50.00 per child per year. Most families have 4 to 5 children. Some Guinean teachers, being badly paid at the rate of US\$ 60.00 per month, illegally exploit pupils as labor force. Schools (especially secondary schools) are often few and disperse. Combined with the lack of roads, bridges and public transportation, this often obliges children, especially in rural areas, to relocate to new towns or villages, requiring even more financial investment.
- Indirect costs or opportunity costs refer to the financial loss families experience by the loss of manpower due to their children attending school. Farming and other livelihood chores are done with rudimentary techniques and tools that depend on a high availability of labor. Families are too poor to be able to hire outside labor that may substitute the labor done by the children. As a result, families depend on their older children – girls in particular – to tend to toddlers, fetch water, find firewood and do other household chores. While children attend school, these unperformed tasks are perceived as lost opportunities to the families.

Poor early childhood care and development

Despite poverty, improved early childhood care is starting in some Plan partner communities. A broad range of actors is involved in the implementation of childcare activities. Because of its low cost, the number of centers currently in Plan program areas is 342 and the number of children receiving early childcare was 14,770. According to SPAQE reports in 2004, most of the children were girls (10,167).

The current situation is complex. While some of the actors engaged in ECCD – in particular those linked to the Christian church – provide basic training for their center monitors to attain appropriate knowledge and skills, others provide no specific training, even though their monitors are in charge of kindergartens in some communities. Some other weaknesses result from putting children of different ages together and from inappropriate child development expectations: in some centers children are expected to learn to read and write, instead of the more appropriate developmental activities for their age. Despite experienced difficulties, other centers are showing strengths: empowerment towards and community ownership is a reality, because of the involvement of communities in the management of centers. In addition, religious groups involved in early childhood care have reached a coalition at the prefecture level (Federation des Ecoles Confessionnelles – in Gueckedou), thus facilitating advocacy for monitor training and even ECCD-implementation in communities. One of the most important issues to be addressed is the lack of a well-designed pre-school policy at the national and local level. In addition, the continued separation of ministries responsible for primary education and early childhood remains a serious problem.

Poor quality of the education system for school-aged children

Formal education

Despite the notable progress made, access to quality primary education remains a problem, especially for the rural poor and for the girl child: in the Forest Region the net enrollment rate is 73.1% and 70.1% for girls. Learning conditions are not conducive and lack didactical materials. Only 57.7% of schools offer a full primary school grade cycle. Since many rural communities do not have a school, some urban area schools must tolerate class sizes accommodating 80-100 pupils. All the above negatively affect regular attendance and primary school completion. In the Forest Region, education infrastructure was severely lacking before the rebel fighting in September 2000 and was further destroyed and looted in successive cross-border conflicts. Plan Guinea has since rebuilt and supplied several schools under the RESTOR project funded by USAID/Guinea. However, many more classrooms and teachers are needed to provide safe and stimulating environments for children to learn.

- Guinea has made major efforts to train teachers, but the shortage of teachers in numbers and in capacities is chronically. Teacher supervision and advice are practically non-existent, resulting in unmotivated and unskilled teachers facing large numbers of children in their classes without the assistance of educational materials or books. Although it is recognized that having female teachers is one of the important factors for increasing girls' enrollment and persistence,ⁱ approximately 75.0% of teachers are male; a proportion that even increases in rural areasⁱⁱ.
- The functional literacy rate for young women (20-24 years old) is 15.0% compared to 40.0% for young men. Although the gender gap in the net primary intake is gradually diminishing, a gap remains between boys and girls in primary school completion. Some attempts have been made to improve conditions for girls in school, but e.g. the curriculum has not been adapted and remains gender insensitive. Only 51.8% of rural schools have latrines or running water, and overall these are not girl-friendly. Distances to school represent a threat to girls' safety.

Although vocational education is recognized as a need for youth and the government's latest education plan includes a policy to promote basic vocational training both rural and urban areas, only a few (mostly private schools) in urban areas offer vocational training. Meanwhile, a wide range of informal vocational education

centers offering vocational training for youth are not taken into account by the education system and do not receive any support.

Out-of-school children's access to non-formal education

Guinea established a National Non-Formal Education program to complete and extend the formal system. Non-formal schools have become a vital and necessary component of the education system and in addition to just filling gaps, non-formal education has contributed widely to the formal system's efforts. Examples of innovations include learner-directed study, in which the pace and content is planned for by the student and not by the teacher; relevant daily-life based content and methodologies, the student providing the subject matter and the teacher facilitating the student through her/his learning process, etc.

Two examples:

- Out of school girls access to NAFA centers: the word 'nafa' means *benefit* in several local languages and the NAFA centers live up to their name. Established in the early 1990's by the Ministry of Pre-University Education (MEPU) and UNICEF as a type of 'second chance' school for girls (10-16 years old) who either never enrolled in or dropped out of primary school, the NAFA centers provide training in numeric and literacy skills, as well as practical orientation based on the students' daily lives. Many of these centers were seriously disrupted during the year 2000 rebel attacks, destroying buildings, materials and supplies. Plan Guinea has supported six local *Communautés Rurale de Développement* (CRDs) to restart NAFA centers' activities. NAFA Centers are usually short of funds, although they creatively use local materials and have support from the community. They need to develop income-generating capacity in order to sustain their operations.
- Children's access to quality Franco-Arabic Schools: throughout West Africa, Koranic schooling makes up a centuries old system of education relatively unknown to development specialists and donors. As a result these schools, although they affect the lives and futures of many children, are often marginalized and their potential to contribute to human capital development is little appreciated.ⁱⁱⁱ Over time, there have been movements to integrate basic education contents into the exercise of learning the Koran. Today^{iv} Franco-Arabic schools, also called improved Koran schools, have emerged; many a result of UNESCO, UNICEF or NGO efforts to integrate additional curricula and grading up of pedagogic skills of Islam teachers. Advantages of studying in Franco-Arabic schools have been documented. Former Koran school students enrolling in non-formal education tend to learn basic literacy and numeric skills considerably faster than their peers as a result of previous training^v. Koran school graduates often display an admirable level of self-discipline and ability to organize their time, resulting from the strict routine enforced in religious schools. Although many are left behind with few marketable skills, some graduates are lucky to take advantage of Islamic commercial networks throughout the region. The problem is the fact that children solely learning Arabic may actually become more vulnerable to the worst forms of child labor (WFCL), because of their skills being one-dimensional.

Children at risks and the quality of Informal education Sector

The informal market constitutes the largest non-agricultural employment sector, is an important contributor to the national GDP and is a key arena for professional training across Africa. As captured in research executed in Togo, Chad and Mali, and independently in Côte d'Ivoire^{vi}, the informal sector in West Africa covers a wide range of production and service jobs. It includes both modern and traditional jobs and is found predominately in the urban and peri-urban areas. The sector is a largely unregulated, with trainees often joining a workshop at a young age with little to no schooling and passing through a succession of social and professional phases on her/his way to gaining sufficient skill to operate independently.

While much informal sector work is not typically counted among the worst forms of child labor, it is important to consider the sector when addressing child development issues in a holistic way for a few reasons. Some informal work settings do pose dangerous conditions, such as heavy equipment and high

heat, although younger children may be protected from such risks. Perhaps more pernicious is the simple fact that apprenticeship at early age usually takes the place of formal schooling, depriving large numbers of children of their basic educational skills development. Other children become an apprentice after several years of schooling; many favored by the master artisan for their abilities to prepare receipts, keep books, and communicate with customers. But even for many of these children their academic skills weaken quickly as the informal sector setting rarely summons their use, with many master artisans themselves being uneducated and illiterate.

The quality and conditions of apprenticeship training tend to be non-standardized and vary in quality. Some apprenticeship arrangements require payments by the apprentice; others oblige the master artisan to support her or his trainees. Apprenticeships do offer youth a satisfactory social environment and passable training to move youth towards legitimate work, mainly in the informal sector. When addressing education and child development issues, a final key reason to consider the informal sector is its potential as an alternative to the worst forms of child labor. From this advantage, an apprenticeship is a feasible opportunity to learn a trade in acceptable conditions.

A variety of socio-cultural barriers

Social barriers may include generic and education-specific attitudes, beliefs and practices. Parents do not send their children to school, or pursue their own learning opportunities, since this does not appear a relevant investment for them. While many communities provide intensive training to enable children to take up their expected social roles in the community, they undervalue the need to and benefit from basic literacy and numeric skills training. Preoccupation with bare subsistence can blind parents to the seemingly luxurious concept of child rights and the realization of human potential. There are often entrenched attitudes and beliefs – concerning traditional gender roles and values and livelihood opportunities – that may lead parents to reject the school system. Some families still see formal education as irrelevant to the lives for which they are preparing their children; whether male or female.

In general, families lack a commitment to child rights and gender equity and the capacity to organize and carry out initiatives in favor of education. The lack of community participation has been identified as one of the weaknesses of the Education system in Guinea. Most of the decisions concerning school children are taken without consulting the local communities, yet in the past Parent Teacher Associations (PTA) have proved to be a forum for real community participation.

3. Previous Experience

Since 1990 Plan Guinea has been encouraging and training communities to analytically identify the barriers to development and learning that they are experiencing. Issues that have been identified so far include the lack of adequate infrastructures, supplies and equipment, the lack of medical assistance, too many household chores for children, lack of encouragement and support for home study, lack of support in schools for weaker pupils, poor relations between teachers and female pupils, teacher-pupil and pupil-pupil conflicts, repeated failure in school, high costs of supplies, frequent financial demands by teachers, teachers giving children too much household work, farm work or other labor and lack of interest of some teachers, parents and children. Below is an outline of some of the major lessons Plan Guinea learnt during the past through consultation processes and evaluation of its programs and projects relating to education.

Improvement of the educational supply and educational processes

- The push to expand access to schooling by increasing the supply of primary and secondary school spaces for pupils was one of the main aims of the previous program. School enrollment has increased impressively in Forest Guinea since Plan began working in the region, but access to education still remains limited. Efforts to increase educational supply must continue and should be pursued, seeking creative approaches for extending access to education for disadvantaged children and youth. In that sense, school construction is an obvious and necessary means to increase the number of schools and spaces for pupils. But school construction is not cheap, despite the cost-effective design and approach adopted by Plan Guinea. Since distance is a significant factor determining school attendance, particularly for girls and rural youth, a tradeoff must be carefully assessed between building a few larger schools that benefit from their scale but involve longer journeys for the children, against a larger number of smaller schools that are easily accessible but relatively more expensive.
- Schools in rural areas do not always offer a full primary cycle, thus limiting the progress of successful students. This is also true for the majority of Franco-Arabic schools, even in the urban centers. Adding more classrooms to these schools, attracting and training more teachers, multi-grade teaching, innovative methodologies for large groups, etc. are possible ways of encouraging students to pursue their education: complete-cycle schools are essential, too, in increasing the percentage of children completing the primary and secondary schools in the Plan Guinea program areas.
- Both in new school construction and old school renovation initiatives, building school fences will be seriously considered in the future. This initiative has a lot of advantages. Firstly, it provides more schools with conducive learning environments, including meeting girls' and pre-school children's particular needs. Secondly, school enclosures physically protect school premises and grounds from being insidiously invaded by private constructions, marauding animals and looting, etc. while discouraging student's absenteeism. School fences, moreover, stimulate clean and healthier environments, hence making schools more fit for children.
- In the current Guinean context private schools are not a rural privilege but primarily for more affluent urban center households. Nevertheless, the private school sector is playing an increasingly important role in the expansion of learning opportunities and, indirectly, they benefit the urban poor population by e.g. relieving some of the pressure on severely crowded urban schools. Plan Guinea has been supporting private schools in the past. Their funding should be maintained, but in a selective way based on Plan's directions and principles.

Increase of the demand for education

Strategies to mobilize educational demand are equally important as strategies that add school spaces. Social, economic and cultural factors have a powerful, adverse effect on the demand for schooling in Guinea, notably in its rural areas. Tremendous efforts are needed to address those constraints. In general, strategies

include the reduction of direct costs for education, the reduction of opportunity costs and the mobilization of community support.

- Plan Guinea started working with the communities to facilitate them realizing the importance of their participation in the management of local educational infrastructures and in the importance of girl's education, through its SAGE program (Strategy for Advancing Girls Education). This approach has demonstrated clear successes as since 1991 school enrollment has increased from 36.0% (baseline study FY99) to 70.0% (EOP report GIN0026; September 2004), the gender gap (boys: 68.0% - girls: 52.0%) is also narrower than the national average (boys: 65.7% - girls: 36.9%) and the number of pupils in primary school has increased by factor 2.5.
- Plan Guinea will continue to encourage communities to create local alliances as appropriate forums for the promotion of education, especially in favor of girls' education. This forum will be comprised of community representatives, religious leaders, local business people, local PTAs and women's groups. The 19 local alliances that Plan Guinea has supported by far have already proven effective: enrollment rates – especially girls' enrollment rates – have increased and students have recorded better results. Plan will expand this program by developing new local alliances, including in new areas. The roles of the local alliances include planning, fundraising for schools, evaluating the quality of education and implementing strategies to increase girl's education. At the beginning of the year, each alliance develops an action plan that guides the alliance's activities over the year.
- Until the mid 90's pre-schools were a 'luxury' in Guinea only affordable to expatriates and the elite. Since the late 90's, however, kindergartens and pre-schools seem to be burgeoning in Guinea's Forest Region, but their structures, programs and teachers need to be thoroughly assessed as many do not meet national and international standards. Plan Guinea understands that pre-school prepares children for educational success and may provide the necessary transition between the home place and formal schooling.
- Plan Guinea's Child-to-Child program appears an initiative to involve children as active participants in their own learning process and as active development agents in their communities. Plan (with other organizations) also actively lobbies at the central government level to improve curriculum and introduce other positive reforms in the education sector in Guinea.
- The transition of Koranic schools into Franco-Arabic schools (FAS) is an important milestone in the development of increased opportunities for quality education. However, there is still room for significant improvement. Plan Guinea's support to Franco-Arabic schools in three prefectures of the Forest Region (Kissidougou, Gueckedou, and Macenta) shows promise both in terms of increasing enrollment as in terms of increased student achievements. The figures in Box 2 show enrollment figures from 1998 (when Plan started working with the schools) to 2004. An internal assessment of 6th grade students in the FAS in Kissidougou revealed that, using the same test, only 67.0% of students passed in 2001 where 94.0% passed in 2003.^{vii viii}

Box#2: Enrollment in Franco-Arabic Schools in Kissidougou, Gueckedou, Macenta					
98/99	99/00	00/01	01/02	02/03	03/04
662	1240	1995	Border conflict	2934	3183

Advocacy to address teachers' main concerns

In the past a number of concerns have arisen about teacher recruitment, qualification, training, remuneration and motivation. All the above reinforce the non-attractiveness of the teaching profession in Guinea. Plan has successfully advocated at the National level for the recruitment of more than 340 teachers. At community level Plan advocated for adequate housing for teachers, in particular in rural areas. Advocacy at Plan National levels has permitted to provide adequate instructional materials in classrooms, sufficient opportunities for in-service training and opportunities for promotion.

- In 2002, the Government of Guinea contracted Plan Guinea to execute the construction of 74 World Bank funded classrooms in and beyond Plan's program area. Plan Guinea presently has a contract with the Ministry for Education to mobilize 73 communities for girls' school enrollment and for community management of their schools. Some of the manuals produced in this program are

intended to be used further on a nation-wide basis. Working in other regions of the country has exposed Plan Guinea to Guinean realities different from those in the Forest Region and to the initiatives and strategies of new communities, new funding agencies and their partners.

- Plan Guinea will combine its 16-year experience in community-managed projects in the Forest region with an excellent national network to help communities to identify key barriers to girls' education and to implement promotional strategies. Plan staff will actively seek to maximize this potential, arising from the exchanges between the animators of local Partner NGOs, communities and local Ministry of Education officials.
- Plan Guinea supports four Education quality supervisors to locally support the Ministry of Education in data collection and data analysis. This has proved very useful in documenting milestones and promoting informed decision making for Plan, the Ministry of Education and the communities.

4. Program Objectives

This CPO's program objectives are defined in order to contribute to Plan Guinea's CSP Country Goal # 1: "Increase levels of access to basic quality education – especially among girls and rural youth in Plan Guinea program areas".

This current CPO has five specific objectives, disaggregated by the life cycle of the children, to be achieved within the time frame from 2004 to 2010:

1. Pre-school aged children (03-06 years)

1.1. Contribute to the increased access of children (3-5 years old) to qualitative pre-school services

2. Primary school aged Children (07-12 years)

2.1. Contribute to an increased percentage of Primary school aged children enrolled in quality primary education on time

2.2. Contribute to an increased percentage of Primary school aged children completing quality primary education on time

3. Adolescents (13-20 years)

3.1. Contribute to an increased percentage of adolescent who complete quality junior secondary school

3.2. Contribute to an increased percentage of out-of-school adolescents' access to learning opportunities

5. Indicators

Impact Indicator	Means of Verification	% at start of CPO	Target % at end of CPO
1. Pre-school aged children (03-06 years)			
1.1. Contribute to the increased access of children (3-6 years old) to qualitative pre-school services			
1.1.1. % of pre-school aged children (Girls & Boys) enrolled in pre-schools	- Community-based yearly evaluation reports and reports of NGO/CBO partners	19.3%	40.0%
1.1.2. # of centers and services available in Plan area of intervention	- CPO mid-term evaluation FY07	TBD	TBD
1.1.3. % of pre-school centers with effective management committees	- CPO final evaluation survey FY10	TBD	TBD
1.1.4. % of pre-school centers equipped with educational materials (e.g. toys and playgrounds)	- specific ECDC research reports	TBD	TBD
2. Primary school aged Children (07-12 years)			
2.1. Contribute to an increased percentage of Primary school aged children enrolled in quality primary education on time			
2.1.1. Total net intake rate (and for girls) in primary schools in Plan program areas	- Ministry of Education database - CPO mid-term evaluation FY07	40.0% (37.6%)	60% (60%)
2.1.2. Total net enrollment rate (and for girls) in primary schools in Plan program areas.	- CPO final evaluation survey FY10	73.1% (70.1%)	80% (80%)
2.1.4. % primary schools complying with SQI standards in Plan program areas.		TBD	TBD
2.2. Contribute to an increased percentage of Primary school aged children completing quality primary education on time			
2.2.1. Total net completion rate (and for Girls) in primary schools in Plan program areas.	- Ministry of Education database - CPO mid-term evaluation FY07	42.6% (32.2%)	50.0% (50%)
2.2.2. % of primary schools in Plan program areas offering a full primary cycle	- CPO final evaluation survey FY10	57.7%	75.0%
3. Adolescents (13-20 years)			
3.1. Contribute to an increased percentage of adolescent who complete quality junior secondary school			
3.1.1. Total net completion rate (and for Girls) in junior secondary schools in Plan program areas	- Ministry of Education database - CPO mid-term evaluation FY07	10.3% (6.0%)	15.0% (15.0%)
3.1.2. % of junior secondary schools complying with SQI standards in Plan program areas.	- CPO final evaluation survey FY10	TBD	TBD
3.2. Contribute to an increased percentage of out-of-school adolescents' access to learning opportunities			
3.2.1. % of out-of-school adolescents (and for girls) benefiting from non-formal education and training programs	- Baseline study on non-formal education (FY06) - community yearly evaluation report - CPO mid-term evaluation FY07 - CPO final evaluation survey FY10	TBD	TBD

6. Program Approach

6.1. Program strategies

Since Plan's implementation in Guinea, its program approach has been proven very reliable. Plan Guinea will build further on these worthy experiences. During the implementation of this CPO, Plan will elaborate on its main strengths to follow its best practices in the country, in particular in its program areas. On a community level, the program has shown to be valorized by the Plan partner community's members, as well as by Plan Guinea's partners and collaborators.

Plan Guinea is convinced, based on past experiences and existing educational issues, that the following five major principles will contribute effectively to improving quality education and learning. As such, the program strategies below are the transversal backbone of all projects implemented in plan-covered areas:

- Community ownership and mobilization;
- Capacity Building of stakeholders in education at all levels;
- Building partnership;
- Networking, lobbying and advocacy for quality education;
- Participation.

Community ownership and mobilization

As a consequence of Plan's general CCCD-approach, it is believed that active involvement of children and communities in the development of education guarantees sustainable educational outcomes. Involvement includes participation in decision-making processes, ensuring that all stakeholders involved own the effects of certain decisions. Plan Guinea targets community ownership through e.g. the yearly policy review with communities and Ministry of Education representatives; local development plans (LDP), conceived at community level and guiding main activities to be implemented; etc. Furthermore, community based Plan Advisory Boards (CCPP), which include representatives from civil society (Catholic Church, Protestant Church, Islamic League, Council of Elders, Women's Groups, local NGOs, etc.), review all projects and advise Plan on a variety of key issues, thus facilitating the accomplishment of Plan Guinea's education program.

Capacity Building of stakeholders in education at all levels

Plan will focus on the reinforcement of capacities of educational stakeholders aiming at the establishment of relevant learning systems that incorporate local knowledge and values. In collaboration with government partners, NGOs/CBOs, civil society organizations and communities, training and technical assistance will be provided to promote and achieve educational outcomes, in particular Education For All-goals. Capacity building initiatives will be executed on an individual basis, as well as targeting institutional capacity building. This may include teacher training, community involvement in school management, support to the national EMIS program, etc.

Building partnership

As stated in the CSP, Guinean Government is the fundamental partner of Plan Guinea. Furthermore – at central, regional and local level – Plan Guinea works closely with a broad variety of partners: local government units, local NGO's (e.g. community facilitator organizations as AACG, GaCoBo, Zali-AC, etc.) and local associations (e.g. Federation of Franco-Arabic Schools), Ministry of Education representatives and CBO's. Plan Guinea also partners with the private sector (e.g. GPS, WEST Engineering, Trans-Cons, etc.), ensuring all societal sectors to participate in the educational development process. Building alliances reinforces Plan Guinea's work, ensures a broader mobilization of resources and avoids duplication of efforts. Specifically for education, building partnerships will promote all actors jointly working on common goals. In the Guinean context of ongoing decentralization the importance of working in partnerships will become more and more an indispensable strategy.

Networking, lobbying and advocacy for quality education

Since education program implementation includes a continuous and mutual exchange between all stakeholders in the education sector, Plan Guinea will use these opportunities to lobby and advocate for the rights of children to quality education and access to relevant learning opportunities. As a main tool, Plan Guinea will focus in particular on developing an effective communications strategy to strengthen its advocacy efforts, including the sharing of best practices with all stakeholders involved. The advocacy and communications strategy will be developed and used at national, regional and community level. Moreover, program implementation and advocacy will be based on sound research and dissemination of research findings, allowing a wide range of partners to take advantage of newly obtained knowledge to improve their practices.

Participation

Child and community participation in education and learning will further be reinforced, ensuring that all main educational stakeholders are heard and actively involved in educational decision making processes. This will be done, e.g. through the further implementation of the Child-to-Child methodology, exploring community based approaches to educational needs (e.g. in Early Childhood Care and Development programming), etc.

These program strategies will be enforced by the fact that Plan Guinea, in its programming, uses an integrative approach, ensuring the links with Plan Guinea's other CPOs: Health, Child participation and Governance and civil society development.

6.2. Program components

Generally, the education program of Plan Guinea will consist of three interdependent and interrelated program components that will guide Plan Guinea's projects, activities and initiatives in the domain of education. All three program components comprise of access related elements and quality related elements. Plan Guinea is convinced that access and quality of education are extremely entwined and this is reflected in its programming. Plan Guinea's educational projects, activities and initiatives will therefore strive to tackle both related issues in an integrated manner.

Plan Guinea's education and child development program components are:

- The demand for education and learning opportunities;
- Support to formal and non-formal education (public, private and community schools) and diversification of learning opportunities;
- Quality Schools fit for children and promotion of girls' education.

The demand for education and learning opportunities

An increased access of children to education and engagement in learning is facilitated by the growing valorization of educational opportunities by children themselves, the children's family or caregivers and by the community in which the children live. This, in turn, may lead to an increasing grassroots-based demand for quality education. Plan Guinea will continue to develop and implement complementary IEC, sensitization and advocacy projects and activities at different levels (community, district and national level).

As an example, intensive campaigns may be launched in Plan's program areas to raise awareness on the situation of out of school children in communities, on the positive effects of early childhood care and development on a child's development and future education, etc. Activities may be directed to families/caregivers in Plan supported communities, to local partner organizations, to local government representatives as well as to the general public and national government officials.

Additionally, Plan Guinea will put a high emphasis on community capacity building relating to the active involvement of communities in education. This may be done e.g. through facilitating the work of local

education forums, through support to and training for the school management committees and parent teacher associations, etc.

In relation to the above, Plan Guinea will aim towards the reduction of some existing barriers to education that negatively affect the demand for education: direct and indirect cost for education, current educational system deficiencies and socio-cultural impediments.

Support to formal and non-formal education (public, private and community schools) and diversification of learning opportunities

Children's access to educational opportunities is determined by the educational offer provided to a child and the community the child is a member of. As noted in the issues chapter, Guinea still is dealing with a limited educational offer, hence in some of its regions an unmet demand for education. Plan Guinea therefore will strategize and plan for projects and activities that support and strengthen the existing provision of educational programs for children, as well as try to support the expansion of the educational offer, in particular in the rural Plan program areas and – in relation to Plan's gender principles and the EFA-goal of gender parity – in support of girls' education.

During the life span of this CPO, PlanGuinea will equally focus on supporting formal and non-formal education in the public schools, community schools as well as private schools. Attention will be given to basic education, comprising of early childhood care and development and pre-primary schools, primary and secondary schools. Both school-aged children as out-of-school children will be targeted. Some examples of supporting activities may be given: increase of classrooms and creation of new placements for students, both at primary and secondary levels; provision of school supplies and textbooks to students and teachers in targeted areas; facilitating and stimulating private sector and religious groups involvement in school and classroom construction, pedagogical and methodological support to multi grade schooling, ...

Educational access is guaranteed even more when there is a provision of a diversity of learning opportunities for children and adolescents of all ages. Divers learning opportunities guarantee educational chances that are more relevant to the needs, wants and demands of children, families and communities. Plan Guinea wants to be a key player in its program areas to facilitate ensuring this diversity. Educational diversity may be manifested in existing structures, through e.g. introduction of new curricular contents (e.g. Child Rights curriculum) or infusion of life-skills in the curriculum), or through the piloting of new modes of learning and educational organizations.

Next to continuing Plan Guinea's long history in supporting public primary schools, Plan Guinea wants to highlight two examples of other supporting initiatives that will be continued during the CPO timeframe and that are based on past experiences. Nevertheless it has to be noted that these highlights may by no means be perceived as an exclusive list.

- Support to the *NAFA Centers*: NAFA Centers have been operational for over a decade in Plan program areas and Plan Guinea will support the implementation of new centers. NAFA centers offer an innovative educational approach for the huge amount of adolescents in Plan program areas that are involved in apprenticeships in the informal training sector. The purpose will be to reinforce NAFA centers' capacities to provide appropriate training to children that may allow them to re-integrate in the formal schooling system and/or to attain basic literacy and numeric skills, as well as life skills. Strengthened NAFA Centers provide a viable education alternative to abusive child labor, in particular for girls working in domestic labor or on farms. During the life of the CPO, it is expected to implement new NAFA Centers in CRD/urban municipalities. Demonstrating Plan Guinea's program strategies, each center is provided by the Guinean government with a civil servant teacher and, the communities provide the infrastructure and facilitators for special training. The effectiveness of this educational strategy is based on its situational relevance: the schedule for courses and the school year are entirely negotiated with and determined by the communities and students themselves.

- Continued collaboration with the *Franco-Arabic Schools*: Plan Guinea has been working with the Franco-Arabic School Federation and individual schools during the previous CPO-cycle and will continue to do so during this CPO's timeframe. Work in this area will be done in collaboration with a Technical Committee to improve Franco-Arabic education in the Plan program areas, made up of a representative from the Franco-Arabic School Federation, a NAFA Center, the National Institute for Pedagogical Research and Action (INRAP) of the MEPU, parents and children. The Technical Committee will guide the project activities aiming at improving and expanding best practices of these 'new fashion' Franco Arabic schools.

Some anticipated programmatic consequences of diversifying the educational offer may also be outlined. Again, it has to be noted that this list may by no means be perceived being exclusive for Plan Guinea's work during the CPOs life span.

- The increase and improvement of *Early Childhood Care and Development* (ECCD) initiatives: planned projects and activities in this area will have to overcome the current situation in which formal early childhood care and development provision is mainly lacking. There is growing (global) evidence that early childhood stimulation is a precondition for a child's future development and educational success and that the lack of early childhood care available to the majority of children contributes to high rates of drop-outs or non-completers in primary school. ECCD activities will be based on partnerships and institutional capacity building, sensitization and awareness raising and mobilization of communities. This will involve an increased institutional support to governmental initiatives to manage early childhood as part of its contribution to achieve universal primary education (EFA). In order to promote a more evidence-based perspective, Plan Guinea will conduct a study about community based strategies, initiatives and activities to address early childhood care and development.
- Transformation of formal primary schools currently not providing a full primary school cycle into comprehensive primary schools. This may be done through a variety of means, e.g. through additional classroom construction, community resource mobilization, support to teachers and teacher's training, etc.
- Support to technical and vocational training: Plan Guinea will focus on the betterment of existing centers and promotion of new strategies to valorize vocational training in the informal sector.
- Increasing out of school adolescents' access to learning opportunities. Example-wise Plan Guinea will implement the informal Dual Training Program: this program will concern out-of-school and under-18 years of age children who dropped out of education and are engaged in (semi-) professional activities. It combines vocational with academic training and offers an acceptable, educational alternative for children and youth (and their parents) to the worst forms of child labor. This program aims at complementing the lack of academic training for children involved in the informal job sector through apprenticeships. Apprenticeships offer adolescents a satisfactory social environment and, through skills development, help them attain legitimate work on the informal job market. This approach will be implemented in Plan covered areas as a means to promoting their rights and protection and as preventative strategy towards children's involved in WFCL. This strategy will be based on a sound partnership between artisans, apprentices, local NGOs, Plan Guinea, other informal sector actors, etc. It promotes a comprehensive dialogue between the government, trade associations, NGOs, the private sector and training institutions to articulate a refined model of "authorized" apprenticeship training.

Quality schools fit for children and promotion of girls' education

Adding on to the program components mentioned under the previous headings, some components of its education program are specifically related to qualitative aspects of education.

- Plan's comprehensive approach to quality school improvement, known as SIP, will progressively be used by Plan Guinea as a general framework to school improvement, herewith contributing to the existing processes in Guinea towards decentralization on education. During the life span of this CPO, the SIP program will progressively be promoted and rolled out in Plan covered areas to improve the quality of the learning environment and to improve the involvement and participation of communities in school management.

- Plan Guinea believes teachers, as well as trainers, are an important agent of educational progress and facilitator of children's learning and development. Therefore, it will support and initiate projects and activities aiming at improving the status, role comprehension and competences of the teacher. Teacher development programs will be promoted, as well as skills development on the use of innovative and learner centered teaching methods. Plan Guinea will continue to work in partnership with the Ministry of Education and the in-service teacher training colleges. Training programs will include topics as support to children with special needs, life skills education, community participation in the classroom, etc.
- Plan Guinea will strive to be supportive to making education and learning relevant to its beneficiaries and to the communities, in order to attain a growing valorization of education. This will be done, e.g. through working together with the curriculum department of the Ministry of Education, through the infusion of new child-centered learning methodologies at school level and in the informal training sector, ongoing teacher training. It will further roll out the child-to-child methodology and extend its scope from health and hygiene education perspectives to inclusion of other perspectives, thereby using the method as a tool for child and community centered life-skills education.
- Plan Guinea will support activities that promote schools fit for children, rolling out a comprehensive approach to education, learning and child development that meets all the needs and answers all the basic rights of children: learning, health, sanitation and protection will be targeted at in a holistic manner to achieve an impact that will increase the overall wellbeing of children, consequently resulting in raising the level of wellbeing of the child's family and the community it lives in.
- Finally, active participation of children and communities in their development process is the key component of Plan's work in general. Plan Guinea follows this overall approach also for its work towards achieving quality education. Specifically for this program component, reference is made to the promotion of participatory structures and processes as managed in Plan Guinea's CPO Governance and Civil Society Development.

7. Assumptions and Risks

Although at the moment of CPO development no risk situation could be identified, some factors may potentially influence the achievement of the program objectives. It is perceived that the program strategies, based on Plan Guinea's past experiences, are the tool that may minimize the negative effects of any occurring unexpected situation during the life span of the CPO. Nevertheless, the following issues are assumed as underlying and continuous processes to the work of Plan Guinea:

Some of Plan Guinea's assumptions are:

- **Stability in the country:** Guinea will know political stability as opposed to upheavals, rebellion, war and disorder;
- **Stability in neighboring countries** so that children and youths are not dispersed or distracted.
- **Respect the partnership convention between Plan, its Partners and the Government:** Plan Guinea assumes that its program partners and the government will continue to respect and effectively apply the UN CRC;
- Natural disasters.

The risks are:

- Renewed fighting in Guinea and neighboring countries;
- Risk of the decrease or the suspension of international donors support to EFA.

8. Monitoring, Evaluation and Research

8.1. Monitoring

Monitoring will take place on an ongoing basis. The monitoring system will be designed to ensure that program activities are taking place following the implementation plans, that the services and materials provided abide by quality standards and that program activities are having the desired impact. Plan Guinea's newly hired PSM and CPME staff members will work on the development of an operational Participatory Monitoring Systems to track the progress towards achieving key performance indicators and identified milestones. Activities and progress will be monitored through the analysis of data gathered from:

- The annual statistical report of the ministry of Social Affairs Women promotion and children (MASPFE);
- The annual statistical report of the ministry of education;
- Each school year's start and end reports;
- Monthly field visit reports from learning domain staff and the local Ministry of Education representative;
- Plan's quarterly and annual reports of the learning domain;
- The CCPP monitoring report;
- Annual policy meeting with communities in Plan covered areas.

Additionally, during the life span of this CPO, a school-based Education Management Information System (EMIS) will be developed and implemented for use in Plan covered areas.

8.2. Evaluation

The program results will be evaluated as follows:

- A round table will be held at the end of each fiscal year during the life span of the CPO, organized by Plan and ensuring participation of the relevant Plan staff, NGO'S/CBO's and Local Government Units;
- A specific evaluation of non-formal education will be executed to obtain an updated assessment of the Guinean non-formal education sector in terms of basic statistical data (e.g. enrolment, attendance and final completion rate), including disaggregated data for gender;
- According to minimal standards, the CPO's process and outcomes will be evaluated at least by a mid-term (end of FY07) and a final evaluation (end of the CPO FY10).

Evaluations will cover at least three main domains:

- The first domain/area will focus on performance in relation to program activities and will compare the activities achieved to those approved. This will involve net school intake, enrollment and attendance but also net completion rates, all data disaggregated for girls, rural/urban areas and pupils in especially vulnerable situations.
- The second area will focus on impact. A sample of communities will be involved in a survey to measure the number of schools that meet the school quality index (SQI) and the ECCD quality delivery;
- The third aspect of the evaluation will focus on the processes and approaches used during the implementation of the program. This type of evaluation will be conducted based on the Participatory Evaluation Model and the basic principle of organizational learning to acknowledge and identify lessons learned and best practices promoted.

Plan Guinea will contract external consultants to perform the evaluation of the program and its activities, abiding agreed upon Terms of Reference developed with the support of Plan's West Africa Regional Office.

8.3. Research and studies

During the life span of this CPO the following research areas are proposed to be prioritized (non-exclusive list):

- Pedagogical research on relevant and community based early childhood care and development initiatives, especially for children 0-3 years old;
- Community participation in school management and learning;
- Research on indigenous knowledge and its use in the field of education/learning.

Plan Guinea will contract external consultants to perform research related to these research areas and develop Terms of Reference with the support of Plan’s West Africa Regional Office.

Learning from past experiences as well as based upon the program approach developed for this CPO, some proposed research questions are identified (non-exclusive list):

Component	Topics/key questions	Period
ECCD	How to strengthen communities, private actors and faith based NGOs capacities to promote Early Childhood Care and Development services?	2006
	What strategies are feasible to address data collection and analyses issues on Early Childhood Care and Development?	2007-2009
	How to conciliate existing family and community approaches with regard to developmental issues in Early Childhood Care and Development services?	2008
Quality of Education	How to promote a relevant learning environment for school aged children at primary and secondary school in Guinea’s Forest Region?	2007
	How to improve community participation in school management and learning in Guinea’s Forest Region?	
	How to integrate or mainstream the child-to-child methodology in the official and existing school curriculum?	2006
	How to incorporate indigenous knowledge in primary and secondary school curricula and how to use this knowledge in education and learning environments?	2007-2009
	What are the expected students’ outcomes from the viewpoint of communities and families at the end of primary and secondary school?	
Vocational school	How to prepare youth effectively for the job market?	2006
	What may be standardized norms for apprenticeship training?	
	Feasibility study on the implementation of dual-education systems?	2006
Franco-Arabic schools	How to promote partnership between Franco-Arabic schools and NAFA centers?	2007

9. Resource Implications

9.1. Financial Resources

The budget for this program is US\$ 23,932,047. Around 40.0% (US\$ 9,480,000.00) of the budget will come from Plan Sponsorship funds. About 25.0% (US\$ 5,925,000.00) will be raised through corporate funding and contributions from Plan National Organizations (NLNO, JNO, UKNO, CNO, GNO, USNO...). Plan Guinea intends to mobilize 20.0% (US\$ 4,740,000.00) of the budget through locally raised grants from bilateral and multilateral donors (EU, World Bank, USAID, UNICEF, ...) and the Government of Guinea (EFA).

Community participation is the key to the success of this program. As such, communities will contribute self-obtained financial resources to the implementation of the program, contributing to their ownership. In total, communities will contribute about 15.0% (US\$ 3,555,000.00) of Plan's funds in cash and in kind, during the life of this CPO.

9.2. Human Resources

Children

The first and most important actors in this program are the children. About a third of the Guinean population is of primary school age and as such consists of the main beneficiaries of this program. They will attend the schools, participate in community meetings and make suggestions on how to continue and improve the program. Children in Plan Guinea program areas are taking an emergently active role in their own education. As a minimum standard, there will be two children (one girl and one boy) in each project management team.

Parents

Parents will send and maintain their children in school, be encouraged to find alternatives to the indirect costs of education of their children and contribute financially, materially and physically to the development of this program. Parents will participate in community meetings, identify obstacles to their children's education, suggest solutions to these obstacles and participate in the implementation of these solutions.

Teachers

The whole of Plan Guinea's intervention zone has about 4,000 teachers, fitting into three main categories: (1) the regular permanent teaching personnel on public payroll, (2) the fixed-term state hired or contracted teachers and (3) the fixed-term community hired teachers, predominantly in private schools (Catholic, Protestant and Franco-Arabic).

Where a community asks to use their budgets to fund teachers, the local education authority identifies and test candidates for these jobs. The need for community teachers arises because the communities have been very successful in building classrooms. Criteria for selection of teachers give priority to women when these are as competent as male candidates. The Government with the understanding that a teacher will be provided approves classrooms.

PTAs, alliances

The lack of community participation has been identified as one of the weaknesses of the education system in Guinea. Most of the decisions concerning school children are taken without consulting the local community and in the past Parent Teacher Associations (PTA) have proven to be a limited forum for real community participation. Plan Guinea encourages communities to create local alliances, a more appropriate forum for the promotion of education, in particular in favor of girl education. These forums are comprised of representatives of the community, religious leaders, local business people, the local PTA, and women's groups. By far, Plan Guinea has supported 19 alliances that have proved to be effective. Plan Guinea will expand this program by developing new local alliance bodies in new areas. The roles of the local alliances

include planning, raising money for their schools, evaluating the quality of education, implementing strategies to increase girl's education, etc. At the beginning of the year, each alliance will develop an action plan that will guide the alliance's activities.

Local manpower

All construction projects are done by locally available skilled labor (masons, carpenters, welders, well-diggers, etc.), mostly young adults born and living in the program area and under the supervision of professional engineers. All projects co-financed by Plan Guinea will be community managed. This means that 400-500 community management teams (with a high level of participation by women) will be trained in management, purchasing, negotiation and financial skills. This is an opportunity for these women and men to attain these kinds of skills and use them in the development of their communities.

Plan Guinea Advisory Board (CCPP)

Since 1992, Plan has encouraged a civil society council in areas where it works. Members include representatives from the Catholic Church, Protestant Church, Islamic League, Council of Elders, and some local NGOs and women's organizations. The CCPP (*Comité pour Conseiller le Programme de Plan*) reviews projects, approves or rejects projects and advises Plan on a variety of policy decisions. There are 4 CCPPs, mainly based at a Prefecture level.

Franco-Arabic Federation and other private school initiatives

Plan encouraged the foundation of the Federation of Franco-Arabic Schools in 1995. This federation (conglomerating around 35 schools) organizes most of the Franco-Arabic schools in the zones where Plan Guinea works. The Franco-Arabic Federation gives the schools force in negotiation and provides organization in order for all Franco-Arabic schools children to attain a minimum level of proficiency in French. Worthwhile noting is that, since Plan Guinea has taken this initiative, Catholic and Protestant missions have developed similar initiatives.

Animators

Professional community development workers coach local community volunteers who then facilitate discussion groups and project management support, including on education issues. There is one full time professional animator contracted by the community per each sub-prefecture. His responsibilities are related to transfer in skills in project management and IEC, to increasing volumes of community funded and managed projects. The animator does consistent monitoring, analysis and diffusion of information. The professional animator also trains and supervises one or several community animators to perform animator roles in the districts and villages within the sub-prefecture. Plan Guinea aims to have a pool of experienced development workers to support program expansion and diversification within and outside its present zones of intervention. Considerable institutional support is therefore given to partner NGOs working in the areas (AACG, Zali-AC, GACOBO) as part of Plan Guinea medium-term capacity building objective.

SPAQES

Plan has four education agents (one per zone) to work as Education Quality Supervisors (SPAQE). They assist the local Ministry of Education departments to gather and manage statistics and educational data, to perform random tests that will help the Ministry of Education to make informed decisions on how to improve the quality of education, etc. Each of these agents has been provided with a motorbike and a portable computer as support to the Ministry of Education in her/his zone. It was initially planned for the SPAQE to be based in the local Ministry of Education office, but the lack of electricity and printers in these offices makes this option unfeasible, so the SPAQEs are now based in Plan's PUs.

The Ministry of Education

The Ministry of Education will provide teachers for all school with classrooms built through Plan support. When government funds are insufficient, the local Ministry of Education authorities select teachers for

schools and the communities use their Plan funds to pay these teachers. Every year, depending on the national budget, the Ministry of Education will absorb some of the Plan-paid teachers into the civil service payroll, thus enabling the communities' Plan funds to be used for other activities. The Ministry of Education also coordinates with Plan in implementing the child-to-child methodology and has in principle accepted introducing the methodology into the curriculum.

USAID, EU, etc.

Plan nurtures very good relations with other major actors in the education sector, such as USAID, Save the Children, the EU Fund for Development, World education, etc.). Plan will use these relations efficiently to achieve program objectives.

Plan (including CMT, Country and Regional Technical Advisors)

If possible and feasible, Plan will contribute with funds, technical advice and lobbying to partner organizations and the technical services of the government.

Summary of human resources and needs by domain/levels

Components/ Levels	Actual Key competencies	Key Competencies needed	Where to get support
Early Childhood Development	Monitors training	Expertise in the use of mother tongue	Education department, INRAP, ISSEG, ENI, OCPH Emmaüs
		Tools/materials development	CFP, ENSET
	Communities participation	Pedagogical research	INRAP, ISSEG, ENI, OCPH
Formal Education	Teachers training and monitoring	Use of NTIC in teaching	ISSEG, ENI
	Didactic materials development and textbooks	Didactic materials development	INRAP, ISSEG ENI, Private editors
	Data analyses	EMIS	SSP/ MEPU-EC
	School construction	Improve local material in school construction	
	Curricula development	Curricula improvement	INRAP, ISSEG, ENI
	Community participation in school building	Community school management	Research/training centers
	Awareness on child schooling		
	Girls' education		
		Special education	MASPFE Other to be found
	Students evaluation	Skills evaluation	Private consultants
	School quality	SIP	WARO
	Listening to Youth	WARO, University of Kankan	
Non formal Education	Nafa centers construction	Life skills training development	INRAP, ISSEG, ENI
	Curricula development	Curricula development	INRAP, ISSEG, ENI, CONEBAT
	Nafa equipment	Other training centers construction for apprentices	
	Fighting WFCL	Feasibility studies	TBD
	Franco Arabic schools improvement		MEPU-EC
	Community schools improvement		
	Didactical material development		

10. Outputs and Funding

Please see attached Excel file.

11. Approval

Submitted by: Ousmane Raymond SEYE Date: <div style="text-align: right;">(Originator)</div>
Approved by: John CHALONER Date: <div style="text-align: right;">(Regional Director)</div>

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