



NUKOKO
empowering through education

Education 4 All: 2013 Program Evaluation

In Partnership with Réseau Des Jeunes Pour Le Développement Togo (REJED)

Canada and Togo

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I. Introduction

About Nukoko Education

Nukoko Education (Nukoko) is an entirely donor-funded, volunteer-run non-profit organization based in Canada. In 2007, Nukoko formed a partnership with the Réseau des Jeunes pour le Développement Togo (REJED), a volunteer-run youth organisation based in the capital of Lomé, Togo that encourages Togolese youth to work together to achieve education for all in the country.

Nukoko and REJED initially kicked off the partnership by identifying a region of Togo where the program should take place. Both organizations agreed on, and were committed to, a program that targeted the education of girls. As the region of Togo most affected by poverty, the Savanes region in the North was identified as the ideal location to initiate the program. The community of Namaré was then identified for the pilot program as a village with few state funded schools, and where there were only 3 girls for every 10 boys in the classroom in 2007 when the program was initially launched.

The first academic year kicked off with the sponsorship of all girls entering Cours Primaire 2 (CP2, the equivalent of grade 1):

- CP2-sponsored girls totaled 92, across 4 schools.
- All 92 girls received assistance with school fees as well as a school supplies kit.
- In addition, girls already studying from first year to sixth year were given school supply kits.
- From 2007 to 2012, Nukoko continued to provide sponsorship for all girls who had initially been fully funded;
- An additional school was added in 2008, bringing the total funding up to 127 girls in 5 schools.
- By 2012, almost 500 girls annually received school supply kits.

To manage and monitor the funded girls, Nukoko, via its partnership with REJED, ensures ongoing communication with school officials, particularly at the start and end of each school year. REJED meets with community leaders and with parents to ensure understanding and support, and they routinely deliver information sessions on topics such as the importance of education, health literacy and sexual health. In July each year, the team meets with school officials and teachers, and gathers year-end data to determine the girls' success, the effects of the funding program and to understand the challenges that remain.

The aim of Education 4 All is to:

1. reduce the gender gap in primary education;
2. empower girls to continue their educational progress and development;
3. provide subsidized school funding; and,
4. promote community mobilization on topics of gender development.

Primary school is a six year course, and Nukoko Education supports children in what would be the equivalent of grades one to six. Primary education is free at the state level, however, Catholic schools incur an annual fee. Our support covers a portion of this fee, as based on previous state school fees that were in place when the Education 4 All program was initiated in 2007.

Classes are taught predominately in French, the state language. This can be a challenge for students in Namaré, as most are learning French as a second language.

2013 Program Evaluation

In 2013/14 and 2014/15, Nukoko Education went on hiatus. The 2012/13 school year marked the final year of schooling for the fully sponsored girls, which provided a natural moment for reflection before embarking on another campaign. As a result, Nukoko and REJED conducted a five-year evaluation in 2013 to review the impacts of the program on girls and the wider community, and to determine if the program should expand or change its focus.

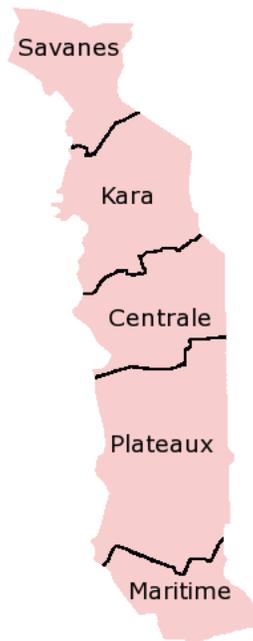
The evaluation had multiple functions:

- To assess if the Education 4 All program was meeting its goals
- To determine how it has or has not achieved its intended purpose
- To assess the sustainability of the project, especially after the hiatus years
- To inform us on how to improve our project within the community of Namaré

Our program reached its 5-year mark in 2012, and in order to determine how many children were accessing education, what kinds of benefits the Education 4 All program might be creating, and how the community was reacting, we requested a community-level evaluation to be implemented by our partners REJED.

We conducted a questionnaire, whose purpose was to determine what students plan on doing after receiving this formative education, and what the community perceives the program to be; particularly, we aimed to gather their thoughts on the elements important to the program's continuity, and to our continued support. The subsequent report considers the community's perspective on the Education 4 All program implemented in the region. It aims to identify and develop on the successes and challenges faced by the implementation of the program.

Education in Togo and the Savanes region



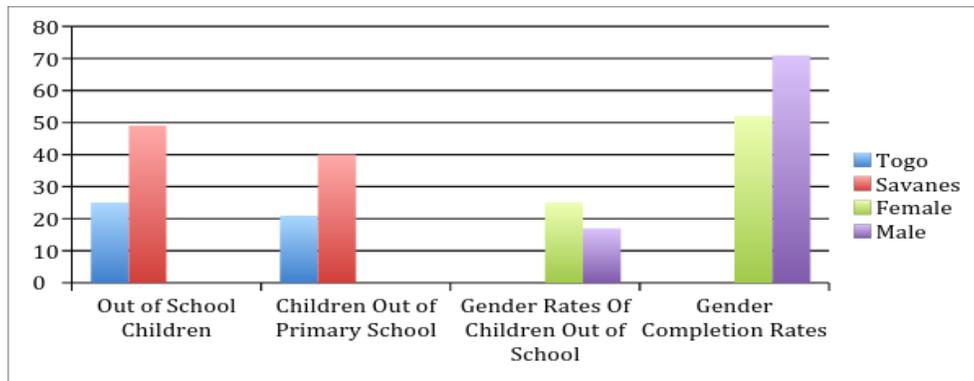
Togo is separated into five regions, of which the most northern, where our program runs, is the Savanes (or Savannah) region.

In Togo, 21% of children (aged 5 to 15) are not currently in primary school. Of these, approximately 25% are girls out of school, compared to only 17% of boys out of school. For those in school, the differences in completion are stark: only 52% of girls graduate primary school compared to 71% of boys.

The region of Namaré is a rural and remote area of the northern Savanes and access to schooling is lower here than other regions in Togo. Many schools are a distance from communities and the levels of poverty in the agriculturally dependent area are high. The rate of primary-aged children out of school is approximately 40%, the highest in the country.

Though gender ratios are improving in primary school, the ratio drops dramatically in secondary and high school classes.

Comparing children in and out of school:



**All data from the Education Policy & Data Centre (2012)*

Togo's gender gap has been documented as the result of a range of factors. Early marriage and pregnancy, as well as child fostering and trafficking, are all prevalent in Togo. As a result, there is a steep hill to climb in Togo to combat commonly-held views of women and girls, and to chip away at the factors that limit a girl's ability to finish primary and secondary school.

It is Nukoko Education's goal to provide girls with the foundation, inspiration, ability and confidence to continue their education beyond the primary level. We aim to provide a means for girls to access primary school, and to feel inspired to continue on to secondary school.

II. Methodology

One of the aims of our evaluation was to learn more about the local perspective of the Education 4 All program, focusing on both the success and failures that have occurred in our attempt to support girl's access to primary education. This was a qualitative evaluation with which we hoped to extract quantitative information regarding classroom conditions.

Preparation

Discussions of methodology began approximately one year before the evaluation took place between our volunteer partners at REJED and Nukoko. We knew that a questionnaire would be the most efficient way for REJED to collect and share information with us. We had forms prepared for their annual end-of-year trip to Namaré, to take place in July 2012. When we received the final results, we could see the challenges we faced. Only 25 people participated: harvest time after a rainy season meant fewer people were available to participate.

We therefore took the opportunity to edit our questionnaires, and spent time discussing wording, procedures and best practice protocol. For our purposes, it was imperative that those responding be given as much freedom to answer the questions as openly and honestly as possible. We re-designed the evaluation questions, spent weeks clarifying our goals, and the importance of approaching students who were currently in the program and those who had already graduated.

Gathering Information

The questionnaires were delivered across the five sponsored schools in Namaré by a senior member of REJED, accompanied by a sociologist experienced in education matters and, as usual, a translator to bypass any language barriers that may arise. The presence of REJED eased concerned community members about the purpose and goals of the evaluation, while the sociologist ensured ethical and efficient implementation. A stipend was paid to the sociologist in recognition of the time and efforts taken to help complete the assignment.

Three categories of respondents were chosen to participate. Most importantly, the evaluation was centred on interviewing the students who had received some form of sponsorship from the Education 4 All program. In total, 51 students between the ages of 10 and 15 took part. Of this number, over two thirds (31 of 51) were students who received school fee sponsorship, that is, who attended a Catholic school (Namaré Centre, Liyetielou, and Bouyème schools). This is very positive, as it ensured that we had reliable representation from students who were experiencing all of our Education 4 All support. The remaining two schools we support, Tchankounkong and Nandjak, are state schools.

We also prepared questionnaires for the teachers at each of the five sponsored schools. Of the total 26 teachers across all schools, 21 took part, of which 17 were male and 4 were female.

Finally, feedback from sponsored students' parents was also sought and considered an important element to our evaluation. Questionnaires were received from 26 parents; 10 out of the 26 were mothers of sponsored children. We only had 2 parent respondents from Tchankounkong, and 1 parent respondent from Bouyème school; we did not consider this a large enough sample to establish a clear understanding of their daughters' experiences in the two schools.

The survey questions for all 3 sets of respondents focused on a number of measurable indicators to be noted by 'yes' or 'no':

Do you have enough school materials?; '

Do you go to school each day?

'Do your parents help you study at home?'

In addition, the girls, parents and teachers were asked about their perception of the girls' learning experiences:

What do you think are the possibilities for girls after school?

Do you feel girls are treated the same way as boys?

Undertaking the evaluation has allowed REJED and Nukoko to connect with individuals in the community to get relevant feedback to the Education 4 All program. Ensuring that sponsored girls and those affected by the program are welcomed to give honest feedback can provide them with agency, and ensure that the program provides support in areas that are truly required.

III. Findings

The following is a formative evaluation of the responses received, looking at short term and long term outcomes for the community of Namaré, and how to improve project design and implementation.

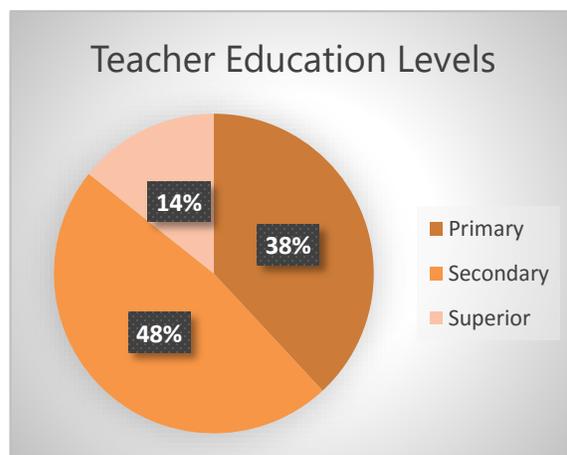
a) Sustainability

We are now more aware of areas within the Education 4 All program that need further consideration for practical sustainability. What would happen if Nukoko had to discontinue its sponsorship?

Parents were asked if they were able to afford fees and materials; our sponsorship only subsidizes a quarter of the individual cost of school fees for children at three Catholic primary schools. Interestingly, the evaluation indicated that 15 out of 26 parents are able to pay for the remaining 75% of these fees. This is something that we are looking into further, to determine how we can provide more support, or to ensure that families who may not be able to pay the remaining amount are supported in other ways. The results strongly suggest that there is the possibility for a contingency fund to be set up. This may require parents to provide a small contribution each year to a basket fund, or the establishment of a community group to raise funds locally, in order to be used as a reserve fund for the sustainability of the program.

Another question centered on the provision of classroom and teaching materials. We provide the same materials from year to year, when in fact we should be encouraging the classes to recycle some of these materials: geometry sets, rulers, textbooks, and anything that may be left over at the end of each year. Other materials such as chalk, pencils and notebooks would remain part of our annual donations. With these materials regularly replaced, if material support were removed, teachers and students could find themselves at a loss for quality classroom engagement.

Although Togo, like most countries across West Africa, has implemented free primary education, one of the Millennium Development Goals, a number of recent studies reveal that there are many additional costs to education that are hindering girls' continued access to, and progression through, school. For this reason, Nukoko has focused on providing school fees and school materials for both for both individual students and for the general classroom. Parental and NGO contributions are therefore an important part of allowing schools to provide certain levels of service. Girls and their families still see poverty as the main obstacle to completing an education.



One of the factors that strongly challenges the sustainability of the program, and education in general, is the fact that only 6 teachers are permanently employed, while over half (12) were voluntary teachers. This challenges the quality of education. Only 3 instructors had advanced education, 10 had been to secondary school, and 8 had only been educated as far as primary school. This is discussed further in section III c. Voluntary teachers are paid much less than government teachers, and are therefore more likely to move on if other opportunities present themselves.

One of the most important and positive outcomes from the program and our evaluation is that parents

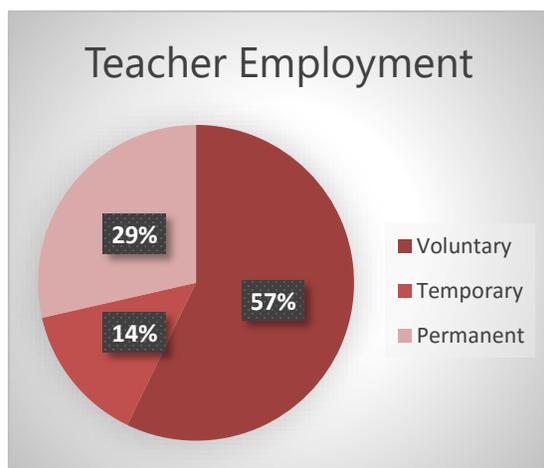
better understand the importance of education. Though many of them had never received an education themselves, they are supportive of the program and the possibilities that it brings for their young children and the community as a whole. In addition, the teacher respondents indicated that the girls are interested in school, and aspire to higher education. They are aware of the benefits as well as self- and community-development that comes from the education of children.

b) Partnership

REJED and Nukoko have been in partnership since 2007. REJED is a volunteer led organization, vital in the implementation of Education 4 All, taking on all necessary groundwork. Not only do they travel multiple times a year from the very south of Togo to the very north (a two-day trip), but they purchase and transport all of the school materials, distribute them to each school, meet with the regional chief and officials, the school directors and teachers, and conduct talks on hygiene, gender equality, and the benefits of education. We are incredibly grateful for the work that they do in conjuncture with Nukoko, and know that this program would not be what it is today without their tireless efforts.

As with many transnational partnerships, there are certainly challenges to overcome. Aspects like reliable communication, including open and transparent discussions, have created hiccups along the way. We aim to remedy these minor issues through better communication, ensuring that information is kept organized and accessible. We are in need of an open and truly horizontal partnership, and are confident in the dedication that both teams have to this project.

c) Teachers & Training



The importance of teacher training has long been under-stressed in development initiatives, and Togo is no exception. Of the 21 teachers who completed the questionnaire, 12 of them are voluntary teachers, 3 are temporary, and only 6 are permanently employed. Voluntary teachers are paid very little and live in fairly precarious situations.

It is very difficult to recruit fully qualified and trained teachers to rural communities, as salaries are generally very low, not guaranteed to be paid, and many teachers are reluctant to leave families and urban amenities to relocate to isolated areas. Despite this, experienced teachers that had taught more than 10 years were spread out between the five schools in

Namaré, demonstrating dedication and experience.

There are many challenges that we face in terms of teachers and training, the majority of which are not within Nukoko Education's scope. Notably, there are few female role models for girls in education, as 17 of the 21 teachers evaluated were male. This, however, does not stop many of the girls from aspiring to be teachers or education officials. Recent research has shown that students' career aspirations often mirror the occupation of their closest role model, who tends to be of the same gender. The lack of women role models, particularly in primary and lower secondary schools, has been shown to discourage girls from remaining in, and being engaged in, their schooling. A female teacher can often act as a mentor and counselor to girls,

and be someone that they are comfortable approaching for guidance on matters related to adolescence, puberty and family issues.

Common challenges in developing countries with poorly regulated education systems are that few teachers have advanced education themselves (demonstrated in section III a). This limits the experience and knowledge necessary to teach curriculum subjects, and is a major challenge for governments and communities to tackle.

On a more positive note, the pass rates of girls across all schools, according to teachers, was an average of 60%, while student responses (36 of 51) indicated that 71% of them had passed their year. These numbers show room for improvement, certainly, but with more encouragement and increased access to teaching materials (like textbooks, as indicated by students), the potential to raise the rate even higher is an attainable goal.

Students seem satisfied with the program, though many claimed that it was not enough. It is unclear whether they mean that it has not met their expectations, or whether they are learning subjects that do not relate to their particular environments. Some students mentioned that the curriculum is too broad and that teachers are not able to cover it all in one school year. This reflects the need to create better classroom environments, where teacher/ student ratios are manageable and students are able to learn at an appropriate pace.

d) Gender Equality and Empowerment

While Nukoko is mainly focused on providing increased access to school for girls in Namaré, we are aware that access does not always result in equality. Enrolling girls in schools is not necessarily a sufficient measure of progress, as once in school they may not have access to a qualified teacher, an unbiased textbook, appropriate materials or an environment that values boys and girls on an equal footing. Thus, any education program should not measure its success by gender parity alone, nor by school outcomes alone, but by the experiences of the girls themselves, and by an understanding in the community that education for girls is an important and worthy goal. In many countries, the dropout rate for girls is much higher than for boys, revealing that they face pressures in the classroom and at home that are preventing them from having the same educational experience as boys.

In our questionnaires we focused on some key questions on empowerment and equality, to grasp from all three groups how girls' roles are valued in the classroom and in the home. When asked if teachers and classmates treated the sponsored girls equally, the responses clearly stated that teachers treat students equally regardless of gender, but that often classmates do not. This could be either due to cultural norms, gender, or due to the position that these girls have as sponsored children with our program: that is, distinct from their classmates. If male classmates are aware of the program and the external support, then they may be more likely to give girls a harder time at school. Most parents, however, unequivocally refuted that girls' roles are not 'in the home,' although a few noted that education would be helpful for allowing them to raise their family and help the community, reflecting that they still hold (perhaps unconscious) ideas about the role of women and options for their future.

As previously noted, there is a need for more female role models in the education system. This may be changing as more girls receive an education and, therefore, are exposed to opportunities for further development and employment. One of our questions was what each girl wanted to be when they grow up: 7 aspire to be in a religious position, 11 to go into medicine, 19 to go into education (either as principals or teachers), and 5 to enter into government positions (policewoman, judge, etc). As noted earlier, both

teachers and parents advocated for more sensitization classes, and opportunities to understand further the role that education can play in increasing a girl's options in life.

Despite requests for the program to support boys as well, it is important for us to keep in mind that we work towards the goal of gender equality in education. Education 4 All was established to support the rights and capacity of the girl-child. The adult literacy rate in Togo is 60.4%; the youth literacy rate (aged 15-24) for males is 86.9%, and 72.7% for females. Our program aims to increase these female literacy rates in rural northern Togo. While the education of both girls and boys is integral to the development of any nation, it is our desire to ensure that all girls have equal opportunity to attend and participate at school in this remote area of northern Togo. This means that we will be trying to increase the number of girls sponsored in the region.

Reactions to the education of girls in Namaré:

	Teachers	Parents
Major issues encountered for girls' education according to two respondent groups	Dropping out	The cost of school fees
	Urban migration	The cost of school materials
	Lack of understanding by parents	Dropping out
	Lack of parent support	Need for school canteens (lunches)
	Poverty	Need for awareness/understanding on girls education
	Disputes between boys and girls who do not benefit	Need NGO help in girls' education awareness and funding
	Inadequate school materials	Girls need lamps to study at night
	Early marriage	Early pregnancy
	Failing to pass	Early marriage
Noted benefits of girls' education according to two respondent groups	Improved literacy	Girls will have a better future
	Parents are more aware	Girls can get better jobs
	Positive effects on the community	Girls can lead future generations
	Evolution: educated parents will encourage their own children	Improved French language skills
		Encourages independence
	Prevents early marriage	

e) Community Support

One of the goals during REJED's bi-annual visitations to Namaré is to disseminate information regarding hygiene, health, and the benefits of education for young girls. This also provides a chance for parents, teachers and education officials to meet up and discuss any topics that relate to the needs of the community in these areas.

All parent respondents had attended sensitization presentations by REJED, which demonstrates the accessibility of these sessions and people's interest in the program. Parent respondents asked for more presentations, which could be used to disseminate integral information about the program, or to introduce new subjects to the community for discussion.

Generally, there seems to be few perceived obstacles to the opportunities available for girls in Namaré. Community members understand the benefits of girls' education and the possibilities that it could bring to the region and the development of each girl. Time will show whether girls in the community do in fact access these potential opportunities.

Despite having a second chance at distributing the evaluations, there was still a lower response rate than anticipated. We would have loved to be able to hear from more parents, and certainly more students. In light of this, we will be ensuring that more information is gathered regularly to better understand how to access

these respondent groups for our next evaluation. Low response rates, however, may also have been affected by disinterest, timing (agricultural demands much like during our first attempt), or even illiteracy issues.

In order to increase community involvement and support, parental encouragement and adequate time at home for homework are key, and are provided, according to student responses. Unfortunately, parents are perhaps unable to, or don't, help with the schoolwork. 23 out of 51 of the student participants stated that they are given lots of work at home because they are a girl. By changing community habits and collective support, children may be able to focus more on education, and redirect the outcomes back to their community!

IV. Challenges and Lessons Learned

There are still many challenges that we face with the ongoing implementation of our Education 4 All program in Namaré. The program has been successful so far in increasing girls' access to school in the community and encouraging community support, and we are looking to further establish its benefits and increase the opportunities for each girl that we support.

In terms of local challenges, there are still barriers to the completion of education for girls. Early marriage, pregnancy, gender inequality, migration and general poverty are just some of the factors indicated by teacher participants. With continued sensitization and tangible results for children who complete their education, these issues may diminish over time.

Surprisingly, the final results we received had a questionable amount of identical responses within each category of respondent. Clarification of the matter revealed this to be a summation into generalized answers by the interpreter present during the evaluations. Unfortunately, the lack of unique responses limited the validity of the information in these sections. Many answers that were meant to be open were also given as yes/no, or multiple questions produced only one response. Questionnaires sent back to us showed a discrepancy between the negotiated responses and those that were actually asked during the evaluation process.

Limited time did not allow for in-depth discussions, which would have given us a more comprehensive understanding of how individuals perceive the benefits of education in the long term. We tried to establish a basic sense of this through the evaluation questions, providing a base for follow up discussions and evaluations. It is our hope that our on-going partnership will enable discussions in the future.

As indicated, we have realized the importance of collecting reliable information on a regular basis from the schools and our partners at REJED. A lack of baseline data for this evaluation and inconsistencies in data over the last few years has limited the dependability of some of our material. Better reporting will ensure that the program is attaining its goals, and that the community is reaping any benefits that come from it. Communication is key to this, and will be an area of development between REJED and Nukoko over the coming years. Our resources will be focused towards filling in some of the gaps for subsequent reporting to our donors and partners.

In general, the evaluations showed us that since the program's implementation, there have been very positive changes in the community. People see the benefit of girls' education, are optimistic about development and their future, and really do encourage the continuation and growth of such a program.

V. Recommendations and Conclusions

Overall, Education 4 All is meeting its intended purpose by enabling access to primary school for young girls, and by sensitizing the community about the importance of education. We have come away from this evaluation with more clarity on what kind of information we need to collect in order to better understand the Education 4 All program's outcomes in the region and the community.

There are several areas that are of dire importance, but which Nukoko is unable to influence at this time. These include the training of teachers (certification etc.), curriculum content, and general barriers to female education (early marriage, pregnancy, child labour, and distance to school). Requests from teacher respondents for technical training, and also to provide more teaching material are important elements to the overall education of children. These issues are unfortunately out of our hands, but are certainly areas that would greatly impact the outcomes of education around the country. It is up to the Togolese government or regional NGOs to implement training programs that could encourage literacy and educational success rates to increase.

Areas with which we can take initiative are strongly tied to the sustainability of the program and to opportunities to engrain education, especially that of young girls, within the community of Namaré.

We are taking into consideration recommendations to support repetition courses and tutoring for girls in their last year of primary school, develop lunch programs at each school to ensure children are receiving proper nutrition and therefore able to maintain concentration levels, and, finally, to tailor materials that are provided to each school based on individual needs. These are topics that have been discussed between Nukoko and REJED, and, with further discussion and planning, they may be implemented in the near future. However, not all of these recommendations will be achieved in the next few years.

As a result, we have split recommendations into two sets: those to be achieved over the next three years, and those to be achieved over the next five years.

Recommendations over the next three years:

1 **Seek out additional funding opportunities so that we can support more girls.** Despite our continued sponsorship, there is a clear need for additional support in order to establish a stronger education program in the region. If possible, REJED, or the community itself, would secure additional sources of funding for teachers and families who may then eventually be able to afford school fees and materials independently. Many parent respondents asked that REJED team up with more partners to increase donations to the area, and to broaden the range of support provided. REJED has suggested an agricultural program that would provide agricultural-based income projects to support volunteer teachers. We support this concept, but are unable to provide the funding for a project that goes beyond the scope of our mandate. We will, however, endeavour to provide assistance on this project where possible in the future.

2 **Ensure adequate teaching and classroom materials.** The majority of teachers need more chalk, but otherwise stated that they have enough materials in general (teaching manuals, pens, geometry sets). Again, this ties in with our analysis into sustainability and the opportunities to recycle classroom materials from year to year. More information concerning school management, teachers, and teacher training will be considered for the next evaluation.

3 Tackle major obstacles that affect the completion rates for girls in school. Some of the biggest issues to education listed by respondents were: dropouts, pregnancy or marriage, migration and poverty. Solutions to these issues are immense and beyond our capacity, but the opportunity for further sensitization within the community, thus establishing the benefits and importance of education for all children, could be pursued in the region by our team.

In addition, we have identified long-term goals out of these survey results. While we cannot tackle these at this time, we do not want to lose the progress we have made.

Recommendations over the next five years:

4 Implement classroom lunch programs. The benefits of this program would be that children are assured a meal during the day, thereby increasing their ability to focus on lessons as the day wears on. REJED and Nukoko attempted this type of program in 2012 within two of the five schools that we support. Parental donations ebbed quickly and with no plan for alternative food sources, nor any reliable plan for food provision (cooks, ingredients, etc.), the project soon fell to the wayside. A request for canteens in schools came up often in our evaluations, and we have requested a rationale and business plan from REJED for further discussion.

5 Provide lamps for students at home. Many of the respondents requested lamps for reducing natural obstacles with homework and providing more time for children to study. There is no electricity in the Namaré region, with sunset around 6-7pm (year round), after which children are no longer able to do homework. They are expected to do both housework and homework every day, and are therefore limited in time. With lamps children would have more time to do school work after chores. We have been researching resource and funding possibilities for this project, looking in particular at solar powered lamps that could be appropriate to the region and their needs. This may be a longer-term plan, but we are committed to sourcing out our options, and if necessary, designing a new fundraising campaign or teaming up with partners. We will, however, endeavour to provide assistance on this project where possible in the future.

6 Subsidize additional courses for girls who are nearing graduation from primary school. This speaks to the quality of education that is received in the classroom (class sizes, teacher training, student comprehension). Classes would be taught by voluntary teachers for some additional income to support their livelihood (bearing in mind that they receive less pay than permanent teachers). This is a project that we have been discussing closely with REJED for some time, and aim to help implement these tutoring classes within the next cycle.

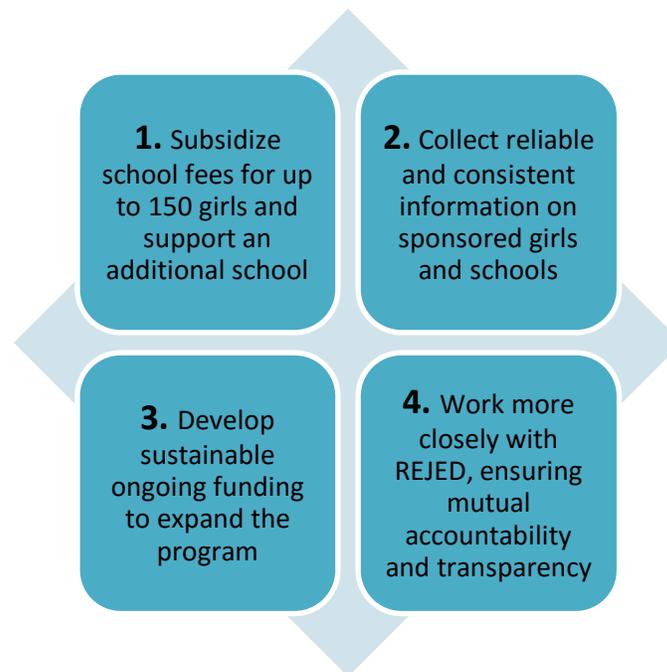
7 Introduce girls' clubs. A number of recent surveys on gender equality in West Africa have found that after-school girls clubs engage girls more in their education and provide a safe space in which to learn. In a recent study, girls who participated in a club were more likely to say they felt empowered in the classroom. This was particularly relevant for girls in rural schools. Nukoko plans to investigate what would need to be done to introduce these in the communities of

Namaré.

VI. What Next?

We will be ensuring that upcoming missions to Namaré will focus on obtaining information on class size, dropout rates, and enrolment rates since these were overlooked within the evaluation. These numbers are important to ensure program effectiveness and relevancy. Our goal is to obtain more reliable information regarding schools and students in Namaré to share with our partners and donors.

With a new cycle launched, we are in discussions with REJED to establish our top priorities. These include, but are not limited to:



With our focus on strengthening these areas, we will be in a better position in the coming years to tackle some of the other topics and issues that have arisen from this project evaluation.

The future is looking bright, and there is optimism between partner organizations to ensure that we are providing the best support that we can, with a team of dedicated and knowledgeable individuals.

We want to thank all of our donors for helping us to achieve a successful Education 4 All program, as well as our partners at REJED for the hard work and dedication that they have shown over the years.