

Improving Education in Loulo Mine Communities (2013-2022)

This project is the result of a needs assessment conducted by World Education, Inc. on schools neighboring gold mines in the Sitakily and Kéniéba municipalities that was commissioned by the SOMILO S.A Mining company.

The main strategic objectives of the project are:

1. To improve retention in school, especially that of girls, in schools near the mine in the Sitakily and Kéniéba municipalities.
2. To improve student performance at school by supporting the Centers of Pedagogical Activities in their tasks of providing in-service teacher training, monitoring teachers, and improving the quality of learning.
3. To strengthen the capacities of actors in the decentralized management of education.



Results

Improved Student Learning Outcomes for 34,664 Students

World Education capitalizes on a multi-faceted approach to ensure improved learning outcomes for students. In addition to improving classroom instruction,

the project mobilizes parents and the community members around learning outcomes by presenting analyses of school results at town hall meetings and Academic Merit/

Excellence Days, which invite the participation of the entire community.

Increased Engagement around Education for 17 Communities

World Education supports each community to organize consultation frameworks with the educational actors of the project (school management committee, parent-teacher associations, mothers'

associations, and Centers for Pedagogical Activities). World Education has strengthened the capacities of these actors on their roles and responsibilities in the management of decentralized education, and mobilized

members of the educational community around school performance and curriculum.

Gender and Social Inclusion

World Education takes into account gender and social inclusion needs and gaps in schools through three main approaches: 1) Training teachers on gender equity and inclusion; 2) Raising community awareness on

the importance of girls' education and keeping girls in school. These interventions aim to give girls and children with disabilities equal access to education; 3) Building the capacity of mothers' associations to address the needs

of children, especially girls, and to contribute to monitoring student attendance throughout the school year.



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Sustainability and Strengthening Local Partners

World Education works with local partners at multiple levels:

1) FANDEEMA, a local NGO, 2) grassroots community structures (such as mothers' associations, school management committees, parents' associations) and 3) ministry of education partners (Centers for Pedagogical Activities) as much as possible to produce lasting solutions.

All partners received technical capacity building. Mothers' associations improved children's education and took ownership of project activities by mastering their roles and responsibilities in decentralized education and in the managing income generation activity funds. In 2018, the mothers' associations received an initial investment of 2,000,000

FCFA and were able to generate a profit of 18,900,000 FCFA, of which 7,560,000 FCFA was made available to the school management committees to fund the implementation of their action plans.

Improved Instructional Practices for 1,530 Teachers

World Education trained 30 pedagogical advisors to support teachers in adopting best practices in reading and mathematics instruction. World Education uses a holistic training approach that addresses the needs of teachers and aims to ensure sustainable change. Teachers receive training in

methods and techniques to apply in the Remedial Program, and in using geometric tools. As part of its ongoing support to teachers, World Education also trained the pedagogical advisers and school principals on teacher observation tools and established communities of practice for teachers to share best practices and lessons learned.

The communities of practice also allow teachers to receive advice based on questions and issues that they have identified.

Lessons Learned

1. Strong community mobilization around school life increases access to quality education.
2. The involvement of the mothers' associations in school management in decentralized education, such as providing financial support to school management committees, monitoring school attendance, and maintaining hygiene and sanitation, plays a key role in the improvement of school life.
3. The positive results of the secondary level examinations is due to a synergy of actions by all project stakeholders and the Remedial Program.
4. Community mobilization to organize Academic Merit/Excellence Days encourages students to pursue their studies and parents to support them.

