COMMUNITY ACTIVATION PROGRAM for EDUCATION

Developed by Educate Girls Globally, a public policy institute, the Community Activation Program for Education (CAPE) is an innovative, low cost model that resolves critical issues of primary education in developing countries. This model draws on lessons from successful programs working in Egypt, Pakistan and India.

An estimated 40 million girls in developing countries are not attending primary school. Education of girls is proven to have a highly positive impact on the girls’ lives and also society as a whole.

Educate a girl and she will...
• Earn 15% more income per year of schooling
• Have healthier and fewer children
• Educate her daughters and sons
• Be 3 times less likely to have HIV
• Marry 3 years later

Benefits to society …
• Increase in country’s GDP
• Slower population growth rates
• More highly educated and productive citizenry
• Decreases the spread of HIV
• Reduced use of health facilities

CAPE’s main objectives are to increase the number of girls enrolled and attending primary school, increase self-esteem in girl students, and improve learning for all students in CAPE schools. This innovative approach is a facilitated process involving all stakeholders: primary schools’ administration and teachers, local leaders, parents, students and local government. Working together, they determine priorities and connect with available local resources to achieve their goal.

Currently, EGG’s Indian affiliate is implementing CAPE across an entire district in northwest India serving more than 250,000 children and shows astounding results. Girls’ enrollment increased from 90% to 99%; girls’ attendance increased from 67% to 82%; and ability to read paragraphs in Hindi increased from 42% to 59%.

Global Partners is honored to be the first organization to receive authorization to replicate EGG’s CAPE model. GPFD plans to implement an initial project in 20 public primary schools using CAPE in Tanzania beginning in 2011. Our next steps will be to expand use of the model to reach thousands more girls across Tanzania.
Global Partners for Development, a California-registered non-profit organization, was founded with the vision of ending poverty. After 30 years, our vision of ending poverty continues.

Since its inception, Global Partners’ cornerstones have been partnership, community and sustainability. Working with communities in East Africa (Kenya, Tanzania and Uganda) since 1989, the organization has supported communities’ visions of what they needed to end the cycle of poverty in a manner respectful of the local society and traditions. Over almost 30 years, Global Partners has supported the provision of clean water, education, health and medical care and business opportunities for women. Yet a world without poverty remained far away.

In 2009, GPfD was affected by the downturn in the global economy, as were almost all non-profit organizations. GPfD tightened its structure to withstand the challenges of the new economy. During this time, we examined our operations. We started by questioning all our pre-existing operations and policies, asking what else we could have done and what greater goals could have been achieved. We looked at our projects, the successes and those that struggled, to identify the factors that accounted for the difference.

The UN Millennium Goals provided a fertile area for exploration, as deadlines for meeting the goals loom with many results still far out of reach. We asked why organizations with all the pieces in place, with all the tools available, were still missing the crucial item that kept them from total success. We solicited unbiased expert testimony from many sources. Based on extensive research into philanthropic models – both government and private, granting programs, and discussion with experts from various sectors – such as philanthropy, non-profit, and public policy, GPfD began formulating its direction for the future. This direction is not a departure from our original vision; rather it is honing the approach of our work toward that vision.

Providing cattle, clean water, medical clinics and other such basic necessities for an enhanced quality of life are not enough. They do not create sustainable social change in and of themselves. The one factor that our research continually pointed to as the best means of ending poverty is to educate girls. Educated women are the principal agents of social change in developing countries. For issues ranging from health to population and education to peace, educating women is the most powerful catalyst of change.

Educating Girls = Social Change
Powerful models exist for educating girls but the successes tend to reach small populations. To create social change (through educating girls), the educational systems of developing countries will need to be reformed. Hence, Global Partners’ focus for the future will be a country-wide, systemic reform within the educational systems of the countries in which we work. This will not happen overnight, or even in a few years. Only when the new generation of educated women take their place in society will the sweeping social changes occur which are necessary to break the cycle of poverty.
Global Partners is committed to utilizing the best practices available. We have identified an organization that has developed a model for girls’ education and has successfully scaled up to in government primary schools in India. Their scalable and sustainable model empowers and animates communities, teachers, girls, and even government bureaucrats to reform schools and make them girl friendly. Beginning with a pilot project in fifty schools over two years, the program expanded to 500 schools serving nearly 70,000 children and now will be adopted in all government schools in India.

GPfD plans to bring this model first to Tanzania. Of the three countries of East Africa in which we work, Tanzania has further to go to meet the UN Millennium goals of 100% education. Contact with government officials has been encouraging, as national, regional, and district level officials are very supportive of our plan. Our knowledge and contacts developed from over 20 years of work will facilitate introduction of the model and the ability to make any alterations specific to the needs of Tanzania.

Why Global Partners?
Global Partners’ approach to sustainable community development has been fueled by an unwavering focus on increasing standards, recruiting and training the best community leaders, and transforming communities while retaining a commitment to their traditional history. Global Partner’s progress has been built on local partnerships that have provided opportunities for meaningful change and a commitment to a vision of an improved future. The core of its support has come from loyal donors who subscribe to the vision of ending global poverty and who believe in their own abilities to bring this about. Their expression of confidence in the organization and their desire to work toward the goal of a better world has enabled Global Partners to continue and to expand its mission in East Africa.

Donor Dependency
Well-intentioned giving can be a disaster for the community that receives the support. Even in the best-intentioned situations, a community can perceive itself as dependent on the outside agency and unable to accomplish a project on its own. In the worst case scenario, Donor Dependency Syndrome can totally derail a community’s ability to organize and to act on its own, leaving it dependent on outside benefactors both for support and for solutions to problems. Community self-reliance has always been considered to be a good thing in that it promoted grass roots democracy, human rights, self development and human dignity. Given the global economic situation and donor burn-out, it is more important than ever that communities develop self-reliance because external governments, international agencies, foundations and nongovernmental organizations cannot continue to be the solution to developing countries’ poverty. Communities that do not learn to be more self-reliant will not develop; those that remain dependent on outside resources will eventually sink further into poverty and helplessness.

Community Activation
Any model that requires continual outside support is not sustainable and encourages donor dependency. The key to success is ownership by the community. Community activation is an approach that puts communities in the driver’s seat of development. Through engaging the whole community to work together toward a common vision, resources and leaders emerge, and community change unfolds. One of the most important development lessons
learned throughout the last two decades is that development cannot be imposed from the outside; it must be led from inside the community to be effective. The community must invest in the project, both financially and emotionally. The community must have ownership, which the community activation approach ensures.

Creating self-reliant communities through community activation is not just a mission for GPfD, it is our vision for the future. We envision accomplishing this in a responsible way that is more helpful than hurtful to communities, and provides more effective than reactive solutions. GPfD has been very fortunate over the years to have many loyal supporters that have supported our work towards the end of poverty. Global Partners is now on the leading edge of the trends in responsible philanthropy – leaving behind the belief that a gift (donation) in itself will create lasting change. We are stretching ourselves towards the bigger dream so as to not be needed anymore. GPfD has worked in many areas of development to make poverty a thing of the past. We believe that developing self-reliance through the social change created by educating girls will be the biggest impact of our philanthropic dollars ever.

THE CASE FOR EDUCATING GIRLS

Education is vital to ensuring a better quality of life for all children and a better world for all people. But if girls are left behind, those goals can never be achieved. Educating girls yields spectacular social benefits for the current generation and those to come. An educated girl tends to marry later, and have fewer and healthier children. Her children will be more likely to survive; they will be better nourished and better educated. She will be more productive at home and better paid in the workplace. She will be better able to protect herself against HIV/AIDS and to assume a more active role in social, economic and political decision-making throughout her life. The World Bank has recognized that there is no investment more effective for achieving development goals than educating girls.

Economic and Societal Benefits of Educating Girls

Hard facts prove that investing in girls’ education has a real impact on the economy of the entire country. The economic benefits of educating girls go far beyond the girls’ community or immediate family. A study by the World Bank in 100 developing countries showed that if the share of women with a secondary education is increased by just 1 per cent, the boost in per capita income growth is by .3 percentage points. Since the per capita income gain in developing countries seldom exceeds 3 percent a year, this is a dramatic improvement as a result of a fairly minimal change.

A 63-country study by the International Food Policy Research Institute (IFPRI) found that increased farm production as a result of female education accounted for 43% of the decline in malnutrition achieved between 1970 and 1995. Thus, if women farmers in Kenya had the same education and inputs as men farmers, crop yields could rise 22 percent. It is as simple as the ability to read seed packets. Women with the ability to read, write and calculate can take advantage of the materials and instruction made available through agricultural programs to improve crop yields, select better crops, and use techniques to reduce erosion and soil exhaustion.

Results of achieving an educated female population in a developing country include:
• Higher wages
• Faster economic growth (education leads to and does not just accompany economic growth)
• More productive farming
• Smaller healthier families
• Better educated employees
• Decreased violence

Educating Girls in East Africa

The United Nations Millennium Development Goals state that every boy and girl will receive a quality basic education by 2015. Despite government action, the adoption of free schooling and efforts by numerous non-profits and non-governmental organizations, the nations of East Africa are still far from reaching this goal. A quality basic education means more than counting student enrollment. Filling classrooms with students will not in and of itself produce the educational quality that the United Nations envisioned in setting this goal. The second problem is that girls are still not attending in numbers equivalent to attendance by boys. There are economic and social barriers affecting girls’ attendance that do not impact boys’ attendance. In addition, statistics indicate that when girls do attend school, they are frequently left behind by school systems that are geared toward boys. A recent study reported that 1 in 3 girls completing primary school cannot effectively read, write or do simple arithmetic. Moreover, empowerment of women comes from increased years of education – but also comes as women catch up with men in education even when the average level of education is quite low.

Proportion of girls aged 10-14 years with no education in East Africa, 2009

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Kenya</td>
<td>5%</td>
</tr>
<tr>
<td>Tanzania</td>
<td>11.9%</td>
</tr>
<tr>
<td>Uganda</td>
<td>4.1%</td>
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</tbody>
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Proportion of young women aged 20-24 years that have achieved at least secondary education in East Africa, 2009

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Kenya</td>
<td>33.4%</td>
</tr>
<tr>
<td>Tanzania</td>
<td>10.4%</td>
</tr>
<tr>
<td>Uganda</td>
<td>29.2%</td>
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</tbody>
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Though there is strong evidence of the unique and lasting benefits to educating girls, increases in girls’ education in the developing world continue to be minimal. Wide ranging economic and social barriers have to be overcome before universal education of girls will be possible. In most rural families, girls perform numerous household tasks and care for younger siblings as well as gathering wood and water and working to grow food. The time that a girl is in school subtracts dramatically from the hours that her family has access to her labor, which is perceived as a loss to the family. Couple this with tribal traditions of early marriage, which brings in cattle and wealth to the father, and which will be lost if a girl attends school. Add the cash outlay for a family to send a daughter to school, and it is not difficult to see why families perceive educating girls as an economic hardship.
Boys are expected to support the family economically, especially in the parents’ old age, so paying for the education of boys is an investment for the parents’ future. Traditionally, the value of girls is not in the amount of education she receives, so families do not invest in daughters’ education. Maintaining a distinct value for girls versus the value for boys will prove to be a self-fulfilling prophecy of reinforcing low rates of education among girls.

Other family objections involve the distance of the school from the girl’s home, safety issues, as well as concerns about what she is learning and who is teaching her. Families do not feel that they have any say in their daughter’s education and often have no appreciation of what she is being taught and its application and benefits to her future. It is clear that change must be created at the most basic level to create acceptance for educating girls.

GPfD Plan to Educate Girls in Tanzania: the EGG model

Educate Girls Globally (EGG)’s model was developed by drawing on lessons from successful programs working in tribal societies in Egypt, Pakistan, and India. EGG has implemented the model successfully in a variety of societies and political systems, including the extremely difficult male-dominated and tradition-oriented culture in the state of Rajasthan, India. We are confident that the model can be successfully introduced into Tanzania because the model was developed in very traditional and male-dominated regions of Egypt, Pakistan and India and the traditions of various tribes in Tanzania are similar to those of where the EGG model has been successfully implemented.

EGG’s model is a catalyst for change, utilizing proven principles of community organization that individual communities adapt to their particular circumstances. The result is strong community ownership of education, better functioning schools, more girls in school learning valuable information and skills, and—beyond schools—the capacity to initiate other projects benefiting schools and communities.

This program is not a recipe that can be implemented mechanically. Rather, the model facilitates empowerment of parents, teachers, children, and government bureaucrats to work together to improve schools and make them work for girls. This is where GPfD’s unique knowledge of and experience in Tanzania comes into play. Because we have worked with community leaders for over two decades, we have the background and skills to adapt the model to needs of Tanzania.

The model has these goals in Tanzania:

To educate girls, which is important to broaden participation and opportunities in society and also because educated women are the principal agents of social change for improvements in health, education, population control, economic growth, poverty reduction, and other economic and social objectives.

To empower communities to take “ownership” of government schools, giving them a place and a voice in the education of their children, and reducing alienation from government and “the system”;
To promote social change that moves people away from static, preconscious roles toward active, empowered relationships, in which people see each other as individuals, to whom they have connections and obligations. In these new relationships, people communicate across loyalties, and thus create the social basis for democracy and market economies.