



GEMS

Girls' Education Monitoring System

USAID GIRLS' EDUCATION INITIATIVES IN GUATEMALA, GUINEA, MALI, MOROCCO, AND PERU: A PERFORMANCE REVIEW

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List of Acronyms

AEN	Asociación Eduquemos a la Niña (Association to Educate Girls)
AIR	American Institutes for Research
BEST	Guatemala's Basic Education Strengthening
CARE	Cooperative for Assistance and Relief Everywhere, Inc.
CSO	Civil Society Organizations
CSSF	Comité de Soutien por la Scolarisation de Filles (Committee to Support Girls' Education)
EGAT/WID	Economic Growth, Agriculture, and Trade/Office of Women in Development
EMIS	Education Management Information System
FONSEF	Le Fonds National de Soutien à l'Education des Filles (National Girls' Education Support Fund)
GEA	Girls' Education Activity
GEMS	Girls' Education Monitoring System
GER	Gross Enrollment Ratio
GWEA	Girls' and Women's Education Activity
NGO	Non Governmental Organization
PTA	Parent Teacher Association
SAGE	Strategies for Advancing Girls' Education Project
SPSS	Statistical Package for Social Sciences
SSO	Strategic Support Objective
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru: A Performance Review

Introduction

This document summarizes the findings of a review of progress on a series of indicators in five countries participating in the USAID/EGAT/WID-funded Girls' and Women's Education Activity. The five emphasis countries of Guatemala, Guinea, Mali, Morocco, and Peru were 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 was based on analysis of project documents, manipulation of the available national education statistics for the five countries, and fieldwork conducted in each country between March and September 2001.

Background

In the last ten years, there has been an increasing awareness of the importance of girls' education in improving economic and social well-being in developing countries. Investment in girls' education has been related to increased productivity and labor force participation, decreased rates of fertility and infant mortality, and increased child health. However, multiple supply and demand factors contribute to girls not enrolling in and not completing primary school. Government fiscal and management capability as well as educational systems that reinforce stereotypes about female roles and girls' low academic performance or provide inadequate physical and social environments for girls have been identified as supply-side constraints. Poverty and the related factors of direct and opportunity costs to families, together with household and community perceptions about the limited relevance of schooling for girls, are seen as depressing demand.

Building on the growing experience in girls' education, the USAID Office of Women in Development (EGAT/WID) implemented the Girls' and Women's Education Activity (1996-2001). This was a multi-faceted program that included long-term support for building constituencies that supported increased enrollment, retention, and completion of female primary school students; research on the social and economic rates of return of adult literacy programs for women; strengthening the monitoring of the results of girls' education initiatives; and developing classroom techniques for teachers to be used in encouraging girls' participation in the classroom. The principal component of this effort was the long-term constituency building in five countries: Guatemala, Guinea, Mali, Morocco, and Peru. The EGAT/WID approach was implemented through a small local team that served as a catalyst in mobilizing governments and civil society organizations, such as NGOs, business, the media, and religious groups to cooperate across sectors in removing barriers to girls' education. As barriers to girls' education were seen as country-specific, problems were to be identified locally and the programs, processes, and tools

for ameliorating the identified problems were to be created by organizations from these multiple sectors working in concert.

In conjunction with several partners, EGAT/WID has completed the final year of the first phase of what was envisioned during project planning as a ten-year effort to support Missions in identifying, informing, and mobilizing constituencies to improve girls' education. This document provides national and cross-national information on the history, development process, lessons learned, and impact of girls' education initiatives in EGAT/WID emphasis countries. Integrated data on the process of implementing similar actions in diverse settings and on the impact of those actions on target populations can be useful in identifying the processes that sustain benefits to girls and in planning future investments to increase the persistence of girls in school.

Study Design

A team of senior social scientists with extensive experience in educational evaluation in developing countries carried out the performance review. Meetings were held with the EGAT/WID partners implementing projects in the emphasis countries to obtain insights and gather background materials. Documents and data were analyzed to target fieldwork in the countries. Subsequently, a two-person team visited each country to collect data. Data collection focused on measuring the indicators in the EGAT/WID strategic framework. At the strategic objective level, "Improved Girls' Education" was measured by examining trends in gross enrollment ratios and completion rates, defined as fifth grade attainment, over the life of the project in each country. At the intermediate result level, the mobilization of constituencies to promote girls' education was determined by examining trends in the number and type of organizations initiating actions to promote girls' persistence in school, as well as non-USAID resources generated by these organizations for investment in actions. Similarly, the number and type of public sector units involved in girls' education were examined, as was public sector investment in girls' education. Utilization of studies and tools by participants to make informed decisions about actions was also examined. The participation of leaders and the growth in community participation were used to determine mobilization at the local level. Where data were available, changes in girls' participation in the classroom were examined.

Principal Results

The programs in emphasis countries worked at the national level by supporting the actions of organizations from different sectors working in awareness building and policy reform. The programs also worked in selected rural areas. Thus, changes at both the national and the local level in each country were examined. The program in Mali was the exception to this design. It worked primarily in developing and implementing life skills curriculum for girls in local schools.

1. Strategic Objective

- Greater annual increases in female gross enrollment ratios during the years of the WID Program than in previous years in the three countries, Guatemala, Guinea, and Morocco,

for which comparative data were available. Reduction of the gap in national enrollment ratios favoring boys by 3%, 8%, and 8%, respectively, in those countries.

- Increases in national rural female completion rates of 8.1%, 5.6%, and 7.9% in Guinea, Guatemala, and Peru, respectively. Higher rural completion rates for girls than boys in Morocco.
- Increases in national urban female completion rates of 1.3%, 4.5%, 8.2%, and 14.1% in Morocco, Guatemala, Guinea, and Peru, respectively.
- Increases in local female completion rates of 26.7% and 25.9% in the two countries, Guinea and Peru, which had intensive efforts supported by local networks or alliances in target areas. In Guatemala, where the scope of the girls' education project, at the local level, was smaller, the increase in female fifth grade attainment was 6.1%.
- Low rural female completion rates were found in all countries. Even with the increases, less than half of the rural girls who enroll in school attain fifth grade of primary school in five years. In Guatemala and Guinea, only about one-fourth of enrolled rural girls attain fifth grade.
- Low primary completion rates were also found among rural boys in emphasis countries. One-third or less of the male rural primary school population attain fifth grade in five years in Guatemala, Guinea, Morocco, and Peru.

2. Intermediate Results

- In each country, one or more partnerships that included NGO, private sector, and public sector members were formed. These partnerships did not expand greatly in membership over the life of the WID program, but rather a "core" group of between 20 to 40 organizations initiated actions to promote girls' education.
- Social awareness efforts were generally the principal type of action. Such actions made up the largest percentage of the work by civil society organizations in Guatemala (38%), Peru (63%), and Guinea (59%). In Morocco, where a scholarship program was initiated, actions related to this activity predominate (66%), with social awareness actions following (23%).
- NGOs carried out the majority of actions related to girls' persistence in school. NGOs in Guatemala, Peru, Morocco, and Guinea carried out 46%, 56%, 58%, and 88% of the identified actions promoting girls' education. However, they generally did not contribute a large percentage of the local resources generated, producing between 7% and 25% of the local resources to support actions in the four countries. In Guatemala, Peru, and Morocco, where private sector participation had been actively pursued, the private sector provided 80%, 55%, and 61% of the resources generated.

- Government agencies were members of a national partnership in each country. In all countries they supported actions carried out by civil society organizations in the partnership. However, with the exception of Guatemala, national budgets did not have special funding for girls' education, and only in Guinea was there a relative increase in the budget for primary education.
- Non-USAID funding to support girls' education was generated without a reliance on other international donor agencies. International donors were active partners in Guatemala, Peru, and Morocco. However, their contribution to actions engaged in by civil society organizations to promote girls' education was less than 14% of the total resources generated in any country.

3. Project Organizational Structure

- Small teams of local professionals successfully acted as catalysts for constituency building in the emphasis countries following the framework. Despite successes, however, team members in each country felt that the project was under-staffed to meet the demands of the scope of work that required national and local involvement of staff. An added demand on staff was the need to provide administrative support to the national partnerships during their formation.

Lessons Learned

The EGAT/WID framework assumption that a relatively small team of local professionals can act as a catalyst in bringing together organizations from different sectors to carry out actions promoting girls' education appears well-founded. National organizations made up of diverse member organizations were formed in each country and all carried out actions.

In countries with low female completion rates, long-term investment will be needed to achieve high completion rates, especially in rural areas. It is difficult to achieve dramatic change in female completion on a national level without efforts that are directly focused on improving school efficiency.

International conferences can be important in providing leaders from different sectors an opportunity to learn from relevant experience in other countries and identify areas of mutual interest. The 1998 Conference "Educating Girls: A Development Imperative" was cited by participants from all countries as providing strategies for implementing actions to support girls' education.

Civil society participation in girls' education is not likely to grow exponentially. Rather it will be the responsibility of a "core" group of organizations that generally will have the promotion of education in their mission statement.

The approach of using local professionals to act as catalysts in bringing together organizations does not need to be a long-term strategy of more than five years, as in each country by the end of the project there were organizations in place to carry on the work.

Implications

Achieving an increase of 20% in national rural female primary school completion rates in ten years appears to be a difficult objective to achieve, given that no emphasis country has increases of more than 8% in rural areas over five years. Even in Guatemala, with a ten-year history of promoting multi-sector support for girls' education, national rural completion rates for girls had only increased 6.4%.

The relatively slow increase in national completion rates suggests that the awareness building and incentive programs, which characterized most of the multi-sector actions to support girls' education, may not be sufficient. They should be complemented by actions that focus on improving the quality of primary education.

Relatively large gains in female completion rates appear possible in local target areas. However, as actions in these areas were generally supported by project or USAID bilateral funding, the ability of local groups to finance local efforts or take them to scale is still in doubt.

All sectors are not equally likely to be members of a multi-sector coalition or to participate in the same way. For example, religious leaders or organizations acted as spokespersons for girls' education, when involved at all. NGOs generally carried out regional or local actions and businesses provided funds for and, at times, carried out national actions. 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 local 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.

In planning future investments involving the use of local teams of professionals as catalysts, consideration should be given to including sufficient administrative staffing to support national partnerships during their formation. Additional resources will also be needed if the local team is to work extensively at the local level.

USAID Girls' Education Initiatives in Guatemala, Guinea, Mali, Morocco, and Peru: A Performance Review

The USAID Office of Women in Development (EGAT/WID), in conjunction with several partners, has completed the final year of an effort to support Missions in identifying, informing, and mobilizing constituencies to improve girls' education. During the slightly more than five years of implementation (1996-2002), EGAT/WID has supported long-term efforts in five emphasis countries, Guatemala, Guinea, Mali, Morocco, and Peru. In each country, a design in which a small staff of host country personnel complements Mission activities in basic education has been employed. Actions in different countries have included facilitation of dialogue about the educational situation of girls and women in a participating country, training and institutional support for public and private sector organizations to promote the implementation and local funding of girls' education actions, development of analytical tools and studies on key girls' and women's education issues, and professional development to improve learning opportunities for girls and women. The role of the local team was to build the capacity of local partners such as government, business, religious organizations, the media, and other civil society groups to assure that the results of these efforts could be successfully sustained after the completion of the EGAT/WID activity.

This document provides national and cross-national information on the history, development process, lessons learned, and impact of girls' education initiatives in EGAT/WID emphasis countries. Integrated data on the process of implementing similar actions in diverse settings and on the impact of those actions on target populations can be useful in identifying the processes that sustain benefits to girls. It is hoped that this document will serve as a tool in planning future investments to enhance the persistence of girls in school.

I. Background

Education for all children has been the goal for most nations of the world since it was articulated in the United Nations Universal Declaration of Human Rights in 1948. The difficulty in achieving the goal was recognized in the World Conference on Education for All, held in Jomtien, Thailand, in 1990. The Jomtien conference also focused world attention on the fact that girls' enrollment and persistence in primary school was lower than that of boys in many developing countries. Multiple supply and demand factors were identified as contributing to girls not enrolling in and not completing primary school. Government fiscal and management capability as well as educational systems that reinforce stereotypes about female roles and low academic performance or provide inadequate physical and social environments for girls have been identified as supply-side constraints (King and Hill, 1993; VanBelle-Prouty, 1991; Miske and VanBelle-Prouty, 1996; O'Gara et al., 1999). Poverty and the related factors of direct and opportunity costs to families, together with household and community perceptions about the limited relevance of schooling for girls, are seen as depressing demand (Tietjen and Prather, 1991; Odaga and Heneveld, 1995; King and Hill, 1993).

Research efforts have also begun to show that girls' education is a key component in improving economic and social well-being. Investment in girls' education has been related to increased productivity and labor force participation, decreased fertility and infant mortality, and increased child health (Florio and Wolf, 1990; King and Hill, 1993; Schultz, 1998). Recognizing the potential development gains to be achieved from educating girls, many countries have recently engaged in a variety of interventions to promote female education. Creating awareness among public sector officials of the importance of girls' education, developing unbiased learning materials, employing female teachers, providing gender sensitivity training to school staffs, and improving physical facilities in schools are strategies being employed in different countries to make schools more attractive to female students. Lower cost materials and delivery systems, provision of scholarships or fee waivers, and information campaigns that engage community, business, and religious leaders are interventions that have been employed to increase demand.

II. The Girls' and Women's Education Activity

A. Approach

Building on the growing experience in girls' education, the USAID Office of Women in Development (EGAT/WID) began implementing the Girls' and Women's Education Activity in 1996. This was a multi-faceted program that included long-term support for building constituencies that supported girls' increased enrollment, retention, and completion of primary school; research on the social rates of return of adult literacy programs for women; strengthening the monitoring of the results of girls' education initiatives; and developing classroom techniques for teachers to be used in encouraging girls' participation in the classroom. The principal component of this effort was the long-term constituency building in five countries: Guatemala, Guinea, Mali, Morocco, and Peru. The EGAT/WID approach was implemented by small local teams that served as catalysts in mobilizing governments and civil society organizations to take a multi-sector approach to addressing the barriers to girls' education. Because barriers to girls' education were seen as country-specific, problems were to be identified locally and the programs, processes, and tools for ameliorating the identified problems were to be created by organizations from multiple sectors working in concert.

The approach had six guiding principles (Williams, 2001): 1) the importance of traditional and nontraditional partners in changing both the demand and supply of girls' education was to be recognized; 2) programs and solutions were to be developed locally; 3) programs were to use multi-method approaches; 4) human, financial, and physical resources to support girls' education were to be developed locally; 5) capacity building (leadership, technical programming, and operational support) was to be provided; and 6) democratization of the civic, social, and economic opportunities of girls in each country and community would be achieved by engaging all stakeholders in support of girls' education. The partners who participated and the activities undertaken would depend on country-specific contexts. However, the EGAT/WID-supported teams in each country used these principles as guidelines in their work.

B. Results Indicators

The EGAT/WID Strategic Objective for the Girls' and Women's Education Activity was a "Support Objective." That is, the strategic objective was not reached solely through the project, but rather provided "value added" to USAID Mission strategic objectives in a consistent way across participating countries. The strategic framework was reviewed in 1999 in order to enhance the interpretative power of the indicators by creating additional measures, rephrasing some intermediate results to show a clearer relationship to the strategic support objective, and establishing meaningful denominators to permit measurement of change over time. The revised indicators and measures have been used throughout this study.

1. Strategic Support Objective 2.0: Broad-based, Informed Constituencies Mobilized to Improve Girls' Education in Emphasis Countries

Completion Rates. Primary school completion rates were used as the principal indicator for the SSO. The goal over the life of the GWE Activity, which at the time of implementation was envisioned as a ten-year program, was a 20% increase in primary school completion. The operational definition for primary completion was fifth grade attainment. This is the UNESCO standard and allows comparison with international databases. Where possible, this was measured with real cohorts of children in schools that reported promotion, repetition, and dropout rates over a five-year period. When data were lacking to examine real cohorts, reconstructed cohorts using data on children's advancement through the system in two consecutive years, were used to estimate fifth grade attainment.

Enrollment Ratios. Gross Enrollment Ratios were used as a complementary measure for the SSO in order to interpret the magnitude of the change in completion rates. Gross enrollment ratios were used rather than net enrollment ratios (the number of appropriate age children enrolled divided by the population of school age children) because of the difficulty in obtaining age-specific enrollment data.

2. Intermediate Results

a. IR2.1: Strengthened Capacity of Public and Private Sector Institutions to Promote Girls' Education

Indicator 2.1.1: Increased number of civil society organizations, including private sector organizations initiating actions to promote girls' education.

Different organizations that initiate action. The indicator is the number of civil society organizations including private sector organizations that initiate actions to promote girls' education. This is measured by identifying all of the potential organizations that might work in girls' education and then monitoring which of the pool of organizations actually carry out such actions. The unit of analysis is organizations. The pool of organizations is to be identified by using the number of organizations that participated in a national forum on girls' education. Data

are collected through an annual survey of organizations. (See Appendix A for operational definition of actions).

Indicator 2.1.2: The number of public sector units initiating actions to promote girls' education.

Different units that initiate actions. Operationally, government is defined as central government entities responsible for legislative, judicial, and executive decisions and their operating units (Ministries), or semi-autonomous government organizations. Local-level organizations of these types will be included when a country initiative focuses on a particular locale and decision-making is decentralized. The number of units initiating actions is measured in relation to the total number of units identified as potentially acting in girls' education. Cumulative rather than annual totals are reported, as public sector actions are likely to be in response to political conditions.

Indicator 2.1.3: The number of CSOs, including private sector organizations, with increased resources leveraged from non-USAID sources to promote girls' education.

Number of CSOs and amount. Data collected through a survey of CSOs that initiate actions, as it is these organizations that are promoting girls' education. Revenue and resources in the form of materials are counted.

Indicator 2.1.4: Public sector investment in girls' education.

Line item for girls' education in national budget. The supposition is that the advocacy efforts of the constituencies formed through the Activity may affect government spending priorities. The indicator is the percent of the education budget allocated to girls' education. Rural education as a percentage of the primary education budget or primary education as a percentage of the total education budget can be used as proxy measures where no line item for girls' education exists.

b. IR2.2: Improved Knowledge to Implement Policies, Strategies, and Programs for Girls' Education

Indicator 2.2.1: The number of analytical tools and studies produced and disseminated to inform policies, strategies, and programs for girls' education.

Implementers' Use. Studies are written or graphical information based on empirical evidence that provide knowledge on the implementation of actions to improve girls' education. Tools provide procedures, also based on empirical evidence, on implementation of actions. To be counted, studies or tools must be produced, requested, or commissioned by the coordinating units carrying out actions. Studies and tools include those commissioned by EGAT/WID that anticipate country-specific and cross-national information needs.

c. IR2.3: Mobilized Leadership to Promote Girls' Education

Indicator 2.3.1: Increase in number of private and public sector leaders who actively support girls' education.

Leaders who commit resources. A leader is an individual named by an organization to be its representative on issues of girls' education. The assumption is made that individual organizations may have multiple representatives actively supporting girls' education. Representatives of organizations that participate in national fora on girls' education form the baseline. Those who commit organizational resources through a public channel are counted annually.

d. IR2.4: Broadened Local Community Participation to Promote Girls' Education

Indicator 2.4.1: Percent growth in membership of public and private organizations that promote girls' education.

NGO membership growth. This indicator applies only to NGOs, as private sector organizations have no commitment to growth in numbers but may look for higher productivity from less staff to maximize profits. Similarly, public sector units may look for efficiency over growth and are likely to have their personnel established by law. Information is collected through a yearly survey of NGOs.

Indicator 2.4.2: Communities initiating actions that promote girls' education.

Number of communities. The number of communities initiating actions that promote girls' education is measured as a percentage of the number of communities in the area of influence of the initiative. The types of actions engaged in by communities are monitored to help interpret SSO-level results.

e. IR2.5: Strengthened Teacher Performance to Improve Girls' Primary School Participation

Indicator 2.5.1: Girls' participation in the classroom.

Female initiated interaction with the teacher. Girls' participation is measured through direct observation of the number of interactions with the teacher initiated by girls. In order to determine change over time, such interactions are expressed as a percentage of all student-initiated interactions with the teacher, corrected for the proportion of girls in the classroom.

III. Research Methodology

A team of senior social scientists with extensive experience in educational evaluation in developing countries carried out the performance review. Work began with meeting the EGAT/WID partners implementing projects in the emphasis countries. Existing documents and

data of EGAT/WID partners were collected and analyzed in order to target fieldwork in the countries. Subsequently, a two-person team visited each country to collect data to fulfill the following objectives.

A. Objectives

- Determine the progress of the Activity in meeting its objective in terms of girls' persistence in primary school.
- Determine the progress of the Activity in reaching the intermediate results related to building broad-based constituencies as described in the Results Framework.
- Identify successful strategies that have contributed to the achievement of results, nationally and cross-nationally.
- Identify the social and political contexts that influenced choices of strategies and actions.
- Identify obstacles to successful implementation of strategies and actions, where results have not been achieved.
- Provide information that can contribute to reflection about actions and possible modifications in actions by local country teams to sustain benefits after Activity completion, where appropriate.
- Operationalize tools for continued monitoring of results in participating countries.

B. Data Collection

A primary task in meeting these objectives was visiting the ministry of education unit(s) responsible for educational statistics in each country. The purpose of these visits was to obtain and analyze educational statistics on national and target primary school populations. Data were obtained on enrollment, repetition, and dropout by age and grade for all available years since 1990. Data were collected in electronic format (database format, spreadsheet format, comma delimited format, or tab delimited format), accompanied by codebooks identifying variables and file structure. These data were disaggregated at the lowest possible administrative unit available (i.e., classroom, school, or municipality). Where no electronic database existed, data were collected in paper format. Census bureaus or other appropriate government agencies were visited to collect population data for the corresponding years by gender and age. Government expenditures in education were collected from education or finance ministries.

Collecting data on each of the intermediate results was also part of the field visits. In each country the team worked with the host country project team and the USAID Mission to collect all project documents. Meetings were held with host country team members to discuss written

information and clarify points as they related to intermediate results. Where necessary, the EGAT/WID results framework was used to create matrices for displaying results by year. The displays included a brief description of each action that occurred in a given year. The description discussed the organization carrying out the action and the magnitude of each action (e.g., number of scholarships established, number of local committees provided with bank accounts, number of materials reproduced by an NGO). Special attention was given to the social and political contexts influencing choice of actions and to the impact of the identified trends on girls' persistence in and completion of primary school. When sufficient information was not available, government units or civil society organizations were contacted to provide additional information. When financial data were not available, the allocation of resources was estimated from current costs for services or materials.

C. Data Analysis

The process of analyzing the data for completion rates and the GER consisted of common procedures for all five of the countries, but the type and extent of analyses varied, depending on the number of years available and the quality of available data. The calculation of the completion rates depended on obtaining enrollments, repetition, and promotion data by grade and sex for each year that the girls' education activities had been implemented and at least two prior years for a baseline. The calculation of the GER depended on annual enrollment figures by sex for all the students enrolled in the primary grades, and population data for the same years for the primary school age cohort.

If the girls' education activities included interventions in specific schools or localities, the Education Management Information System (EMIS) and population data were also disaggregated to the school level by grade and gender. The intervention schools were then tagged for comparative analyses to examine possible differences in completion rates and GERs for intervention versus non-intervention schools.

The process of analyzing the data depended on the format of the data received from the ministries of education and the number of years covered. For example, the data from Guatemala were fairly complete from 1991 through 2000 and were disaggregated, by school, grade, and gender, which permitted real cohort analysis for the calculation of fifth grade completion. In other words, a group of students who entered first grade in 1991 could be followed year by year and the actual percentage of students who completed fifth grade in 1995 was calculated. When longitudinal data were not available for a sufficient number of years, the reconstructed cohort method was used where data from at least two pairs of adjacent years were available to calculate the percent of students reaching fifth grade based on the promotion and repetition in the earlier years versus the later years. This provided an estimated change in completion rates from one two-year period to the next.

Extensive cleaning of the data was required for each country. When the data were obtained in digital format, the analytic process consisted of a number of steps to convert the format to the Statistical Package for Social Sciences (SPSS), followed by an examination of data integrity and the identification of errors. When doing real cohort analyses, it was necessary to use only the

schools that had complete data during the years of each cohort being examined. Thus, schools that did not report enrollments in one or more years, schools that opened, and schools that closed during the period had to be removed from the analysis sample. Otherwise, completion rates may have changed significantly from year to year and not reflect the movement of the same cohort of students from grade to grade.

Once the data were converted and cleaned, the statistical software, SPSS, was used to aggregate the national and regional data, and the resulting output was then converted to Excel format for the actual calculation of GERs and completion rates, both real and reconstructed. The population data needed for the GER were obtained from the national census bureaus during field visits. Since population censuses are carried out at periodic intervals of at least five years, the most recent censuses with annual population projections were used. For example in Guatemala, the last census was in 1995 and in Peru it was in 1993. Census data were obtained in digital format in Guatemala, Peru, and Mali, but in Guinea and Morocco the data were only available on paper and had to be entered manually prior to conducting the analytic procedures. The educational statistics data were obtained in digital format for all the countries except Morocco. For that country, data were entered manually.

The completeness and quality of the data varied considerably over the five countries. The most complete data currently are from Guatemala (1991-2000), followed by Guinea (1996-2000), Peru (1993, 1998, 1999, and 2000), Mali (1997-1999), and Morocco (1994-2000 on paper and very incomplete until 1999). Thus, aggregate trends found across the countries have been interpreted cautiously.

In order to give the reader a concise overview of the girls' education initiatives in the five countries and related bilateral projects, the following five boxes present the project descriptions, duration and the major results, serving as a bridge to the detailed findings presented in the next section.

Initiative: Girl's and Women's Education Activity, known as *Proyecto Global* in Guatemala

Contractor: World Learning, as a subcontractor to American Institutes for Research

Background: At the time that *Proyecto Global* began, USAID/Guatemala had been investing in girls' education for over five years through its Basic Education Strengthening (BEST) Project. This program had held national seminars and provided technical assistance to the formation of a national association to promote girls' education, which included the Ministry of Education and a number of philanthropic foundations of large private sector organizations. Despite civil society efforts that included national awareness campaigns and the testing of different incentive programs, governmental investment in primary education remained low, as did girls' participation in primary schooling. Thus, when *Proyecto Global* began there was already civil society activity in support of girls' education. The project was to help focus this activity through providing assistance to a common agenda among donors to support civil society actions and partnerships. However, the common agenda did not materialize and in the wake of the Peace Accords signed in 1996, that ended over 30 years of civil war and called for greater educational participation of Indigenous peoples, *Proyecto Global* began to work with the Directorate of Bilingual Intercultural Education (DIGEBI). It also continued to provide support for the national association.

USAID Bilateral

Education Projects: PAEBI – Bilingual Education; COMAL – Adult Literacy

Duration: Five years (May 1997 – March 2002)

Principal Partners: Directorate of Bilingual Intercultural Education DIGEBI

Results: Increases in rural female fifth grade attainment of 5.6% nationally and 6.1% in the target area; increases in rural female primary gross enrollment ratios of 21% nationally and 41% in the target area, both as a result of aggressive school development program and awareness efforts for girls; 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

Initiative: *Nuevos Horizontes para la Educación de las Niñas* (New Horizons for Girls' Education)

Contractor: CARE, as a subcontractor to American Institutes for Research

Background: At the time the program began, Peru was considered relatively successful in educational access within Latin America. However, efficiency was a serious problem, with over fifty percent of the primary school population over-age. The greatest percentage of over-age school children was in rural and rural women were more disadvantaged educationally than men, having on the average only 1.7 years of schooling compared to 3.5 for males. *Nuevos Horizontes* was designed to enable the Peruvian government and civil society organizations to formulate, institutionalize and implement actions for girls' education that would lead to greater participation and persistence of girls in primary schooling. . The principal activities were: studies to identify barriers to girls education; the creation of a National Network to support girls' education and several local networks at the department level, which developed policies, programs and practices to address barriers to the education of primary school-age girls.

USAID Bilateral

Education Projects: *Abriendo Puertas* (Opening Doors) – Rural Education Quality

Duration: Four years (April 1998 – April 2002)

Principal Partners: *Red Nacional de Educación de la Niña* (National Network for Girls' Education)

Results: Increases in estimated rural female fifth grade attainment of 7.9% nationally and 25.9% in target area of Ayacucho: estimated completion rate increases of 14.1% nationally and 32.7% in target areas for urban girls; formation National and local "networks" consisting of organizations from different sectors, committed to improving girls' persistence in school; passage of national legislation supporting the education of rural girls; leveraging of \$279,566 of non-USAID funds invested in girls' education efforts.

Initiative: Girls' Education Activity – Morocco

Contractor: Management Systems International, as a subcontractor to American Institutes for Research

Background: The Girls' Education Activity in Morocco built on Ministry of National Education's efforts that began in the early 1990s with mobilization campaigns to promote rural parents' awareness of the importance of enrolling and keeping their children in school. The Ministry also made substantial progress in improving the supply of educational services by constructing additional schools in rural communities, during this period. Although the MNE did not place a special emphasis on girls but set as a goal to increase enrollment for both genders, there was a clear disparity in enrollment favoring boys at this time. GEA works to build awareness about the status of girls' education and to facilitate the formation of coalitions to carry out actions promoting the enrollment and persistence of girls in school. The Girls' Education Activity worked in primarily in opening dialogue about the constraints to girls' education in Morocco and in building partnerships between civil society organizations and local communities and schools. The two principal partnerships formed were an NGO-led coalition, *Comite de Soustiens por la Scolarisation de Filles* (CSSF), and a business-school alliance, *Al Jisr*.

USAID Bilateral Education Project: Morocco Education for Girls (MEG) Project – education access and quality

Duration: Five years (September 1996 – September 2001)

Principal Partners: *Al Jisr, Comite de Soustiens por la Scolarisation de Filles*

Results: Gross enrollment ratios for girls have increased by 22.3% since 1995 and most of the increase came during the years of project implementation; estimated completion rates for girls higher than those for boys (57.7% versus 46.4 in urban areas and 36.1% versus 33.8% in rural areas); two national partnerships of civil society organizations, *Al Jisr* and CSSF, formed and functioning independently; government and civil society organizations are active partners in both partnerships; leveraging of \$84,655 of non-USAID funds invested in girls' education efforts.

Initiative: Strategies for Advancing Girls' Education (SAGE) Guinea

Contractor: Academy for Educational Development, as a subcontractor to Development Alternatives Inc.

Background: The Girls' and Women's Activity in Guinea continued and complemented USAID investments in improving educational equity and quality in Guinea that began in 1990. These activities focused on both awareness building in local areas of the importance of educating girls and improving the quality of instruction. The project was originally coordinated by Plan Guinée, as the local contractor with the American Institutes for Research but was later switched to the Academy for Educational Development to provide greater geographical coverage. The principal activities of the project were mobilizing national stakeholders around the importance of girls' education, conducting research to determine local barriers to educating girls, and creating national and local alliances for Girls' Education that built local support for enrolling and keeping girls in school.

USAID Bilateral

Education Projects: Fundamental Quality and Equity Levels (FQEL)

Duration: Five and a half years (October 1996 – July 2002), SAGE (March 1999 – July 2002)

Principal Partners: National Alliance for Girls' Education, 6 local pilot alliances

Results: Increase of 14.5% in girls' primary school gross enrollment ratio and a reduction of 7.9% in the primary school enrollment gender gap; estimated increase in female fifth grade attainment rate of 8.1% nationally and 26.7% in pilot alliances; estimated fifth grade attainment increase of 8.2% nationally for urban girls; formation of a 150 member national alliance with legal status in Guinea; leveraging of at least US\$94,160 of non-USAID funds invested in girls' education efforts.

Initiative: Strategies for Advancing Girls' Education (SAGE) Mali

Contractor: Academy for Educational Development, as a subcontractor to Development Alternatives, Inc.

Background: The SAGE/Mali Project differs from the other G/WID Emphasis countries in that it has a narrower scope of work. Rather than build multisectoral constituencies to promote girls' Education, SAGE/Mali was designed primarily to provide technical assistance on girls' education to three NGOs—World Education, Save the Children/USA and Africare—that work in rural areas primarily with community schools. It was felt that parents would be motivated to enroll their children, especially girls, in school when they learned that these subjects were taught. Subsequently, the project trained trainers from the Ministry of Education and the NGOs in use of the life skills modules and designed a complementary guide for the implementation of active teaching methodologies in the classroom. It has also developed a training guide to promote leadership among female parent/teacher associations and recently has begun to assist communities in fundraising in non-traditional sectors. Efforts included the organization of a national committee to support girls' education and to raise and manage funds contributed by businesses, religious organizations and the media.

USAID Bilateral

Education Projects: Basic Education Expansion Project (BEEP)

Duration: Three years and four months (April 1999 – July 2002)

Principal Partners: Ministry of Education Girls' Education Cell, World Learning, Save the Children, Africare

Results: Increase of 19% in female primary gross enrollment ratios from 1992-1998; increase of 22.5% in estimated female fifth grade attainment rates from 94/95 to 98/99, however there has been a decline in recent years attributed to changes in teacher hiring procedures; formation of a national multisectoral committee to support girls education; development of life skills modules and tools for enhancing female participation in the classroom and community; approximately 50 trainers, 200 teachers and 42 community promoters trained to use the seven tools developed

IV. Findings

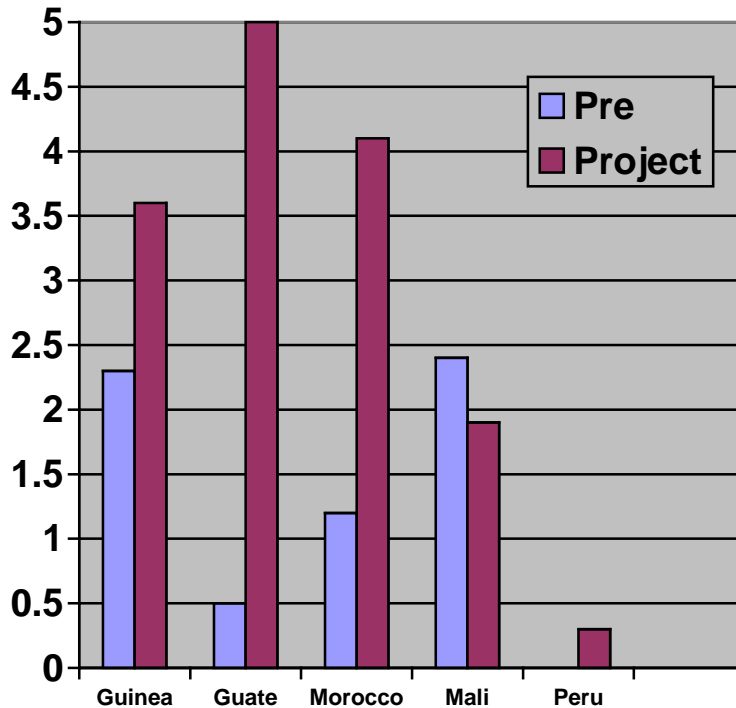
A. Strategic Objective

1. Enrollment of Girls in Primary School

Increasing access will have a positive effect on the number of girls reaching fifth grade, even if completion rates only remain constant. Thus, change in gross enrollment rates were examined to aid in interpreting the Activity's effect on completion. Data were available to calculate yearly gross enrollment ratios from several years prior to the Activity through at least 2000 for three countries, Guatemala, Guinea, and Morocco. Although female primary gross enrollment ratios are lower in Guinea than in the other two countries (reaching 50% in 2000/01 compared to 87% in Guatemala and Morocco), the trends are similar. In each of these three countries, the average annual increase in female gross enrollment ratios during the years of the Activity was greater than in years immediately preceding the Activity (Figure 1). In addition, the gap in national enrollment ratios favoring boys decreased by 3, 8, and 8 percentage points, respectively. In each case this was a change in the trend from previous years where the gap had remained constant in Guatemala, increased in Guinea, and decreased by less than 2 percentage points in Morocco.

The slight change in female enrollment in Peru, measured in this case by the number of children of the appropriate age at each grade level, reflects the close to full enrollment in that country. Data for Mali were available only for the first two years of the overall Activity, and show a slight drop in the average increase. However, this is prior to the initiation of the EGAT/WID supported project in that country, and the enrollment ratio is increasing.

Figure 1: Average Yearly Increase in Female Enrollment



The increases in female gross enrollment ratios mean that 14.5%, 19%, and 16.2% more girls are enrolled in primary school in Guinea, Guatemala, and Morocco, respectively, than before the Activity began. Thus, with a greater number of girls in school, even if the completion rates prior to the Activity remain constant, a greater total number of girls will attain fifth grade.

2. Completion Rates

Tables 1 and 2 present the rates of attainment of fifth grade in five years for cohorts of girls in each of the five emphasis countries. In rural areas, which are the target of the country projects, rates have increased in Guinea, Guatemala, and Peru. In addition, in Guatemala the gap in completion rates between boys and girls has decreased and completion rates for rural girls in Peru and Morocco are higher than those for boys. However, Moroccan children of both genders show a decline in completion in the available data. In Mali, respondents related the decrease in completion rates to the government's move to community schools. This move has caused teachers to lose benefits and forced them to find a community that wants them as its teacher. The general confusion and teacher absence has been seen as lowering educational quality, at least in the short run.

Table 1: Change in Rural Female Fifth Grade Attainment during the Girls' and Women's Education Activity in Emphasis Countries

Years		Guinea	Guatemala	Morocco	Mali*	Peru
Guatemala**	Other***					
1993-1997	1996/97	---	18.7	---	42.6	
1994-1998	1997/98	12.3	20.5	---	40.0	
1995-1999	1998/99	13.7	21.6	---	38.6	41.1
1996-2000	1999/00	18.3	24.1	38.6		49.0
	2000/01	20.4	---	36.1		
Change from Baseline		+8.1	+5.4	-2.5	-4.0	+7.9

* Country as a whole rather than rural ** Real cohorts ***Reconstructed cohorts

In urban areas, there has been an increase in female completion rates in the four emphasis countries for which data are available. Again, in Guatemala the increase in the percentage of urban girls reaching fifth grade is greater than that for boys and urban girls in Morocco and Peru have higher rates of completion than their male counterparts. In Guinea, the increase in completion for boys in both rural and urban areas is greater than that for girls.

Guatemala and Guinea provide the most complete data sets. The Guatemala data are actual cohorts and therefore the most robust information on completion trends available. The increase in female completion rates is around 5%. This, combined with the relatively little change in Morocco, and the decreasing trend in Mali, suggests that an increase of 20% in national completion over the ten-year life of the Activity may be unrealistic. However, the rates of 8% in Guinea and 8% and 14% in Peru leave the question open. It should also be remembered that the scholarship program for rural girls, which has been a major strategy supported by a partnership of the public sector and civil society in Guatemala, has increased female completion at the lower grade levels by 7% and these children have yet to reach fifth grade.

Table 2: Change in Urban Female Fifth Grade Attainment during the Girls' and Women's Education Activity in Emphasis Countries

Years		Guinea	Guatemala	Morocco	Peru
Guatemala*	Other**				
1993-1997	1996/97	---	44.5	---	
1994-1998	1997/98	17.9	46.6	---	
1995-1999	1998/99	20.3	46.4	---	60.4
1996-2000	1999/00	14.4	48.9	56.4	74.5
	2000/01	26.1	---	57.7	
Change from Baseline		+8.2	+4.5	+1.3	+14.1

*Real cohorts **Reconstructed cohorts

In three countries, Guinea, Guatemala, and Peru, data could be disaggregated for regions where the emphasis country projects were working intensively on the local level. Guinea and Peru had similar trends in that both showed increases of greater magnitude than were found in rural areas of the nation as a whole. In Guinea estimated completion among girls in the sub-prefectures where the SAGE Pilot alliances were found increased 26.7% after 1997. However, in the local alliances where SAGE was working less intensively there was a different trend. Schools followed a pattern similar to the alliance pilot schools from 1997/98 to 1999/2000, in that they had greater increases in completion than non-SAGE schools. However in 2000/01, completion rates decreased to below 1997 levels for both boys and girls. This seems to be the result of a number of alliances being located in the Forest Region of Guinea, which has undergone upheaval in the last two years in dealing with the influx of refugees from Sierra Leone and Liberia.

In Ayacucho, Peru, where the New Horizons project, implemented by AIR subcontractor CARE, worked intensively, girls' completion rates increased an estimated 25.9% in rural areas for the two available cohorts. In both Guinea and Peru, completion rates in these areas were above the national rural increases for the period. In the Guatemalan department of El Quiché, on the other hand, increases in female attainment of fifth grade were less dramatic. During the years of the project, there was a 5.3% increase in fifth grade attainment, which was similar to all rural areas. In addition, completion rates in El Quiché were almost 8% below the national rural average, despite the increase.

B. Intermediate Results

1. Promotion of Girls' Education by Civil Society Organizations

a. Number of Organizations

An assumption of the indicator, *increased number of civil society organizations, including private sector organizations, initiating actions to promote girls' education*, is that a project facilitates a national dialogue on girls' education, and, therefore, an increasing number of organizations will begin to work in the area, as the importance of the issue is recognized. Thus, the focus is on new organizations that undertake actions over the life of the project. As shown in Table 3, the number of organizations grew in each country. However, the growth did not increase each year. In Guatemala and Peru, where a pool of potential organizations was identified from those organizations that participated in national conferences, only 27% and 56% respectively, of the organizations that were identified actually undertook actions during the life of the project. It should be pointed out, however, that the Guatemala project had had a similar girls' education initiative prior to the start of *Proyecto Global* and many of the organizations involved at that time were still active in girls' education. They were not included in the count of new organizations.

Each project was successful in facilitating one or more partnerships of organizations from different sectors that carried out actions in support of girls completing primary school. In Guatemala, Guinea, and Peru, the partnerships were umbrella NGOs with member organizations from several sectors that were to function as coordinating bodies for efforts in girls' education. Guinea and Peru also had local alliances at the sub-prefect and department level, respectively, that had a similar function for locally generated actions. Morocco had two partnerships: *Al Jisr*, a school-private sector partnership coordinated by Wafa bank, and CSSF, an umbrella NGO that worked across sectors. The project in Mali also formed a multi-sector coordinating committee. However, given the nature of the project in Mali, this group has served in an advisory capacity to the project rather than initiating or coordinating actions itself.

Attendance at the International Conference, "Girls' Education: A Development Imperative," was cited by project teams in Peru, Morocco, and Guinea as important in the formulation of partnerships. The Peruvian delegates to the conference became the founding members of the Network for Girls' Education. Some Guinea delegates are involved in the National Alliance, and the opportunity to learn about experiences in forming multi-sector partnerships in other countries provided insights to the National Working Group on strategies to involve the private sector. In Morocco, attendance at the International Conference convinced the minister of education that public sector – private sector collaboration could be successful. The experiences shared by the Guatemalan delegation were seen as important in planning efforts in Peru, Morocco, and Guinea.

Table 3: Number of New CSOs Initiating Actions by Country and Year

Country	N. of Orgs.	1997	1998	1999	2000	2001	Total	% of Base
Guatemala	59*	2	4	5	2	3	16	27%
Peru	39*	NA	3	8	8	3	22	56%
Morocco	33	0	2	13	12	6	33	100%
Guinea	29	0	1	20	8	0	27	100%

*Includes potential organizations

b. Types of Organizations

Table 4 shows the distribution of actions by type of organization. Only actions that have national or regional scope are included in the table, as community-level actions are discussed elsewhere. Organizations that initiated actions during the life of the project, but had carried out actions previously were also included. This applies only to Guatemala, as in all other countries the organizations working in girls' education were only monitored from the beginning of the EGAT/WID Activity. As can be seen, NGOs, as a group or sector, initiate the greatest number of actions in all countries. The business sector, including philanthropic foundations, makes up 41%, 36%, and 22% of the actions undertaken in Guatemala, Morocco, and Peru, respectively. Project personnel stated that Guinea has had minimum business sector participation, in part, because of the strategy in

that country not to approach the business sector until the coordinating body, FONSEF, had gained legal status as an NGO.

Table 4: CSO Participation by Country and Type of Organization

Type/ Country	Guatemala		Peru		Morocco		Guinea	
	No. of Orgs	% of Actions (39 total)	No. of Orgs	% of Actions (54 total)	No. of Orgs	% of Actions (64 total)	No. of Orgs	% of Actions (42 total)
NGO	9	46%	14	56%	19	58%	22	83%
Religious	1	3%	1	2%	3	3%	1	3%
Business	4	18%	3	22%	6	34%	1	3%
Foundation	3	23%	--	--	4	2%	1	3%
Media	2	5%	2	11%	1	3%	4	9%
Education	2	5%	2	9%	0	0	0	0
Total	21	100%	22	100%	33	100%	29	100%

Media, as a sector, has had some involvement with girls' education in all countries. Actions initiated by educational institutions, on the other hand, are limited to Guatemala and Peru. While religious leaders have had a role in some countries in promoting girls' education, actions undertaken by religious organizations specifically in girls' education are minimal in all countries.

c. Types of Actions

As might be expected in an Activity that has the strategic objective of *broad-based, informed constituencies mobilized to improve girls' education in emphasis countries*, a significant percentage of the actions in each country were dedicated to social awareness. Actions included channels such as national media campaigns, newspaper supplements, pamphlets, magazine articles, and fashion shows, as well as national, regional, and local conferences and meetings on the importance of girls' education. Actions related to incentives made up a relatively large proportion of the total actions in Morocco and Guatemala, where scholarship programs were an important national strategy. While some efforts to improve infrastructure were found in all countries, only in Guinea where the focus was on the work of local alliances, did infrastructure make up more than 11% of all actions.

Actions related to informing policy were significant only in Peru, where much of the effort of the Girls' Education Network focused on lobbying for the passage of a law providing rural girls with the right to a quality education. Policy-related actions had also been important in Guatemala prior to the EGAT/WID Activity when awareness efforts such as conferences and meetings with key public sector personnel led to a ministerial

decree on girls' education and the Congressional act of funding a large-scale scholarship program for rural girls.

Table 5: Types of Actions Undertaken by Country

Action/ Country	Guatemala		Peru		Morocco		Guinea	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Social Awareness	15	38%	34	63%	15	23%	25	57%
Incentives	10	26%	2	4%	42	66%	1	2%
Policy	1	3%	10	19%	0	0	1	2%
Community Academic Support	3	8%	0	0	0	0	0	0
Curriculum	3	8%	0	0	0	0	0	0
Teacher Training	4	10%	5	9%	0	0	0	0
Infrastructure	3	8%	3	6%	7	11%	17	39%

Actions that might directly support improvements in educational quality, such as curriculum reform, teacher training, and community academic support, were found mainly in Guatemala. This is a result of NGOs and foundations beginning to focus on improving girls' experience in the classroom in schools that they run which are outside the Ministry of Education. Actions in teacher training in Peru were the work of local networks in their areas of action.

d. Resources Leveraged for Actions

In each of the countries, civil society organizations leveraged resources from non-USAID sources to carry out actions. Table 6 shows the resources generated for national-level actions, by sector, over the life of the projects. In each case the totals are somewhat underestimated, either because the records of participating organizations were not broken out in ways that allowed funding to be specifically attributed to girls' education or because organizations were unwilling to provide exact funding totals. However, the trends in funding for existing data are fairly similar. If the philanthropic foundations in Guatemala and Morocco are included with business, this sector has generated between 55% and 80% of the non-USAID resources for girls' education in three countries. In Guatemala, the business/foundation sector was also responsible for almost 100% of the resources generated for girls' education under the BEST project. The actions financed by this sector have generally been the relatively costly national awareness campaigns and incentive programs.

The exceptions to relatively high business/foundation participation are Guinea and Mali. In Guinea, a conscious strategy of waiting until the umbrella organization FONSEF had legal status before approaching the private sector for funding was followed, and the project in Mali has had more of a technical assistance model of implementation than the other countries.

NGOs have provided between 7% and 100% of the resources invested in national actions to support girls' education in each country. However, only in Guinea, where all of the national-level actions have been funded by NGOs, is the total over 25%. This is in contrast to the relatively high percentage of actions (46% to 88%) initiated by NGOs in each country. This suggests that the actions that NGOs are able to fund are of a relatively smaller scale, although more numerous than those funded by the business sector.

Funding has mostly been generated from sources within a country. Donor agencies other than USAID make up less than 15% of the resources generated in all of the countries. Government resources have been counted in the case of Peru because they are direct contributions for Network actions by government organizations that are members of the Network for Girls' Education. These funds are of a different nature than those paid to the AEN in Guatemala to administer the rural girls' scholarship program. In this case, the fee for service is counted as leverage funding by the NGO and makes up about 4% of the NGO total.

As can be seen in Table 6, local resource generation for actions in girls' education was significantly greater in Guatemala than in other emphasis countries. This was a result of the relatively large number of philanthropic foundations in that country and their long involvement in girls' education. A number of these foundations had large-scale girls' education activities under way when the EGAT/WID activity was initiated in Guatemala.

Investment of local resources in girls' education has been important in Peru and Guinea, where a substantial part of project effort is building departmental networks and local alliances, respectively. The 19 communities in Huanta and Tambo of Ayacucho department in Peru provided the equivalent of \$US 111,171 in goods and services, whereas the total in the 19 local alliances in Guinea was \$US 84,666. As local NGOs are part of the CSSF partnership in Morocco, their contribution has been subsumed in overall NGO total. In Guatemala, where much of the community-level work by the project at the time of the study had been awareness building, no local resource generation was identified.

Table 6: Non-USAID Resources Leveraged by Country and Type of Organization (in US \$)

Type/Country	Guatemala		Peru		Morocco		Guinea	
	Amt.*	% of Nat. Total	Amt.	% of Nat. Total	Amt.	% of Nat. Total	Amt.	% of Nat. Total
NGO	775,181	11.5%	12,051	7.2%	21,452	25%	9,494	100%
Religious	0	0	857	1%	426	1%	0	0
Business	374,677	5.6%	92,897	55.2%	51,452	60.7%	0	0
Foundation	4,985,171	74.2%	0	0	2,778	3.3%	--	--
Media	338,095	5%	7,725	4.6%	0	0	0	0
Education	0	0	4,057	2.4%	0	0	0	0
Donor (non-USAID)	241,202	3.6%	23,253	13.8%	8,547	10.1%	0	0
Government	0	0	6,789	4.0%	0	0	0	0
TOTAL	6,714,326	100%	168,395**	88.2%	84,655	100%	9,494	100%
Local NGOs	0	0	111,171		0	0	84,666	
Grand Total	6,714,326	100%	279,566	100%	84,655	100%	94,160	100%

* Amounts in US\$ equivalents corrected for currency fluctuations

**Peru includes \$20,766 in funds where the funded actions were identified but were not attributable to a particular sector.

2. Public Sector Support for Girls' Education

Public sector support for girls' education was measured through actions initiated by the public sector and public sector investment in girls' education. The public sector units that will be involved in girls' education are not likely to grow over time, as such units generally have a somewhat inflexible operational mandate. Thus, the number of actions by the pool of units that might work in girls' education was used as the indicator of public sector support.

a. Number of Actions by Public Sector Units

In each country the public sector was a member of the partnerships formed through the efforts of the project. The Guatemalan Ministry of Education has been a partner in the efforts of the *Asociación Eduquemos a la Niña* since the first national conference in 1991 that identified barriers to girls' education in the country. In Peru and Guinea, representatives of the Ministry of Education and other ministries are involved in the Network for Girls' Education and the National Alliance, respectively. In Morocco, the ministry works closely with Al Jisr in its school-business partnership and in Mali, there is a government representative on the recently formed committee to mobilize resources for girls' education.

Table 7: Public Sector Unit Actions Promoting Girls' Education by Country and Year

Country/Year	Total Units	1997	1998	1999	2000	2001	Total
Guatemala	27	2	6	6	4	1	19
Guinea	6		2	3	4	5	14
Morocco	41	1		5		2	8
Peru	10		12	11	14	2	39

Table 7 shows the actions initiated by government units over the life of the project in each country. In Guatemala, the Ministry of Education and its sub-units at either the central or departmental levels have been responsible for 17 of the 19 actions that took place during the project. The other two actions were by the Secretariat for Promotion of Women. Most ministry actions related to adaptations of materials or curriculum to better meet the needs of girls. Peru had the greatest number of actions by government units. Similarly, in Peru, actions by the Ministry of Education either nationally or on the department level in association with regional networks accounted for 22 of the 39 actions. Many of these actions were related to planning awareness activities, diagnostic studies, and pilot projects. Other units with multiple actions included the ministry charged with defense of children's rights, the Office of the First Lady, and Congress. The most significant of the congressional actions was the unanimous approval of legislation supporting education of rural girls in October of 2001. In Morocco, Ministry of Education activities supporting the scholarship program and Al Jisr were three of the total of eight actions identified. The actions by other public sector units were principally in infrastructure support. The Guinean Ministry of Education has carried out awareness efforts on girls' education through its equity commission and made changes in the curriculum to improve quality in the classroom. These actions are ongoing and predate the project. Other actions include support of National Girls' Education Day by the Ministry of Social Affairs, the Ministry of Communications lowering rates for radio media awareness campaigns, and awareness efforts by the Ministry of Higher Education and the Office of the Prime Minister, which are direct results of project and National Alliance efforts.

b. Investment in Girls' Education/Primary Education

Only Guatemala had a line item in its national government budget documents for girls' education. This was for the scholarship program for rural girls. It totaled about Q 45 million, or more than seven million dollars, from 1997 through 2000. This investment fluctuated between five-tenths of one percent and seven-tenths of one percent of the total education budget over the life of the project.

In order to compare trends, primary education as a percentage of the total education budget has been used as a proxy indicator for investment in girls' education. As shown in Table 8, no consistent pattern across countries emerges. Only Guinea shows a steady increase. In Peru and Morocco, the percent of the education budget allocated to primary education remains relatively constant. Guatemala and Mali show declines through the years of their respective girls' education projects. This suggests that mobilizing constituencies, even where efforts result in new legislation as in Peru and previously in Guatemala, is not likely to affect government spending in the relatively short period of five years. A second explanation is that spending allocated to girls' education, while significant as in the case of Guatemala, may be too small to affect total primary education budgets.

Table 8: Primary Education as a Percentage of Total Education Budget

Year/Country	Guatemala	Guinea	Mali*	Morocco**	Peru
1996	56	38	68	26	54
1997	53	39	97	26	55
1998	52	43	58	27	54
1999	47	47	34	26	54
2000	47	46	45	24	54
2001	----	49	---	27	---

* Includes primary and junior secondary

**Includes primary and secondary

3. Improved Knowledge to Implement Policies, Strategies, and Programs for Girls' Education

The indicator to examine improved knowledge is the number of studies and tools utilized in a country. As utilization could not be observed directly, studies or tools produced, requested, or commissioned by coordinating units within a country were used as the measure. It was assumed that if implementing organizations are producing or requesting empirical evidence on the implementation of actions to improve girls' education, that they will use such information.

There was a general pattern of a greater number of studies being produced in the initiation of a project and tools dominating later in the work. This is to be expected, as

the interest early in the life of the project was to determine the actual situations and areas of action. As actions were started, however, the need was for tools that guided the implementation of actions. This pattern occurred in Guatemala, Morocco, and Peru. As Guatemala had been implementing a similar activity prior to the EGAT/WID initiative, studies predominated in those years. It is interesting to note that several of the studies utilized in Guatemala during the EGAT/WID project were conducted previously. This suggests that in-depth research may not be conducted often, at least in Guatemala, and that studies of girls' education have a long half-life. Guinea and Mali were the exceptions. The tools developed in Guinea related to fostering school-community relationships and advocacy efforts among the local alliances. As Mali was a technical assistance effort, the tools supported implementation of a life skills curriculum for girls and leadership training efforts.

Table 9: Studies and Tools by Country and Year

Country/Year	1997	1998	1999	2000	2001	Total
Guatemala						
Tools	1	6	8	3	0	18
Studies	2	0	0	2	0	4
Guinea						
Tools	0	0	1	1	0	2
Studies	0	0	0	0	0	
Mali						
Tools	---	---	0	5	2	7
Studies	---	---	0	0	0	0
Morocco						
Tools	0	0	0	1	2	3
Studies	0	3	1	0	0	4
Peru						
Tools	---	2	1	2	1	6
Studies	---	6	5	2	0	13

In Guatemala, Peru, and Morocco, the project teams found the tools produced centrally through the GWEA to be well developed but not very useful for their needs, as the materials were initially only available in English. By the time the materials became available in Spanish, French, or Arabic, the organizations implementing actions generally had more specific information needs than were found in the documents. In Guinea and Mali, the local focus of their work made the documents of limited utility.

4. Mobilization Leadership to Promote Girls' Education

The projects used different strategies for involving leaders. In Guatemala, where a substantial amount of resources were being raised, about one-third of organizational representatives made public statements about the allocation of resources for girls' education. Guatemala project staff suggested that this did not show a lack of support among leaders but rather that any proclamations about personal or organization wealth might expose a leader to physical danger. In Peru, the mobilization of leaders was defined as representatives of organizations who made public statements supporting girls' education. Of the 62 organizations identified, 27 leaders had made such proclamations. In Morocco, no evidence was found of leaders who made public proclamations allocating personal or organizational resources for girls' education. It was suggested that lack of such proclamations was due to a fear among leaders that it would be seen as inequitable if leaders were seen as favoring girls over boys. SAGE/Guinea has employed a strategy of working with religious leaders so that such leaders raise awareness about the importance of educating girls at local religious gatherings. Training of local leaders rather than mobilizing leaders with national visibility was the focus of SAGE/Mali's original scope of work. However, at the time of the study, the project had brought together national leaders for a dinner to discuss issues of girls' education. None of those leaders had subsequently issued public proclamations of support.

5. Broadened Local Community Participation to Promote Girls' Education

a. Growth in Organizational Membership

This indicator was difficult to measure because of differences in the types of activities being initiated in each country. The framework assumption was that local community organizations such as PTAs would become involved in girls' education actions and attract those interested in contributing to such actions as awareness of the importance of educating girls grew. Membership growth, when it has occurred, has generally come within the implementing organization. In Guatemala, several organizations reported that they increased staffing to work on girls' education activities, but it was not clear if such staff would be maintained once the activities to which they were assigned were completed. In Peru, there was growth in the number of organizations who were members of the local network in Ayacucho, but not in the local community organizations. Because of a division of labor among USAID projects in Morocco, the GEA project was not expected to work at the community level. Guinea concentrated on defining and implementing the actions of local alliances rather than increasing their size. Similarly, Mali is working with a limited number of PTAs to improve their skills in action planning, project implementation, and monitoring.

b. Community Initiation of Actions that Promote Girls' Education

Measurement of the number of communities initiating actions that promote girls' education was also difficult. The assumption of the framework is that national and local level actions in girls' education will inform and support one another. The local work is seen as providing ongoing information for national actions. This has limited monitoring of local actions largely to communities with close ties to the project. However, community actions may be taking place on a much larger scale but not monitored carefully. For example, the project in Guatemala works with 16 communities and at the time of the study, 3 of these communities had initiated actions to encourage girls to participate in school. However, when the civil society organizations that are working in girls' education were asked about the number of communities in which they are carrying out actions, the total number was 16,293. In Peru, all of the 19 communities with which the project was working directly in Ayacucho had initiated actions. These actions had generated the equivalent of \$US 111,171 in local resources and were primarily related to school infrastructure improvements. Actions were reported to be under way in the areas of influence of other local networks, but these could not be documented.

In Guinea, the project focused on the 19 local alliances that had been established. All had carried out at least one action, but multiple actions that generated over \$US 80,000 in local resources were carried out in the 6 alliances where the project worked intensively. The *Al Jisr* program in Morocco has reached agreements on what will be done with about 100 communities, but only 3 had initiated actions at the time of the study. Similarly, scholarship recipients were being identified in about 15 communities through local efforts in partnership with CSSF. However, most of the project work was at the national level, as another USAID project was developing the capabilities of communities to carry out actions related to girls' education. Mali is working to build the capacity of local communities to plan and implement actions. The effort is currently focused on 6 communities.

6. Strengthened Teacher Performance to Improve Girls' Primary School Education

This indicator was added in anticipation that actions by participating organizations would at some point be directed at situations of teaching and learning. At the time of the study, actions of this type had taken place in three countries, Guatemala, Mali, and Peru, and only in Guatemala had the effect on girls' classroom participation begun to be measured. Available data for Guatemala suggested that there had been a decline in girls' participation in the classroom over the life of the project. However, no interpretative data on possible change of teaching staff, or use of the materials developed by *Proyecto Global*, were available to help explain the decline.

C. Project Organization

While not part of the results framework, the assumptions about project organization are important in the implementation of the framework. It was assumed that a small staff of host country professionals could successfully act as a catalyst in building constituencies to carry out actions promoting girls' education. Each country had a staff consisting of a project director and one or two additional support staff. With the exception of Morocco, projects were housed with international NGOs that had some involvement with the project. Project staff in the four countries where the framework was being followed felt that the projects could have been more successful in supporting and monitoring the actions with somewhat larger staffs, given the national and local focus of the effort.

Although staffs were small, they generally took on some of the administrative functions of the coordinating organization during the implementation of the project. Peru and Guinea provided administrative support to the National Network and National Alliance, respectively. Prior to the EGAT/WID Activity, the BEST project also provided such support to the Educate Girls Association for several years, until the organization gained legal status. The Morocco project paid for a CSSF support person when that project was initiating work.

Individuals interviewed in Guatemala, Guinea, Morocco, and Peru also identified the importance of national visibility in building cooperation among civil society organizations with national scope. Such visibility could come about through being associated with a major education project, as was the case with the Girls' Education Program in Guatemala under the BEST Project, working with a well-known NGO, as in the case of the project in Peru, or through the personal experience and contacts of the project director, as occurred in Morocco and Guinea.

V. Conclusions, Lessons Learned, and Implications

A. Conclusions

1. Strategic Objective

The EGAT/WID Girls' and Women's Education Activity has had its most obvious effect on increasing the enrollment of girls in primary school.

In Guatemala, Morocco, and Guinea, the average annual increase in female gross enrollment ratios during the years of the Activity was greater than in years immediately preceding the Activity (Guatemala 4.7% vs. 2%; Guinea 2.8% vs. 2.3%; Morocco 4% vs. 1.2%). In addition, the gap in national enrollment ratios favoring boys decreased by 3, 8, and 8 percentage points, respectively. In Peru and Mali comparative data were not available.

National female completion rates have generally increased in emphasis countries. However, it is not clear if a goal of a 20% national increase in rural areas over the ten-year period originally envisioned for the GWE Activity could be reached, even if the projects were continued for that period.

In rural areas, which are the target of the country projects, female completion rates have increased 8.1%, 5.6%, and 7.9% in Guinea, Guatemala, and Peru, respectively. In Morocco, although female completion rates are higher than those of boys, children of both genders show a decline in completion in the available data. In Mali, where data could not be disaggregated by geographic location, a decrease in female completion rates of 4% has been related to government's move to community schools. In urban areas, there has been an increase in female completion rates of between 1.3% and 14.1% in the four emphasis countries for which data are available.

The Guatemala data are actual rather than reconstructed cohorts and therefore the most robust information on completion trends available. The increase in rural female completion rates is around 5%. This, combined with the relatively little change in Morocco, and the decreasing trend in Mali, suggests that an increase of 20% in completion over the ten-year life of the Activity may be unrealistic. However, the rates of 8% in Guinea and 8% in Peru, where each of the projects had been operating for less than five years, leave the question open.

In target areas where a Girls' Education project works intensively and a local partnership is active, the strategic objective is likely to be reached.

Two countries, Guinea and Peru, had intensive efforts supported by local networks or alliances in target areas. In each of these countries, estimated increases in female completion rates of greater magnitude than for the rural area as a whole were found. In Guinea, estimated completion among girls in the sub-prefectures where the SAGE Pilot alliances were found increased 26.7% after 1997. Among the alliances where SAGE did not work intensively, gains were found until 1999/2000, when upheaval related to refugees from Sierra Leone and Liberia led to an estimated decrease in completion to below levels at project initiation.

In Ayacucho, Peru, where the New Horizons project, implemented by AIR/CARE, worked intensively, girls' completion rates increased an estimated 25.9% in rural areas for the two available cohorts. In the Guatemalan target area of El Quiché, where *Proyecto Global* had encouraged actions in only a few communities and a local partnership was not yet active, the increase in female attainment of fifth grade was 6.1%.

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

Even with the estimated increases in female completion rates in most emphasis countries, less than half of those rural girls enrolled in school attain fifth grade of primary school in five years. In Guatemala and Guinea, only about one-fourth of enrolled rural girls attain fifth grade. Even in urban areas, more than a quarter of the enrolled girls in Peru do not complete primary school, whereas the figure is 32% in Morocco, 52% in Guatemala, and 74% in Guinea.

Lack of primary completion is not limited to girls but is a serious problem for children of both sexes, especially in rural areas.

One-third or less of the male rural primary school population attain fifth grade in five years in Guatemala, Guinea, Morocco, and Peru. In urban areas, the percentage of boys that attain fifth grade ranges between 37% in Guinea to 73% in Peru.

2. Intermediate Results

Each of the projects was successful in mobilizing a multi-sector constituency to promote girls' education. However, the magnitude of the constituency is unlikely to grow rapidly. Rather, actions will be initiated by a "core" group of committed organizations that generally form part of a recognized partnership.

In each country, one or more partnerships that included NGOs, the private sector, and public sector members were formed. The members of the partnerships made up the bulk of the new organizations that initiated actions promoting girls' education. However, the number of new organizations that initiated actions ranged from 16 in Guatemala to 33 in Morocco, and the progression of new organizations did not increase steadily over time. Rather member organizations carried out multiple actions.

Social awareness efforts are likely to be the predominant actions undertaken by civil society organizations on a national scale, at least in the early years of an initiative.

Social awareness actions made up the largest type of actions carried out in Guatemala (38%), Peru (63%), and Guinea (59%). In Morocco, where a scholarship program was initiated, actions related to this activity predominated (66%), with social awareness actions following (23%). Policy reform was undertaken in Peru and accounted for 19% of the actions. Only in Guatemala, which had the longest experience with forming constituencies and had partnership members that ran schools, were actions related to academic success significant, making up 26% of all actions.

NGOs are likely to carry out the majority of actions related to girls' persistence in school, but do not generate large amounts of funding to do so. Business is the sector most likely to generate internal resources.

NGOs in Guatemala, Peru, Morocco, and Guinea carried out 46%, 56%, 58%, and 88% of the identified actions promoting girls' education. However, they leveraged between 7% and 25% of the local resources to support actions in the four countries. In Guatemala, Peru, and Morocco, where private sector participation had been actively pursued, the private sector provided 80%, 55%, and 61% of the resources generated. Guinea had employed a strategy not to seek private sector funding until the National Alliance in that country had obtained legal status, so resources had not yet been provided from that sector.

Religious sector organizations are unlikely to be active members of partnerships to promote girls' education.

Religious organizations were minimally involved with the national partnerships to promote girls' education formed in the emphasis countries. They made up between 0% and 3% of the organizations initiating actions. Similarly, only in two countries, Peru and Morocco, were resources leveraged by religious organizations, and in each case the amount made up 1% of the total resources leveraged.

Government agencies can be active partners in partnerships to promote girls' education. While the participation of such agencies can generate financial support for targeted actions, it is unlikely to change national educational funding priorities, at least in the short run.

Government agencies were members of a national partnership in each country. In all countries they supported actions carried out by civil society organizations in the partnership. However, only in Guatemala with a congressionally mandated rural girls' scholarship program, was girls' education part of the national budget, and allocations dropped as a percentage of the education budget over time. In Morocco and Peru, national funding for primary education did not change during the lives of the projects, while in Mali and Guatemala, funding as a percent of the education budget decreased.

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

International donors were active partners in Guatemala, Peru, and Morocco. However, their contributions to actions engaged in by civil society organizations to promote girls' education amounted to less than 14% of the total resources generated in any country.

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

In all of the projects, studies were used in planning efforts and in some cases to monitor results of actions. Implementation tools generally were developed after actions had been identified and were generally used at the local level. Despite being well designed and building on international experience, the tools created by AIR were not utilized, as their translation into the principal language of a country occurred relatively late in the life of the project.

3. Project Organizational Structure

National visibility of the project is critical in providing entry to national leadership in different sectors.

In each of the projects there was agreement that having national visibility was critical, either through the principal investment in primary education in the country, as in the case of the BEST project in Guatemala, through a nationally recognized implementing organization, such as CARE in Guatemala, or through the personal recognition of the project directors, as in Guinea and Morocco, where formation of the multi-sector partnerships was facilitated.

Legal status of national partnerships and administrative support are issues that must be resolved if initial success is to continue.

Project staffs in Guatemala, Peru, Guinea, and Morocco either carried out many of the routine administrative functions for a national partnership or provided support personnel. In Peru and Guinea, neither the responsibility for such functions nor the funding of administrative support had been resolved at the time of the study.

B. Lessons Learned

The EGAT/WID framework assumption that a relatively small team of local professionals can act as a catalyst in bringing together organizations from different sectors to carry out actions promoting girls' education is well founded. Such actions can have a national impact on the participation of girls in primary schooling. While the projects may not be entirely responsible for increased female gross enrollment ratios, the consistency of the trends toward greater female enrollment and a reduction of the gender gap in access during the life of the projects, suggest that they make a contribution.

It is difficult to achieve dramatic change in completion on a national level without focused efforts. Although progress was made in raising fifth grade attainment, national increases over five years were all under 10%. This may be a result of the focus of civil society actions that were largely on building awareness of the importance of girls staying in school, rather than on the school experience and the quality of schooling. This is natural, as civil society organizations in general have little access to formal school situations. Completion rates also appear susceptible to sociopolitical conditions and policy change, as both Mali and parts of Guinea had sudden drops in completion rates as a result of teacher hiring practices and refugee influx respectively.

International conferences can be important in providing leaders from different sectors an opportunity to learn from relevant experience in other countries and identify areas of mutual interest. In the three countries initiating actions at the time of the 1998 International Conference on Girls' Education in Washington, D.C., the conference helped to focus areas of common action.

Civil society participation in girls' education is not likely to grow exponentially. Rather it will be the responsibility of a "core" group of organizations that generally will have the promotion of education in their mission statement. Even among organizations committed to promoting girls' education, the types of actions and the resources available will differ.

The approach of using local project staff to act as a catalyst in bringing together organizations does not need to be a long-term strategy of more than five years. In Guatemala, the core group of organizations that was formed previously continued actions largely without support from the EGAT/WID project, which began to work in the areas of educational quality when not needed as a catalyst. Similarly, although some logistical and administrative issues needed to be worked out, partnerships were in place to continue actions without project support in Peru, Morocco, and Guinea.

For tools and studies to be utilized, they must be available in the language(s) of the country early in the life of a project. Although tools prepared under the core GWEA project were seen by field teams as well prepared, they were generally not used in planning and implementing actions, as they were available only in English early in the project

C. Implications

Although significant progress has been made, a goal of an increase of 20% in female rural primary school completion may be somewhat optimistic on a national level in emphasis countries even if the project were to continue for ten years. No country has increases of more than 8% in rural areas over five years. If only "targeted areas" are considered, a 20% increase across all countries still seems unlikely. Peru and Guinea have already surpassed the strategic objective in their immediate areas of influence. However, Guinea has had a decline owing to circumstances beyond the project's control

in its other alliances and the data for Peru are limited. Guatemala also has had positive gains but is unlikely to reach 20% in a ten-year period, if current trends continue. No relevant local data are available for Morocco and Mali.

Low completion rates for both girls and boys in all countries, even after ten years of promoting girls' persistence and completion of primary school as is the case in Guatemala, suggest that dramatic change in completion rates may require an extended period of time or more targeted actions than have been carried out in the emphasis countries to date. The promotion of the elements of schooling related to quality may be a necessary complementary strategy to awareness and incentive programs that have predominated in civil society efforts.

In planning future investments involving the use of local project staff to act as catalysts, the visibility of the project will be a key consideration. Local technical assistance appears to only have a catalyst role if it has a creditable linkage to a number of sectors that is national in scope.

All sectors are not equally likely to be members of a multi-sector coalition or to participate in the same way. 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 the private sector, either from commercial entities or from philanthropic 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, once national multi-sector organizations to support girls' education are formed.

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**Appendix A:
Operational Definitions**

OPERATIONAL DEFINITIONS FOR G/WID FRAMEWORK

Active Support: A public proclamation, reported in some form of national, regional, or local media that allocates resources for girls' education.

Action: A set of coordinated behaviors that result in distinct outcomes related to girls' education through the use of national, regional or local resources. Different classes or types of outcomes include: school infrastructure, incentive programs, community academic support, school-business partnerships, nutritional supplements, curriculum, teacher training, instructional materials, policy formulation, social awareness efforts.

Civil Society Organization: A group of individuals that form a legally constituted, non-government association, for a common purpose in a given country.

Community: The assemblage of households within the catchment area of a school.

Completion Rate: Percent of female students in a cohort entering school in a given year that attain fifth grade in eight years. (Assumes no automatic promotion).

Emphasis country: A developing country, with low participation of girls in formal schooling at the primary level, where USAID has opted for a strategy of facilitating collaboration among several sectors (private, religious, public, media) to mobilize human and financial resources to address the situation.

Female student participation: Number of interactions by girls with the teacher as a percentage of all student interactions with the teacher, corrected for proportion of girls in the classroom

Gross Enrollment Ratio: Definition: Number of female students enrolled in primary school divided by the population of primary school-age girls

Leader: An individual named by an organization to by its official representative (organizations can have more than one leader) in activities related to girls' education.

Tools/Studies: Written or graphical information or procedures, based on empirical evidence, that provide knowledge on the implementation of activities to promote girls' education. Tools or studies are those produced, requested or commissioned by local entities or commissioned by G/WID in anticipation of country-specific or cross-national information needs

Analytical Studies: A compilation of information that presents systematic, empirical findings based on new data or existing data organized in new ways, which inform policy of practice related to girls' education.

Analytical Tools: Materials that guide and facilitate the implementation of actions to improve policy formulation and educational practices related to girls' education.

Local Resources: Money or cash equivalents for goods and services generated by a local organization to promote girls' education within a country. This includes funds obtained through solicitation of international organizations other than USAID. It excludes those funds provided by international donor to carry out an agenda not explicit in the local organization's mission statement.

Appendix B:
Guatemala Country Study

Appendix C:
Guinea Country Study

Appendix D:
Mali Country Study

Appendix E:
Morocco Country Study

Appendix F:
Peru Country Study