

**Strategies for Advancing
Girls' Education (SAGE)**

SAGE Final Activities Report

Submitted by
The SAGE Project
Academy for Educational Development

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FINAL REPORT-MARCH 1999-JULY 2002
Strategies for Advancing Girls' Education (SAGE) Project
USAID contract # FAO-Q-07-96-90006-00

EXECUTIVE SUMMARY

The SAGE (Strategies for Advancing Girls' Education) project, funded by the Office of Women in Development (EGAT/WID) in USAID, was initiated in March, 1999. The SAGE project designed and implemented a program of technical services in five countries from March 1999 to July 2002, including the Guinea and Mali program initiated in 1999, and the Ghana, El Salvador, and Democratic Republic of Congo programs launched in 2001. The objectives of the SAGE project are focused around mutually reinforcing purposes: forming and developing partnerships across sectors that can advance girls' education (country programs), and expanding the knowledge base, skills and tools (technical leadership) that provide guidance for the SAGE programs, in particular, but also for other girls' and basic education programs and activities.

SAGE activities were designed to contribute to Strategic Support Objective 2 (SS02) of USAID's Women in Development (EGAT/WID) office: 'Broad-based, Informed Constituencies Mobilized to Improve Girls' Education in Emphasis Countries'. The IRs to which SAGE contributes are IR2.1 "Strengthened Performance of Public and Private Sector Institutions to Promote Girls' Education", IR2.2 "Improved knowledge to Implement Policies, strategies and Programs for Girls' Education", IR2.3 "Mobilized Leadership to Promote Girls' Education" and IR2.4 "Broadened Local Community Participation to Promote Girls' Education". In all cases, SAGE exceeded their original targets for the intermediary results concerned. For example, more than 200 community-based actions to promote girls' education (IR2.4) were recorded during year IV of SAGE. This surpasses the target of five established at the onset of the project.

The specificity of the SAGE approach was its emphasis on engaging traditional and non-traditional partners across sectors in support of girls' education. Each country program of SAGE developed a unique program based on the conditions which prevailed at the time of design. The Guinea program is the most important example of a design which focused on capitalizing and building upon existing institutions. SAGE Guinea provided invaluable technical assistance to the National Alliance, the National Working Group, the Media Task Force, and the Local Alliances. Emphasis in this case was on improving their technical and organizational capacities and rendering them more operational. In addition, Guinea facilitated the formation of a national fund for girls' education (FONSEF).

In Mali, the entry point for the SAGE country program was the design of a life skills curricula for future integration into the national educational system as part of ongoing curricular reform being undertaken by the Ministry of Education. In addition, SAGE Mali developed training materials for female leadership training of parent association (APE) members and community action planning in support of gender equity. In each case, SAGE undertook "training of trainers" of their partner PVOs/NGOs, in order to render community level training activities more responsive to persistent social constraints to girls' education. 51 communities received leadership training, six from SAGE directly, and the remainder from the PVOs/NGO trainers.

Table 2 Section 1: SAGE / GUINEA

In Ghana, the approach of SAGE was to partner with the Girls' Education Unit (GEU) of the Ghana Education Service.(GES). The purpose of this partnership was to strengthen the capacity of the GEU in planning, monitoring, and evaluation. In addition, SAGE facilitated a workshop for the development of a handbook for Regional Girls' Education Officers (RGEOs) and District Girls' Education Officers (DGEOs). SAGE also worked in 35 communities to enhance the capacity of School Management Committees (SMCs) to develop community action plans for girls' education. SAGE facilitated the formation of girls' education subcommittees in order to increase the number of active female members on the SMC, as well as girls' clubs.

In El Salvador, SAGE was challenged with bringing girls' education to the national agenda. In order to successfully achieve this, three roundtables were undertaken, one with the business and media sectors, the second with the religious community, and the third with NGOs and civil society organizations. Each of these roundtables was chaired by the First Lady of El Salvador. Partnerships with the media and the business sector were developed. SAGE developed a partnership with the leading newspaper, La Prensa Grafica, in which 15 two-page inserts of "Palomitas de Papel" were donated to SAGE for a value of \$68,749.20. A second media partnership which SAGE developed was with SAMIX, the Radio Broadcast Association which agreed to air ten girls' education spots with influential figures. SAGE also developed three important partnerships with the business community, one with Pollo Campero, a large restaurant chain, that is donating 50,000 paper placements with a message on the importance of girls' education. The second partnership with the business community is with Arroceria San Francisco, who is putting a message supporting girls' education on 20,000 bags of rice and beans. Finally, a textbook publisher, Educational Services Editors, is putting a message on the back of each textbook, "Girls' education...a door to development".

In Congo, SAGE was challenged by the political and economic instability in the country, which has necessitated that parents shoulder more and more of the financial burden of educating their children. In spite of this, SAGE trained one hundred teachers of their six pilot schools in girl-friendly classroom practices; provided gender training and action planning workshops in their community sensitization program; and developed a successful media campaign for girls' education. SAGE Congo was also very successful in developing partnerships with the religious sector. Ten large religious communities have undertaken consciousness raising events at school, in the community and at church, raised funds and provided subsidies to girls from poor families to ensure that they remain in school.

The key to the multisector approach, as has been the case in these country programs, is its flexibility, adaptability to local realities, and ability to capitalize on new opportunities that arise.

Table 2 Section 1: SAGE / GUINEA

FINAL REPORT –MARCH 1999-JULY 2002 **Strategies for Advancing Girls' Education (SAGE) Project** USAID Contract # FAO-Q-07-96-90006

Introduction

The SAGE (Strategies for Advancing Girls' Education) project, funded by the Office of Women in Development (EGAT/WID) in USAID, was initiated in March 1999. The SAGE Project is designing and implementing a program of technical services in five countries in 1999-2002, including the Guinea and Mali program initiated in 1999, and the Ghana, El Salvador, and Democratic Republic of Congo programs implemented since 2001. The objectives of the SAGE Project are focused around mutually reinforcing purposes: forming and developing partnerships across sectors that can advance girls' education (country programs), and expanding the knowledge base, skills and tools (technical leadership) that provide guidance for the SAGE programs, in particular, but also for other girls' and basic education programs and activities.

The primary objectives of the project are:

1. Strengthening public and private sector institutions to promote girls' education;
2. Improving the knowledge base of girls' education in order to better implement related policies strategies, and programs;
3. Mobilizing leadership to promote girls' education; and
4. Broadening and supporting local community participation.

SAGE activities are designed to contribute to Strategic Support Objective 2 (SS02) of USAID's Women in Development (EGAT/WID) office: "Broad-based, Informed Constituencies Mobilized to Improve Girls' Education in Emphasis Countries," and to contribute to the achievement of the indicator of achievement of SS02: Improved rates of girls' completion of primary school in program areas of emphasis countries. The Intermediate Results (IR) to which SAGE most directly contributes are listed in Table 1.

SAGE Conceptual Framework

The Conceptual Framework of the SAGE Project builds on the collective experiences of donor-funded projects and information campaigns to improve basic and girls' education. Donor supported projects have worked with Ministries of Education, as traditional partners, to improve school access and quality and have worked with NGOs, CBOs, and communities to support the schooling process, resulting in many gains for boys and girls (Figure 1). The economic, social, and cultural influences on the supply of and demand for education have been recognized as important variables that are affected by all sectors of society, not just the public sector and the NGOs. These socio-economic influences on supply and demand have an influence on all children; however, the influence is greater for populations that traditionally have not been well served, such as girls. Responsive designs and programs have recognized the need for

Table 2 Section 1: SAGE / GUINEA

consultation with the actors who reflect these powerful dimensions, including business leaders, the media, and religious leaders. The EGAT/WID Office and the SAGE Project recognized that these actors also *shape* the influences on education and have sought them out as partners to advance girls' education (Figure 2).

The principles of the SAGE approach have been developed in recognition of the contextual complexity of improving girls' education and have been adopted in the SAGE country programs. They are:

- A multisectoral approach that recognizes the importance of traditional and non-traditional partners
- Locally designed solutions and programs
- Multi-method approach, appropriate for each locally designed program
- Developing local resources to support girls' education including human, financial, and physical resources
- Capacity building for local institutions for new roles in support of girls' education: leadership, technical programming, and sustained support
- Engaging all stakeholders in support of girls' education "democratizes" the civic, social and economic opportunities of girls in each country and community.

Figure 1

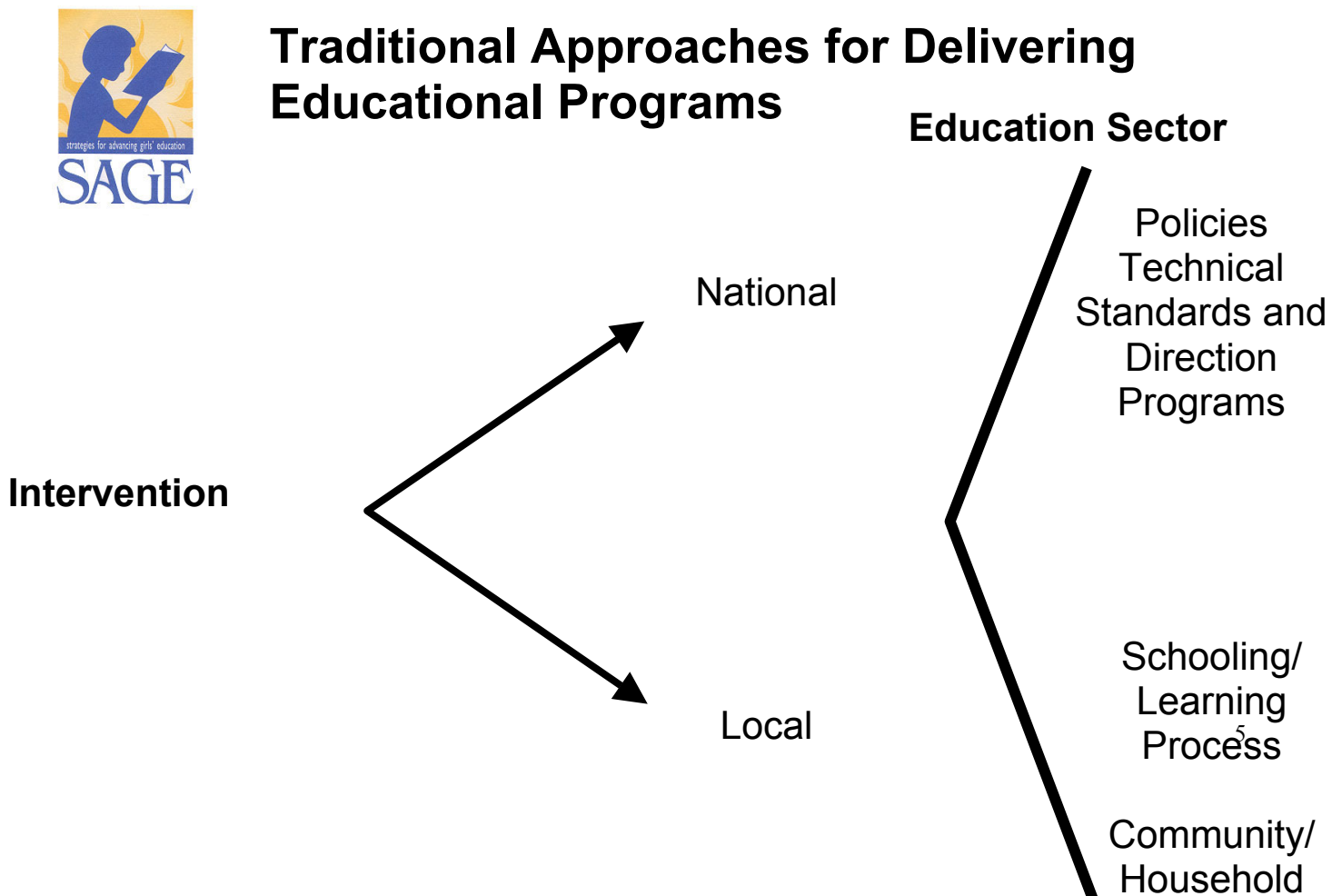
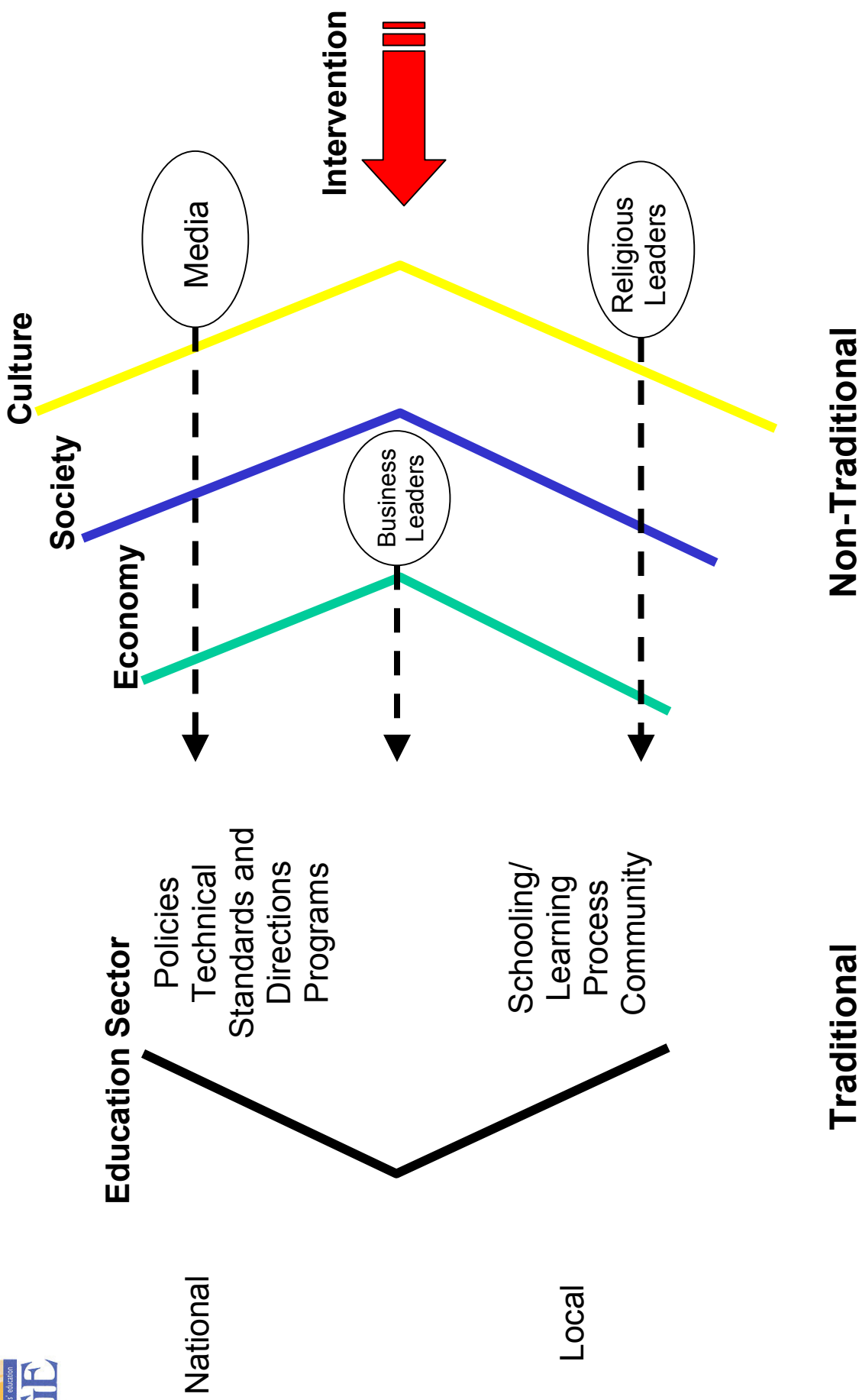


Figure 2



Innovative Approaches for Influencing Supply and Demand for Girls' Education



SAGE was initially funded for 20 months (March 1999-December 2000) and then extended through July 31, 2002. During Project Year I (March-December 1999) the focus of SAGE was on start up activities in Guinea and Mali (see country programs, below) and on three central level technical leadership activities: *The Girls' Education Skills Workshop*, *The Importance of Fundraising for Girls' Education Seminar*, and *The Forum for Girls' Education*.

During January-December 2000, Project Year II, project activities in Guinea and Mali were expanded. SAGE Washington produced, published and disseminated research studies such as Karen Tietjen's study, *Multisectoral Support of Basic & Girls' Education* and Andrea Rugh's study, *Starting Now: Strategies for Helping Girls Complete Primary School*. SAGE Washington in collaboration with the EGAT/WID office organized two conferences on girls' education in Project Year II: *The Symposium on Girls' Education: Evidence, Issues, Actions* and *The Colloquium on Girls' Education: A Key Intervention Against HIV/AIDS and its Effects?*

In Project Year III (January-December 2001) project activities in Guinea and Mali were further refined based on the results and lessons of the two previous years, while new activities were designed and launched in Ghana, El Salvador, and the Democratic Republic of Congo (see country programs, below). In addition, Howard William's research report was completed and disseminated, *Multisectoral Strategies for Advancing Girls' Education: Principles and Practice*.

The fourth year of the project (January and July 31, 2002) was marked by a period of intense activity in all five countries. All of the SAGE country programs participated in the SAGE Lessons Learned Conference, held in El Mina, Ghana, between May 6-9, 2002. One of the highlights of the conference was the community consultation, which took place on the first day. Participants interacted with community members of two SAGE assisted communities to discuss the activities and plans of action they are implementing. The conference was a learning activity that resulted in lessons on strategy and design to support the educational achievement of girls and boys. The conference also examined how the SAGE program strategies can be replicated in other settings. Approximately 90 people from nine different countries attended the conference. A publication based on the conference, *Multisectoral Approaches in Promoting Girls' Education: Lessons Learned in five SAGE Countries*, will be published in August 2002.

III. SAGE Project 1999-2002 Contributions to SS02

SAGE Project contributions to SS02 of the EGAT/WID indicators are presented in Table 1. The project targets and the results for Project Years I-IV, are presented in Table 2. (Table 2 is in 5 sections). A more detailed and cumulative inventory of the SAGE contributions to SS02, by country, is presented in Appendix I.

Table 1

WID SSO2: Broad-based, Informed Constituencies Mobilized to Improve Girls' Education in Emphasis Countries					
	Project Target	YR1-2 SAGE Total	YR3 SAGE Total	YR4 SAGE Total	YR 1-4 Cum. Total
IR2.1 Strengthened Performance of Public and Private Sector Institutions to Promote Girls' Education					
1) Increased number of civil society organizations (CSOs) & other private sector organizations initiating actions to promote girls' education	2	42	33	37	112
2) # public sector units initiating actions to promote girls' education	2	29	26	7	62
3) # CSOs & other private sector organizations with increased revenue leveraged from non-USAID sources, including local sources, to promote girls' education	2	19	8	22	49
IR2.2 Improved Knowledge to Implement Policies, Strategies and Programs for Girls' Education					
1) # analytic tools and studies produced and disseminated to inform policies, strategies, and programs for girls' education.	2	5 Field 17 Central 22 Total	14 Field 6 Central 20 Total	5 Field 1 Central 6 Total	48
IR2.3 Mobilized Leadership to Promote Girls' Education					
1) increase in number of private and public sector leaders who actively support girls' education	18	24	68	28	120
IR2.4 Broadened Local Community Participation to Promote Girls' Education					
1) % growth in membership of public and private organizations that promote girls' education	-	-	-	-	
2) # community-based actions that promote girls' education	5	25	27	200	252

Table 2 Section 1: SAGE / GUINEA

SAGE successfully demonstrated its relevance and effectiveness as a model particularly through the engagement of actors from a multitude of sub sectors of the public and private sector (IR 2.1). 112 such entities were mobilized by the close of the project compared to 42 in project year 1 (PY1).

Resource mobilization from in country sources over the life of the project demonstrated that while it is possible to leverage this form of educational financing it remains largely under utilized as a resource. By the end of PY 4, 49 private sector organizations have leveraged resources both in cash and in kind from non-USAID sources.

Analytical tools and studies (IR 2.2) generated at both the central and country levels are impressive and continue to be sought after by policy makers, practitioners, researchers, and lay persons. The studies produced by Andrea Rugh, Karen Tietjen, and Howard Williams among others reaffirmed SAGE's place at the forefront of girls' education interventions funded by EGAT/WID/USAID.

In Mali, pedagogical tools such as life-skills curriculum and girl friendly classroom practices training guides are poised to be integrated into the national education system as part of the reform underway. In the Congo, thanks to training materials developed by SAGE teachers in 6 pilot schools, the teachers of Lubumbashi are now more aware of the positive and negative practices which affect girls' participation in school. In Ghana, the National Vision paper drafted with technical assistance provided by SAGE will guide the Ministry of Education as it continues to strive to ensure equity in education. Ghana's network of regional and district girls' education officers are better able to facilitate the coming together of actors at the regional, district and local levels as a result of using the Handbook developed in cooperation with SAGE consultants. In Guinea, the calendar of female role models is serving as a powerful tool to illustrate to both girls and boys the important roles women play in Guinean society. Finally, in El-Salvador the fifteen issues of "La Prensa Grafica" where SAGE developed and published two pages on a biweekly bases, created a positive and energetic momentum about girls' education.

Local and national level leaders (IR 2.3) contributed useful solutions and answers to persistent constraints both individually or on a collective basis. In El Salvador, the First Lady supported the SAGE efforts and participated in many SAGE activities, and in Guinea national leaders lent their support to ensure the credibility of the National Fund to Support Girls' Education (FONSEF). Religious leaders in the Congo and in Guinea advocated for girls' education during sermon delivery. And by their sheer presence catalyzed community members from many sectors to create alliances to promote girls' education and equity in the community. By pledging free airtime and coverage the leaders of national print, radio and television ensured that girls' education occupied a place of importance on both the national and local agenda.

The relevancy of SAGE as a model particularly to the local setting is unquestioned as numerous actions (IR 2.4) were undertaken by parent associations, local alliances and other constituency

Table 2 Section 1: SAGE / GUINEA

groups to increase girls' attendance at school. SAGE's impact as a catalyst for action can be evidenced by the increased number of local level actions from 25 recorded in PY1 to 252 recorded in PY 4. It is worthy to note, that the 252 community-based actions are thought to be a conservative estimate. The reason why this figure is considered conservative is that the emphasis, particularly in Guinea and Mali, the more senior of the five country interventions, was accorded to local capacity building, rather than to tracking and recording the numbers of community-based actions.

Table 2 Section 1: SAGE / GUINEA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
1 Define and implement Equity Strategy	1999 1999 1999 1999- 2002 1999- 2002	1.1 Monthly meetings held with the National Working Group (NWG) 1.2 Action plan for strengthening NWG activity developed and adopted 1.3 A series of planning meetings with representatives from different sectors: political, religious, media, business, and civil society organizations to plan the “National Forum on Girls’ Education” 1.4 A national forum on girls’ education held. It gave birth to the national strategy document entitled “National Forum on Approaches and Strategy for Girls’ Education-Resolutions” 1.5 Regular meetings held with Equity Committee and National Alliance	Over 200 individuals representing the public sector, the business sector, religious leaders, the media, the Local Alliances, and women’s associations actively participated in the “National Forum on Approaches and Strategies for Girls’ Education-Resolutions”
2 Mobilized Media Task Force, Rural Radios and Local Alliances around a girls’ education communication strategy	1999- 2001 1999 1999 1999	2.1 Collaborated with National Alliance, Media Task Force, and MOE to facilitate the continuous media coverage of girls’ education issues, and the holding of events to commemorate Girls’ Education Day at national and local levels 2.2 Developed a girls’ education communication strategy with the Local Alliances and six rural radios 2.3 Implement communication strategy in collaboration with Media Task Force 2.4 Held roundtable for media with Local Alliances and NWG members	Print, radio and television media covered festivities held in 23 regions of the country in observance of Girls’ Education Day on June 21, 2001.

Table 2 Section 1: SAGE / GUINEA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>3 Implement the communication/ mobilization plan with the Media Task Force and the Rural Radios</p>	<p>1999 1999 - 2001 2001- 2002</p>	<p>3.1 Training of 6 pilot Local Alliances, rural radios, and print media in the development and design of messages for targeted audiences for consciousness raising on girls' education 3.2 Training rural radios in integrating the targeted messages in a variety of existing rural radio programs and in effective broadcasting of the messages 3.3 Provision of technical and material assistance to the Labé local radio to produce and broadcast updated messages and programs in five sub prefectures</p>	<p>Messages and programs developed with the help of stakeholder groups were broadcast by the radios of Labe, Kindia, and Mamou, resulting in the awareness raising of the communities located in five target sub-prefectures on locally relevant solutions to critical constraints affecting girls' attendance, retention, and performance in school.</p>

Table 2 Section 1: SAGE / GUINEA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
4. Assist Local Alliances in implementing their action plans	<p>1999</p> <p>1999</p> <p>2000</p> <p>2001</p> <p>2001</p> <p>2001</p> <p>2001</p> <p>2001-2002</p> <p>2002</p> <p>2002</p>	<p>4.1 Developed and pilot tested girls' mentoring intervention in two communities</p> <p>4.2 Trained 6 the members of pilot Local Alliances in action planning, advocacy and fund raising</p> <p>4.3 Provided refresher training to six Local Alliances in action planning focused on girls attendance, retention and achievement</p> <p>4.4 Worked closely with the 6 Local Alliances to assist them in developing realistic action plans and in identifying local and national resources to implement their activities</p> <p>4.5 Trained Media Task Force in collecting and finalizing information about role models for girls and women</p> <p>4.6 Selected successful women from urban and rural areas as Role Models</p> <p>4.7 Produced and disseminated in 19 areas of Guinea 5000 copies of a French calendar illustrating 12 women Role Models from both urban and rural walks of life</p> <p>4.8 Trained teachers and Local Alliance members of 19 pilot areas in the use of female role model calendars as supplementary teaching aid</p> <p>4.9 Enlisted three local partners to strengthen four Local Alliances in management , governance and action taking in support of girls attendance, retention and achievement</p>	<p>The 6 pilot Local Alliances were a powerful example of the success that can result from an intensive and organized involvement of the communities in support of girls' education. These alliances build schools, classrooms, and latrines; renovated and refurbished schools, and classes; negotiated with vendors and lowered the prices of school supplies; housed teachers; and convinced parents to keep their daughters in school.</p>

Table 2 Section 1: SAGE / GUINEA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>5. Facilitated the creation of a national girls' education fund (FONSEF) to raise funds to finance local community actions</p>	<p>2000 2001 2001 2001-2002 2002 2002</p>	<p>5.1 Organized the constitutive assembly which culminated in the formation of FONSEF 5.2 Facilitated the registration of FONSEF as a Guinean private voluntary organization 5.3 Raising by FONSEF of over \$10,500 during the first year (2001) 5.4 Provision of technical assistance by Felipe Tejada and Sadiou Diallo in the areas of marketing, strategic planning, and financial management 5.5 Second annual general assembly held to review results of first year of FONSEF 5.6 Assist FONSEF with the establishment of working groups to ensure the implementation of it's fundraising strategy</p>	<p>The first initiative to be funded by FONSEF involved the purchase of 400 school uniforms for girls. Local tailors' groups were enlisted to sew the uniforms that were given to schoolgirls from the 19 areas where local alliances have been established.</p>
<p>6. Increase the involvement of the religious sector</p>	<p>1999 2000-2001 2002 2002</p>	<p>6.1 Mobilized prominent National Moslem and Catholic religious leaders to become the national voices in support of girls' education, 6.2 National Imams and Bishops spoke at National meetings in support of girls' education 6.3 Provided training to 79 religious leaders on communication and advocacy techniques 6.4 79 religious leaders subsequently engaged to advocate for girls' education at the community level during sermon delivery and meetings with parents. They even participated in the fundraising efforts in support of girls' education.</p>	<p>This was a result of advocacy efforts, targeting all religious denominations active in Guinea.</p>

Table 2 Section 1: SAGE / GUINEA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
7. Monitoring and Evaluation	2000 2000 2001 2001	7.1 Trained media task force on situation analysis and data collection 7.2 Organizational capacity assessments of three Local Alliances conducted by Bob Morin and Media Task Force 7.3 Provision of feedback on the results to three local alliances concerned 7.4 Organizational capacity assessments of Local Alliance conducted by SAGE Guinea and Media Task Force	

Table 2 Section 1: SAGE / GUINEA

Guinea Program Highlights

SAGE Guinea has been very successful at building partnerships at the national and community level. The main objectives for SAGE Guinea were to consolidate and reinforce the National Alliance, the National Working Group, the Media Task Force, and the Local Alliances; to make these structures operational; and to assist these structures in undertaking specific interventions.

Lessons Learned

SAGE Guinea used a multisectoral approach which was an example of vertical linkages (National Alliance—Local Alliances), (Media Task Force—Local Alliances) and horizontal linkages (Local Alliances—Local Alliances). This approach led to synergistic relationships; in other words, each organization was stronger because of its relationship with the other organization. This synergism also reinforced sustainability after the end of SAGE.

Successes

One of the major successes of SAGE Guinea was fostering the development of the National Fund for Girls' Education, FONSEF (Fonds National Soutien Education de Filles). One of the resolutions of the 1999 National Forum on Approaches and Strategies for Girls' Education held in Conakry, Guinea, was the development of a national fund. The resolution of the National Forum provided legitimacy for the creation of a new institution. After initial organization meetings, the formation of a Board of Directors, and the election of an Executive Committee, the members of FONSEF felt the fund should have legal status in order to function as an institution. This was granted by the Ministry of Security and Decentralization in May 2001, just six months after the First General Assembly of FONSSEF was held in December of 2000.

The goal of FONSEF is "to assist in the implementation of sustainable girls' education activities by communities and their partners, for an equitable education". The purpose is to (1) finance activities for girls' education initiated by community organizations and (2) develop fund-raising activities. The First General Assembly of FONSEF included representatives from the public and private sectors, international donors and partners in development, religious leaders, and the media. Participation by high level ministers, including the Prime Minister, lent credibility to the organization.

The most important initial task of FONSEF was fundraising. At the First General Assembly, it was agreed to set annual financial targets and to cap the proportion of funds given out in the form of an award at any time at 30% of the available capital. For 2001, the target was to raise \$10,000. Over \$10,5000 was raised. This included a contribution by Plan International of \$5,500 which was earmarked for the completion of a junior secondary school in the city of Lelouma.

FONSEF was also successful in raising in kind contributions from local businesses. Teaching-learning materials were also donated by BONAGUI, a soft drink distribution company, by a trade union of educators, and by an association of women lawyers.

Table 2 Section 1: SAGE / GUINEA

At the second General Assembly held in January 2002, which was opened by the Prime Minister of Guinea, feedback was given on the first years' activities. The participants reflected on the lessons learned from the first year and agreed to look for new opportunities in fundraising. Since that time, FONSEF has raised an additional \$10,000 for girls' education. As a result of FONSEF's work a culture of philanthropy is being cultivated in Guinea. Even after the SAGE project ends, a locally-owned institution will continue to generate much needed financial support and raise awareness of the importance of girls' education.

Results/Impact

Through their interventions, the local alliances in the seven pilot zones have achieved measurable improvements in girls' education indicators between 1998-2002. The following achievements are notable:

- The Local Alliance of Kaback reported an increase from 47 girls enrolled in the island's three primary schools in 1998 to 527 girls enrolled in 2001. The percentage of girls who dropped out of school decreased from 8% in 1999 down to 0% in 2001. Between 1998 and 2001, the number of primary schools grew from four to ten, built with community participation and partner support. In addition, 12 contractual schoolteachers out of 20 primary schoolteachers were recruited and paid by community members.
- The Local Alliance of Lelouma reported that in 1998 there were a slightly greater number of girls in grade one (162 girls versus 153 boys) and in 2001 there were slightly more boys (141 girls versus 149 boys) in grade one. In 1998, the total number of girls in primary school was 746 versus 869 boys. In 2001 this gap had narrowed to 878 girls and 938 boys. During this period, two school stores agreed to sell supplies at a reduced rate. In addition, the community built a three-class junior secondary school through a donation from Plan International.
- In 1998, the Local Alliance of Dougoutouny reported a severe gender gap between girls and boys enrollments. In 1998, there were 70 girls enrolled in first grade versus 164 boys. The total enrollment showed that only 1/3rd of those enrolled in primary school were girls (193 girls versus 576 boys). In 2002, due to the efforts of the Local Alliance, the gender gap in first grade enrollments had decreased to zero. There were 238 girls enrolled in first versus 234 boys. A gender gap remains, though, in total enrollment in primary school where only 549 out of 1494 students are girls. In addition to activities promoting increased girls' enrollments and retention, the Local Alliance completed building a new school building, with school furniture (tables, benches, and shelves)
- In 1998, the Local Alliance of Brouwai Sounki reported that there were 33 girls enrolled in first grade versus 73 boys. In the year 2002, enrollments for both girls and boys in first grade had increased, with 200 girls enrolled and 241 boys enrolled. The gender gap, although decreasing, remains in overall school enrollments. In 1998, 156 girls were enrolled in primary school versus 736 boys. In 2002, there were 609 girls enrolled versus 1167 boys.

Table 2 Section 2: SAGE / MALI

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>1. Curriculum revision to include life skills from a gender perspective</p>	<p>1999 2000 2000 2000 2000 2000 2000,2001 and 2002 2002</p>	<p>1.1 A set of three types of instructional and educational materials were developed during a two week long participatory workshop facilitated by Drs. Rugh and Habib 1.2 The materials were produced and distributed in 43 community schools. 1.3 At the request of USAID/Mali Interactive methodologies based on the principles of the Convergent Pedagogy were developed to render the use of the modules in life skills more student-centered 1.4 The above were integrated into a training guide entitled Modules en Compétences Essentielles 'Life Skills' pour le Programme de l'Education de Base (Classes de 4e, 5e, 6e années) was developed. 1.5 46 trainers of PVO/NGOs and the Ministry of Education were trained on the use of the life skills curriculum 1.6 221 community and public school teachers trained on the introduction of life skills in the curriculum of grades 4, 5 and 6 1.7 70 % of schools visited by two external monitors demonstrated evidence of positive health promoting behavior in the area of school hygiene</p>	<p>Teacher's guide, a set of 25 posters and 98 smaller sized posters for pupils</p>

Table 2 Section 2: SAGE / MALI

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
2 Female Leadership Training for community school APE (PTA) members	2000	2.1 The SAGE/Mali team assisted by l'Institut d'Education Populaire (IEP) carried out a series of consultations with APE of 11 communities where Africare, Save The Children/USA, and World Education community schools are located. They assessed the status of women and their current role on the APEs.	
	2000	2.2 Developed training guide <i>Vers une Participation Active des Femmes dan les Actions d'Education à la Base, Guide d'Animation à l'intention des agents de changement.</i>	Guide developed in French and Bamanan
	2000,2001 and 2002	2.3 62 trainers of PVO/NGOs trained to train parent associations in leadership training	
	2001	2.4 81 community members of 6 communities trained on leadership for active participation of girls in basic education	Conducted in collaboration with Africare, Save the Children and World Education
	2002	2.5 Monitoring visits conducted revealed among other things that the 2 of the 6 pilot communities banned female genital cutting practices while all 6 banned early marriages	

Table 2 Section 2: SAGE / MALI

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>3 Training in girl-friendly practices for a more favorable classroom environment for girls' achievement in community schools</p>	<p>2000 2000 2001 and 2002 2002</p>	<p>3.1 A trainer and teacher guide developed by a team of regional and national curriculum specialists 3.2 61 trainers of PVO/NGOs and the MOE trained on how to introduce girl friendly practices in the classroom 3.3 556 community and public school teachers trained by SAGE, PVO/NGO and MOE trainers. 3.4 Visits conducted by 2 external monitors revealed that 90 % of teachers observed treat girls and boys equally when assigning school maintenance tasks</p>	<p>Trainers guide: <i>Apprentissages Efficaces et Pratiques Internes de Classes Equitables entre Filles et Garçons. Guide de Formation d'Enseignants et d'Enseignantes</i></p> <p>Teachers guide: <i>Apprentissages Efficaces et Pratiques Internes de Classes Equitables entre Filles et Garçons. Manual du Participant et de la Paticipantante</i></p>

Table 2 Section 2: SAGE / MALI

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
4 Community action planning for equity	2000 2000 2000 2000 2000 2001 and 2002 2001 2001 and 2002	4.1 Bob Morin assisted by PVO/NGO trainers designed a training of trainers module on community action planning for equity 4.2 A core group of 6 PVO/NGO trainers were subsequently trained on how to utilize this module 4.3 Translation of the module into Bambara 4.4 Development of a 10 page supplementary guide to introduce communities to girls' mentoring strategies 4.5 Translation of the guide into Bambara 4.6 Follow up training of 130 PVO/NGO trainers on the use of the Bambara version of the materials 4.7 76 communities received training from SAGE and a further 45 from Africare 4.8 51 communities produced equity action plans incorporating girls' mentoring activities	The module is entitled <i>Formulation de Plans d'Actions communautaires: Guide de formation des animateurs</i> <i>The supplement is entitled Setting Up Community Established Girls' Mentoring Programs</i> <i>623 parent association and community members benefited from the trainings</i>

Table 2 Section 2: SAGE / MALI

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>5. Fundraising in non-traditional sectors to assist community support of girls' education</p>	<p>2001</p> <p>2001</p> <p>2001</p> <p>2002</p>	<p>5.1 A volunteer committee composed of 16 committed and dynamic individual from public and private sectors was put in place</p> <p>5.2 The committee was provided with initial training on fundraising techniques and fund management and subsequently developed a plan of action for the provision of financial and material support such as incentives for school girls and boys to 6 pilot communities</p> <p>5.3 The committee organized two major fund raising events which generated a profit of \$2500 and in-kind contributions of \$ 2700.</p> <p>5.4 Additional training assistance was provided to the committee by Felipe Tejeda in such areas as fund raising best practices, marketing and strategic planning</p>	<p>The committee adopted as a name "Comité de mobilisation de ressources pour la scolarisation des filles" or CMR-SCOFI</p> <p>About 250 people were present at the Fundraising Committee dinner-concert.</p> <p>As an outcome of this training the CMR-SCOFI will hold its first general assembly in order to expand its membership base as well as its mandate to include national level advocacy in support of girls' education</p>

Table 2 Section 2: SAGE / MALI

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
6 Girls' Incentive Program	2002	6.1 Using proceeds from the fund raising events, the CMR-SCOFI distributed awards in 6 targeted communities. Present at the award ceremonies with the members of CMR-Scofi were representatives of private enterprises and civil society such as the CEO of SYATELS, directors of NGOs and PVOs, USAID representatives, and others.	
7 Symposium/restitution seminar in Mali of the international girls' education symposium held in Washington, DC in May 2000	2001	7.1 A restitution seminar on the outcomes of the international girls' education symposium held in 2000 was organized and attended by central and regional level staff of the Ministry of Education	

Table 2 Section 2: SAGE / MALI

Mali Program Highlights

SAGE Mali was very successful in achieving its major objectives. These were to develop and/or implement:

1. Curricular revisions to include life skills from a gender perspective,
2. Leadership training for female APE (PTA) members,
3. Girls' Mentoring,
4. Girl-Friendly classroom practices, and
5. Community action planning

Lessons Learned

SAGE partnered with PVOs (Save the Children, World Education, and Africare) as well as local NGOs who work in community schools. Community schools are developed and funded by the community in partnership with a PVO/NGO. The community school movement in Mali was initiated because the government could not afford to provide schools in all rural areas. By partnering with PVOs/NGOs and providing them with training for trainers in the new life skills curriculum, leadership training for female APE members, girls' mentoring, girl-friendly classroom practices, and community action planning, there is greater possibility for sustainability of these activities after the SAGE program ends.

Successes

A notable success for SAGE Mali was the undertaking of community action planning in six pilot communities. For example, community action planning was undertaken in Manabougou, a small village 50 km from Bamako, the capital city of Mali. Manabougou receives assistance from a local NGO, the Malian Association for the Development of the Sahel (AMPROS), which in turn is affiliated with World Education.

During the community action plan training in Manabougou, analysis of girls' and boys' education indicators revealed the following: 1) in 1996, 37% of girls and 56% of boys of school age entered first grade. Of that number only 19% of girls and 40% of boys remained in school in 2000-2001. Eighty-one percent of the girls dropped out or repeated lower grades versus only 60% of boys.

After presenting these statistics to the 26 participants of the community action plan training, the participants discussed the underlying causes of the low schooling rate and high drop out rate of girls. Underlying causes identified were:

- School fees
- Parents' lack of awareness of the advantages of girls' schooling
- Parents cannot monitor their children's assignments at home because the parents themselves have not, in many cases, been to school
- Early marriage
- The burden of household chores on girls

Table 2 Section 2: SAGE / MALI

SAGE then asked the community members “Where would you like to see your community in the next few years?” The members stated that they wanted their community to be developed, provide education for all children, and begin income generating activities. SAGE then assisted the Manabougou community participants to develop their five-year action plan based on these visions.

For example, the participants detailed their vision, “education for all”, in greater detail and listed activities necessary to reach that vision. One suggestion introduced by SAGE Mali in addition to the ideas put forth by the community, was a girls’ mentoring activity. To free up time for their studies it was decided to organize girls into groups in order to accelerate the completion of domestic chores. Studying would also be undertaken in groups, under the supervision of a grown-up. When SAGE Mali returned to Manabougou after several months to monitor implementation of the community action plan, they found that the girls’ mentoring activity had been a resounding success. Every evening, the girls in the village in grades one to four gather in the house of the village chief to do their homework. For one hour, the chief gives them a lesson in prayer and in reading the Koran, and then for the next two hours, the girls do their school lessons.

Results/Impact

- Development of the Life Skills Materials: The Life Skills materials cover 97 lessons and include teachers’ guides, posters, and learner materials for use by teacher trainers, teachers and students. The SAGE/Washington team reproduced and sent the kits to Mali for dissemination to 100+ teachers. Forty-five trainers and 169 community and public school teachers were trained in the life skill materials.
- Leadership Training for Female APE Members: Prior to undertaking leadership training for female APE members, SAGE completed a preliminary study to ascertain the role of female members on the APEs, constraints to participation, and how to orient the training. It became clear that in order to increase women’s participation in the APEs and to increase their decision-making power, that training would have to include both males and females and draw from the community as well as from the membership of the APEs. A total of 30 trainers from PVOs and NGOs and 92 members of the PTA or larger community, including 39 women, received training. Also, 352 school management committee members, including 128 women, received training provided by Africare and its two Malian NGO partners, CRADE and PADI. SAGE also produced an APE leadership training guide in French and Bamanan.
- Girl-Friendly Classroom Practices: The girl-friendly classroom practices component of the SAGE/Mali program was intended to create a positive learning classroom environment for both girls and boys. During the life of the project, the girl-friendly classroom practices materials were tested by 258 community and public school teachers in five regions of the country (Koulikoro, Segou, Sikasso, Mopti, and Bamako District). Monitoring visits to a sample of these schools during November/December 2001 and March 2002 revealed that 72% of teachers called equally upon girls and boys during question and answer sessions.

Table 2 Section 2: SAGE / MALI

Ninety percent of teachers observed made no distinction between girls and boys when assigning school maintenance tasks.

- Community Action Planning: As discussed above, a training module in action planning for equity was devised in order to engage communities in actions that would contribute to a school and home environment conducive to girls' retention and achievement. Six communities received training by SAGE Mali and a NGO counterpart; 45 communities received training from Malian PVO/NGOs. SAGE provided training for 130 trainers in community action-planning. In addition, SAGE developed a community action-planning guide in French and Bamanan.

Table 2 Section 3: SAGE / GHANA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>1 Provide the Ghana Education Service (GES)/Girls' Education Unit (GEU) assistance in projecting a Girls' Education National Vision and Strategy</p>	<p>2001</p>	<p>1.1 Completion of <i>A National Vision for Girls' Education in Ghana and a Framework for Action: Charting the Way Forward.</i></p>	<p>SAGE worked very closely with the two Ministers of Education, the GES, the GEU, and regional and district girls' education officers, as well as with NGOs, and community leaders and parents, to assist in producing the National Vision for Girl's Education.</p>
<p>2 Produce the proceedings from the National Symposium on Girls' Education</p>	<p>2001</p>	<p>2.1 The GES/GEU and World University Services of Canada (WUSC) produced the text of the proceedings and SAGE provided editing assistance for the document.</p>	

Table 2 Section 3: SAGE / GHANA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
3 Strengthen the GEU's capacity in planning	2001-2002 2002	3.1 Completion of the GEU/GES 2002 Planning Document 3.2 Matrix of girls' education partner activities 3.3 Development of a Monitoring and Reporting System (MARS)	SAGE assisted the GES/GEU in developing basic planning, and management frameworks and tools to guide its expanding program of activities for 2002. SAGE also assisted with the compilation of a master matrix of organizations implementing programs in support of girls' education; and the development of a Monitoring and Reporting System (MARS) framework for the GES/GEU.

Table 2 Section 3: SAGE / GHANA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>4 Facilitate and support the production of a Regional and District Girls' Education Handbook (in collaboration with WUSC)</p>	<p>2001-2002 2002</p>	<p>4.1 A participatory workshop devoted to the development of a draft <i>Resource Handbook for Girls' Education Officers</i> was attended by 35 members of the MOE 4.2 After the Handbook has been reviewed during a second stage of workshops conducted by the participants in their home environments, incorporate revisions into a second draft of the Handbook.</p>	<p>The R/DGEO Handbook was developed through a consultative process that built on the experience and priorities of the regional and district officers. A national workshop produced the draft handbook, which was vetted in four zonal workshops and finalized in a second national workshop.</p>
<p>5 Development of training manual for the R/DGEO Handbook</p>	<p>2001-2002</p>	<p>5.1 Participatory workshop undertaken to finalize R/DGEO Handbook and to develop training manual for introducing the R/DGEO Handbook.</p>	<p>The training manual for the Handbook was developed at the second national workshop, using a similar methodology.</p>

Table 2 Section 3: SAGE / GHANA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>6 Conduct training on the use of the R/DGEO Handbook for R/DGEOs, circuit supervisors, headteachers, DSTMEOs and WITEDOs from the 35 districts where SAGE is working</p>	<p>2002</p>	<p>6.1 60 MOE staff (R/DGEOs, circuit supervisors, headteachers, DSTMEOs, and WITEDOs) from the 35 districts where SAGE is working were trained.</p>	<p>The training manual was pilot tested during the R/DGEOs training in January 2002.</p>
<p>7 Participate in the revision of the six Instructional Manuals for trainers of teachers to ensure that they are gender-sensitive and girl-friendly</p>	<p>2002</p>	<p>7.1 Six Instructional Manuals for trainers of teachers revised to ensure that they are gender-sensitive and girl-friendly.</p>	

Table 2 Section 3: SAGE / GHANA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>8 Participate in the revision of the Manual for Instructional Leadership and Management Skills for trainers of headteachers, circuit supervisors, and assistant directors for supervision, to ensure that the manual is gender-sensitive and girl-friendly</p>	<p>2002</p>	<p>8.1 Manual for Instructional Leadership and Management Skills revised to ensure that the manual is gender-sensitive and girl-friendly.</p>	
<p>9 Increase the number of women as members of the School Management Committees (SMCs) in the 35 SMCs where SAGE is working</p>	<p>2001-2002</p>	<p>9.1 28 of 35 pilot communities added one more female member (3 added four members) to their SMC 9.2 20 of 35 pilot communities added one or more female members to their PTA</p>	

Table 2 Section 3: SAGE / GHANA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
10 Establish a girls' education subcommittee (GESC) in the 35 communities where SAGE is working	2001-2002	10.1 Girls' education subcommittees established in the 35 communities where SAGE is working.	<p>The roles and responsibilities of the GESC members include:</p> <ul style="list-style-type: none"> • Meeting once per month, • Ensuring that all girls are in school and stay in school, • Using community gatherings as an opportunity to sensitize parents on the importance of girls' enrolment, retention, and achievement, • Inviting role models to speak to girls, and • Reporting periodically to the SMC/PTA executives.
11 Adapt the Community School Alliance (CSA) Community Participation Inventory Tool (CPIT) to make it gender-sensitive and girl-friendly	2001	11.1 The CPIT was revised to make it gender-sensitive and girl-friendly.	

Table 2 Section 3: SAGE / GHANA

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
12 Use the CPIT to measure community and parental practices affecting girls' education	2001-2002	12.1 CPIT completed in 35 communities to assess practices affecting girls' education	
13 SMCs develop community action plans for girls' education in each of the 35 communities	2001-2002	13.1 Community action plans developed by SMCs for girls' education in 35 communities.	
14 Leverage the CSA Radio Program to ensure a gender-sensitive approach and girl-friendly messages	2002	14.1 Radio programs developed through assistance from SAGE Ghana were broadcast by "Sky Power" in the Western Region and "Radio Central" in the Central Region.	The radio programs consist of interviews with national and local leaders to provide information and ideas for supporting girls' education.
15 Monitor progress of the 35 SAGE assisted communities on action plan implementation. Re-administer CPIT to determine improvement in girls' education and women's participation	2002	15.1 Monitored progress of the 35 SAGE assisted communities on action plan implementation. Re-administered CPIT.	

Table 2 Section 3: SAGE / GHANA

Ghana Program Highlights

SAGE Ghana was designed to address its activities at the system, school, and community levels. It began its activities in July of 2001.

Lessons Learned

The logical partner for SAGE Ghana was the Girls' Education Unit (GEU) of the Ghana Education Service. Established in 1997, the central level of the GEU also established Regional and District Educational Officers (R/DGEOs) to oversee girls' education activities in the ten regions and 110 districts of Ghana. To strengthen the capacity of the newly-appointed R/DGEOs in implementing change for girls' education, the SAGE project facilitated and supported the production of a Resource Handbook for the Girls' Education Officers. There is a definite "lesson learned" from the approach taken by SAGE to develop this handbook.

To begin, SAGE consultants designed the format of the Handbook in conjunction with the Director of the GEU. They decided upon five chapters, organized around the levels at which the R/DGEOs work: actions at the district level, the school level, the teacher/classroom level, and mobilization of the community to increase girls' enrolment and girls' retention.

End-users were involved in a participatory workshop to develop the Handbook. During this workshop, the participants were divided into five working groups corresponding to the chapters outlined above. They were provided with articles, reference books, and resources, which would be of specific use in the development of each chapter. Participants also drew extensively from their individual experiences which ultimately enriched the overall writing process. The development of each chapter was an iterative process. When a chapter was completed, it would be presented to the entire group for critique and discussion. The review of each chapter by the group was an important step in the ownership of the manual by the entire group. Emphasis was placed on ensuring that the content remained relevant and reflected the collective experience of the R/DGEOs, as well as being relevant to the whole country. The idea behind this approach is that the participants would create a document written in their own language, making it comprehensible to them. It would directly reflect how the R/DGEOs view their job and help them clarify how they might use procedures and techniques to achieve their objectives.

Once the Handbook was complete, the next stage was to have it validated by a broader audience. Participants returned to their home areas and held workshops with headteachers, circuit supervisors, and other DGEOs. The leaders of the workshops used the same approach as in the first workshop; they divided the participants into groups to review each chapter. The regional validation workshops contributed to a sense of ownership of the final Handbook. SAGE took the remarks, comments, and suggestions made at the validation workshops and modified the final draft of the Handbook based on the input of this audience.

Table 2 Section 3: SAGE / GHANA

The overall approach to developing the Handbook led to a sense of ownership by the end-users. This will lead to the R/DGEOs and other individuals to be trained in the use of the manual to feel that it is their manual.

Successes

SAGE Ghana has been working at the community level to increase the number of women on the School Management Committees, develop girls education subcommittees, develop community action plans for girls' education, and to develop girls' clubs in the 35 communities in which they worked..

One of the objectives of SAGE Ghana at the community level was to “sensitize and better focus the SMCs on girls' education issues by increasing the number of women on the SMCs and by providing these women with leadership training” (Rihani and Williams 2001:36). The SMCs are responsible for the following: a) to ensure that all children of school-going age have access to school; and b) to ensure gender balance in the enrolment and retention of pupils in school (Rihani and Williams 2001). It was clear during the design phase of the SAGE project in Ghana that in many areas of the country there were very few women on the SMCs and PTAs. Since the responsibilities of the SMCs are to ensure that there is a gender balance in the schools, it was essential that these organizations themselves become more gender balanced. Increasing the number of women in the School Management Committees and in the PTA and training them became essential to help achieve this goal (Rihani and Williams 2001).

To encourage female participation on the SMCs and to focus community attention on the girl-child, it became clear that sub-committees needed to be developed at the community level whose sole focus was girls' education. As a result, SAGE Ghana decided to develop girls' education subcommittees (GESC) in their 35 target communities. Each community dedicated a day to restructuring the SMC/PTA and forming a girls' education subcommittee.

After the orientation, SAGE Ghana worked with the communities to seek six women and three men volunteers to serve on the GESC. The women and men who volunteered were introduced to the whole community and approval was sought from community members for them to serve on the newly-formed GESC. After the introduction of the approved GESC members, a short training session was held with the entire membership of the SMC/PTA on some roles and responsibilities stipulated in the SMC/PTA handbook. They also reviewed the roles and responsibilities of GESC members developed by SAGE Ghana. A cross-section of the newly appointed women volunteers, six per community, 2 SMC, 2 PTA, 2 GESC representatives, were given training in leadership skills, guidance and counseling, and gender issues.

Results/Impact

The targeted SAGE Ghana communities responded in a favorable way to the training. Out of the 35 communities, 28 added one or more female members (three added four members), and only seven communities did not yet add a female member to their SMC. Even though SAGE has focussed basically on the SMCs, there was also an increase in the number of female members on

Table 2 Section 3: SAGE / GHANA

the long-standing PTAs. Of the 35 communities, 20 communities added one or more female members to the local PTAs, which is clear evidence of the gradual influence the training led by SAGE Ghana is having on other institutions.

Other evidence of the impact of the leadership training and the formation of the GESC:

- The women members of the GESC are going on house to house campaigns ensuring that all girls are enrolled in school and stay in school.
- Women's voices are heard prominently participating in the decision making process at meetings.
- Women are seen making their rounds in the evenings in pairs in the villages, making sure that girls are studying.
- Women are sensitizing parents in the importance of providing school needs for both girls and boys.
- Women teachers, doctors, nurses, ministers, social workers, presidents of non-governmental organizations and others are invited to talk to girls on career choices and build their confidence.
- One woman is presenting herself to stand for elections as an assemblywoman.
- Radio programs in the Central and Western regions of Ghana began broadcasting in January 2002 interviews with national and local leaders to provide information and ideas in support of girls' retention in schools.
- The radio programs have been taped for use in other regions of Ghana by GES/GEU.

Table 2 Section 4: SAGE / EL SALVADOR

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
<p>1 Organize a series of three national-level roundtables directed to focus attention on the issue of girls' education. The sectors included will be the print and electronic media, the private business sector, religious organizations and non-governmental organizations</p>	<p>2001 2001 2001</p>	<p>1.1 Business and media roundtable held in November, 2001 and attended by.... 1.2 Religious sector roundtable held in December, 2001 and attended by... 1.3 Non-governmental organization roundtable held in February, 2002 and attended by...</p>	<p>The First Lady of El Salvador, Ms. Lourdes Rodriguez de Flores, was actively involved in the planning stages and presented opening remarks at each roundtable</p>
<p>2 Collaborate with the National Secretariat of the Family in the production and broadcasting of a series of radio and television "spots" highlighting key messages related to the value of girls' education</p>	<p>2001-2002</p>	<p>2.1 SAMIX, a radio station donated 10 radio spots supporting girls' education with well known personages</p>	
<p>3 Develop additional collaborations with the media</p>	<p>2001 2001 2001</p>	<p>3.1 On Oct. 1, 2001, Channel 33 aired an exclusive half-hour TV segment on SAGE as part of the series "From Woman to Woman" 3.2 A second appearance on Channel 33 by the SAGE Country Coordinator was made on November 9, for a 45 minute interview on a popular early morning show "Frente a Frente". 3.3 Developed a video "The Future is Now." The SAGE video was broadcasted several times on national television.</p>	<p>The Salvadoran TV Corporation (the largest TV corporation in El Salvador) simultaneously transmitted the interview on Channels 2, 4, and 6.</p>

Table 2 Section 4: SAGE / EL SALVADOR

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
4 Support the MINED in planning a series of three-day gender training workshops for members of the Educational Counselors program	2002	4.1 SAGE El Salvador facilitated four workshops to train approximately 250 educational counselors	
5 Develop a girls' education manual for teachers with the educational counselors	2002	5.1 Developed a girls' education manual for teachers with the educational counselors	
6 Carry out a gender-focused workshop for Juvenile Brigade volunteers	2002	6.1 Trained 100 Juvenile Brigade volunteers	
7 Conduct a girls' education survey in two rural communities	2002	7.1 Conducted a survey in two rural communities on girls' education	
8 Develop a partnership with La Prensa Grafica, El Salvador's leading newspaper	2001-2002	8.1 15 issues of "Palomitas de Papel" (a children's two-page insert) which included photo essays on local girls and teenagers who are outstanding in their academic performance and also excel in other areas such as sports, arts, and technology were published by La Prensa Newspaper	<p><i>La Prensa Grafica</i>, is one of SAGE's most strategic partnerships. This leading newspaper donated on a bi-weekly basis space in 15 issues of "Palomitas de Papel". The actual cost of publication for 15 issues is \$US 68,749.20.</p>

Table 2 Section 4: SAGE / EL SALVADOR

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
9 Develop partnerships with the business sector	2002	9.1 Pollo Campero, a large restaurant chain in Central America, printed 50,000 paper place mats with positive messages about girls' education	
	2002	9.2 Arrocería San Francisco, a rice distributor and one of the most important food industries in El Salvador, included the message "Support Girls' Education" on approximately 20,000 bags of rice & beans	
	2002	9.3 Educational Services Editors (ESE) included a message supporting girls' education on the back cover of every school textbook they edit and publish.	The design of the back cover includes a girl student in front of a door with the following motto, "Girls' Education: A door to development".
10 Co-sponsor the first international Pedagogical Conference held in El Salvador	2002	10.1 Co-sponsored the first international Pedagogical Conference held in El Salvador, which was organized by the ALFA Center for 200 participants. The ALFA Center is a private institution directed by education and business leaders whose purpose is to improve the quality of education in El Salvador	
11 Research and finalize a relevant bibliography on gender and girls' education to be used as a tool by education officials and development practitioners	2002	11.1 Relevant bibliography completed	

Table 2 Section 4: SAGE / EL SALVADOR

El Salvador Program Highlights

El Salvador provided a unique set of circumstances for SAGE as, on the surface, there appeared to be gender equity in class enrollment for girls and boys. This masked, however, differences in girls' retention, achievement, and completion of school. SAGE El Salvador felt that the most important objective of the project was to bring the importance of girls' education to social and economic development onto the national agenda. This was undertaken through partnerships with the National Secretariat of the Family and the Ministry of Education as well as partnerships with the media and the business sector.

SAGE El Salvador began in September 2001.

Lessons Learned

One of the important lessons from the SAGE El Salvador project is that the involvement of prominent political leaders, in this case, the First Lady of El Salvador, brings immediate national attention to the project. The First Lady hosted each of the roundtables given (one for the business and media sector, one for the religious sector, and one for NGO and civil society organizations) and spoke at each session. In addition, she spoke at the awards ceremony for the girls' education context sponsored by *La Prensa Grafica* (see below).

Successes

One of SAGE El Salvador's most strategic partners was *La Prensa Grafica*, El Salvador's leading newspaper. It donated space in 15 issues of "Palomitas de Papel", a two-page insert devoted to children's issues which appears weekly. The actual cost of having a double page publication for 15 issues is \$US 68,749.20. This cost was donated by *La Prensa Grafica*. This newspaper has a nationwide coverage and many teachers and parents use "Palomitas de Papel" as a permanent source of reference on educational topics. Each week SAGE prepared contributions which would normally take the form of photo essays on local girls and teenagers who are outstanding in their academic performance and also excel in other areas such as sports, arts and technology. This past March, in honor of International Women's Day, Marta Alicia de Erazo, SAGE El Salvador's country coordinator, wrote an article in the Sunday Palomitas edition about the importance of girls' education for the country's development. The final editions in May 2002 were dedicated to encouraging children to participate in a SAGE-Palomitas contest in which young children sent in drawings about girls' education and older children sent in essays. There was an awards ceremony in June, 2002, where important personages, including the First Lady, were in attendance.

Results/Impact

SAGE El Salvador has been successful at bringing the issue of girls' education to the national agenda. Through its partnerships with the media, which includes the partnership with *La Prensa Grafica* as well as with SAMIX, the radio broadcasting company, SAGE brought the nation's attention to this topic. Additional advertisements for girls' education have occurred through its partnerships with the business community. Pollo Campero, one of the largest restaurant chains, produced 50,000 place mats with a positive message for girls' education. The fictional character

Table 2 Section 4: SAGE / EL SALVADOR

Flotania, part of Pollo Campero’s “planet rescue team”, is being used to motivate girls to stay in school and achieve in school. The motto on the place mats is “You can also be a Camperonix girl: if you go to school, perform well in school, if you are interested in your own and your country’s development”. Another business that committed to supporting girls’ education is Arrocería San Francisco, a rice distributor and one of the most important food industries in El Salvador. The company is including the message, “Support girls’ education!” on 20,000 bags of rice and beans. Another example of how SAGE has successfully engaged the business sector is its partnership with Educational Services Editors (ESE). ESE included a message supporting girls’ education on the back cover of every school textbook that they edit and publish. The design of the back cover includes a girl student in front of a door, with the following motto: “Girls’ education...a door to development”.

In addition, SAGE results in El Salvador include:

- Training 100 Juvenile Brigade Volunteers so that girls’ education issues get integrated in their community work.
- Approximately 250 educational counselors got trained on gender perspectives.
- Gender sensitive teacher manuals got developed with the participation of the educational counselors.

Table 2 Section 5: SAGE / D.R. CONGO

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
1 Provide teacher training for a friendlier school environment for girls	2001-2002	1.1 100 teachers and 16 inspectors were trained in girl-friendly classroom practices	
2 Undertake community sensitization for greater support of girls' education	2001-2002	2.1 42 school stakeholders and 840 community members made aware of issues of gender inequity and girls' education	Forty teachers, school administrators, and headteachers; and 840 community members received training in gender-sensitivity and consensus building
3 Facilitate the organization of income-generating activities to reduce parents' educational burden	2001 2002	3.1 Income generating activities were identified during consultations held with school management committees (APE) and parents of each of the 6 pilot schools. Activities identified range from poultry raising to the opening of a food and school supplies store. 3.2 Organization of roundtable presided by the President of the local chamber of commerce and attended by 6 local businesses to gain support for income-generating to be undertaken to reduce the cost of schooling for parents who cannot afford to send both boys and girls to school.	

Table 2 Section 5: SAGE / D.R. CONGO

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
4 Undertake information and communication strategies for greater coverage and experience sharing on efforts to promote girls' education	2001-2002	<p>4.1 Ten programs have been televised and seven radio programs broadcasted on subjects related to girls' education.</p> <p>4.2 Forty members of local media and religious communities received training in the design of educational messages and programs on girls' education</p>	<p>Commitments made range from the broadcasting of programs and messages on girls' education, coverage of technical events organized by SAGE/Congo. SAGE Congo launched weekly radio and television programs with African Evangelical Radio and Television Broadcasting . These broadcasts are focused on girls' education and the strategies, approaches, that help retain girls' in schools.</p>
5 Mobilization of the religious sector	2001-2002	5.1 Meetings and consultations were held with key religious leaders. They culminated in agreements by each religious community of key actions to be undertaken in support of girls' education and equity	See Appendix 1, IR 2.3 for a more exhaustive list of actions undertaken

Table 2 Section 5: SAGE / D.R. CONGO

ACTIVITIES PLANNED	PERIOD	ACTIVITIES UNDERTAKEN	REMARKS
6 Hold a consensus building and action planning for equity workshop	2002	6.1 A workshop devoted to consensus building and action planning for equity was attended by 40 members of the 6 pilot parent associations (parents, teachers, and other community members).	
7 Technical assistance and support to the Parent Associations (COPA)	2002	7.1 6 parent associations received training on school management focused on girls' education, community action planning for equity, successful approaches to community participation, and the management of micro-projects.	

Table 2 Section 5: SAGE / D.R. CONGO

The Democratic Republic of Congo—Program Highlights

Due to the political instability in the Democratic Republic of Congo, the education sector has suffered. Parents have had to shoulder more and more of the burden of educational costs. When parents have to choose between children as to who will go to school because of the cost, it is generally the girls who will stay at home. SAGE Congo began in October, 2001, and is the youngest of the SAGE programs.

Lessons Learned

SAGE Congo was very successful in developing a partnership with the religious sector. Ten large religious communities promoted girls' education in sermons, poems, and contests. Also, four churches raised funds to provide support for girls who were having difficulty finding funds to pursue their schooling. SAGE Congo's success with the religious sector is an example of adapting the multisector model to the local setting and being responsive to opportunities which arise which were not in the original design document. Because of the longstanding political instability in the Congo, the church is viewed as a stable element that communities can count on through turbulent times.

Successes

A consensus building workshop was held in February 2002 in order to mobilize parents and the community around equity issues. The objectives of the workshops were to:

- Raise awareness of other constraints (other than economic ones) which impact negatively on girls' attendance, retention, and achievement in school.
- Create a core of community actors (representatives from a cross-section of the community) who would be committed to the goal of improving girls' education in Lubumbashi.

The participants in the workshop included parents, school personnel (teachers, directors, and regional education officers), NGO personnel, religious leaders, representatives from the media, and provincial government officials (the Women and Family Ministry, and the Ministry of Education). Thirty-nine participants attended the workshop over a four-day period. It was designed to have participants critically examine their own positions on gender issues and to identify strategies for the promotion of girls' education.

Three major positions were delineated:

- Those who conform to the present situation for girls and women and do not advocate change (conformist position);
- Those who would promote individual change, but do not advocate changing the systems that keep the current realities in place (reformist position); and
- Those who would transform the present system, to change the roles, status, and opportunities of girls and women (transformist position).

While at the start of the workshop, 25% of women and 46% of men held a conformist position on issues of gender equity, by its end, no one expressed a conformist position, 30% of women and 30% of men expressed a reformist position, and 70% of women and 70% of men expressed a transformist position. To demonstrate their new resolve for change, participants drafted a declaration of action articulating their commitment to ensuring Education for All and Education of all Girls.

The post evaluation revealed a new sensitivity towards girls' education and an awareness of the human rights dimension of gender issues. Many leaving the workshop said they were a changed person. Women committed to speak out in public. Participants also expressed a renewed commitment to action. Several participants said that they would equalize domestic chores between girls and boys within the household. Each pledged to disseminate workshop outcomes to parents, communities, and other interested groups.

Results/Impact

- One hundred teachers of the six pilot schools were trained in girl-friendly practices during April, 2002.
- Forty school stakeholders and 840 community members received training in gender-sensitivity and consensus building.
- SAGE Congo organized a business roundtable in collaboration with the provincial Chamber of Commerce that took place on April 18, 2002. It was attended by six local businesses. The roundtable was held to organize and inform the Lubumbashi business community of the need for their support in providing small micro-enterprises seed funding for the pilot schools.
- SAGE Congo launched weekly radio and television programs with African Evangelical Radio and Television Broadcasting (RTEVA) on February 27, 2002. These broadcasts were focused on girls' education and the strategies, approaches, objectives, and interventions of the SAGE project. During the first three months (March 2002-May 2002), RTEVA aired a live 60-minute TV broadcast on Wednesdays and a live 30-minute radio broadcast on Fridays.
- Four churches were mobilized to support girls' schooling, they raised funds to provide support for girls who are having difficulty finding resources to pursue their schooling.

Problems Encountered:

A certain number of constraints and difficulties were encountered during project implementation:

1. The lengthy contract approval and contract modification process which limited AED's ability to deploy consultants to the field at less than optimum levels.
2. The time required to approve daily rates also delayed the start up of certain technical activities (Guinea, Mali, El Salvador, and Congo)
3. Given the inherent multi-sectoral nature of SAGE's work, the putting forth of STTA candidates with expertise from sectors other than the traditional education sector was not always valued by USAID/Washington
4. Insufficient project personnel and independent logistical means undermined staff efficiency, effective monitoring of local level actions resulting from SAGE interventions and the assurance of timely deliverables (all five countries)
5. Results at the local level depended on the willingness of local stakeholders to devote time from their normal activities. This remains a challenge as the provision of education is still perceived to be the primary responsibility of Government
6. At times, individuals and businesses were reluctant to associate themselves with fund raising initiatives promoted by SAGE (Guinea, Mali) given the poor track record of previous local fund raising initiatives
7. Even though its emphasis was on process interventions, project results were often measured by certain USAID missions against more traditional indicators (enrolment, retention and achievement rates) creating friction at times between SAGE staff and USAID mission counterparts

Conclusions

Lessons Learned

One of the most important findings of the SAGE project is that constraints to girls' education are similar across continents, in spite of cultural, political, and economic differences and are rooted in the larger issue of gender inequity. Girls' education can be more effectively tackled when it is put forth as an issue of inequity and social injustice.

See Lessons Learned document for a few more examples

Sustainability

The future sustainability of the SAGE country projects was safeguarded early on in the design of the multisectoral approach. SAGE interventions (Ghana, Mali, and El Salvador) were aligned with programs and policies of government in order to ensure their continuation beyond the life of the project. Partnerships with PVOs/NGOs, in relevant areas such as training of trainers (TOT in Mali) were forged for similar reasons. Collaboration was sought and support was provided to recognized organization such as the National Alliance and Local Alliances in Guinea who are partners of choice of a multitude of other donors.

There is more concern over the sustainability of FONSEF (the National Fund for Girls' Education) in Guinea and CMR-Scofi, the girls' education fundraising committee in Mali, as these organizations have relied heavily on SAGE for the organizational support and fund management. This concern remains on the agenda of Mission funded programs in support of girls' education.

In Congo, mobilization of the religious sector to support girls' education has been very successful. Consciousness raising on gender equity issues has hit a chord with parents, local leaders and parent associations (PTA). A thirst for discussion and action taking around these issues has been created in Lubumbashi which will remain unquenched for time to come. It is very likely that the message "support girls' education" will be sustained by church groups given their commitment to building morally sound behavior and practices amongst their constituencies.

In El Salvador, girls' education will remain on the national agenda, as businesses such as radio SAMIX, Pollo Campero, Educational Services Editors and Arrocería San Francisco, continue to reach out to Salvadorans by including messages in their programs and on the packaging of their products.

Replicability

The essence of SAGE's multisector approach is that each country must fine-tune its design to local realities. SAGE Congo and SAGE Guinea partnered with the religious sector, whereas the other countries did not. The involvement of the religious sectors must be carefully addressed to see whether or not the sector will be supportive of girls' education, or not. SAGE Mali and SAGE Guinea, the oldest of the SAGE programs, partnered with the PVO/NGO sector, which, as discussed above, will ensure greater sustainability of girls' education activities after the projects end. SAGE Ghana and SAGE Mali partnered with the Girls' Education Unit, which also will ensure sustainability. SAGE El Salvador partnered with the media, as did SAGE Congo, SAGE Guinea, and SAGE Congo. There is replicability of a general approach, the involvement of traditional and non-traditional partners in support of girls' education, but each situation/locale will be unique. It is also important to stress that new opportunities will arise, in the course of project implementation, and that it is important to take advantage of these opportunities.

APPENDIX I

IR2.1 Strengthened Performance of Public and Private Sector Institutions to Promote Girls' Education

IR 2.1.1 - # of civil society organizations (CSOs) & other private sector organizations initiating actions to promote girls' education

Guinea	Mali	Congo	Ghana	El Salvador
1. National Alliance	1. Africare/Mali	1. Malta FORREST enterprises	1. FAWE (Forum for African Women Educationalists)	1. Salvadoran Telecorporation channels 2,4 and 6
2. Local Alliance of Létouma	2. Save the Children/USA	2. Kimbanguiste Church	2. ActionAid	2. Channel 33
3. Local Alliance of Kaback	3. World Education	3. The Chamber of Commerce of the Province of Katanga (Fédération des Entreprises du Congo-Direction Provinciale)	3. Centre for Sustainable Development Initiatives (CENSUDI)	3. La Prensa Gráfica newspaper
4. Local Alliance of Brouwal Sonki	4. Association Malienne pour la Promotion des Jeunes (AMPJ)	4. The local chapter of the Salvation Army	4. CARE	4. Asociación Bancaria Salvadoreña (ABANSA)
5. Local Alliance of Baté Nafadji	5. Association Subaahi Gumo (ASG)	5. Echo d'Espoir, a biweekly bulletin put out by the Salvation Army	5. Muslim Relief Association of Ghana (MURAG)	5. Fundación Salvadoreña para el Desarrollo Económico y Social (FUSADES)
6. Local Alliance of Dougountouny	6. Association d'Appui à l'Auto Développement Communautaire (AADEC)	6. RTIV, Radio Télévision InterViens et Vois, and "Center Inter Viens et Vois" (Come and See), religious center and radio/TV	6. Olinga Foundation for Human development	6. Tabernáculo Bíblico Bautista
7. Local Alliance of Dialakoro	7. Œuvre Malienne d'Aide à l'Enfance du Sahel (OMAES)	7. Heri Kibanguiste School PTA	7. Canadian feed the Children (CFTC)	7. Comunidad Bahá'í de El Salvador
8. Local Alliance of Guendembou	8. Cabinet de Recherche Actions pour le Développement	8. Taabu Catholic School PTA	8. World Food Program	8. Asambleas de Dios
9. Local Alliance of Bowe	9. Groupe d'Action pour le Développement du Sahel au Mali (GADS)	9. Daima Protestant School PTA	9. UNICEF	9. Catholic Schools Federation (FEDEC)
10. Local Alliance of Tamita	10. Association Malienne pour le Développement	10. Tangu Hapo Catholic School I PTA		10. Alfa Center
11. Local Alliance of Kakoni	11. Association Malienne pour la Promotion du Sahel (AMAPROS)	11. Tangu Hapo Catholic School II PTA		11. Pollo Campero
12. Local Alliance of Matakaou	12. Groupe de Réflexion	12. N'sangaji Protestant School PTA		12. SAMIX Group (Radio Broadcast Association)
13. Local Alliance of Koba		13. RTEVA, Radio Télévision Evangélique Africaine,		13. Arrocería San Francisco
14. Local Alliance of Dounet				14. Herco (construction company)
15. Local Alliance of Dogomet				15. Progresía (construction company)
16. Local Alliance of Banfele				16. Santillana Editors
17. Local Alliance of Sansando				17. Channel 8, Catholic channel
18. Local Alliance of Beyla				18. Publinsa
19. Local Alliance of Foumabadou				
20. Local Alliance of Seredou				
21. FONSEF				
22. Association pour la				

<p>Promotion des Filles de Guinée (APROFIG)</p> <p>23. Fédération des Enseignantes de Guinée (FEG)</p> <p>24. Association des Femmes pour le Développement Intégré de Fatako (AFDIF)</p> <p>25. Coalition des ONG Guinéennes pour la Défense des Droits de l'Enfant (COGUIDE)</p> <p>26. Association of Ressortissants of Brouwal Sounki</p> <p>27. Barry et Freres</p> <p>28. APROFIS, Girls' Education Association</p> <p>29. UARG, Retired Female Teachers' Association</p> <p>30. Association of Ressortissants of Sansado</p> <p>31. BONAGUI, local coca cola distributor</p> <p>32. Mamou Female Teachers' Association</p> <p>33. Tailor Association</p> <p>34. Islamic League of Guinea</p> <p>35. SLECG (Syndicat Libre des Enseignants et Chercheurs de Guinée)</p> <p>36. APROJEF, Association pour la Promotion de Jeunes Filles</p> <p>37. World food Program</p>	<p>et D'action pour le Développement Economique et Social</p> <p>13. GRIDE</p> <p>14. PADI</p> <p>15. GRADE Banlieue</p> <p>16. AMASEF/FAWE</p> <p>17. CMR-Scofi, girls' education fundraising committee</p> <p>18. Radio Liberté</p> <p>19. Radio Klédu</p> <p>20. La chaîne II, radio station</p> <p>21. Le Républicain, newspaper</p> <p>22. Les Echos, newspaper</p> <p>23. Le Malien, newspaper</p> <p>24. Aurore, newspaper</p> <p>25. Tambour, newspaper</p> <p>26. Office des Radio et Télévision du Mali (ORTM), national TV</p>	<p>(African Evangelical Radio and Television Broadcasting)</p> <p>14. Amato et Freres entreprise</p> <p>15. Park Hotel</p> <p>16. BELTEXCO</p> <p>17. Evangelical Church "La Grâce"</p> <p>18. La Fraternité</p> <p>19. Mère – Enfant</p> <p>20. Le Cor</p> <p>21. Astre de Savane</p> <p>22. L'Union</p> <p>23. Carte Blanche</p> <p>24. Courrier de l'Enseignant</p> <p>25. UNICEF</p>	<p>19. Educational Services Editors (ESE)</p> <p>20. UNICEF</p>
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IR 2.1.2 - # of public sector units initiating actions to promote girls' education

Guinea	Mali	Congo	Ghana	El Salvador
<ol style="list-style-type: none"> 1. Ministry of Commerce and Industry 2. Social Economic Council 3. Ministry of Social Affairs 4. Ministry of Communication: National Rural Radio, newspapers, Media Task Force, National Television 5. Ministry of Security and Territorial Administration 6. Ministry of Primary and Secondary Education: National Equity Committee 7. Ministry of Vocational Training 8. Prime Minister's Office 9. Ministry of Higher Education 10. Ministry of Agriculture 11. Ministry of Health 12. Ministry of Youth, Sport and Culture 13. SACO, Government-NGO liaison Office 14. National Communication Council 15. Supreme Court 16. Direction Nationale Promotion Féminine 17. Department of Customs, Ministry of Finance 	<ol style="list-style-type: none"> 1. National Girls' Education Unit 2. Gao regional education unit 3. Segou regional education unit 4. Sikasso regional education unit 5. Kayes regional education unit 6. Kidal regional education unit 7. Koulikoro regional education unit 8. Mopti regional education unit 9. Tomboctou regional education unit 10. District de Bamako regional education unit 11. Centre national d'Education, (ex-Institut Pédagogique National) 12. Education Scolaire a la vie Familiale et en Matière de Population 13. Programme de Formation en Informatique et Environnement 14. Ministry of Communication 15. Ministry of Women, Children and Family 	<ol style="list-style-type: none"> 1. La Radio Télévision Nationale Congolaise (the Katanga Affiliate of the National Broadcasting Corporation) 2. The Provincial Department of Education and the IPP administration 	<ol style="list-style-type: none"> 1. The Ministry of Education 2. The GES/Girls' Education Unit 3. Central Regional Education Offices 4. Western Regional Education Offices 5. Assin District Education Office 6. Abura-Asebu-Kwamankese District Education Office 7. Ajumako-Enyan-Esiam District Education Office 8. Mfantsiman District Education Office 9. Jomoro District Education Office 10. Juabeso-Bia District Education Office 11. Daboase District Education Office 	<ol style="list-style-type: none"> 1. National Family Secretariat (SNF) 2. Ministry of Education (MOE): Educational Counselors (<i>Asesores Pedagógicos</i>) and Juvenile Volunteers Brigade (<i>Brigadas Juveniles Voluntarios</i>) 3. National Youth Directory 4. Instituto Salvadoreño de Protección al Menor (ISPM) 5. San Antonio del Monte's Town Council 6. San Isidro's Town Council 7. Channel 10, Public television El Salvador

IR 2.1.3 - # CSOs & other private sector organizations with increased revenue leveraged from non-USAID sources, including local sources, to promote girls' education

Guinea	Mali	Congo	Ghana	El Salvador
<p>23 total, \$36,983</p> <ul style="list-style-type: none"> 9 Local Alliances mobilized the equivalent of \$656 for participation in Girls' Education Day on June 21, 2000 10 Members of the Media Task Force contribute time for free to collection local level baseline and monitoring data. The members are professionals in their field and volunteer around 5 days a month, 12 months a year, at an equivalent of \$30/day for SAGE. This total is \$10,800. Lelouma Local Alliance raised \$12,500 (25 million GNF) to open a Junior Secondary School SLECG (a trade union) donated fifty guides to facilitate the use of brochures on civic Education by teachers. This donation equals a financial contribution of \$77.00 (150,000 GNF). BONAGUI, a local soft drink distributor, 	<p>1 total, \$7,500</p> <ul style="list-style-type: none"> A fundraising committee (CMR-Scofi) was formed in February 2001. To date it has raised about USD \$7,500 (5,000,000 FCFA). The committee organized a dinner-concert on December 24, 2001 to raise money. The money raised has subsequently been used in 2002 to support community actions in support of girls' retention and achievement in the 6 SAGE communities. 	<p>9 total, approx. \$2,000</p> <ul style="list-style-type: none"> RTEVA provided 12 hours of radio and TV broadcasts over three months equivalent of US \$960 on TV and US \$480 on radio National Broadcasting Corporation provided 4 hours of radio and TV broadcasts over one month for US \$100 RTIV and "Center Inter Viens et Vois", provided one hour TV and one hour radio broadcast equivalent of US \$ 150 The Salvation Army Church donated some pens as a prize for deserving girls BELTEXCO enterprise donated 12 pieces of school uniform material, 12 rulers, 2 dozen of notebooks and 5,000 FC as a prize for deserving girls (approx value of US \$ 30) Park Hotel donated 10 school bags costing US \$ 53 as a prize for deserving girls Amato Freres company 	<p>None documented yet</p>	<p>14 total, \$454,669.06</p> <ul style="list-style-type: none"> Salvadoran Telecorporation channels 2,4 and 6 has provided 45 minutes in three different channels simultaneously to publicize the project, the equivalent of US\$120,959.67 in local resources mobilization Channel 33 provided 73 minutes to SAGE El Salvador (two 30 minutes programs and one thirteen minute mini-program). The actual cost of 73 minutes on television is the equivalent of US \$76,196.40. <i>La Prensa Gráfica</i> printed 15 double pages on SAGE and girls' education for a value of \$68,749.20 (US\$4,583.28 each time) Channel 8 provided 26 minutes for the project with a \$23,122.23 cost. Channel 10 provided 60 minutes for the project with a \$53,896.99 cost. Pollo Campero will

<p>donated 2,000 notebooks and 200 pens as prizes for the celebration of Girls' Education Day. Approximate value of the notebooks and pens is \$450.</p> <ul style="list-style-type: none"> • FONSEF, the National Girls' Education Fund, generated about USD \$12,500 (24,871,000 GNF) as of December 31, 2001. An additional USD \$10,000 (21,145,000 GNF) was raised at the 2nd Annual FONSEF General Assembly in January 2002. 	<p>donated 720 washing soap costing US \$ 80 as a prize for deserving girls</p> <ul style="list-style-type: none"> • UNICEF provided 12 T-shirts, 100 pens, 50 pencils, 15 units of puzzles, 24 markers as a prize for deserving girls • Evangelical Church "La Grâce" took in charge of 12 girls from poor families at a rate US \$ 80 over the last term. 		<p>print 50 thousand paper placemats (exact value pending, approx. \$25,000.00) and donated 250 lunches with a \$500 value.</p> <ul style="list-style-type: none"> • SAMIX group has donated a six-month radio campaign that has a \$57,142.86 value. • Arrocería San Francisco will include a message promoting girls' education (value pending). • Herco, donated the equivalent of \$400 in prizes for SAGE contest • Progresá, donated the equivalent of \$400 in prizes for SAGE contest • Santillana donated books that have a \$65.71 value • Educational Services Editors (ESE) donated \$836 in the backcover design to promote girls' education, 2000 stickers and one full color page space in their newsletter bulletin. • UNICEF donated \$25,000.00 to SNF to be used for girls' education promotion. • PUBLIINSA donated a bus stop during six months with a \$2,400.00 value
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IR2.2 Improved Knowledge to Implement Policies, Strategies and Programs for Girls' Education

IR2.2.1 - # of analytic tools and studies produced and disseminated to inform policies, strategies, and programs for girls' education

Guinea	Mali	Congo	Ghana	El Salvador
<ol style="list-style-type: none"> 1. The National Strategy: Policies and Actions in Support of Girls' Education 2. Study on Willingness of Private Sector Organizations to Support Girls' Education 3. Guidelines for Mobilizing Resources in the Private Sector (Sys Morch) 4. Questionnaire for Collecting Information on Girls' Access, Attendance and Achievements (Dr. Aly Badara Doukouré) 5. Local Alliances Performance Assessment (Bob Morin) 6. Female Role Models Calendar for Classroom use 	<ol style="list-style-type: none"> 1. Training guide, Vers une participation active des femmes dans les actions d'éducation à la base 2. Bambara version of the same guide 3. Training guide, Apprentissage Efficaces et Pratiques Internes de Classes Equitables entre Garçons et Filles 4. Training guide, Apprentissage Efficaces et Pratiques Internes de Classes Equitables entre Garçons et Filles 5. Training guide, Formulation de Plans d'Actions Communautaires 6. The Bambara version of the same guide 7. Teacher Guide, Un guide pour les méthodologies actives pour l'introduction des compétences essentielles 8. Girls' Mentoring Guide, Un guide de programme d'Encadrement des Filles 9. Teacher Guide for Life Skills 10. Student Visual Aids for Life Skills 	<ol style="list-style-type: none"> 1. Teacher Training module on Girl Friendly Classroom practices 2. An inventory of income generating activities to be implemented in each of the 6 pilot schools to reduce the burden of school fees borne by parents 3. Report on consultations held with parents and school actors on the situation of girls' education in UNICEF assisted schools in Lubumbashi 4. Training Module to assist local media with the development of educational messages and programs on girls' education 5. Parent Association training module on School Management, Governance, and Equity 	<ol style="list-style-type: none"> 1. National Vision and Strategy for Girls' Education 2. PRA/PLA Handbook for Girls' Education Community 3. Participation Inventory Tool (CPIT) for Girls' Education 4. R/DGEO Handbook 5. R/DGEO Handbook Training Manual 6. GEU Monitoring and Reporting System (MARS) 7. GEU 2002 Plan of Action 8. Symposium Proceedings of Approaches for Advancing Girls' Education in Ghana 	<ol style="list-style-type: none"> 1. SAGE institucional video "El Futuro es Ahora" (The Future is Now) 2. SAGE Bulletin (twice monthly), beginning November 2001 3. FUSADES research on girls' education in El Salvador (draft) 4. Bibliography on gender and girls' education issues in El Salvador 5. Report on San Antonio del Monte and San Isidro Cabañas' girls' education survey

IR2.3 Mobilized Leadership to Promote Girls' Education

IR2.3.1 - # of private and public sector leaders who actively support girls' education

Guinea	Mali	Congo	Ghana	El Salvador
1. Prime Minister: Lamine Sidème	1. Oumar Boubeye Maïga, Ministry of Education	1. Reverend Pastor HULUMBA, Provincial Representative of the Kimbanguist Church.	1. Honorable Christine Churher, Minister of State, Basic, Secondary, and Girl Child Education	1. Cecilia Gallardo de Cano and Sandra Interiano, La Prensa Gráfica
2. The National Coordinator of PASE of the MOE, Pierre Kamano	2. Mr. Makan Moussa, Former Minister of Labor and Vocational Training	2. Reverend Pastor LAMBA LAMBA, leader of the “Center Inter Viens et Vois” and the RTIV.	2. Mrs. Ewura-Abena Ahwoi, Director, GES/GEU	2. Salvador Gadala María, Salvadoran Telecorporation
3. President, Barry et Frères Business Company	3. Dr. Oumar Koïta, Cabinet Dentaire “Athia” (dentist)	3. Arch-patriarch Aimé KALENGA, manager of RTEVA	3. Honourable Mrs. Gladys Asmah, Member of Parliament, Minister of Women and Children's Affairs	3. Roberto Murray Meza, Agrisal
4. El-Hajj Mamadou Béla Doumbouya	4. Zakiatou Wallett Hallatine, Former Minister of Tourism	4. Major NSUMBU, Provincial Representative of the Salvation Army	4. Mrs. Vida Yeboah, Coordinator, FAWE, Ghana Chapter	4. José Luis Guzmán, Alfa Center
5. El-Hajj Sékou Kaba, Secretary General of the Ministry of Health	5. Mamadou Lamine Tounkara, President, Chamber of Commerce and Industry of Mali	5. Reverend Pastor MUKOLE, General Secretary of the Adventist Church	5. Mrs. Esi Sutherland-Addy, African Studies Department, University of Ghana, Legon	5. Anabella de Palomo and Jorge Zablah Touché, FUSADES
6. Minister of Communication	6. Fostin Sylla, Director of Imprim Color	6. Reverend Pastor Joseph MPOLONDO, leader of the Parish “Eaux vives” of the 30th Pentecostal community	6. Mr. Madeez Adamu, Programme Officer, UNICEF	6. Lourdes Rodriguez de Flores, First Lady, and Verónica Simán de Betancourt, National Family Secretariat (SNF)
7. Minister of Territorial Administration	7. Mahamadou Sidibé, Secretary General of the Ministry of Energy, Mines and Water	7. M. Georges Arthur FORREST, Managing Director of Malta FORREST enterprises (MF)	7. Mrs. Mary Quaye, National Coordinator, School Health Education Programme	7. Evelyn Jacir de Lovo, Minister, and Iris de Reyes, Ministry of Education (MINED)
8. Mr. Alpha Kabiné Keita, National Director of the Radio Rural	8. William P. Noble, Country Representative of Africare/Mali		8. Mrs. Georgina Quaisie, Basic Education	8. Marco Tulio Ramos, Channel 33
9. Hadja Mariama Déo Badle, Advisor at the Presidency of the Republic	9. Souleymane Kanté, Director, World Education/Mali			9. Francisco Quezada, PROART
10. Mr. Emile Tompapa, President of the National Communication Council	10. Lynn Lederer, Director of STC/USA, Mali			10. Vinicio Mixco and Elías Antonio Saca, Grupo Samix
11. El-Hadj Ya Ya Diallo: Religious leader from Dougoutouny	11. Suzanne Reier, Director of JSY/PDY, Mali			11. Max Novoa, Arroccera San Francisco
12. Mrs. Rougui Barry: Mayor of Matam	12. Ydo Yao, Director of the Catholic Church			

<p>14. Mr. Ibrahim Fofana, General Secretary of the National Islamic League</p> <p>15. The Chief Imam of the Central Mosque in Guinea</p> <p>16. The Minister of Higher Education</p> <p>17. The Deputy of Pre-University Education</p> <p>18. The Chief of Cabinet of the Ministry of Social Affairs</p> <p>19. Supreme Court Representative</p> <p>20. Socio-Economic Council Representative</p> <p>21. Members of the National Media Task Force</p> <p>22. The Chief of Gougoudjè District</p> <p>23. The DPSP (Sub Prefectoral School Inspectors) of Bate Nafadji</p> <p>24. Bishop of the Anglican Church</p> <p>25. Deputy Governor of Labe</p> <p>26. Regional Inspector of Education for Labe</p> <p>27. Regional Inspector of Education of Kankan</p> <p>28. Prefet of Kankan</p> <p>29. President of UARG</p> <p>30. President of FEG, Women's Association of Primary School Teachers</p> <p>31. President of FEGUIPAE, National PTA</p> <p>32. Head of the Christian</p>	<p>Education Programs, UNESCO</p> <p>13. M. Toure, Director of OMAES (local NGO)</p> <p>14. Abdul Kadri Zenou, Director of CRADE (local NGO)</p> <p>15. Mme Albrérique Sy (Country Coordinator of PAMORY)</p> <p>16. Mme Koné Mariam (Director of AMPJ, local NGO)</p> <p>17. Mr. Souleymane Bocoum (Director of GRADE-Banlieue, local NGO)</p>	<p>8. M. Jean-Loup TOUZARD and Jean Luc Petit, respectively Administrator, Managing Director, and Chief of the Marketing Department</p> <p>9. Mrs Béatrice NKUBIRI, Chair of the Women's Working Group of the Katanga Provincial Chamber of Commerce</p> <p>10. M. FAZAL, Managing Director of BELTEXCO company</p> <p>11. M. IFANGA Bokete, Director of Park Hotel</p> <p>12. M.KABOL, Publisher of <i>La Fraternité</i></p> <p>13. M.KAYOMB, Publisher Director of <i>Mère-Enfant</i></p> <p>14. M.RAMAZANI, Publisher of <i>Le Cor</i></p> <p>15. M. MUDINGO NYEMBUE, Publisher Director of <i>Carte Branche</i></p> <p>16. M.TSHIBANGU, Publisher of <i>L'Union</i></p> <p>17. M.Beaudouin KALALA, Publisher of <i>Astre de la Savane</i></p>	<p>Coordinator, Action Aid</p> <p>9. Mrs. Sophia Awortwi, Director, Science Education Unit</p> <p>10. Mrs. Regina Morrison, National Co-ordinator, Women in Technical Education</p> <p>11. Mr. Emmanuel, Acquaye, Director, GES/Basic Education Division</p>	<p>12. Sabina de Algier, ESE</p> <p>13. Ovidio Hernández, HERCO</p> <p>14. Carlos Arabia</p> <p>15. Juan José Llor, Pollo Campero</p> <p>16. Teodoro Pineda Osorio, Mayor of San Antonio del Monte</p> <p>17. José Ignacio Bautista Chávez, Mayor of San Isidro, Cabañas</p> <p>18. José Raúl Chacóz, PUBLIINSA</p> <p>19. Juan Carlos Espinola and Marina Morales, UNICEF</p>
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<p>Women's Association 33. Head of the Muslim Women's Association 34. National Coordinator, FAWÉ 35. The DPSP (Sub Prefectoral School Inspectors) of Brouwal Sounki 36. DPSP of Lelouma 37. DPSP of Dougountouny 38. DPSP of Dialakoro 39. DPSP of Sansando 40. DPSP of Banfele 41. DPSP of Kaback 42. DPSP of Guendembou 43. 11 Religious Leaders of Muslim, Catholic and Protestant Communities of Lelouma, Dougountouny, Kaback, Brouwal Sounki, Dialakoro, Guendembou 55. Director of GTZ Labé 56. National Coordinator of Equity Committee</p>	<p>18. ARCHDIOCESE of Lubumbashi (Catholic Church), owner of <i>Courrier de l'Enseignant</i></p>		
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IR2.4 Broadened Local Community Participation to Promote Girls' Education

IR2.4.2 - # of community-based actions that promote girls' education

Guinea	Mali	Congo	Ghana	El Salvador
<ul style="list-style-type: none"> • Rehabilitation of road leading to Dougountouy Primary School • Girls' Education Day, June 21, 2000, including recitals, songs, and contests, conducted in 19 Local Alliance communities and 4 new areas (Diountou, Korbé, Balaya Konomakoro) • 23 Commemorative Events were organized to celebrate Girls' Education Day, June 21, 2001, by the 19 local alliances and 4 local alliances in new areas • Construction of a Junior Secondary School in Lelouma • Construction of a Junior Secondary School in Dougountouy • Construction of three primary school classrooms in Kaback • Construction of one primary school classroom in Brouwal Sounki 	<ul style="list-style-type: none"> • Girls' mentoring in 6 communities (Dounakébougou, Gouréliwèrè, Bohi, Nériko, Dogobala, Manabougou) • Building of separate latrines for girls and boys in 2 communities (Dounakébougou, Gouréliwèrè) • Construction of new classrooms by 3 communities (Bohi, Dogobala, Gouréliwèrè) • Digging of wells in Gouréliwèrè, a community that has water problem • 51 Community Action Plans have been drafted in Africare, Save the Children, and World Education program areas. 	<ul style="list-style-type: none"> • School Improvement Plans drafted by the 6 pilot schools • Provision of subsidies to 12 girls from poor families (Grace Pentecostal Church) • Holding of parent teacher conferences on girls' education and equity at church and in schools (Gareganze Church) • Holding of campaigns in the community to raise awareness on importance of gender equity (7th day Adventists, Lutheran and Kimbanguiste Churches and Evangelical Media Center) • Awarding of prizes to the best students in the 6 pilot schools (Salvation Army) • Seminar on gender equity (Kimbangist Church) • Collection of funds during church service (Kimbangist Church) 	<ul style="list-style-type: none"> • Formation of Girls Education Sub-committees in 35 communities • Formation of Girls' Clubs in 35 communities • Girls' Education Improvement Plans in 35 communities • Increasing women members on SMCs and PTAs in 28 communities • Construction of separate toilets for girls and boys in 19 communities • Construction of separate latrines for girls and boys in 10 communities • Purchasing of sports equipment for girls in 5 communities 	<ul style="list-style-type: none"> • Corps of volunteers from San Antonio del Monte and San Isidro Cabañas conducted survey interviews on girls' education in approximately 10,000 households.

<ul style="list-style-type: none"> • A workshop organized by the Association of Ressortissants of Brouwal Sounki to share results, lesson learned and perspectives from their 10 year educational plan generated by the Brouwal Sounki Local Alliance with partners • Community Action Plans have been drafted in the 6 pilot communities 				
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APPENDIX II

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