

# TOWARDS AN ACTIVE PARTICIPATION OF SCHOOLS IN THE FIGHT AGAINST GENDER-BASED DISCRIMINATIONS

## FACILITATION GUIDE

Intended for Change management agents  
Schoolmasters  
Teachers and Learners

Partner NGOs

Activity:

GENDER MAINSTREAMING IN SCHOOLS

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# I. Introduction

## 1.1 *Popular participation*

*We furthermore observe that given the current world political and economic situation, Africa is becoming further marginalized in world affairs, both geo-politically and economically. African countries must realize that, more than ever before, their greatest resource is their people and that it is through their active and full participation that Africa can surmount the difficulties that lie ahead ...*

*... It is manifestly unacceptable that development and transformation in Africa can proceed without the full participation of its people. It is manifestly unacceptable that the people and their organizations be excluded from the decision-making process.*

The Arusha Charter, 1990

As from 1990, most of African countries have ratified the Arusha Charter that establishes continent-wide a policy of participation at grassroots. This Charter affirms the importance of popular participation as “a means and an end”: the driving force of development and people’s fundamental right “to a full and effective participation to the decisions affecting their lives.” It identifies participation as “a spearhead in the fight for economic and social justice for all.” Henceforth, participation must be promoted by Governments, NGOs, Civil Society Organizations and the entire International Community.

Actually, the popular participation policy lays emphasis on education and women. The populations are urged to “promote education... towards strengthening popular participation” and to “eliminate practices” that are detrimental to women’s conditions. Women are identified as “mobilizers” of the community and must fully play the role devolved on them. It is obvious that popular participation, like schools, revolves around the bases of access and quality. Wherever women’s participation is low or nonexistent, the so-called popular participation becomes marginal.

We consider that the movement for girls’ education represents, for African communities, a new and conducive opportunity to exert this fundamental right.

Prevention is one of the most important dimensions in combatting violence against girls and women. In ACORD, we think that an efficient prevention

should tackle the root-cause of the problem by addressing the beliefs, convictions and visions of the world that came from our mode of socialization.

Education, within the family or at school level, is one of the most powerful vehicles of socialization. Schools and the school environment must be the top targets in any strategy aimed at fighting against gender-based inequalities.

In addition, there is a special interest in mainstreaming gender in the curricula, as this might help correct the disparities in the education system itself, a field marred by gender inequality, that are very likely to jeopardize the attainment of the objective of Education For All by 2015.

In the 1990s, some great strides were noted as to girls' access to primary schools in Africa. From 1991 to 1997, the girls' enrolment ratio has risen. The completion rate in the third year of the primary cycle has also gone upwards everywhere in Africa. In Mali for example, the enrolment rate has gone from 21 to 41 percent, while the third-year completion rate in primary cycle has risen from 56 to 65 percent. However, the rate of girls' maintaining at school is rather low and the gender-based disparities are significant in secondary school. Girls are still lagging behind in terms of perseverance and success. This established fact confiscates the social and economic advantages associated to women's schooling. There are still millions of girls that are outcast and deprived of their right to a quality education.

The current challenge is to find the means likely to help develop new effective strategies aimed at extending education opportunities to the outcast girls, and the effects of which would be easily assessable with the view to a rapid and growing implementation.

## **1.2 ACORD**

ACORD is a Pan-African organization present in 18 countries and working in collaboration with community-based organizations around four themes that are: means of subsistence, peacekeeping, HIV/AIDS and women's rights, and which is aimed at tackling the root-causes of poverty through a combination of practical actions, training, research and advocacy. ACORD's response to the challenges of Africa is sustained by the conviction of the populations themselves are the very agents of change and the actors of their own development. The populations' capacity to combat the causes of poverty is the starting point for the transformation of Africa's future.

Concerning women's rights, the strategic objective of ACORD is to develop knowledge on the positive relations between men and women, and efficient

means to fight against gender-based inequalities, with the view to improving women's condition, development and influence. ACORD has long been actively engaged in the fight against gender-based violence by fostering a change in the cultures and practices that favor GBSV impunity, by working in close collaboration with traditional, community, religious and legal institutions at community, national, regional and continental level. ACORD assists communities in sensitizing and advocacy for remedies to the victims of sexual violence, and facilitates their socioeconomic rehabilitation. ACORD's action is also extended to the prevention of violence against women through research and activities targeting the root and cultural causes of gender-based differentiation.

### **The FLOW Project**

The Project FLOW targets four (4) major results:

**Result 1:** Combatting the adverse cultural practices preventing women's land ownership and access to economic properties, in a bid to curb practices of sexual violence in target countries.

**Result 2:** Strengthening the participation of the Civil Society (especially women) at national level and within the Regional Economic Communities (RECs) in the implementation of programs, policies, budgets, and land and farming services, ensuring protection for women and a reparation by taking gender specificities into account.

**Result 3:** Establishing mechanisms and services in the target countries with the view to promoting women's access to justice regarding the violations of their land and sexual rights.

**Result 4:** Stepping up collaboration and the organizational efficiency of ACORD and its partners in the implementation of programs for the defense of women's rights by 2015.

To attain **Result 1**, one of the outputs is to revise the national academic and school programs in a bid to integrate education on women and girls' rights, empowerment and protection against gender-based violence.

It was in this framework that ACORD has established a project of gender mainstreaming through the pedagogical practices of teachers in 5 African countries (Burundi, Chad, Mali, South Sudan and Uganda) and the objectives of which include:

- Provide the staff of the Ministries of education, writers and designers of school programs with a tool for gender analysis and mainstreaming in school programs, and convince them to apply it, through advocacy ;
- Establish a methodological framework likely to integrate the gender issue in the education system ;
- Design a pedagogical tool for gender mainstreaming, in the form of a practical manual destined to the training of teachers and adaptable to each intervention context.

### **1.3 *Institute for Popular Education***

The Institute for Popular Education (IEP) is an association of educators practicing alternatives in education through the experimentation of problem-posing and participation methods. IPE, whose headquarters are in Kati, Mali, operates a community school where it tests some active methods and instructional materials through the development of a curriculum based on leadership and intellectual growth in the local Bamanan language. Beyond the schools, IEP develops tools for the training of trainers of education programs for empowerment. IEP militates for the transformation of the current education system, in line with the revamping of the school system in partner countries.

## **II. Objective of this tool**

This Guide is aimed at assisting players active in the school environment in integrating the gender dimension in their daily practices, in a participatory and inclusive manner.

The objective of the Guide is to serve as a baseline document for the facilitator in the running of activities outside of the traditional “scope” on the ground. During Phase 1 of Activity 2, we have come to the conclusion that the maintaining a conventional framework would lead to a status quo and make the intervention of stakeholders of the macro and micro processes stick to existing realities. The ambition of transforming the situation requires a critical analysis of these realities by the educators, in a bid to undertake actions of change.

This Guide is meant to be a reference material and compiles a useful documentation. Educators/facilitators will avail themselves of a set of tools useful in the running of their activities at grassroots, with the view to

improving the quality of women's participation in the actions of community schools.

### **Methodology of the Guide: "Problem-posing" at grassroots**

The Guide incorporates a few reference texts regarding the themes and the methodology. These texts will enable the educators to have a clear-cut view as to the trends of the community education movement and the development at grassroots.

The Guide presents two sets of principles sustaining the 10 tools proposed: the pedagogical bases and the political bases. These two sets are the mainstays of the "Problem-posing" methodology. Neglecting either of them might affect the integrity of the said methodology.

#### ***2.1 Pedagogical bases***

##### **Learning styles**

Facilitators must be aware of the variety of learning styles amongst participants. This variety is present in each group and contributes to the dynamic and quality of participation.

The theory of participatory approach groups the learning styles into four (4) categories:

- Learning by experience
- Reflection/observation
- Conceptualization /generalization
- Active experimentation

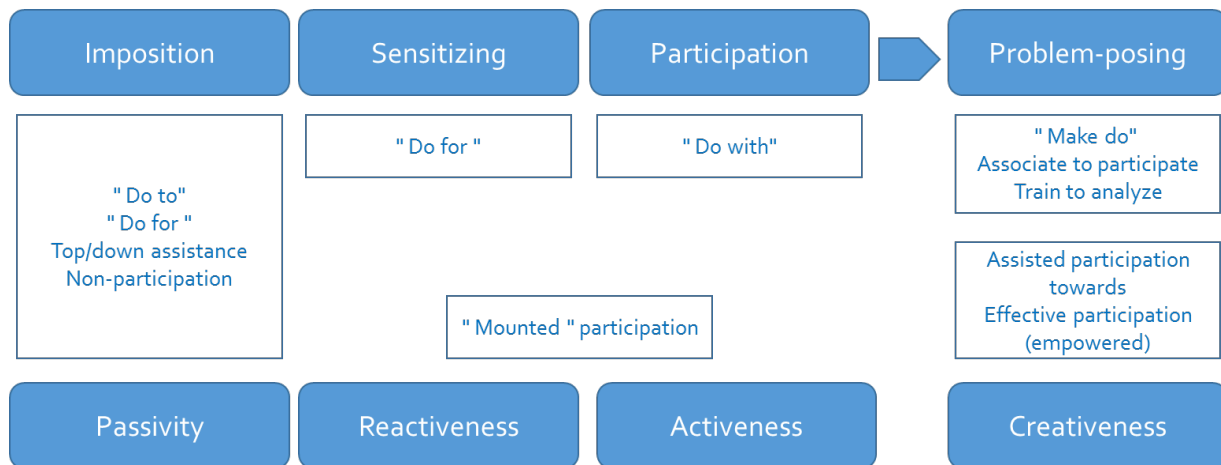
By linking them in cycle, the sequence of these styles becomes the circuit of learning by experience.

The circuit proves significant, in view of the saying of the famous American educator, Myles Horton. All along his years of experience on the ground in the Appalachian Mountains, Horton has trained community facilitators to whom he would say: "*Just because you've had an experience, doesn't mean you've learned from it!*" Experience must be associated to analysis (reflection and conceptualization) and analysis must be associated to action (active experimentation) for a real learning to be effective.

## Participation styles

Between "having roles to play" and "playing roles", the populations can shuttle from a real participation to a participation "mounted" for the circumstances. The participation styles can cover the two extremes. If the first style ensures popular participation, the latter undermines it. Very often, the animation approach determines which style a community should adopt.

We have examined three forms of outreach: imposition, sensitizing/participation, and problem-posing. Sensitizing can turn towards the imposition of roles, or towards problem-posing depending on the attitude and skills of the facilitator.



The tools presented here facilitate a problem-posing approach aimed at strengthening awareness, with an analysis that will make it possible for community members to assume the roles to play and not content themselves with just playing roles.

### Active methods

#### Arrangement

Examine the setting presented by this meeting scenery between villagers and PVO/NGO (See next page). What do you see? What re-arrangement for an active participation of women?



## 2.2 A few configurations

*The setting is often the most conventional thing established and the least obvious. By using the "traditional" settings (seats in rows at school or in a literacy yard; women behind men in meetings, etc.), the facilitator aligns his method to what is, mostly, a "behavioral" influence or a top – down hierarchy between the him/her and participants.*

*The arrangement is a framework in which fits any active method. Without a special concern for the arrangement, the active methods are jeopardized and participation barred. In an outreach activity, there is a variety of settings, depending on the activity, allowing for a better maintaining of the audience's energy, attention and participation.*

*As an element of "culture" in its classical form, the setting becomes also an essential element of the "new culture" of participation.*

### Outreach techniques

Apart from the setting, the outreach techniques ensure a successful active participation. By using the 10 tools described in this Guide, the facilitator needs a range of techniques including:

- T1. Simulation
- T2. Small-group discussions
- T3. Critical incidents
- T4. Testimonies
- T5. Role play
- T6. Brainstorming
- T7. Tourbillon
- T8. Fish bowl/aquarium
- T9. Demo
- T10. Presentation
- T11. Q&A
- T12. Demo with manipulation
- T13. Case studies
- T14. Excursion
- T15. Energizer
- T16. Puzzles

For greater effectiveness, these techniques can be boosted by the following materials/tools:

- S1. Drawings
- S2. Photos
- S3. Video

- S4. Songs/Dances
- S5. Objects
- S6. Proverbs/Quizzes
- S7. Resource Persons

The techniques and materials must be based on some fundamental elements of the methodology:

- EF1. Role of the facilitator and role of the participant
- EF2. Setting
- EF3. Dialogue
- EF4. Feed-back

Rate of memorization and application

The need to have a range of outreach techniques is explained by the rate of retention and application. Research on adult education has shown that a learner memorizes (i.e. learns):

- 20% of what has been heard
- 30% of what has been seen
- 50% of what has been heard and seen
- 70% of what has been heard, AND seen, AND said
- 90% of what has been heard AND seen AND said AND done

Hence, the techniques that combine oral and visual elements with action will be the most efficient. The facilitator must know how to combine a variety of techniques touching on the different learning styles in a bid to facilitate the retention and analysis of the teachings.

### **2.3 Political bases**

Political choices in pedagogy

“Education is never neutral”

Paulo Freire

(“Education as a liberation practice”, 1973)

It is often not easy to choose a given pedagogy, much less to adopt a political choice in doing so. In the active methodology, the political choice is essentially centered on the nature of interaction between the facilitator and the participant. If the effect of this interaction is “domesticating”, the pedagogy

entails a political choice of domination. If the effect is “liberating”, there is a political choice of liberation.

In case of a domination policy, the facilitator (or the teacher/trainer) presents himself as a “pump operator”, the holder of the knowledge that he deposits into the empty head of the participant or the learner.

If the choice is for a liberation policy, the educator, teacher, or trainer acts as a “facilitator”, a manager of the process that he runs towards the participants.

Moreover, the political choice of liberation presupposes a *transformist* approach aiming to take action in the process of change with the “system”, which is different from *reformist* approaches that seek to improve the prevailing system, or *conformist* approaches that tend to maintain the status quo.

The main challenge of the “active participation” approach is to facilitate a participation that is both “active” and “authentic.” The authenticity of the participation is based on the recognition of the free use of this power of imagination. When the set up scenes foster a false participation that goes through “active methods”, it becomes difficult to distinguish if the facilitator himself is trust-driven concerning the power of popular imagination.

### **III. Pedagogical tools**

The following tools are proposed to facilitators engaged in active methods, as part of a liberating education and a *transformist* approach (i.e. from a systemic analysis) and sustained by trust in the power of popular imagination.

We propose them in the form of a “compass”, the cycle of learning by experience. With this compass, the facilitator can always find his ways in the process and plan the sequence and stages of his intervention. Skipping a cardinal point would be tantamount to leaving some gaps in his communication. These gaps will result in the neglect of some learning and participation styles. This might cause a pedagogical imbalance. The tools per cardinal point can be increased depending on the facilitator’s conceptualization work. This Guide presents models of tools per point and uses the image of the compass as an innovation framework. Once properly understood, the techniques enable every facilitator to innovate for himself depending on the context of his action.

## Compass of tools

The cycle presents all the tools in this Guide based on their quadrant on the cycle of learning by experience. A full round of the cycle ensures an overall exploitation of the process of deepening analysis towards action. It is desirable that the facilitator using these tools perform such an analysis towards substantive actions worthy of the power of imagination of members of our communities.

## Why this type of tools?

The tools presented in this Guide have been selected based on analyses carried out during field visits, consultations with NGOs and the workshop for the preparation of facilitators as participants. These analyses have shown some “preparatory” shortcomings for an active participation of women members of the boards of schoolchildren parents’ associations. Since women were often just “extra” or absent from the scene, we have found it necessary to better prepare the participation context, and not only to the benefit of women, but of the entire community. These tools are aimed at making the context favorable to women’s participation and enabling them, through interactions with these tools, to develop some leadership skills (taking ownership, collecting information, speaking in public, analyzing the situations, proposing actions, etc.). In addition, we hope that these tools will arouse awareness amongst facilitators/educators and amongst members of the communities, men and women.

### **3.1 Experience**

**Tool 1:** Equity game

**Tool 2:** The Gender Wheel

**Tool 3:** The road to school

#### **Tool 1 : Equity game**

(Created by Jane Benbow, CARE/Atlanta with IEP/Partner African countries)

#### Objective:

At the end of this activity, participants shall have analyzed the starting points for women and discussed how the society develops its “packages” of reality assigned to women.

Material: Playing cards

Posters of the rules of the game and/or the rates of exchange

Cards:

Respect

Resources

Right

Equity

Person values (on a blue or red card)

Preparation: preparing envelopes par participant

Duration: 60 minutes

Procedure of the activity

Collection of data:

1. Present the game:

PURPOSE of the game: Collecting as many EQUITY cards as possible;

DEFINITION of EQUITY: Equity = equal access to resources, respect and rights;

RULES of the game: Equity cards can be bought at the bank at the following rate:

$$1 \text{ Equity} = 3 \text{ Resources} + 1 \text{ Respect} + 2 \text{ Rights}$$

EXCHANGE RATE:

Blue Person Value = VPB

$$2 \text{ respects} + 1 \text{ VPB} = 2 \text{ rights}$$

$$2 \text{ rights} + 1 \text{ VPB} = 3 \text{ resources}$$

$$1 \text{ resource} + 1 \text{ VPB} = 4 \text{ respects}$$

Red Person Value = VPR

$$2 \text{ respects} + 2 \text{ VPR} = 1 \text{ right}$$

$$2 \text{ rights} + 3 \text{ VPR} = 1 \text{ resource}$$

$$2 \text{ resources} + 2 \text{ VPR} = 1 \text{ respect}$$

Rules of exchange

Exchange cards can be traded among yourselves or with the bank.

This is valid for all resources except for Equity. The Equity card can be neither given nor exchanged amongst players. These cards can only be acquired from an exchange with the bank. If you make an exchange with the bank for the equity card, the interest rate applied is 1 resource. A player with red person value cards cannot buy blue person value cards. The person value cards cannot be traded.

### Confection of playing cards

19 blue person value cards; 37 red person value cards

21 resources

29 respects

14 rights

12 to 20 equity cards

It takes 7 people for one game. The 7<sup>th</sup> person holds the bank with the cards per number of players. Each player must note down his/her starting cards at the start of the game and his finishing cards at the end.

### Distribution of sets of cards

3 players of red person value cards receive each:

Player 1	Player 2	Player 3
7 VPR	12 VPR	18 VPR
6 respects	4 respects	1 respect
1 right	2 rights	2 rights
3 resources	2 resources	2 resources

3

3 players of blue person value cards receive each:

Player 1	Player 2	Player 3
2 VPB	4 VPB	13 VPB
8 respects	8 respects	2 respects
4 rights	4 rights	2 rights
6 resources	4 resources	3 resources

### Instructions

1. Distribute the playing cards ;
2. Present the exchange rate ;
3. Ask each player to note down his starting cards ;
4. Play ;
5. Stop the game: Who has gained the most equity as an individual and as group of players?
6. Reveal that women are represented by the red person value, and men the blue (30mn)
7. Discussion:
  - What happened?
  - What resembles life in this game?
  - What should be different in this game so that everybody has access to equity?

- What can we do as individuals and as a teacher and that would contribute to the change in the access to equity in real life?

Guidance to the facilitator:

Can be played in fish bowl but the ideal situation is to enable each person to have the experience as a "player."

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**Tool 2: Gender wheel**

Critical incidents/collection of testimonies  
(Created by IEP/Partner African Countries)

Objective:

At the end of the activity, participants will have identified a set of factors having an impact on the quality of women's participation; analyzed incidents in women's life; and collected testimonies of women on these factors.

Material: Gender wheel

Duration: (undefined)

Procedure of the activity:

Present the wheel: the major aspects and their applications:  
**Choice:** Marriage, clothing, partners, mobility, permission, reproductive health  
**Language:** Stereotypes, sayings, exclusive language  
**Economy:** Reproductive roles, family budget, allocations, unpaid labor  
**Status:** Participation in decision-making, laws, rights, sexual preferences, marriage wishes, heritage  
**Role:** in religion, in the daily tasks, in the kitchen  
**Education:** Access, quality, education program, limitations, attention  
**Violence:** Beaten women, harassment, rape, female genital mutilation

Divide participants in small groups depending on the number of applications to consider

Suggestions for the sub-groups:

**Choice Group:** Reproductive Health

Create critical incidents such as:

Mrs. Sylla is the 3<sup>rd</sup> spouse of her husband. She has been designated by her association to participate in the training on sexually-transmitted diseases (STD). From the way she has been explained the manifestation of clap (blennorrhoea), she is certain that that's the same disease she has to cure every 6 months. After the training, Mrs. Sylla has decided not to have any more sexual intercourses with her husband unless the latter uses condoms.

- Do you think that her decision is fair?
- Imagine how Mrs. Sylla will raise the issue with her husband.
- Imagine you were M. Sylla and describe what your reaction would be by knowing the decision of your 3<sup>rd</sup> wife;
- Imagine you were the 2<sup>nd</sup> wife and describe what your reaction would be when the 3<sup>rd</sup> spouse explains the disease that she suspects is affecting M. Sylla.

**Language Group:** Sayings/Stereotypes

1. Ask participants to have a brainstorming on the sayings on men and women ;
2. Write down the affirmative and negative sayings and count how many of each apply to women and men ;
3. Draw another list of stereotypes ;
4. Write down the positive and negative stereotypes and analyze them.

**Economy Group:** Unpaid labor

Enumerate women's labor;  
Identify which parts of this labor are paid and unpaid for;  
Evaluate the value of the two parts.

**Status Group:** Participation in decision-making, Laws, Rights, Sexual preferences, Marriage wishes, Heritage



**Role Group:** In daily tasks (analysis of the timetable tool to be applied to men/women and to boys/girls)

**Violence Group:** Beaten women, FGM, rape, harassment  
Create critical incidents, collect testimonies. For female genital mutilation, a “Pros and Cons” table can be categorized in 5 domains: sociocultural, religious, power, right and health arguments.  
Enumerate the arguments and measure the weight/value of the Pros and Cons

**Education Group:** Problem tree

**Objective:** Collect data on the perception of the causes and consequences of barriers affecting girls’ success at school  
Analyze the identification of barriers affecting girls’ education according to a target group

**Material:** “Tree” sheet; Text: Why can’t Aminata read?

**Duration:** 60 minutes

**Procedure of the activity:**

**Data collection:**

1. Read the text ;
2. Discuss the problem ;
3. Present the Tree representation ;
4. Fill out the sections of the tree: trunk = problem; roots = causes; branches = consequences
5. Discussion.

**Data analysis**

1. Analyze the responses in terms of the capacity to identify the causes and consequences;

Guidance to the facilitator for the Gender Wheel

### **Tool 3: The road to school**

(Created by IEP/Partner African Countries)

Objective: The activity can be exploited to arouse discussion on a variety of problems

Example: Collect data on:

- 1) Barriers affecting girls' advancement at school ;
- 2) Scenarios of solutions to eliminate the barriers ;
- 3) Analyze the data on the barriers and the solutions recommended by a target group.

Or: Provoke a systemic analysis of the education sector:

- 1) Through which means (process) do people succeed at school currently?
- 2) For which end do we succeed at school?
- 3) What are the aspects to be taken into account or disregarded when a community creates its school?
- 4) How can we make the process and the ends different, depending on the expectations of the community?

Material: Station cards

Duration: 60 to 90 minutes (depending on the discussion)

#### Procedure of the activity

1. Place the stations alongside the road to school and simulate the situation;
2. Discussion on the simulation:
  - How do you feel about yourselves, about the others?
  - Why are you stuck?
  - What aspects should change to facilitate girls' education?
  - What should be done for the changes to occur? (Take the circuit again? obstacles to overcome?)
3. In small groups, draw the matrix of priorities against the identified barriers ;
4. Indicate the situation in the area to make a comparison of the area with the situation prevailing nationwide
5. Discussion:  
What to do in your area to change/improve the situation?

## Simulation stages: The road to school/experts

### a. Stations:

1. Born in the partner African countries (all participants)
2. Enrolled at school (40% of participants)
3. Rate of success at CEP (elementary school passing exam) (40% of girls/60% of boys)
4. Rate of success at DEF (junior high school passing exam) (29% of girls/71% of boys)
5. Rate of success at BAC (high school completion diploma) (15% of girls/85% of boys)
6. Access to higher education.(estimated for the simulation: 1 girl/ 2 boys)
7. Refresher training internships (estimated for the simulation : 0 girl; 1 men)
  - Professional employments (the unique male participant goes through the rest of the stations)
  - Conferences, business cards
  - Consultations contracts
8. Expert (still the unique male participant)

### b. Discussion

#### Guidance to the facilitator

Depending on the community's context, the road to school can stop at the primary school completion exam; children are sent to the big cities for the secondary school cycle (instead of going up to the level of expert)

It is possible to add a station called "unemployed" at some levels

## **3.2 Reflection/Observation**

**Tool 4:** Choice of the world

**Tool 5:** Tests of the awareness level

**Tool 6:** Timetable

## **Tool 4: Choice of the world**

This tool has been created by IEP/ Partner African countries, with the contribution of students of the seminar run by Prof. David Kinsey on the theme "*Theories and Practices of Popular Education*", Center for International Education, University of Massachusetts, Amherst, MA. 1993.

### Objective:

Collect data on participants' vision on the change and concepts of social justice and equity

Analyze the vision of change of a target group.

### Material:

Image: 1 for 2 women, 1 woman for two men

Ribbons in three colors (optional, we can use something else to distinguish the three groups)

### Preparations:

Prepare 4 – 5 people to help in the activity. One person to show the drawing and ask the question, one person per response group, one that orients participants

Duration: (depending on the number of participants)

### Procedure of the activity

#### Collect data

1. Present the image to participants one after the other. How would you like your world to be?
2. Give a ribbon of color based on the answers ;
3. Show participants the sub-groups depending on the choice of the world and ask them to discuss what underlies their choice ;
4. In plenary, sub-groups shall present 2-3 key arguments justifying their choice.

#### Data analysis

1. Quantify the answers per choice of the world ;
2. Qualify the answers as "Want to keep the world as it is", "Want to change the domination lead", and "Want an alternative" ;
3. Discussion: what does our choices mean (for us as individuals and as groups)?

### Guidance to the facilitator

## **Tool 5 : Taking a stance: Tests of the awareness level** (Created by IEP/Partner African countries)

### Objective:

Analyze members' attitudes towards change, depending on the critical themes through the adoption of a conformist, reformist or transformist stance.

Make links between the themes, stances and consequences on development factors

Material: "An Jocogo" Questionnaires

Duration: 1.30 hour

### Procedure of the activity

#### Collect data:

1. In alphabetized groups: Distribute response sheets to participants. In non-alphabetized groups: distribute a response color after each question. Tell participants to separate their batches of colors depending on the themes;
2. Read the stance taking questionnaires per theme ;
3. Verify the answers: count down the choices per question and give a score to the given answers based on the gender (men or women).

#### Analyze the data:

#### Interpret the answers:

1. In alphabetized groups: distribute colors based on the stances, and analyze the positions in terms of attitude towards the environment (red for conformist positions, yellow for reformist positions and green for transformist positions); In non-alphabetized groups: count the colors in hand per theme, find a way to make the responses "visible" (through a table? Graph?)
2. After the activity, facilitators compile the data per theme and draw the profile of the group. This profile shall enable the educator to compare the responses of men against those of women, the positions per theme, and the general attitude towards change ;
3. Present the data to the community ;
4. Discussion :
  - Reaction
  - Analysis
  - Resolutions

### Guidance to the facilitator

Do not detail too much the introduction in a bid not to spoil the spontaneity

Do not forget to distinguish the stages:

- Name the problem in questions A
- Analyze the problem in questions B,
- Take an action in questions C

Reveal the positions 1, 2, 3 only at the end

Do not hesitate to teach the non-alphabetized audience the figures 1, 2, 3 and the letters A, B, C as an effort of literacy

Lay emphasis on the types of change attitudes

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## EDUCATION FOR ALL

### A. The problem

1. Not everyone has the predisposition for school. God has not created everyone equal. Even the five fingers of one hand are not "equal";
2. It would be ideal if everyone could go to school. However, our country does not have the resources necessary to make this ideal vision a reality. Currently, schools fees are too high per student. The fees must first be cut down;
3. The school must be accessible to all. Education is a right and each child can study. If a child cannot study, we should tackle the system itself that provides for eliminating policies and practices. These practices and policies simply exclude our children from the schooling system.

### B. The analysis

1. Since the beginning of the world, we have not been able to eliminate inequalities. Some people were born with an intelligent spirit, others not. This has always been, and shall always be the case;
2. Our country has not been clear as far as education is concerned. Is it a priority for us? Our communities and families are so poor that we cannot really count on their support to make education for all a reality. The meagre resources that we have, have not been managed for those likely to benefit from them to do so;
3. Those likely to ensure education for all have ducked their responsibilities. A nation educating half of its nationals and

leaving the other half uneducated cannot develop. We must find another way forward in a bid to ensure education for all.

### **C. The action**

1. There is not much we can do. The fact of thinking that any child can learn is mere utopia. Schools are not part of our culture. But they are somewhat part of our heritage. We have the obligation to make them work. If we understand our to do so, they will serve their basic purpose ;
2. We must focus our energy on the enrolment and maintaining of children at school. We must reduce the cost per child and involve all the sectors of our society in the effort at leveraging our schools. We must address seriously the “education” issue. Those that cannot succeed at school must avail themselves of other training programs. If we manage to have 60% or 70% of success, we will have attained our goals;
3. We must undertake all collective actions to face the challenge of ensuring basic education for all. We cannot always fix what has been broken. We must revamp the system instead of reshaping ourselves to fit into the system. We need a system that meets the needs of the 21<sup>st</sup> century. We must ensure that our programs, methods and facilities help overcome these challenges.

### **GIRLS’ EDUCATION**

The education systems in most countries have been created to serve a certain clientele. This has not always been done intentionally, but the effect is the same. These systems consider the pupil as a person that has time to study and because his/her contribution is not necessary in the management of the family’s needs. Schoolchildren are viewed as not being physically, culturally and spiritually in danger in the education environment. The systems do not consider that the pupil might be married early or having children very early. The systems favor the child that evolves well in an environment of intellectual respect for his capacities, who has the appropriate books reflecting his aspirations for life, and who is taught by people resembling him. These systems target a type of children whose parents see a relation between education and the advantages it might generate for the pupil’s future life. This pupil is a boy:

### **A. The problem**

1. If such is the effect, it is not calculated. Our realities so demand;
2. Such is the effect but there is no reason why the schools in their current form cannot serve the interests of girls as much as those of boys ;
3. Such is the effect as the systems nurture some realities that are not always fair.

### **B. The analysis**

1. Girls' education has always been a problem. Our social realities are realities that we have always lived with;
2. The girl student can always have the chance to succeed if she makes the adequate effort;
3. The school systems are detrimental to girls. They reflect a society built for the intellectual, social and economic advancement of men.

### **C. The action**

1. We all were born in a world already in place. The lessons of life can help us better understand this world and our place in it ;
2. To succeed in the school system, a girl must struggle hard, discipline herself, and be mindful that she can succeed where other girls might have failed. If she understand the rules of the game, she can graduate in higher education;
3. If in 1988, UNDP registered a rate of 4 girls for 100 boys in secondary school for Partner African Countries, time has come to rebuild the world currently in place.

## **BOYS' REFUSAL TO COOK**

Boys in a big family in the City of Kati were asked to prepare one meal per week, on Sunday mornings, to enable their sisters (who prepare all the meals in the family) to do their own laundry or do something else that they were not able to do during the week. After accepting to do so, unwillingly, for 6 weeks, the boys eventually refused to continue. As a result, girls resumed their tasks and prepared food for the week, including on Sundays.



**A. Is there a problem?**

1. No! There is no problem really. It's normal that boys refuse to do the cooking. We should not even ask them to do household chores devolved on women;
2. Yes! There is a problem. Boys must not stay without having anything to do. And actually they cannot do the cooking. They should be given man's tasks such as watering the yard for example ;
3. Yes! There is a problem. It is unfair to see boys idling while girls are at work. And yet, everybody eats. Girls need to do other things with their time than spending 5 hours per day preparing food.

**B. Why the problem?**

1. Boys have the chance not to do the cooking. Asking them to cook is not acceptable in our culture ;
2. It is true that girls are facing obstacles. If boys were consistent in their relation with their sisters, they would at least accept to make one meal per week to enable the latter to have a free morning to do their laundry ;
3. Women are overexploited in household chores. The system in place enables men in general, not only boys, to profit by this exploitation. But this cannot continue.

**C. What to do?**

1. Girls are destined to cooking. They cannot get away from that. It is evil-minded and even shameful to ask a boy to assume such a role;
2. Find male works for boys. Hire a house servant to lighten girls' tasks. Give boys the time to understand and accept. In the face of such a dilemma, you have to be very patient...
3. Share the role. This is what will be fair.

**WASH YOUR HANDS**

**A. The problem**

1. Female genital mutilation has been practiced since the creation of the world. It is part of our culture and mores. It is thanks to this practice that our society is balanced, as it enables women to keep a level head when it comes to sexuality;

2. FGM is a dangerous practice for the life of women, but without it, I don't know how we can save our honor and culture. Women cannot control their sexuality without it;
3. FGM is a form of violence against women. If women's sexuality is controlled, it will be to the benefit of men that have the power to control them. If sexuality is to be controlled, this has to be done for everyone, and not only a control that crashes women to the benefit of men. FGM is a practice of domination of men over women. Let that be well heard.

## **B. Analysis of the problem**

1. The women that have had problems with female genital mutilation were not lucky. That must have been their destiny. Women must go through this ritual, otherwise they will be unhappy as people will laugh at them and they might not have any husband. In some contexts, polygamy is a solution to prevent women from suffering from the absence of a man;
2. Female genital mutilation can be necessary, but it has not to be dangerous. It would be difficult to say that there are no fatalities or consequences on women's health, but the frequency of these contingencies can be reduced to the maximum. In any case, for the most part, women themselves agree on maintaining this practice;
3. If men must impose such a practice on women just to control their sexuality, it's just because they have been aware of their weakness and they need a control mechanism to be correct. Should women bear the brunt, this way, for the weaknesses of men? There are many women that have not been mutilated and that live correctly their sexuality. Equally, there are many excised women that do not live their sexuality correctly. In any case, have we heard of cases of women, excised or not, that have lost their control to the point of raping men? Hitherto, this extreme weakness relates to men. Female genital mutilation violates the integrity of women for arguments that are merely fallacious. Women have the right to hold their integrity, just like men.

## **C. Action to undertake**

1. Women have no other option than accepting the practice. In any case, if they get over it, they are the first ones to take the benefit, as those that have not gone through the ritual are criticized by the others;

2. Let's change the way FGM is practiced if we have to maintain it. FGM must be operated under medical treatment to prevent any risk on women's life ;
3. We have to rise up against female genital mutilation to act towards eliminating this horrible practice affecting women. We have to denounce this practice and even vote a law sanctioning those who still practice it.

## **DEVELOPMENT**

### **A. The problem**

1. Development is a race. We should not even imagine competing in global economy. This requires a modernization and our country is not modern at all. We will never catch up with industrial countries. Let's accept this and live as much as we can;
2. Development is a race in which we have to compete. If we are lagging behind, it's just because we do not invest as much as we should. We must do our utmost to strengthen our economy;
3. Development is a process. Let's get out of the race, since the starting points are not favorable to us. We are not "under-developed" but rather "ill-developed". Let's try to shape our development process by ourselves.

### **B. The analysis**

1. We can pretend to be developed only when we have a well-industrialized economy;
2. We cannot say that we are on the path to development because our population still has not committed to contributing to the national economy;
3. We cannot say that we are on the way to development because we simply copy models offered to us through foreign aid. We do not innovate with models that will fit into our society or our vision of who we want to be.

### **C. The action**

1. We should not worry too much about development. Better be focused on our families and our survival ;

2. We must mobilize and train our populations to better manage the resources that will enable us to catch up with the modern world. Let's take the risk and run!
3. Let's create alternatives to the known development models. Let's quit the race of others and march towards our visions.

## **WOMEN'S PARTICIPATION IN PUBLIC LIFE**

### **A. The problem**

1. There is no problem as to women's participation. We are not all familiar with social rules governing this participation and this suits us;
2. Women themselves are not used to speaking in public. They need time to do so ;
3. Our social practices do not encourage such a participation. Men will not leave their place. And women are not demanding a place in the public sphere.

### **B. The analysis**

1. Women do not speak in front of men. This is our custom. This has always been the case for centuries ;
2. Women have not had the chance to go to school, and as a result they cannot be blamed for their non-participation. They do not have an economic power to participate adequately. If they are backed in terms of revenue, they can have their say;
3. Women speak out their concerns and participate in every aspect, but their place is not valued in public.

### **C. The action**

1. Our grandmothers and mothers have survived and have very well played their roles. Women of today must assume their role as pillars of the household ;
2. There will be some change, but little by little. Women must be moderate. Nothing has to be forced. It is by forcing things that we destroy everything ;

3. Women must try utmost to take their place and fully participate in public affairs.

## **THE LANGUAGE ISSUE IN EDUCATION**

### **A. The problem**

1. Currently, there is no language issue for education. Children of today are not as serious as those of the past generations. That's why they do not succeed at school;
2. No ! The problem is that teachers are no longer teaching as they used to. There is no reason why a child of a Partner African country should not succeed in the French language that is the country's official language. It is just when a teacher is not up to the task that some pupils fail ;
3. The problem derives neither from the children, nor from the teachers. It's the education system that teaches that any acquisition of knowledge in Partner African countries should be done via French. In addition, any hope for higher education or secured employment is related to the proper command of a foreign language.

### **B. The analysis**

1. The language issue is not something that we, teachers or parents, can solve. Those who develop education programs know more about it. Our task is to deal with the situation in which we are living. We must be the best teachers possible to ensure the success of schoolchildren;
2. The teacher must be up to the task, whatever the language of education. Teachers must properly deliver whatever is in the program ;
3. The continuation of the official language as a primary education language only perpetuates a system created to outcast some and favor others. In an era where the key word is decentralization, education can no longer be reserved for minorities that master the official language.

### **C. The action**

1. Let's not make the education language an issue. The official language is the official language and the population have to deal with it.

Nothing can make us get away from that. Let's learn to live with that ;

2. We have to find a compromise for the language of education, even if it helps to provide education in mother tongues until the acquisition of a functional literacy, we can always revert to the official language for some complicated subjects ;
3. We must mobilize around the language issue in a bid to ensure an all-round transformation of the education system. It's only through mother tongues that such a transformation can prevail. With a political will and a well-placed investment, our maternal languages can definitely be vehicles of education, whatever the subject. The official language must be learned just like a secondary language and not as a language of education.

## **Tool 6 : Timetable**

(Adapted from Kane, Eileen (1995), p. 215)

Objective: Examine the daily activities of boys and girls for a gender-based analysis of girls' education.  
Draw a link between the daily activities and the quality of education

Material: Daily sheet

Duration: (1 hour)

### Procedure of the activity

- **Option 1:** Send participants to contact boys and girls and collect data on their daily timetable (Interview)
- **Option 2:** Observe and fill out the timetable of a girl and that of a boy within a family (Observation)
- **Option 3:** Observe and fill out the timetable of a woman and that of a man within a family.

In plenary, share the data:

- Compare the timetables of boys versus girls;
- Compile a typical timetable of a boy and girl (or a man versus a woman);
- Note down the striking aspects;
- Analyze these aspects;
- Discuss the reactions.

Hour	Boy	Girl
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		
11:00		
12:00		
13:00		
14:00		
15:00		
16:00		
17:00		
18:00		
19:00		
20:00		
21:00		
22:00		
23:00		
00:00-4:00		

### 3.3 Conceptualization/Generalization

**Tool 7** : Matrix of barriers to women’s participation in public affairs

**Tool 8** : Kono Minnaw: The bride’s trousseau

**Tool 7** : Matrix of barriers to women’s participation in public affairs  
(Adapted from Kane, Eileen (1995), p. 219)

Objective: Compare the factors identified as being barriers hindering women’s participation in public life  
Prioritize these factors in decreasing order of difficulties  
Choose where to take action on the scale of priorities to foster change

Material: Big sheets of paper, markers

Duration: 2 hours and more

Procedure of the activity

1. Brainstorming over a list of barriers to women’s participation in public affairs related to community education, education for all and/or girls education;
2. Draw the matrix as an analysis framework : draw some horizontal and vertical axes to compare two barriers;
3. Ask participants to decide between the two barriers: which one is the most "detrimental" to women’s participation in public on education matters?
4. Re-arrange the list in decreasing order of importance.

**Priority matrix**

Barriers	1	2	3	4	5	6	7	8
1	XXXXX							
2	XXXXX	XXX						
3	XXXXX	XXX	XXX					
4	XXXXX	XXX	XXX	XXX				
5	XXXXX	XXX	XXX	XXX	XXXX			





*Group 1 – Kitchen utensils*

*Group 2 - Advice*

*Group 3 - Wishes*

*Group 4 – Adornments for the women and/or the house (jewelries, furniture, and craftwork)*

*Group 5- Intimate adornments for the woman (baya, incense, etc.)*

*Group 6- "Other" (not fitting into the first 5 groups)*

8. In sub-groups, participants discuss what brought them together and why they chose to bring such or such gift ;
9. After a few minutes of discussion, return to the plenary to discuss.

How was the wedding?

Draw the list of gifts brought to the bride's trousseau

Assign each gift to either of the circles: the woman of today and the woman of tomorrow

In which circle are the greatest number of gifts?

Reflection. . . .

### **3.4 Active experimentation**

**Tool 9** : School ni Wali

**Tool 10**: Itinerary of education activists

**Tool 9** : School ni Wali—Kunnafonili ka Waleya!  
(Created by IEP/Partner African Countries)

Objectives: Collect information on basic education in a bid to actively participate in the management of our community school;  
Simulate decision making for actions in favor of community schools;  
Practice expression skills in the analysis of decision making for proper actions;  
Identify a set of actions in education that the community can consider to contribute to the Reform.

Purposes of the game: the game has several purposes including:

1. Offering a space of simulation for women's active participation as part of a game familiar to the environment;
2. Helping members of the community to make a distinction between the proposed actions likely to maintain the realities on

- the ground and those in line with the spirit of the Reform towards changing the realities on the ground;
3. Offering a space for the practice of skills necessary for an active participation of community members and women in particular in issues relative to access to education and the quality thereof in their community school strategy: speaking in public, search for information and analysis;
  4. Informing member of the community, particularly women, on the major stakes of access to, and quality of education ;

The cards allow for the diffusion of information on 4 aspects applied to education:

- Definition of concepts, terms of the course
- Real experiences
- The laws/rights
- The challenges
- A framework of analysis of this information
- A framework of application in action

Material: Wali game (to be created or organized depending on the data model and the material on the ground): material (holes, stones)  
Playing cards "School ni Wali"

Preparations: The facilitator must get ready to play as a referee

Organize the material: follow the model, name the two squares down the line

Organize the number of players necessary for a game:

- 4 players of the Quality Team ; 4 players of the Access Team;
- 1 public reader or, if possible, each player reads out the cards corresponding to the hole in front of them
- The facilitator as a referee (classifying the actions depending on the square "Reality on the ground" or "Contribution to the Reform";

Choose the facilitation technique that you want to adopt for the game:

- Fish bowl (two teams and the audience observing and participating in the discussions on the actions to be undertaken at the end of the game)

- Divide the audience in number of players for the information part; each group comes in plenary for the decision-action part.

Put the game in place:

- Dig out or draw the game platform;
- Collect stones or other objects as pawns ;
- Arrange the cards;
- Photocopy and cut them from the Guide; or draw them.

Duration: ± 1h30 depending on the number of rounds played  
The number of rounds played can vary depending on the number of teams

Procedure of the activity:

Set up the teams called "Access" and "Quality" per game. Each team must be composed of 4 players. Each team must indicate 1 person to manipulate the pawns. The other members of the team can advise him as to the strategy. All the members of the team consult together to single out actions that will be raised in the last stage depending on the number of squares of "4" won. The facilitator acts as a referee.

Designate the "Reader", the person that will read out the cards for the players and for the audience, of name people to do so.

The team finishing the game with the highest number of squares of 4 will win the game.

The team make a toss to determine who will play first

The first draws the card of the square where he wants to start and reads out the card.

Write down the score of the teams to indicate the "winning" team

Ask players what they have learned from the game.

Rules of the game:

PART ONE

- Players put the stones in the holes one after the other;
- Where a hole is filled with 4 stones, they stop and take the 4 stones that they keep as "points";
- Where they finish with 1 stone, they stop and the turn is passed on to another player;
- The team with the highest number of groups of 4 stones at the end of the game wins the game. In addition, each set of 4 stones amassed during the game gives the team the right to decide on an action in the second part of the game ;

- The game is over when a team finds itself without any pawn. When the time comes, the teams shall count the sets of 4 stones that have been collected.

#### PART TWO

- Depending on the number of sets of 4 stones, the team must spell out an action to be undertaken in the community in terms of access to, and quality of education ;
- Send the teams in group works to formulate actions to be proposed (the Access Team propose actions related to the access aspect, and the Quality Team proposes actions concerning the quality of education)

#### PART THREE: PLENARY

- The facilitator is the referee moderating a reflection with all players regarding whether the action "maintains the realities on the ground" or "contributes to the reform" in education ;
- The facilitator recapitulates the trends in the proposed actions and moderates an analysis discussion:
  - What are the trends in terms of intervention scope (towards Access of Quality?)
  - Why the one or the other? What are our knowledge and contradictions in terms of actions? What are the possibility for a better balance between the concerns for Access and those for Quality?
  - What are the trends in terms of change (maintaining the realities on the ground or changing towards the spirit of the Reform)?
  - What are the actions that the community really wishes to undertake?
  - What are the actions to reconsider (for not being in line with the Reform)?

#### Guidance to the facilitator:

Be ready to facilitate the understanding of the new information transmitted during the game;  
 You can add to the cards distributed, add cards reflecting stakes experienced in the community playing  
 Provide for a number of blank cards to be filled out if the printed cards are used up before the end of the game.

Points of discussion: (To be considered in the debates on the *School ni Wali* game)

- No country can pretend to develop with half of its population being illiterate ;
- The reform of education is an opportunity for grassroots communities to participate in the development and make decisions;
- Community schools are the hope and target of the education reform. They must opt for the methodology that will accompany our children in analyzing their situation instead of memorizing;
- Participation of communities in the education reform is a challenge within their reach ;
- Carry out actions of popular education to educate parents ;
- The mother tongue as a language of education is gaining ground;
- More emphasis is still necessary on the education of girls and women;
- Population growth is a major obstacle to the attainment of primary education for all ;
- The quality of education must be improved towards stepping up the levels of teachings;
- What to do to provide basic education to a great number of people at low cost?
- Evaluation of the teachings must be generalized ;
- Recruitment, training and status of teachers must be improved;
- The adults literacy rate has increased in the regions but the gender inequalities are still serious ;
- More resources must be allocated to basic education ;
- Pay more attention to the education of children at risk ;
- Basic education must be accessible to children, youths and adults with special needs ;
- Foreign aid will remain necessary and can be a catalyst in the implementation of reforms necessary in the education sector ;
- Basic education still secure disproportionately a low portion of the budget in many African countries ;
- The evolution of basic needs of learning faces new challenges;
- Lay more emphasis on the development of programs fostering reading, writing and calculation skills and adults and strengthen their capacities;
- When Education for All was declared, the main concern was to ease access to education.

***Maintaining the realities on the ground***

A

Q

C

U

C

A

E

L

S

I

T

E

***Contributes to the Reform***

Samples of cards: Additional cards are attached in annexes

## **Tool 10:** Itinerary of education activists

Objective: Consider a problem or situation and develop an approach to undertake an action

Material: Visual (itinerary), or draw on the ground a path in spiral

Duration: 2 hours

### Procedure of the activity

1. Name a problem or situation that the community/group would like to analyze ;
2. Follow the path by doing what is suggested at each stop;  
Example: 25 people can start the path;  
As a response to the question: Do you feel concerned about the problem?  
All those answering Yes must proceed to the next stop and so forth, depending on the question per stop. When a person can no longer answer Yes to the question, she/he has to stay at the stop. The activity's purpose differs depending on the needs:
  - A public survey on a given problem ;
  - An incentive to action ;
  - A real planning for action ;
  - A training session in reflection, action and evaluation stages.
3. Move participants until they can no longer proceed ;
4. Evaluate the advancement of the majority through the readiness to undertake an action on behalf of a community or group.

**NB:** The identification of a problem (the way to name the problem is often a factor of participation in the action).



## IV. What after the tools?

### *4.1 Changes in the facilitator's practices*

The training of trainers for the exploitation of this Guide will start with the training of facilitators as participants. This stage appears necessary in light of the provocative nature of some tools. We have had the occasion, with a nucleus of 28 facilitators from partner NGOs of the 3 PVOs (World Education, Save the Children and Africare) to be aware of our stances and assess these positions in terms of our attitudes towards change. Three types of attitudes have been identified: conformist, reformist and transformist. We have managed to set out some individual and group profiles relative to these 3 attitudes. Following are the results:

At the end of the first stage of the training of trainers, we have confirmed the willingness to change attitude and do away with the conformist type that perpetuates situations of injustice and unconsciousness. What are the actions that each and every one can undertake to do in order to change individually, before expecting the community at large to change?

Identify three things that you would like to see change in your practice as facilitators:

- 1.
- 2.
- 3.

Identify the factors favoring change in these practices:

Change 1.

Change 2.

Change 3.

Identify the factors likely to hinder change in these practices:

Change 1.

Change 2.

Change 3.

What are the interventions/actions that you can undertake to step up the favorable factors?

What are the interventions/actions that you can undertake to alleviate the hindering factors?

#### ***4.2 Analysis of actions undertaken after the tools***

<b>Tool</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Current Situation										
Targeted Situation										
Factors conducive for the targeted situation										
Factors hindering the targeted situation										
Actions envisaged to step up the factors conducive for change										
Actions envisaged to alleviate the factors hindering change										
Actions undertaken										
Effects/results of the actions undertaken										

### 4.3 Monitoring and Evaluation Plan

Depending on the plan elaborated by your organizations, each facilitator and coordinator will have a plan for the monitoring and evaluation of the use of the aforementioned tools. The monitoring/evaluation concerns the actions undertaken after the use of the tools set out in this Guide. Some occasions can be catalysts to the actions undertaken.

OCCASION	PERIOD	ACTION	" RE-ACTION " EFFECTS of the action	ANALYSIS	RESULTS
Training of schoolchildren parents' associations (APE)					
Forum/village meetings on basic education					
Literacy classes					
(Other occasions)					

#### Guidance to the facilitator:

Note down any action undertaken in the wake of the use of the tools  
Organize regular meetings amongst facilitators to identify and analyze the actions undertaken by individuals and/or the community  
Keep collecting testimonies and critical incidents likely to enrich the forthcoming animation of the tools.

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## V. Conclusion

### Context targeted by the tools

In the introduction, we have detailed the macro context to promote an active participation in education by communities in general, and women in particular. The reference documents following this section illustrate some aspects favorable to the macro context. These reference documents provide valuable information likely to help the facilitator deepen his/her own analysis. They can also be shared with communities and partners.

The challenge in the 10 tools proposed concerns the micro context. The tools have been designed to provide the facilitator using them an extra support in dealing with the aspects favorable to a participation in the micro context. The field visits carried out during this Activity showed the gap existing between what is permitted in the macro context and what is prominent in the practices at micro level. Facilitators will only be drivers of change if they develop, by themselves, some attitudes and analyses likely to contribute to the construction of the bridge between the currently favorable aspects of the macro context and the potentially favorable aspects at micro level. The analysis that they are currently not playing such a role was the decisive factor of the plan of the two workshops that they have attended during this Activity 2.

### Effects expected from the utilization of these tools

The observations as to the form of activity about the type of participation of women and other members of the community and the impact of a gender analysis of the sociocultural attitudes of these communities have been diagnosed and discussed. The diagnoses and debates contributed to the identification of the types of tools necessary, presently, for a beginning of reversal of the situation. It's about:

#### The form of activity

Where the form of animation activity was imposition (boy/girl parity, establishment of an APE board with at least 2 female members), or sensitizing (girls' education; community participation in school management), the facilitators will, from these tools, have a third option which is problem-posing;

#### The nature of participation

The form of "problem posing" activity changes the nature of participation. We are looking for an authentic participation

based on the analysis of the data and themes that are presented from the pedagogical approaches of the tools. We hope that this effect will enable the facilitator to identify, in an organic manner, the women assuming leadership and to intuitively diagnose their needs in continuous training;

#### Skills in leadership

The tools arouse capacity building in leadership for some, and a training in skills for others. The facilitators have been trained in the active methods, and this was aimed at facilitating more participation possible, when they use the tools within the communities and with members of APE boards. Through these tools, women will have to decipher the information, explain their standpoints, speak in public, listen, assimilate the data, systematize the data and come to consensuses, make decisions and undertake actions;

#### Skills in literacy

The tools will enable the facilitator to organize reading and writing occasions that participations can profit by. Each tool is convertible in literacy lesson and the debates and analyses resulting from the use of the tools can be exploited for literacy programs. We have had discussions with facilitators to this end. The option will be monitored.

Above all, the real conclusion of this Guide shall only be made after the results of the monitoring of the application on the ground. We are expecting a collection of data that will allow for a well-documented analysis of the effects and impacts of the use of these tools. We urge facilitators using them to rigorously and systematically monitor the impact thereof. We are sure that our efforts will lay the foundations of the bridge to be built between the potentialities of our macro and micro contexts, in this historical moment for education in partner African countries.

## VI. Reference documents

6.1 **Arusha Charter:** Popular Participation in Africa

6.2 **PRODEC:** The 11 priority domains of the Ten-year Plan for the Development of Education

6.3 **PRODEC:** Blueprint Act for the revamping of education in partner African countries

### 6.4 **Definitions for gender analysis**

\*Sex: Refers to the biological differences between men and women. Sex is a biological product;

\*Gender: Based on the sex (male – female) we add an identity, in other words, what the society expects from the 'real' man and the 'real' woman. Gender is a social product. Hence, the so-called female or male characteristics vary largely from one culture and historical era to another. It's a set of elements including the forms and models of social relations, the practices associated to the daily social life, the symbols, customs, clothing, decorations and treatments of the body, beliefs and arguments, the common feelings, and other variants of these elements that make it possible to differentiate and compare particularities of women and men against the elements common to both sexes and individual variants.

Gender is the social effect of the biological sex.

Gender is the social construction of the roles based on the biological possibilities. The gender-based roles are different from one culture to another and from one era to another, just like one body wearing different clothes. There are roles whereby men can be socialized and others in which women can be socialized, but also shared roles.

Gender is a means to manage and organize the biological characteristics. Gender is the social category organizing the thought and behavior relative to the body.

6.5 **CEDAW:** Women's participation rights and obligations

## **6.6 Glossary of Active Methods**

(Source: collaboration of IEP with the PAPF/SEATS partnership program - World Education in Senegal. (1998) Facilitator's Guide for the program of training in reproductive health and STD/AIDS control. Experimental Version)

## **6.7 Tool 9: School ni Wali; Additional playing cards**

## VII. References

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