

A Guide to Planning

Take Our Daughters to Work



Take Our Daughters to Work 2009, Plateau Region, Togo

Laura Groggel
PCV, PCVL Togo 2008-2011
Natural Resource Management

Kara Harvey
PCV Togo 2008-2010
Girls' Education and Empowerment

Updated November 2011 by PCVs Camilla Pearson, Megan Farmer and Ellen Van Cleave



**Peace
Corps**

Peace Corps Togo
B.P. 3194, Lomé, Togo Tel: 228-22-21-06-14
<http://togo.peacecorps.gov>

Dedication:

*The authors would like to dedicate
this manual to the women and girls of Togo.
Their struggles and resilience are both
inspiring and heart wrenching.*

*May this manual be used to help
young girls see their potential and persevere
despite the obstacles that arise and
despite those who will tell them they can't.*

This manual written and compiled by:
Kara Harvey, PCV Togo 2008-2010

Contributing Editors:
Laura Groggel, PCV Togo 2008-2010

Updated November 2011 by PCVs Camilla Pearson, Megan Farmer and Ellen Van Cleave

A Guide to Planning Take Our Daughters to Work Conferences

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METHODOLOGY

I. What is *Take Our Daughters to Work*?

Take Our Daughters to Work (TODTW) is a very popular project within the Girls' Education and Empowerment (GEE) program sector, and can be done by PCVs around the world that are part of any program. The idea was initially started by the Ms. Foundation in 1993 in the US and has since expanded immensely. The two essential goals of TODTW are: 1) to prepare girls for a professional career life after high school in ways that their school, culture, or parents don't or can't and 2) to encourage them to both stay in school and to continue on after finishing high school. Past conferences in Togo have included other objectives as well, such as to inspire young women to be future young leaders of their community and to teach peer education skills to encourage them to return to their communities and share what they've learned with other youth.

TODTW can be done on various levels and with a range of students. Often, PCVs choose to complete the project on a village, prefecture, or even a cluster level but it can also be done on a regional level, or for the *really* adventurous PCVs, a national level (but this may not be the most effective as it won't focus on opportunities and resources available to girls in their own villages or regions).

A. The "New" *Take Our Daughters to Work*

In the past, TODTW has included middle school and high school girls and has utilized a range of life skills lessons with only a touch more emphasis on work-related lessons. But, in 2009, the Plateau Region's TODTW reevaluated what the project framework should include and took a more centered approach. To us, TODTW was more about preparing the participants to take "the next step" towards a professional career (and, this is often the aspect found most lacking in the girls' lives). Thus, each of our sessions focused specifically on obtaining the BAC (high school exam in French system) and what to do afterwards. While most lessons still came from the Life Skills Manual, they were redirected and refocused; the question, "How does this apply to finishing high school/finding a career/becoming a successful [Togolese] woman?" was in constant consideration. In short, we strived to illuminate essential topics in ways no one had ever done for the participants. Rather than inviting participants from a range of classes, we chose those who would benefit most immediately from this information: students in the Première and Terminale classes (juniors and seniors).

The focus of your project is yours to make, but I encourage you to consider this "New" version of the project as it is more true to a TODTW agenda. The results we saw were amazing and the program fit this population much more appropriately. The participants were truly thankful for the amount of key information they received during the event. That being said, other volunteers in country have conducted really successful projects with middle-school aged girls as well. Girls here in Togo barely make it to the middle-school level and often get discouraged and drop out during or just after the last middle school grade, so doing TODTW conferences geared towards them is also very important. The key here is to just know the needs of your community and to focus your project accordingly.

II. Why do Take Our Daughters to Work?

Girls here in Togo are at a serious disadvantage as they often have a harder time landing professional careers due to gender discrimination and further, they typically receive no real preparation for career-life after high school. This is prevalent in Togo but also in many nations around the world. It is all too common that a girl makes it all the way through high school (hard), receives her BAC (harder), and then does nothing as she is unsure how to make the next step (tragic). I can give an example: at our TODTW 2009, none of the sixteen girls had ever heard of a Curriculum Vitae (CV)/ résumé—a necessity for professional job applications— and only three of the sixteen had ever even used a computer. No one had ever heard of or seen a CV!!! Providing this type of essential information may change the lives of the participants as they are able to better prepare themselves, thus making them a better candidate for a career *of their choice*.

PREPARATION

III. Preparation for your event

If you've decided to do a TODTW, the most immediate and basic questions need to be answered: *What? Who? When? Where? How?* Keep in mind that the answers to each of these questions will feed off each other and should appropriately “match-up” with one another. For example, focusing on the “importance of education” with a group of terminale girls isn't appropriate—they already know, they've made it this far; or, focusing on “interviewing skills” with sixième girls also wouldn't be fitting—they're not ready. Consider your overall goals and let the answers fall from the holistic picture. Accordingly, no decision can be made without considering *all* of the questions listed above. Here are some points to keep in mind when trying to answer those questions:

A. Who?

- ❖ **PARTICIPANTS – To what grade/class level(s) is this information most suitable? How many participants?**
- ❖ **VOLUNTEERS – Who will be helping plan with this project?** If it is any larger than the village-level, it would be good to have at least one partner—who you choose may also determine the level. If you are in the same prefecture with another PCV, you could decide to do it at a prefectural level; if you are clustered with a group of PCVs, you could do it at a cluster-level, etc. **Who can help with specific topics?** i.e., do you want to bring in a health volunteer to discuss family planning or HIV/AIDS?
- ❖ **COUNTERPARTS – Will you have HCNs to help in the organizational and logistical aspects? Will you be relying on HCNs to run sessions?** It is really important to consider the talents of your counterpart in the initial planning phases. If you have a particularly talented and reliable counterpart (or two), they can be “in charge” of most

Kara's Experience: I worked with another PCV and two very experienced Togolese counterparts. The counterparts handled most of the sessions while the PCVs took care of all planning matters. Since we trusted the counterparts with the material they were presenting, we were able to take care of any and all issues that came up without it being a distraction. This dynamic resulted in a seamless project in which all the behind-the-scenes complications were not seen or known to the participants or even the counterparts.

sessions while you handle logistical matters that come up, therefore freeing you from the dual responsibility and assuring that it project runs smoothly. If you have a less experienced counterpart, no problem! But be prepared to plan sessions as well as work out logistical details. Past volunteers have noted the importance of organizing a training of trainers or at least several planning meetings together before the conference beginning. It's important to have everyone on the same page! Also, if available, female university students from the community are a great resource for this event. They can be invaluable as speakers or in a 'counselor' role: someone to lead songs, help with sessions, and share their experiences. ***Don't forget to include local authorities such as your Préfet and local Inspectors of Education – they can use their power to get other teachers, school directors and community partners on board, help with post-conference follow up and ensure the success and sustainability of the project.

B. When?

Kara's Experience: We originally planned for a week-long event but when funding didn't arrive we settled on four intense days. Since we only had funding for four days, the holiday break in December was perfect for us, the girls were not busy during this time as they might have been during the summer; further, there were no other competing Peace Corps events as there often are in the summer (i.e., Camp UNITE, Camp Espoir, etc.).

Before you can consider when to hold the event, you must determine: **How long will the event be?** Some PCVs choose to do a week-long camp-type TODTW while others prefer a one to two-day conference. The largest factor here is funding. If funding is not a problem for you, you are free to choose any number of days suitable for your project (yay!). If it is a problem, however, you're obligated to adapt your program in a way that meets the goals of your project within the constraints of a tight budget. The second question will be: **When will the event take place?** There are two major school breaks: "Summer Vacation" and the "December/ holiday vacation." PCVs

in the past have also successfully organized a TODTW conference during the spring break vacation – though the dates for this change every year and often aren't concrete until the last minute. The time you choose will also determine the number of days available to you. However, if you choose to hold your event during a period with no school breaks (i.e., a long weekend), it is possible for students to get special permission to miss classes—however, this should be a last option.

C. Where?

As mentioned above, deciding where to hold your event will depend a lot on the level as well as on the other volunteers involved. But, keep in mind that you want to show the girls a well-rounded set of opportunities available to them (e.g., education, business/secretarial, medicine, etc.). So, if you are doing it at a village-level where there may not be many options, it may be necessary to take them on a field trip to neighboring villages, cities, or the regional capital. Don't overlook the fact that many of these girls may have never traveled far out of village or out of village at all (!) and this is a unique opportunity for them to get an idea of the range of possibilities available to them.

IV. Funding

OK, you've answered most of the questions above and have a good idea about the direction this project will be taking. Now, how will you pull it off? This is where **FUNDING** comes into play. Depending on the level you have chosen, this project can range from out-of-volunteer-pocket affordable, small loan affordable, or large loan questionably affordable. PCVs who choose to do a larger-scale TODTW may need to provide lodging, transportation, and food for all participants which can become quite costly quite quickly, while smaller-scale events may only require basic necessities such as materials or renting a space (if done in a village, girls can go home to eat and sleep and will not have transportation costs). Your budget will determine where and how you need to look for funding. Keep in mind that any number of variants can increase or decrease the overall budget for your project. Furthermore, the funding options can change at any point in time as new funding sources become available or old sources dry up. For a very brief and incomplete list (for options in Togo), refer to Table 1 below.

Table 1. Funding Based on Scale of Project

SCALE	Scale Determinants	FUNDING OPTIONS
Small	<ul style="list-style-type: none"> ❖ Village or prefectural level ❖ Few participants ❖ 1-2 Day Workshop 	Out-of-Pocket GAD Small Projects Fund Friends of Togo Fund (You will still need to write a PCPP.)
Medium	<ul style="list-style-type: none"> ❖ Prefectural or cluster level ❖ 3-5 Day Conference 	Peace Corps Partnership Program (PCPP) <i>Sometimes SPA funding can cover this project if you have a particular HIV/AIDS or reproductive health focus</i>
Large	<ul style="list-style-type: none"> ❖ Large cluster or regional level ❖ Many participants ❖ 4+ Day Conference/Camp 	PCPP <i>Sometimes SPA funding can cover this project if you have a particular HIV/AIDS or reproductive health focus</i>

If you have decided to seek funding through an outside funding source, it is essential that you consider the time that it will take to complete the proposal, process the request, get approval, and receive the money. For example, a large-scale Peace Corps Partnership can take months to complete, while a GAD Small Projects Fund can take only a few weeks from starting the proposal to receiving funding. [Please see Appendices A, B and C for a large-scale Peace Corps Partnership Proposal with included budget.] For those considering a Peace Corps Partnership, you can find the Proposal Application form in your national office. Make sure you have the latest updated forms.

V. Project Timeline

In order for you, the organizer, or a group of organizers to hold a successful event, you must be constantly looking ahead to the next step in terms of planning. To do this, you must have a clear plan on how and when to accomplish each task. The process may include several "To Do" lists and calendars detailing the intricacies of the planning process. See Table 2 below for a very general proposed timeline for the entire event from start to follow-up.

Table 2. Project Timeline

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Inform PCVs about project	X					
Secure dates with speakers		X	X			
Select and invite girls		X				
Secure lodging and food preparation		X	X			
Design and order shirts		X				
Arrange transportation			X			
Purchase supplies for program/Print “Camp Cahiers”			X			
Arrange field trips			X			
Carry out event				X		
Follow-up with PCVs					X	
Write report						X

*Note that “Request Funding” is not included here as it will vary greatly depending on project.

EXECUTION

VI. Selecting Participants

The way in which you select participants will depend on the level of your TODTW (e.g., village, prefecture, cluster, region, etc.). However, regardless of the level, participants’ requirements—such as, grade level, age, location, etc.—should be determined beforehand. Some PCVs choose to do TODTW with a range of grade levels and ages while others prefer to focus on select grade levels. I suggest the latter. **Choosing participants based on grade levels allows you to develop an event that is much more focused on the needs of that specific demographic.** In Togo, other events such as Camp UNITE allow for a wider range in participants. TODTW should focus more on the needs of a specific, focused audience.

Since TODTW is a project centered on working lifestyles, a group of motivated, hard-working, dedicated participants should be selected and rewarded with this unique opportunity. As PCVs, it is our responsibility to give opportunities to *all* levels of youth. However, TODTW provides opportunities to be given to those who can most directly benefit: good students who have shown dedication and motivation to continue their studies or work experience after school. TODTW can be seen as a *reward* to those students who have worked hard to get where they are and have the desire to keep working themselves upward.

To show this motivation, it may be necessary to ask the nominees to write letters of interest. The letters should answer the following questions: *Who are you (where do you come from, how old are you, what class/series are you in, etc.); Why are you a good candidate for this camp; What will you do after high school; What profession will you enter into; If you are selected for the camp, which profession would you like to visit; etc.* This process will help you to both select motivated participants and to plan an event that meets the interests of your participants.

You can choose to select the nominees yourself, with the help of a HCN counterpart, or—for larger levels—you can work through other PCVs who can select girls from their villages and send the letters to you. For example, if completing a regional TODTW, you can contact all PCVs in the region to ask for a certain number of nominees. The PCVs will then become, in a sense, a liaison between the organizers and the participants. Participants can also be chosen by class rank, which can serve as an incentive for girls to work hard in school. For the 2011 Mango TODTW, our participants were the top three quatrième girls from eleven CEGs in the prefecture. This process takes a lot of coordination with CEG directors and PCVs, and may require multiple trips to CEGs that don't have a volunteer nearby. [*Please see Appendix D. for example invitation letters.*]

VII. Agenda

Adhering to a well-rounded, well-prepared, clear agenda can make all the difference during the camp itself. The participants will have the impression that everything is running smoothly (whether this is true or not!). The agenda should be given to each participant, organizer, trainer, PCV helper, and whoever else may be involved so that *everyone* is on the same page in terms of timing, events, location, etc. The agenda should be discussed on the very first day at the first possible time to ensure that all participants understand where they should be at all times. By doing this early on, you can set standards in terms of timeliness (i.e., low tolerance for “African time”—girls should be on-time for each session). Set up rules in the very beginning about punishment for tardiness. For example, each late participant/trainer/ organizer must do the “Chicken Dance” three times in front of the group. While participants actually tend to like doing the “Chicken Dance,” it is often embarrassing to do it alone in front of a group of strangers. **N.B. – EVERYONE should be held to the same standards during the week, this includes organizers (i.e., YOU), HCN trainers, and other PCVs.

The agenda will be one of the first steps in planning the event; from that, you will be able to determine appropriate activities, such as what sites/women to visit. Again, it is crucial to plan activities with the specific demographic you have chosen in mind. [*Please*

Kara's Experience: During the 2009 TODTW, our goal was to prepare girls for a professional career after high school in ways that school, parents, and society often don't. From that, we selected activities that directly related to this concept. First, we asked each girl to write a letter of motivation detailing her interests and goals after high school. We then placed girls into groups to visit workplaces related to their own interests (i.e., those interested in medicine went to an NGO to talk with a mid-wife). Further, we did sessions directly related to a working lifestyle, such as “How to Choose Your Career” and “The Realities of Being a Woman in the Workplace.” We also took the girls to an internet café for a session on “How to Write a Curriculum Vitae/Resume.” Each of these topics were new, relevant, and important for the participants.

see Appendix E. for a Sample Agenda Program.] Also, do not lose sight of your overall project goals when planning the agenda; each activity, topic, challenge, and site visit should be selected with your objectives in mind—each should have its place in achieving your goal. Also, be sure to have handouts for all of the topics discussed plus some others, preferably bound together in a booklet. Hand this out at the very first session. This will help facilitate the discussion, keep the girls focused on the presentation instead of on notetaking, and will be something they can look back on to review when they go home. If you are encouraging the girls to plan their own events in their respective villages, this will be a great tool that they can use to lead sessions and share with community members (teachers, family, etc.). [See Appendices for an idea of relevant informational materials. More in depth materials can be found in the electronic SharePoint version. The IRC also has an activity toolkit from the Ms. Foundation from 1999 that includes relevant information].

Here are some activities to consider including in your event:

- ❖ **Income-Generating Activities** – the girls will appreciate the break from lectures if you include a hands-on activity that they can all get involved in. Try choosing an activity that is unique but pertinent. At the end of the activity, each girl should get a part of whatever was made (i.e., liquid soap*, lotion, soja, jam, etc.); this will give them a concrete skill that they can share when they get back to village. Couple this discussion with a **feasibility study** to show how the girls can use this to generate money for school fees/supplies or other necessities. **N.B. Be sure to include all supplies needed for IGAs in your budget!
- ❖ **Challenges** – challenges are fun activities that can teach the girls valuable lessons. It also helps them become more comfortable and at ease with each other as they have to work *together* to come up with a solution. An example is “Ensemble dans le même bateau,” the girls are broken into two or more groups with six to eight girls in each group. Each group receives two planks with several ropes tied to them. The story is that the girls live on an island that has been infected with a disease; they must cross a river to the mainland to retrieve the medicine and bring it back. The stipulations are as follows: They can only use the two planks to get from one side to the other. No member can touch their foot into the “river” as there are crocodiles that will eat them; if one person touches the river, the entire team must leave the boat and do the “Chicken Dance” three times before continuing. The solution is “walk” on the planks, each member will have a foot on each, and the team must devise a system for coordinating everyone’s feet (i.e., “One, Two, LEFT...One, Two, RIGHT...etc.). This challenge focuses on how to effectively work in groups, problem-solving skills, and good communication strategies.
- ❖ **Bury the Phrase “I Cannot”** – first, prepare a hole outside somewhere that is visible, have the girls write on papers something(s) they think they are incapable of doing (e.g., “I cannot receive my BAC”), go outside and instruct each of the girls to put their paper into the hole and perform a burial ceremony (you can prepare a speech). From that point on, the girls should not be allowed to use the phrase “I cannot” for the rest of the event. You can also put a little gravestone (this is why it may be important for it to be clearly visible to the girls; it should be something they are reminded of each day of the event). Couple this with a discussion on **Self Confidence**.
- ❖ **Ice Breakers** – be sure to brush up on your ice breakers, songs, games, and dances before the event. Most ice breakers are fun and will energize the group, but try to choose ones that are appropriate for the days’ topics or for the group as a whole (i.e., on the first day, try one that reinforces name/face recognition, so they can get to know each other quickly).
- ❖ **Cultural Night** – Include a night during the conference for fun activities that highlight diversity and cultural acceptance. This could include team skits on what the girls have learned, a showcase of different ethnic dances, etc. If your community is diverse or if you run the project on a multi-village or regional level, this could be a fun way to share different cultures and customs amongst the participants while facilitating diversity acceptance and the idea that despite our differences, they are all young, united, empowered women.
- ❖ **Peace Corps Jeopardy Activity** – To celebrate Peace Corps’ 50th anniversary, consider conducting activities during the conference related to expanding knowledge about what the Peace Corps is and what kinds of programs and projects we participate in. Goal 2!!

- ❖ **Small Group Discussions** – Past TODTW organizers here in Togo have all seen the impact that allotting time for small group discussions can have on the conference experience. This can be done before, during or after meal times for example and gives the participants a chance to talk about and reflect on themes the conference covered during the day. This is a great activity for university students to lead, as participants are often more comfortable talking to someone closer to their age from their own community. Another option is to provide a small notebook “journal” for the girls to write in at the end of every night with their reflections on the day’s topics.

VIII. Logistics

A. Transportation

When doing events that require participants to travel, keep in mind that this may be the first time they have ever travelled alone, travelled to this particular destination, or even the first time they have ever left village. **Be sure to arrange transportation that is convenient, safe, and reliable for the participants.**

PCVs are usually accustomed to traveling and should be utilized to aid participants. If using the PCV liaison system (i.e., for a regional event), ask the PCVs to help the participants find a car/driver that will go directly to the destination and to negotiate the price. Consider also that participants may not have the means to pay the fare to the destination. It may be necessary to also ask PCVs to pay the participants’ way and reimburse them later.

Kara’s Experience: PCVs were responsible for arranging transportation to the regional capital for their participants. One PCV accompanied a participant on a taxi-motorcycle to a larger town where she then found a car and negotiated the price with the driver for the participant; another PCV was not in village but called a driver she knew and arranged for him to pick up the participant and take her directly to the destination; another PCV helped five participants find a car together; all other participants were accompanied by PCVs to the destination. All PCVs paid their participants’ travel costs and were reimbursed at a later date.

Arranging transportation from the event to each of their respective villages will be the responsibility of the organizers. As the event will probably be held in a larger village/city, finding transportation shouldn’t be much of a problem but should still be considered well in advance. Try clustering participants and sending them in groups according to direction. If you know drivers, use them; or, you can arrange the return trip with the same drivers that drop the girls off on the first day. All transportation costs should be covered by the organizers—also, consider giving participants a small amount of money for snacks along the way.

Field trips/site visits may require renting transportation; try to find a driver that you know and trust to come on time. Stress the importance of being on time so that you are not late for other appointments. Negotiate prices beforehand (but pay after!) and include the stipulation that if he is late, his pay will be reduced.

B. Location

Regardless of the level of your project, you will need to find a space where you can work during the event. As with transportation, make this a location that is accessible and comfortable for the girls. For the smaller levels (village, cluster, or even prefecture), the location may only be used for sessions during the day before the participants head home in the evening. For medium-level events, you

may decide that some participants need to stay overnight while others are close enough to return home for the night. While this may be more convenient, I suggest having participants stick together (if possible). We cannot downplay the camaraderie that develops in the off-hours. If you really want the girls to be comfortable with each other and develop lasting friendships, splitting the group each night will make this less likely. Of course, if the majority of the group can return home, and only a few need to stay overnight, it may be more feasible to find lodging for three girls versus thirty. Also keep in mind that if the girls return home, they will most likely be returning to chores/work—it might be nice for them to have a few days off by staying in the dormitory with their new friends playing games and singing songs rather than cooking, cleaning, and fetching water.

But for larger levels, this will probably be a location where the girls will “live” for the duration of the event; this includes having a place to sleep, eat, and bathe. Once you find a location, be sure to inspect it thoroughly to determine what the girls will need during the week (i.e., soap, toilet paper, buckets, bed sheets, candles/matches, mosquito coils, water, etc.). You do not have to provide *everything* for the girls but having a good idea of what the location is lacking will allow you to give the girls a list of things to bring for themselves. However, just to be on the safe side, buy an extra sponge (long enough to be cut into smaller pieces), soap, or towel as someone will inevitably forget something!

If you're unsure what type of location will work, try *Affaires Sociales*, as they sometimes have rooms to rent and usually have a large enough room to hold sessions OR check to see if there is a school that has dormitories for students (e.g., Catholic schools)—they sometimes rent extra buildings or rooms out and at the very least will have a classroom you can use during the daytime. Also, **you can sometimes get lower, student rates for lodging; if they don't offer it upfront, try negotiating.** Be sure to negotiate everything beforehand so that you don't have unexpected, added expenses at the end of the event (i.e., the cost of water/electricity, renting the conference room, etc.). Regardless of where you decide to stay, make sure that the dormitory is close to the conference room; you don't want girls leaving sessions and walking across town to get something from their bags in the dorm. During the event, you are responsible for the safety of these girls; make it as hassle-less as possible for yourself!

Keeping safety in mind, you will need at least one person (or more, depending on the number of girls) who will stay with the girls during the night, preferably [at least one] woman. This can be other PCVs, organizers, or HCNs (this again is a great job for university students!); whomever you choose will be responsible for the girls during the night and should be able to handle any situation or emergency that comes up. Keep a well-stocked first aid kit in the dorm.

C. Food

Depending on where you are holding the event, your options for meals will change greatly. Of course, smaller level TODTW may not need to provide food at all (the girls will go home for meals); however, you should still consider providing at least a mid-morning snack as students will be used to having a snack break around ten o'clock. For others, you must consider many different factors, such as the availability of street food, the venue of the event, and the number of participants. Some PCVs have held events and budgeted for the girls to just eat street food each night (This would depend on the availability of

good/safe street food as well as the number of participants). Others have arranged for neighboring restaurants to prepare meals each afternoon and/or evening. Still others have arranged for someone to prepare food and bring it to the venue. Regardless of the path you take, be sure to make some sort of arrangements before the event—for example, if relying on street food, be sure to talk to the women beforehand to assure that they will be there each morning/afternoon/night of the event; you don't want to realize on Monday

morning that it's the "day of rest" and street food vendors aren't available.

Kara's Experience: For our event, we arranged for a woman (a sister of one of the trainers) to cook each meal and bring it to the center. We met with her beforehand to discuss the menu, timing, dates, and prices. Together, we developed a detailed list of everything she would need to buy to prepare each meal and verified current market prices. We asked her to keep track of everything she bought with a Material Chart. She had at least one helper to prepare all meals and her pay reflected this. She also found a boutique that allowed us to rent plates and utensils.

Another important factor to keep in mind is that some of the participants coming from smaller villages will be used to staple foods like pate or rice. While you can have some variation in your menu, be sure to include things that the girls like and eat often. If you would like to "pump up" the menu, include lots of meats, vegetables, and fruits. You want a group of healthy participants, so give them generous portions of their basic diet.

Also, be sure to consider how holidays or local events taking place during your event will affect food prices, availability, and your participants. For example, if your event falls during Ramadan (not recommended), you will have to make adjustments to the menu and meal schedule for participants who are fasting.

D. T-Shirts, Tote Bags & Certificates

T-Shirts (at least in Togo) are seen as a huge deal for participants. Recently, however, the utility of them has come into question. Another option PCVs have begun to provide instead is small tote bags with the conference design on the outside. Not only is this option cheaper and still promotes the conference, but it can and will be used, either as a school bag, or for making trips in village or to the fields. Whatever you choose, be sure to order your items well enough in advance that you can give them out in the beginning of the event for any excursions in town. Or, you can save them and give them out as a gift with the certificates. Also, they make great gifts for people who were involved—if you don't want to pay worksite visit participants, they will gladly accept t-shirts or bags; others who were heavily involved will automatically expect them, so be prepared and order enough for everyone (plus a few extras)!

Certificates are another must-have here in Togo as a validation of your participation, work and time. The girls will be really excited and will, no doubt, show them off when they get back to village. You can also arrange for a Peace Corps representative to sign them, making them even more official. However, if you want the Country Director to sign them, it will take more time getting them approved. Or, you can just have them signed by an APCD, which s/he can do more quickly. Consider also giving anyone else who was involved a certificate, such as organizers (certificates, unlike t-shirts, don't necessarily need to be widely distributed—i.e., the woman who provided street food doesn't need a

certificate! But she would probably like a t-shirt...). Also, be sure to color-print them on certificate paper (include this expense in your budget too!!). [An example certificate in French can be found in the appendices!]

E. Honoraria

In determining honoraria, there are many factors that need to be taken into account. While the amount of honoraria is ultimately up to you, the organizer, you should be sure to choose amounts that are reasonable in terms of the budget *as well as to those receiving it*. Honoraria for HCN trainers/organizers should be discussed with them beforehand. **Everyone should be clear on the amount that they will receive beforehand and should accept it as a reasonable arrangement.**

If someone is unhappy with their compensation, it will show in their work and could cause problems later on. To avoid this, you can add in a stipulation that their pay will reflect their work; thus, if someone does a stellar job, you may bump up their compensation and if someone doesn't fulfill their responsibilities, you reserve the right to reduce their compensation. Also, if people are receiving different amounts, use discretion; you should only discuss a person's honorarium *with that person*;

Kara's Experience: Because we had extra money in the budget, we paid the work site visit participants as well as the speakers; originally, we hadn't planned to pay both of these. It was a nice surprise to them after the event. On the other hand, many people in other conferences kindly turned down honoraria for their participation, citing it as a humanitarian cause or something that ought to be done free of charge due to its benefits for the community and its students. This was a nice community contribution!

nevertheless, try not to vary honoraria drastically. Following, is a list of people that you may consider giving an honorarium:

- ❖ HCN Trainer(s)
- ❖ Work Site Visit Participants
- ❖ Speakers
- ❖ Cook(s)

Keep in mind also that you may find extra money in the budget later and can consider giving a small compensation to others.

Another factor that people often tend to forget when planning Peace Corps events is the larger image of Peace Corps in the community. Any American organization is typically associated with money and if you don't dish it out, people are skeptical or even angry. This is important to keep in mind when determining honoraria. Try to find counterparts that understand the Peace Corps philosophy and the importance of this kind of project. Many HCNs in the past have volunteered their time citing it as a humanitarian cause or realizing its importance on their community and students. While paying honoraria is nice and often expected, it's also important not to be seen only for handing out money. Volunteers in past projects have even asked participants and other HCNs to contribute to the funds in order to ensure how much they value the project. Setting amounts too high could lead to problems with other events or other volunteers in the future. Don't forget about using small gifts as compensation for those of lesser involvement! Even thank you cards signed by all participants are greatly appreciated.

Monitoring and Evaluation

X. The Importance of Monitoring and Evaluation

The evaluation process is what distinguishes Peace Corps from other organizations; volunteers will work in these communities for years to come, so once we finish a project, we are responsible for following up with participants, trainers, directors, parents, PCVs, and other community members to evaluate how well we did and what still needs to be done. Monitoring and evaluation lets us know what worked, what didn't, and how we can improve next time. The more information you gather before, during, and after your event, the more you will be able to qualify the impact of your event and share that information with others (i.e. in your final report).

A. Before – *[See Appendices for Examples and Supporting Documents]*

It is in your interest to start the monitoring and evaluation process as soon as possible. On the first day of camp, give all participants a pre-test on what they will learn during the week. This will give you a good idea of your participants' knowledge of the information before you begin. You may want to include the pre-test along with your application materials to gather this information even earlier. That way, you will know before the event starts whether or not they already know about certain topics, and you can adjust your sessions accordingly. Then, on the last day of the event, give the same test again. This will help both you and the girls see how much they learned. This can also serve as a review session, and will be a last chance for them to ask questions before returning home. If you are planning a large event, or one with participants from a wide geographical area, you might consider hosting a community mentor training. Each girl would have their own 'mentor,' someone from their community (a teacher, aunt, family friend, etc.) who will help them stay on track and succeed in school after your event is over. Before your event, host a small one or two day training to guide these mentors on how they can best support their student. Then, after the event, check in with the mentors to get updates and feedback.

B. During

During the event, it is important to encourage the participants to think about ways in which they will share this information with other girls when they get back to village. Because we, the volunteers, cannot feasibly reach our entire target population, we must rely on others to carry the message to those unreachable to us. The girls should understand this as their responsibility for having been to the camp. If you are doing this with a group of high school girls, they are old enough and smart enough to have seen the problems of their village or even their country and may have a desire to help others around them. Having a session specifically dedicated to "Returning to Village" will motivate them to be community leaders and to think of ways to incorporate conference information into their lives in village. Also, if the participants were nominated by other PCVs, you should encourage the PCV to work with the participant when she returns.

C. After

Information gathered from participants after the event on the activities they are holding should be included in your final report, as this is a direct outcome of your event. Stay in

communication with participants or volunteers afterwards to collect this information. If you plan to use this information for your report, be sure to give participants and volunteers “Feedback Sheets” to record their activities. [See Appendix VIII. for Feedback Sheets (French & English)]. You can go around and meet with each participant yourself, conducting site visits and interviews, but this could be difficult if your event was on the prefecture or regional level. If you had volunteers nominate your participants, have them check in with their participant and fill out a feedback sheet. If you conducted a community mentor training, this naturally would be their job, and they can help you tremendously on keeping you updated on each girl’s progress. It may also be helpful to enlist the help of directors, inspectors, and other authorities to follow up on participant success rates. They will have access to grades and other school statistics, and you may find it useful to make a chart recording the success rates of your participants. [See Appendix IV for Success Rate Chart example]. A fun way to check in after the event is to host a post-conference reunion. The girls will be thrilled to see each other again, and can share their experiences and activities since the event. Be sure to invite trainers, community mentors, or anyone else who helped with the conference.

IX. Final Report

If you have used an outside funding source, such as a PCPP, they will likely have a template you will use for the final report. Regardless, the largest part of the final report will be reporting your retrospective budget. Any money not accounted for with receipts or other documentation will need to be returned. Because of this, it is crucial that you are meticulous with receipts; get them for EVERYTHING. For the final report, be sure to calculate ALL receipts at the end to ensure that they add up to the money you spent. An example final report is included in the appendices of this document.

Lessons Learned

X. Sustainability

As with ALL Peace Corps projects, we must think in terms of **sustainability!** However, while this particular project is extremely valuable and has a huge impact, sustainability can sometimes be questionable. The largest problem is that for most PCVs planning it, it is their first time and it can often be cumbersome trying to learn the ropes themselves while also trying to train someone the ins and outs of effective organizational techniques. As PCVs, it is our responsibility to help counterparts build capacities in ways that allows them to create, plan, and hold events themselves; however, planning a training event and training someone on planning training events at the same time can become frustrating and confusing.

A possible solution is to make this an annual event at your site. The first event can be about training you, the PCV; the second event can be about training a counterpart. The most effective way to do this would be to involve a counterpart the first time around that is interested and has the ability to organize it him/herself the second time around. This way, the counterpart will be able to use the first event as an example (i.e., things that worked, things that didn’t work, things to improve, etc.). To do this, you must start early to “get in” two events before your COS

date. That means that not long after arriving at post (depending on your swear-in date), you must begin planning the event.

Nevertheless, even this solution seems incomplete. This may allow counterparts to effectively plan events on low levels, but finding funding and participants for larger events may prove to be too difficult. In the long run, smaller, effective events are better than failed large events or no events at all! Be sure to review funding sources with your counterpart so that s/he knows where money is available to him/her (some funding sources—i.e., PCPP—are only available to PCVs). Focus on local resources where possible! Seek out different community contributions [See the appendices for examples of contributions].

XI. Timing

Regardless of how many times you go over the event, your needs, the budget, and every other detail, there will inevitably be things that you forget. That is normal; no problem. With that in mind, prepare yourself for the unexpected. Assume you forgot things and be ready for it when it comes up, that is to say that your event should be planned in a way that allows for opportunities to “make it right.” For example, the first day of our event (a Sunday), there were still some supplies that needed to be bought (notebooks, pens, folders, etc.). Unfortunately, we could not find a boutique that was open on Sunday that sold these supplies. We had to wait until the next day to finish buying the materials. This was not a huge set-back, but it was one thing that kept us from being totally prepared. I do not mean to say that starting events on Sunday is a bad idea—some villages’ market days are Sunday; in this instance, there should be no problem finding supplies. However, be sure to consider these minute details and prepare accordingly. I stress again the importance of holding your event where supplies are available as you will forget or run out of things and need to be able to quickly “stock up.”

XII. Levels of Trainers

Choosing trainers for the event can be a difficult task. Trainers need to be reliable, knowledgeable, fun, full of energy, creative, hard working, and able to relate to the girls. Finding someone with all these skill sets may seem impossible, which is why it may be necessary to choose trainers who are complimentary. For example, you may have one trainer who has a lot of knowledge on the discussion topics, has experience with Peace Corps, and is reliable and hard-working while another trainer also has topic knowledge but more importantly is energetic, fun, and can serve as your “cheerleader” during the event. The event is about two main things: learning and having fun. So, if you cannot find any one trainer who can cover both of those areas him/herself, try complimenting him/her with another trainer.

With this in mind, if you have one trainer doing all the “work” and one just there for fun, you may need to compensate them differently.

XIII. Money Matters

Keeping track of expenditures is one of the most intricate tasks of the entire event. If you have chosen to do a PCPP or use different outside funding source,

Kara's Experience: During our TODTW 2009, we had two very different trainers (the example above with one hard-working, knowledgeable, responsible trainer, and one energetic, relatable to the girls, cheerleader-ish trainer comes from our 2009 event). The first trainer was the one who came to all the meetings and prepared all the session materials while the second trainer didn't show up to meetings, usually came late each morning during the event, and used the first trainers' materials to do her own sessions. Thus, we felt their per diem should reflect the amount of work they did. However, we didn't want to just pay them differently. Instead, we gave the male trainer the title of "Head Trainer" which allowed us to bump up his compensation without angering the other trainer.

documenting all expenditures is **crucial**. For the final report, the funders will ask you to prove that you used all the funds or you will be expected to pay it back. Thus, **being diligent and developing a system early on about keeping track of receipts and knowing who paid for what is a must!** For example, if you have two PCV organizers who are each buying items out-of-pocket for the event, have each PCV keep the receipts for the things s/he bought and at the end you can determine who needs reimbursed. It may also help to assign one PCV as the “head money person” who will be in charge of reimbursements, paying honoraria, calculating receipts, etc.—if you are using a PCPP, there will likely be one PCV’s name on it and that person should be in charge of money as the funds will be deposited into his/her bank account directly. Also, buy a receipt book and carry it around with you at all times as many boutiques or other places may not have their own.

XIV. Smooth Moves

The key to running a smooth event is to keep logistical/organizational issues out of sight from the participants. The organizers should be careful to not act as if things are falling apart, even if they are! Losing credibility amongst participants could cause you to lose control of the event. Keep in mind, **PLANS WILL CHANGE; PROBLEMS WILL COME UP—it is inevitable.** Of course, if there is a real issue, you don’t have to go into a corner and cry about it all alone; bringing it to the attention of everyone may be a good way to work together to find a solution. But concealing small scheduling conflicts, delays, or other problems will allow the girls to relax and focus on having fun rather than doubting the organizers’ ability to pull off the event.

Another good idea is to assign a participant as the “Chef du Village” for the camp that can serve as the liaison between girls and trainers/organizers.

Kara’s Experience: During our event, we (the organizers) came across several issues that forced us to go running out of sessions to get supplies, arrange transportation, get phone confirmations from speakers, find new work site places to visit, etc. But, all of this was done “behind-the-scenes;” neither participants nor HCN trainers knew of these issues because we were able to recover quickly and continue on as if nothing had happened. Because of this, we were complimented several times for holding the most successful TODTW yet; the trainers were amazed at the smoothness of the event.

Appendices

- I. PCPP Application Example *includes objectives, goals, capacity building indicators, etc.*
- II. Example Timeline
- III. Example Budget
- IV. Example Community Contributions
- V. Example Invitations
- VI. Example Program
- VII. Examples of Relevant Informational Resources
- VIII. Examples of Site Visits

Appendix I. Peace Corps Partnership Program Example Application



MS 720
Attachment A
September 2007

PARTNERSHIP PROGRAM

PROPOSAL APPLICATION COVER SHEET

Please complete the following sections of the PCPP Proposal Application. When each section has been completed, please mark the appropriate box below.

- A. VOLUNTEER REFERRALS
- B. VOLUNTEER AND PROJECT PROPOSAL INFORMATION
- C. MONITORING AND EVALUATION
- D. PROJECT TIMELINE
- E. PROJECT BUDGET
- F. PROPOSAL NARRATIVES

Has the community been informed and fully understands that Partnership funds are to be used only for costs associated with the project and that there will be no additional funding beyond the authorized amount on the proposal as submitted?

Yes No

We verify that this project is needed by the community of the young women students of the Plateaux Region of Togo who are the intended beneficiaries, and that we fully understand and will fulfill the requirements of the Peace Corps Partnership Program in implementing this project

Peace Corps Volunteer's Signature

Date

Community Partner's Signature

Date

I have reviewed this proposal and certify that it is well-planned, accurately budgeted, and the Peace Corps volunteer has the technical skills to successfully complete the project within the timeframe of his/her service. Furthermore, this proposal meets each Peace Corps Partnership criterion set forth in section 4 of MS720.

Peace Corps Country Director's Signature

Date

Paul D. Coverdell Peace Corps Headquarters
The Office of Private Sector Initiatives
1111 20th Street, NW • Washington, DC 20526

PEACE CORPS PARTNERSHIP PROGRAM PROPOSAL APPLICATION

To be filled out by OPSI Staff:	
Fiscal Year:	Project Number:

B. VOLUNTEER AND PROJECT PROPOSAL INFORMATION

Country: Togo

PCPP Project Title: Take Our Daughters to Work Week

Community Organization: Regional Community Members

Project Implementation Period: Start Date: March 2011

End Date: August 2011

Volunteer Name(s): Camilla Pearson, Michelle Hillard

COS Date: December 2011

Peace Corps Sector Assignment: Girls' Education and Empowerment

(ex. TEFL, SBD, Environment, Health, etc.)

	Men	Women	Boys	Girls	Total
<i># of Participants:</i> those persons <i>directly</i> involved in the design and implementation of the project	2	4	0	0	6
<i># of Beneficiaries:</i> those persons <i>directly</i> impacted by the project	2	4	0	24	30

Project Classification		
Peace Corps Project Sector Grouping (Please select only one)		
<input type="checkbox"/> Agriculture	<input type="checkbox"/> Environment	<input type="checkbox"/> Water & Sanitation
<input type="checkbox"/> Business Development	<input type="checkbox"/> Health	<input type="checkbox"/> Youth Development
<input checked="" type="checkbox"/> Education	<input type="checkbox"/> Municipal Development	<input type="checkbox"/> Other:
Priority Grouping		
<input type="checkbox"/> Infrastructure Development	<input type="checkbox"/> Resources/Equipment and Supplies	<input checked="" type="checkbox"/> Training
<input checked="" type="checkbox"/> Instructional Materials	<input type="checkbox"/> Income Generation	<input type="checkbox"/> NGO Development

TOTAL PCPP REQUEST: \$USD: 2,103.94	LOCAL CURRENCY: 999,375 FCFA
Exchange Rate Used: 475 FCFA to 1 \$USD	Date of Exchange Rate: November 24, 2010

C. MONITORING AND EVALUATION

How will you know if your project is reaching its goals and objectives, and producing the desired benefits or change?

On this page, you will find a menu of indicators that will help you track the progress of your project. These indicators were chosen because they highlight the kinds of changes and outcomes that are most likely to occur in small-scale community development projects.

Please choose the indicators that you and your community will use to track the progress of your project during its implementation. When you complete your project, you will use the same indicators to report on the results that you and your community achieved.

INDICATORS OF SUCCESS

REQUIRED

participants acquiring new knowledge or skills

(may include literacy, technical, or vocational skills or administrative and/or financial practices, ability to manage production, marketing or income-generating activities, or ability to obtain financial or technical assistance)

Who/how many? 24 young women in either 11th or 12th grade from varying communities situated all around the Plateaux region of Togo. Girls will be selected from communities who also have Peace Corps volunteers so that we can facilitate communication, mentoring and follow up during and after our program. The girls themselves, however, will be nominated by counterparts in their communities based on qualities such as their motivation, academic success, financial need, desire to learn, and desire to serve others.

What skills? The participants will learn vocational and technical skills, as well as income generating activities. Our project will focus on the skills that will help girls not only to succeed in their years remaining in their education but also in their lives and careers post graduation. Specifically, we will learn basic computer skills, exam-taking tips, interviewing techniques, how to create action plans and goals, how to create a CV/resume, as well as tips on how to stay healthy and motivated, how to cope with stress, mentoring skills and the importance of community service and giving back to others, and income generating activities as an additional means of financial support.

How will you know? We will be able to see their progress throughout the training by giving a pre and post project questionnaire, and we will encourage active participation. We are requiring that each girl make an action plan for the remainder of the school year and following summer that we (organizers, community PCVs and community counterparts) will provide follow up on and mentoring for. We will be able as well to see the application of their acquired skills during our visits to their villages after the formation.

CHOOSE 1- ADDITIONAL/OPTIONAL INDICATORS OF SUCCESS

improved capacity to define and meet goals and objectives

(relates most directly to changes in knowledge, skills and behavior, and may include planning skills, ability to set up group goals, and small project design skills, among others)

What changes? The participants will have an enhanced capacity to set goals and objectives. The project not only will increase their knowledge of certain subjects and provide vocational skills, but we will be creating action plans with short and long term goals, both personal and professional. Not only does this apply to the participants individually, but they will be paired based on community and set up group goals as well on how to support each other and pass on this knowledge and support to other young women in their communities.

How will you know? With the help of PCVs and counterparts in their villages, we are providing advising and follow up counseling for their written action plans in order to provide support and to be able to ensure that they are on track to meeting their personal and professional short and long term goals. Each community partner and PCV will have a copy of the girls' ideas of their goals so that they can follow their progress.

presence of linkages with similar groups or networks
(number of formal and informal contacts and nature of these contacts)

How many? Numerous

What kind? Linkages will be created with groups of girls who participated in past versions of Take Our Daughters to Work week that will be invited to share their testimonies, as well as with girls in the Karren Waid Scholarship program and groups of role model women . We will have a page spread in a local magazine *Leve Toi Jeune Fille* that is written by and for Togolese youth from all across the country. Participants will also be linked in their communities by their PCVs to various groups such as girls' clubs, theater groups, Camp Unite participants, peer educator groups, etc.

How will you know? Past participants, Karren Waid Scholars and role model women will be invited in the participation of the project. One of the organizers of this project is the editor for the *Leve Toi Jeune Fille* magazine and will ensure a page dedicated to the testimonies given by this project's participants. The project design encourages PCVs in the participants' communities to support our participants by including them and involving them in their local activities such as peer educator groups and similar projects of a smaller community-based scale.

improved decision making
(relates to change in attitudes and behavior, and may be observed through more participatory practices, gender inclusiveness, access to and willingness to share information, and financial transparency and accountability)

What changes? One of our project goals is to instill/enhance the participants' attitudes and behaviors towards community involvement and giving back to others/altruistic skills. A major component of the project is involving the participants in similar projects back in their home communities upon their return. We hope this will increase their willingness to pass on and share the information and skills learned.

How will you know? PCVs in the participants' communities as well as their community partners will be able to observe this indicator of success by seeing their involvement in more participatory practices in their communities, which they must also document. The organizers also will be able to follow up on this indicator during their personal visits to the participants' villages.

Other:

Please indicate how this will be measured: _____

F. PROPOSAL NARRATIVES – PLEASE DO NOT LIMIT YOUR SELF TO THE SPACE PROVIDED. TEXT BOXES WILL EXPAND TO MEET YOUR SPACE REQUIREMENT FOR EACH NARRATIVE.

<p>1.</p>	<p>Executive Summary:</p> <p>Please write a 250 WORD summary of the proposed project. This allows potential donors to better understand the project. Describe the project objectives. Explain the community contribution for this project and briefly outline your request for the Partnership Program.</p> <p>Note: This summary will be posted directly on the Peace Corps Website.</p>	<p>Togolese women face multiple compounding obstacles throughout their lives. One example is that they are at a serious disadvantage in landing professional careers, not only due to gender discrimination but because they typically receive no concrete preparation for career-life after high school. For young women who do persevere despite decreased girls' enrollment rates in the higher grade levels, it's common that after determinedly making it to their senior year, then studiously receiving their BAC, they tragically then do nothing as they lack the vocational skills to take the next step.</p> <p>The main objective of our project is to encourage young women in their junior and senior years from villages in Togo's Plateaux region to both stay in school and to continue after graduation by preparing them for university or a professional career in ways that their schools and parents often cannot provide. Our project stresses the importance of sharing these skills with other girls in their communities as well.</p> <p>These objectives will be met by holding a 4-day conference, covering topics such as goal setting, how to write a CV, computer/internet skills, exam study tips, coping with stress, and income-generating activities. Our project has the ability to change the participants' lives by building their capacity to better prepare themselves and others post-graduation, thus making them better candidates for careers <i>of their choice</i>.</p> <p>Donations to our PCPP request will go towards conference materials, participants' transportation, meals and lodging, and follow-up mentoring opportunities.</p>
<p>2.</p>	<p>Background Information:</p> <p>Please provide a 1-2 paragraph description of your community and the community members involved with the proposed project.</p>	<p>The Plateaux Region of Togo is the country's largest region, containing thousands of small villages and cities. Most are rural communities whose main income stems from agricultural revenues. Young women in these communities face a great deal of challenges, but despite cultural, biological, societal and economic pressures, many of them do continue on to high school where they then face an extreme need for further vocational skills.</p> <p>Several community members will be involved at various levels of our project. Much of our project will be based on the feedback given by participants of previous years. Some of these participants as well as young women in other scholarship programs will participate in this year's conference as guest speakers. We have selected two community partners who will be on our organizing team and help lead the sessions during the conference. One is a woman in the village of Gleï who is a professor but also is already very involved in local community projects and in working with her village's Peace Corps Volunteer. She helps animate her village's girls' club and also served as a camp counselor for the girls' student week of Camp Unite, an annual national camp for Togolese youth. The other organizer also served as a Camp Unite counselor last year for boy apprentices. He works in another regional village named Datcha as a</p>

		<p>literacy advocate and trainer for his community's division of the Red Cross. Additionally, at least one local community member in each of the participants' villages will serve as a mentor for the girls upon their return from the conference. These community members may be principals, professors, community health workers, local businessmen and women, local NGO workers or social workers, for example. Together in conjunction with Peace Corps Volunteers from each village they will provide follow-up support, advice and skill-teaching that will be invaluable to our project's success.</p>
3.	<p>Community Need:</p> <p>Please explain, in 1-2 paragraphs, the merit of this project, and why it is a priority in the community. What happens if the project is not implemented?</p>	<p>Young women here in Togo face many obstacles throughout their lives due to a variety of economic, social and cultural factors. One example is that they are at a serious disadvantage in landing professional careers, not only due to gender discrimination and lack of financial resources but because they typically receive no real preparation for career-life after high school. It is extremely common that a girl determinedly makes it all the way through her high school studies, diligently receives her BAC diploma, and then tragically does nothing as she lacks the technical and vocational skills to take the next step.</p> <p>Girls' education and empowerment initiatives are vital to the development of our Togolese communities and the country as a whole. Most international organizations consider women's levels of involvement, status and empowerment in their communities as some of the highest indicators of a country's development. Our project focuses on alleviating a broad base of factors that often hinder a young women's educational and professional success. Not only will we be promoting self-confidence and personal empowerment, and providing necessary knowledge, skills, and educational tools, but also we will be providing the financial means and knowledge to be able to continue to pursue their educational and professional careers.</p>
4.	<p>Community Initiation and Direction:</p> <p>Describe, in 2-3 paragraphs, how the community is the driving force behind the project. Please discuss who in the community first proposed the project as well as how the beneficiaries are involved in the project's planning and implementation. What are the roles and responsibilities of the community members?</p>	<p>Having had experience with other Take Our Daughters to Work Week Projects in the past, community members were eager to start up the project again for this school year. Girls in our villages who have known other participants of the last year have been expressing interest and curiosity in a similar project this year. The two Togolese organizers working with us are involved in their communities with the Peace Corps Volunteers in their village, and have participated as well in national Peace Corps related events such as Camp Unite, mentioned above. Having worked with volunteers who conducted past versions of Take Our Daughters to Work Week, they began expressing their interest in wanting to help. After speaking with their communities' Peace Corps Volunteers, they were put into contact with us PCVs who saw what a great impact last year's program had and wanted to be a part of making it an even better project this year for the girls in our communities.</p> <p>The girls that will be selected for this year's conference will be involved in its planning and implementation in several key ways. We will be asking each future participant before selection to write a letter to their community partner and to us organizers explaining their interest in the program, what skills/knowledge they feel will be most important and</p>

		<p>useful for them to succeed, and what their plans are for the future. Using their ideas for their future career/study goals, we will be able to choose relevant guest speakers and work site visits/field trips to take during our conference. For example, those who demonstrate an interest in health will be able to shadow the midwives at the local hospital and be able to get perspectives from women guest panel speakers who work in the medical field. By asking them what skills they want to learn and their future plans, our conference will be more pertinent and tailored to their actual needs and will contribute to the project's overall success by keeping the participants engaged and interested.</p> <p>Following the conference, the beneficiaries are also encouraged to learn more and to share the information and skills learned with other interested village members by holding awareness meetings or working with community members and other Peace Corps Volunteers on their local projects such as girls' clubs or computer camps. Community members are implicated in the post-conference project implementation as well, by providing support, encouragement and mentoring to the participants. They are responsible for being there to actively listen to any problems the girls may be facing. Their roles are everything including further encouraging the girls to continue in school, to help them carry out community activities, and to help them find the resources they need, whether that be tutoring or finding materials to carry out income-generating activities. Both community partners and the participants themselves will be responsible for ensuring communication and contact information between the organizers and the participants in order to facilitate follow up and provide scholarships before the beginning of the following school year.</p>
5.	<p>Community Contribution:</p> <p>Please describe, in 1-2 paragraphs, the community contribution to this project. Contributions can include the costs of manual labor and transportation as well as contributions of cash or raw materials. Community contribution must total <i>at least 25%</i> of the <i>total</i> project cost.</p>	<p>To show their support, different community members have agreed to contribute to our project. The lodging and the venue for our event which have been used in other projects by volunteers are being offered at a half-off discounted student rate to show their support for our efforts in the communities. Participants themselves are donating their time and energy to lodging and venue cleanup.</p> <p>Additionally, some of our guest speakers have agreed to come and speak at our panel discussion free of charge and are also arranging their own travel arrangements. The different venues in which participants will be able to shadow professional women in the field have agreed to offer their time and mentoring/shadowing at a discounted rate as well, one even offering this free of charge.</p> <p>The organizing team has offered to arrange in-city travel for themselves for all of our organizational and planning meetings, as well as for the duration of the actual event, although some of us have long commutes into the city in which they hope to be compensated. The Peace Corps volunteers of the planning committee have offered their aid voluntarily and are not asking for transport costs during the formation or during the follow up visits to each participant's village at the end of the school year. Other volunteers who will assist in sessions for the event have agreed to provide their time and transportation without charge as well. Lodging and amenities for the Peace Corps Volunteers are being offered</p>

		<p>voluntarily by a volunteer in a nearby neighborhood of the project implementation city.</p> <p>Finally, over 20 local community members as well as Peace Corps Volunteers in over 12 regional villages are offering their support in nominating motivated participants and in providing mentoring, home visits, phone calls, donated time and other follow-up post project implementation activities voluntarily. The estimated total of all of the different community members' contributions is \$1122.52.</p>
6.	<p>Project Implementation:</p> <p>Please present and discuss, in 3-4 paragraphs, the plan for implementing this project. Describe the phases of the project. Define specific tasks involved with the project, the order in which they will occur, and who will accomplish each task.</p>	<p>There are several stages involved in our project:</p> <p>1) Planning In this stage, the organizing team of 2 Peace Corps Volunteers and 2 Togolese counterparts hold several meetings to discuss project goals and objectives, share ideas, create lesson plans and plan sessions to be taught, and create a proposal, budget and project timeline. We also discuss logistical information such as the number of participants to include, site selection and finding community partners, projected transportation costs, decide dates for the project to be held, etc.</p> <p>2) Pre-Project Implementation The organizing team in this stage collaborates with local community partners to nominate and invite participants and to explain the roles and responsibilities of participants and their local community partners. Appropriate authorities such as the Prefet and school directors are contacted to be informed of our specific project objectives and dates. Each member of the organizing team is also involved in collecting/buying/preparing materials for the project such as photocopies, project manual workbooks, notebooks, pens, etc. Lodging and venue arrangements are concretely made, and we solidify which venues and on what dates and times can provide shadowing opportunities. Cyber rental is arranged for certain sessions and a menu for food is decided on and available materials acquired. T-shirts are ordered by the volunteers through local community partners, certificates are readied, reminders sent, and transportation concretely arranged.</p> <p>3) Camp Implementation For these four days of our project, the organizers as well as guest trainers will present a variety of sessions to the participants to enhance their study habits and vocational skills. The participants will have the opportunity to participate in a panel discussion with guest professional women, to complete work site-visits at a variety of locations contingent to their interests and to reflect on their personal and professional short and long term goals. At the end of the conference, certificates will be awarded and t-shirts given as promotional tools for their future village activities.</p> <p>4) Mentoring and Follow-Up For the months following the conference, the organizers will be in charge of analyzing the feedback from the conference, and ensuring that the girls are continuing to get the support they need back in village. Their local community partner who nominated them in addition to their local Peace Corps volunteer are responsible for providing encouragement and involving them in their activities such as study groups, girls clubs or peer</p>

		<p>educator groups. The participants are responsible in this time for making an effort to succeed in their studies and pass on their skills and knowledge gained to others in their communities. One organizer will visit each participant's village towards the end of the school year after exams in May/June to offer support, analyze progress, and create summer action plans.</p> <p>5) End of Summer Reunion Meeting Before the beginning of the new school year, a reunion meeting will be held with all the participants to provide an opportunity for them to share their experiences, reanalyze/evaluate their goals and progress and share their ideas.</p>
7.	<p>Project Sustainability:</p> <p>Please indicate, in 3-4 paragraphs, the skills and knowledge that will be acquired by the community through the implementation of this project. How will the project increase the capacity of individuals and support the community in meeting its goals? Does the community have the resources to sustain the project in the long term?</p>	<p>1)The organizing team: Our Togolese counterparts in the organizing team will practice the skills necessary to plan, organize and manage similar projects in the future. Such aptitudes include financial budgeting, goal-setting and logistical skills. They'll also learn valuable teaching, motivating and animating skills by planning and leading sessions with the participants. We really want our project to be sustainable by emphasizing giving back to others and our communities, not only to be emphasized with the participants but with the organizing team as well. We hope then that the skills learned in this project will enhance their capacities in other community projects they are involved in, such as mentoring groups, girls' clubs and teaching. We plan on discussing other financial options with the organizing team, such as researching local options and resources available, as a PCPP project is dependent on volunteer assistance and outside funding sources. In this way, in the future they can carry out similar projects on their own, hopefully using a majority of local assets that will aid the development of local communities.</p> <p>2) Local Community Partners All participants for our project will be chosen by local community members in each of the participants' villages, who will also provide encouragement and support at the participants' immediate returns for the rest of the school year and following summer (and hopefully continuing for the participants' total durations in their villages). This increases the community's involvement in the project, from planning to follow-up mentoring activities to scholarship distribution, making the project truly their own, which we hope will contribute greatly to the project's overall success. These skills will undoubtedly carry over to other local projects that the partners are involved in with their communities, aiding to their villages' development and sustainability as well.</p> <p>3)Participants The goal of our project is to provide the participants with the vocational and technical skills necessary to be successful in their studies and professional careers that can be harnessed for the rest of their lives. Not only will their own personal capacity for reaching their goals be elevated, but a strong component of our project is emphasizing altruism. They will be asked upon their return to village to share the skills and knowledge gained with other girls in their villages. They're also encouraged to participate in similar local projects and groups carried out by their community members and Peace Corps Volunteers and to document their involvement. We hope this will further enhance their skills, keep the knowledge fresh in their minds, and encourage community involvement in their lives, enhancing the sustainability of our project and future projects to come.</p>

Appendix III. Example Budget

Proposed PCPP Budget, 2011 Plateaux, Togo TODTW

Currency Exchange Rate: 1 US Dollar = 475 CFA (*Date of Exchange Rate: 24 November 2010*)

Partnership Contribution: USD \$2,103.94 Local Currency 999,375FCFA

Item	Quantity	Unit	CFA Cost/Unit	Total Cost CFA	Total Cost US \$
<u>Peace Corps Partnership Program Contribution</u>					US 1\$ = 475 CFA
<u>Transport</u>					
Round Trip Transport Participants	24	Per Participant Average	3825	91800	193.26
Round Trip Transport Participants End of Summer Reunion Meeting	24	Per Participant Average	3825	91800	193.26
Round Trip Transport for Togolese Counterparts	2	Per Counterpart Average	1000	2000	4.21
5 seat Car Rental for In-city Travel	1	Per Day	10000	10000	21.05
1 Organizer Visit to Each Village for Follow Up	12	Per Village/Round Trip Avg	3825	45900	96.63
<u>Lodging</u>					
Lodging for Participants	24	Four Nights	6000	144000	303.16
Lodging for Togolese Trainers	2	Four Nights	18000	36000	75.79
Conference Room	1	Four Days	10000	10000	21.05
<u>Materials</u>					
Flipchart paper	25	Per Sheet	75	1875	3.95
Markers	1	Per Box	2500	2500	5.26
Receipt Book	1	Per Book	500	500	1.05
Masking Tape	1	Per Roll	500	500	1.05
Chalk	2	Per Box	500	1000	2.11
Photocopies/Printing of Manuals	500	Per Page	25	12500	26.32
Folders	24	Per Participant	200	4800	10.11
Notebooks	24	Per Notebook	100	2400	5.05
Pens	1	Per Box	1000	1000	2.11
Envelopes	4	Packet of 25	100	400	0.84
T-shirts	36	Per T-Shirt	4000	144000	303.16
Certificate Paper and Printing	26	Per Certificate	500	13000	27.37
Toilet Paper	15	Per Roll	100	1500	3.16
Anti-Mosquito Coils	26	Per Box	500	13000	27.37
Internet Cyber Cafe Rental	1	Four Hours	8400	8400	17.68
Photo Development	30	Per Photo	250	7500	15.79
<u>Job Shadowing/Field Trips</u>					
Panel Discussion Members' Honoraria + Transport	4	Per Guest Speaker	3300	13200	27.79
Cook Compensation	1	Per Chef	40000	40000	84.21
Coordinators' Honoraria (4 days)	2	Per Coordinator	45000	90000	189.47
Honoraria for Workplace Visits	4	Per Work Site	3000	12000	25.26
Coordinator Communications	4	Per Coordinator	4500	18000	37.89

Meals

Breakfast	26	Per Participant x 3 Days	900	23400	49.26
Mid-Morning Snack	28	Per Participant x 4 Days	400	11200	23.58
Lunch	28	Per Participant x 4 Days	2000	56000	117.89
Dinner	28	Per Participant x 4 Days	2000	56000	117.89
Food and Income Generating Activities Materials	5	Per Activity	1000	5000	10.53
Snacks	28	Per Participant x 4 Days	500	14000	29.47
Bags of Drinking Water	10	Per Bag	300	3000	6.33
Drinks at Certificate Reception for Participants	28	Per Drink	400	11200	23.58

Appendix IV. Example Community Contributions

Community Contributions for TODTW 2011 - Plateau Region

COMMUNITY CONTRIBUTION					
Item/Materials	Unit	Quantity	Unit Cost (LCU)	Total Cost (LCU)	Total Cost (USD)
Photocopies	Per page	20	25	500	1.06
Free Site Visits	Per site	2 Sites	10000	20000	42.36
Food ingredients donated by cook		1	6575	6575	13.93
Discounted Cyber Café Visit	Per computer	22	250	5500	11.65
Transport of T-shirts	Per round trip	1	2000	2000	4.24
Discounted Lodging and Conference Room Pricing	Per room	26	6000	156000	330.42
Donated Markers	Per marker	2	400	800	1.69
Women Role Model Panelist Discounted Honoraria	Per Panelist	5	2000	10000	21.18
Speech and transport by local Superintendent	Per visit	1	5200	5200	11.01
Chair Rental during Conference	Per chair	50	100	5000	10.59
Room Cleaning during Conference	Per room	29	125	3625	7.68
Buckets and Bathing Water provided by lodging during conference	Per person	24	100	2400	5.08
Discounted Certificate Paper by Cyber Café	Per page	29	100	2900	6.14
Tape	Per roll	1	550	550	1.16
Stamps for thank you notes	Per stamp	25	650	16250	34.42
Envelopes donated by supply store	Per envelope	25	10	250	0.53
Organizer - donated supplies, time, mentoring		1	11000	11000	23.30
Organizer - donated travel, supplies, mentoring		1	8450	8450	17.90
Discounted Organizer honorarium	Per organizer	3	5000	15000	31.77
Active Community Mentors - donated calls, travel, supplies for community projects	Per mentor	7	4000	28000	59.31
Participants - donated supplies, time, photocopies for community activities	Per participant	20	500	10000	21.18
TOTALS:				310000	656.60

Community Contribution Percentage: **31.06%**

Appendix V. Sample Invitations

Nominee Information

Chère Nominée,

Félicitations! Tu es nominée par ton volontaire du Corps de la Paix pour suivre une conférence à Atakpamé qui s'appelle *Amenons Nos Filles Au Travail*. La conférence sera **le 28 Mars 2011 au 31 Mars 2011** pendant le congé de pâques.

Chaque année, la conférence *Amenons Nos Filles Au Travail* invite les élèves filles motivées qui montrent les bons comportements. Cette année, on a nommé les élèves du Première et Terminale qui veulent continuer les études ou choisir son profession bientôt. Pendant les quatre jours, les participants vont participer dans des séances diverses et vont écouter des femmes modèles. Elles auraient aussi l'opportunité de passer quelques heures avec une femme professionnelle dans la profession du leur choix (par exemple: une médecine, un professeur, un secrétariat, etc.). Tous les repas, le logement, et le déplacement seront payés par la conférence.

Si tu es intéressée et disponible à participer, il faut écrire une lettre (**1 page**) avec les réponses des questionnes suivent :

1. Ecrire une petite histoire de toi – D'où viens-tu ? Tu as quel âge ? Tu es dans quelle classe ? Etc.
2. Pourquoi es-tu une bonne candidate pour cette conférence ?
3. Qu'est ce que tu feras après le lycée ?
4. Tu veux entre dans quelle profession ?
5. Si tu es sélectionnée pour la conférence, tu voudrais visiter quelle profession ?

S'il te plaît, finis cette lettre et donne au volontaire avant la dernière semaine de Février pour être considérée pour *Amenons Nos Filles aux Travail* du 2011.

Merci en avance et Bonne Chance !

L'Equipe des Organiseurs de
Amenons Nos Filles au Travail

Participant Invitation

AMENONS NOS FILLES AU TRAVAIL 2011



Chère Elève,

FELICITATIONS ! Vous avez été choisi de participer à la conférence « Amenons Nos Filles Au Travail »!

Dans le cadre du renforcement des capacités des élèves dans la région Maritime, nous avons l'honneur de vous inviter à participer à « Amenons Nos Filles Au Travail » qui se déroulera du 15 au 19 Août 2011 à l'Ecole FATIMA pour les élèves filles. Les activités commenceront le lundi 15 août à 12h00 et prendront fin le vendredi 19 dans la matinée.

L'objectif de la conférence vise l'épanouissement des élèves filles de la région Maritime. Sur le plan individuel, la conférence donne l'occasion à chaque participant d'acquérir des connaissances et des capacités nécessaires pour un avenir sûr et réussi. Après la conférence, vous serez en mesure de transmettre l'information à vos familles et vos pairs à l'école et dans le village et vous serez appelé à servir de modèles et de porte-parole au sein de la communauté.

Le thème de la conférence portera sur l'importance de l'éducation de la fille et la planification de l'avenir. Spécifiquement, nous discuterons de la confiance en soi, de la santé des femmes, de l'équité genre, des stratégies à réussir au BEPC et au Lycée, et vous apprendrez les fonctions de l'ordinateur. Vous aurez aussi l'opportunité de rencontrer plusieurs femmes modèles de la communauté de Tsévié et les visiter à leurs services.

Tous les déplacements, les repas et hébergement seront payées par la conférence.

_____, votre Volontaire du Corps de la Paix, est à votre disposition pour répondre à vos éventuelles questions.

Dans l'espoir d'une collaboration prochaine, nous vous prions de recevoir nos cordiales salutations.

Merci Beaucoup !

L'Equipe des Organiseurs de
« Amenons Nos Filles Au Travail »

Parental Permission

AMENONS NOS FILLES AU TRAVAIL 2011



Cher Parent,

Félicitations ! Votre enfant _____ a été choisi comme participant pour « Amenons Nos Filles Au Travail », une conférence de Corps de la Paix pendant les vacances pour les élèves filles. Compte tenu de son travail exceptionnel à l'école et son rôle comme leader dans la communauté, on invite votre enfant de prendre part de cette conférence. Elle passera cinq jours en suivant la conférence à Tsévié qui aura lieu du **15 au 19 Août 2011**.

« Amenons Nos Filles Au Travail » a comme objectif l'épanouissement des jeunes en classe et dans leurs communautés. Nous leur donnerons les connaissances et capacités nécessaires à mieux se comporter pour atteindre un avenir réussi. Certains thèmes que nous aborderons ensemble compris l'importance de l'éducation de la jeune fille, confiance en soi, équité genre, conseils pour étudier pour le BEPC, la santé de la femme, et l'apprentissage sur l'ordinateur. Les filles vont aussi passer quelques heures avec les femmes extraordinaires à leurs services et écouter des témoignages des femmes modèles. Après la conférence, les élèves seront en mesure de transmettre l'information à leurs pairs à l'école et dans leur village.

Quand les élèves resteront à Tsévié pendant les 5 jours, nous demandons qu'elles apportent assez d'habits pour la semaine, y compris les habits de sport, et tous les nécessaires de toilettes hygiéniques (savon, savonnier, éponge, cuir dents/brosse à dents, serviette, etc.).

Si vous avez des questions en vue d'obtenir certains éclaircissements concernant le dit programme, vous êtes invités de contacter _____, le ou la Volontaire de Corps de la Paix de votre village.

Dans l'espoir d'un accord favorable, nous vous prions de recevoir nos cordiales salutations. Chaque participante doit ramener la présente invitation à Tsévié avec elles pour toute fin utile.

Accord et Signature des Parents : _____

Merci Beaucoup !

L'Equipe de « Amenons Nos Filles Au Travail

Model Woman Invitation

Atakpamé, le 26 Janvier 2011

Chère Femme Modèle :

Nous venons très respectueusement de voir votre intérêt à participer dans une session pour la conférence « *Amenons Nos Filles au Travail* » en collaboration avec Corps de la Paix Togo. Pour la conférence, on a sélectionné 20-26 élèves filles exemplaires des classes terminales et premières partout dans les villages de la Région Plateaux qui veulent continuer leurs études ou formations dans l'avenir. Elles vont passer le 28 au 31 Mars à Atakpamé pour apprendre les aptitudes et connaissances qui peuvent leurs aider à réussir au travail ou aux études à l'université après avoir reçu leurs BAC.

Si vous êtes d'accord, vous seriez parmi 4-5 « femmes modèles » pour diriger une session sur vos travaux. **La session aura lieu au collège NDA (Notre Dame d'Afrique) Atakpamé le 30 Mars a 15h-17h.** On vous donnera votre déplacement plus 3.000 CFA pour votre participation. Vous auriez entre 10-15 minutes pour expliquer votre histoire et votre travail et après il y aura du temps pour les filles de vous demander les questions. Voici quelques points clés que peuvent vous guider:

- Comment est-ce que vous avez choisi votre travail ?
- Quelles sont vos responsabilités au service ?
- Qu'est-ce que une fille doit faire pour exercer votre profession ?
- Quelles sont les difficultés que vous rencontrez au travail et comment vous les avez aborder?
- Si vous avez quelques conseils à donner aux filles (spécifiquement pour encourager les filles dans leurs études).

Merci pour votre consideration. Si vous êtes intéressées, confirmez, s'il vous plait, avant le 28 Février. Comme ca, on va avoir le temps d'envoyer une lettre de demande à vos superviseurs aussi pour gagner leur permission. Espérons que notre lettre vous trouve bien, recevez Mme., l'expression de nos sentiments les plus respectueux.

Sincèrement,

L'Equipe des Organisateur de
Amenons Nos Filles au Travail

Authority Invitation

Amlamé, le 16 Mars 2011
A : Monsieur l'Inspecteur de l'Education

Objet : De vous informer sur la Conférence
« Amenons Nos Filles au Travail » 2011

Monsieur l'Inspecteur,

Dans le cadre de l'éducation et la promotion de la fille, je viens très respectueusement de vous annoncer qu'il y aura bientôt une conférence pour les élèves filles à Atakpamé qui s'appelle « Amenons Nos Filles au Travail. » La conférence aura lieu pendant les congés de Pâques, Lundi, le 28 au Jeudi, le 31 Mars 2011. Vingt-quatre filles venant des villages partout dans la région des Plateaux vont avoir l'opportunité de discuter avec les femmes modèles des différents professions, suivre des femmes professionnelles aux leurs services, et apprendre des choses diverses, par exemple : comment faire un CV, gestion de temps, stratégies pour réussir le BAC, etc.

On a constaté que souvent il y a des filles élèves très intelligentes et motivées qui viennent de recevoir leurs BAC, mais qui ne connaissent pas les étapes suivantes à faire pour continuer leurs études ou carrières. On espère que cette conférence va leur montrer des connaissances diverses et augmenter leur capacité de réussir dans la vie pour atteindre un avenir meilleur.

Chaque participant doit être une élève de première ou terminale, montre une bonne performance académique, envoyer une lettre d'intérêt disant pourquoi elle veut participer et comment elle va aider sa communauté après la conférence, en plus d'indiquer leur profession préférée (pour qu'on puisse mieux les placer dans un service pour faire le suivi).

J'ai collaboré avec l'administration du Lycée d'Amlamé pour choisir deux jeunes filles de notre Lycée qui sont intéressées et motivées. Ce week-end passé, j'ai fait une réunion des Organisateurs du Projet pour sélectionner des filles participants et faire le planning des séances. C'est avec une grande plaisir que je viens de vous dire que nos deux filles exceptionnelles d'Amlamé sont acceptées ! Si vous avez encore des questions sur la conférence, n'hésitez de me contacter au numéro au dessus.

Espérons que ma lettre d'information vous trouve bien, recevez, Monsieur l'Inspecteur, l'expression de mes sentiments les plus respectueux.

Sincèrement,

Camilla Pearson
Volontaire du Corps de la Paix
Programme Education et Autonomisation de la Jeune Fille

Appendix VI. Sample Agenda Program

Lundi 28.03.11

Matin à Midi : Arrivée

12h-14h : Déjeuner/Repos

14h-15h30 : Mot de bienvenue,
Brise Glace, Introductions des
Participants, L'explication du
Programme et les Objectifs,
Logistiques, Normes

15h30-16h15 : Importance de
l'éducation des filles

16h15 : Petit Pause

16h30-17h30 : Confiance en Soi

17h30-18h : Challenge

18h30 : Diner

19h30 : Temps Libre, Sports
Connaître tes camarades

21h00 : Bonne Nuit !

Mardi 29.03.11

6h30 : Petit Déjeuner

7h15-7h30 : Brise Glace

7h30-8h30 : Équité Genre

8h45-9h : Présentation du
Programme de la Journée

9h30-12h : Group A au Cyber
Group B : Visite aux Ateliers

12h-14h : Déjeuner et Repos

14h30-17h : Group A aux
Ateliers, Group B au Cyber

17h15-18h : Discussion/partage
des expériences de la Journée

18h30 : Diner

19h30-21h30 : Film

21h30 : Bonne Nuit !

Mercredi 30.03.11

6h30 : Petit Déjeuner

7h15-7h30 : Brise Glace

7h30-9h00 : AGR

9h-9h15 : Petit Pause

9h15-10h30 : La Santé des
Femmes : Puberté, PF

10h30-12h : Harcèlement
Sexuelle

12h-14h : Déjeuner et Repos

14h-15h : Visite de Madame
Rose, Directrice du Programme
GEE Corps de la Paix

15h-17h : Le Panel des Femmes
Modèles – Discussion et
Questions

17h : Temps Libre, Sport, Yoga

18h30 : Diner

19h30 : Nuit des Arts, Notes de
Remerciement

21h00 : Bonne Nuit !

Jeudi 31.03.11

6h30 : Petit Déjeuner

7h15-7h30 : Brise Glace

7h30 – 8h15 : Comment Faire un
entrevue

8h15-9h15 : Gestion du Temps

9h15-9h30 : Petit Pause

9h30 -11h00 : Conseils pour
Réussir au BAC et à l'université

11h00-12h : Présentation des
Jeunes Leaders

12h-14h : Déjeuner et Repos

14h15-14h45 : Discussion en
Petit Groupes

14h45-17h : Retour aux Villages
et Plans d'Actions

17h00 : Evaluation de la
Conférence

18h30 : Diner

19h30 : Présentation des
Certificats/Fête !

21h00 : Bonne Nuit !

Monday 28.03.11

Morning until noon : Arrival

12h-14h : Lunch/ Break

14h-15h30 : Welcome, Ice Breaker, Introduce Participants, Review Program, Objectives, Logistics, and Rules

15h30-16h15 : Importance of Girls' Education

16h15 : Break

16h30-17h30 : Self -Confidence

17h30-18h : Challenge

18h30 : Dinner

19h30 : Free time ; Get to know you games

21h00 :Good night!

Tuesday 29.03.11

6h30 : Breakfast

7h15-7h30 : Ice Breaker

7h30-8h30 : Gender Equity

8h45-9h : Present schedule for the day

9h30-12h : Group A Visit
Internet cafe
Group B : Visit workshops

12h-14h : Lunch/Break

14h30-17h : Group A workshops, Group B Internet cafe

17h15-18h : Group discussion/ share thoughts about the day

18h30 : Dinner

19h30-21h30 : Movie

21h30 : Good night !

Mercredi 30.03.11

6h30 : Breakfast

7h15-7h30 : Ice Breaker

7h30-9h00 : Income Generating Activity

9h-9h15 : Break

9h15-10h30 : Women's Health : Puberty ; Family Planning

10h30-12h : Sexual Harassment

12h-14h : Lunch/Break

14h-15h : Guest visit : Mme. Rose, Director of GEE Program, Peace Corps

15h-17h : Model Women Panel : discussion and questions

17h : Free Time, Sports, Yoga

18h30 : Dinner

19h30 : Art Night, Thank yous

21h00 : Good night !

Jeudi 31.03.11

6h30 : Breakfast

7h15-7h30 : Ice Breaker

7h30 – 8h15 : How to do an Interview

8h15-9h15 : Time Management

9h15-9h30 : Break

9h30 -11h00 : Advice on How to Succeed on the BAC and at University

11h00-12h : Youth Leader Presentation

12h-14h : Lunch/Break

14h15-14h45 : Small Group Discussion

14h45-17h : Going Back to Village & Action Plans

17h00 : Evaluation of the Conference

18h30 : Dinner

19h30 : Certificate Presentation/ Fete !

21h00 : Goodnight !

Appendix IV. Different Follow up Methods

I. Involve Inspectors of Education/School Directors in Data Collection/Follow-up

Name	Village	Age	Grade Level	School Track	End of Year Exam	Continuing Education 2011-2012 School Year?
SANWOGOU Alima	Pagouda	16	11th	Sciences	Passed	Yes!
ODJI Akoua	Pagouda	23	11th	Sciences	Passed	Yes!
LAMBONI Marie	Mango	20	11th	Liberal Arts	Passed	Yes!
SABIENI Dovi	Mango	19	11th	Liberal Arts	Failed	Yes!
GNENI Adjoua	Mango	18	11th	Liberal Arts	Failed	Yes!
KOLANI Damigou	Timbou	17	11th	Liberal Arts	Passed	Yes!
DJABARE Kossia	Nano	17	11th	Liberal Arts	Passed	Yes!
MOUSSA Akossiwa	Bogou	21	11th	Liberal Arts	Failed	Yes!
AFANGBEDJI Tandjom	Tandjoare	18	10th	Liberal Arts	Passed	Yes!
NANAKAN Jeanne	Mogou	17	10th	Liberal Arts	Passed	Yes!
AMEKO Yawa	Mogou	16	10th	Sciences	Passed	Yes!
NABEDE Chimene	Sagbiebou	23	12th	Liberal Arts	Passed	Yes!
KOLA Teka	Nanergou	21	12th	Sciences	Failed	Yes!
BABA Claire	Kante	19	12th	Sciences	Failed	Yes!
AMEDJRO Atsupe	Kante	17	12th	Liberal Arts	Failed	Yes!
KODJO Adjo	Nadjoundi	22	12th	Sciences	Failed	Yes!
NAMEROU Marie	Naki Ouest	17	12th	Liberal Arts	Passed	Yes!
LAMBONI Essohanam	Cinkasse	21	12th	Technical Track	Passed	Yes!
ABDOU Samira	Tchikawa	21	12th	Liberal Arts	Passed	Yes!
DZOSSEH Pakiendou	Kara	22	12th	Sciences	Failed	Yes!
PAGNI Charité	Kara	23	12th	Sciences	Failed	Yes!
AWESO Manssa	Kara	24	12th	Liberal Arts	Failed	Yes!
Young Leaders of Last Conference:						
Latifa	Tami	20	11th	Sciences	Passed	Yes!
Nadia	Dapaong	20	12th	Sciences	Passed	Yes!
Ruth	Bassar	23	10th	Liberal Arts	Passed	Yes!
Clothilde	Mogou	19	11th	Liberal Arts	Passed	Yes!

*This is just a sample; names and places have been changed.

II. Pre – post test questionnaires

AMENONS NOS FILLES AU TRAVAIL 2011

1. Citer 3 avantages de l'éducation de la jeune fille : (Cite three advantages of girls' education)
 - a. _____
 - b. _____
 - c. _____

2. Citer 3 circonstances qui peuvent amener une fille à abandonner l'école : (Cite 3 reasons why girls may leave their studies)
 - a. _____
 - b. _____
 - c. _____

3. Citer 3 changements que arrivent chez la fille pendant la période de la puberté. (Cite 3 changes that come during puberty for girls)
 - a. _____
 - b. _____
 - c. _____

4. Citer 3 conséquences des rapports sexuels chez une élève : (Cite 3 consequences of having sexual relations while you are a student)
 - a. _____
 - b. _____
 - c. _____

5. Les filles sont souvent les victimes de l'harcèlement sexuel avec son professeur. Selon vous, qu'est-ce qu'elle peut faire pour lutter l'harcèlement sexuel à l'école ? (Girls are often victims of sexual harassment by their teachers. In your opinion, what could a girl do to fight against harassment in her school?)

6. Citer 3 professions que les femmes peuvent choisir. Pour chacun, donnez aussi le niveau d'éducation nécessaire pour être engagé. (Cite three different professions that can be pursued by women. For each one, list the level of education necessary needed to obtain that profession.)
 - a. _____ education _____
 - b. _____ education _____
 - c. _____ education _____

7. Citer 2 droits de la femme au Togo. (Cite two rights women have in Togo)

III. Personal Interviews and Data Collection

Possible Questions to Ask:

1. What kinds of and how many activities have you done since the conference?
[See Appendices for example follow up activity sheets].
2. What did you like most about the conference?
3. What could be improved for future conference projects?
4. Do you feel that your self confidence has decreased, stayed the same or increased since the conference?
5. Did you pass your quarterly/yearly exams this year?
6. Are you returning to school the upcoming school period?
7. How often have you used a computer since the project?
8. Have you started creating your personal CV?
9. Have you created/continued a study group? If so, in what subjects?
10. How many times have you been in contact with your community mentor?
11. Have you contacted any of the other participants?

Amenons Nos Filles au Travail

Nom du Village	Noms des Organisatrices (qui ont participe d'Amenons Nos Filles au Travail)	La Description de l'Activité : (i.e., « Trois séances au lycée sur les topiques suivant : Equité Genre; Harcèlement Sexuelle; et Planification Familiale »)	Pour Qui ? (i.e., « Les <u>dix</u> élèves filles en classe du Première et Terminale ») *Il faut nous dire le nombre des gens présent. *	Quand ? (i.e., « Un thème par semaine pendant une période du trois semaine en janvier »)

TOTALE : _____
(Compter les nombres des gens qui ont suivre dans **tout de vos activités**)

Activities in the Plateau Region after Camp

Village	Participant Names	Description Of Activity (i.e., "Three sessions at the high school on the following topics: Gender Equity; Sexual Harassment; Family Planning")	Target Group (i.e., "10 high school girls in the Première & Terminale classes")	Projected Timeline (i.e., "Three week period with one topic per week.")