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**USING INCENTIVES TO
IMPROVE GIRLS' PARTICIPATION
IN SCHOOL**

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I. Introduction

What Are Incentives?

Incentives—something used to modify the behavior of individuals or groups of individuals in the interest of achieving a particular goal (Chapman, Snyder, and Burchfield 1993)—have long been used in educational and other arenas to motivate people to achieve certain outcomes. An incentive is often a reward of some kind—something of value “that is given when the desired behavior is performed and/or withheld when it is not.” Reward-based incentives can take many forms, ranging from tangible items such as money or goods to nontangibles such as symbolic “bonuses” like stars, certificates, and points, special privileges, or public recognition (Kohn 1993). In the context of international education, the term incentive also is used to describe monetary or nonmonetary compensation that fulfills a need or minimizes a cost so that a desired educational goal can be achieved (Prather et al. 1996). Thus items such as scholarships, books, uniforms, and meals are often considered incentives and have been used separately or with other interventions to motivate parents and communities to send girls to school.

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Why Use Incentives?

Earlier approaches to improving girls' participation in primary education often involved increasing the educational supply—adapting policy to expand opportunities for girls to attend school, increasing the number of places for girls, and providing more teachers. Other approaches—including improving girls' classroom experiences and success, making the classroom environment safer and more appealing, and raising public awareness about the importance of girls' education—attempt to increase community demand for sending girls to school. These strategies often work.

But in situations where supply-side issues have been addressed and demand-side strategies are not achieving the desired results, incentives can provide an additional motivation to spur improvements in girls' educational participation. Research shows that incentives can have positive effects on enrollment and attendance and can have a sustained, and even an intergenerational, impact on participation (Prather et al. 1996; Johnson and Johnson 1988). Incentive programs are more likely to contribute to these successes, however, under certain conditions:

- the incentive is tailored to the cultural, economic, and professional conditions of the target audience (Chapman, Snyder, and Burchfield 1993);
- participatory strategies are part of the development process (Uganda Ministry of Education 1997);
- the incentive is one component of a “critical mass” of program elements for increasing girls' participation, including but not limited to activities that build parental acceptance of girls' education, and that provide interpersonal contact and meaningful parent/community involvement (Creative Associates International, Inc. 1994);
- males and females benefit (in order to avoid unnecessary misunderstandings, suspicion, and even sabotage) (Kasente 1997); and
- the political environment supports—through policy and open commitment by the leadership—girls' education (Prather et al. 1996).

What Types of Incentives Are Commonly Used?

Scholarships—financial aid or other monetary assistance—have been used to attract girls to school and/or keep them there. Scholarships have been offered effectively to cover tuition and other related costs such as registration, recreational, activity, and/or exam fees, books, and transportation costs (see separate article in this series on scholarships).

Nonscholarship incentives take many forms. School supplies such as bookbags and pencils have been used in El Salvador and are being proposed for use in Morocco. In Haiti, India, and Côte d'Ivoire food has been used to offset some or all of the costs for items such as fees, uniforms, supplies, and transportation that are associated with sending children to school. Food can be provided as meals for the students during the school day or as food supplements for the families whose children participate.

While these approaches can bring about results, they also present some challenges. Scholarships, food distribution, and other give-aways are often costly and dependent on outside funding and, therefore, hard to sustain or to expand to the wider community. Programs often disappear once the

funding ends (although the effects are sustained if a group of girls completes a primary school cycle). In addition, Kohn (1993a, 1993b) argues that extrinsic rewards buy only short-term results. To achieve lasting change, planners need strategies that address the reasons why a target group is not performing a desired behavior.

This paper highlights three nonscholarship incentive programs:

- PROESA, a program in Guatemala sponsored by CARE that provides economic incentives for women who want to save or earn money for their daughters' education;
- the Promotion of Girls' Education Scheme, a community-tailored financial award program in Uganda supported by the Uganda Ministry of Education and the U. S. Agency for International Development that links financial awards to documented improvements over the previous years and school plans for making further improvements to girls' participation; and
- *La Nueva Esperanza*, a supplies' give-away program in El Salvador initiated by a local women's organization to encourage girls' enrollment and persistence.

These efforts reflect the new thinking in development that promotes programs inspired from within rather than without, builds public awareness and commitment to girls' education, promotes local capacity and self sufficiency, and offers more possibilities for sustainability once funding ends.

II. Case Studies

A. PROESA Xtani' en Guatemala: Promocion Escolar de Niñas Rurales (PROESA) (Promoting School Attendance among Rural Girls)

In rural Guatemala, where until recently there has been little emphasis on girls receiving and completing primary education, approximately 60 percent of Guatemalan women cannot read or write, and only about one of every eight girls who begins first grade completes primary school. Population growth, which has contributed to a shortage of school places and teachers, the need for girls' domestic labor at home, and the direct costs of education combine to minimize girls' enrollment and successful completion.

CARE/Guatemala is addressing these issues through Promoting School Attendance among Rural Girls (PROESA), a pilot program that strives to increase access, retention, and promotion of rural girls in primary school through three interactive interventions. These interventions are promotional campaigns to educate rural communities about the benefits of girls' education; the building of parent-teacher associations and other educational fora in which girls' education can be promoted; and indirect economic incentives that can assist parents to keep their daughters in school. The incentive component builds on CARE's Village Banking Program, which provides loan funds to 8,200 Guatemalan women in 250 communities. PROESA is financed through funding from CARE and a donation from the Government of Japan (CARE/Guatemala 1998).

What Is PROESA's Incentive Program?

Under PROESA, three economic incentives are offered to the women in the community.

- **Competitive business loans.** Women, most of whom are already receiving loans or making deposits in the village banks, are given an opportunity to obtain loans and save money for their daughters' education by establishing an Educational Savings Group (ESG). Money for the loans is provided initially by CARE and later *by the women themselves as they repay outstanding loans and build the ESG account through individual deposits. These loans, which have interest rates comparable to those of the Village Banking Program, are available to support productive, income-generating activities so that women can pay girls' school fees in the future. Interest on each loan is due each month, with a final "balloon" payment due at the end of nine months.*
- **Income generation.** As a second incentive, the bank deposits .5 percent of the interest each loan recipient pays into the ESG savings account for use by the group.
- **Accumulated savings for girls' education.** Women are given the opportunity to deposit money into the ESG account, where each member has her own passbook and savings buildup. Parents can withdraw the money from the ESG account to pay school expenses for their daughters.

In exchange for these privileges, women sign a letter of agreement that they will keep their daughter(s) in school, repay each loan by the agreed-upon date, and withdraw savings only for educational expenses (Alexander 1998).

During the 2 1/2 years since its inception, six communities have established ESGs and related committees.

How Does PROESA's Incentive Program Work?

To begin the program, CARE field agents already working in village banking communities present the concept to the women and provide assistance to those who want to participate. The women organize themselves into a group, elect an executive committee, decide basic policies and procedures, and open an ESG account in their name. Once organized, the whole group meets together every two weeks to receive training, apply for loans, and make deposits into the account. These group sessions provide support and encourage saving.

The ESG also is encouraged to establish a relationship with the local school that the members' daughters attend. School administrators and leaders of the parent-teacher association are contacted in order to raise awareness about the importance of sending girls to school, learn more about the costs associated with school, and encourage the use of in-class and home-based activities to support girls' education. Because the PTAs generally include fathers, contact with this organization gives the ESG an opportunity to present these concepts to males in the community and solicit their support as well.

CARE provides external "seed money" in the form of one large loan, which is used to fund individual loans while the community builds its own deposits. Mothers then apply for the loans through the group. There is no restriction on the age of the participating women as long as they have a daughter. The group, with coaching, technical assistance, and management training from CARE, decides whether to approve a loan, administers the loans, and manages the repayment process. Participating women sign letters of agreement and receive passbooks. Each woman decides what type of productive activity to start, how much money to save for her daughter(s') education, and when she will deposit it. Although each woman signs for her loan, the ESG is responsible for repaying a loan should the mother default.

Implementation steps are summarized in Figure 1.

Figure 1
Implementing PROESA: Action Steps, Time Frame, and Responsible Parties

Action Steps	When	Who
Identify communities and explain program	Month 1	Ministry office; NGO field agents
Establish ESGs and sign agreements	Month 2	Participating village women
Provide training and technical oversight	Ongoing	NGO field agents
Open ESG account	Month 2	ESG committee with NGO support
Obtain loans for productive activities	Month 3 onward	Village women through ESG
Make interest payments	Monthly as available	Village women
Deposit money to ESG savings account	As available	Village women and NGO
Complete loan payment	Month 9	Village women
Withdraw saving funds and interest for girls' education	As needed for educational activities	Village women

Results

PROESA, through its ESGs, has issued almost \$20,000 in loans. Of that amount, no defaults have been reported. Women seem appreciative of this opportunity and work diligently to improve the possibilities for a more successful future for their daughters.

At the school level, the program also is seeing results. With PROESA XTANI', five of every eight girls participating in the program are completing primary school. This is in contrast to the nonparticipating control schools, where only two out of eight girls reach third grade, and only one out of eight girls reaches the sixth grade (CARE Guatemala 1998). The rate of girls' dropout also has improved since 1995 and currently is much lower than the rate of dropout in the control schools (see Figure 2).

PROESA is unique in that women who have already begun implementing credit-and-saving strategies to improve their families' economic circumstances and who realize the benefit that credit, income-generating opportunities, and saving have had on their lives are introduced to ways to create an even better future for their daughters. This process builds on the sense of self sufficiency, empowerment, and ownership that is fostered in the village banking program. The program also provides a

Figure 2
CARE Guatemala: Dropout Rates for Girls and Boys from PROESA (Promoting School Attendance Among Rural Girls) and Control Schools

Year	Project Schools		Control Schools	
	Girls Leaving	Boys Leaving	Girls Leaving	Boys Leaving
1995	6.6%	5.5%	10%	5%
1996	4.4%	5.6%	12.5%	10.5%
1997	4.4%	5.3%	10%	7%

Source: CARE/Guatemala: Promoción Escolar de Ninas Rurales, *PROESA Xtani*.

social outlet for the village women, whose domestic and agricultural duties often keep them at home. In addition to building self sufficiency, independence, and empowerment, the ESGs provide an incentive program that can be sustained. Once the savings group builds a reserve, a willingness to save, and the managerial expertise, village women can finance loans and disperse funds on their own.

Is PROESA Adaptable to Other Situations?

PROESA is not designed to be implemented by commercial banks that do not have the resources to organize communities, train them to earn money, and save on their own. This type of program is designed for isolated communities or villages where banking services are not available, but where development organizations are working and have the resources to communicate with individual families.

CARE also credits much of the success of the ESGs to the established presence and acceptance of the village banks and their staff’s knowledge of the methodology to work with local villagers to establish credit. Communities where this program might be implemented should first have an understanding of the basic concepts and have experienced firsthand that credit and savings work. Then they may be receptive to taking loans and making deposits into an educational savings program.

PROESA’s impact also may be linked to the input from the other interventions by which parents and schools are sensitized to the importance of girls’ education. Communities considering the adaptation of such a program should also consider whether these other types of interventions are being provided or can be initiated to support the program.

When these conditions exist, start up involves some basic elements. Operational staff include a program manager, who oversees program implementation, and field agents, who introduce the concepts to the local community and provide training and technical assistance to the participants. If the project is expanded to a wider region, regional coordinators may also be needed. Related costs include money for the initial loan and funds for administrative and logistical needs such as transportation and the development and dissemination of materials.

B. The Promotion of Girls' Education Scheme (Uganda)

The Government of Uganda currently is implementing a comprehensive reform of its primary education. The United States is supporting that effort through the USAID-funded Support for Uganda Primary Education Reform (SUPER) Project, which provides technical assistance through teacher training, curriculum revision, educational management training, community mobilization, incentive grants, and other improvements. One of the most innovative elements of this program is the development of a new and permanent delivery and support system, the Teacher Development and Management System (TDMS), which consistently reaches schools and classrooms. The project is designed to ensure Ugandan ownership when the activities end.

In 1994, USAID began funding the incentive scheme to improve education for various disadvantaged groups, including the handicapped, the poor, and girls. The first two cycles had limited success. Financial awards were distributed, but schools used the money for income-generating activities, investments, and school improvement schemes that resulted in little direct benefit to the targeted children, particularly girls (Uganda Ministry of Education 1997).

In April 1997, a group of about 20 stakeholders met for two days to redesign the existing incentive grants scheme (Uganda Ministry of Education 1997). Research papers on the strengths and weaknesses of the previous scheme and the barriers to girls' education were presented, and reform options were debated. This group developed basic parameters and a new approach for the program. The Promotion of Girls' Education Scheme resulted.

What Is the Promotion of Girls' Education Scheme?

The Promotion of Girls' Education (PGE) Scheme is a reward program designed to reduce girls' dropout rate and increase their performance and achievement in the upper primary grades. The scheme has several purposes:

- increase girls' persistence;
- improve girls' performance in primary schools;
- improve the learning environment in primary school, particularly for girls;
- involve parents and communities in efforts to improve girls' education; and
- encourage districts to support increased female participation in primary education and intake at the secondary level.

The program targets girls in government-aided primary schools (with the exception of private schools). The strategy for reducing dropouts is to carry a three-year cohort of girls in five of the country's most needy districts from P4 through P7. Schools that make improvements in girls' persistence and/or performance, as compared with their own persistence and performance rates during the previous year, are rewarded as long as funds allow. Persistence and performance awards are graduated, with one million Uganda shillings for the top 1/3 best performing schools, 750,000 Uganda shillings for the next highest 1/3 performing schools, and 500,000 Uganda shillings for the bottom third of the performing schools.¹ The schools use the awards to provide things that can further

¹ In March 1998, 1,150 Ugandan shillings equaled US\$1.

improve education for girls. In this way, those who are successful in improving the persistence or promotion of girls are rewarded with resources to do even more for the girls at the school.

Several activities contained in the community mobilization component of the SUPER project compliment the PGE Scheme. All are delivered through the direct work of the ministry-paid coordinating center tutors, who are the outreach workers of the reform and the critical element in the institutionalized delivery and support system.

How Does the Scheme Work?

Schools in participating districts are judged on three criteria: persistence, performance, and award reinvestments as described below.

Persistence: Attendance rates are the assessment measure. Recipients are selected based on attendance reports submitted to the district education officer by head teachers (Fisher 1997). A final percentage is calculated using the following formula:

$$\frac{\text{Number of girls in P5, March 1998}}{\text{Number of girls in P4, March 1997}} \times 100 = \% \text{ persistence}$$

If the percentage of persistence is equal for several schools, other factors, such as the proportion of the class that is girls and the location and circumstances of the school, are considered (Fisher 1997).

Performance: Uganda National Examinations Board (UNEB) scores on the Primary Leaving Exam at the end of P7 are used to determine award recipients. Improved performance is based on the improvement in each school as compared to its own performance during the previous two years.

Award Reinvestments: Winning schools are required to submit a proposal to explain how the award money will be used, how it will benefit girls in the community, how it will be sustained after the award is used, how it will be managed, and how it will benefit a number of recipients. A final proposal must be completed, endorsed by members of the award committee, reviewed by the subcounty and district offices, and approved by the national secretariat before the award money is presented (Fisher 1997).

The program, which is the responsibility of the Ministry of Education (MoE), is being implemented in five Ugandan districts that were selected based on statistics on girls' participation. This scheme is nearing the end of its first cycle, with awards scheduled to be presented at the end of the 1997/98 school year.

The time and resources of the national MoE secretariat, district- and school-level education officers, primary teacher college staff, local council members, SUPER project staff, and the TDMS' coordinating center tutors are used to implement and manage the scheme. A national task force plans and oversees the effort. The national secretariat, through its incentive grants scheme coordinator and the SUPER project staff assigned to this effort, announces the program and trains district education officers and primary teacher college heads on the importance of girls' education and the scheme's implementation. Primary teacher college staff inform local schools about the program.

Coordinating center tutors monitor progress and provide assistance. District education officers collect attendance data and submit names of schools for consideration. The national secretariat analyzes the data, selects awardees, and distributes the funds. A complete list of implementation steps is provided in Figure 3.

Figure 3
Implementing the Promotion of Girls' Education Incentive Scheme: Action Steps, Time Frame, and Responsible Parties

Action Steps	When	Who
Establish stakeholder task force	Months 1 and 2	National secretariat and sponsoring organization
Identify districts and areas where girls' persistence and performance need improvement	Months 3 and 4	National secretariat and sponsoring organization
Plan and hold district and subcounty orientation and training workshops	Months 3-4	National secretariat and sponsoring organization
Register with district education offices (DEO) for program participation	Months 3-4	Head teachers of schools
Submit attendance reports to DEO	Months 5-8	Head teachers
Visit districts and local areas to monitor and provide assistance	Months 5-8	National secretariat, coordinating center tutors
Submit and obtain data on persistence and performance	Month 9	Individual schools, district education office, national secretariat
Select awardees and determine numbers and amounts of awards	Month 10	National secretariat and national task force
Announce and recognize awardees	Month 11	National secretariat and national task force
Complete and submit final proposals to the subcounty office	Months 11-12	Head principals of award-winning schools
Collect and submit completed proposals to district education officers	Month 12	Subcounty chairpersons
Compile and submit proposals to the national secretariat	Month 12	District education officers
Review and approve final proposals	Month 12	National secretariat and national task force
Present financial awards to school representatives	Month 13	National secretariat
Monitor and document use of the award and report that use to the national secretariat.	Month 13+	District and subcounty level education officers; coordinating center tutors

Results

All of the districts that participated in the orientation/training sessions are collecting data from which award-winning schools will be identified. It is anticipated that 40-50 schools in each district will receive awards (Kromer 1998). Because the first cycle under the new guidelines has not yet been completed, no results concerning improvements in persistence or performance are yet available. It is hoped that improvements in girls' participation will be higher than those under the original scheme for several reasons: 1) stakeholders were more involved in the program planning; 2) district and local education officers, who are known quantities to the communities, are involved in introducing the program and collecting the data for the participants; 3) through the orientation workshops and related community mobilization activities, stakeholders and potential participants are given more information about the importance of girls' education; 4) trained coordinating center tutors who are located near the schools monitor progress and provide advice to the schools; and 5) the awards are linked more closely with the desired outcomes—girls' performance and persistence.

Is the PGE Scheme Adaptable?

The PGE scheme is designed for use with an established system by which information can be disseminated systematically and uniformly to the communities, activities can be monitored, and data can be submitted. The program also requires the availability of and access to accurate enrollment, attendance, and performance data so that awardees can be selected objectively.

Staffing needed for this effort includes a ministry position in the central office (preferably someone in girls' education, gender issues, primary education) to coordinate efforts, train district-level personnel, and monitor and support the field activity and a field-based professional to monitor activities at the community level. A part-time clerical position is needed to assist in preparing and producing training materials, proposal application forms, and other materials.

In addition to staffing, the primary expense for this scheme is the cost of the awards. The amount allotted for the first year of implementation, to cover about 50 schools in five districts, is \$250,000. Other resources are used to cover costs of local transportation and per diem for orientation/training sessions and follow-up visits, informational materials, certificates, and awards ceremonies.

C. La Nueva Esperanza: A Volunteer Group Uses Incentives for Improved Enrollment and Retention of Girls in El Salvador

Incentive programs to support girls' education can be a suitable project for community councils or for volunteer groups interested in an activity that is charitable, but supports development. In El Salvador an incentive program for girls developed in the context of an organization that ran a part-time, week-end training program for rural women. The women's organization, *La Nueva Esperanza* (New Hope), to reflect the hope for a better life after El Salvador's civil war, was founded by a volunteer group with goals of learning and empowerment for rural women.

La Nueva Esperanza began as a part-time program to provide women with income-producing skills such as sewing and embroidery. It quickly turned into a multigenerational organization, however, when members began to bring their daughters or granddaughters—girls between ages 10 and 16—to classes. The need for outside stimulation for girls and women was acute, and membership grew rapidly. Less than a year after the group's founding, at the beginning of the academic year, the

volunteers became aware that almost a dozen of the girls were not planning to attend school. The volunteers offered the out-of-school girls basic school supplies and a uniform if they would enroll. Four girls—two who had never attended school and two who had attended, but dropped out—accepted. The two illiterate girls successfully completed that year (and the following year) in an accelerated, weekend program. With an investment of approximately \$30 per year per girl, these girls completed the equivalent of fourth grade and became literate. Although the other two girls did not finish the year, the volunteers considered the activity a success and expanded the program.

How Did the Incentive Program Work?

After trying several alternatives, guidelines for the package of school supplies were established as follows:

Eligibility: Only girls who were members of the organization or children or grandchildren of members were eligible for packages. The packages, distributed the first week of school, were a benefit of participation in the training program. To be eligible a girl or woman had to be a member in good standing, defined as attending 75 percent of the meetings. Both male and female children or grandchildren of members were eligible. Girls could not enroll their siblings (although in some extreme cases exceptions were made).

Cost: The value of the package was established at \$3, which the volunteer organization contributed. The cost was set at \$3 for several reasons. The package was to be an incentive, a motivation for enrolling and staying in school. The intent was not to assume the cost of all school expenses, but rather to give the minimum supplies to girls who would stay home for lack of materials and to give something extra to girls planning to attend school, but with limited supplies. Three dollars could purchase sufficient materials to motivate a child to begin school (for example, two pencils, a pencil sharpener, a box of colored pencils, and three small notebooks) in El Salvador at the time (1995-97). A second reason for limiting the cost to \$3 was that the volunteer organization was confident that it could sustain this level of contribution for the 120 children over several years.

Responsibility: The elected board of *La Nueva Esperanza* (not the volunteers) was responsible for selecting the materials to be bought for each grade level (not to exceed \$3). The board was also responsible for purchasing, packaging, and distributing the materials.

What Were the Results?

Although anecdotal, the results of the program are positive. Among the initial members of *La Nueva Esperanza*, only one member had studied beyond fourth grade. After three years of the program, all school-age members were in school, most girls were completing sixth grade, and many were going to middle school.

Although the results look promising, it is not possible to attribute success to this single activity. The girls in the incentive program also benefitted from:

- a special needs program that reduced other obstacles to schooling, such as lack of a birth certificate or shoes;
- ceremonies to celebrate the beginning and end of the school year; and

Figure 4

Implementing the La Nueva Esperanza School Supplies Program: Action Steps, Time Frame, and Responsible Parties

Action Steps	When	Who
Identify program goals, scope, and partners	When the program is established	Charitable or community group
Establish criteria for individual eligibility in collaboration with the beneficiary group	With sufficient anticipation to manage this conflictual topic	Charitable and/or community group
Determine what supplies are appropriate using a participatory process. Choose standard supplies that do not require waiting for teacher lists. Calculate the number of items needed.	Last month of school (when it is easier to organize meetings than during the vacation)	Charitable and/or community group
Purchase supplies	One week before school starts (or sooner if materials can be bought at a lower price in advance)	Community group
Distribute supplies	First week of school year	Community group
Follow up the beneficiaries to measure the success of the program.	At the end of each marking period if possible	Community group

- an awards program of recognition and small prizes for high achievement and mentoring through regular contact with women who were interested in their continuing education.

In addition, a national educational reform was concurrently in progress. Nevertheless, the anecdotal evidence suggests that the supplies' program was an important element in getting unschooled girls from *La Nueva Esperanza* into school and keeping them there.

Can La Nueva Esperanza be Adapted?

A community organization can implement a school supplies' program, as can a charitable organization through a community partner. When a program is sponsored by an outside group, as much as possible, responsibility for implementation should be with the community partner organization. For example, in *La Nueva Esperanza*, the volunteer organization had a long-term relationship with the group of rural women through the training program and designed the program so that the women

would take the lead in the selection and distribution of the supplies. Because of this relationship, the volunteers may also have established a level of trust and experienced sufficient success with the training program so that the women would be likely to accept their advice about sending their girls to school.

Although an ongoing relationship such as this is advantageous, it is not necessary for an incentive program. A charitable organization could establish a short-term contact with a school or a school council to create an incentive program. Or a school council, even with limited funds, could provide incentives to serve the most needy in the school or to reinforce the achievement of those already enrolled. In these cases, however, the group should be providing follow-up activities that reinforce the behaviors that are being encouraged—in this case, sending girls to school.

An organization can design an incentive program to fit the funds available. Incentives can be given only to the most needy children, or a low-cost incentive can be used for a larger group of children. Even a shiny new pencil can be a prized and motivational possession for a child who rarely has one.

III. Conclusion

Incentive programs to encourage girls' participation in school are incorporating concepts now associated with development program success: local ownership through participation of the beneficiaries; capacity building, that prepares local residents to assume responsibility for program management; and sustainability, to ensure that a program will continue to have an impact once funding has ended. Research on incentives also suggests that increased awareness about the issues being promoted, interpersonal contact, and the inclusion of incentives as one of several interventions help improve the probability for success and lasting change. Many of these elements are evident in the programs presented in this paper.

In each of these programs, planners recognized the need to include the beneficiaries as partners and involve them in planning and implementation. Programs provide technical assistance in launching and managing the activities but leave the responsibility to the people themselves. Local residents are supported as they learn and grow.

All of the programs combine the use of incentives with activities that increase parental and community awareness of the importance of girls' education. Whether through promotional campaigns, contact with parent-teacher associations or the schools, or orientation meetings with district and local education officers, knowledge of the benefits to girls' education, the barriers that hinder involvement, and the need for innovative strategies is communicated. Initial contact and follow-up support are provided through field workers in PROESA, cooperating center tutors in the PGE scheme in Uganda, and program volunteers in El Salvador.

PROESA and the PGE Scheme both address the issue of sustainability, although in different ways. The ESG prepares women to generate funds that can be used not just to pay fees for their daughters but also to fund loans for other women in the community. In addition to the funds, this process gives women a sense of empowerment and control in attaining the resources they need to be successful. The PGE Scheme in Uganda helps ensure sustainability through regular monitoring and assistance by a locally assigned, permanent staff member and by requiring that the financial award be "reinvested" to improve girls' education further.

While the programs are likely to reward girls' attendance and persistence, changes in performance may require additional interventions. Elements to ensure girls' participation and success in the classroom include such things as a learner-centered, gender-sensitive curriculum, trained teachers, role models, and an appropriate environment (American Association of University Women 1997; O'Gara 1997; Kohn 1993b). The PGE addressed these elements somewhat by offering awards to schools that show increases in girls' performance. Further exploration of the use of incentives for teachers and schools may reveal additional strategies for helping girls in school achieve.

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This document, which is one of a series of publications commissioned by AAUW concerning what girls experience in school, is the organization's first comprehensive review of approaches that foster girls' achievement and healthy development. *Growing Smart* presents ideas that school and community leaders, parents and students, and changemakers can use to improve girls' performance in school.

CARE/Guatemala. 1998. "*Promoción Escolar de Niñas Rurales: Proesa Xtani*."

This document summarizes the status of female literacy and the need for girls' education in Guatemala and then presents key elements of the PROESA intervention program. Prepared in Spanish.

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In this article the authors first define incentives and explain the purpose of an incentive system in linking incentives with target behaviors. They then discuss the relationship between teacher incentives, instructional practices, and career satisfaction in Botswana.

Creative Associates International, Inc. 1994. "Educating Girls: Investing in Development." Washington, D.C.

This booklet begins with a summary of the benefits of girls' education to health and nutrition, population and family planning, the economy, intergenerational education, and development sustainability. It then presents issues to consider when assessing the status of girls' education and several strategies for improving girls' enrollment and retention.

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This document is the final report for a three-month consultancy to help launch the Promotion of Girls' Education Scheme. The report includes the format for the scheme, a summary of the district orientation workshops, and the criteria for the persistence and performance awards to be presented at the end of the school year. The appendices include monitoring forms and applications, a checklist of roles and responsibilities, a data-collection guide, and details for computing persistence and performance rates.

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This report summarizes field research in Uganda during 1992 on incentives needed to retain primary school teachers and to encourage persistence of students, especially girls, through primary school. Recommendations on how incentives and other strategies should be used to improve teacher and student persistence are provided.

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This document is the work program package for the planning workshop where the Promotion of Girls’ Education (PGE) Scheme in Uganda was designed. Appendices include background documents on the history of the previous incentive grants program and research on girls’ dropout, performance criteria for the persistence and performance awards, personnel needed to implement the PGE scheme, and a preliminary proposal form for communities to use in applying for funds.

This document is one of a series in the Portfolio of Possibilities for Girls’ Education. *The first six papers in the portfolio, coordinated by Archer Heinzen, Ph.D., are being published on the occasion of the International Conference on Girls’ Education in May 1998. They are:*

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- A Media Intervention Model for Girls’ Education
- Mentoring Programs: An Approach to Improving Girls’ Participation in Education
- Improving the Physical Environment in Support of Girls’ Education
- Using Incentives to Improve Girls’ Participation in School

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