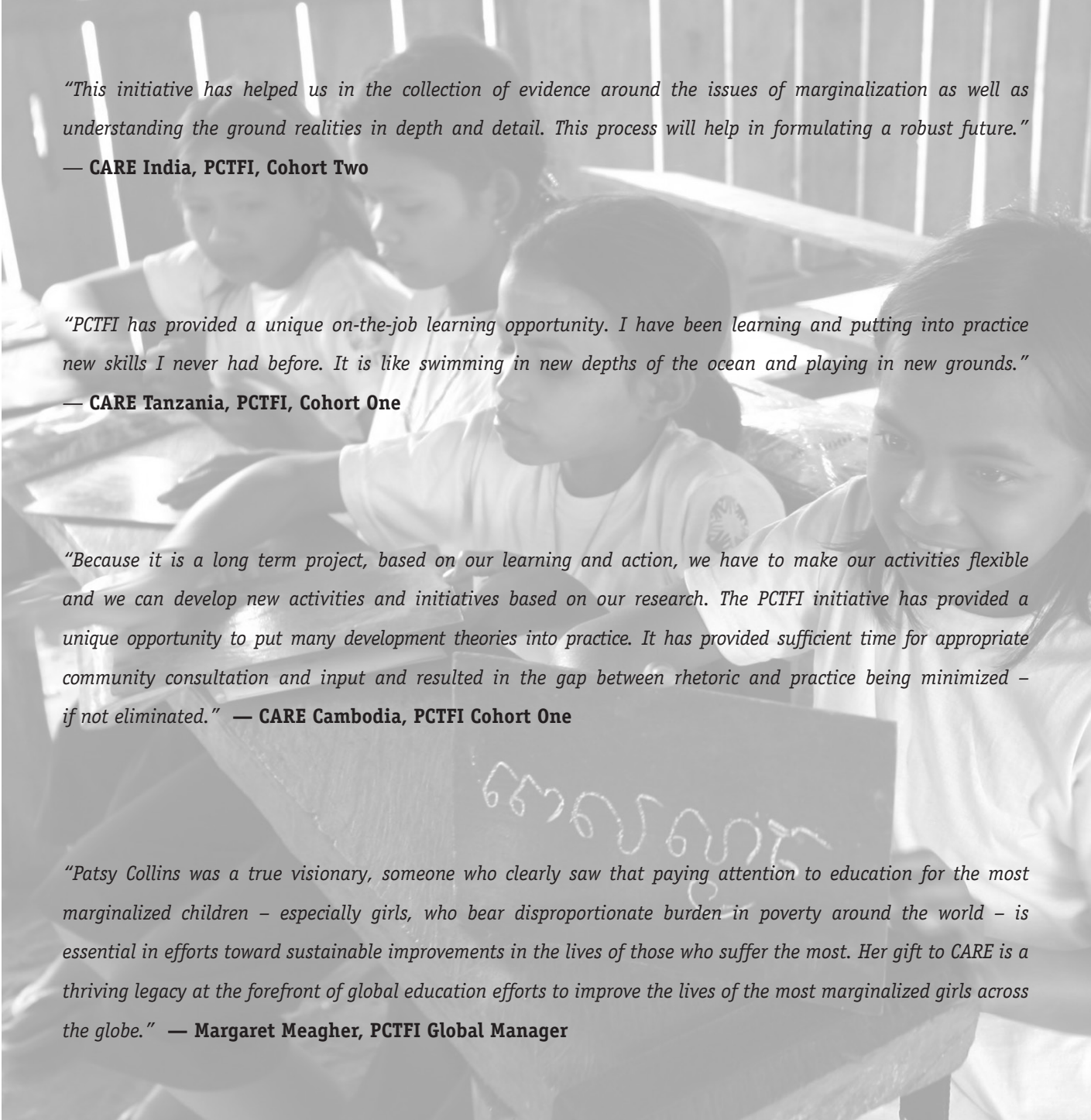




INSIGHTS IN INNOVATION:
Education Findings from the Patsy Collins Trust Fund Initiative

{ JANUARY } 2007 — { FEBRUARY } 2009



“This initiative has helped us in the collection of evidence around the issues of marginalization as well as understanding the ground realities in depth and detail. This process will help in formulating a robust future.”

— CARE India, PCTFI, Cohort Two

“PCTFI has provided a unique on-the-job learning opportunity. I have been learning and putting into practice new skills I never had before. It is like swimming in new depths of the ocean and playing in new grounds.”

— CARE Tanzania, PCTFI, Cohort One

“Because it is a long term project, based on our learning and action, we have to make our activities flexible and we can develop new activities and initiatives based on our research. The PCTFI initiative has provided a unique opportunity to put many development theories into practice. It has provided sufficient time for appropriate community consultation and input and resulted in the gap between rhetoric and practice being minimized – if not eliminated.”

— CARE Cambodia, PCTFI Cohort One

“Patsy Collins was a true visionary, someone who clearly saw that paying attention to education for the most marginalized children – especially girls, who bear disproportionate burden in poverty around the world – is essential in efforts toward sustainable improvements in the lives of those who suffer the most. Her gift to CARE is a thriving legacy at the forefront of global education efforts to improve the lives of the most marginalized girls across the globe.”

— Margaret Meagher, PCTFI Global Manager

INSIGHTS IN INNOVATION:
Education Findings from the Patsy Collins Trust Fund Initiative

{ JANUARY } 2007 — { FEBRUARY } 2009





{Acknowledgements}

This report is dedicated to the memory of Patricia (Patsy) Bullitt Collins, with immeasurable gratitude for her vision and the legacy that her gift to CARE represents for education for the most marginalized children around the world.



{CONTENTS}

{ iii }

Contents

{ iv }

Executive Summary

{ ix }

Goal

{ 1 }

OBJECTIVE {one}

{ 15 }

OBJECTIVE {two}

{ 19 }

OBJECTIVE {three}

{ 23 }

OBJECTIVE {four}

{ 29 }

OBJECTIVE {five}

{ EXECUTIVE SUMMARY }

In 2003 the Priscilla Bullitt Collins' Remainder UniTrust made a generous gift to CARE USA. This gift has given CARE the opportunity to make a positive and enduring influence on the lives of marginalized girls across the globe. Following approval by CARE USA's Board in 2004, programmatic implementation of the initiative began in 2005. Since this time, the Patsy Collins Trust Fund Initiative (PCTFI) has broken ground in how education programming at CARE is designed and leveraged to create lasting and sustainable impact in the lives of marginalized girls across the globe.

The Initiative has built upon CARE's existing strengths, experiences, resources and partnerships, creating solid footing for an evidence-base of knowledge. By approaching program development from a holistic view, based on solid knowledge of the situation, current PCTFI programs seek to enable the empowerment of and create a positive impact on girls inside the classroom as well as in their communities. During the first four years of implementation, PCTFI amassed a wealth of information about key drivers of girls' marginalization. Following this research, the initiative is now poised to influence global discourse about which education-based initiatives actually reach those girls who would otherwise be left behind. The opportunities provided by the Fund allow CARE to design and implement true innovations based on expertise in the field and in the contexts in which it works.

This report details the numerous activities which the Fund supported during 2007 and 2008. There are five objectives which drive PCTFI activities and create the foundation for current and future programming. These objectives are focused around: innovation programming, knowledge generation, cross-sectoral innovation, learning innovation, and global positioning. In ensuring that PCTFI activities are true to the vision of Patsy Collins, and in realizing its CARE USA Board-approved strategy, this report discusses the activities in terms of their contribution to the Initiative's five objectives.



OBJECTIVE {one}: Innovation Programming

Objective One drives the substance of programming work done under the Initiative, and is composed of two ten-year longitudinal cohorts. Some of the most exciting programmatic work in the Initiative has been done under this objective.

The Innovation Cohort One countries of Cambodia, Honduras, Mali and Tanzania made significant strides in their work over the past two years, in which they were able to design and implement quality programming, leverage funds and experience for wider and more sustainable results, and develop and pilot a Common Indicator Framework (CIF) (see additional details in Objective Two below). An analysis of the findings from this cohort's situation analyses and the CIF conducted in partnership by PCTFI team members and external experts resulted in the breakthrough conclusion that the top common causes of girls' marginalization, across all four contexts based on the data collected to date, were girls' lower social status and girls' higher workload. Based on this insight, each Cohort One country has begun developing an individualized, education-based four year intervention for marginalized girls that is expected to overcome these specific causes of marginalization as well as ensure access and completion of basic education.

A second Innovation Cohort was formed during 2007 and 2008 with the following country offices selected to participate: Bangladesh, Ghana, India and Malawi. Cohort Two is similar to Cohort One in its ten-year longitudinal program design. Unlike Cohort One, Cohort Two countries did not submit intervention proposals for review in the application process. Instead, eligible countries completed a survey designed to assess a number of key conditions in each field context including but not limited to: depth, breadth and type of education experience; commitment to and advancement toward holistic programmatic vs. isolated project-based approaches; and attention to marginalized girls within each context. The Cohort Two COs were chosen together as a complementary group poised to design and implement interventions to be collaboratively developed in participatory fashion with COs, PCTFI leadership and external experts and implemented through an experimental design. During 2007 and 2008, these four COs undertook the completion of individual situation analysis reports to determine which girls were marginalized in their contexts and why, while piloting efforts to measure against the CIF in the common ways.

A third innovation-based initiative, the Patsy Collins Trust Fund Initiative Advocacy Grants Program (PCTFI AGP), was begun in the summer of 2008. This grant funding mechanism allows CARE country offices to make use of their existing knowledge bases as the foundation for an advocacy initiative. The seven countries taking part in the AGP, Bolivia, Ecuador, El Salvador, Indonesia, Peru, Serbia and Togo, are developing a two to three year evidence-based advocacy program working toward the formation of new national policies and/or the implementation of existing policies focusing on education for marginalized girls, with a particular emphasis in some of the AGP countries on child labor and girls' workload as barriers to girls' education.



OBJECTIVE {two}: Knowledge Generation

CARE is constantly learning from its programmatic work and in 2007 and 2008 the Patsy Collins Trust Fund Initiative made two significant contributions toward its objective of knowledge generation.

The first contribution to this objective was through the development and testing of a PCTFI CIF. Traditional

education measures are generally quantitative and dichotomous in nature and do not necessarily capture some of the most salient measures of intervention impact on students. The PCTFI CIF measures program impact across four indicator categories: attainment, equality, quality, and child empowerment. This framework will allow PCTFI impact assessments to better appraise programmatic imprints, and contribute to critical global dialogues regarding what and how to measure in efforts to reach Education for All and Millennium Development Goals.

The second contribution to this objective was through a set of strategic studies on existing programs focused on girls' education and marginalization. These studies began in 2007 in four countries: Kenya, Peru and Ecuador, and Afghanistan.



OBJECTIVE {three}: Cross-Sectoral Innovation

CARE's decades of work have shown that cross-sectoral programming approaches help break the cycle of poverty in a community. There are three areas where PCTFI has advanced cross-sectoral programming during the 2007 and 2008.

One of PCTFI's new cross-sectoral initiatives is an HIV/AIDS and education pilot launched in 2007 that is taking place in Burundi and Mozambique, two countries focused on integrating and mainstreaming education and HIV/AIDS programs for marginalized girls.

A second thrust of PCTFI's cross-sectoral efforts during this period has been in Tanzania to integrate the PCTFI program with existing community-based and village savings and loans projects, as well as sexual reproductive health efforts through a focus on early pregnancy issues evidenced in the PCTFI situation analysis. Similar integrated efforts will also be advanced in each of the other Cohort One COs during the next phase of programming to begin in mid-2009.

Additional activities which have furthered progress in Objective 3 include the facilitation of integrated programming workshops. These workshops, held in Honduras and Ethiopia, focused on the mapping of ongoing and future education initiatives into a programmatic approach. Ultimately, this mapping was integrated within country and/or regional education strategies.



OBJECTIVE {four}: Learning Innovation

The amount of existing and potential knowledge gain both within and outside of CARE is enormous. The sharing of insights and experiences has built a strong network of staff and programs. Over the past two years, PCTFI has made it possible for staff to take part in various learning experiences. PCTFI, through its Scholarship Fund, supported a number of staff to attend and present at conferences across the world as well as visit a CARE project and advance work on educational quality.

During the PCTFI Cohort and integrated programming workshops, there were multiple needs for language translation. Instead of hiring outside translators, PCTFI chose to employ a creative alternative: maximize its

investment in capacity by using CARE staff. These staff were able to utilize their linguistic abilities while learning about PCTFI and education-sector work at the same time.



Using PCTFI experiences as a basis, new field manuals have been developed for use not only in the education sector but also CARE's overall programming efforts. In January 2008 the first edition of *Perspectives: Using a Broad-Based Approach to Conduct a Comprehensive Situational Analysis* was published. Work has also begun on two additional manuals to be published in 2009: *Dialogues with Data and Advocacy for Education*.

CARE's influence in the global education field has extended the audience with which it can share knowledge. In addition to many conference presentations, PCTFI's strides in creating and measuring an indicator framework has recently informed CARE's input on the development of a Basic Education Coalition (BEC) white paper.

Finally, PCTFI work seeks to be driven by common objectives and a theory of change while being appropriate for the communities in which it works. In accomplishing this, local partners are often sought with whom to collaborate. PCTFI has made notable success in working with partners who bring resources of various types to our collaborative efforts, as opposed to non-sustainable sub-contractors.

Of particularly striking success is the case of Honduras, where the PCTFI team has been able to leverage up to 67% of the cost of operating the program through external partners. This not only allows for more participatory and community-supported programs, but it is a successful case where the project to program shift has been exemplified in a sustainable way.



OBJECTIVE {five}: Global Positioning

During the past two years, the Patsy Collins Trust Fund Initiative has successfully positioned not only its own work but also CARE as an organization in the global arena. For example, in May 2008, a thirty-month research partnership was created between PCTFI and the Minnesota International Development Education Consortium (MIDEC). This consortium is a private-public partnership anchored out of the University of Minnesota in the United States. MIDEC brings to PCTFI decades of global experience and intellectual leadership. This partnership was created to provide the two Innovation Cohorts with a level of academic rigor and technical assistance as they embark on their research and program design, and contributes a cost-share of 50% exclusive of direct travel. PCTFI activities have also allowed for participation in key forums and global initiatives. Examples of this include the participation of Cohort Two in the Clinton Global Initiative. Presentations on PCTFI work have also been made at the Commission on the Status of Women, the Comparative and International Education Society (CIES),

the Council on Women World Leaders, and United Nations Education Science and Cultural Organization (UNESCO), and the PCTFI Manager now sits on an expert UNESCO working group.





To make a difference for marginalized girls: ensuring their rights to appropriate education and development; supporting their positive participation in their communities and society; and empowering them to fulfill their greatest human potential.

INTRODUCTION

In June 2003, CARE USA received a generous gift of \$28 million from the Priscilla (“Patsy”) Bullitt Collins Charitable Remainder Unitrust (Patsy Collins Trust Fund) for a 20-year global program that would “hold particular promise for improving in a sustainable way the education of girls and young women in developing countries.” After its approval by the CARE USA Board in December 2004, the PCTFI Strategy began to be implemented by the Basic & Girls’ Education Unit (BGE). This programming initiative is unique and unprecedented in CARE for many reasons – the volume of funds, the duration, its focus on evidence and sustainability, the opportunity to create and shape it within the donor’s parameters, and its stipulation that the funds be dedicated to the most marginalized girls and their education in Central America, the Middle East, Asia, and Africa with preference given to South Asia and Sub-Saharan Africa. Although not unusual, it places CARE in a position of implementer and donor, yet uniquely so for its scale and significance.

PCTFI is a global coherent set of initiatives that are simultaneously undertaken at local, national, regional, and global levels. These consist not of stand-alone projects with a short time horizon but of multi-country education innovations of varying duration implemented by individual Country Offices in different regions of the world that are coupled together with each component contributing to PCTFI learning at a systems level. Innovation Cohort One, for example, brings together Tanzania, Mali, Cambodia, and Honduras centering on contextualized interventions and articulating common indicators of educational quality, equality, attainment and empowerment, to best capture and measure impact across diverse contexts with marginalized girls as the central focus. Innovation Cohort Two includes Bangladesh, Malawi, India, and Ghana, and is dedicated to employing an experimental design, building upon Cohort One’s common indicators and committing to common ways of measuring them across contexts along with Cohort One. Shorter term multi-country initiatives include unique efforts at the nexus of HIV/AIDS and education for marginalized girls in Burundi and Mozambique; and a specific focus on evidence-based advocacy with a gendered lens focusing on policy formation or implementation goals in seven countries.

PCTFI’s “inter-related, coordinated activities that can work together synergistically” focus on three strategic approaches: innovation, organizational learning, and advocacy and coalition building. These approaches cut across the activities of the Fund’s five specific objectives described in this report: innovation, knowledge generation, cross-sectoral programming, organizational learning, and CARE’s global positioning. Over the first five years of PCTFI, the fund has expanded its support from four countries to 17, adding new projects around advocacy, impact research and learning, and cross-sectoral programming to its robust innovation agenda, and been leveraged to share cutting-edge technical leadership and capacity building across the broader CARE education sector and beyond. PCTFI is also modeling effective partnerships at multiple levels. Moreover, careful investments in staff capacity building and global profiling have enabled CARE to have increasing presence at strategic global meetings and to participate as a credible partner in initiatives that influence how international policy makers think about education and attention paid to the last and hardest to reach.

¹ PCTFI Strategy Document, 2005.

OBJECTIVE { o n e }

Initiating programming that makes a difference:

For marginalized girls, to increase access to participation in formal and non-formal learning, as defined by each participating country office.



INTRODUCTION

In more than 45 countries in almost every region of the world, CARE is engaged in education programs that empower marginalized girls and communities to fulfill their potential. From Africa to Asia, Latin America, the Middle East and Southeastern Europe, CARE's education interventions span girls' education, education and emergencies, HIV/AIDS and education, life skills education, child labor, community capacity building, non-formal education and teacher development. Given the breadth and depth of CARE's education programs, the Patsy Collins Trust Fund Initiative (PCTFI) activities supporting this objective provide the resources and space to test innovations in education. These promising innovations are generating evidence surrounding the underlying causes of girls' marginalization towards supporting girls' right to education, and her leadership and empowerment. PCTFI's work enables CARE to work with others to more effectively advocate for children.

PCTFI has supported two main activities under this objective. The first is the development of Innovation Cohorts, where two groups of country offices learn together about the impact of innovative approaches to education. The Innovation Cohorts are planned to span ten years, with a first phase focus on situational analysis, a second on a strengthened project design, and a third on deeper impact research. Focus of Cohort One, made up of CARE Cambodia, Honduras, Mali and Tanzania was to take the best of innovative ideas coming from country offices and creating a joint learning agenda around them. The second cohort, made up of CARE Bangladesh, Ghana, India, and Malawi was selected because of their shared work in formal primary school systems. Innovation Cohort Two was envisioned from its start to produce experimental designs to test innovations in each of the participating country offices.

Together, Cohort One and Two are helping CARE to answer a set of critical questions about work with marginalized girls such as:

- > What are the best ways to promote the education and empowerment of girls?
- > What strategies effectively lower a girl's workload and raise her social status?
- > When this is done, do girls have better development outcomes overall, and in what ways?
- > What activities best support child-centered, gender-sensitive learning environments?
- > How can we enable teachers to be better instructors of more useful and relevant lessons?
- > How can we ensure our successes are promoted, replicable and sustainable?
- > What are the similarities and differences for marginalized children across countries with educational contexts?

OBJECTIVE { o n e }

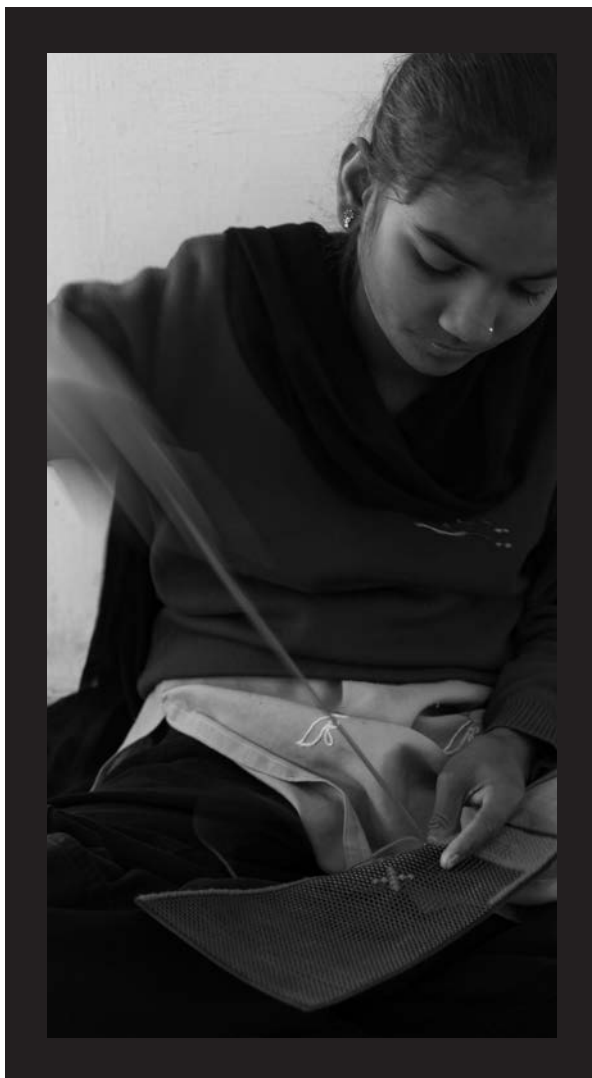
The second major activity is the Advocacy Grants Program (AGP), a set of two-year grants designed to build on existing program evidence for advocacy. By leveraging existing laws, action plans, resources and social actors, the AGP countries bring attention to addressing the underlying causes of poverty and the context-specific constraints to quality education. AGP countries include: Bolivia, Ecuador, El Salvador, Indonesia, Peru, Serbia, and Togo

In mid-2005, four CARE country offices – Tanzania, Mali, Cambodia and Honduras – were selected to participate in PCTFI’s first cohort. To validate CARE’s programs around the barriers to education for girls, in January 2006 Cohort One began conducting a comprehensive situational analysis to investigate various aspects of girls’ marginalization in society and education. Anchored in CARE’s Unifying Framework for Poverty Eradication and Social Justice, and informed by the emerging women’s empowerment framework, the analyses included conditions, causes and constraints across 12 common indicators specifically developed for PCTFI innovations to capture attainment, quality, equality and empowerment. The situational analysis was followed by the launch of educational activities aimed at reaching the most marginalized in each context. In June 2008, following a cross-site analysis of their findings, all four country offices identified girls’ heavy workload and girls’ lower social status as two of the top causes for girls’ marginalization across contexts, as well as additional issues within each context. By identifying the most important issues affecting girls’ marginalization, cohort countries were able to adjust their interventions to become more effective and move forward on a joint advocacy agenda. A second phase of their innovations started in Fiscal Year 2009. These revised interventions were better-targeted to address the root causes of poverty for marginalized girls. In addition, this new phase brought special emphasis on CARE’s organizational shift from isolated development projects toward integrated, impact group-oriented programs.

In May 2007, PCTFI selected Bangladesh, India, Malawi and Ghana country offices as Cohort Two. Cohort Two will focus on executing an experimental design framework specifically for primary-level, formal education systems that serve children ages 6 to 14. As part of the selection criteria, country offices committed to taking a systems-level integrated programmatic (vs. isolated project-based) approach to CARE’s education work, further contributing to CARE’s programmatic shift underway. Situational analyses investigating girls’ marginalization in education among Cohort Two countries were completed by early 2009, and focused experimental

design interventions were framed in the same year for inception in 2010.

With attention to gathering evidence and building an advocacy platform, in 2008 PCTFI invited country offices outside of Cohorts One and Two to apply for funding under the Advocacy Grants Program (AGP). AGP places special emphasis on policies and programs that make a difference for marginalized girls through evidence-based advocacy. Bolivia, Ecuador, El Salvador, Indonesia, Serbia, Peru, and Togo are establishing platforms that build on existing program evidence for advocacy, by leveraging existing laws, action plans, resources and social actors to bring attention to addressing the underlying causes of poverty and the context-specific constraints to quality education. In addition, the AGP initiative is helping to advance CARE’s organizational learning around monitoring, evaluation and impact assessment of advocacy efforts at multiple levels.



Findings of the Situational Analyses Conducted in Cohort One Countries



Being able to speak about program impact, based on credible evidence, is a critical aspect of CARE's work. Conducting a thorough situational analysis at the outset of a program allows CARE to design and begin program implementation with evidence about the impact group in whose lives we seek change, as well as helping us to better track changes in the environment over time. Through partnership with communities and governments, and with careful planning, a situational analysis enhances program design, program learning and advocacy aims.

Cohort One countries gathered information around a set of common indicators related to educational quality, educational equality, educational attainment and empowerment of marginalized girls. They each developed plans for their situational analyses guided by the following general questions posed by PCTFI, in addition to more specific research questions related to their specific contexts:

How do you reach the most marginalized girls in different parts of the developing world?

- (a) Who are the girls that are marginalized and deprived of their rights to development and education in their varying contexts?
- (b) What are the structural and systemic causes of their marginalization?
- (c) Who is addressing the needs of marginalized girls?
- (d) What formal and non-formal efforts might be strengthened to address their rights?

Findings from the situational analyses carried out in the Cohort One countries of Cambodia, Honduras, Mali and Tanzania are as follows —



Context

In January 2002, CARE Cambodia established the Highland Children’s Education Program (HCEP) in Ratanakiri Province with the primary objective to address the needs of disadvantaged ethnic minority groups through the establishment of community schools targeting girls and boys who had never enrolled or who have dropped out of the formal system. HCEP later extended to provide the Ministry of Education, Youth and Sport (MoEYS) with a model for delivering basic education to highland minority peoples in remote areas of Cambodia. It then established a model of bilingual and bicultural community school education and adapted the national primary education curriculum to local conditions to make it relevant to indigenous people. HCEP’s six-year education cycle made it possible for children to gradually transition from their local languages to Khmer as the primary language of instruction, preparing them for integration into the mainstream Khmer school system. Participating communities established their own school boards based on traditional decision-making processes and assumed management of the schools, beginning with the selection of individuals to be trained as teachers.

Phase II of HCEP (2006-2008) is programmatically linked to PCTFI’s Bending Bamboo innovation. Bending Bamboo denotes the resilience of the bamboo to bend with the winds of change and survive with greater gain. Its aim is to address the needs of marginalized girls from indigenous ethnic minority communities who, despite their proximity to government schools, do not have the same educational opportunities as boys. The HCEP experience has made CARE aware that while women in highland villages value their daughters’ education, allowing girls to go to school increases their own workload. Bending Bamboo acknowledges these constraints and seeks to offer girls an alternative that will pave their way into the formal education system. The PCTFI innovation consists of Study-Play groups with tailored learning programs for three target groups: 6- to 12-year-old girls who are not enrolled in school or have dropped out; young children (infants to 5-year-olds) who are in the care of school-aged girls; and young 13- to 18-year-old mothers who are often married at the age of 13.

Results of the Situational Analyses

The situational analysis sheds light on the educational challenges in Cambodia’s highland villages. In the seven villages of Kom Morn district, southwest of the provincial capital of Ban Lung where Bending Bamboo is being implemented, there is very limited access to any school beyond grade two. On average, 34 percent of boys and 39 percent of girls are out of school. Parents of children who do have access to school say their principle reason for not sending or keeping their children in school is the lack of teachers, and the difficulty that young indigenous children, especially those in grade one, face in understanding classes taught in Khmer. When asked, parents and children overwhelmingly were interested in learning to read and write in their own language but would prefer not to go to a school that taught in their native language. HCEP, through its model of bilingual and bicultural community school education, found that many people are initially dubious that a bilingual approach will enhance both school learning and the learning of the national language. However, the program showed that grade two and three promotion rates (2005) were better for HCEP participants than for the national and Ratanakiri averages.²

The situational analysis also confirmed that domestic workload is one of the main barriers preventing girls from participating in school, as high value is placed on girls’ role in housework, cooking and caring for children. While all family members contribute to the household economy, mothers and girls, especially the eldest daughters, have a disproportionately high domestic workload. Girls and young mothers within indigenous groups believe that boys as well as Khmer children have more opportunities to go to school and succeed. Girls’ desire to go to school must continually be balanced with their desire to lessen their mothers’ burden and their strong sense of obligation to their families’ livelihoods.

The research team interviewed 30 out-of-school girls between the ages of 6 and 18, using a story completion technique. The technique enabled girls to identify with a typical young woman of a similar age and to comment on the similarity of the daily household and livelihood workloads. All girls identified with the central story character, and expressed a belief that her life was like theirs; they too were already working and unable to go to school. They too would work, marry and grow old, and without access to school their lives would be the same.

² Highland Community Education Program. Program Description and Evaluation (September 2006.)

In summary, the situational analysis concluded the following critical problems leading to girls' marginalization, particularly related to their education:

- (a) High workload burdens.
- (b) Insufficient government support for indigenous communities, as manifested in poorly trained teachers, a lack of indigenous teachers, a lack of supervision, teacher absenteeism and lack of motivation, under-resourced schools and school systems, etc.
- (c) A curriculum in which teachers and students do not share a common language, an over-emphasis on Khmer and math and a lack of relevant materials.
- (d) Poor access, including long distances and poor infrastructure, to schools generally beyond second grade and, for girls, teacher bias toward "best students" and Khmer boys.
- (e) Poverty among indigenous communities owing to deforestation, land alienation, the lack of experience in cash crops, the lack of access to Khmer markets, and the costs of ill health.

Programmatic Accomplishments

In early 2008 Bending Bamboo began transitioning from the research phase of the program's planning to the practical start-up intervention. Village Women's Committees have been established to provide advice on identifying constraints to girls' education and on the content of the learning programs for young girls, children and mothers who attend Study-Play groups. The program also plans to offer an in-service program for teachers in government schools. Through the in-service program, teachers will be exposed to topics such as: an introduction to how children learn, language awareness, bilingual education, activity-based learning, curriculum integration, portfolio assessment, a whole language approach to teaching literacy and methodology (i.e. student-centered approaches to teaching and learning).

Bending Bamboo will soon complete its Early Childhood Development life skills curriculum. This program will include relevant content for girls in its communities, such as nutrition, learning and child development, hygiene and rural development activities. The program for young mothers may include HIV/AIDS awareness, birth spacing, breast feeding and child rearing practices. This experience will further inform the development of a life skills program focused on girls, to be included in HCEP II and in the state school curricula. The program will engage community members for planning the establishment of school boards, and is developing a strategy for working with state school teachers in collaboration with the Ministry of Education, Youth and Sports.



Context

CARE Honduras seeks to address the social and economic exclusion of children that is becoming the norm in impoverished peri-urban communities as families relocate closer to the cities in search of employment. A culture of male dominance and tolerance of abusive behaviors has left many young girls and women victims of abuse and of other forms of invisible marginalization that begin close to home. RENACER, meaning rebirth, targets school-aged girls not attending classes in the peri-urban community of La Cuesta. Once a slumbering, rural village of a few families, La Cuesta is now a dense community of 700 families who moved into the outskirts of Tegucigalpa. Many school-aged girls in La Cuesta are daughters of single mothers living in extreme poverty who are obliged to work in low status jobs or at home, while their mothers go to work.

RENACER is designed to mobilize and collaborate with the school system, community organizations, local universities, government social support and legal agencies and others, to holistically resolve the situation of

young girls who are subject to child and sexual abuse. Support for child abuse prevention and sustainability is being accomplished through advocacy and coalition building that begins at the grassroots level and aims at national level agencies and institutions, and partners with multiple levels of government. RENACER is also strengthening the activities of Las Flores Center for Girls, a shelter for abused and marginalized girls in La Cuesta. The shelter is operated by RENACER's partner, Koinonía, a local non-governmental organization that has been working with marginalized girls exposed to social risk.

RENACER's education objectives will draw substantially on CARE Honduras' prior work in addressing the right to education in communities that depend heavily on children for domestic work and exploitative labor. It plans to apply the good practices of the Hondurans in Partnership for Quality Education Project (PROHACE) that continues to show results in the rural municipality of Guajiquiro, department of La Paz. PROHACE introduced an active, child-centered learning methodology in 172 rural education centers and mobilized parents, teachers, community leaders and others in enabling their children to attend school and eradicate child labor. With the centers, PROHACE reached 5,114 girls and 4,211 boys and mobilized 375 teachers and 3,118 parents. Guajiquiro gained public recognition for its work when it won first prize at CARE's 2004 Knowledge Management Fair. By design, PROHACE in Guajiquiro and RENACER in La Cuesta exchange knowledge about their expertise in community empowerment and quality education in the context of marginalized girls and youth. The Guajiquiro approach will serve as a platform for detecting and working with marginalized girls and involving them in an active learning/transformational processes in La Cuesta.

Results of the Situational Analyses

RENACER has developed an intimate relationship with the previously fractured community of La Cuesta as they collectively uncovered the invisible forms of marginalization of children and the reasons why 51 percent of school-age girls, and all children on average, did not attend school, were absent from school, or had abandoned their studies; this was compared to much higher national figures for primary education coverage.

CARE, its principal partner Koinonía, and a host of cooperating institutions and stakeholder groups, conducted the situational analysis over a period of two years, producing fast action in response to research-related issues as they were uncovered. For example, youth who mapped community problems and conducted focus group

discussions for the first time began to actively lobby for local government support to address the larger problems facing children and youth in their neighborhood. Issues immediately addressed a range of topics, such as school registration for children without birth records; activities focusing on attitudes towards girls and out-of-school youth; establishing community-based safety patrols; the creation of community-based early childhood education programs for children previously in the care of out-of-school girls. Relationship building has been a strength of this approach as evidenced by the early involvement and commitment of all potential responsible actors with a role to play in helping to repair the social fabric of this community; helping local and national institutions become sensitive to – and build capacity for – their obligations to respond to the harsh realities of abuse, neglect and dependence on children for survival in the community; and as an outgrowth of this collaboration, forming a network of social actors able to rely on each other's contributions to breaking the cycle of vulnerability and social risk that has plagued this community.

The key findings of the situational analysis are as follows:

- (1) Children and adolescents have difficulty accessing school due to workloads, which are greater for girls, and due to their parents' difficulties in making ends meet. The household survey conducted by Renacer was able to identify 576 household members less than 18 years of age. Of the 383 minors interviewed, 24 percent reported they were not attending school. The reasons given, in order of priority, were: work (12 percent), insufficient economic resources (7 percent), and no desire (5 percent). The first two reasons strongly affected 14- to 18-year-olds. In focus group discussions, girls not attending school spoke about conditions affecting the emotional environment in the home, the rebellion of their own age group or the necessity to ask their parents for permission to study.
- (2) The educational environment is not supportive, as manifested in a lack of effective administrators and teachers, a lack of security in both the internal and external environment of the schools, a high rate of delinquency and the absence of child-centered pedagogies.
- (3) On the whole, schools and communities show weak participation in the life of the community and their children. Parents and students do not participate in school governance and the curriculum is not highly relevant to their communities.

Programmatic Accomplishments

Partner engagement in the situational analysis in generating the evidence of girls' abuse and barriers to education has led to greater social protection and psycho-social support; a mainstreaming of 13 abused girls back into formal education by 2008 with appropriate support mechanisms; and a mainstreaming of psycho-social support and mental health services into the community. Forty-six adult community members are now involved in participatory forums centered on community change, such as the new village security watch to protect children and youth against gangs and other forms of violence on their walks to and from school for both formal daytime and non-formal evening classes. With contributions from PCTFI, teachers are now equipped with tools to detect and prevent child abuse and to profile exploitative issues in the media. Advocacy efforts to register children in the Civil Registry (a very expensive procedure for establishing one's legal identity) and to protect mistreated children, particularly girls, have successfully resulted in the municipality providing a professional child protection advocate to La Cuesta, supported by transparent accountability mechanisms

To address quality and the disproportionately high workload of girls, RENACER has facilitated the establishment of a community-based, alternative pre-basic education program, Juego y Aprendo, created for 5- to 6-year-old children. The program currently serves students and enables older siblings to attend school. There is also an alternative basic education program that serves young people. Both programs are approved by the Honduran Secretariat of Education and operated by eight young, local facilitators. Parents and youngsters are gaining an awareness of abilities and skills that can help them generate an income, and are participating in developing sustainable community-based early childhood care alternatives for young children who have typically been left under the responsibility of girls and youths.

Development Education for Girls' Empowerment (DEGE), Mali



Context

While access to education has seen notable gains globally in recent years, children in Mali – particularly in rural areas – are still among the least likely children in the

world to even hope for access to education of any kind. The educational landscape in Mali is further challenged by persistent environmental problems and extreme poverty. As a result, children are increasingly migrating from desperate rural conditions in search of opportunity, and associated risks to girls of trafficking and exploitative labor are also on the rise. Thousands of girls move from rural zones to urban areas of Mali to serve as domestic help, leaving their villages at a younger age (around 10 to 13 years old) than boys and for a longer period of time (typically two to three years). Studies have shown that the plight of most girls is to return to their village, many as young mothers, with a paltry sum of gifts and virtually no money or marketable skills. The ever expanding supply of labor to meet a low demand is fertile ground for exploitation and child trafficking.

Increasing access to education can be a strategy for preventing or mitigating the effects of migration, yet the quality of education cannot be ignored. In the 1990s, the Malian Government and various donors aimed to increase girls' access to education by introducing both formal community schools and non-formal Centers for Education and Development (CEDs). However, the system has been fraught with challenges. The vast majority of graduates of government CEDs in 2005 and in subsequent years were not able to be placed in jobs to obtain hands-on experience at the end of their academic training. At the national level, only 3.33 percent of the total number of graduates were placed in jobs in 2006-2007 (927 learners were placed of 29, 832 graduates). This reality left many CED students feeling abandoned, which made migration and its short-term benefits an attractive alternative, despite its exploitative nature. This was also true for graduates in schools supported by the US Department of Labor (USDOL) funded project, Combating Child Trafficking through Basic Education (2003-2007), to combat child labor and child trafficking. The PCTFI innovation was initially linked to this USDOL project aimed at supporting the implementation of the newly developed government competency-based curriculum for basic education. While enrollment, retention and completion rates increased in schools not reached by the government, the hands-on training and job placement plan was successful for only six out of 45 girls and nine out of 45 boys who completed their academic training.

Still, non-formal education holds promise to empower girls with tools to reduce their risks and secure viable livelihoods for themselves. The PCTFI innovation attempted to address girls' economic opportunity through a focus on the non-formal education system for girls between the ages of 9 and 18 in both rural and urban

areas. Originally, the PCTFI Program – Development Education for Girls’ Empowerment (DEGE) – expected to reduce the migration of children from the Mopti and Segou regions. The program’s intention was to encourage children to stay in their rural communities; increase formal and non-formal school enrollment, retention and completion; and identify the children from these regions who had migrated to Bamako (Mali’s capital) to offer them life skills training. It was assumed that as children gained life skills training and awareness on the dangers and consequences of migration, as well as the benefits of education, they would remain in or return to their rural communities. As the team’s understanding during the situational analysis progressed, it became apparent that other causes besides the poor economic situation kept children, especially girls, marginalized.

DEGE’s approach intended to enhance the national Centers for Educational Development with a two-pronged pedagogical approach to advocacy for education and the rights of girls through (a) the development and mainstreaming of a rights-based CED curriculum sensitive to the unique situation of girls; and (b) creating an environment that enabled all children, especially girls, to fulfill their rights and maximize their development. This would be achieved through the development of a community Human Rights Commune (HRC). DEGE now aims to prevent and reduce the marginalization of children, especially girls, through a focus on increasing access to quality education and mechanisms to support the transition of children from non-formal to formal education pathways without directly expecting to supplant migration with education.

Results of the Situational Analyses

CARE’s companion efforts to address the trafficking and exploitative labor of children through education have revealed the need to better understand similarities and differences in enabling factors for girls’ education and in the underlying causes of their marginalization in both poor rural and urban areas.⁴ The poorest neighborhoods of urban Commune V in the district of Bamako and those in the rural commune of Barasara were selected for the DEGE innovation: Sabalibougou, Daoudabougou, and Torokorobougou in Commune V and Monobondo and Ouo in Barasara.

In Monobondo and neighboring Ouo, shortages run high – water, food, health services, roads, electricity – and educational levels are so low that less than a quarter of the population ages 10 or older can read and/or write in

any language.⁵ Dogon women who grew up in Monobondo will say their daughters are among the most marginalized people. Indeed, marginalization affects all young girls, without exception. Until DEGE began operating a CED with its first group of 40 enrollees (28 girls, 12 boys) in October 2006, girls from Monobondo were deterred by the eight kilometer distance to the closest formal school.

Commune V ranks among the most destitute and densely populated semi-urban areas of Bamako, where poor hygiene is a major problem because of an insufficient water supply. Commune V differs from Barasara in its more culturally diverse, literate population (primarily in Bambara), who are typically capable of reading and writing in at least one local or foreign language. For both intervention zones, Commune V and Barasara, the DEGE situational analysis gauged the extent to which economic conditions, socio-cultural factors, and participation in decision making and community life particularly affected girls’ marginalization and access to education. Ample explanations were offered by adults and children in both locations that confirm all of these factors at play: the reluctance of parents to invest in girls’ education owing to their expected roles to marry young (i.e., forced marriage), and to help mothers with domestic work and small trade; insufficient income to send both their boys and girls to school; a perception that some girls who go to school exhibit inappropriate behavior or disrespect / disobey their parents; and the fact that just being born a girl in their society is tantamount to being marginalized.⁶



3 Training, Literacy, and Monitoring and Evaluation Unit/ CNR-ENF, Bamako 2007

4 Carried out under the U.S. Department of Labor-funded project (2003-2007).

5 Situational Analysis - Quantitative Report, p. 24.

6 Situational Analysis - Quantitative Report, p. 28.

In Commune V, 31 percent of girls who were interviewed consider themselves marginalized in a general way, as compared with 37.7 percent of girls in Barasara (compared with 28.6 percent and 25 percent for boys in Commune V and Barasara, respectively). Adults in Commune V perceived education to be the main area out of five (education, health, participation, access to economic resources, decision making) in which girls are most marginalized, while Barasara adults considered decision making as the area of greatest marginalization. While this data deserves further analysis, the difference between urban Commune V and rural Barasara suggests that the urban population is more aware of the role of education in their livelihoods, as could be more easily observed in an urban environment.

Other key findings from the situational analysis are as follows:

- (a) Boys are valued more than girls by communities in both intervention zones.
- (b) For Commune V, the low rate of school attendance is primarily an issue of quality whereas for Barasara, it is an access issue. Commune V has greater availability of public, community and private schools.
- (c) There is not a culture of children belonging to associations (e.g., youth groups).

Programmatic Accomplishments

DEGE has also completed a thorough analysis of the perceptions and fulfillment of children's rights, particularly girls, for the purpose of developing a human rights curriculum in the CEDs. The need for a specific focus on human rights is aimed at addressing attitudes and socio-cultural practices that violate children's rights. This means not only targeting the school as one entity but also the community as another, through developing with local government a strategy for Consensual Human Rights Communes (CCDH), a concept originating with the United Nations People's Decade for Human Rights in Education (UNPDHRE). DEGE has now entered a partnership with PDHRE to upgrade Commune V and Barasara to CCDH status with matching funding from the USDOL-funded project. This project was successful in supporting 4,013 children, of which 2,235 were girls, from 128 villages and making impressive gains in school enrollment at over a 150 percent increase in formal institutions alone. However, it became apparent that trends in the exploitation and abuse of children would require a more targeted effort to address underlying attitudes and perceptions of community members. The authorities and

the populations of the CCDH communes will now have a mechanism for dialogue and planning around promoting human rights activities and managing cases of human rights violations.

The CED developed by DEGE offers a competency-based curriculum for 18 consecutive months (rather than six months a year over a four-year period as with the government-run CED) with fully experienced and trained teachers; proposes a one-year hands-on experience with tutors in the community at the completion of the two-year intensive training; and provides learners with support at the end of the third year for their economic start-up. In its first program, the two CEDs enrolled 80 students, 58 girls and 22 boys, in October 2006. Broken down by CED, this equates to 30 girls and 10 boys in Sabalibougou (Bamako) and 28 girls and 12 boys in Monobondo (Barasara).

At this juncture, and as a result of a continuing learning process, DEGE is seriously considering further adaptation of the innovation to avoid the risk of not being able to place graduates in their employment sectors by offering learners the option of transitioning to the formal education system. With its many partners, DEGE is pursuing this possibility, which was not previously an option via government established CEDs. Additionally, DEGE will partner with others to advocate for government certification or formal recognition of CED education that is presently the only educational opportunity for many children in Mali. Finally, a greater focus on educational quality in the DEGE CEDs will be accompanied by institutional mechanisms for the protection of girls who migrate from rural areas to the urban areas of Bamako.



Context

As one of the poorest countries in the world according to the UN Human Development Report, Tanzania has witnessed increased levels of household vulnerability and high levels of infant, child, and maternal mortality in the wake of the HIV/AIDS epidemic.⁷ Due to socio-cultural norms, girls who grow up in highly impoverished communities and households, or who are orphaned, are especially marginalized. By grade five, only one girl to every five boys is still in school. Among adults, only 30 percent of women have completed primary school, and over 40 percent have no formal education. The marginalization

⁷ Urt, Mkukuta. Status Report 2006: Progress towards the Goals for Growth, Social Well-being and Governance in Tanzania. Dar es Salaam, 2006.

of girls manifested in lower or no attendance among some girls, and poor performance and/or dropping out of school by others, reflects gender inequities throughout the broader society.

Poverty and cultural norms that block girls' access to education and development are compounded by unresponsive or inadequate governance at the village level and within schools. In the 1990s, Tanzania committed to a program of local government reform to transfer decision-making, resource allocation and implementation of programs to the district level. Nevertheless, inadequate policy implementation, bureaucracy and a lack of transparency have hindered the democratic participation necessary to raise girls' access to education and development. Therefore, in reality, the non-formal education (NFE) programs set up by the Government of Tanzania under its Primary Education Program (PEDP) to reach vulnerable children and facilitate their transition to the formal system are few and far between. Where NFE programs do exist, the transitioning is dogged by inadequate links and mechanisms to make this happen.

The Patsy Collins Trust Fund Initiative, aptly coined LEADER (Learning and Advocacy for Education Rights), targets vulnerable girls ages 3 to 15 and will test strategies to enhance social support to fulfill girls' right to education. LEADER also includes a learning and evidence-based component to influence policy from the local level upwards. CARE Tanzania is building on the experience of the Kahama Education Enhancement Program (KEEP) which had been active in the education sector in the Kahama district, Shinyanga region, until its closing in October 2007. KEEP successfully established NFEs called Complimentary Basic Education Centers (COBET) for out-of-school girls, resulting in their improved performance and mainstreaming back into the formal system. LEADER is now supplementing these efforts with a more direct focus on the rights and empowerment of marginalized girls in the mining community of Bugarama ward, Kahama district. One of the activities under this focus is the formation of *Achieve!* peer action groups that will pair successful older girl students with vulnerable girls in the community to promote mutual mentoring, support and learning. Girls in *Achieve!* will be given the chance to communicate their interests to, and hold accountable, relevant education and community authorities.

Results of the Situational Analyses

Even though net enrollment for boys and girls has risen since the government introduced its Primary Education Development Plan (2002-2006), girls who enroll show a significantly lower retention rate than boys: only 42

percent of girls compared to 77 percent of boys who started school in Bugarama ward were still in school by grade seven.⁸ Girls tend to drop out in grades five and six, when they reach their teens. Analyses of official statistics that show an upward trend in girls passing exams for acceptance into secondary school do not tell the whole story of those girls who do not make the transition from primary to secondary school. For example, girls may not be able to pay the school fees, uniforms or required contributions. They may also be forced into marriage or informal relationships that prevent them from enrolling in school, issues that girls face without strong social networks for their protection. In a story completion exercise, 85 percent of girls interviewed were more likely to report to the head teacher an incident of attempted seduction by a teacher, compared with just 55 percent who would report to village authorities that their parents had forced them into an unwanted marriage. When asked about the equality of education for boys and girls, 21 percent of the 107 men and women in focus group discussions mentioned the higher value ascribed by parents and communities to boys' education as the reason for the low retention rates for girls. This was the more frequent reason cited by respondents. The second highest reason for low retention, cited by 14 percent of respondents, was the view that girls were a commodity to be given in marriage. This view of girls as commodities is especially prevalent in communities like Bugarama that suffer from high levels of poverty, vulnerability and instability.

Other findings from the situational analysis further illuminate the need to focus on norms and beliefs within the community in addition to in-school conditions. The school curriculum scores low for gender sensitivity and equality (less than 50 percent compared to writing and reading in certain assessments), but girls enjoy a greater degree of equality in the school environment than in their homes or communities. Parents are accepting of girls addressing a public meeting and would support more equitable conditions in the school environment. But it is communities that establish how girls are socialized, rearing them to be wives, mothers and caretakers. (For example, a girl who is able to have a profession might be encouraged to pursue nursing.) Girls exercise little choice over their lives; as an indication that girls' education is not highly valued by communities, school enrollment was not even mentioned among the ranking of decisions listed by girls.

⁸ School Records data for years 2001 to 2007.

Of all social actors, a mother is considered to be the most influential person in a girl's life. Acknowledging this, LEADER has forged a close relationship with the WAGE (Women and Girls Empowerment) program that involves mothers and elder women in village savings and loan (VS&L) groups. These women offer a ready forum for raising awareness of their daughters' education and development rights. Members are encouraged to be role models in using their savings to meet their daughters' education costs, and to use their collective voice to advocate for girls' education. Capitalizing on the social cohesion of a group of mothers / women is fertile territory for building a constituency to promote girls' rights. However, the women's investment of time and energy has raised their daughters' work burden in the process, a lesson that WAGE has taken to heart.⁹

In-school factors also contribute to lowering girls' self esteem and career aspirations. Girls and boys feel that the current curriculum adequately covers academic studies, but falls short on leadership and life skills, issues of gender equity and children's rights. Less than satisfactory resources such as books, classrooms and teachers also have a diminishing effect on retention rates. Teachers lack the ability to involve pupils in thinking and problem solving, according to 33 percent of respondents. Children also took note of poor hygienic facilities in the schools.

Programmatic Accomplishments

Amongst its efforts to address the numerous in-school and out-of-school factors affecting girls' marginalization, LEADER has already established two COBET centers¹⁰ in the villages of Buyange and Busulwangili and enrolled 35 and 22 girls, respectively, between the ages of 9 and 13. COBET facilitators have been recruited and the centers are using the government curriculum that offers academic subjects and life skills. The centers have been supplied with text books for seven subjects, exercise books, teachers' guides, chalk and t-shirts for girls who do not have clothes to wear in public places.

Advocacy efforts aimed at raising community awareness to support girls' education were in full force in April 2008 during the Global Action Week that led with the theme on Quality Education for All; End Exclusion Now. Approximately 529 men and women from the community attended the festive event that featured 856 pupils competing in choir, drama, traditional dance and sports. The

⁹ Strategic Impact Inquiry on Women's Empowerment findings.

event provided the ideal platform for girls to practice expressing their views in a safe, controlled space and enabled 25 vulnerable girls from the Ibanza COBET center to participate in their first community gathering.

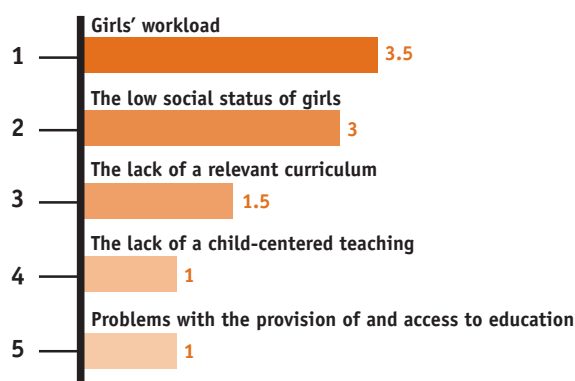
The *Achieve!* groups are rapidly helping to identify the 1,500 marginalized girls who are out of school in seven communities. With the support of *Achieve!*, two of the most vulnerable children's committees have already identified 813 vulnerable girls in their communities, of which 281 are not enrolled in school; government statistics could potentially be updated to reflect these girls' status. This does not ignore the need to also target vulnerable girls who are already in school, girls who struggle with non-supportive learning environments where teachers lack gender-sensitive methods, leaving them prone to dropping out. Soon, a student-driven monitoring system through the *Achieve!* groups will play a critical role in improving the quality of teaching and the curriculum in both the formal and non-formal education systems.

{ Cross-site Analysis }

Following the situational analyses in each Cohort One country, a cross-site analysis was conducted. To ensure academic rigor and robust analysis, highly-skilled professionals were engaged to collaborate with country office staff in consolidating and initially analyzing data. These professionals were selected within each country context during the situation analysis process, followed by support from the Minnesota International Development Consortium (MIDEC) anchored at the University of Minnesota, partnered with Miske Witt & Associates.

The Cohort One team first reviewed findings from their respective situational analyses, identifying supportive evidence and linking it to corresponding tools. By engaging deeply with the material, and thoughtfully analyzing others' presentations and identifying points of convergence, the teams arrived at a conclusion about the top five priority causes of girls' marginalization and lack of education across contexts. This was followed by a pair wise ranking exercise to prioritize the causes, which identified girls' workload and the low social status of girls as the top two problems faced by vulnerable girls across the four very diverse countries in Cohort One.

¹⁰ COBET stands for complementary basic education and it is a model used in Tanzania as a strategy for absorbing all out-of-school children aged 11 to 13 years, who, after completing 3 years of the COBET curriculum would mainstream into the formal primary school system



The cross-site analysis validates the benefits of utilizing a common indicator framework as a foundation for measuring girls' marginalization in relationship to education across contexts. This groundbreaking PCTFI framework also has broader ramifications for the education field, potentially laying some of the groundwork for establishing more standard measures for tracking progress in the education and empowerment of marginalized girls. Findings of the cross-site analysis led to discussions about developing a global advocacy agenda – including identifying the agenda's objective and identifying targets and entry points – which will be further explored in the coming fiscal year in collaboration with other actors within and beyond CARE.

{ PCTFI Launches Cohort Two }

With the experience of Cohort One well underway, PCTFI launched a second longitudinal cohort in 2007, consisting of CARE country offices in Bangladesh, Ghana, India and Malawi. Country teams in Cohort Two substantiated the PCTFI framework by bringing their own knowledge and experience to bear on the dimensions of educational quality, and built upon Cohort One experiences toward piloting common ways of measuring constructs of the Common Indicator Framework across contexts. All four countries have completed detailed research on the situation of marginalized children, within an experimental design across the cohort. Specific intervention components are driven by the contextualized and aggregated findings of the Cohort Two situation analyses. CARE's Basic and Girls Education unit has partnered closely with MIDECE in the roll-out of Cohort Two to enable higher level cross-site comparisons. The Cohort Two experimental design will be framed for each context in 2009, and initiated in 2010 following comprehensive baseline measures and the development of detailed intervention components.

Bangladesh: The PCTFI commitment fits squarely within CARE Bangladesh's long-term impact statement to empower economically, socially and politically excluded and marginalized women and girls. Analysis for this program shows that education for girls is critical for their empowerment. The causes of girls' marginalization will be sought among the extremely poor in rural areas, the marginalized in urban areas and girls in communities and families prone to natural disasters and changes in the environment. Because these three population groups exist in the Sunamganj district, an implementation site for four CARE Bangladesh projects including the multi-sectoral USAID-funded SHOUHARDO project, Sunamganj has been selected for the PCTFI intervention. Best practices that emerge will have relevance for similar regions in other states in Bangladesh. The PCTFI Bangladesh experimental design focuses on testing increased capacity of and support for School Management Committees (SMCs) as a pathway to improve supportive strategic relations in favor of girls' education and, ultimately, improving education achievement of children, especially girls

Ghana: Ghana has a history of social protection and education projects promoting the rights of marginalized girls as a priority population group. Ghana's programming reflects a holistic, community development approach to education that is exemplified in the current Cargill-funded Rural Education Project (REP) and the Responsibility for Education of Girls' Active Learning (REGAL) Project. The REP design addresses the need to tackle the labor demands of cocoa farming in order to be successful in promoting education, made possible by a community action planning process. In the Ashanti region where Ghana's education projects are concentrated, CARE staff work out of the Regional Education Office and in the District Assemblies, providing fertile ground for evidence-based advocacy. CARE Ghana intends to use PCTFI funds to deepen its impact on girls from disadvantaged, rural communities. The thrust of the PCTFI Ghana experimental design focuses on supporting and testing a community-supported peer mentorship model to provide academic support for especially marginalized and at-risk girls aimed at supporting their educational attainment.

India: Over the last decade, CARE India has been a leader in the field of education, developing models and approaches that were implemented by government and UN programs. For example, the Social Learning Package (SLP) introduced principles of respect, equity, diversity and democracy, as well as empowerment of children, into the curriculum for primary level education. Its innovative work in accelerated learning, enhanced

learning outcomes, preschool education, school improvement and capacity building of teachers has been widely recognized, with increasing influence at the level of state government. The current Girls' Education Program (GEP) (2006-2010) is taking forward the accumulation of good practices to the hard-to-reach, marginalized children in Uttar Pradesh and four other states. Findings from the program's recent literature review report large differences in enrollment rates in Uttar Pradesh across social groups and higher rates for this state than the more educationally developed states. Building on promising results from an early pilot and in close collaboration with the government, the PCTFI India experimental design will test an intervention complementing government teacher training efforts with a particular focus on gendered, child-centered pedagogies aligned to improving quality and equity in the classroom, as well as to improved learning outcomes for children.

Malawi: CARE Malawi is building on seven years of experience in basic and girls' education, spanning a role in the development of the National Strategy for Strengthening Community Participation in Primary School Management, and the Partnership in Capacity building in Education (PACE) project. PACE was implemented in partnership with the Ministry of Education to pilot recommendations of the National Strategy and other watershed projects that contributed to an 18 to 32 percent rise in student understanding of marginalization relating to child labor, orphans and teen mothers in the Kasungu district with the aid of PCTFI. As important in the research is the noted prevalence of - but silence surrounding - the sexual exploitation of girls in schools. CARE Malawi's analysis from ongoing projects stresses the need to address policy and cultural issues in addition to the service delivery of prior approaches. The PCTFI Malawi experimental design develops teacher training with a particular focus on gendered, child-centered pedagogies aligned to improve quality and equity in schools. Given the common ground between the experimental designs in India and Malawi, a significant emphasis has been placed on cross-learning and sharing between these two Cohort Two teams.

{ The Advocacy Grants Program (AGP) }

The PCTFI AGP, launched in June 2008, provides a set of CARE country offices with opportunities to implement a community-driven, evidence-based advocacy initiative which addresses the most pressing issues facing marginalized girls through a two-year PCTFI grant. The Patsy Collins Trust Fund Initiative, along with the Basic and Girls' Education Unit at CARE address education as

a right, not a sector. The aim of the AGP is to advance girls' opportunities and pursuit of their rights by ensuring greater attainment of education. Advocacy initiatives focus on creating positive change through policy change, creation and/or implementation. All programs collectively will test the effectiveness of evidence-based advocacy as a critical element in attaining sustainable change in the lives of marginalized girls.

El Salvador: In El Salvador, AGP is supporting the scale-up a pilot effort undertaken by Las Dignas, an indigenous women's non-governmental organization (NGO). Since 1996, the group has been undertaking research and analysis around educational attainment. Its findings have revealed that the reasons girls drop out of school include lack of motivation for studying (one in three children); economic hardship (one in five children); and low academic performance (one in 10 children). Las Dignas' experience in five targeted pilot schools also suggests that these reasons mask deeply rooted gender bias that marginalizes girls in the educational system. Early pregnancy and teacher abuse are significant contributing factors affecting girls who drop out and are excluded from education.

CARE's *Teach Me with Equity* is a project of advocacy, networking and skills-building—in essence, working from the top down and the bottom up to ensure that the Law for the Teaching Profession is effectively implemented in El Salvador. To meet its aims, CARE and the Ministry of Education work together with and through five groups: local committees, teaching professions' councils, teaching professions' tribunal, women's organizations, and journalist associations. As a result of CARE's work, decision-makers developed effective practices for the application of administrative actions contemplated in the national legal framework, which will implement a network for the prevention of harassment and sexual abuse of children and adolescents. CARE is working with the National Directorate for Youth and the legal offices of the Ministry of Education (MINED) to publish and disseminate of a procedure guide, posters and informational documents that promote condemnation of harassment and abuse in schools. The procedure guide is designed to build leadership in children and adolescents so they may realize their rights and roles, and the responsibility of institutions to assure their safety and well-being. These tools will be incorporated in the curriculum of each school in the country.

Indonesia: In the provinces of Banten and West Java, CARE Indonesia is continuing to build momentum around eliminating child labor and promoting accessible basic education. The two-year program advocates with child domestic workers to ensure their right to a secure working environment, while holding policy makers

accountable for respecting children's rights – especially the right to a quality education.

CARE is working through established local NGO partners to increase public awareness and community participation to eliminate hazardous and exploitative child labor. The AGP works with, and advocates for local leaders to include sufficient budget allocations for education, and to implement a child labor monitoring system as part of the Government District Action Plans. Local messaging specifically targets households that are at risk due to poverty and/or family acceptance of child domestic labor.

Serbia: CARE has almost a decade of experience working with Roma NGOs and populations in Serbia to improve educational opportunities, public policies and gender equality. Although statistics are not readily available about the extent of discrimination Roma girls face, it is widely known that this group is chronically marginalized, particularly with regards to basic education opportunities. The Decade of the Roma was established, from 2005-2015, as an unprecedented political commitment by twelve countries to improve the socio-economic status, and social inclusion of the Roma population. Through the AGP, CARE is helping to strengthen the voice of local Roma and non-Roma partners and institutions in order to mobilize communities as part of the UN's decade of the Roma. CARE currently work with partners to bring its evidence and lessons to bear to improve girls' education enrollment, retention and attainment rates.

Through an innovative, and contextualized, forum theatre, Roma High School girls are trained in forum theatre techniques, and have participated in a series of performances across the country. These performances are used to raise awareness and the profile of young Roma girls, and the Roma population in general. Local and national stakeholders have engaged in the process, and CARE currently works with a lobby group which uses the experiences and statistics of the Roma population to influence local and national law makers. In addition, CARE works to help improve data collection processes to better tell the story of discrimination that will, in turn, help influence more effective national education policies.

Togo: Through previous programming in Togo, CARE has been a pioneering force leading efforts seeking the elimination of girls trafficked into hazardous and exploitative child labor in Togo. Through its anti-child labor programs, CARE has helped place child labor on the national agenda, culminating in the passing of a new law that strengthens the legal code for those found responsible for trafficking children. This issue holds significant importance for young Togolese girls. CARE has

also helped to strengthen civil society and community structures and their ability to recognize and take action against traffickers. This experience has underscored that poor educational quality is one of the greatest obstacles to retaining girls in school and keeping them out of the hands of traffickers.

As part of AGP, CARE Togo worked in partnership with other NGOs and media to advocate for better support and training of teachers, as well as greater community engagement in schools. Through the creation of mother's and child clubs, and in working with local partners, and following on the adoption of a law abolishing school fees, awareness-raising events were held across communities in the Mò plain, and 290 primary and secondary school drop-outs (girls), between 7 and 14 years, were reinserted in school.

South America Regional Program

A regional program innovation uniting CARE country offices in Bolivia, Ecuador and Peru is using the AGP to address context-specific issues facing marginalized girls. Each country office is focusing on the following:

- > Ecuador's efforts focus on increasing the enrollment and educational attainment of indigenous Afro-Ecuadorain and Hispanic children, especially girls, given the preponderance of poor education statistics and the failure to implement new laws focused on rural girls. This "Leading Together" Project, focused on the principles and strategies of policy advocacy to eliminate the worst forms of child labor, especially those performed by girls, from three basic perspectives: **1)** promoting inclusive, relevant and quality education; **2)** building the capacity of local governments and educational institutions; and **3)** participation in forums that contribute to local and national public policies.
- > Peru is focusing on the development of a social observatory monitoring system ensuring the effective implementation of a law concerning the Promotion of Education for Girls from Rural Areas. This initiative has strengthened the level of information, public awareness and commitment of key sectors to improving girls' education.
- > Bolivia is working to increase the capacity of local partners and the government at all levels, specifically the National Child Labor Eradication Board, regarding the quality of educational opportunities for child domestic workers. Bolivia is drawing on first-hand experience working with a variety of child laborers. These experiences and existing evidence are being used to influence a new education law in Bolivia.

OBJECTIVE {two}

Generate new knowledge and move knowledge to action:

By developing outlets to share PCTFI findings and processes internally and externally and developing channels for others to act on them, including an occasional paper series, documentation efforts, training modules and workshops.



INTRODUCTION

PCTFI seeks to increase the knowledge base and understanding on the causes of marginalization of girls, and to contribute understanding about and techniques for successful approaches to preventing or eradicating marginalization of girls in education and society. Recognizing, documenting and showcasing these efforts are critical for highlighting and promoting the experience of country offices, and are key to ensuring that the agenda of PCTFI is widely shared by the development education sector. Generating new knowledge and moving knowledge to action also helps to deepen CARE's credibility, and contributes to the knowledge from which CARE and other development practitioners can draw.

Under this objective, PCTFI has made two significant contributions to advancing CARE's work, which include an indicator framework, and a series of strategic studies on education and girls' marginalization across contexts. PCTFI efforts to track core indicators mark a holistic and innovative approach to measuring changes in girls' marginalization. The indicator framework, designed around four major outcomes including attainment, equality, quality and empowerment, is groundbreaking within the development education sector. Its longitudinal research-based design is rooted in hypotheses and questions that seek to uncover whether and what type of impact CARE's program interventions have and to cultivate evidence to support the hypotheses. The framework is grounded in leading global frameworks for educational quality, was reviewed and approved by Cohort One country offices, and was vetted through external experts. Its operationalization positions CARE to contribute to global dialogues about measuring multiple dimensions of quality across contexts, with a particular focus on the world's most marginalized girls. The framework has been shared in multiple venues with external organizations such as the US Department of Labor, the Basic Education Coalition, UNESCO, and the Comparative International Education Society, and has generated increasing external interest in CARE's education work.

Drawing on CARE's experience in inquiries of impact on women's empowerment, a set of strategic education studies aim to substantially improve internal learning about how CARE's programs have addressed educational outcomes and underlying causes of poverty for marginalized children. Three country offices were selected to participate in these studies: Peru, Ecuador and Kenya. The studies were intended to enhance CARE's ability to design, implement and evaluate programs that positively impact empowerment; enhance access to and completion of an education; increase the quality of education; and map interventions in relation to the underlying causes of poverty.

OBJECTIVE {two}

{ PCTFI's Common Indicator Framework }

Traditional measurement indicators for education programs generally focus exclusively on counting things such as enrollment, retention and completion as well as other quantitative measures, such as the number of textbooks or pencils per child. This approach leaves gaping holes in understanding the underlying causes of poverty and lack of education for children, particularly girls, in terms of quality, equality and empowerment. For example, what difference does it make if there is one textbook per child if the texts are under lock and key, or are not written in a language that the children understand? How would one ever know if a child's safety – either in school or in transit – was really the biggest impediment to staying in school? And what is the quality of education – what is learned that empowers a child throughout life in terms of future work, education, personal and family health and civic engagement?

PCTFI represents a departure from such traditional program approaches to education and development with its longitudinal research-based design, rooted in hypotheses and questions that seek to uncover the extent of impact its program interventions have and to cultivate evidence to support the hypotheses. Perhaps the most effective way to change the limitations of traditional quantitative donor indicators is to prove that a mixed approach – combining both quantitative and qualitative measures – offers a more accurate picture of success, impact and sustainability.

The PCTFI Common Indicator Framework assesses impact in four key areas in education for girls using the following related indicators:

1. **Attainment:** completion; persistence/retention; and achievement
2. **Equality:** educational opportunity; teacher's gender sensitivity; and educational equity and equality
3. **Quality:** suitable educational environment; relevant educational content; and girl/child centered processes
4. **Empowerment:** supportive strategic relationships; girls' agency; and structural environment for girls

These areas of emphasis align with CARE's vision, CARE's Unifying Framework for Poverty Eradication and Social Justice, the organizational focus on gender, rights and empowerment, as well as the strategy of the Basic and Girls' Education unit and the broader field of education and development. In addition, they also support leading global frameworks on educational quality and gender equality, and represent an innovative gendered, intergenerational, triangulated approach to measurement through both quantitative and qualitative methods. The common indicators were measured in different ways across Cohorts One and Two. Lessons learned will be utilized to explore and develop processes and tools for common measurement items and instruments across both Cohorts.



Strategic Studies on Girls' Education and Marginalization

In 2007 PCTFI funding enabled a set of strategic girls' education studies that were rolled out through Educational Regional Advisory Committees (ERACs) representing all regions of CARE. The studies benefited from CARE's previous knowledge and experience in measuring its impact on women's empowerment. Reframing the question of impact through the lens of education has helped to garner critical understanding of the success of CARE's programs and gaps that need to be addressed in the future.

Three countries were selected to participate in the PCTFI girls' education studies, each with different contextual environments – a refugee camp in Kenya, and rural villages with indigenous populations in Peru and Ecuador.¹¹ The countries began conducting their studies on existing or completed education programs, using the PCTFI Common Indicator Framework to examine whether CARE's education programs effectively reach marginalized children, particularly girls. As with findings from other components of PCTFI, findings from the girls' education studies have and will help refine both existing and future initiatives focused on increasing the impact on the quality of education and the empowerment of marginalized girls and boys. A presentation highlighting the findings from Peru and Ecuador was presented at a Basic Education Coalition (BEC) congressional briefing in January 2010.

AFRICA STUDY {Dadaab Refugee Camp in Kenya}



The Africa study was carried out in the Dadaab Refugee Camp in Kenya where CARE has been the education provider since 1991. In the camp, CARE supports 18 primary schools and three secondary schools enrolling 40,371 students. CARE is involved in every aspect of educational delivery in the camp, from teacher training to school management and governance. In Dadaab, the study looked at whether community involvement in school governance has an impact on core education outcomes and empowerment for girls.

A key finding of the study is that the completion rate for primary school is 48 percent with a large disparity between boys and girls – 28 percent for girls and 59 percent for boys. Through interviews, the study revealed that while female graduates were better able to express their rights and felt they had more choices, they did not necessarily have the channels to be able to fully reach their potential or achieve their rights. Interviews also revealed that while community members recognized the importance of education, which has translated into higher overall enrollment rates, such attitudes haven't necessarily resulted in girls' improved enrollment rate. As a result of the study, the Dadaab program has identified the need to focus its future interventions in the following areas: 1) quality in the classroom rather than administration; and 2) recruitment of more female teachers as role models for girls. Study results have been used to advocate with donors and government officials to allocate sufficient resources to refugee learners in Dadaab.

¹¹ A fourth country, Afghanistan, was originally selected, but was not able to participate in the study due to changing security situations.

LATIN AMERICA AND CARRIBEAN STUDY (LAC) {Peru and Ecuador}



Within the LAC region, the girls' education study took place in several similar projects in Ecuador and Peru. EDUCAVIDA, which has been operating in Ecuador for two years, and EDUBINA, which has been operating in Peru for four years, both focus on education for rural indigenous girls. Ecuador and Peru will examine the impact of their work on the school curriculum and teacher training to determine whether it has had an influence on attainment, quality, equality and the empowerment of children, especially girls. The study looks at which elements of community participation, teacher training or the curriculum have had the greatest impact.

The general objective of the bi-national study was to "increase understanding of the impact of the education programs carried out by CARE in Andean communities of Peru and rural highland communities of Ecuador with regards to quality, equality, achievement and empowerment of girls." The central question around which this reflection relates to the way in which community participation and teacher training and accompaniment efforts influence the attainment of educational achievement, quality, equality and empowerment for children and especially girls, in Peru and in Ecuador. The inquiry

considers the independent variables as community participation and teacher training and accompaniment; while the dependent variables are educational achievement, quality, equality and empowerment.

This inquiry process confirmed the importance of implementing educational strategies based on CARE's interventions, with the participation of community stakeholders, as well as educational authorities, with whom CARE has to make sure that the educational programs are relevant for the students.

This study identified a number of lessons that will be used and incorporated in future program planning:

- > Citizen participation is enhanced when it is linked to a social objective that is of shared interest.
- > Communities aware of gender equity and which have social oversight mechanisms are effective in guaranteeing girls' education.
- > In order to guarantee the education of girls, it is not enough to expand educational coverage; it is crucial to overcome stereotyped views of masculine and feminine roles.
- > Non-sexist symbolic practices contribute to equality
- > The involvement of local governments and social organizations in the education of their constituents is a mechanism that can foster the educational inclusion of girls.
- > Student governments and youth clubs are spaces that foster leadership development among boys, girls and adolescents
- > The political advocacy opportunities created for local, regional and national governments guarantee the sustainability of intercultural and inclusive initiatives
- > Revaluing the role of teachers can positively affect their professional work and help them to better understand the realities that girls face.
- > The change in attitude of teachers with regard to intercultural understanding and gender equity is reflected in school environments that foster the incorporation and retention of girls in the school system.

OBJECTIVE {three}

Deepen CARE's cross-sectoral knowledge and experience base:

To strengthen CARE's capacity to support and learn from high quality cross-sectoral innovations in girls' education that help CARE's goal of broader poverty eradication.



INTRODUCTION

One of the key elements of CARE's approach to education is an emphasis on cross-sectoral approaches, with an understanding that progress in many facets of a person's life can ultimately, help break the cycle of poverty. CARE recognizes its comparative advantage in the focus on the world's most marginalized populations that are traditionally not targeted by education programs. According to findings from PCTFI CO Situational Analyses, the main factors contributing to marginalization are physical and social isolation, high workloads, chronic insecurity, early motherhood and poor health status.¹²

Under Objective Three, PCTFI launched a new initiative at the nexus of HIV/AIDS and education that is in line with both the Millennium Development Goals and the Education For All goals. AIDS is now the leading cause of death in sub-Saharan Africa (worldwide, AIDS is the fourth leading cause of death.) Life expectancy at birth has plummeted in many African countries, wiping out the gains made since independence. The combination of high birth rates and high AIDS mortality among adults, including many parents, has meant that more than 90 percent of children who have been orphaned as a consequence of the HIV/AIDS epidemic are in this region.¹³

The Initiative documents success factors in two countries for cross-sectoral programming and corresponding impacts on girls' well-being and reduced vulnerability to HIV, as well as their attendance and performance in schools. Enhancing learning, knowledge and impact is integral to PCTFI's investment in forging stronger collaboration across sectors within a country office in support of a program approach. Additional efforts under Objective Three include futherung CARE's ability to think holistically about impact groups in its programs. For example, in Tanzania, PCTFI has supported the education team to bring multi-sectoral attention to addressing early pregnancy.

¹² Lewis, Maureen A., and Lockheed, Marlaine E., "Inexcusable Absence: Why 60 million girls still aren't in school and what to do about it", Center for Global Development, 2007.

¹³ USAID, *Leading the Way: USAID Responds to HIV/AIDS*, Washington, DC: The Synergy Project, 2001.

OBJECTIVE {three}

HIV/AIDS and Education Initiative

Rationale and Process

To better understand how education and HIV & AIDS programming can help improve the well-being of girls and their communities, CARE is piloting a three to four year cross-sectoral innovative intervention through the Patsy Collin's Trust Fund Initiative (PCTFI). The pilots were initiated in February 2008 in Burundi and Mozambique and are currently in the implementation stage, having undertaken a comprehensive situation analysis and baseline study on issues affecting the education of children affected and infected by HIV and AIDS. The pilots' objective is to promote access to quality and equitable education for orphans and vulnerable children (OVC), and especially marginalized girls (ages 6-17yrs) while mitigating the spread and impact of HIV and AIDS. The interventions aim at gathering information and creating a knowledge base on how to improve girls' education while reducing their vulnerability to HIV. The pilots are based on the premise that addressing HIV and AIDS through education is not an add-on activity but rather, an integral part of addressing educational quality and equality to facilitate the educational achievement of OVC. These pilots will be a carefully documented case study on how to effectively mainstream HIV and AIDS into an education program, in a manner that improves the attainment of quality education for girls affected and infected by HIV and AIDS by increasing attendance and performance in school; reduces their risks and vulnerability to the pandemic; and improves their well being. The overall goal of the pilot is in line with the Millennium Development Goals and Dakar Framework for Action (2000) to achieve universal primary education for all through the empowerment of women and young girls by integrating HIV/AIDS in the education sector.

CARE's approach to the HIV and Education pilots is based on the following four guiding principles:

1. Producing effective program results for marginalized girls and their communities. This includes testing innovative approaches for girls' education and empowerment, which ultimately reduce their vulnerability to HIV and increases their attendance and performance in schools;
2. Enhancing global knowledge by effectively documenting and sharing evidence on the implementation of an education and HIV/AIDS program that focuses on one of the following focal areas:
 - >> Removes the barriers to girls affected by HIV/AIDS in attaining a quality education
 - >> Ensures girls affected by HIV/AIDS attain a quality education within an enabling environment free from stigma and discrimination
 - >> Mitigates the impact of HIV/AIDS on the education system.
 - >> Helps to prevent the further spread of HIV/AIDS through education initiatives.
3. Advocating for broad-based change by using evidence from our program efforts to reach policy makers; and
4. Strengthening of existing initiatives in education to have a cross-sectoral focus that includes addressing gender, sexual and reproductive health, and the protection of children's rights.

The country offices' efforts are focused on supporting interventions with development partners to: increase access and quality of education for marginalized girls and help stop the spread of HIV/AIDS among them, while addressing stigma and discrimination; overcome the barriers to quality education for girls affected by HIV/AIDS; and mainstream HIV/AIDS programming into education initiatives to improve the well-being of girls and their communities.

Mozambique

The official HIV prevalence rate in Mozambique is 16 percent, with some areas experiencing HIV rates as high as 18 to 21 percent and is ranked among the top ten most HIV affected countries in the world. The most current data (2007) indicates that women in Mozambique are disproportionately affected by HIV with nearly 6 out of every 10 adults being women.¹⁴ Children and adolescents are particularly vulnerable to HIV and AIDS. In 2010, it is estimated that over 95,000 young people aged 15 to 19 are living with HIV in Mozambique. Girls and young women are more vulnerable to infection because they often lack the power to refuse unsafe sex, to choose their partners, to generally influence sexual behavior and are biologically more vulnerable to infection. Mozambique has also seen an increase in the number of children orphaned by HIV from 350,000 to 500,000 (a third of all orphans are AIDS orphans).¹⁵

With funding from the Canadian International Development Agency and collaboration with the Ministry of Education, CARE Mozambique has made inroads into promoting a better learning environment for children in areas with high numbers of OVC and in providing OVC with better access to health care, psychosocial support, parental guidance and economic strengthening.

¹⁴ Mozambique 2008 Progress Report for United Nations General Assembly Special Session on HIV/AIDS

¹⁵ UNICEF/MOZA06-00781/G.Pirozzi

CARE Mozambique's work has focused strongly on gender parity in enrollment and retention. CARE has witnessed the particular vulnerability of girls, and the added strain that HIV/AIDS exerts on them in the context of their poor families. Typically, a girl is pulled out of school before her brothers to assume household chores and care for her siblings and sick parents, only to be married off to an older man with the elusive expectation he will support her once her parents die. This leaves her with increasing vulnerability to HIV and STDs because as an OVC, she lacks guidance and knowledge to protect herself, negotiate for safer sex and or mechanisms that protect her from stigmatization. The program team works closely with other projects and sectors, including health and economic development, to strengthen CARE's overall response to the needs of OVC. Over the last two years, the team has completed activities including a situation analysis and baseline study, intervention design and the selection of intervention schools and communities in collaboration with the Ministry of Education.

Central to this effort has been the operationalization of the "Life Skills Basic Package" developed by the Ministry of Education and Culture, to address the HIV and AIDS issues in primary schools. This "Basic Package" focuses on empowering children to reduce their risks to HIV infection and become active participants in their communities

Burundi

CARE Burundi has accumulated a wealth of knowledge on orphans and vulnerable children, who number 237,000 in a population of 7 million. Since 2002, CARE has been addressing the interrelated issues of poor school governance, psychosocial trauma, sexual and gender based violence (SGBV) and discrimination of marginalized groups. In relationship to girls, its work has helped train teachers and parents to recognize traumatized children, including girls who have been raped as a result of war or are orphaned as a result of HIV/AIDS; it has also facilitated the introduction of sexual exploitation reporting structures and codes of conduct into schools. Among other efforts, CARE Burundi has supported the mainstreaming of HIV/AIDS into education with the Ministry of Education initiative "STOP AIDS Clubs" that have proven effective in reaching in- and out-of-school children.

The overall goal of the HIV and Education initiative in Burundi is to "mitigate the impact of & reduce the risk to HIV/AIDS for children between 6-17years through increasing their access to equitable education". The project is being implemented in the Gitega province located in the center of the country. Gitega is one of the most populous provinces of the country with about 700,000 inhabitants over an area of roughly 1979km² and with a high proportion of orphans and vulnerable children (findings from the project baseline reported 27% of school students involved in the investigation

were orphans). Similar to CARE Mozambique, CARE is working with local partners to facilitate, through a referral network, the provision of much needed care and support, food and health care to the most affected school-going children to reduce their risk of dropping out. Central to promoting educational access for the marginalized children is the focus on promoting a child-sensitive educational environment by reducing school related violence and sexual exploitation so as to ensure that the targeted schools are protective spaces where children can engage in learning freely.

In order to achieve its goal, the project has targeted the following specific objectives:

- 1: To mitigate the impact of HIV/AIDS on OVC, particularly girls
- 2: To increase access to education for OVC, particularly girls
- 3: To promote a child friendly & conducive learning environment for OVC, particularly girls
- 4: To improve the community response to OVC (especially girls) needs and aspiration

Facilitating the Shift to Programs

CARE Tanzania and LEADER

As described in previous sections, PCTFI's approach to working with country offices has been to ensure that a proper situational analysis is conducted that gives a strong sense of why girls are not realizing their full potential. This impact group focus and careful attention to capacity building, reflection and analysis has provided a strong basis upon which many country offices have moved their organizational shift from single donor funded projects to collections of projects that add up to a program for a specific impact population. PCTFI at many stages in its evolution has facilitated this shift by providing bridge funding to maintain project staff or continue activities of project from another donor, making important investments in country office staff to sharpen their analytical skills and abilities, and focusing on girls at the center of a long-term commitment. In addition, PCTFI staff have facilitated workshops to advance discussions of cross-sectoral linkages related to the needs and rights of girls as an impact group in Central America and Ethiopia. This experience has fed directly into CARE's thinking around the signature program, Power Within.

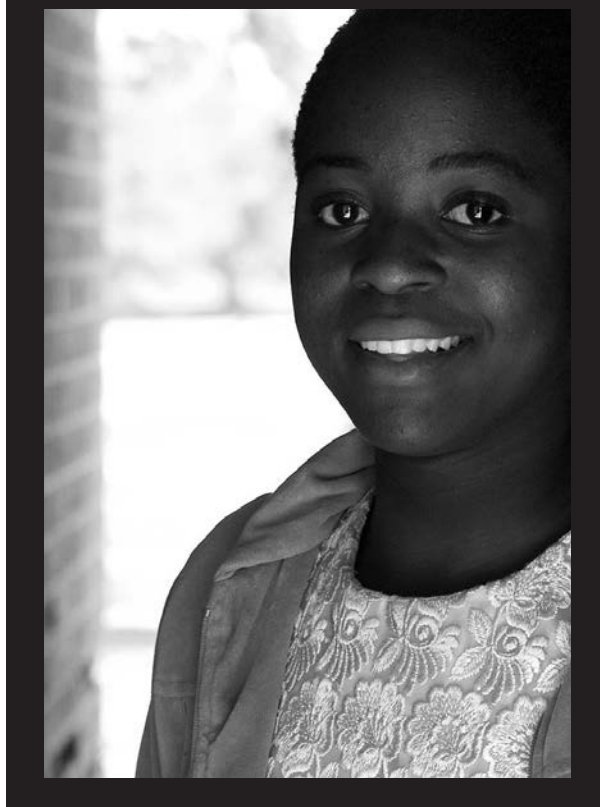
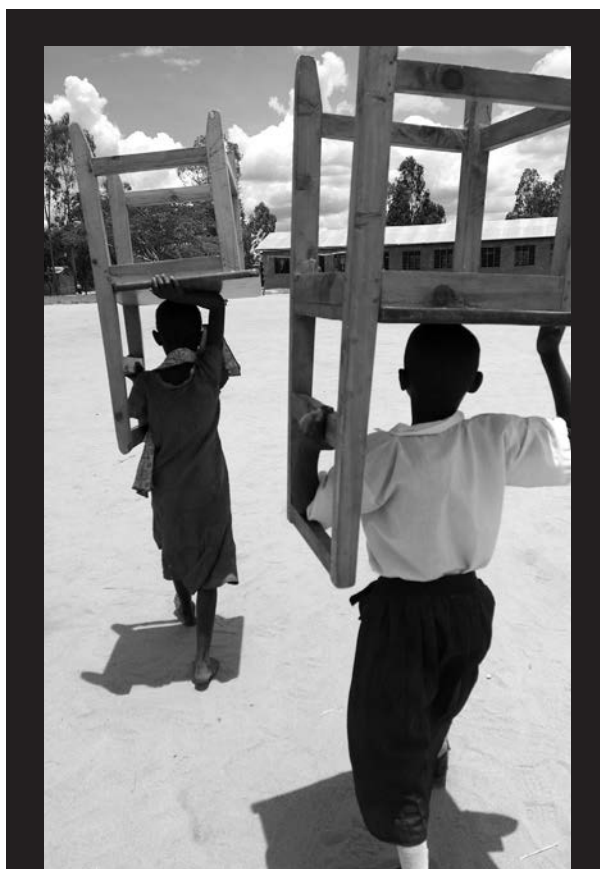
CARE Tanzania's experience illustrates the success – and the struggle – of using PCTFI funding to provide more focused attention to the impact group of girls. The Learning and Advocacy for Education Rights (LEADER) initiative takes a two-pronged approach to girls empowerment.

It facilitates awareness-raising, mentoring, social networks, and opportunities for girls to hold relevant education and community authorities accountable for their right to education. In addition, it seeks to leverage the influence of mothers and older women to become agents of society for removing barriers to girls' education, as an integral part of an active constituency base. This second component relies on the NORAD-funded Women and Girls Empowerment (WAGE) project promoting Village Savings & Loan (VS&L) groups to enhance women's status, build champions for girls, and reduce their risks. In reality, LEADER, is funded by multiple donors, building on the analysis made possible by PCTFI. PCTFI's reporting, funding, analysis, human resource expectations, and capacity building opportunities have all reinforced this joint project planning to think about a single goal for marginalized girls.

Multi-Sectoral Approach to Addressing Early Pregnancy in Tanzania

In June 2008, Cohort One countries participated in an experiential field visit to Kahama District in Tanzania. This visit, which involved some level of actual investigation and greater interaction with the beneficiaries, was designed to assist the PCTFI team in Tanzania in creatively addressing early pregnancy as an emerging issue uncovered during the Situation Analysis process. Tanzania's education practice/"policy" expels pregnant girls from school and does not allow them the possibility of re-entering. According to education statistics from the Ministry of Education and Vocational Training (June 2006), the rate of girls dropping out of primary education due to pregnancy increased from 5.2 percent to 6.2 percent between 2003 and 2005. As such, achievement of EFA 2015 will continually be elusive, especially among girls, and young mothers and their families will be further marginalized.

Discussions during the field visit indicated that students, parents and education officers at the district level were very supportive of introducing sexual and reproductive health (SRH) education in the school curriculum to reduce early pregnancies. CARE will draw on its work in education and SRH to develop an intervention addressing early pregnancy through awareness building, sex education and children's rights that includes teacher training. Additionally, CARE will actively work with locals and authorities, schools, communities and Ministries of Health to advocate for changes in the policies that prohibit the re-enrollment of pregnant girls and young mothers into schools, and those that seek to further marginalize such populations.



OBJECTIVE {four}

Strengthen CARE as a learning organization:

To create methods and practices that support synergy, among diverse CARE-supported innovations and between CARE and other international and national organizations.



INTRODUCTION

CARE is a learning universe with an abundance of field experience, staff competencies and knowledge residing in a vast network of partners on the ground. Opportunities for staff exchange between regions, programs and sectors have a multiplier effect on the learning CARE generates as an organization; the sharing of experiences invariably creates new insights and inquiries. Over the past two years, PCTFI has made it possible for education staff to tap the intellectual wealth within CARE's organizational boundaries and to share learning with others outside of CARE through incentives for staff to present their work externally.

Under Objective Four, PCTFI created scholarships that would promote joint learning, knowledge generation and exchange both internally and externally. The PCTFI Staff Exchange & Enhancement (SEE) Fund allowed country office staff to request a scholarship to participate in a training or exchange visit that would enhance their capacity to implement programming for marginalized girls. The Global Profile Program Fund gave staff the opportunity to present at international conferences or other fora that directly advanced the global reputation of CARE's education sector. In addition, PCTFI found creative, cost-effective ways to meet specific technical translation and interpretation needs while at the same time creating opportunities for particularly skilled CARE staff to have opportunities to apply their skills in other contexts.

As Country Offices continued to build their monitoring and evaluation systems and processes, PCTFI drafted and began to pilot Dialogues with Data: A Guide to Quantitative and Qualitative Data Management Analysis, which will be finalized and more broadly distributed during Fiscal Year 2011. An advocacy manual is also being developed for education staff and partners that will assist country offices in developing education advocacy strategies.

In addition to promoting learning among CARE staff, PCTFI supports efforts to influence external actors in the field of education. Based on PCTFI's indicator framework, CARE has begun to influence the way donors such as USAID conceptualize and measure learning outcomes.

OBJECTIVE {four}

{ Learning Opportunities for CARE Staff }

Scholarship Awards

The graph below summarizes the awards to CARE staff under the PCTFI Staff Exchange and Enhancement (SEE) Fund.

EVENT	PARTICIPATING COs	LEARNING OBJECTIVES	OUTCOMES
Field Visit to CARE In “A Learning Journey about Educational Quality” <i>December 2007</i>	CARE India CARE Afghanistan CARE Cambodia CARE Pakistan BGE Unit	To advance individual and institutional learning on educational quality through visits to Lucknoll Uttar Prades formal and non-formal school settings	A “Reflective Learning Series” document for interal and external audiences and a presentation an upcoming Global ERAC Workshop
Workshop on “Mainstreaming of HIV/AIDS into Education Programming” <i>Tanzania February 2008</i>	CARE Zambia CARE Democratic Republic of Congo CARE Tanzania	To increase staff capacity and partners in educational quality and mainstreaming HIV/AIDS in education using a case study from Tanzania.	A strategy for mainstreaming HIV/AIDS education in the Country Office; an action plan for capacity building of staff and partners; a sharing of lessons learned
Regional Capacity Building Workshop for Asia in “Use of INEE Minimum Standards” <i>Philippines April 2007</i>	CARE India	A training for trainers on various aspects and contexts on the use minimum standards of INEE	A training module and reference material and orientation sessions for CARE ANI team community resource personal and CO staff

Multiple scholarship awards were made under the Global Profile Program. These include: a CARE Mali staff member who presented the progress to date on the PCTFI initiative, Development Education for Girls’ Empowerment (DEGE), at the Canadian Evaluation Society annual conference in Quebec City in May 2008; a CARE Zambia staff member who presented at a World Forum conference on early childhood development; a CARE Nicaragua staff member who presented on behalf of the Primero Aprendo program at a child labor conference in Australia; and a CARE Afghanistan staff member who presented findings from the USAID funded PACE-A project at the Comparative and International Education Society annual conference. The exposure of CARE staff in these international forums not only provide immense staff professional development, but it also heightens CARE’s visibility and credibility in the education sector.

Education Staff Field Visit to Lucknow, Uttar Pradesh

Recipients of a PCTFI scholarship from CARE Afghanistan, CARE Cambodia, CARE Pakistan, the CARE India/Gujarat Team and BGE went on a ‘learning journey’ to Lucknow, Uttar Pradesh. The purpose of the field study was to “observe educational quality issues through a broader lens, share learnings, document findings and learn from the group’s joint experience.” It was an opportunity to link theory with practice and to understand how the five

dimensions of educational quality, the framework CARE adopted from UNICEF, are played out in non-formal and formal school settings. These dimensions are: **1)** what learners bring; **2)** environment; **3)** content; **4)** processes; and **5)** outcomes.

The non-formal schools visited are part of CARE India’s “Udaan” intensive accelerated learning program first launched in 1999. The program helps girls complete primary school within 11 months through innovative teaching styles that focus on equitable teacher-child relationships, interactive learning, confidence-building and practical knowledge. It employs a social learning curriculum that teaches girls about their responsibility and relationship to themselves, family, community and the environment. The program prepares girls to enter formal school and helps them to navigate their lives successfully. The group also visited several formal primary schools under CARE India’s School Improvement Framework, which have received improvements in school management, the school environment, teacher development, varied learning opportunities and community engagement.

Organizing their inquiry around each dimension of the educational quality framework, the participants spent a day observing and having discussions with teachers, students and community members, that concluded in their reflections as well as “tips and promising practices” at the end of each day.

As a result of the exchange visit, each country office, as well as the BGE unit, gained a common understanding of quality and equity. Additionally, country offices had an opportunity to put quality and equity into context within their country education programs.



{ Creative Translation and Interpretation Opportunities }

The global nature of CARE naturally requires services for language translation and interpretation between diverse languages in many situations and contexts on an ongoing basis. PCTFI is no exception, with Cohort One alone representing English, Spanish and French as the minimum set of working languages across the Cohort. The traditional approach to provide simultaneous language interpretation needs for critical meetings is to hire external professional language translators. PCTFI has piloted creative ways to meet specific simultaneous interpretation needs through the creation of opportunities for particularly skilled CARE staff across the globe to apply

their language skills in and gain invaluable exposure to other CARE contexts, all at a cost savings compared with the traditional approach. In this way, CARE and PCTFI resources are invested not only in meeting critical technical needs but at the same time investing in capacity building, experiential learning and talent management for CARE staff. Moreover, participating staff make a commitment to share learning from the content of the PCTFI meetings with their respective country offices, units and/or areas, enhancing organizational learning and knowledge sharing across countries and divisions in CARE. To date, nine CARE staff have participated in these efforts, representing education teams from Guatemala, Bolivia and Haiti, El Salvador; a non-education programming area from HQ; and CARE colleagues from Mali and HQ working in human resources and external relations.

Learning Resources

Perspectives: Using a Broad-Based Approach to Conduct a Comprehensive Situational Analysis

Following the experiences of Cohort One, a field guide for conducting a situational analysis was developed. *Perspectives: Using a Broad-Based Approach to Conduct a Comprehensive Situational Analysis* guides country offices in understanding who marginalized girls are, the characteristics of their surroundings, and existing opportunities, mechanisms and gaps to receiving quality education. The field guide has broader value for CARE in its stage of organizational learning. As CARE continues to pursue, with greater competency, its understanding of underlying causes of poverty and builds its programs on long-term impacts for specific marginalized population groups, the *Perspectives* guide will prove useful for the following reasons: a) it was designed for an inquiry on the marginalization of a target population (girls); b) it assumes a cross-sectoral, programmatic approach; and c) it is intended for long-term programming, as part of the shift from projects to programs currently underway in CARE.

Dialogues with Data

An outgrowth of the learning process for the situational analyses of Cohort One, PCTFI core staff drafted a field guide, *Dialogues with Data: A Guide to Quantitative and Qualitative Data Management Analysis*, that will be published in Fiscal Year 2011. The guide's purpose, expected to serve not only PCTFI cohorts but any program throughout CARE, is to make better use of data through good practices in collection, management and analysis.

Advocacy Manual for Education Staff and Partners

It is accepted wisdom in CARE's education work that systemic change is the aim of successful interventions. The challenge that every education program faces is creating the policy and institutional reforms that support replicable school-level success.¹⁶ Advocacy for policy reform and, as in any program, for positively influencing the behaviors and practices of decision makers and responsible actors, is instrumental to quality programming within CARE.

To this end, another core PCTFI resource that will be available in Fiscal Year 2011 is an advocacy training manual designed for CARE education staff and partners. The manual's purpose is to help CARE staff and partners design and implement an education advocacy strategy. Designed to be education-generic, advocacy topics and trainings included in the guide may be specialized and tailored to

be relevant in a number of contexts. This resource builds on CARE's *Advocacy Tools and Guidelines: Promoting Policy Change Manual (2001)*, making use of the original concepts and definitions in CARE's approach to advocacy.

Influencing External Actors

CARE is an active member in multiple education consortiums. In supporting CARE's presence and support of this membership, PCTFI has been influential in staffing BGE's analytical capacity. As a result, we have been able to participate in a wider variety of external for a, where PCTFI experience has been shared. An example of this can be seen through BGE's contribution to the Basic Education Coalition (BEC) in Washington, D.C. CARE is an active contributor to the BEC Evaluation Working Group that focuses on impact and impact measurement as a critical element of promoting basic education. When the USAID Education Sector Council asked the BEC to outline the issues in defining a learning outcome indicator and in measuring learning outcomes in USAID basic education programs, PCTFI played a supporting role in the development of a White Paper titled, "Measuring Learning Outcomes in USAID/USG-Supported Education Programs: BEC Evaluation Working Group Recommendations." Performance data from measuring learning outcomes will improve classroom instruction and thus learning, with the potential to improve policies that will have a sustainable impact on the education systems of the countries served by USAID projects. The paper also describes a process for monitoring and reporting on the impact indicator.

Cohort One's Exchange with Partners

PCTFI does not oversee a vast, complex array of partners, as most large programs might. Instead it expects participating country offices to build relationships and networks that enable their collaborative efforts for girls' education to flourish. The Honduras PCTFI innovation RENACER is a case in point. Roughly 67 percent of the resources needed in the first three years were contributed by (rather than paid out to) partners and collaborators – students and university teachers, technical staff of the Ministry of Education, municipality staff, staff from a community center for abused girls, and members of the La Cuesta community served by RENACER.

In Tanzania, plans are underway to establish partnerships with local actors that are not dependent on a sub-contracting mechanism. Negotiations are continuing with a private mining company to support LEADER's work as well as with the Financial Sector Deepening Trust of Tanzania for funding a strategic program, Scaling Up of Village Savings & Loan Services for the Rural Poor.

¹⁶ DeStefano, Joseph and Luis Crouch (September 2006). *Education Reform Support Today* USAID.

{PCTFI's Wider Reach}

PCTFI's Influence on CARE's Signature Programs

In Fiscal Year 2009, CARE launched its signature program the Power Within: Empowering Girls to Learn and Lead. The program aims to ensure that 10 million girls in 20 countries complete their primary school education able to exercise leadership in their communities. PW was developed to help girls fulfill the promise of an education – supporting them to gain the skills, confidence and social supports needed to help be forces of positive change in their worlds.

Power Within has benefited greatly from the resources and experience of the Patsy Collins Trust Fund. In addition to funding the first year operating budget of PW, PCTFI has provided critical insights into girls' empowerment and has allowed CARE to leverage strong partnerships and its global reputation as an innovator and champion of girls' education issues. In many ways, the three strategic directions of PCTFI—innovation, organizational learning, and coalition building—have laid the foundation upon which Power Within has been built. On the other hand, Power Within has complemented PCTFI by giving it another global vehicle for scaling up successful approaches and incubating the programs within which PCTFI can test innovation.

The direct contributions of PCTFI to PW have been substantial. For example, PCTFI has funded a lion's share of Power Within activities in five of the first six PW country offices (Central America, Malawi, Mali, India, Tanzania). PCTFI has also provided critical baseline and situational analysis data upon which these country offices have designed their long-term PW programs. Technical assistance and capacity building exercises funded by PCTFI are also benefiting PW by helping to upgrade skills of country office staff, assist with analysis of data, enhance monitoring of program information, and promote sharing of lessons. This same type of support is expected in other country offices as PW expands its reach in the coming years.

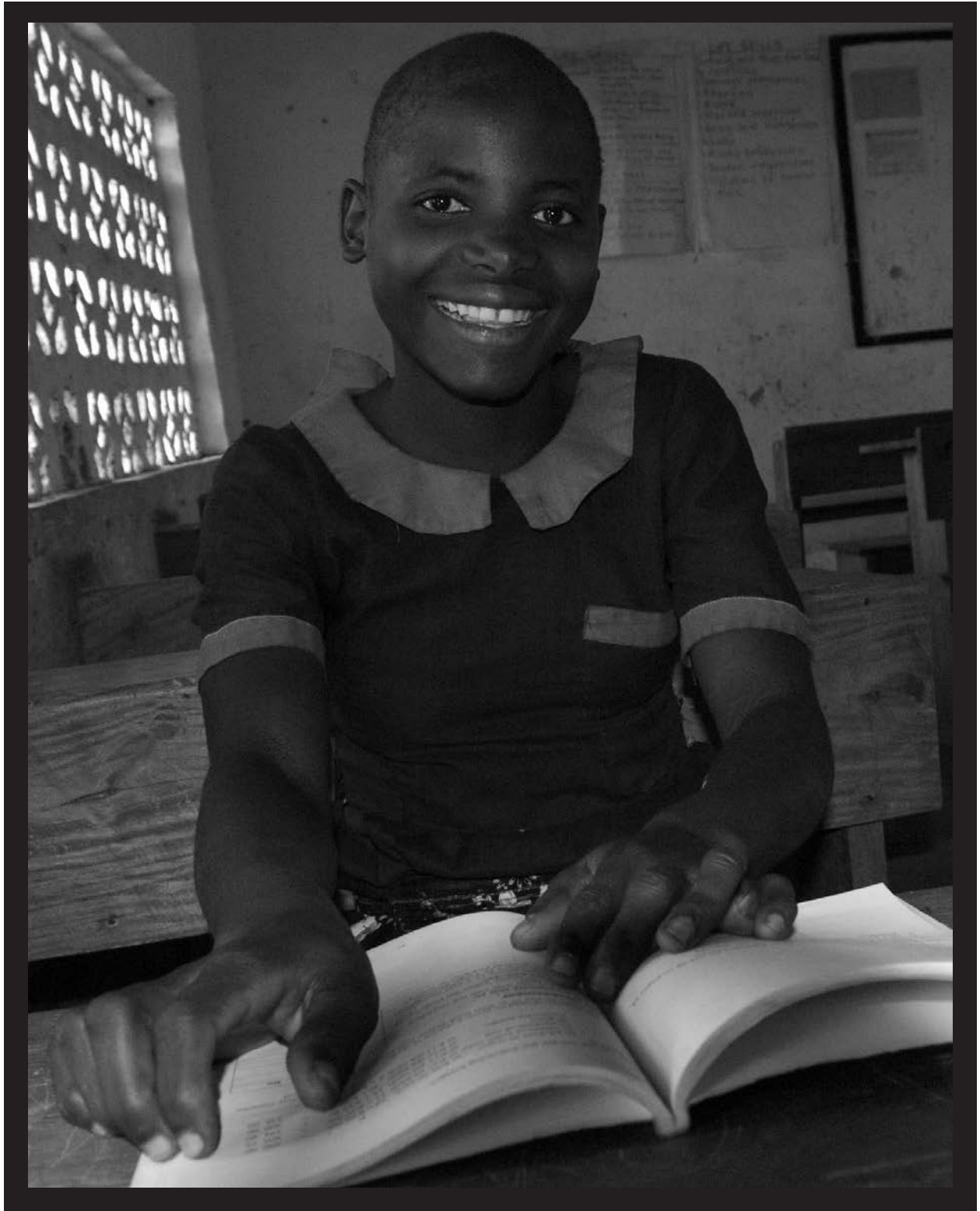
With PCTFI's emphasis on knowledge generation, the variety of tools, knowledge products and grant manage-

ment systems developed by PCTFI have prepared the BGE unit well to steward the development and implementation of PW's global reach. Staff training started under PCTFI five years before has deepened the analytical experience of education staff and challenged CARE as an organization to look at its girls' education programming with an eye to underlying causes of poverty and cross-sectoral interventions. PW's program framework is deeply influenced by this experience, putting girls' risk and vulnerability as central its work.

Partnerships developed through PCTFI have also been readily incorporated into PW. From country office relationships with local NGOs and governments to global relationships with UN agencies and the PCTFI research partner, PCTFI has quickly expanded the network of individuals and organizations who are working on Power Within. The long-term nature of PCTFI has been particularly useful in this respect. Outputs from PCTFI's research partnership have helped to lend tools, guidance and data to bear for the impact measurement system of Power Within.

Other organizational gains from PCTFI have also accelerated the implementation of Power Within. Because the global signature programs have at their center global influence and distinctiveness for CARE, PCTFI's work in building CARE's reputation in the girls' education and empowerment sphere has been invaluable. Along with the impressive body of field-based evidence that CARE has amassed through PCTFI, the profiling that PCTFI has allowed CARE to gain in places as diverse as the Clinton Global Initiative, the Comparative International Education Society Conference, Congressional briefings and UN working group meetings have helped build CARE's reputation and influence among peers and donors alike.

As PW enters into its expansion phase, PCTFI is a critical leg in its strategy to continually push for high quality programming, solid impact measurement and reflective, thoughtful practitioners.



OBJECTIVE { five }

Position CARE as a global partner and knowledge resource:

To create a framework of inter-project dialogue that enables CARE to advocate more effectively for girls and other marginalized populations.



INTRODUCTION

PCTFI emphasizes the importance of positioning CARE as a partner of choice in international education, as well as effectively advocating for girls' rights. A clear strategy with measured benchmarks and a thoughtful, evidenced-based advocacy platform is crucial to ensuring that all PCTFI activities are working toward this goal. Several achievements under this objective further CARE's position as an organization that advocates for girls and other marginalized populations, including a partnership with a university-based consortium to support action research; invitations to CARE as guest speakers or technical experts at multiple forums; participation in a major global initiative; and a visibility plan which includes a diverse set of activities such as co-sponsoring a workshop on girls' education with the Council of Women World Leaders.

The documentation of evidence in PCTFI is essential to its strategy. To ensure academic rigor and robust analysis, highly skilled professionals should be engaged to assist in framing, gathering and analyzing data. Following a competitive solicitation process and review of submissions from globally recognized organizations, the PCTFI team signed a 30-month research partnership agreement in May 2008 with the Minnesota International Development Consortium (MIDEC) to provide critical support in action research to the eight country offices of Cohorts One and Two. The partnership with MIDEC provides a cost-effective way for CARE to document and analyze CARE's PCTFI accomplishments, validate them externally, and share them with new audiences, as well as to build capacity of CARE as part of the PCTFI-MIDEC key objectives.

Part of the initiative's efforts to promote CARE's role as a leader in education within the development community is the development and promotion of a visibility plan. The visibility plan was developed on a three year basis and includes engagement in workshops, publications and research.

OBJECTIVE { five }

{ PCTFI Research Partnership }

The Minnesota International Development Consortium (MIDEC) is a public-private coalition anchored at the University of Minnesota. The team members who comprise the coalition offer decades of field experience, as well as support from the University's nationally-ranked programs in Comparative and International Development Education and Education Psychology. The coalition also includes the services of Miske Witt and Associates, a consulting firm that provides global support to development education efforts, including those of governments and Ministries of Education. MIDEC brings to the partnership strong intellectual leadership around girls' education and educational quality, as well as demonstrated skills in training, capacity building and participatory action research. Groundbreaking in its partnership with CARE-PCTFI, MIDEC is contributing a cost-share of more than 38 percent of the total (and 50 percent exclusive of direct travel). The partnership marks a shift from a relationship based on subcontracting to collaboration, both programmatically and in terms of contributing resources.

Specifically, MIDEC's role is to:

- > Advance research and maximize impact in both Cohorts One and Two to be leveraged broadly across CARE over time;
- > Provide vital technical guidance to BGE and the eight cohort COs, with attention to the Unifying Framework and underlying causes of poverty. A higher level of effort to Cohort Two is expected, owing to the experimental design component;
- > Provide input regarding the intersection of and synergies between PCTFI and other initiatives within the COs such as Signature Programs and Learning Laboratories;
- > Build and transfer capacity to COs ; and
- > Facilitate processes, analysis and learning rooted in the efforts of PCTFI COs in order to maximize the aggregate global knowledge and impact of PCTFI over the life of the fund.

This type of knowledge growth and production will not only foster stronger initiatives and produce vital organizational learning opportunities, but it will further solidify the positioning of CARE among the global intellectual leaders in education and development.

{ Participation in Key Forums and Global Initiatives }

Clinton Global Initiative

As part of the Clinton Global Initiative (CGI), which reflects President Clinton's belief that governments need collaboration from the private sector, non-governmental organizations, and other global leaders to effectively confront the world's most pressing problems, CARE launched the Innovations in Education for Marginalized Girls in October 2007. The goal of the commitment is to systemically address the underlying social, cultural, and economic barriers preventing girls from fulfilling their rights to quality education. The commitment involves \$12 million over 10 years in the Cohort Two countries: Bangladesh, Ghana, India and Malawi. The benefits for CARE include gaining widespread recognition for its programs in girls' education under PCTFI and exposure to a new set of donors.

Conference Presentations

At the 52nd UN Commission on the Status of Women in New York, held from February 25 to March 7 2008, CARE Tanzania staff presented the Learning and Advocacy for Education Rights (LEADER) Initiative which employs CARE's Unifying Framework for poverty reduction and improving social justice to address barriers for girls' education and development. Through PCTFI, LEADER has implemented and tested an innovative set of rights-based strategies to help vulnerable girls realize their rights to education and development through improved social support.

The visibility gained through PCTFI and CARE's work in girls' education has led to CARE staff invitations to the UN Expert Working Group on the Elimination of All Forms of Discrimination and Violence Against Girls, held in the fall of 2006 in preparation of the 2007 UN General Assembly meeting on the Commission on the Status of Women. In addition, CARE staff were invited as guest speakers on girls' education for conferences at Stanford University in the spring of 2008 and at several Coalition for Adolescent Girls' meetings.

In March 2006, CARE presented a first paper on "Longitudinal Research Approach to Impact Assessment of Education Innovations for Marginalized Girls Across Contexts" based on early PCTFI efforts at the Comparative

International Education Society Conference (CIES). In 2007, CARE presented three sessions at the annual CIES Conference including: “Challenges to Developing a Situational Analysis – The Context of Very Marginalized Girls in Education,” “Ethical Considerations in a Situational Analysis – Strategies for Marginalized Girls,” and “Child Participation and Tracking Common Indicators – Considerations for a Situational Analysis and Baseline.” All three 2007 presentations were based on the experiences of Cohort One under PCTFI.

Co-sponsoring the Experts Working Group Meeting with the Council of Women World Leaders

The BGE Unit co-sponsored with the Council of Women World Leaders (CWWL) the Girls’ Education Expert Working

Group Meeting, held in October of 2006 in Washington, DC. The Expert Working Group serves as a mechanism to provide technical guidance within the Council of Women World Leaders’ Girls Education Initiative. It is tasked specifically with informing and assisting Ministers of Education and national governments with the continued development of girls’ education internationally. Through periodic meetings, the Expert Working Group reinforces existing partnerships and forges new linkages between and within non-governmental organizations and private sector partners while working towards increasing gender parity and ensuring overall success in education.

The workshop included participants from international non-governmental organizations, multilateral institutions, governments, donors, corporations and universities.





**CARE Australia**

218 Northbourne Ave
Canberra ACT 2601
Australia
Tel.: (+612) 6279 0200
Fax: (+612) 6257 1938
www.careaustralia.org.au

CARE Nederland

Juffrouw Idastraat 11
2513 BE Den Haag
Netherlands
Tel.: (+31) 70 310 50 50
Fax: (+31) 70 356 07 53
www.carenederland.org

CARE Canada

Suite 200, 9 Gurdwara Road
Ottawa, ON, K2E 7X6
Canada
Tel.: (+1) 613 228 5600
Fax: (+1) 613 226 5777
www.care.ca

CARE Norge

Universitetsgt 12
0164 Oslo
Norway
Tel.: (+47) 22 992600
Fax: (+47) 22 992601
www.care.no

CARE Danmark

Nørrebrogade 68B
2200 Copenhagen
Danmark
Tel.: (+45) 35 200 100
Fax: (+45) 35 368 878
www.care.dk

CARE Österreich

Lange Gasse 30/4
1080 Wien
Austria
Tel.: (+43) 1 715 0 715-0
Fax: (+43) 1 715 0 715-12
www.care.at

CARE International Deutschland

Dreizehnmorgenweg 6
53175 Bonn
Deutschland
Tel.: (+49) 228 975630
Fax: (+49) 228 9756351/53
www.care.de

Raks Thai Foundation (CARE Thailand)

185-187 Phaholyothin Soi 11
Samsennai, Phayathia
Bangkok 10400
Thailand
Tel.: (+66) 02 279 5306-7
Fax: (+66) 02 271 4467
www.raksthai.org

CARE France

13 rue Georges Auric
75922 Paris Cedex 19
France
Tel.: (+33) 1 53 19 89 89
Fax: (+33) 1 53 19 89 90
www.carefrance.org

CARE International UK

10-13 Rushworth Street
London SE1 0RB
United Kingdom
Tel.: (+44) 207 934 9334
Fax: (+44) 207 934 9335
www.careinternational.org.uk

CARE International Japan

Sinya Bldg 2F
2-3-2 Zoushigaya
Toshima-Ku Tokyo 171-0032
Japan
Tel.: (+81) 3 5950 1335
Fax: (+81) 3 5950 1375
www.careintjp.org

CARE USA

151 Ellis Street
Atlanta, GA 30303
U.S.A.
Tel.: (+1) 404 681 2552
Fax: (+1) 404 589 2651
www.care.org