



GEMS

Girls' Education Monitoring System

GUATEMALA COUNTRY STUDY

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Guatemala List of Acronyms

AEN	<i>Asociación Eduquemos a la Niña</i>
AIR	American Institutes for Research
BEST	Basic Education Strengthening Project
CSO	Civil Society Organizations
DIGEBI	Directorate of Bilingual Education of the Ministry of Education
EGAT/WID	Economic Growth, Agriculture and Trade/ Office of Women in Development
FUNDAZUCAR	Foundation of Guatemalan Sugar Growers
FUNRURAL	<i>Fundación para el Desarrollo Rural</i>
GER	Gross Enrollment Ratios
GWEA	Girls and Women's Education Activity
INE	<i>Instituto Nacional de Estadística</i>
JICA	Japanese International Assistance Agency
MEDIR	<i>Medición de Indicadores y Resultados</i>
MINEDUC	Ministerio de Educación
NGO	Non Governmental Agency
PAN	<i>Partido de Acción Nacional</i>
PRONADE	<i>Programa Nacional de Autogestión para el Desarrollo Educativo</i>
SSO	Strategic Support Objective
USAID	United States Agency for International Development
USIPE	<i>Unidad Sectorial de Información y Planificación Educativa</i>

EXECUTIVE SUMMARY

This document summarizes the findings of a review of progress of the USAID-funded GWEA Project, known as *Proyecto Global*, in Guatemala. The project forms a part of USAID/EGAT/WID Girls and Women's Education Activity. The five-year life of the project is examined in relation to the strategic framework for Strategic Support Objective 2 (SSO 2) *Broad-based, Informed Constituencies Mobilized to Improve Girls' Education*. The study is based on analysis of project documents, manipulation of the available national education statistics for Guatemala and fieldwork conducted in Guatemala during March of 2001.

The GWEA Project differs from other efforts funded under the EGAT/WID Activity in that it is the second project in Guatemala to employ the strategy of using a small local team of specialists to act as a catalyst in mobilizing support for girls' education. USAID's investment in girls' education in Guatemala began in 1991 as a component of USAID/Guatemala's Basic Education Strengthening (BEST) Project. The purpose of the BEST Girls' Education Program was to promote attendance, persistence, and completion of primary school by girls, especially Mayan-speakers and those who were members of other rural populations. The program consisted largely of technical assistance to several initiatives to support girls' education and the development of instructional materials and guides for classroom and community use. The Program supported the organization of national seminars on girls' education and provided technical and administrative support for the *Asociación Eduquemos a la Niña* (AEN), which evolved from the seminars as a coordinating body for different actions in girls' education. The Program also supported tests of incentive packages carried out by FUNDAZUCAR, a foundation of the Guatemalan sugar growers association; development of workshops and manuals; and the design of public sector initiatives, such as the Ministry of Education scholarship program for girls, which has been implemented nation-wide in a collaborative effort with AEN.

As the BEST Project drew to a close, USAID/Guatemala continued to invest in girls' education through a buy-in to the Girls' and Women's Education Activity coordinated by USAID's Office of Women in Development. The GWEA program in Guatemala was implemented by World Learning, a subcontractor to the American Institutes for Research, and began work in May of 1997. GWEA's principal areas of action on initiation of work were to be: 1) providing technical support to the Common Agenda in Girls' Education, a collaborative effort of USAID and the Japanese international assistance agency, JICA; and 2) strengthening the capabilities of the AEN to establish relationships with private sector entities both to encourage investment in girls' education and to assure that activities were coordinated. Much of 1997 was spent in planning the Common Agenda activities. However, it was finally decided that USAID and JICA would work in a parallel and complementary manner rather than the integrated manner envisioned by the Common Agenda. This, together with changes in administration of AEN that required a redefinition of the organization's procedures, forced GWEA to redirect its efforts in 1998.

Consistent with the USAID/Guatemala Strategic Objective #2 *Better Educated Rural Society*, which focuses on improving the education of the rural populace through education

policies and strategies that enhance gender equity and cultural pluralism, GWEA formed a working relationship with the Directorate of Bilingual Education of the Ministry of Education (DIGEBI) and began an awareness program in DIGEBI model schools (*escuelas de excelencia*) for teachers and parents. The sessions focused on the importance of girls attending, as well as staying in school.

In 1998, GWEA also renewed technical support to AEN. This organization had become the conduit for the Ministry of Education scholarship program and requested GWEA management assistance. GWEA also began to develop materials to improve the reading skills of female students. Contacts were also made with the administrative personnel for the department of El Quiché, as this department was to be the focus of USAID work.

From 1999 through 2001, the project dealt with three principal areas of action: awareness campaigns to mobilize leaders to support girls completion of primary school; training teachers to create girl-friendly classrooms; and building community participation in keeping girls in school. The strategy for implementing these actions was to create tools, with local participation, that could then be used by partners to carry out actions. Over the course of 18 months a series of materials for use with girls in the classroom were produced. These materials, called suggestions (*Sugerencias*), were packaged in a loose-leaf binder for dissemination. The positive support for the tool by the Ministry of Education after participation in workshops carried out by the GWEA team has resulted in USAID extending the project in order that 10,000 copies of the manual can be produced. Radio campaigns were also produced and a community discussion manual based on pictorial representations to be used with illiterate parents was developed.

The GWEA project has been implemented in a period of political change. It began as the Peace Accords, ending more than 30 years of civil war, were being initiated and has seen the change of elected governments that went from a pro-business administration to one with a more populist program. The GWEA is completing its work in a severe economic downturn.

Principal Results

- Increases of 5.6% nationally and 6.1% in the target area in rural female fifth grade attainment
- Increases of 21% nationally and 41% in the target area in rural female gross enrollment ratios, due in part to an aggressive program by the Ministry of Education to create schools in isolated areas
- Rural female third grade attainment higher than that for boys, in part a result of the girls' scholarship program
- A "core" group of civil society organizations, made up mainly of NGOs and private sector foundations carrying out actions to promote girls' education
- \$6,473,124 of non-USAID funds leveraged by civil society organizations for actions encouraging the persistence of girls in primary school
- Pedagogical guides, community action manuals and media materials for girls' education created

Challenges

- Completion rates in rural areas remain low with less than one-fourth of female students reaching fifth grade in five years
- Government funding for primary education has had a relative decrease and the government has ended its partnership with civil society in implementing the scholarship program
- Much of the civil society investment in girls' education comes from a few private sector organizations
- Outlets must be found for the tools produced by the GWEA project to ensure utilization
- Girls' participation in the classroom is relatively low

Implications

- The results with actual rather than estimated cohort completion rates, suggest that the EGAT/WID goal of a 20% increase in girls completion rates over ten years may be overly optimistic for Guatemala
- Once a core group of civil society organizations are carrying out actions, the catalyst function of the project may be unnecessary
- The civil society organizations working in girls' education may need to focus on instructional quality, as well as incentives, to ensure higher completion rates

GUATEMALA COUNTRY STUDY

I Introduction

USAID's investment in girls' education in Guatemala has a relatively long time frame when compared to other emphasis countries in the EGAT/WID girls' education initiative. The program began in 1991 as a component of USAID/Guatemala's Basic Education Strengthening (BEST) Project. The BEST project had a number of components that aimed to improve the efficiency, coverage, and quality of basic education services, especially as such services pertained to underserved populations. At the time the project began, it was the only large investment in basic education by an international donor agency.

In the initial phase of the BEST Project, the girls' education effort worked mainly through other project components, to assure that all dealt with issues of gender equity. However, a 1991 national conference on the issue of girls' education and economic development, supported by USAID and other international and Guatemalan institutions, stimulated cross-sector interest in girls' education and led to the Girls' Education Program taking on broader responsibilities. The purpose of the BEST Girls' Education Program was to promote attendance, persistence, and completion of primary school by girls, especially Mayan-speakers and those who were members of other rural populations. The program consisted largely of technical assistance to several initiatives to support girls' education and the development of instructional materials and curriculum guides. The principal activities were: support in organizing national seminars on girls' education, including a review of international experience, compiling seminar results, and technical support for the *Asociación Eduquemos a la Niña* (AEN), which evolved from the seminars as a civil society organization that had the objective of coordinating different actions in girls' education; technical support to a three-year test of incentive packages carried out by FUNDAZUCAR, a foundation supported by the Guatemalan sugar growers association; development of workshops and manuals for teachers, community members, and local educational administrators on the importance of educating girls and techniques for promoting participation of girls in schooling; and technical support of the Ministry of Education scholarship program for girls. In the last year of the program, emphasis was also given to designing a common agenda for donor support in girls' education.

At the time the program began, Guatemala was second only to Haiti in illiteracy rates among women in the Latin American and Caribbean region. Over 60 percent of Guatemalan women were illiterate compared to 40 percent of men. Among the indigenous populations, the estimates are 90 percent illiteracy rate for women and 73 percent for men. Over 45 percent of Guatemalan women had not completed first grade. Of every ten children who completed primary school, eight were boys and two were girls (USIPE 1988).

II Socio-Political Context

The program also began in a period of unrest in Guatemala, as a decades-long civil war was underway. This war had cost the lives of what is estimated at over 100,000 Mayans who lived in areas of conflict between the Guatemalan army and guerilla forces. Many thousands more fled their homelands because of the war. Thus, programs dealing with indigenous populations were greeted with suspicion by both the government and by the indigenous communities they were to serve. The few existing indigenous organizations at that time were unlikely to call undue attention to themselves by supporting what might be considered controversial programs such as the education of girls.

In addition, the administration of Vinicio Cerezo, the first freely elected government in forty years, was completing its term in office. A second presidential election took place successfully in 1991, bringing Jorge Serrano to power. However, less than two years into office, Serrano attempted a “self-coup” (*auto-golpe*) which was similar to that which had taken place in Peru several years earlier. Negative international and internal reaction led to the president fleeing the country and to the appointment of an interim government. The interim president, Ramiro de León Carpio, made headway in negotiations with the guerillas, but no peace agreement was reached. Two years later, power again changed hands through the election process, and the new government of Álvaro Arzú and the *Partido de Acción Nacional* (PAN) was able to negotiate a peace agreement with the guerilla forces in 1996. The official cease-fire went into effect in January 1997. As a result of the improved climate created by the peace process, both indigenous groups and women’s organizations proliferated. These groups were active in promoting the goals of the peace accords, which included formation of a pluralistic society and the participation of women in all aspects of Guatemalan life.

The PAN government was also pro-business and was able to attract international investment to the country subsequent to the signing of the Peace Accords. Much of the investment was in improving infrastructure to facilitate the sale of goods and services. PAN served one term and was replaced through popular vote in December of 1999.

The populist, *Frente Republicano Guatemalteco* party, with Alfonso Portillo as President, has had difficulty in attracting international investment because of its anti-business leanings and the presence of a former dictator, Efraín Ríos Montt, as the leader of the party. This, combined with reported government corruption, severe climatic conditions that have affected crops, and decreasing prices for many agricultural goods, has thrown Guatemala into an economic downturn at the beginning of the 21st century.

III The GWEA Program

A Project Development

USAID/Guatemala has continued to invest in girls' education through a buy-in to the Girls' and Women's Education Activity coordinated by USAID's Office of Women in Development. The GWEA program, which in Guatemala is known as *Proyecto Global*, began work in May of 1997, as a five-year effort. The project supported constituency building at the national level and participatory action for girls' education in local communities and schools serving indigenous populations. GWEA overlapped with the final year of the BEST Girls' Education Program in order to ensure continuity in actions. During this period, the Ministry of Education and the AEN reached an agreement that the Association through one of its members, FUNRURAL, would administer the Ministry's scholarship program. It was planned that the scholarship program would increase over five years from 15,000 recipients to about 45,000 recipients.

GWEA's principal areas of action on initiation of work were to be: 1) providing technical support to the Common Agenda in Girls' Education, a collaborative effort of USAID and the Japanese international assistance agency, JICA; and 2) strengthening the capabilities of the AEN to establish relationships with private sector entities both to encourage investment in girls' education and to assure that activities were coordinated. According to GWEA personnel, much of 1997 was spent in planning the Common Agenda activities. However, it was finally decided that USAID and JICA would work a parallel and complementary manner rather than the integrated manner envisioned by the Common Agenda. This, together with changes in administration of AEN that required a redefinition of the organization's procedures, forced GWEA to redirect its efforts in 1998.

Consistent with the USAID/Guatemala Strategic Objective #2 *Better Educated Rural Society*, which focuses on improving the education of the rural populace through education policies and strategies that enhance gender equity and cultural pluralism, GWEA formed a working relationship with the Directorate of Bilingual Education of the Ministry of Education (DIGEBI). The director of DIGEBI named a specialist in girls' education to work with GWEA. GWEA began an awareness program in DIGEBI model schools (*escuelas de excelencia*) for teachers and parents. The sessions focused on the importance of girls attending, as well as staying in school.

In 1998, GWEA also renewed technical support to AEN. This organization had become the conduit for the Ministry of Education scholarship program and requested GWEA management assistance. Late in the year, the program began to work with the Guatemala Reading Council (*Consejo de Lectura*) to develop materials to improve the reading skills of female students. Contacts were also made with the administrative personnel for the department of El Quiché, as this department was to be the focus of USAID work.

The GWEA plans for 1999 dealt with three principal areas of action: awareness campaigns to mobilize leaders to support girls completion of primary school; training teachers to

create girl-friendly classrooms, and building community participation in keeping girls in school. The strategy for implementing these actions was to create tools, with local participation, that could then be used by partners to carry out actions. In order to provide tools to local communities, a needs assessment was undertaken. However, the study went beyond simply interviewing local respondents and attempted to elicit a series of local terms that defined how community members felt about a number of education issues. As a result of the complexity of the study, it took more time to complete than originally anticipated. It was begun in January 1999 and completed in October of the same year. As the data were necessary to use the proper vocabulary and language for designing messages for parents, work on community participation was delayed.

The focus of GWEA work was on teacher training. GWEA staff examined materials for teacher training developed under the BEST girls' education component and determined that these materials were too complex for teachers in El Quiché and did not focus specifically enough on reading. A workshop was given to 50 DIGEBI teachers on improving girls' reading skills. The workshop was taped and the program produced cassettes that were designed to help others carry out workshops of this type. As a follow-up to the workshop, GWEA began working with a core group of 18 teachers who had participated in the training. Over the course of 18 months a series of materials for use with girls in the classroom were produced. These materials, called suggestions (*Sugerencias*), were packaged in a loose-leaf binder for dissemination. The positive support for the tool by the Ministry of Education after participation in workshops carried out by the GWEA team has resulted in USAID extending the project in order that 10,000 copies of the manual can be produced.

While community work began through the use of the participating teachers as links to their respective communities, delay in the production of the situational analysis prevented work on tools such as awareness campaign materials and manuals. Work focused on community meetings to discuss the importance of girls going to school in 16 communities of El Quiché.

During 2000, radio campaigns were produced and a community discussion manual based on pictorial representations to be used with illiterate parents was developed. Unlike the *Sugerencias* that were developed by teachers, with technical support from GWEA, these materials appear to have been largely the work of paid specialists who were experts in each area. In addition, a national meeting on girls' education was held. This meeting was to involve the government, NGOs and the private sector and had the objective of assisting the newly elected government to develop its strategies with regard to girls' education. However, owing to miscommunication between GWEA and AEN, many potential private sector participants were omitted.

At the time of this review, the radio spots were being tested in sample communities and the draft community discussion manual was being reviewed by USAID. The GWEA director stated that there are a number of potential users for these materials and was hopeful that they would be disseminated before the completion of the project

B Project Organization

World Learning, a U.S.-based NGO that did not have legal status in Guatemala, administered the project, as a subcontractor to the American Institutes for Research (AIR). The project staff consists of a Coordinator and an administrative assistant in Guatemala City and a gender specialist in El Quiché. The lack of a national presence was mentioned by staff as an inhibiting factor in GWEA furthering the national dialogue on girls' education. This was especially true after the failure of the Common Agenda and prior to World Learning being contracted to carry out a bilingual education project, which increased the organization's visibility.

Staff members also felt that their work was hampered by the small staff size as it related to the need to work at both the local and national level. While the idea of technical assistance being carried out by a local Guatemalan team was seen to be valid, more human resources were felt to be needed to meet the broad scope of work required by the EGAT/WID strategy.

IV Findings

This section presents the findings of the performance review team. Findings are organized in terms of each of the intermediate results of the EGAT/WID framework for SSO2. The findings are based on meetings in Guatemala involving representatives of USAID/G-CAP, members of the GEMS team, the director of the GWE Activity and representatives of various partner organizations. They also include review of findings of a monitoring survey carried out by the GWEA project in Guatemala, as well as other secondary sources.

A Trends in Gross Enrollment Ratios and Completion Rates

1. Enrollment

Rural indigenous girls are the primary targets of the GWEA program in Guatemala. Thus, national rural gross enrollment ratios and completion rates for rural girls are reported. GERs and completion rates are also reported for the department of El Quiché, which is the special focus of USAID/G-CAP and a specific target area for the GWEA program. Enrollment and completion data were obtained from the Ministry of Education database and population estimates from the National Institute of Statistics (INE). Fifth grade completion rates for rural girls were calculated using only those schools for which complete data were available during the five years of tracking a given cohort.

Table 1 shows the total increase in gross enrollment ratios from the 1995 baseline year for girls and boys. Enrollment ratios have increased substantially for both males and females. Both nationally and in El Quiche, girls' enrollments have increased slightly more than boys. However, girls have made up only 3-percentage points of the 13- percentage point gap that existed in 1995. In El Quiché the difference has been reduced by 6%. This may in part be the result of capping gross enrollment ratios at 105%, a level reached by boys in El Quiché in 1999.

The increase in gross enrollment ratios in rural areas is largely a result of the work of the PRONADE program. This program is a semi-autonomous arm of the Ministry of education that began work in 1992. It is designed to create schools in hard-to-reach areas of the country. The program supports communities, which meet certain criteria, in establishing a school and implanting a primary education delivered by local teachers identified by the community. The program has been responsible for over 250,000 new enrollees in its years of operation (PRONADE, 2000).

Table 1: Change in Guatemala Rural Primary Gross Enrollment Ratios by Gender: Nation and El Quiché

Year	National				El Quiché			
	Male %	Change From Baseline	Female %	Change From Baseline	Male %	Change From Baseline	Female %	Change From Baseline
1995	79		66		70		52	
1996	80	+1	67	+1	75	+5	57	+5
1997	81	+2	68	+2	78	+8	60	+8
1998	90	+11	77	+11	96	+26	76	+24
1999	99	+20	86	+20	105	+35	91	+39
2000	97	+18	87	+21	105	+35	93	+41

Sources: MINEDUC base de datos 1991-2000; INE Estimaciones y Proyecciones de Población 1990-2010

2. Completion

Change in attainment of fifth grade in rural areas also follows a pattern of general increase (Table 2). The relative change in completion rates is much less than enrollment ratios. Nationally, boys' completion has increased 5.3%, whereas that of girls has increased 5.6%. However, only about a quarter of the enrolled children of either gender reach fifth grade in five years. In El Quiché, completion rates are lower than the national rates for both boys and girls. Further, girls do not follow the pattern of a consistent increase each year that is found nationally. Although girls' attainment of fifth grade has increased 6.1%, they have lower completion rates than boys.

Although not the target in Guatemala, the completion rates for urban girls have also increased. They have gone from 42.5% in 1995 to 52.5% in 2000. In 1995, completion rates for boys in urban areas were 42.7%. The increases in boys' completion rates were less than those of girls, reaching 51.2% in 2000.

Table 2: Change in Rural Fifth Grade Attainment by Gender: Nation and El Quiché

Year	National				El Quiché			
	Male %	Change from Baseline	Female %	Change from Baseline	Male %	Change from Baseline	Female %	Change from Baseline
1995	21.7		18.5		12.4		11.0	
1996	21.4	-0.3	18.6	+0.1	13.6	+1.2	11.3	+0.3
1997	22.0	+0.3	18.7	+0.2	14.3	+1.9	10.9	-0.1
1998	23.3	+1.6	20.5	+2.0	13.9	+1.5	9.5	-1.5
1999	23.8	+2.1	21.6	+3.1	17.4	+3.0	14.7	+4.7
2000	26.0	+5.3	24.1	+5.6	19.6	+7.2	16.1	+6.1

Source: MINEDUC base de datos 1991-2000

Given the emphasis on scholarships for rural girls by the Ministry of Education and the civil society organizations involved in girls' education, completion rates for the first three grades, which were the target grades for the scholarship program, were examined. Beginning in 1997, the first year of the partnership between the Ministry of Education and the AEN for administration of the scholarship program, completion ratios went up consistently for girls nationally. Boys' completion rates, on the other hand, were stagnant and girls surpassed boys for the 1997-1999 cohort. This is the first complete cohort of the scholarship program to reach third grade. Completion rates for this cohort are also higher than those of boys in El Quiché. The second cohort in 2000 continues the trend. Girls' completion rates continue to increase and remain higher than those of boys. Boys' completion rates, however, also begin to increase. Total increases for girls, from the 1995 baseline, are 7.1% and 9.5% nationally and in El Quiché, respectively.

Table 3: Change in Rural Third Grade Attainment by Gender: Nation and El Quiché

Year	National				El Quiché			
	Male %	Change from Baseline	Female %	Change from Baseline	Male %	Change from Baseline	Female %	Change from baseline
1995	30.4		28.5		25.2		20.4	
1996	31.6	+1.2	30.6	+2.1	22.2	-3.0	18.2	-2.2
1997	32.2	+1.8	30.8	+2.3	26.7	+1.5	22.6	+2.2
1998	32.9	+2.5	32.6	+4.1	26.0	+0.8	22.0	+1.6
1999	32.1	+1.7	34.1	+5.6	26.7	+1.5	28.0	+7.6
2000	34.6	+4.2	35.6	+7.1	29.1	+3.9	29.9	+9.5

Source: Proyecto MEDIR 2001 Indicator Report

The scholarship program seems to be having a positive affect on girls' completion rates. However, only about a third of the children of either gender reach third grade. Given the greater number of girls enrolling in first grade (208,713 in 1999 versus 149,667 in 1995), it is doubtful that scholarships alone can solve the problem of persistence, owing to the relatively high cost.

B Trends in the Promotion of Girls' Education by Civil Society Organizations

1. Organizational Participation

Examining "the number of civil society organizations, including private sector organizations that initiate actions to promote girls' education" required a special strategy, given the longevity of efforts in Guatemala. Two different populations of organizations were established: those who had participated in the original national forum of 1991; and those who had participated in subsequent forums. These baselines were used to determine the number of additional "old" organizations and the number of "new" organizations that had initiated their first actions since 1997 when the GWEA project began in Guatemala. The total number of organizations initiating actions is also reported. The legal status of an organization was

determined as part of a survey of organizations conducted in 2001.

Table 4 shows the organizations initiating actions promoting girls' education for the first time. Over the ten years of activities to promote girls' education in Guatemala, 77 organizations have shown interest in the efforts by participating in a national forum on the issue. Of the 43 organizations that participated in the initial forum in 1991, 18 or 42%, initiated actions prior to the GWEA. Since 1997, only one additional organization of the original group has initiated actions in girls' education. New organizations that participated in subsequent forums totaled 34. Of these, a total of 15, or 44%, have initiated actions during the course of the GWEA project. Thus, the relative frequency of new organizations has been consistent over the history of girls' education initiatives. It is important to note, however, that the Guatemalan case suggests that the original participants in the organizing meetings that do not initiate actions are unlikely to do so over an extended period of time. Rather new organizations, in the sense of being first-time participants in girl's education, are the more likely targets of opportunity.

Only new organizations initiating actions are included in the table. Many of those organizations that initiated actions previously have continued these actions throughout the period under study. However, the supposition of the framework is that there will be an increasing participation of civil society organizations. The yearly totals of organizations that initiate actions do not suggest an increasing build-up of organizations and increasingly greater cumulative action over time, as after increasing to five new organizations initiating actions in 1999, the total has been only two or three in subsequent years.

Table 4: Number of Guatemalan CSOs Initiating Actions in Girls' Education by Year

Org/ Actions	Base	Pre 1997		1997	1998	1999	2000	2001	Total	
	No.	No	%	No	No	No	No.	No.	No	%
Original	43	18	42%	1	0	0	0	0	19	44%
New	34	0	0	1	4	5	2	3	15	44%
Total	77	18	23%	20	24	29	31	34	34	44%

Source: Villagrán "Encuesta de Instituciones" Proyecto Global 2001; Leal (personal communication); Nuñez (personal communication).

2. Types of Actions

Table 5 shows the actions engaged in by different types of organizations since 1997. It includes both organizations that had ongoing actions during the period, and those discussed previously that engaged in actions for the first time. As can be seen, most organizations initiated more than one type of action and carried out a total of 39 actions in the different categories from 1997 to 2001. Social awareness actions, such as media campaigns and newspaper supplements on the importance of educating girls, made up the greatest percentage of all actions at slightly less than 40% of the total. Incentive programs made up the next largest percentage of actions. They were over a quarter of the actions and related to support of scholarships for girls and school

food programs. Actions that would seem to affect classroom behavior and educational quality, such as curriculum development and teacher training, combined, made up only about 18% of the actions.

NGOs initiated the greatest percentage (46%) of the identified actions. However the business sector, as represented by commercial business and philanthropic foundations of commercial business also implemented over 41% of the actions. The relative frequency with which other types of organizations initiated actions was similar. Media, Education and Religious sectors initiated 5%, 5% and 3% of actions promoting girls education, respectively

Table 5: Actions initiated by CSOs by Type of CSO and Type of Action

Type of Action/ Org			Infra-Structure	Incentives	Comm. Academic Support	Curric.	Teacher Training	Policy	Social Awareness
	No*	No. of actions	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total	% of Total
NGO	36	18 (46%)	1 (3%)	4 (10%)	1 (3%)	1 (3%)	3 (8%)	0	8 (20%)
Religious	5	1 (3%)	0	0	0	1 (3%)	0	0	0
Business	16	7 (18%)	1 (3%)	3 (8%)	0	0	0	1 (3%)	2 (5%)
Foundation	13	9(23%)	1 (3%)	3 (8%)	2 (5%)	0	0	0	3 (8%)
Media	4	2 (5%)	0	0	0	0	0	0	2 (5%)
University	3	2 (5%)	0	0	0	1 (3%)	1 (3%)	0	0
Total	77	39	3 (8%)	10 (26%)	3 (8%)	3 (8%)	4 (10%)	1 (3%)	15 (38%)

*Includes potential organizations

Source: Villagrán “Encuesta de Instituciones” Proyecto Global 2001

3. Commitment

In order to obtain an indicator of commitment to girls’ education, organizations were asked if they planned to continue working with issues of girls’ education in the near future. Table 6 shows that commitment is surprisingly low among NGOs, with only slightly more than 50% stating that they would continue. The split is almost totally along size, affiliation, and type of involvement. All but one of the NGOs with international affiliations, including AEN, stated that they would continue. Local Guatemalan NGOs that had generally carried out one activity in the area said they would not. This response appears to be closely tied to a perception of available funding. The businesses and foundations that stated a continued presence in the area of girls’ education were those that have provided long-term support dating from the first girls’ education program.

When the same question was asked of representatives of public sector organizations. All of the Ministries that had carried out actions responded affirmatively. The one exception was the Congress, which did not see a continuation of actions after 2001.

Table 6: Organizations Showing Commitment to Continue Working in Girls Education

Sector	No.	Yes	No
NGO	15	8 (53%)	7 (47%)
Religious	5	4 (80%)	1 (20%)
Business	9	4 (44%)	5 (56%)
Foundation	6	4 (66%)	2 (33%)
Media	3	2 (66%)	1 (33%)
University	1	1 (100%)	
Total	39	23 (59%)	16 (41%)

Source: Villagrán "Encuesta de Instituciones" Proyecto Global 2001

C Trends in Public Sector Support of Girls' Education

Table 7 shows the public sector units that deal in some way with girls' education. Although the guidance calls for a cumulative total to be reported, public sector units were examined by year over the course of the GWEA project to assess trends engendered by changes in government. Seven public sector units have initiated 19 actions. The Ministry and its key departments have initiated a total of twelve actions in the five years of the GWEA project. In addition, several department education offices have also initiated actions. These actions have focused on adaptations of materials developed under the girls' education program of the BEST project. Seven departments have also been involved in girls' education actions funded by JICA. These actions were not counted, as they were an initiative of the donor agency rather than the departments, themselves. It is interesting to note, that the new government took action in the area of girls' education soon after taking office in 2000, as the Ministry of Education initiated more actions in that year than at any time during the project. However, only one new action was identified in 2001. This was support of training MINEDUC personnel in the use of the teachers' guide, *Sugerencias*, developed by the GWEA project.

Table 7: Public Sector Units Initiating Actions in Girls' Education by Year

Units	1997	1998	1999	2000	2001	Total
MINEDUC	2			3	1	6
PRONADE			1			1
DIGEBI		2	2			4
SIMAC		1	1			2
SOSEP		1		1		2
Departments		2	2			4
DIGEBI/Quiche						
Other Ministries						
Total Actions	2	6	6	4	1	19

Sources: Villagrán "Encuesta de Instituciones" Proyecto Global 2001; Nuñez 1997

D Trends in Leveraging Resources

In order to determine the number of CSOs with increased resources leveraged from non-USAID sources, a survey was carried out with those organizations that had shown interest in girls' education by participating in a national meeting. As shown in Table 8, thirteen organizations stated that they had increased resources specifically for girls' education from sources other than AID, during the period of the GWEA program. These organizations came principally from the NGO and foundation sectors, where almost all of the organizations that initiated actions also increased resources from non-USAID sources. The single religious organization that engaged in actions specifically for girls' education also stated that non-USAID resources had increased. Additionally, one business said that it had increased the resources allocated to girls' education.

Table 8: Organizations Stating Increased non-USAID Resources by Organization Type

Sector/ Increased Resources	No. of Potential Organizations	No. w/actions	No. with increased resources
NGO	36	9 (25%)	8
Religious	5	1 (20%)	1
Business	16	4 (25%)	1
Foundation	13	3 (23%)	3
Media	4	2 (50%)	0
University	3	2 (66%)	0
Total	77	21 (27%)	13

Source: Villagrán "Encuesta de Instituciones" Proyecto Global 2001

Not all of these organizations were able to provide detailed information on amounts of resources by year. Table 9 provides a summary of trends in resource generation for the seven organizations providing such information. As can be seen, the majority of local funds dedicated to girls' education were generated through the work of foundations. These private sector philanthropic organizations generated close to five million US dollars in local currency. The bulk of this investment, as reported previously, was in large-scale incentive programs such as scholarships for girls and school food programs. About one third of the total investment was in training of teachers, communities and support personnel.

NGOs generated over \$800,000. These funds were invested in a wider variety of actions, with training of teachers making up a fairly large percentage of the total. Businesses and the media produced similar levels of funding. Administrative support costs for AEN, which came from managing the government scholarship program is included in this total. Much of the business contribution was income foregone to provide services, such as free accounts for the girls' scholarship program and designing social awareness programs. Investments in scholarships, and donations to NGOs were also part of the business contribution. Media contributions were in income foregone for publishing special supplements on girls' education.

Table 9: Guatemala Non-USAID Investment in Girls' Education 1997-2001

Org	1997		1998		1999		2000		2001*		Total	
	Intl	Nat	Intl	Nat	Intl	Nat	Intl	Nat	Intl	Nat	Intl	Nat
NGO	21,529**	47,499	21,329	64,872		242,203		255,107		165,500	42,858	775,181
Relig.												
Bus		37,028		53,031		89,051		60,880		134,686		374,677
Foun		110,550		330,172	58,092	2,124,465	88,568	2,176,705	51,665	243,280	198,344	4,985,171
Media				338,095								338,095
Uni												
Total	21,529	195,077	21,329	786,171	58,092	2,455,719	88,586	2,492,692	51,665	543,466	241,202	6,473,124

Source: Confidential Accounts of Participating Organizations

* Estimated for first six months of the year.

** Amounts in USD corrected for annual local currency fluctuations

Totals in 2001 were estimated for the first six months of the year. As can be seen, they are less than half of that of the previous two years. This is, in part, the result of Ministry of Education making the decision to administer the girls' scholarship program rather than outsource this administration to one of the partners of the AEN, FUNRURAL, as had been done since 1997. This change resulted in a reduction in the funds generated by AEN, which had negotiated administrative costs with the Ministry.

Support from international organizations, other than USAID, was close to a quarter of a million dollars. This was less than four percent of the total funds generated and was mostly for scholarships.

The total funding for the GWEA project, including a percentage of "core project activities, was approximately 1.6 million dollars (Brush, 2001). Of this total, about \$950,000 was used for the actual operating expenses of GWEA in Guatemala.

The total amount is somewhat higher than that leveraged during the BEST project. However, the trend of greater local funding than USAID investment was also found during that period. The local resources generated were estimated at \$3,234,578, for the period 1992-1996 (see Appendix A). Foundations generated over 99% of these resources, and over half of the foundation resources went to social awareness campaigns. The pilot program to test the viability of scholarships in relation to other types incentives, *Eduque a la Niña*, accounted for a large percentage of the remaining funding by foundations. About \$200,000 of these resources came from international donor funds. The funding for operating the Girls' Education Programs was roughly \$1.1 million from 1990 to 1997 (Juarez, 1997).

E Trends in Public Sector Investment

Public sector investment was defined as the percentage of the Ministry of Education budget that is allocated to girls' education. Where such data were not available or kept, rural primary education as a percentage of the Education budget was used, as a proxy. Where these data were not available, primary education as a percentage of the education budget was used to track trends. It is obvious that such an indicator only makes sense where there are targeted percentages within an overall strategy, as if taken to a logical conclusion, using this indicator would lead to the entire Ministry budget going to girls' education or primary education. However, given that all of the countries have limited investment in primary education, the indicator is useful in the short-run. These data were gathered from the Ministry of Education annual statistical yearbook.

As shown in Table 10, public sector investment in primary education has decreased over the years that the GWEA project has been in operation. The decrease is especially dramatic with the change of government in 1999. Although there has been a gross increase in the primary education budget in the first two years of the government, the percentage of the budget devoted to primary education has dropped over five percent. It is also interesting to note, that the government has stopped reporting on budget allocations to rural education, despite having its main constituents in the rural areas. Girls' education is represented by the allocation to the scholarship program.

Table 10: Primary and Rural Primary as a Percentage of the Total Education Budget by Year (Q. millions)

Year/Category	1996	1997	1998	1999	2000
Education	1,559	1,425	1,782	2,135.3	2,692.3
Primary	867	750	924	1,004.2	1,255.6
Percent of Education	55.6%	52.6%	51.8%	47.0%	46.6%
Rural Primary	522	376	423	Na	Na
Percent of Education	33.5%	26.4%	23.7%	Na	Na
Girls Education	1.6	10.3	10.9	13.1	13.6
Percent of Education	.1%	.7%	.6%	.6%	.5%

Source: Anuário Estadística MINEDUC

F Trends in Improved Knowledge to Implement Policies, Strategies and Programs for Girls Education

Bibliographies from several retrospectives on girls' education were used to establish baseline of analytical tools and studies. These were then reviewed to determine if they met the criterion of utilization established in the guidance. Again, although the guidance called for a cumulative total, tools and studies were divided by the years since 1997 in which they were used, in order to identify trends.

Table 11 shows that 22 tools or studies have been commissioned, produced, or requested by Guatemalan organizations involved in girls' education. This compares with 15 studies and tools in the years prior to 1997. In the early years of efforts in girls' education in Guatemala, studies predominated, suggesting the importance of testing actions in the early years of an initiative. With the maturing of efforts, it appears that there has been a greater need for tools that aid in the implementation of actions.

Table 11: Number of Analytical Tools and Studies by Year

Type	Pre-1997	1997	1998	1999	2000	Total
Tools	5	1	6	8	3	18
Studies	10	2	0	0	2	4
Total	15	3	6	8	5	22

In the case of studies, three of the four cases were utilization of studies produced prior to 1997. The only exception was an evaluation of the scholarship program commissioned by the Ministry of Education in 2000. Six of the tools produced prior to 1997 were also used by a new organization. Three new tools, dealing with girls' rights, training of teachers, and implementing a local scholarship program, were produced. The remaining nine tools were adaptations of tools produced under the BEST Girls' Education project. No requests for the packet of materials produced centrally by the GWEA project were documented. Local Guatemala staff felt that the initial production of these tools in English limited their usefulness, as the forums for presenting the materials for review occurred prior to their translation into Spanish.

G Trends in Mobilizing Leadership to Promote Girls' Education

The number of leaders who made public proclamations allocating resources for girls' education was determined through a survey of organizations. Organizations were asked if organizational representatives had made such statements in a given year. Table 12 shows that 10 leaders, of the 36 civil society organizations that actually initiated actions during the period that GWEA has been in operation, made public proclamations allocating resources for girls' education. Leaders of a number of the organizations that had been participating in girls'

education since the early 1990s had made statements prior to 1997. The statements were consistent with the types of actions engaged in by the organizations and related to funding for scholarships, or allocation for resources for social awareness campaigns or teacher/community training materials.

Table 12: Organizations Stating that Leaders Publicly Identified Organizational Resources by Year and Organization Type

Year/Organization	No. of Potential Organizations	Pre 1997	1997	1998	1999	2000	Total
NGO	36	6	2	1	1		10
Religious	5	3				2	5
Business	16	1					1
Foundation	13	5	1			1	7
Media	4	1				1	2
University	3		1				1
Total	77	16	4	1	1	4	26

Source: Villagrán “Encuesta de Instituciones” Proyecto Global 2001

There was, however, a consensus among GWEA staff that this indicator is underestimated. This is because, in Guatemala, it is uncommon for leaders other than politicians to make such proclamations about resources, either personally or on behalf of their organizations, for fear of personal safety. The reluctance of business leaders to make public statements on issues of resources, was borne out by the survey, as only one of the 16 business sector organizations surveyed responded affirmatively.

H Trends in Broadened Local Community Participation to Promote Girls’ Education

This indicator includes only CSOs other than the private sector. Private sector organizations generally do not attempt to increase membership, but rather look to increase production and thereby reduce personnel. Public sector organizations may have the same objectives and law often determines the size of public sector membership. As the indicator focuses on “growth in membership within organizations that promote girls’ education,” only those organizations that have initiated actions were counted. Questions on membership were part of the survey of organizations.

NGOs, religious organizations and foundations were included in the study. All of the nine NGOs that had initiated actions stated that their membership had increased during the life of the GWEA project. Similarly, the one religious organization that had initiated actions specifically related to girls’ education reported a growth in membership. The two principal foundations acting in girls’ education, Castillo Córdoba and FUNRURAL also reported growth in membership. However, such membership has increased staff to handle expanding actions during the period that GWEA was in operation. These organizations expected staff to be

decreased if actions were discontinued.

Organizations were also asked the number of communities in which they were working with girls' education. Table 13 shows the magnitude of the work by sector. Consistent with the information on the leveraging of local resources, foundations have the greatest coverage. This is due both to the nature of the programs that they are administering (scholarships and school lunches) and their mission to work with schools in their own areas of influence (e.g. coffee and sugar plantations).

Table 13: Number of Communities by Organization Type

	No.	No. of Communities	Average
NGO	12	1368	114
Religious	3	500	166
Business	4	119	30
Foundation	5	14,256	2851
Media	Na		
University	1	50	50
Total	25	16293	652

Local NGOs tend to work with a small number of communities in a particular region. The total shown in the table is inflated somewhat by the two NGOs with international affiliations that reported working with more than 500 communities each. It would also be higher if the 3500 communities involved in the scholarship program were counted with AEN. They have, however, been included with FUNRURAL, the actual implementing organization during the period, in order to avoid double counting. Both businesses and universities tend to work with a small number of communities.

I Trends in Strengthened Teacher Performance to Improve Girls' Primary School Participation

The baseline for the GWEA project was the 16 communities in El Quiché where the project is working directly. At the time of the study, actions had been initiated by three of the communities. As tools had been developed with the assistance of teachers in these communities, a sample of schools in which the GWEA project is working directly with teachers, was also examined. Data was obtained from the MEDIR project, which collects indicators on teacher performance to assist the Mission in tracking results.

Table 14 shows that there has been little progress in girls' participation in the classroom during the time GWEA has been working with teachers. Girls' participation as measured by initiation of interactions with the teacher has improved slightly in non-GWEA schools. In GWEA schools, there has been a substantial drop in girls' participation. While the overall

percentage of child-initiated interactions was similar, boys accounted for a greater percentage of such interactions in 2000 than in 1998.

Table 14: Girls' Participation in the Classroom

Type of School		1998			2000		
		Teachers	Boys	Girls	Teachers	Boys	Girls
Non-GWE	%	74.2	17.1	8.7	69.1	18.9	11.5
	N	2568	2568	2568	232	232	232
GWE	%	68.9	13.4	17.6	68.4	21.6	9.9
	N	187	187	187	23	23	23
Total	%	73.8	16.8	9.3	69.0	19.2	11.3
	N	2755	2755	2755	255	255	255

Source: MEDIR database

V Conclusions

A Strategic Objective

The USAID emphasis on building constituencies to promote girls' completion of primary school has contributed to higher completion rates among female primary school students in Guatemala.

The six cohorts attaining fifth grade available for Guatemala showed completion rate increases of 5.6% and 6.4% for rural and urban girls, respectively. These increases were slightly greater than those for boys during the same period, and in urban areas, girls had overcome a slight gender gap and had higher completion rates than their male classmates. In the target area of El Quiché, rural girls had a 6.1% increase in completion rates from the 1995 baseline. This was, however, less than the 7.2% increase for boys.

Despite increases in completion rates, overall primary completion is low in Guatemala. This is especially true for rural areas.

Even with the increases in completion rates, only about one-fourth rural Guatemalan children make normal progress to fifth grade (24.1% of girls and 26.0% of boys). In urban areas, only about half of the children make normal progress to fifth grade. Completion rates are even lower in El Quiché, with 16.1% of girls reaching fifth grade in five years and 19.6% of boys attaining this level.

Social awareness programs about the importance of girls going to school, when combined with increased access, can affect girls' enrollment in primary school

The almost ten years of emphasis on educating girls in Guatemala has led to a general familiarity with the issue. This familiarity, when combined with the efforts of PRONADE to create schools in isolated rural areas has created a growth in enrollment among girls that is slightly greater than that of boys nationally. Gross enrollment ratios for girls have reached 87%, an increase of 22% since 1995.

Large-scale investment in scholarship programs alone will not insure that a high percentage of girls complete school, in situations where completion has traditionally been low.

Scholarships have formed the basis of much of the work in girls' education in Guatemala during the life of the GWEA project. Approximately 10% of rural female primary students received scholarships during this five-year period. This investment produced significant trends in girls' completion and raised the completion rates of girls both nationally and in El Quiché above that of boys among the cohorts of third grade girls who had had the benefit of scholarship support for three years. However, less than a third of rural Guatemalan girls or boys complete third grade in three years.

B Intermediate Results

Leadership and major actions in girls' education are likely to remain in a few civil society organizations whose mission statement supports girls' education. Organizations that do not undertake actions soon after initial contact with national efforts are unlikely to do so.

In Guatemala, long-term leadership and activity was found in the philanthropic foundations of major commercial entities, and to some extent in the NGO formed to address problems of girls' education. These organizations were among the original partner organizations that began carrying out actions in the early 1990s. Although additional organizations have carried out actions, only 44% of the organizations that attended national meetings on girls' education initiated actions in either period of USAID-funded support for girls' education. Only one organization that had participated in the first national meeting, during the BEST project, initiated its first action during the GWEA program.

Businesses and small local NGOs are not likely to be long-term leaders in girls' education in Guatemala.

All small NGOs without international affiliations and all businesses that participated in a single short-term project stated that future involvement in girls' education was not foreseen by their organizations. This suggests that these types of organizations may be called upon for specific activities, but will not form part of the ongoing constituencies envisioned by the EGAT/WID framework.

Local organizations that take a leadership role in carrying actions are able to generate non-USAID funding on a consistent basis. However, as with the number of organizations actively involved, such funding is not likely to grow exponentially.

Local funding was generated at three to four times the USAID investment for both the BEST and GWEA girls' education programs. However, funding did not grow significantly beyond an average of about one million dollars a year. More than 75% of this funding came from four or five local private sector foundations in each period.

Non-USAID funding to support girls' education can be generated without a reliance on international donor agencies.

International donor agencies have been active partners throughout the ten years of constituency building in Guatemala. However, their contribution to actions engaged in by civil society organizations was less than 10% of all non-USAID resources.

Government agencies can be active partners in alliances to promote girls' education. However, public sector financial support of an issue such as girls' education may change dramatically with changes of government.

The two administrations prior to 2000 undertook scholarship programs with public financing. The program that began in 1997 with outsourcing of government funds to the private sector for implementation has been seen as a model for public sector-civil society collaboration. However, with the change of government in 1999, the percent of the education budget dedicated to primary education has been reduced each year. While the scholarship funds were a Congressional mandate through 2001, there appears to be little continued support in the new Congress and the Ministry of Education has ended its partnership with the civil society organization that appeared to be administering the scholarship program successfully.

Studies are more important than implementation tools in the early years of launching a girls' education initiative. Both studies and tools have a long life span, but must be in the principal language/s of the country to be utilized.

During the BEST project studies were used in planning efforts and in monitoring results of actions. Implementation tools predominated during the GWEA project. A number of the tools and studies produced prior to the GWEA project were still in use or had been adapted for specific needs. Despite being well-designed and building on international experience, the tools created by AIR were not utilized in Guatemala. This was a result of their translation into Spanish only taking place late in the life of the project.

Leaders can be mobilized to support girls' education through public statements. However, such support is unlikely to include declarations of organizational resources being allocated.

Despite leveraging more than one million dollars a year, only ten leaders made declarations about allocation organizational resources to girls' education and amounts were not made specific. Respondents felt that such declarations were limited owing to fear for personal safety.

C Project Organizational Structure

USAID-funded local teams can be appropriate to carry out work related to teaching and learning even when they do not serve as a catalyst for constituency building. However, in either role, they must have human resources commiserate with the project's scope of work.

GWEA work in developing teacher training guides and workshops was well received by the Ministry of Education. However, team members felt that the project was understaffed to meet the demands of the scope of work that required national and local involvement of staff. One full-time coordinator and one administrative assistant called for by the contract could not handle the volume of work.

VI Implications

Although Guatemala has made significant gains in girls' completion rates, the country appears unlikely to reach the USAID/EGAT/WID goal of a 20% increase over the ten-year period originally envisioned for the life of the Activity. In the ten years that the framework has been implemented in Guatemala, completion rates have increased between 5.6% and 7.1% for the different target groups. Much of this increase came during the years that the GWEA has been in operation. However, even if the increases were to double in the next five years, the maximum increase would be about 14% for the ten-year period. As the Guatemala trends are based on real cohorts, rather than reconstructed cohorts, the existing trends in completion might serve as a guide in establishing future goals related to primary school completion.

The scholarship program may contribute to improved female attainment of fifth grade, as third grade attainment has increased by 6.1% and 9.5% in a four-year period. However, as no cohorts containing scholarship recipients have yet reached fifth grade, it is impossible to estimate what may be the effect. Given the changes that have taken place in the administration of the scholarship program and the lack of commitment of the Guatemalan government to continue the program, long-term changes in completion rates are unlikely.

Low completion rates for both girls and boys even after ten years of promoting girls' persistence and completion of primary school, suggest that dramatic change in completion rates may require an extended period of time and/or more targeted actions than have been carried out in Guatemala. The promotion of the elements of schooling that will ensure that all children complete school with the skills and knowledge defined as necessary to become a successful adult in Guatemala may be a complementary strategy to awareness and incentive programs that have predominated in civil society efforts. Such a role, which would require collaboration with the Ministry of Education, may be difficult in light of the governments' current relationship with the private sector.

The EGAT/WID framework of using local professionals to act as a catalyst in bringing together organizations from different sectors to promote girls education may not be necessary as a long-term strategy. The Guatemalan experience suggests that once a constituency for girls' education has been formed, a core group of organizations will continue actions in the areas. Local technical assistance may only have a catalyst role in such a situation if it has a visible linkage that is national in scope, as was planned with the Common Agenda. Without such visibility, GWEA was unable to bring together new partners on the national forum.

All sectors are not equally likely to be contributing members of a multi-sector coalition. In the case of Guatemala, NGOs carried out a number of actions that did not require large expenditures, whereas foundations, business and government funded large or costly projects. The religious sector was almost a non-participant. Thus, different organizations will contribute in areas where they have expertise or other resources. This suggests, that as efforts to promote girls' education mature, sector participation should be thought out strategically in terms of the types of resources that different sectors could best contribute.

Successful leveraging of financial resources from non-USAID sources appears to require organizations that are involved with the business sector, if relatively large amounts are to be raised on an ongoing basis. Most of the financial resources for actions promoting girls' persistence and completion of primary school came from foundations with educational objectives in their mission statements. Substantial support from international donor agencies does not appear likely or necessary to generate sufficient funding to carry out actions of national scope, as less than 6% of the over ten million dollars generated by civil society organizations has come from such donors.

The relatively long life of tools and studies, suggests that the tools developed by the GWEA in Guatemala have a good chance of being utilized. However, as the project is ending, there is a question of the Ministry's ability to train teachers or even a large number of trainers in their use, given the economic conditions prevailing in the country. If the tools are used, they may not have an immediate effect. Data from classrooms where GWEA worked with teachers suggests little short-term change in girls' participation in classrooms.

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APPENDIX A: LOCAL INVESTMENT IN GIRLS' EDUCATION 1992-1996

Table 15: Guatemala Non-USAID Investment in Girls' Education 1992-1996

Org	1992		1993		1994		1995		1996		Total	
	Intl	Nat	Intl	Nat	Intl	Nat	Intl	Nat	Intl	Nat	Intl	Nat
NGO			3,250	2,400	50,000				7,650	10,000	60,900	12,400
Regl												
Bus				6,818								6,818
Foun		9,091*		41,818		611,103	140,000	1,993,170		560,178	140,000	3,215,360
Media												
Uni												
Total		9,091	3,250	51,036	50,000	611,103	140,000	1,993,170	7,650	570,178	200,900	3,234,578

Source: Confidential Accounts of Participating Organizations

* Amounts in USD corrected for annual local currency fluctuations