Karen Tietjen

strategies for advancing girls' education
SAGE

multisectoral support of

Basic & Girls' Education

SAGE technical report no. 2

Multisectoral Support of Basic and Girls' Education

Karen Tietjen

October 2000

Produced by the Strategies for Advancing Girls Education (SAGE) project
Academy for Educational Development
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009-5721 U.S.A.

Funded under the G/WID WIDTech Activity
with Development Alternatives, Inc.
USAID contract no. FAO-0100-Q-6006-00.

Contents

Annexes (tables)

Acknowledgments

The author would like to acknowledge the contributions of and express appreciation to the many people who assisted with this study. First among them is Mona Grieser (Global Vision) who researched and prepared the initial draft for the study of the media sector (Chapter 4) under a tight timeline. Nora Kruk, SAGE project assistant, conducted interviews with projects in Peru, Morocco, Guinea, and Mali to obtain additional information for this chapter, and was responsible for formatting and producing the various drafts of the study. Georgia Greene, SAGE project assistant, initiated research on the business and religious sectors. Sarah Porter (DevTech) located information on various Islamic associations. Kaaren Christopherson (AED) was very helpful in obtaining background material not readily accessible to the author. Melanie Bush, SAGE project associate, provided able guidance on Internet search techniques and helped meet several production deadlines. As can be seen by the long bibliography, recognition is also due to the many people too numerous to mention by name here who responded to requests for additional information about their education support activities. Neeta Datt assisted with the layout. Romina Espinoza designed the cover illustration. John Engels, SAGE project editor, was responsible for final editing, layout, and production.

Several people provided guidance and feedback on the various drafts of the study and their suggestions have been incorporated. The author thanks Susie Clay (USAID), Jo Lesser (DevTech), and John Hatch (DevTech) for their thoughtful comments and recommendations.

At every stage during the research, analysis and writing, May Rihani, SAGE project director, served as a ready listener and collaborator, who carefully read drafts of each chapter as they evolved and provided feedback and encouragement as the author grappled with the sometimes intractable data.

Executive summary

At the same time girls' education emerged as a priority on donor and developing country agendas, both donor funding and government expenditures on social services plummeted, reducing the resources available to meet the educational needs of burgeoning school-age populations. It is clear that public funding for education alone cannot meet the need for universal quality basic education. The private sector must play a role in defining the education sector's problems, crafting solutions, and assisting in their implementation. Indeed, since many of the constraints to girls' education are found outside the education system and are beyond the reach of ministries of education, it is particularly appropriate that they be targeted by the private sector and civil society. However, it is also clear that the private sector is not the sole solution to financing gaps, nor can it take over state provision of education. Rather, multisectoral support and strategic intersectoral partnerships uniting government, business, and civil society in strategic alliances can muster the resources and capacity to strengthen national education systems.

This study provides an overview of how and to what extent over the past ten years the business, religious, and media sectors have supported girls' education in developing countries. The study provides a foundation for understanding these sectors' roles in and potential for supporting girls' education activities in poor countries. While the primary focus is on girls' basic education, the study also looks at basic education for all children and vocational training for girls' and women. It is organized into five chapters: an introduction, a chapter devoted to each sector, and conclusions. The three chapters devoted to examining the business, religious, and media sectors include a review of the sector's role in supporting basic and girls' education historically and/or in the United States, sectoral organization and players, motivations and rationale for supporting education, beneficiaries, types of activities supported, implementation and funding, sector relation to government, and constraints and challenges associated with the sector's support of girls' education. The analytic framework used to examine sectoral support categorizes sector activities into three areas: policy advocacy, opinion-making, and service provision.

This study found numerous examples of business, religious, and media sector support of various aspects of basic education. Business, religious, and media groups have mobilized both internationally and locally to influence public education policy, raise public awareness of education issues and services, and provide educational services. However, girls' education does not figure prominently in the portfolio of sectoral activities. Whether this is a function of oversight or intent depends on multiple factors, including whether the sectoral group is international or local, the type and size of the organization, the religious affiliation, the country context, and the active presence of a donor promoting

girls' education. The religious sector stands out as the most stable and committed to girls' education, with a long history of support—albeit countered in certain instances by theological beliefs and practices that constrain and inhibit girls' educational participation. It operates girls' schools as well as nonformal programs aimed at vocational training and life-skills preparation. In contrast, the business sector has done relatively little to address girls' education, despite its notable support of basic education. The media sector's support of girls' education appears to be a function of the attention it is given by donor, government, or civil society groups, seldom covering the topic without some external or remunerative impetus. Consequently, international funding agency and public sector initiatives stand out as important catalyzing forces for multisectoral support of girls' education.

An initial aim of this study was to identify the most appropriate role for each sector in supporting girls' education. The hypothesis was that the media would emerge as a major force of policy advocacy, the religious sector as the primary shaper of public opinion, and the business sector as a strong force in service provision. While this hypothesis was not disproved, it did become clear that each sector is involved in all three areas in significant ways and to varying degrees, with the preponderance of activities in service provision.

The business sector focuses on school quality issues. In general, its strategy is to build on existing public school infrastructure rather than create and operate its own schools. It primarily provides supply-side inputs, although its relatively few girls' education efforts are mainly demand-side interventions, such as scholarships. The business sector stands out as the one that has actively sought to influence the opinions and actions of its members to support education. It has shown itself ready in many countries to mobilize itself and its resources—either as a single business, an industry, or a community—to support basic education. It has been less active in girls' education, but this could be more a function of lack of information than of will, as evidenced by robust business sector support of girls' education in Guatemala**.**

The religious sector focuses on ensuring access to underserved children rather than uniquely improving the quality of education. It tends to operate its own schools and programs, independent of the public sector. Its programs include demand-side inputs, and its girls' education efforts focuses on the "whole girl" (not just the girl as student), often providing programs for out-of-school girls, leadership training, and mentoring programs. Although there are exceptions, international and western religious organizations tend to define culturally appropriate schooling in economic terms and attempt to bring schools closer to girls and reduce the costs, etc., whereas local and eastern organizations tend to

define culturally appropriate schooling in religious terms and act to introduce religious components into the curriculum or segregate the sexes, etc. The comparative advantages of the religious sector are its relative stability, continued presence and work in education, access to and ability to influence popular opinion and behavior, and humanistic and multidimensional view of the girl beyond the schoolyard.

The media provides both educational services, such as distance learning or educational programming through a variety of communications technologies, and publicity and news coverage about education issues, including girls' education. However, the media and its motivations are particularly difficult to situate. Is it a communications medium? Is it a business? Does it have a political or profit-driven agenda? The answer to all of these is probably yes. Most frequently, media involvement in girls' education promotion or service delivery is not an example of corporate giving, but rather a profit-making or reimbursed activity, although it has donated both television and radio airtime and newsprint to support informational campaigns supporting girls' schooling.

Although this research is inconclusive, each sector appears to enjoy comparative advantages and suffer from specific liabilities. The business sector has emerged as a powerful policy advocate and provider of innovative solutions to instructional problems, yet it appears that its enthusiasm and support is vulnerable to economic vicissitudes and the need for quick results. The religious sector has demonstrated a steady presence in girls' education, and many religious leaders have successfully encouraged parents to enroll their daughters in school. However, many religious sector programs emphasize girls' roles as wives and mothers, and its interpretations may truncate their educational opportunities—even if they are allowed to enroll in school—by channeling them into early marriages, preparing them for low-paying occupations, or teaching them to accept subservient positions. While the advantage of the media sector is that it can communicate issues compellingly, it is subject to government censorship. And because it is a business, it may both willingly and inadvertently air programs that promulgate negative and stereotypical images of women and girls.

Although all three sectors have made significant contributions to basic education, it is clear that in general their efforts supplement rather than substitute for the public system of education. They are not the sole solution to financing gaps, nor can they take over state provision of education. There is an element of risk associated with mobilizing multisectoral support of education. Neither donors nor governments can easily control subsequent sectoral support of girls' education, which may not correspond to donor and public sector views and priorities.

1. Overview

Introduction

Girls' education emerged as a development and strategic priority—in policy if not in resources—for international funding agencies and developing countries at the beginning of the 1990s. The striking economic and social development benefits associated with girls' education and female literacy put it at the top of many development agendas. At the same time, however, both public sector spending on social services and donor assistance budgets began to plummet. Developing country programs and subsidies were pared down under structural adjustment programs designed to shrink state budget deficits and reform dysfunctional economic systems. Although many governments increased the absolute levels of expenditure on education—particularly primary education—they could not maintain the unit cost amounts enjoyed by earlier student cohorts as they struggled to meet the educational needs of burgeoning school-age populations and the growing demand for schooling. International donors were forced to redefine their approaches and restructure their programs to accommodate their reduced resource envelopes, with the result that aid by all major donor countries in 1997 represented only two-thirds of what they had spent as a percentage of gross national product ten years earlier.[1]

Although economic reform efforts have opened markets and generated economic growth in many developing countries, public funding alone—augmented by limited donor funds—still cannot compensate for increased student populations and the need for improved educational quality. Moreover, as ever more vulnerable and diverse groups of children enter the education systems of poor countries, state-led, state-delivered educational programs may not be the sole (or necessarily most effective or efficient) means of serving local communities, special minorities, or ethnic groups. Despite progress made in many poor countries toward democracy and responsible governance, many weak or illegitimate states remain chronically unable or unwilling to provide needed basic education services to the majority of their children, including and especially girls.

A new recognition has emerged that the private sector, in addition to the public sector, has a critical role to play in facilitating development. Few question the role of government to set the national education policy and investment framework to ensure the public welfare is being met through productive and equitable investments in a country's human resource base. Nor does the state's continued predominance in funding educational services appear to be at issue. Public sector education reform should continue to dominate the education development agendas of both governments and funding agencies, but most acknowledge that

[1] The *Washington Post* reported that aid by all major donor countries fell as percentage of gross national product from 0.35 percent to 0.22 percent between 1985 and 1997. In "Giving Less: The Decline in Foreign Aid," Nov. 25 1999, A1.

for education reform to be effective and enduring, the private sector must play a role in defining the education sector's problems, crafting solutions, and assisting in their implementation. Not just the education sector, but others as well, can benefit from an "intersectoral approach" uniting government, business, and civil society in strategic alliances and partnerships to undertake social investment activities (Waddell 1997; Charles et al. 1998).

The combination of shrinking government resources (per capita), increased democratization, public sector decentralization, liberalized and privatized markets, and economic globalization has contributed to the emergence in some countries and the proliferation in others of multiple-sector or multisectoral support of education and other social services (Waddell 1997).[2] Governments are more willing to allow private sector participation. The move toward decentralization has created newly mandated or elected local governments and public sector entities eager for private sector support. And the private sector is more able to contribute to policy advocacy/dialogue, opinion-making, and service provision activities in education than ever before in recent history. The steady, if uneven, advance of democracy has generated civil society organizations ready to assume the mantle of public activism. Groups that have long supported education, such as religious institutions and faith-based organizations, and groups that have arrived more recently on the educational scene, such as the business sector and the media, have important roles to play in ensuring "education for all."

Private sector involvement in education can supplement public sector financial, institutional, and human resources available for education, as well as help redefine the major characteristics of the education system itself through the introduction of new perspectives, skills, and innovations. Private sector involvement can increase the productivity and sustainability of educational reform and programs, not only by providing additional local resources, but also by ensuring that decisions about schooling are rooted in the community, the economy, and the culture, and not imposed by an isolated or unresponsive education ministry or a foreign donor. Finally, private sector involvement in education can serve to break public dependency on government for all educational services, as well as change prevailing attitudes that education and schooling are the unique responsibility of the public sector.

[2] This report focuses on *multisectoral* support of girls' education, rather than on the more specific *intersectoral* support. Whereas the intersectoral approach is the process of creating *joint* interorganizational initiatives across two or three sectors to produce new options that a single sector cannot develop on its own, multisectoral support is defined more broadly here to encompass the efforts of private sector groups, belonging to the market (e.g., business) or civil society (e.g., religion, media) sectors, to promote education either individually, with other same-sector organizations, or in partnership with other sectors, including the public sector.

Girls' schooling is particularly well suited to multisectoral support. It is a culturally embedded issue, in which many of the constraints impeding girls' educational participation are found outside the classroom and are beyond the reach of education ministries. Governments, uninterested or reluctant to put real commitment behind girls' education goals, can be galvanized by public demand and persuaded (or pressured) by business and religious leaders. Communities and parents who are not convinced of the benefits, importance, or appropriateness of schooling their daughters can be enlightened, encouraged, swayed, and assisted by religious and business leaders, groups, and organizations. The media can play an active role as information source, publicist, and communicator. Each of these groups—no matter whether its motivation is profit, spiritual, or common good—can work individually or together to find the resources to create and fund the schools and the educational inputs needed to ensure that girls, enroll, persist, and achieve academically and personally.

Purpose and organization

The purpose of this study is to provide an overview of how and to what extent the business, religious, and media sectors have supported girls' education in developing countries, in order to understand their roles in and potential for supporting girls' education activities in poor countries.

Although these three groups do not comprise the entire private (i.e., nongovernmental) sector or the whole of civil society, each plays a critical role in mediating social change, government policy, public opinion, and community action. The primary focus of this study is on girls' basic education—primary and secondary schooling—but other relevant areas, such as basic education for all children (which obviously affects girls) and vocational training for girls' and women, have also been explored.

The central research questions are:

- To what extent have the business, religious and media sectors supported girls' education?
- What have the sectors done to support girls' education?
- What trends and patterns of sectoral support for girls' education can be discerned, and what do they suggest about sectoral roles for future support?
- What are the comparative advantages and disadvantages of each sector in supporting girls' education?

Specifically, the study examines

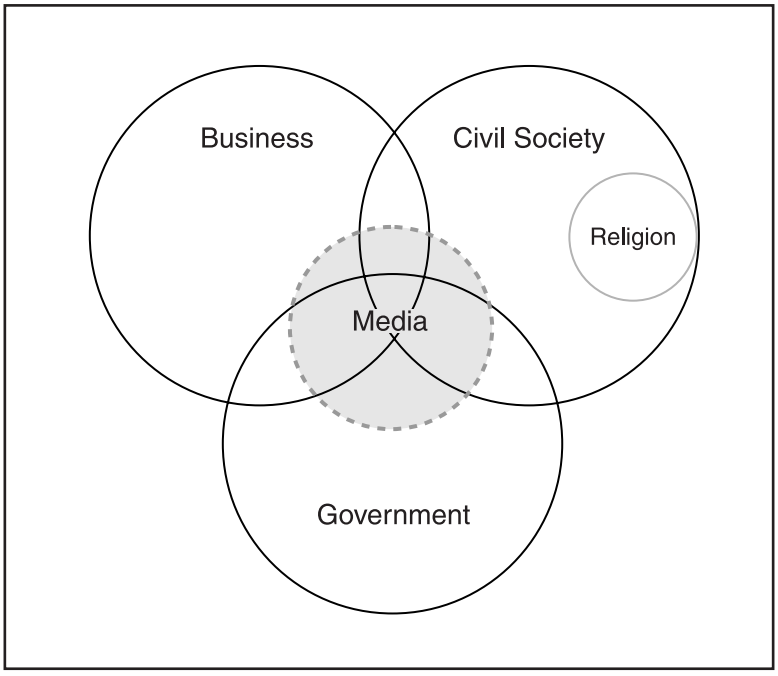
- the three sectors' roles in supporting girls' education historically and/or in the United States and Europe;

Defining multisectoral support and intersectoral partnerships

The literature on multisectoral support and intersectoral partnership presents multiple, and occasionally ambiguous, terms. Presented here is a synthesis of various definitions that attempts to find the common ground and provides the context for this paper. It is not intended to create a new model, but rather fit the sectors addressed in this document—business, religion, and media—within the prevailing theoretical construct, as well as note some points of the definitional "fuzziness."

Defining the sectors: The three primary sectors of society have been identified as:

- *State* (government or public sector), which comprises general and specialized governance institutions at the local, national, and international levels. *Media*, if owned or controlled by the state, can be included in this sector.
- *Business* (market sector) comprises private, for-profit entities that produce private goods and services. *Media*, if operated as a for-profit, commercial enterprise can be included in this sector.
- *Civil Society* is generally defined by what it is *not*. It comprises virtually all forms of associational life that are not governmental, encompassing the array of self-governing, private, nonprofit organizations, not dedicated to distributing profits to share holders or directors; pursuing public purposes outside the formal apparatus of the state; and expressing community beliefs and values through service provision, advocacy, and the contribution of collective goods and services. Independent, voluntary, charitable, and nonprofit are all attributes that describe civil society organizations that inhabit the realm between the household and the state. These can include PVOs, NGOs, CSOs, CBOs, POs (peoples' organizations), GROs (grassroots organizations), and CDOs (cooperative development organizations). *Religious* sector institutions and organizations are included in this sector. *Media* can also be included in this sector (see diagram). *Business*-created foundations, associations, and organizations can also be included here.



Defining multisectoral support: Multisectoral support in this study is defined as the efforts of private sector groups, belonging to the business or civil society sectors, to promote public welfare through material and nonmaterial contributions either individually, with other same-sector organizations, concurrently or in concert with each other and/or the public sector.

Defining intersectoral partnerships: Intersectoral partnership is the process of creating interorganizational or joint initiatives across two (bisectoral) or three (trisectoral) sectors. Partners share—to varying degrees—goals, capacities, and power. Each contributes resources (human, financial, technical, informational, political) and participates in the decision-making process. Partnerships can vary in duration, scale of activity, and form. There is generally an asymmetry of risk because the joint venture may not be equally central to the core business or purpose of all partners.

Defining the advantages: Multisectoral support and intersectoral partnerships can result in:

- New resources (financial, human, institutional);
- New contributors and contributions (skills, information, perspectives, political clout, contacts);
- Increased productivity and efficient use of resources through innovations, complementarities, and synergies; and
- Increased human and social capital

Sources: Hansen 1996; Waddell 1997; Fiszbein and Lowden 1999; Charles et al. 1998; Fox 1996; Business Partners for Development, www.worldbank.org/bpd .

- how each sector is organized and who are the players;
- what their motivations and rationales are in supporting education in general and girls' education in particular;
- who the beneficiaries are;
- what types of activities they have engaged in and supported in education and girls' education;
- how they have implemented and financed these activities
- their relationship to the public sector; and
- what considerations, challenges and constraints are associated with their support and involvement in girls' education.

It must be emphasized that this study is neither a census of all the basic education or girls' education activities supported by the business, religious, or media sectors, nor even a representative sample. Much of the data for local level and grassroots support are elusive, and some regions or groups are better documented than others. This was particularly true of the business sector in the Latin American and Caribbean region; of international religious or faith-based organizations in the Muslim, Jewish, and Christian faiths; and of donor-funded media programs. However, the study does provide a robust and diverse set of

examples of programs, projects, and activities that each sector has supported. It also sets forth an organizational and analytic framework to make sense of a broad and seemingly chaotic host of actors, organizations, and activities. As other groups and activities are identified, this framework will help place them in relation to other activities.

The organization of the study closely follows the issues outlined above. The remainder of this chapter describes the methodology, approach, and analytic framework used to organize the data. Chapters 2–4 deal with the business, religious, and media sectors, respectively. Throughout the text are boxes that provide specific examples of the category of program being described.

Chapters 2–4 open with background sections and discussions of the data and their limitations. This is followed with an overview of the sector support; a description of girls' education support programs, activities, and interventions according to the analytic framework; and implementation and finance mechanisms for program support. Each chapter concludes with a discussion of the considerations, constraints, and challenges to sector support of girls' education that emerged from the data review.

Chapter 5 summarizes the three previous chapters, compares the different sectors' activities and roles, and draws some preliminary conclusions about their comparative advantages for particular types of activities.

Annexed to the study are data tables prepared for each sector that provide information about many of the individual activities mentioned in the body of the study.

Methodology and approach

Because multisectoral support is an immense topic, the number of organizations vast, and their organization and interrelations complex, the research deliberately narrowed its focus to the business, religious, and the media sectors. Moreover, basic criteria for inclusion of programs or institutions centered on the locus of decision-making, management, and funding. For example if a business provided a small grant to an NGO that used these funds pooled with others to implement its program, among which was a girls' education activity, it was not included. For the purposes of this study, most activities by secular and non-business-founded NGOs, CSOs, and CBOs were excluded, based on the argument that they were recipients, rather than sources, of funds, and that they were more likely to reflect their own agendas and philosophies rather than that of the business, religious, or media sector grantors. Consequently, important NGOs that receive significant funding from private sector entities—such as the Association of

American University Women, International Youth Foundation, the International Federation of University Women, and many others—were not included. Also excluded were some major foundations—such as the Ford and Rockefeller Foundations—because they have long been independent of any ties with the original business source of funding, and—additionally—had been founded by an individual not a business.

Although use of the word *partnership* is rife in the literature to describe private sector support of education and other social programs, the examples used in this paper are limited to activities conducted either as a partnership or joint venture with government or other private sector groups. What an organization was doing and whether it undertook its activity independently or in association with the public sector, the community, a donor, or another group was examined.

This study was conducted as a desktop analysis, based on secondary sources. The data were obtained through an extensive literature search targeting both conventional sources and more fugitive literature. It was culled from multiple documents and augmented with more precise inquiries about interesting initiatives or organizations.

Because multisectoral support for girls' education touches on so many different aspects—education, girls' education, religion, business, media, etc.—the review included background literature on: intersectoral partnerships; democracy, governance, and civil society; educational partnerships; education policy dialogue; corporate philanthropy and giving; consumer and educational watchdog publications; NGO, CBO, and CSO funding sources; grant-making and grant-getting guidance; multisectoral support for education in the United States; religion's relation to democracy, political culture, education, and women; business sector development in the Third World; and role and use of media for development.

Data on specific sector organizations and activities was primarily collected through Internet searches of dedicated search engines that represented particular issues or groups of organizations (e.g., Muslim charities) and Web sites of specific institutions (e.g., Catholic Relief Services). Because the universe of activities and organizations were unknown, associations or networks of organizations (e.g., Prince of Wales Business Leaders Forum, World Council of Churches) were particularly useful. E-mail or telephone inquiries were made to obtain additional information, but not always successfully. Often large federations—such as the Lions or Rotary Clubs—were unable to provide information about country chapter activities. Finally, data was obtained through personal contacts with experts who were aware of interesting but undocumented programs or details.

Data on specific activities was then organized into a database and series of tables, which appear in the body and annexes of this report, and analysis conducted according to the organizational framework outlined in the preceding section and the analytic framework described below.

Analytic framework

The analytic framework used for this study is straightforward. Based on a review of the literature describing intersectoral partnerships overseas and educational partnerships in the United States—as well as the rich body of knowledge that has already accrued on multisectoral support for girls' education from USAID program experience—three major categories of multisectoral support were identified.

- *Policy advocacy* is used to describe the intent and type of activity undertaken by the business, religious, and media sector to inform, influence, or support public policy or practice change—either at the national or local levels—in favor of education and girls' education. Policy advocacy can encompass advocating and planning reform, demonstrating good practice to pave the way for public sector reform, leveraging public resources to support a reformed program, or creating advocacy skills and bodies in civil society so that it can advocate for public policy change and reform.
- *Opinion-making* is used to describe the intent and type of activity undertaken to inform or change public, i.e., society's, opinion, attitude, and behavior about children's rights and education, girls' rights and education, and women's rights and education. It can be aimed both at the general public and civil society or at the sector itself. For example, it can include what the business, religious, and media sectors have done to enlist and enjoin the support of their peers to promote girls' education.
- *Service provision* is used to describe the intent and type of activity undertaken to provide educational services to children, girls, and women. It can take many forms from creating school places, providing infrastructure and/or supplies, hiring/paying/training teachers, creating new pedagogical models and tools, making schools more culturally appropriate, reducing student costs and providing subsidies, providing out-of-school training, youth programs, mentoring/leadership programs, and vocational training programs.

Chapters 2–4 organize description and analysis of programs according to this typology.

Intended audience and use

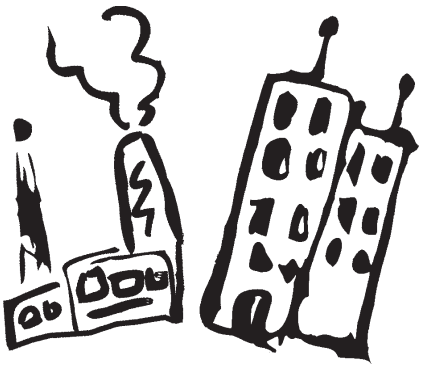
Although this study was prepared with a wide variety of readers in mind, it is primarily aimed at the education planner and practitioner—whether with a donor agency, ministry of education, an NGO, or contracting organization—who both see the need to expand beyond public sector support for education and are intrigued with the potential of a multisectoral approach, but are unfamiliar with the scope of educational activities supported by the business, religious, and media sectors. This study recognizes that, to date, efforts in the education sector have largely focused on working with governments and communities, often with the intercession of the private sector limited to NGOs. Much of the work with private sector groups and organizations in social development activities is found in many other disciplines or areas of study, such as fund-raising or NGO management, that are not often part of the education practitioner's experience.

While not a "how-to" guide, this study can serve as a primer to orient program planners and implementers who may wish to involve private sector actors in their activities. It provides information and examples about each sector's involvement in education; discusses the different types of sector organizations, their motivations and rational for supporting education; and identifies patterns, trends, or tendencies in sector support. It also flags issues—comparative advantages and perverse effects—that the practitioner should consider when dealing with each sector. Girl's education is a primary focus of this study, but the analysis has been expanded to include basic education so that readers interested in either will find information that will orient them to the scope, type, and level of private sector support in education.

The study was not written with the expectation that it will be read in its entirety. It is organized to facilitate readers' use. Each chapter addressing a sector stands on its own with its own introduction and conclusions, so a reader interested in a single sector can focus on this alone. However, the chapters are also organized identically—including the use of the same analytic framework—so readers who wish to compare certain aspects (e.g., sector motivation or service provision) among the sectors can readily locate the section where it is discussed. The concluding section of each sector-specific chapter reflects the organization of the concluding Chapter 5, organizing discussion and analysis around a similar framework. Finally, the annexes for each sector will provide the reader with an inventory of the numerous activities discussed in the body of the study.

2. Business sector support of basic and girls' education

Introduction



This chapter examines how the business sector and its various organizations have recently supported or are currently supporting girls' education. It is based on the recognition that, on one hand, the business sector has the financial resources, the political capital, the technical capacity, and many powerful motivations to support both basic education and girls' education efforts, and on the other, it has already played an influential role in education both in the United States and overseas. Moreover, as dwindling public sector and donor agency budgets cause the reduction in the quantity and quality of health and educational services, local private sector resources—primarily derived from business—can both supplement education resources and contribute to local control and long-term sustainability of educational services. This chapter opens with a summary of recent business sector involvement in basic education in the United States and the status of corporate giving in the developing world**.** It is followed by an overview of the business sector landscape in education in developing countries—who the players are, what their motivations are, and whom they assist. The next section reviews the various basic and girls' education activities they support—the rationale, focus, aim, and description of some notable examples. The next section examines how the activities are implemented, how they are financed, and their relation to the public sector. The concluding section explores some of the challenges faced by and in working with the business sector in education, and specifically girls' education.

Background

Business and education in the United States

Business sector involvement in basic education in the United States can hardly be ignored. As data were being compiled for this report, Microsoft chief Bill Gates announced a $1 billion gift to fund science scholarships for minority students, joining industrialist Walter Annenberg as one of the largest contributors to public education in the United States. The 1999/2000 school year opened with calls from diverse businesses to assist students through their back-to-school programs. The Washington Post Foundation ran full-page newspaper ads soliciting supplies for poor children. Target department stores publicized a similar program through a series of national television commercials. Costco filled "Fresh Start Backpacks" from its warehouses with school supplies and personal care items for needy students.

A tour of a neighborhood school may find food from Taco Bell, Arby's, or Subway in the cafeteria, Apple computers in the classroom, a football stadium built by Pepsi, teachers trained by 3M, student field trips sponsored by Gap, and science curricula from Dow Chemical, Proctor and Gamble, Dupont, or Exxon. Many big corporations have sponsored large-scale education initiatives ranging from adopt-a-school mentoring

programs to financing scholarships to opening their own academies in which staff members tutor students (www.corpwatch.org). They donate equipment, such as televisions and computers, often tied to purchase receipt collection programs. Apple, Pepsico, IBM, American Express, and TRW have earned reputations as good corporate citizens for their involvement in education, but smaller local companies have also won community recognition. Public schools, especially poor inner city schools, have received urgently needed equipment, supplies, and attention that insufficient public sector budgets cannot provide, and have stepped up marketing appeals to the business community. And a new type of for-profit education enterprise or "educational maintenance organization," such as the controversial Channel One, has emerged to offer privatized services to public schools (though some civic watchdog groups have raised concerns about this type of enterprise as "commercializing" education).

No turning back

"It is said that large organizations such as schools 'don't change because they feel the heat.' Business Roundtable CEOs have successfully applied the heat on state policymakers, while state coalitions are helping the public and educators see the light about the need for changes. We need to keep it up until all students have the knowledge and the skills to fully participate in the civic, social and economic world in which they live."
—Business Roundtable, n.d.

The publication of the U.S. Department of Education report, *A Nation at Risk*, and other studies critical of the nation's public schools in the late 1980s, sounded an alarm in the American business sector. Many companies had already experienced difficulty in recruiting skilled employees and expected the situation to worsen. By the year 2000, it was projected, only 15 percent of new jobs would be classified as unskilled, down from 60 percent in 1960. The new global economy required knowledge and technical skills that America's schools were not providing, and neither the business community's companies nor the national economy would prosper without better-educated employees and citizens. The business sector concluded that its direct involvement in education was critical to helping schools do a better job and to realize the fundamental educational reform the national education system required (Business Roundtable n.d.).

Businesses began donating funds and services to primary and secondary schools, increasing donations from 5 percent of total donations in 1983 to 15 percent in 1993. Adopt-a-school programs, linking individual schools with business, proliferated (Ferguson 1996). The 1994 research report, "Business and Education Reform: The Fourth Wave," describes how corporate involvement in schools has evolved from ad-hoc school support programs to training teachers and administrators in results-oriented "total quality management" principles to lobbying for public policy initiatives such as voucher systems and national standards. Today,

the U.S. business sector has adopted a more integrated approach, combining all these components in a systemic reform effort that includes key stakeholder groups to achieve education reform both in and outside the classroom, and to improve curriculum development and student performance. The Business Roundtable, a group of *Fortune 500* businesses, has developed and expanded business-led reform coalitions in 42 states. On a national level, the Business Coalition for Educational Reform—composed of 13 national business-led organizations and 400 state and local business-education coalitions—serves as a unified voice for the corporate community, and has developed a "Common Agenda for Reform" endorsed by the business community.

Business sector organizations and CEOs of individual companies played a key role in shaping an educational reform initiative of the U.S. Government—Goals 2000—testifying before state legislatures and Congress, urging a bipartisan alliance between the Clinton administration and the Republican-dominated Congress, and supporting a sustained lobbying effort to prevent federal funding cuts to education before the 1994 election. The 1994 Educate America Act provides the framework for new partnerships between federal, state, and local governments and the private sector—business, educators, parents, and communities.

The corporate imperative: Critical points

"It is in the best interests of the business community to help improve education. Companies' different visions of strategic education alliances reflect their unique business values and the priorities of their education systems. Business-education partnerships can take on many different forms around a variety of issues. But by carefully examining the goals of both the business and the education partners, and focusing on one or more of the critical areas in education, partnerships can have lasting effects on student achievement and—ultimately—business success." —Ballen et al. 1998

The U.S. Government has prepared guidelines to encourage greater participation, "Building Business and Community Partnerships for Learning." This document provides comprehensive suggestions for business sector support of education, including giving funding, providing materials and human resources, and undertaking advocacy and information campaigns. Within the classroom, it proposes that businesses support curriculum development, teacher efficiency and student motivation. Within the school, it suggests that business help administrators set objectives, define their mission, and develop leadership skills. Within the school district, it suggests that business support school-based restructuring, assessment standards, school accountability, and communication networks. Within the community, it suggests that business help build consensus on reform and forge school-community links. Within the policy arena, it suggests the business sector promote performance incentive structures, fund research, and supplement public investment.

Business and corporate philanthropy overseas

Business sector involvement in education is not limited to the United States. The defunding of education and concerns about national competitiveness in the global economy have spurred business involvement in education in other developed countries. The Conference Board of Canada estimates that there are 20 to 30 thousand business and education sector partnerships in Canada. (www.corpwatch.org). In the United Kingdom, the AIM High Program—run by the business-sponsored NGO Business in the Community—is supported by 150 thousand companies, operates through a national network of 160 business-education partnerships in 25 thousand schools and colleges, and reaches 150 thousand young people who leave school each year unable to read (Prince of Wales Business Leaders Forum Database[1]).

"A new pragmatism" by African governments

Many African governments are ready to welcome business sector participation in education. With education taking up 15–20 percent of public sector budgets and the desire for financial independence from donors, many governments are adapting a pragmatic approach on the critical issues of educational finance. "The post-independence notion of free and state-funded education does not work.... Tax does not work.... The only solution is cost sharing," says the deputy education minister from Zambia. The state monopoly on education is ending and African governments recognize they must share the burden with the private sector. —Khouri-Dagher 1998

Business sector support for and involvement in educational issues is also a growing phenomenon in poorer countries as well. Governments are ready to form partnerships with businesses (see box). And the data that the development expert focuses on also has an appeal to the business person. For example, the correlation of education to increased earnings implies a larger consumer base. And farmers with more years of education are more likely to adopt modern cultivation methods, which means greater fertilizer sales. In many developing countries, the conditions are right for business sector intervention: public sector funding is not adequate to reach all children and provide them with quality basic education, national curricula are producing students mismatched to employers' needs, and the business sector is beginning to grow and prosper in places such as in South Africa, Brazil, Mexico, Morocco, and elsewhere. Moreover, there is a new spirit of private philanthropy on the part of business leaders and companies. Increased direct investment by large international corporations in poor countries has coincided with their greater sense of social responsibility and awareness of education at home, which is now being exported to their overseas operations. The result is that corporate giving is increasing worldwide, having tripled between 1990 and 1995 to $112 billion, although concentrated in only 12 developing countries (Waddell 1997: 8).

[1] Hereafter cited as PWBF. The PWBF database may be found on the Internet at www.nt.oneworld.org/pwbf.

With charity for all

"Today in Brazil, there are at least 100 philanthropies compared with perhaps 40 during the early 1990s…. The Groups of Foundations, Institutes and Enterprises…reports that its members donated the equivalent of $300 million in 1997; that figure rose to $400 million last year. (Its international members contributed roughly 5 percent of the 1998 figure.)" —Buckley 1999

But local business and business people are also readier to give back to the community where they are based. The Center for the Study of Philanthropy in New York says that the number of philanthropies and the amount each spends appear to be growing at unprecedented levels in developing countries. The spread of democracy, the shrinking role of government, and a growing sense of citizenship among groups and corporations has increased civic activity and volunteerism in nations that have long left social issues to the state, the church, and international donor organizations.

Changing expectations of corporate roles have led civil society groups to demand increased social responsibility from business (www.philanthropy.org). The World Bank has convened a range of global firms, NGOs, and foundations to create the Business Partners for Development Network, through which these organizations can work with governments and community development organizations on poverty alleviation projects. Funding agencies such as the Ford, Rockefeller, and Inter-American Foundations have acted to engage both international and local business support for social programs. International benevolent associations such as the Rotary have mobilized local business sector resources. The Prince of Wales Business Leaders' Forum (PWBLF) has raised CEO awareness of corporate responsibility on a global level, but also encourages business sector involvement and partnership on programs in 16 developing countries in Asia, Central and Eastern Europe, Africa, and Latin America. The Indian Business and Community Partnership, organized by the PWBLF and the Confederation of Indian Industry, works closely with the government, NGOs, and the media to champion business sector involvement in social programs, demonstrate the benefits of good corporate citizenship, and help businesses establish their giving programs (Velasco 1996; Waddell 1997; Fox 1996).

Similar groups have sprung up in other developing countries. The Philippine Business for Social Progress (PBSP) is the mechanism that allows the Filipino business community to rationalize and coordinate its funding and technical support to social and economic development programs. Each of its 172 member companies pledges to commit 1 percent of pretax net profits, 60 percent of which is channeled through the PBSP to finance in the name of all the companies. The remainder is retained by the company for its own social programs. Corporate

giving has increased an average 1 percent every year through 1993, and 22 percent has been allocated to education (Velasco 1996). Venezuela's *Dividendo Voluntario para la Comunidad* (Voluntary Dividend for the Community or DVC), founded in 1964, counts over 500 business members who contribute 2–5 percent of corporate annual net earnings for socio-education programs. DVC's staff advise members on how to handle their giving programs and will make grants on their behalf. The Mexican Center for Philanthropy (CEMEFI) is promoting a program to encourage companies to allocate a percentage of pretax profits for welfare, education, culture, and community support purposes. The Vietnam Business Leaders Cooperation Council is helping members identify ways in which good corporate citizenship can help address the country's development needs (Velasco 1996). *Instituto Ethos* is a Brazilian association of companies of all sizes that are interested in developing in a socially responsible manner and in partnering with the public sector and civil society on social programs.

Many countries—including Mexico, India, and Rwanda—are creating laws and offering tax incentives to ease philanthropic and nonprofit growth and action. Prominent social and business leaders are following international corporations' and entrepreneurs' examples by establishing foundations. Philanthropic monitoring groups have also sprung up. In Brazil, the Group of Foundations, Institutes, and Enterprises, an umbrella group composed of Brazil's 45 largest foundations, ensures foundation accountability and has successfully lobbied the national congress to pass legislation that imposes severe penalties for misuse of government funds by foundations.

Although business sector philanthropy is growing in developing countries around the world, several key factors have been identified that determine the level and type of corporate giving. They are size and maturity of the private business sector, extent to which the state dominates the business sector, cultural attitude toward giving (which determines the degree of formalization), legal framework and tax incentives for corporations, and availability of channels for giving and grant-making (Jung 1994: 4–10).

Overview of current business sector education support

This overview is neither a comprehensive or necessarily representative survey of business sector support of basic and girls' education in the developing world. There are many mechanisms for corporate giving and business sector support of education, particularly through NGOs and CSOs, that contribute to education activities. These are not included in this study. Instead, it focuses on programs that were immediately identified with or controlled or claimed by a business sector group.

There are also biases in the selection of business-supported education activities for review. The first favors the large international corporations that have information and documentation systems that—although often scant in detail—outline their educational support programs. For a desktop study of this nature, it was more difficult to ascertain what local businesses and groups were doing. In addition to its own inquiries, the study relied heavily on three excellent sources—the Prince of Wales Business Leader Forum's database on business partnerships in development, the World Bank's case studies of public and private sector partnerships for poverty reduction in Latin America and the Caribbean, and the Partners for Progress review of education and the private sector in Latin America.[2] The second bias is, therefore, that Latin America is probably disproportionately represented. Because the information was more easily obtained, the study reviews materials on USAID's girls' education programs for mention of business involvement. Not surprisingly, many of the examples used for girls' education are associated with a series of USAID-supported activities aimed at involving the business sector and other private sector groups in girls' education, thus introducing a third bias. Despite these distortions, this study has amassed sufficient examples to derive a sense of the range of activities and issues that characterized business sector support of basic education in general and girls' education in particular.

For the purposes of this study, girls' education is defined as primary and secondary schooling, and vocational training aimed at girls younger than 18 years. But because girls' education is set within the framework of basic education, we included business sector support of basic education in order to better understand the sector's relation to education and the scope for future support to girls' education. Additionally, the study reviewed what the business sector is doing in related areas, such as women's literacy and vocational training, to ensure that the full range of education activities bearing on girls' educational participation were included.

Sector landscape

The array of business sector members and organizations is broad and complex. Although it is not intended as a typology for the organization of the business sector in general, Table 2.1 places the different groups reviewed in the course of this study into general categories to help readers situate the different actors. While there are groups that could be placed in other categories, basic criteria centered on the locus of decision-making, management, and funding responsibility for the education program.

[2] Specifically, these sources are: PWBLF database derived primarily from Business as Partners in Development: Creating Wealth for Countries, Companies and Communities (Nelson 1996); Working Together for Change: Government, Business and Civic Patnerships for Poverty Reduction in Latin America and the Caribbean (Fiszbein and Lowden 1999); and Partners for Progress: Education and Private Sector in Latin America and the Caribbean (Puryear 1997).

Table 2.1: Typology of business sector organization supporting education

Category	Definition	Examples
International corporations	Enterprises operating in numerous countries	British Petroleum, Price Waterhouse, 3M, Tupperware, P&G, Starbucks, Philips Van Heusen
International business foundations	Organizations established and funded by international business to undertake social programs	IBM Intl. Foundation, Coca-Cola Foundation, Starbucks Foundation, Falconbridge Foundation
International business-based associations or benevolent groups	Organizations lobbying, supporting, or working with national groups or local chapters, offices, and groups in different countries	Soroptimist International, Association of Black Telecommunications Workers of AT&T, Lions' Club
Local subsidiaries and companies	Nationally-based companies operating either production or sales on local level	Milk Coop-Rich, WafaBank, Vandenburgh Foods, Xerox do Brazil, 3Mvenezuela, ARABIC, Backus, Conelca, Barry & Frères
Local business foundations	Organizations established and funded by local business to undertake social programs	Zakoura Foundation, Funrural, Fundazucar, Fundacion C. Cordova, Odebrecht Foundation, Toyota SA Foundation, Rossing Foundation, FEPADE, Oracabessa Foundation, ICWU Foundation, Bradesco Foundation, Abrinq Foundation, Hariri Foundation
Local business associations or benevolent groups	Groups of entrepreneurs or enterprises operating on local level	American Chamber of Commerce of Sao Paolo, Rotary Club, BEPA, National Business Initiative, BPE, Educa, Peru 2021, *Dividendo Voluntario para la Comunidad*, Coffee Producers' Committee of Caldas, DESEM, CONFIEP, Presidents' Forum
Networks of networks	Federations of business associations or networks working internationally or nationally	CESE, Intl. Chamber of Commerce, Rotary International, Prince of Wales Business Leaders Forum, GTTP

International corporations, generally multinationals, are defined here as business enterprises producing, purchasing, or selling goods and services in countries other than where they are incorporated or headquartered**.** These include well-known giant companies such as British Petroleum, Price Waterhouse, Tupperware, and Proctor and Gamble. In this study, these companies are based in wealthy countries with offices or subsidiaries located in developing countries. In general, their corporate giving programs are large, figuring in the millions of dollars per year. For example, Proctor and Gamble has indicated that the cash, product, equipment, and personnel contributions for social programs in Asia are close to $6 million, although individual project contributions may range from a $10 thousand donation to sick-child, morale-building effort to $600 thousand for a 25-school construction project. While some international companies will support individual projects in individual countries (directly or through their subsidiaries), others support global efforts intended to benefit children or students worldwide. The British Petroleum Company has created the Science Across the World program, which reaches 700 schools in 40 countries. Price Waterhouse contributes financial support services to an organization that has programs in 85 countries. In general, corporate direct assistance programs do not attempt to leverage funds from other businesses, but instead will look to cooperating governments and international development agencies for expansion of their programs. For example, Starbucks is negotiating with the World Bank to expand its training program for small coffee farmers in Mexico to other countries. Direct giving by corporations can be volatile since it is closely tied to short-term profitability, and corporate management predilection for certain causes (Ferguson 1996).

International business or company-sponsored foundations are established by international businesses to manage the enterprise's corporate giving program. By 1987, nearly 75 percent of U.S. *Fortune 500* firms had established foundations (Neiheisel 1994). These entities may either make grants to other organizations or implement social investment programs themselves. Although their boards of directors may be composed, at least in part, of company executives, these foundations are legally separate entities, which must—in the United States—disclose all grant activities to the Internal Revenue Service. The foundations are funded by assets or an endowment—generally not large—from the profit-making company, but otherwise simply serve as a conduit for corporate philanthropy. They are generally staffed by professionals knowledgeable in the area of social endeavor, and have a degree of autonomy from both the corporate self-interest motivations, changing corporate social priorities, and

fluctuation in profits, allowing steadier and more consistent giving patterns (Himmelstein 1997; Ferguson 1996). Nonetheless, the role of the foundation is to promote the company's long-range interests and goodwill efforts (Neiheisel 1994). IBM, Coca-Cola, and Starbucks have all created foundations to manage part of their corporate giving portfolio. Significantly these continue to bear the corporate name, although often they will form partnerships with other businesses or obtain other corporate funding to supplement their programs. The Abrinq Foundation in Brazil presents an interesting case: funded by associated businesses and grants from donors, its mission is to raise awareness in, mobilize action by, and serve as a broker for the business community to support children's rights, including education.

International business associations and benevolent groups unite members from several different business groups and countries to pursue a specific agenda—either to further their own gains or support a set of principles to which they subscribe. They generally focus on lobbying for policy changes and information dissemination. In some cases they may have a network of member chapters at the national or local level that they assist in implementing local social programs. If not, they may channel their funding through international or local NGOs. Most often they are headquartered in developed countries. The business association membership may be organized according to profession (e.g., telecommunications' workers), status (e.g., CEOs), or type (e.g., snack food producers) of business of its members, or even the size of its revenues (e.g., small business). The benevolent organizations can be similarly organized, but in general they cut across the spectrum of business people and professionals. For example, Soroptimist International is a service organization for business and professional women who work in a variety of professions, but are dedicated to a "unity of ideals" (www.siswp.org).

Local subsidiaries and companies are nationally based companies or enterprises engaged in the production or sales of goods and services within the countries they are located. Local subsidiaries include Unilever's Vandenburgh Foods and Xerox Brazil. Most of the companies reviewed in this survey originate in the developing country where they focus their corporate giving program, such as the WafaBank in Morocco or Corporation Backus in Peru. Just because the business is based in a poor country does not mean that its program is small. Xerox Brazil spends $500 thousand per year on its youth sports program.

Local business foundations have been founded and endowed by local business enterprises or entrepreneurs to undertake their social programs. They share the attributes of the international foundations described

above, although the requirements governing their operations vary according to their countries' laws. In some cases, the local foundations were created by a single business entity (often privately held by a single family), such as the eponymous Bradesco and Odebrecht Foundations in Brazil or the Hariri Foundation in Lebanon. In other instances, the foundations will be established by a group of similar businesses. For example, the Guatemalan coffee growers created Funrural, and a group of five insurance companies created the ICWU in Jamaica. The Toyota South Africa Foundation is an example of an international company creating a local foundation. The amounts that local foundations give can be considerable—the Bradesco Foundation managed $65 million for its private schools in 1995.

Local business associations and benevolent groups are nonprofit organizations whose members are either individual entrepreneurs or business enterprises operating on a national or local level. In several cases, these groups united businesses and business people specifically to support education (e.g., EDUCA in the Dominican Republic, Business Partners for Education in Jamaica, and Mexican Development Systems). Others not uniquely focused on education have placed education at the center of their diverse portfolios (e.g., Coffee Producers of Caldas in Colombia, Peru 2021, and the National Business Initiative for Development, Growth and Democracy in South Africa). Whether composed of individual business people or the companies themselves,[3] these groups have been able to enlist the participation of other business and business groups in education support programs. Local chapters of the Lions' Club and Soroptimist and Rotary Clubs are examples of benevolent organizations that have supported education activities.

Networks of networks are federations of business association or networks that work either internationally or nationally. The International Chamber of Commerce, whose membership consists of associations of chambers of commerce, represents business interests internationally. On the national level, the Business Coordinating Council, which brings together Mexico's principal business organizations, has created the Business Sector Education Commission (CESE). The Prince of Wales Business Leaders Forum, based in the United Kingdom, unites business leaders to address ethical, economic, and social issues. It currently has 16 affiliates around the world and works to "replicate" itself in developing countries, helping local businesses and companies organize to support development programs. The Global Travel and Tourism Partnership

[3] A few groups such as EDUCA in the Dominican Republic, the Association for Girls' Education in Guatemala, and Peru 2021 have indicated that, to avoid the appearance of commercial promotion and political partisanship, they determined that membership would be individuals rather than companies.

(GTTP) is an association of nine member travel and tourism programs in various countries supported by ten core international corporations and 850 local companies that support tourism education programs, training, and internships (www.gttp.org).

Sector motivations

The reasons for business sector support and involvement in social investment activities, including education, are multiple and complex. Numerous studies of corporate philanthropy programs have noted the self-interest that allows businesses to "do well on the bottom line by doing good in society and their communities" (Reis 1999), as well as the inherent conflicts they face in both *looking* good and *doing* good. But several scholars contend that business sector giving is neither "a simple act of open-hearted generosity nor calculated self-interest" (Himmelstein 1997). Their motivation can be defensive, opportunistic, or charitable (Waddell 1997). The tentative consensus is that corporate or business sector philanthropy is first of all an economic act, oriented to a company's strategic interests and profits, although its connection to the bottom line may be hard to document. However, corporate giving has important social and political dimensions as well, not necessarily associated with profit motives, but rather corporate self-identity and respect within the business sector and community (Himmelstein 1997; Galaskiewicz 1999). And based on surveys of businesses and their experiences with giving programs in the United States, there is also some consensus of what companies should fund. Education—specifically improving K–12 education—emerges as a suitable, ostensibly noncontroversial area in the United States and in other countries where businesses can concentrate on solving concrete problems and enter into partnerships with government and civil society organizations (Ferguson 1996; Waddell 1997).

> "Economic prosperity for all our citizens is an empty and cyclical dream unless we provide the necessary education to all students. Perhaps more ominously, no democracy can survive without an educated citizenry." —Lou Gerstner, Chairman and CEO, IBM
>
> "We care about the world and the people around us. We know we have a responsibility to society—to use our money, people and energies for the long-term benefit of society as well as the Company." —John Pepper, Chairman and Chief Executive, Procter and Gamble (www.pg.com)
>
> "Business, which is now the key economic motor for development, has particular responsibility to balance profitability with concern for the long-term needs of future generations." —Charles, H.R.H. Prince of Wales (PWBF)

While beyond the scope of this study to conclude why the business sector supports education, it is possible to note some of the reasons for support given by the businesses and business groups reviewed in

this survey. In general, the reasons fall into three categories: social investment, business self-interest, and business comparative advantage.

Social investment is based on the recognition that the business sector's wellbeing depends on society's wellbeing, in what has been termed "enlightened self interest." The International Chamber of Commerce notes that the United Nation's goals of promoting peace and development are compatible with businesses' goal of creating wealth and prosperity, and offers scope for partnership on both social and economic issues (www.iccwbo.org).

A growing sense of corporate citizenship has caused companies and business organizations to expand their targets of social responsibility beyond their shareholders and employees to include their customers, communities, and countries. Many companies have instituted social "audits" to determine the impact of their policies and practices. For example, Nike and Reebok International Ltd., leading manufacturers of sports equipment, have implemented a range of measures—including education—to ensure that the footballs they buy from Pakistani football manufacturers are made without the use of child labor. The business-supported Abrinq Foundation in Brazil awards companies that do not employ children and that support basic education and training programs a "Child-Friendly Company" certification that can be used on their products and in their publicity (PWBF).

While firmly grounded on the corporate self-interest continuum, business support of social investment-type programs does not necessarily have an immediate or direct effect on the corporate bottom line. For example, several companies in this survey have contributed to national primary education programs in countries, an investment that will contribute to overall social and economic development but will not ensure an exclusive or immediate return to the businesses involved, as would perhaps higher or technical training of potential employees. Some have contributed to education programs for the poorest segments of society, which do not offer much in way of a consumer market for their costly and sophisticated products. Moreover, many of the businesses have contributed to programs that do not necessarily accord them wide name recognition, channeling or pooling funds through NGOs or business coalitions (Waddell 1997). An example is the group of businesses that supports the Education Quality Institute in Brazil.

Several business leaders—both in the United States and abroad—whose companies support educational activities, have noted the importance of education to national development. In the Dominican Republic, a group of prominent business leaders recognized that chronic public

sector underinvestment in education was hurting the country's prospects for democracy, stability, and economic growth, and organized themselves to enlist business sector support, forming the nonprofit organization Educa. Several of its board members made statements pointing to the importance of basic education: "It is not possible for a country to emerge from underdevelopment if we don't support education" and "Without education, a country is nothing. Education supports the commercialization of our products. But it is more: we have to support education for everyone if our country is to prosper" (Bernbaum and Locher 1998: 13–14). Rampant poverty and acute income disparities contribute to unstable political environments and social turmoil, which destabilize and destroy a business environment's ability to attract foreign investment and allow business to operate smoothly without disruptions.

"There is first the responsibility to stockholder, if company doesn't operate well it dies. Secondly, to the workers, the people who work beside you have a right to hope they can advance in their jobs and improve their living standards. And private companies have an obligation to the area in which they operate, if they are in Arequipa, they owe it to Arequipa to try and improve their surroundings." —President of the Intersectoral Business Confederation (CONFIEP), Peru

Business self-interest is the most obvious motivation behind business philanthropy and involvement in social sector programs. At base, businesses and companies are accountable to owners and stockholders to maximize profits. There are many benefits accruing to companies that support social programs identified in the literature on corporate giving, including:

Employee morale and satisfaction with their job situation. Many companies indicated that their workers were dissatisfied with the quality of schooling available to their children, and were motivated to move away. The Laja Paper and Carton Manufacturing Company, Inc. in Chile was motivated to establish a pre-K–12 school to provide high quality preschool, primary, and secondary education to the children of its worker and management, in order to retain its employees. The Alto Paran Company in Argentina established a high quality school for the entire community (in addition to its company private school) in order to stem the exodus of technical and professional families searching for better educational options (Puryear 1997). Conelca's CEO confirms the positive result of its work with primary schools in El Salvador: "We have the pick of the local labor market, since workers in general are eager to come here. Not only that, there are important gains in existing worker satisfaction with their jobs…. These gains translate into quality and productivity gains within the firm." (Fiszbein and Lowden 1999: 33)

Skilled labor-force pool. EDUCA members supported basic education reform in the Dominican Republic because they found that there was

a scarcity of qualified employees, new employees lacked a solid educational base, and they were forced to start costly compensatory courses for employees. Many other business groups have noted that they need employees with basic skills and competencies to adapt to the changing work place and demands. Some companies are more specific about cultivating future employees, through specialized training and apprenticeship programs. Price Waterhouse gains access to a large group of well-qualified students from around the world through its assistance program to the International Association of Students in Economics and Management. IBM supports computer-training programs in South Africa, Vietnam, and elsewhere, developing an employee hiring pool. The American Express Travel and Tourism Academy introduces high school students to the tourism and travel industry, thus facilitating future recruitment efforts (PWBF). School-to-work programs can also foster the team work skills and attitudes prized by employers, as the 3M Corporation notes in it desk-refurbishing program for high school students in Venezuela (www.3M.com).

Preservation of needed resources and production of quality products. Starbucks supports a training program to help small coffee growers in Mexico to improve the quality and output of organically-grown coffee that it intends to introduce in all the regions around the world where it purchases coffee, enhancing both its product and competitiveness (www.starbucks.com). The Friends of Conservation Travel and Tourism Committee, representing the travel industry, support environmental education programs for school children in Kenya and Tanzania, in order to protect the wildlife and environment where they run their eco-tours (PWBF).

Expansion of customer base. The provision of companies' products to a school familiarizes students with the product and gains name recognition for the company on the part of future consumers. It may even "hook" the beneficiary on the product. IBM has contributed and based its education improvement programs on its computers and software in South Africa and Vietnam. Proctor and Gamble in Peru is planning to donate sanitary products to schoolgirls. Cooking classes for girls sponsored by the beer and food manufacturers' foundation in Guatemala show girls how their members' products can be used in meal preparation. Many business strategists identify marginalized communities as important opportunities to expand markets (Porter in Waddell 1997).

Enhanced public image, reputation and legitimacy. A public that is enjoying the munificence of the business sector is more likely to purchase its products and less likely to oppose its business ventures. Positive name recognition helps the bottom line. The Toyota Teach program in South Africa has enjoyed extensive media coverage and

high community approval that comes with project success (PWBF). Through its education support program, the Falconbridge Company, a controversial Canadian mining concern in the Dominican Republic, has improved its image in the community. Similarly, the Inti Raymi Mining Company in Bolivia, which had been widely and publicly denounced for the toxic wastes emanating from its mines, quieted criticism with an education program that has drawn favorable response from a large segment of the population (Puryear 1997). In Jamaica, a business group has paved the way for developing an untouched area for tourism by supporting education programs through the Oracabessa Foundation (Fiszbein and Lowden 1999). Without community good will and "license to operate," businesses can be shut down and their growth stymied, and—in some cases—even risk nationalization (Waddell 1997). International furor and product boycotts over multinational corporate marketing campaigns (e.g., Nestle) and employment conditions (e.g., Nike) in developing countries have propelled these groups into supporting social and education program as exculpatory measures. Aimed at the socially-concerned U.S. college student, the Nike website draws clear linkages between its education programs and its claims of good corporate citizenship (www.nikebiz.com).

Better government relations. Demonstrating corporate goodwill is also an important emollient in good public-private sector relations. Most education programs supported by the business sector are undertaken in association with the government and benefit public schools, either through the infusion of funds, materials, and supplies or by the underwriting of an educational research and development effort not easily afforded by cash-strapped ministries of education. Ameritech sees its support of the GLOBE science program in China as a means of building a relationship with government authorities and attaining market penetration through its educational work (PWBF). CESE, a business consortium supporting education in Mexico, states that its work has improved the business sector's relations with government (Puryear 1997). While studies have noted that corporate giving to government programs does not always ensure government cooperation on other issues, they also indicate that it does help business gain a place at the table and access to policy-akers (Himmelstein 1997).

Erasing the "bad guy" image

"EDUCA has a program that shows that businessmen can work with the people for the common good. Humble people who are disposed to see business people as 'the bad guys' are, through the [school] adoption program, seeing business people with a different face." —Pedro Pichardo, EDUCA advisor and former minister of education (Bernbaum and Locher 1998)

Comparative advantage—or at least the perception of it—also emerges as a reason for business sector involvement in education in developing

countries. The International Chamber of Commerce sees economic growth as the key to sustainable development, and names business as its "engine."

> "The firm is the fundamental institution of economic life within the framework of a free and democratic society. Economic freedom is not possible without the kind of entrepreneur that complies with his role as productive agent and member of civil society, as well as his ethical responsibilities." —Member of Peru 2021 business group

Business leaders and entrepreneurs in other countries also believe that the business sector has a fundamental role in shaping national development. Business leaders and groups have suggested that they can apply entrepreneurial solutions to educational problems, assessing solutions in terms of rational investment strategies. They assert they have the management and client relation skills needed to improve school operations and involve parents in education. They are quick to promote innovation, as evidenced by the numerous examples of experimentation with educational quality, and have the freedom and resources to do so. They are results-oriented, as evidenced by their emphasis on student performance and achievement gains, and expect accountability from teachers and educators who control the resources they contribute. They focus on sustainability rather than charity, planning with the government to hand over their programs for public sector support and expansion. And they can enlist the participation of other businesses in educational endeavors. In the case of multinational corporations or international business groups, they can use global networks to obtain resources to fund community-based projects, share information, realize economies of scale in replication, and transcend borders.

Finally, it must be noted that this survey did discover examples that can only be attributed to altruism or simple charity. This is true particularly of business-based benevolent organizations, such as Rotary or Lions Clubs. Soroptimist International, a business and professional women's organization, can claim no profit or public relations motive for its support of girls' and women's education programs around the world. Similarly, the Black Telecommunications Workers of AT&T who support a science education project in Benin receive no ostensible benefit. Their investment seems to be motivated more by gender or racial affinities than profit motives, as well that the fact that they may not be representatives of corporate concerns, but merely employees and individuals acting according to their own beliefs.

Sector beneficiaries

As the previous paragraphs make clear, the business sector can be one of the prime beneficiaries of its investment in education. Unlike the public sector, it is not mandated to be a provider of equal educational opportunity. It is free to select the programs it supports as well as the

beneficiaries, according to its corporate philosophy and mission. The business sector's philanthropic interests are often directly related to constituencies and the social issues that affect corporate services or products. Selective (or "strategic") philanthropy is a way for the business sector to both do good for the community and do well for the company (Ferguson 1996; Waddell 1997).

Traditionally, the education activities of many companies and groups centered on their employees and members, offering inservice and professional training. In some cases, particularly for large agricultural or mining concerns that required employees to live on the premises or in the immediate vicinity of the productive operations, companies would operate schools—often of low quality—for the children of employees. In some instances, companies' focus on its employees has benefited women in particular. Nike and Mattel, Inc., whose factories in Asia mainly employ young women, have instituted education and skills-training programs in an effort to remedy unfavorable publicity about the exploitative conditions in which its employees work in developing countries (www.theglobalalliance.com).

More recently, however, business sector education support activities have moved off the business premises and target a wider range of beneficiaries—ranging from the local community to a region to a global constituency of school children. Nonetheless, this survey found that most often companies and business groups focus their basic education programs in the communities where they are headquartered or where their employees live. For example, Proctor and Gamble states that in Brazil it supports a school in the community "where we have a major manufacturing facility," and in Colombia, it has renovated a school in Medellin where its detergent manufacturing plant is located (www.pg.com). In Guatemala, the Philips Van Heusen Company funds a school improvement program for schools in the area where its subcontractors operate (www.ajws.org). There are numerous other examples, but all make clear that they do not limit their beneficiaries solely or even predominantly to the offspring of employees. The Bradesco Bank, whose foundation operates an extensive network of schools in the Bahia region of Brazil, notes that only 10 percent of those participating in its education programs are employees or their children (Puryear 1997).

While several commercial concerns still do operate "company" schools, they either make these facilities available to other families in the community or branch out to provide additional support to public schools. The Carlos Delfinos Foundation opens the grounds of the private girls' school it operates for girls in the poor Venezuelan community surrounding one of its factories to families of nonstudents in the

neighborhood to participate in sporting, cultural, and religious events. The Celulosa Arauco Company, a private forestry corporation in Chile, has created two private high schools to serve both the children of its employees and the surrounding community. Moreover, its Foundation has instituted educational improvement programs in 22 surrounding rural schools. Also in Chile, a paper carton manufacturer operates a preschool for its employees' children and admits children from the community, although the latter must pay the full monthly tuition (Puryear 1997). The coffee growers' association in Guatemala expanded its girls' education support program from the highlands, where its member businesses operate, to include other regions (Clay 1994).

Although the U.S. international business sector has been criticized for not exporting its corporate-giving programs to levels commensurate with either its U.S.-based programs or its overseas' investments, there are numerous examples of international corporations supporting social and education activities in other countries (Logan 1995). International companies will generally focus their educational efforts in areas where their suppliers or subsidiaries are based. Starbucks targets its assistance program in coffee growing countries and communities around the world, with a special emphasis on Latin America. Costco indicates that it will support community development programs wherever it has offices. However, there is an innate bias of international companies, particularly the technology-based ones, toward the more prosperous of the developing countries—where there is either the manpower, the infrastructure, the tax incentives, or the market to support their enterprise. For example, South Africa and neighboring countries boast education activities supported by IBM, Toyota, Anglo American Corporation, 3M, British Petroleum, Unilever subsidiary Vandenburgh Foods, and many others.

Similarly, these better-off countries tend to have both the businesses with the means or a critical mass of thriving enterprises that can either individually or in concert undertake significant (and publicized and reported) education activities. Both Mexico and Brazil stand out in terms of the numerous local companies (such as the Bradesco Bank, the Odebrecht Foundation, and the Abrinq Foundation) and the business groups (such as the American Chamber of Commerce, the Educational Commission of the Business Coordinating Council, and the Mexican Business Development System). It is likely that the wealthier developing countries in Asia—such as Thailand, Indonesia, and India—also enjoy business sector support of education, although none are reported on in this overview. Moreover, it cannot be concluded that children in the poorest countries do not also benefit from business-supported education activities, but it is likely that because of the size and organization of the formal business sector these activities are smaller

and more individualized. Furthermore, in Muslim countries, many business sector contributions are pooled with other contributions in ritualized giving (e.g., Zakat) that are then channeled to faith-based organizations or special banks established to receive and distribute the funds (see Chapter 3 for discussion).

Some multinational businesses operate global education programs, such as British Petroleum's Science Across the World program, which benefits children in numerous different countries. The U.S.-initiative GLOBE science program, is supported by the American business sector and is extended to children in 22 countries, including poor ones. However, it should be noted that while these programs may include poor countries, the beneficiaries may not be the poorest children, as each relies on sophisticated equipment that may not be available or feasible in the majority of low-income countries' schools. Nonetheless, most business sector initiatives make a point of targeting poor communities, neighborhoods, families, and children.

Finally, as will be seen, girls do not figure prominently in business sector activities. While the business sector does not appear to explicitly favor boys—few boys-only programs were reviewed—it is not unlikely that programs targeting children, in general, will reflect the biases found in schools everywhere.

Girls' education support programs, project activities, and interventions

This section reviews the rationales and types of support provided by various business sector entities or members that directly or indirectly support girls' education. The numerous cases amassed in the course of research have been organized into a table, appended in Annex 1, which provides information about the focus, aim, content, purpose, results, implementation mechanisms, and financing for each activity. These areas will be discussed in the text, and selected examples will be described.

Rationale for supporting female and girls' education

Although education and training forms the core of most business sector "social investment" philanthropy or charity programs reviewed by this study, very few of these activities explicitly address girls' or women's education or training. While an increasing number of both international and local corporations and business organizations have initiated their own education activities or formed partnerships with government and NGOs and other civil society organizations in developing countries to extend and improve basic education for underserved populations, these programs are almost universally aimed at low income communities and children of poor families. With few exceptions, girls do not figure as a special interest group as either a justification for

investment in education or as a target of particular attention. For the most part, it appears that the business sector education programs are gender-neutral in intent, if not impact.[4]

Today most business organizations—particularly U.S.- and European-based ones—stress that they are "equal opportunity" employers and do not discriminate on the basis of sex or race in hiring practices or in the work place. While these claims are not loudly echoed or necessarily practiced by firms or business groups in developing countries, virtually none of the businesses reviewed made any mention of ensuring gender equality in terms of access to or as beneficiaries of their general education programs. Moreover, few of the businesses whose education programs were reviewed applied the common rationales for investing in education—work force development, consumer loyalty, and public approval—to girls' education activities.

Among the relatively few businesses or groups that are supporting girl-targeted education activities, the rationale for doing so is couched in either general humanitarian or development terms, rather than in business self-interest or investment terms. For example, Soroptimist International, the businesswomen's group that focuses its social outreach programs exclusively on women, justifies its support on humanitarian, as well as equity or human rights, considerations. It seeks to advance the status of women because this will "improve the health of the planet and its inhabitants…and generally make the world a better place." More pointedly, it states that women have "the right to education and good health," as well as "the right to equal participation in decision-making at all levels" (www.siswp.org/about).

Literacy has been an emphasis of Rotary International since 1986, based on its recognition that illiteracy is an obstacle to economic, political, and social development. It has published a guide, *Rotary Promotes Literacy,* designed for Rotary Clubs interested in undertaking or supporting community-based literacy efforts. Women's literacy and girls' schooling figures among the different kinds of literacy training endeavors (e.g., preschool, primary education, adult) it proposes for local club consideration and support. It notes how literacy can contribute to women's economic wellbeing and social advancement, rather than national development (Rotary International n.d.).

Both Tupperware and Starbucks' support for the relatively small girls' education activities they fund is justified in the nonexplicit terms of the corporate philanthropy programs. Tupperware directs its local offices

[4] Since data on reported results are not gender-disaggregated, it is impossible to know.

to support programs for young people in need, as "young people are the ones who will shape the planet" (Krueger 1998). Starbucks' mission for its corporate philanthropy aims to "improve social conditions in countries where we do business" (Starbucks Coffee Company 1999). Its support to CARE, which plans and implements its own development programs in Starbucks-selected areas, is based on the desire "to have a sustained impact on the lives of workers in coffee origin countries and their families." The girls' education program developed by CARE as one of many activities in a coffee-growing area of Kenya is justified in development terms as a means of "combating the area's high fertility rate," and notes that educated women are more likely to bear healthier and fewer children, earn more income, and participate more in society (www.starbucks.com/company/care).

Most often, it was found that the business sector support of girls' education gets its rationale from an overarching initiative or government program it is enlisted to support, possibly muting its own reasons for supporting girls' education. Development rationales were used to attract and justify the numerous instances of business sector support of girls' education in Guatemala. Spurred by a USAID effort to create multisectoral support for girls' education, business and other public leaders' attention was drawn to studies linking female education to better prenatal care, child survival, and employment. Because of the sociopolitical context, the relationship to lower fertility rates was avoided (Clay 1994). National conferences, supported by the business sector, reinforced the developmental linkage—they were entitled "Education of Girls: Achieving Guatemala's Development." The business-sponsored public awareness campaign continued to underscore the development aspect, using a slogan proclaiming that "an educated girl is the mother of development" (SAGE 1999). There is no indication that more narrow concerns such as business competitiveness or labor force needs were invoked.

Similarly in Morocco, the business sector has determined to support the ministry of education on improving educational opportunities for underserved children, including girls and rural children, in order to support national development. The business sector has, however, enjoined the ministry to help it improve the linkages between the productive sector and higher education, but does not specifically mention girls or women (USAID/G/WID 1999).

Focus and aim

To determine the type and extent of business sector support for girls' education, it was necessary to review many different types of business sector support for education and training. Three general areas have been addressed in this chapter: girl-specific or targeted activities,

general basic education programs for children and adolescents, and adult female education and training. Although there were examples in each of the three focus areas, the most numerous were in non-targeted basic education. However, it should not be assumed that girls do not benefit from these programs and interventions, and in some cases girls may benefit disproportionately. Several infrastructure support programs created safer and more sanitary schools, attributes known to increase girls' enrollment and attendance. The many school improvement programs aimed at teaching and materials may also benefit girls, who are more vulnerable than boys to the negative consequences of poor quality instruction and negative classroom environment.

Using the analytic model presented in Chapter 1, these activities have been further grouped according to their aim or the general type of change they intend to bring about. Of the three categories—policy advocacy, opinion-making, and service provision—the business sector appears to be most active in providing services to increase or improve educational opportunities for girls. It must be noted, however, that the business sector groups are also highly active in advocating for policy change and influencing public opinion in favor of basic, if not girls', education. In several cases, a single organization may be involved in all three. The National Business Initiative for Growth, Development and Democracy in South Africa successfully combines support to improve basic education quality by: working with national and provincial authorities to change education policy, including tax exemptions for private sector support (policy); conducting parental education programs and encouraging communities to participate in school support activities (opinion-making); and refurbishing and building school facilities, and conducting teacher and school director training (service provision). The range of activities supported by the business sector and categorized by these "aims" is explored in the following section.

Policy advocacy programs and activities

This type of action encompasses those activities by the business sector that seek to change public sector policy, programs, practices, and resource allocations on issues that affect educational opportunities and participation for girls. Examples include those activities that target girls and women as well as those that address basic education. Four types of policy advocacy activities have been undertaken by the business sector (Table 2.2).

Advocate and plan reform: Businesses, business organizations, and business leaders can exercise tremendous influence on the public policy agenda and public policy-akers. In the United States, corporate-sponsored political action committees and business lobbies are noted—

Table 2.2: Policy advocacy on behalf of girls and basic education

Intervention	Description	Organization
Advocate and plan reform	Basic education	Entrepreneurs Foundation (Peru), BEPA (Morocco), BPD (Jamaica), Educa (DR), CESE (Mexico), FEPADE (El Salvador), Toyota (SA), CMF (Brazil)
	Girls' education	BEPA (Morocco), ANE (Guatemala), FUNDAZUCAR (Guatemala), CONFIEP (Peru)
	Women's rights	SI (worldwide)
Create advocacy skills and bodies	Women's leadership capacity building	SI (Philippines, Senegal), Rotary (worldwide)
	Youth leadership	Coca-Cola Foundation (Zimbabwe, Kenya), Price Waterhouse (ww), Odebrecht Foundation (Brazil), Xerox (Brazil), Lions' Club (SA)
Demonstrate good practice	New instructional model	IBM Intl. Foundation (Vietnam), AmCham (Brazil), ABTW (Benin), P&G (India), PVH (Guatemala), FEPADE (El Salvador), Peru 2021 (Peru), ICWI (Jamaica), Corona (Colombia), Pantaleon Sugar Refinery (Guatemala), Rotary (Thailand)
	Teacher training	Arauco (Chile)
	Girls' education	PVH (Guatemala), FUNRURAL/ FUNDAZUCAR (Guatemala)
Leverage public resources	Primary education	VDC (Venezuela), CPC (Colombia)
	Girls' education	Funrural (Guatemala), Fundazucar (Guatemala)

denounced as well as praised—for their influence on both economic and social public policies, from defense spending and agricultural subsidies to health insurance and school vouchers. The business sector is generally considered to hold a privileged position in politics (Humphries in Neihheisel 1994). The opinions of business executives and entrepreneurs command the respect of politicians and policymakers as experts in matters of finance and the economy, as innovative thinkers with insight into social issues, and as employers of constituents.

In many developing countries where the business sector is dominated by relatively few large enterprises, economic power readily translates into political power. Even where the business sector is diversified, coalitions of businesses—both large and small—can consolidate the sector's influence. The stark economic stratification that exists in many countries, characterized by an impoverished majority dominated by a small wealthy class, results in close ties between the business and public sectors. Members of this privileged group are linked by shared social and educational experiences, as well as by family ties and frequent interaction. As part of the power elite, business leaders are likely to enjoy easy access to the politicians and policymakers who will listen to them. Often business leaders are elected or appointed to high political office. In several countries, the business community has played a prominent role in advocating educational reforms. Business leaders have been instrumental in initiating and shaping reform agendas in the Dominican Republic, Peru, Mexico, and Jamaica by voicing the need for systemic reform, planning changes in the national education policy and investment framework, and engaging high-level counterparts in government and education sectors.

One of the best-known and most successful examples of business sector involvement in education reform is EDUCA, an association of prominent business leaders in the Dominican Republic. Galvanized by the impending collapse of the public education system and alarmed at the implications for its future workforce, EDUCA encouraged the government to undertake systemic reform of the education sector, joined other civil society groups to work with the government on an extensive process of consultation that led to the Ten-Year Plan for national education development, and has been active in supporting its implementation (see box).

EDUCA catalyzes education reform

In 1989, education received less than 10 percent of the public sector budget and the Dominican government was doing little to reverse the crisis. EDUCA, with other groups, published a well publicized manifesto expressing concern about the state of education in the country. A presidentially appointed commission, including EDUCA members, conducted an in-depth review of the education sector. Among its recommendations were increasing teacher salaries and overhauling the ministry of education. Over the next four years, a series of pay raises were authorized for teachers and a Ten-Year Plan was developed to guide the reform effort, with EDUCA playing a key role. EDUCA solicited $130 thousand in private sector donations to pay for technical specialists and extensive in-kind mass media coverage, organized a broad-based discussion of the plan, and persuaded influential persons to support the development process and content. Following the plan's approval, EDUCA financed experts, training, and travel, as well as preparation of a teachers' guide to support the new curriculum. (Bernbaum and Locher 1998)

In Mexico, the Business Sector Educational Commission (CESE), representing Mexico's principal business organizations, has promoted and helped formulate education policy reform at

national and regional levels by bringing the business community and government together to design and implement strategies to solve some of the nation's educational problems, particularly preparing students for the workforce. It was an active participant in the analysis of the national Program for Educational Modernization, and meets regularly with the Secretariat of Public Education (Puryear 1997).

CONFIEP, an entrepreneurs' foundation in Peru, has worked with the government to develop a plan for decentralizing the education system. FEPADE—an education foundation set up by the Salvadoran business community—joined the Ministry of Education and the Universidad Centro Americana in undertaking a participatory sector assessment, based on policy dialogue with all sectors of society, to serve as the foundation of the national education reform to reinvent the education system, which was in disarray following 12 years of civil war. A group of private businesses used the sector assessment to lobby for a law delegating the responsibility for delivery of technical training to the private sector. In Jamaica, Business Partners for Education—an association of business people—has drawn government attention to the importance of the use of technology in education, both to better prepare students for the technology-based workplace and to derive the instructional benefits in imparting basic skills (PWBF). In South Africa, the Toyota South Africa Foundation's Toyota Teach Program advocates policy change at the school and governmental department levels. And in Egypt, faced with a large group of educated-yet-unemployed youth, a business commission advises the education ministry on skills needed by employers in the non-agriculture sector and supports internships for high school students in factories and industrial plants (S. Patton, personal communication). The Clemente Mariani Foundation, created by a private financial institution controlled by the family of a former minister of education, has influenced the policy and operations of the municipal education secretariat in a poor, isolated, and neglected area of Brazil (see box).

Improving municipal education secretariats in Brazil

Since the inception of its school support program in Catu, Brazil, the Clemente Mariani Foundation has forged strong ties with the municipal education secretariats. It has been able to provide them with information about the benefits that they should have access to under the law, but have failed to take advantage of due to ignorance. The foundation has worked to change how teachers are hired by promoting a competitive entrance examination and exposing the local political and clientele interests that influenced the selection process. Despite initial resistance from politicians, the mayor's office has now undertaken steps to make education administration more transparent and to respect legislation governing educational practices and teacher hiring. Local politicians cannot avoid acknowledging the benefits of the foundation's educational work without risking disapproval from a public appreciative of the school improvements supported by the foundation. (Puryear 1997)

In Morocco, Guatemala, and Peru, the business sector has organized itself to support education reform with girls as the primary or central focus. Notably these are in countries where an international donor (USAID) has provided the impetus and modest resources to stimulate the formation of a group of interested prominent public and private sector leaders to initiate a national dialogue on the importance of and issues surrounding girls' education. In each instance, this has culminated in a national conference that brings together representatives from public and private sectors, including international funding agencies, political leaders, government ministries, religious groups, civil society organizations, the media, and—of course—private enterprise. The national conferences resulted in the identification of key constraints to girls' educational participation, the development of a strategic plan to redress them, and the formation of networks, working groups, and alliances to undertake the implementation of projects and activities to support girls' education.

Guatemala was the first country in which the private sector was mobilized to advocate for and support girls' education. In 1993, as a result of a national conference, the National Commission on Girls' Education (later legalized into the nonprofit Guatemalan Association for Girls' Education), comprising 12 public and private sector policymakers, published and presented to the president a national action plan, detailing policy and project initiatives to support girls' education. Girls' education was declared a presidential and ministerial priority, the education ministry issued a *Policy Statement and Strategies on the Education of Girls (1993–1998)*, and the Guatemalan Congress approved funding for a scholarship program for rural, indigenous primary school girls, which now reaches 60,000 girls (Clay 1994).

Business sector joins national network

The National Network for Girls' Education in Peru numbers prominent private and public sector groups among its 22 member institutions. Business organizations include: CONFIEP, Peru 2021, and the Organization of Women in International Trade (Peru Chapter). The public sector includes: the Ministries of Education, Health, and Women and Human Development; the Executive Secretariat for International Cooperation; the Office of the First Lady; and Members of Congress. (USAID/Peru 1999)

Following the 1998 International Conference of Girls' Education, held in Washington, D.C., Peru's delegation, consisting of 22 member institutions from government, business, and civil society, established the National Network for Girls' Education whose mission is to promote and support public policies and programs to expand educational opportunities for girls in rural areas. To vet the recommendations for action in the network-developed Open Agenda for Girls'

Moroccan business sector takes the challenge

Challenged by the Bank of America general manager to form partnerships with their government to advance girls' education, the Moroccan Minister of Education, Ismail Alaoui, and the Deputy Managing Director of the WAFABANK, M'Hammed Abbad Andaloussi, planned a conference to promote girls' education in Morocco. The conference, Enterprise and Education: A Development Imperative, endorsed by King Hassan II, brought 500 leading business people together to discuss with government officials, professional organizations, and funding agencies the options for improving the Moroccan education system and ways for business to help improve education for girls and other underserved students. Keynote speaker, U.S. First Lady Hillary Rodham Clinton urged the business sector to "be willing to have your resources, and even your employees, work with people, work with parents, work with women's associations to understand best how to…proceed with the educational effort." The results are tangible. The Ministers of Higher Education and National Education have joined the presidents of the WAFABANK and the Moroccan Confederation of Entrepreneurs to plan various partnerships to link the productive and education sectors. The resulting Business Education Partnership Association (BEPA) numbers 16 banks and 1,600 businesses among its members, and is poised to advise government on policy and undertake activities in support of girls' education.

Education in Rural Areas, it organized the first girls' education conference. Several business leaders made commitments to further the policy goals advanced (see box). A similar process was followed in Morocco (see box).

In September 1999, the Guinean National Alliance for Girls' Education—uniting over 200 business, religious, media, government, and civil society leaders—held a strategic planning forum in Conakry to reach consensus on approaches and strategies to girls' education, and to develop a national plan of action. A series of resolutions and recommendations were adopted by the participants, including the business sector. It is expected that these recommendations will be reflected in the government's national education policy, currently under formulation (Morin 1999).

On an international level, Soroptimist International, a service organization of business and professional women with 3,500 clubs in over 100 countries, provides a "global voice" for women and their rights by encouraging governments and institutions to promote gender equality in economic and political structures. It advocates women's right to education, health services, economic participation, and political recognition. It publishes *Where We Stand*, a quadrennial status report which advocates policy reforms and practice changes by government and international agencies, and maintains consultative status with UN agencies.

Creating advocacy skills and bodies: With the exception of the national alliances, networks, or associations mentioned above, there are few examples uncovered by this survey in which the business sector solely and explicitly undertakes to create or train groups to be advocates for girls' education or even education, although opinion-making activities (treated in the following section) eventually contribute to civil society efforts to influence government policy. Several businesses support

youth leadership or "good citizenship" training programs, which may translate into future activism on the part of participants, but which in the short term appear aimed at equipping youth with the skills to make them better team players and, ultimately, employees. These programs may include girls, although they are not specifically mentioned (see "service provision" section for details). Only the Soroptimist International specifically targets women and their issues, including education. Its vocational training programs for women in the Philippines and Senegal include leadership training.

Reaching every school in Colombia

The Corona Foundation, founded by a large producer of ceramic construction materials, has formed a partnership with the Ministry of Education in Colombia to test and refine methods for the incorporation of technology instruction into the nation's school system to promote learning and integrate academic and technical education. Sustained support of the foundation has been vital to the success of the venture. It has supported 12 pilot projects in public and private schools, and provided technical assistance, financed training events, and information exchanges. It financed the 20-teacher training program in London. The initiative coincided with the promulgation of the General Law of Education in 1994, which seeks to redefine technical education. The Corona Foundation program motivated the development of a master's degree program in technology at the National Pedagogical University, and has led to the reformulation of student evaluation. The government plans to introduce the methods to every school in the country by the year 2000. (Puryear 1997)

Demonstrate good practice: A distinguishing characteristic of the business sector's support of education is that it frequently conceives it programs—regardless of size—as models for public sector adoption and replication. Accordingly, many business sector programs build public sector participation and support into their design, and assume the eventual transfer of operating and financing responsibility to the public education authorities.

Perhaps because it can unite resources with vision, several business sector groups have focused on developing comprehensive instructional models for primary and secondary education. There are several examples in which demonstration projects supported by the business sector have led or are leading to policy change and the introduction of new practices by the public sector:

- The Corona Foundation's work on technology has influenced and reinforced public policy in Colombia (see box above);
- The IBM International Foundation has launched a Reinventing Education initiative in Vietnam to improve student learning and academic performance, as well as introduce technology-based knowledge and skills (PWBF);
- The Education Innovation Project, launched by Peru 2021 with the participation of five NGOs noted for their educational innovations, aims to define a comprehensive model for education,

combining best practices in management, curriculum design, school health, and computer-assisted learning. Piloted in a poor district in Lima, the goal of this ambitious undertaking is to draft, within three years, a schooling alternative that can be replicated throughout Peru. Because of its potential, the Ministry of Education has entered into cooperative agreements with the participating institutions. Grupo Carsa, a member of Peru 2021, has pledged $1 million to support the project (www.iaf.gov);

- Created as a joint initiative by the ICWU Group Foundation (five leading insurance firms), the Ministry of Education, and the University of the West Indies in 1988, the Science Learning Center in Jamaica provides modern scientific skills for the country's primary school children through interactive exhibits, teacher development, and outreach programs. As a demonstration center, it provides learning opportunities which "impact the reform of science education at the primary level and in the wider community." It has reached nine thousand teachers and 227 thousand children (Fiszbein and Lowden 1999);
- The Association of Black Telecommunications Workers of AT&T provides information technology and equipment to schools in Benin in support of the environmental education Project GLOBE, initiated by U.S. Vice President Gore. Because of its success, the Ministry of Education has integrated the GLOBE science curriculum into its education curriculum and budget (PWBF); and
- Rotary Clubs of Thailand and Australia formed a partnership with a Thai University and the Ministry of Education to develop a concentrated language and interactive learning program, Lighthouse for Literacy, to ensure literacy acquisition—as well as key lessons in nutrition, health, and sanitation—by primary school students. In 1992, the ministry incorporated the program into the national economic and social development program and expanded it from four to 400 schools (www.rotary.org).

The number of examples of activities aimed at girls' education has not been as robust. Only two came to light in this survey, both in Guatemala. The Philips Van Heusen Company fully funds Project NEO, an innovative program for public school support that includes a parental awareness program on girls' education and the development of materials promoting girls' education. It works with both national and local education authorities on the school improvement programs so that they are incorporated into the public education services provided to the schools.

Also in Guatemala, Fundazucar—a foundation established in 1990 by the sugar cane growers and members of the Association for Girls' Education—designed, implemented, and administered the three-year experimental *Eduque a la Niña* program, which combined a series of interventions (scholarships, mentors, and motivational materials) to improve the retention and promotion of indigenous girls in rural areas. Having nearly matched USAID's $1.5 million contribution and reached 5 thousand girls, it indicates that it is now up to the Ministry of Education to replicate the program to serve the other 500 thousand girls estimated to be out of school. To date, the ministry has not moved to extend the program.

More successful in terms of spurring government policy change in Guatemala has been the expansion of the government-funded girls' scholarship program under the efficient administration of Funrural, the coffee grower's association (see box).

Growing the girls' scholarship program in Guatemala

By 1996, the Guatemalan Ministry of Education was struggling to implement its experimental girls' scholarship program for indigenous rural girls, reaching only 600 of the six thousand girls in grades 1–3 targeted. It then contracted with the coffee growers' private foundation, Foundation for Rural Development (Funrural) to administer and implement the program. Funrural redesigned the distribution system. Funds now arrive promptly at schools by means of a transparent bank transfer system to parent selection committees, and program operations are aided by Funrural's network of member firms operating in the coffee-producing highlands, where the program is centered. In 1999, 46 thousand girls received scholarships with 60 thousand scholarships planned in 2000. Ninety-five percent of the recipients complete grade 3. (USAID/CDIE 1999; Puryear 1997; Clay 1994)

Leveraging public resources: A corollary of demonstrating good practices that lead to policy change on the part of the public sector is leveraging public resources to support a business sector education program. The Coffee Producer's Committee of Caldas in Colombia introduced the innovative *Escuela Nueva* program to rural schools in the coffee producing communities who requested it. The Ministry of Education implements the program, providing infrastructure and teachers. It should be noted that research has shown that Colombia's *Escuela Nueva* model has been particularly successful in addressing the constraints known to impede girls' educational participation—flexible class time accommodates girls' domestic chore obligations, self-paced learning modules allow for intermittent attendance, and supportive pedagogy helps girls learn (Tietjen 1991; Fiszbein and Lowden 1999).

Similarly, the "adopt-a-school" program organized by the *Dividendo Voluntario para la Comunidad*, a business organization of 240 large firms in Venezuela, in which a business builds and equips a school, is matched by the government, which provides teachers and materials. Again, the

examples for girls' education come from Guatemala. To address the shortage of classroom teachers, the Philips Van Heusen company funded the first year's salary for additional teachers and student teachers, on the understanding that the government would permanently hire and pay them thereafter. The coffee growers' and sugar cane producers' associations introduced the government-developed *Nueva Escuela Unitaria* program—which developed a participatory instructional model and included girl-sensitive techniques and materials—into the 400 Funrural and 40 Fundazucar schools (USAID/PPC/CDI E 1999).

Opinion-making programs and activities

Business organizations and leaders not only exercise influence in the public policy arena, but by virtue of their visible financial success and public profile as employers they capture popular attention, and their opinions command respect from much of civil society. The business acumen associated with their savvy financial investment choices is construed by many to endow them with special insight into "social investment" issues. As individuals, entrepreneurs with the inclination to voice their opinions and the means to back it up through their philanthropies can claim public attention for particular issues. Captains of U.S. industry Ted Turner (CNN) and Bill Gates (Microsoft) have drawn attention to the problems of Third World development and minority education in the United State through billion dollar or more charitable endowments.

But corporations and businesses maintaining lower profiles, as well as business leaders of lesser means who choose to consolidate their power through associations, also influence public perception, attitudes, and behaviors by whether, where, and how they engage in social ventures. Because of the innate influence they have on society, it is likely that their visibly lending financial support to a certain activity (e.g., an AIDS clinic, a school, or a minority scholarship fund) will incline some people both in favor of the activity and its underlying principle. Often, however, the business sector will overtly and explicitly undertake the promotion of a particular social cause, such as environmental responsibility. This section explores what the business sector has done to influence society in favor of basic and girls' education and to enlist others in the business community to support these two "causes." It also briefly examines what has been done by "external" actors to engage business community interest (Table 2.3).

Raise community awareness: The business sector—both as individual companies and business associations—has acted to increase community awareness of the need for and the need to support basic education of their children through publicity and social marketing campaigns and through parental and community education programs.

Table 2.3: Opinion-making on behalf of girls' and basic education

Intervention	Description	Organization
Raise community awareness	Increase community awareness of basic education	P&G (Puerto Rico), Odebrecht (Brazil), BNI (SA), BPE (Jamaica), EDUCA (DR), Conelca (El Salvador), Falconbridge (DR)
	Increase community awareness of girls' education	Starbucks (Kenya), ANE (Guatemala), Fundacion C. Cordova (Guatemala), PVH (Guatemala), C.Delfino (Venezuela), Radio Programas (Peru), Funrural (Guatemala), Barry & Frères (Guinea)
Enlist usiness sector support	Sector's need to support education	EDUCA(DR), Peru 2021(Peru), CONFIEP (Peru), Abrinq (Brazil), VDC (Venezuela), Presidents' Forum (Colombia), CESE(Mexico)
	Sector's need to support girls' education	CONFIEP (Peru), Peru 2021 (Peru), Funrural, Fundazucar, Fundacion C. Cordova (Guatemala), BEPA (Morocco)
	External mobilization efforts	USAID, World Bank

In the Dominican Republic, EDUCA has carried out a variety of activities to increase awareness about the importance of basic education since 1989. Most of the funds for these activities have come from private sector sources. Full page advertisements and supplements in newspapers urged parents to enroll their children. EDUCA's logo and slogans—such as "education is a job for everyone" appeared on plastic supermarket bags. Two mass media campaigns, with major in-kind print and air space from advertising professionals, newspapers, radio and television stations, were also launched: "Education, a National Obsession" and "To Educate is to Teach to Live Better." Back-to-school campaigns—"The Joy of School"—used the media, parades, and other events to motivate children and parents to prepare for the new school year. Through its adopt-a-school program, it has enlisted the support of many businesses (Bernbaum and Locher 1998).

Also in the Dominican Republic, the Falconbridge Foundation, a Canadian subsidiary of a mining company, has conducted workshops to increase parental appreciation of the factors within the household—such as family climate, household income, parents' (especially mothers')

education—that can affect student performance. More than 1,300 parents participated (Puryear 1997). In South Africa, the National Business Initiative for Growth, Development and Democracy's Education Quality Improvement Program (EQUIP) has instituted a parent education program in selected public schools in depressed areas to help them identify and meet their community's needs in facility repair, teacher education, and school governance. Proctor and Gamble supported a parental awareness program in Puerto Rico (see box).

"I want you to read to me"

In Puerto Rico, Proctor and Gamble led the kickoff campaign of a national awareness campaign to inform parents about the benefits of reading aloud to their children and encourage them to start in early childhood. It also provided funding for the "Alliance for a Drug-Free Puerto Rico" campaign which produces public service ads for the media. (www.pg.com)

Business Partners for Education, a group of private sector businesses and individuals, has conducted a public awareness campaign on the need for and the use of technology in education in Jamaica (Van Der Gaag 1995). The Odebrecht Foundation in Brazil uses plays and street theater to inform the students, parents, and communities about issues affecting youth in its Exercise in Citizenship Project.

Raising awareness about girls' education has also received business sector support. The Starbucks Coffee Company supports a girls' education program, implemented by CARE, in Kenya (see box).

The Fundación Castillo Cordova, the Guatemalan beer and food producers foundation, undertook a national social marketing campaign to support girls' education. Billboards were placed throughout the country, and radio stations and television stations provided free airtime. Earlier the foundation had mounted a small, but successful mobilization campaign in eight communities to increase primary school enrollment, which brought together community leaders, university students, and Ministry of Culture staff for several days of community meetings, talks, plays, and contests. Unfortunately, the enthusiasm was quickly dampened by the lack of school places for the new girl students (USAID/PPC/CDIE 1999). Funrural, the coffee growers' foundation, has planned a social marketing campaign in 96 municipalities, modeled after earlier efforts to sensitize communities to the ways to improve girls' retention and promotion in primary schools.

Starbucks promotes girls' education in Kenya

In Nyeri, a center of the coffee growing industry in Kenya, the education of girls is a particularly important strategy for combating the area's high birthrate. With Starbucks' support, this project informs families about girls' education and health issues, child marriage, and child labor. It also provides gender training for teachers and works with community leaders to spread the message of the importance of educating girls. (www.starbucks.com)

Also in Guatemala, Project Neo, supported by the Philips Van Heusen Company, has instituted parental education on girls' education in the communities of the seven public schools it supports (www.ajws.org), as does the Carlos Delfinos Foundation for the parents of students and the community surrounding the private school it operates for underprivileged girls in Venezuela (Puryear 1997).

Peruvian businesses engaged in the media have promoted girls' education. In Ayacucho, an area of low girls' educational participation, the radio station broadcast a three-month series of daily radio programs in Quechua to inform rural families about the importance of educating their daughters and of the barriers that impede their achievement in school. Following a national girls' education conference, Radio Programas del Peru has pledged to support ongoing campaigns to promote the timely enrollment and completion of girls and parental support of their girls' education (USAID/Peru 1999). Similarly in Guinea, which also held a national strategy conference on girls' education, Barry & Frères, a manufacturer of canned food products, publicly announced that it would include messages about girls' education in its national advertising campaign (Morin 1999).

Enlist business sector support: Motivated groups within the business sector, generally associations of businesses or entrepreneurs, that have organized themselves to address the issue of education have also targeted the business community with informational campaigns and outreach efforts in order to stimulate interest and recruit members among their colleagues to elicit additional support for both the "cause" of and specific activities for basic education. EDUCA again provides a good example. It has hosted annual *Aprendo* (I learn) conferences for their peers in the business sector, in education, and the government to address the different issues confronting educational development in the Dominican Republic. The conferences have proved so popular that EDUCA no only charges a healthy attendance fee, but limits attendance to a thousand people. EDUCA also developed a series of publications, including translations of news magazine and journal articles, to motivate business people and political leaders to invest in basic education.

Groups in other countries have also been active. Peru 2021 has launched a sophisticated campaign directed at the business sector whose core message is that education is a high-yield investment and the inadequacy of the education system is constraining national development (see box).

In Mexico, the Educational Commission of the Business Coordinating Council (CESE) unites umbrella business organizations, which in turn recruit members from the business community to participate in strengthening linkages between the productive and educational sectors. The

President's Forum in Colombia, whose membership includes the heads of 120 of the country's largest firms committed to "total quality management" in schools, has provided training programs for members in education quality that included a U.S.-based course on primary education quality, school management, and peer tutoring, and a locally-based seminar on educational quality experiments in the region (Puryear 1997).

Marketing education development to business in Peru

While a disapproving teacher looks on, a young boy dreamily outlines his vision of a perfect future for Peru. Although just a staged scene in a ten-minute video, his vision of a healthy, happy nation (including a competitive business sector) expresses that of its producer, Peru 2021. This group of Peruvian businessmen sees education as key to Peru's development and believes business has a fundamental role to play in the process. With a theme song and accompanying brochures, the video is presented as an introduction when Peru 2021 leaders make their presentations on social responsibility, its benefits to business, and their personal experiences throughout the country and region. The idea is that business leaders will be more effective in enlisting their peers' involvement than intellectuals, government, or donor or NGO representatives. Peru 2021 has worked with other business associations and regional chambers of commerce to build support for corporate philanthropy. It sponsored a national conference that brought together representatives of more than 100 companies, resulting in the book *Private Enterprise and Social Responsibility*, and publishes a bimonthly newsletter. It presents annual awards to businesses that have made outstanding contributions to social development programs. In 1997, 15 companies joined and contributed $6 thousand each annually to finance operations and provide counterpart funding for projects. (www.iaf.gov)

The ***Dividendo Voluntario para la Comunidad*** business organization promotes social consciousness and involvement of the business community in education through its "adopt-a-school" program (Fiszbein and Lowden 1999). Conelca, a U.S. subsidiary of Phelps-Dodge Corporation, has been so pleased by the success of its Primary School Investment Program in Ilopango, Colombia, that it plans to draw in more firms to the program by demonstrating the benefits that can accrue from supporting basic education, which range from an enhanced public image to greater employee dedication (Fiszbein and Lowden 1999). The Abrinq Foundation for Children's Rights in Brazil was founded by toy manufacturers; its mission is to raise awareness among business people about social issues and broker partnerships with government and civil society (PWBF). The Falconbridge Foundation in the Dominican Republic has offered to train other businesses to operate adopt-a-school programs like its own. A Timberland executive is currently "interning" in preparation for launching the company's education program.

More recently, the business sector in some countries has become active in promoting the importance of girls' education to its members. Spurred by their involvement in the National Commission on Girls' Education and subsequent membership in the Association for Girls' Education, several Guatemalan business associations—of coffee and sugar cane

growers and beer producers—enlisted their members to engage in activities to support girls' education. CEMACO, the largest department store chain in the nation, fully funded the salary of the executive director of the National Commission/Association for Girls' Education for a few years (see previous and following sections).

Business commits to girls' education in Peru

Peru's leading radio station, *Radio Programas de Perú*, will support awareness campaigns promoting girls' enrollment and completion. The local radio station in Ayacucho broadcast messages calling on business to join public and nonprofit agencies to improve girls' education. The president of the Confederation of Private Enterprises committed the resources of the private sector to girls' education. Peru 2021, a group of businesspeople, invited the Executive Director of the Funrural to speak at its national conference on social responsibility about the Guatemalan coffee producers' support of girls' education and how Peru 2021 can get involved. Two radio interviews ensued, as well as newspaper coverage. Peru 2021's monthly publication, *Presencia,* has broadly disseminated issues and solutions related to girls' education. (USAID/Peru 1999)

In Peru, several business organizations are beginning to focus on the problem of girls' education, explore a role for themselves, and educate their membership about the issue (see box).

In Morocco, the newly formed Business Education Partnership Association (BEPA), emerging from a national conference to mobilize the business community and spearheaded by the Wafa-Bank, will focus its efforts on girls' education. It has mobilized a major public relations agency to help it develop its girls' education campaign as well as to develop a communication plan for its internal membership of 16 banks and 1,600 businesses.

External mobilization efforts: While governments and their ministries of education are increasingly soliciting the support and resources of the private sector, including private enterprise, some international donor agencies have aimed to facilitate the formation of partnerships by working with the business sector to organize itself on behalf of education, and especially girls' education. The United Nations initiated the Joint Action Programme in 1998, which brought together senior executives from international business and UN agencies to improve the understanding of the contribution of business and the UN system to development, identify existing and potential areas for collaboration on joint projects, and establish mechanisms of operational collaboration (www.itcilo.it/unscp). The UNDP is reported to have recently established with 30 major global corporations the controversial Global Sustainable Development Facility as one means of promoting UN-business sector partnership on humanitarian and development issues (Naomi 1999; Winfield 1999; Oleck 1999).

The World Bank has created the Business Partnership Center to develop institutional linkages and partnerships with several leading umbrella

business organizations around the world, such as chambers of commerce and federations of industries. Its goal is to collaborate on joint initiatives of mutual interest, including social development, within the relatively conventional framework of comparative advantage. "Business is best suited to contributing to sustainable development in the economic sphere—through the creation of wealth in an environmentally sound manner. Government…is best suited to contributing to sustainable development in the social sphere—through the provision of education, infrastructure and public services and through the sound regulation and administration of the protection of the environment and economic system" (www.iccwbo.org).

The World Bank has also provided seed money and support for the informal Business Partners for Development Network, which has been active since 1998. Designed to study, promote, and support strategic examples of partnerships involving business, government, and civil society, the initiative is grouped around four thematic "clusters," including the Global Partnership for Youth Development (i.e., education and vocational training) coordinated by the International Youth Foundation. Participating international corporations, such as Shell Oil, Cisco Systems, and Kellogg Company, have proposed to support three-year "focus projects" in which they will plan and institute intersectoral partnerships with local businesses, government, and NGOs; implement the pilot project; test assumptions about the benefits of partnering; and provide practical lessons on scaling up and coalition-building (www.worldbank.org/bpd/web.nsf). Most of the proposed projects are still in the planning stage (Reyes, personal communication).

Supporting the business sector's opinion-makers

USAID has provided the following support service to the business sectors in Peru, Guinea, Morocco, and Guatemala:

- sponsored or arranged for business leaders involved in girls' education from other countries, including the United States, to speak at girls' education conferences in Morocco and Peru;
- funded business leaders from several countries to participate in the 1998 Educating Girls: A Development Imperative conference in Washington, D.C.;
- provided documentation to business organizations on girls' education and examples of business sector support of girls' education efforts;
- provided technical assistance to help business associations develop internal communication plans and strategies on girls' education for membership; and
- provided technical assistance to business groups on the design and implementation of specific business-sponsored projects, services, and activities.

The World Bank has also teamed with the John D. and Catherine T. MacArthur Foundation, the International Youth Foundation, Mattel, Inc., and Nike, Inc. to create The Global Alliance for Workers and Communities, which aims to help corporations develop ways to respond to worker needs and aspirations on a factory-by-factory basis, focusing

mainly on young adult employees, "especially young women." Planned projects will address education and vocational and life skills training (www.theglobalalliance.com).

USAID, through its Girls' and Women's Education initiative, has supported the mobilization of the private sector through the creation of national and community-based alliances uniting religious, business, and NGO groups with the public sector; holding national conferences; and developing national strategies and action plans to which all sectors subscribe and support. Several of activities directly target the business community (see box).

Service provision

In addition to the policy advocacy and opinion-making activities described above, the business sector supports and/or provides numerous education services for children and adolescents, both including and, infrequently, exclusively for girls. Although the focus of this survey is on primary and early secondary education, in some cases a business-supported program has been found to address higher secondary as well, and are included in the description. In general, business-provided services supplement existing public school operations by supporting infrastructure development, improving school quality, or addressing demand-side constraints such as cost reduction. At times, business sector programs complement existing services by creating additional, rather than just better, educational services, such as a science resource center, computer center, or a youth development program. Only in a few cases, such as vocational education programs, were new standalone programs created independently of an existing structure or institution. In this latter category, only those programs aimed at girls and women are described. While many such programs exist for young adults, given their descriptions, most appear to be implicitly aimed at young men.

Table 2.4 delineates both the education programs surveyed that benefit all children, including girls, as well as those aimed particularly at girls. In some cases, aspects of programs or services that seemed particularly "girl-friendly" were placed in the "for girls" column. In other cases, programs that were motivated by a girls' education initiative, but not specifically targeted at girls—as many activities in Morocco—were also placed in the "for girls" column. Both sets of activities will be discussed together.

School provision: Most frequently business sector support entails working with the public education system in public-private sector partnerships. In general, it does not appear to be the aim of the business sector to create and operate its own private schools, although occasionally,

Table 2.4: Service provision activities benefiting children and girls

Intervention	Description	for Children	for Girls
School provision: basic education	Infrastructure improvement	P&G (Brazil, Colombia), WafaBank (Morocco), Funrural (Guatemala), Falconbridge (DR), Rotary (ww), Hariri Foundation (Lebanon)	PVH (Guatemala), Conelca (El Salvador), bs (Guinea), bs (Morocco), BECF (Morocco)
	Public school construction	P&G (Mexico, China, Guatemala), bs (Mauritius), FB (Honduras), Oracabessa (Jamaica), VDC (Venezuela), Starbucks (Guatemala)	ARBank (Saudi), bs (Egypt)
	Private school operation	Bradesco (Brazil), Hariri Foundation (Lebanon)	CDF (Venezuela), Habib Bank (Pakistan)
School improvement	School books, equipment provision	3M (Philippines,SA, Venezuela), P&G (PR), Starbucks (CR), Backus (Peru), BECF (Morocco), Rotary (ww)	Rotary (Morocco, India), PVH (Guatemala), Shell (Guatemala), Wafabank/ BECF (Morocco)
	School management assistance	Toyota (SA), PW (ww)	WafaBank(Morocco)
	Total school quality, improved pedagogy, teacher training	AmCham (Brazil), Odebrecht (Brazil), NBI (SA), EDUCA (DR), Falconbridge (DR), Peru 2021, Conelca (El Salvador), VDC, PdV (Venezuela), CPC (Colombia), CMF (Brazil) SI (India), Toyota (SA), Arauco (Chile), Reebok (Pakistan), Pres Forum (Colombia), Rotary (Thailand, Bangladesh, Solomons)	PVH (Guatemala) Fundazucar (Guatemala), Shell (Guatemala), Starbucks (Kenya), SI (Thailand), BECF (Morocco)
	Computer-based instruction	IBM (Vietnam, SA), PanAmSat (Peru), Peru 2021	
	Technology education	BPE (Jamaica), Corona (Colombia)	Cisco (ww)
	Science/ environmental education	BP (ww), ABTW (Benin), P&G (India), ICWI (Jamaica), AmEx (Brazil)	

Table 2.4 (cont.): Service provision activities benefiting children and girls

Intervention	Description	for Children	for Girls
School improvement (cont.)	Teacher salaries, incentives	Bradesco (Brazil), AmCham (Brazil), CMPC (Chile), FP(Honduras)	PVH (Guatemala)
Cost reduction	Scholarships	Tupperware (Mexico, Malaysia), Rotary (Sri Lanka), Toyota (Kenya), Oracabessa (Jamaica)	Tupperware (CAR), ANE (Guatemala), Funrural (Guatemala), Fundazucar (Guatemala), bs (Morocco)
	Supplies and incentives	Xerox (Brazil), Rotary (India)	P&G (Peru), Wafabank (Morocco), Rotary (Morocco), CDF (Colombia)
	Meals, food supplements	VF (SA), Kellogg(SA)	MilkCoop (Morocco), FCC, PVH (Guatemala), CDF (Venezuela)
	Health, nutrition, life skills	Lions (ww)	WafaBank (Morocco), PVH (Guatemala), FC. Cordova (Guatemala)
Vocational/ continuing education	Girls		SI (Thailand, Brazil, Madagascar, Nepal, W. Samoa), FCC (Guatemala)
	Women		SI (Peru, Bangladesh, Brazil, India, Mexico, Philippines, Senegal, SA, Thailand, Turkey, W. Samoa), FEPADE (El Salvador), TR (Namibia), Nike (Vietnam, Indonesia)
Youth development	Skills, citizenship, leadership	Coca-Cola (Zimbabwe, Kenya), Lions (ww), PW (ww); Odebrecht (Brazil), Xerox (Brazil), FP (Honduras)	

particularly in the mining and agriculture industries, companies will found and fund schools uniquely for the offspring of their employees (e.g., Funrural and Fundazucar oversee 440 schools in Guatemala.) However, some businesses have actively sought alternatives to public education for the general populace.

Private school operation: The Bradesco Foundation, established by the Bradesco Bank, the largest private bank in Brazil, is a an example of the business sector seeking to expand educational access for underserved, needy communities. The Foundation operates a network of private schools and teaching institutions—including primary, secondary, professional, teacher training, and adult literacy—in 23 of the 27 states, serving 95 thousand students and employing over 2,800 staff to run the program. Although it does not seek to compete with the public school system, targeting areas without schools, it does pay its teachers a higher wage than the government to prevent strikes and overcome teacher shortages. It enjoys high community support, not only for the quality and consistency of its programs, but because it provides employment opportunities, recruiting from the project areas. Funding reached $65 million in 1995 (Puryear 1997).

The WafaBank, one of the largest and most successful financial institutions in Morocco, inspired by its successful One Branch, One School program, is reportedly exploring the possibility of establishing its own primary schools in poor areas, independent of the government (Bidaoui, personal communication). Another bank, the Habib Bank Trust in Pakistan has joined other private sector donors to support the Home School program for girls. Home schools serve girls in low-income urban areas. A local woman with at least a tenth grade education is selected to teach no more than 60 students, who pay a nominal fee. A mothers committee provides oversight and assistance. Although the schools have succeed in reaching low-income students, they have had difficulty in maintaining a majority of girls (Stromquist 1996).

The Lebanese Hariri Foundation, founded by former Prime Minister Rafic Hariri and funded by the Hariri Oil Company, supports five private schools in Lebanon, offering preschool, primary, and secondary education. To keep the historic Lycée Abdul Kadir operating in the aftermath of war, the Hariri Foundation purchased the campus, expanded and improved the building, equipped the classrooms and laboratory, and administers the school in collaboration with the Mission Laique Francaise—its founder—and the French Ministry of Foreign Affairs. It has entered into a similar arrangement with the Syrian Protestant Mission school. The foundation purchased land and built a school to serve the poor, and donated it to the Makassed Islamic Association, which runs the school (www.hariri-foundation.org).

The Carlos Delfinos Foundation, a large family-run financial group in Venezuela, provides the single example of a school for girls almost entirely supported by the business sector found in this survey. Its innovative program distinguishes it from typical business-created schools aimed at serving company workers (see box).

A business-supported school for girls in Venezuela

Owned and fully funded by the Carlos Delfinos Foundation, the eponymous Education Unit (UEFCD) is a private school providing first-class primary and secondary education to underprivileged girls in Parroquia La Vega, a community where Delfinos family's cement factory was located. The school has been run by the Maria Auxilliadora Order of nuns since 1946. Tuition is free, and all 650 girls are provided with uniforms, books, and supplies, with lunches for the more needy students. The school's facilities—including sports areas and science and computer labs—are top quality and contrast sharply with the public schools; per-student expenditures are three times that of public schools. Students spend the entire day at school, with mornings devoted to academic study and afternoons to professional, religious, and extracurricular activities, ranging from community service to theatrical productions. The UEFCD runs regular professional development workshops for teachers and education programs for parents on reproductive health, adolescence, and child development. Parents are expected to play an active role in their daughters' education, attend monthly teacher meetings and help with school maintenance. The school invites the community to participate in religious, cultural, and athletic activities on Saturdays and Sundays, thus avoiding the vandalism and crime endemic to the area and plaguing other schools. (Puryear 1997)

School infrastructure improvement and construction: School infrastructure improvement and public school construction are notable activities undertaken by the business sector to support education, either as a component of an overall school improvement program or as the program itself. These efforts range from small, adopt-a-school type arrangements in which a business helps a single school to large-scale construction projects undertaken by a corporation or consortium of businesses.

In two communities in Colombia and Brazil where its manufacturing facilities are located, Proctor and Gamble has renovated public schools used by low-income families. Funrural in Guatemala maintains a social development fund for school rehabilitation and improvement in the highlands where it is based (I IR 1998). The Falconbridge Foundation in the Dominican Republic also supports this as part of its "adopt-a school" program, requiring community participation in the effort (see box).

Infrastructure improvements that are known to most benefit girls include latrines, water, and security fences. The Philips Van Heusen company has constructed latrines, among other infrastructure improvements, at the seven Guatemalan schools it supports through its Project Neo, which recognizes and attempts to redress the special barriers to girls' education.

Although not aimed specifically at girls, local Rotary clubs in the Philippines and India have equipped numerous primary schools with

School repair in the Dominican Republic

Because of the dilapidation of many public school buildings, school construction and repair is one of the most active and costly projects of the Falconbridge Foundation. It is also one of the most frequently solicited by the community. During the first year of the Foundations' adopt-a-school program, it was the most dynamic component. Most requests were concerned with building restoration. Repairs were effected through the joint effort of the school community and administrator, with the foundation providing financial resources. (Puryear 1997)

drinking water, latrines, and other sanitary facilities (www.rotary.org). Likewise, Conelca in El Salvador has improved the sanitation, water, and electrical facilities at four primary schools in the district of Ilopango, where it is based. Attendance of girls and boys is reported to have doubled in the schools, new classes added, and preschools introduced, and a new teamwork approach has developed among students, teachers, and parents. The provision of electricity to the schools has had positive effects on the surrounding residential community, stimulating further community development programs and organizations (Fiszbein and Lowden 1999).

In Guinea, three local community alliances formed to support girls' education—made up of community leaders from religious, business, government, and other sectors—have been successful in soliciting funds from local business people to construct latrines and additional classrooms at schools to attract and accommodate increased girls' enrollments (SAGE 1999). Over 600 schools, generally requiring infrastructure improvement, have been "adopted" by private sector groups in Morocco—spurred by the USAID Girls' Education program—in the 1999/2000 academic year (USAID/Morocco 1999).

Several companies and business organizations have supported the construction of public schools. Proctor and Gamble has funded an ongoing program in Mexico to build schools to educate children in rural areas, having recently completed its twenty-second school, which will serve the needs of disabled children. In China, it donated $600 thousand to Project Hope for the construction of 25 new rural schools (www.pg.com). The *Dividendo Voluntario para la Comunidad* has mobilized businesses and companies to construct 265 rural schools, libraries, and playing fields in Venezuela. The Oracabessa Foundation in Jamaica has constructed primary schools in a poor area in Jamaica that it plans to develop for tourism. Starbucks in Guatemala has collaborated with local authorities to build and expand two schools on large coffee farms to permit children to progress beyond primary school. The Fuller Brush Company helped set up the Jose Ocampo primary school in a low-income community and covered the teacher's salary for the first year (McCabe 1998). Rotary clubs have built schools or classrooms in Mexico, India, Brazil, and Guatemala. For example, the Rotary Club

of Tijuana Oriente, Mexico, built a three-room school with assistance from Rotary Clubs in California, paired through Rotary Internationals World Community Service program (www.rotary.org/programs).

The public sector is increasingly turning to the business sector for innovative financing arrangements in order to expand educational access. In Mauritius, where education has been completely government-funded from the primary to tertiary level, the government is now encouraging private sector involvement. In a unique deal with the Government of Mauritius, the business sector has agreed to fund and build new schools and colleges over the next 10–15 years, with the promise of government payback within 10–15 years thereafter (Khouri-Dagher 1998).

Saudi bank finances girls' schools

The Al-Rajhi Banking & Investment Corporation (ARABIC) has financed the construction of 400 schools. The bank has made available SR 5.9 billion to construct schools for both the General Presidency of Girls' Education and the Ministry of Education. Saudi Arabia will spend SR 13.5 billion on the construction of new government and private schools until 2000, according to a study conducted by the Riyadh Chamber of Commerce and Industry. ("Local Bank Says Schools Project to Be Ready This Year," 1998)

The expansion of girls' schooling has also benefited from private sector loans to the public sector. A local bank in Saudi Arabia has financed the cost of girls' and boys' schools (see box).

In Egypt, the business sector increased girls' access to schooling by underwriting the construction costs of more than 50 girls' schools. The BECF, an export bank in Morocco, has developed a school sponsorship program that includes the construction of latrines and housing for teachers in rural areas, as part of the girls' education initiative there.

School improvement: Improving the quality, relevance, and efficiency of public schooling emerges as the primary focus of business sector support of basic education. Corporations, companies, and business groups are actively seeking to rework and augment existing education models in order to provide children and youth with the skills to become productive workers and citizens, the ability to master new technologies, and the wisdom to protect the environment. Business sector support activities range from simply providing needed school supplies to integrated programs of school quality. Despite the number of activities, there are relatively few programs that particularly aim at girls.

School supplies, materials, and equipment: There are many examples of the business sector providing funding to purchase the actual supplies, materials, and equipment needed by the schools they have "adopted."

Books and other instructional materials are an essential component of the learning process, and one often in short supply. The 3M Corporation

formed a partnership with a Texas school district to collect and ship over six thousand recycled textbooks to poor primary schools with a shortage of teaching tools in South Africa and more to the Philippines. The Oeste Rotary Club in Guatemala has partnered with 22 U.S. clubs to provide 15 thousand books to nine schools in the remote region of Alta Verapaz. The book "cooperatives" rent books for a small fee that covers the cost of paying for new books when the old ones wear out. The Moroccan Bank for External Finance provides material support to rural primary schools. Starbucks ensured that the educational *Pied Crow* magazine reached two million children and 200 thousand teachers annually in 14 thousand Kenyan primary schools.

The Backus Corporation, a beer manufacturer in Peru, funds *Videotecas Backus*, a 300-school library program that supplies videos to supplement the primary and secondary school curricula and provide professional orientation to older students. In India, the Valanthalai Rotary Village Corps, sponsored by the Rotary Club of Jaffna, established a mobile library. Also in India, the Goniana Rotary Club has established a "book bank" for two thousand students and the community, providing a place to house the books, donating reading materials and library furniture, and arranging with the municipal library for a librarian to organize books and keep records.

School furniture is also frequently provided by the business sector. In Venezuela, 3M's Preserve and Care for our Schools program provides 3M products and employee volunteers to help hundreds of students restore school desks at its Customer Innovation Center—at the same time teaching them about teamwork. A review of the hundreds of projects undertaken and proposed by local Rotary Clubs in Africa, Asia, and Latin America shows the provision of basic desks and benches for school children to be both a priority need and one that is readily responded to by business groups.

School equipment can include didactic materials, such as maps and globes. Proctor and Gamble in Puerto Rico donated equipment to schools as part of the "I want you to read to me" campaign. Starbucks provided school materials to 227 rural schools in coffee-growing communities in Costa Rica, including textbooks, classroom materials, and equipment, serving 20 thousand children.

Often, the equipment provided is sophisticated and likely to be far beyond the average school budget in many developing countries, ranging from computers, VCRs, and televisions, to sports and playground equipment and musical instruments. In South Africa, the Rotary Club of Sanditon donated taperecorders, typewriters, and personal computers

to the South African Write to Read literacy program (primarily sponsored by IBM). In India, Turkey, Nigeria, and Bangladesh, local Rotary clubs have equipped science laboratories and provided computers to establish computer centers at both public and private schools. The Karaikudi Rotary Club in India proposes to underwrite 25 percent of the costs of a mobile computer systems training van to enable rural students to receive vocational training in computer operations. Several local clubs in India have made appeals through Rotary International's World Community Service club-matching program for assistance in purchasing schoolbuses and other vehicles to transport children to school.

Fewer examples exist for girls. In Guatemala, the Shell Oil Company contributed one thousand flipcharts to rural schools to support the *Eduque a la Niña* program for girls. Also in Guatemala, the Philips Van Heusen Company's Project Neo developed, produced, and disseminated materials on girls' education. Local Rotary clubs in India have supported girls' education through the provision of school desks and furniture to schools (e.g., the private Sharada Girls' Schools in Dharwad). The Kungdol Rotary Clubs furnished the local girls' schools to complement the town government's effort to promote girls' education in the community. In Krishnarajanagar, the Rotary Club equipped the science laboratory at a college preparatory school for girls. Rotary clubs in India and Pakistan supplied auditory and speech training equipment and hearing aids to schools for hearing impaired girls.

In Morocco, the USAID Girls' and Women's Education Activity has mobilized business sector support for girls as well as boys. The Rotary Club of Kenitra supplies local primary schools with stationary. The Wafabank and BECF in Morocco are leading plans for a 600-school sponsorship program in which they will provide supplies and equipment to schools, as well as teacher training and infrastructure assistance.

School management: The business sector frequently notes that it can provide the management skills and expertise that will help schools operate more efficiently.

In Morocco, the WafaBank, a leading financial institution, has sought to loosely replicate the M&T Bank's acclaimed Westminster Community School project in New York, but with special attention to girls' education. It has created the One Branch/One School project, in which its many bank branches work with a local primary school to improve its operations and management. The program does not follow a set model, but rather allows each branch—in partnership with the school, community, and education authorities—to determine its needs and priorities. In addition to numerous inputs such as infrastructure, school supplies,

and health care, each WafaBank branch calls on the expertise of its own staff to assist the school with management assistance—in accounting, fundraising and client (i.e., community-parent-school) relations. WafaBank personnel also use their connections: bank clients are encouraged to join the school support boards and the professional community to donate their services. The Bank plans to work with 100 schools per year.

The National Business Initiative for Growth, Development and Democracy, a coalition of businesses in South Africa, supports education quality initiatives aimed at enhancing schooling in South Africa's most depressed areas. Its Education Quality Improvement Programme (EQUIP) works directly with selected schools to reinforce the school management systems and the accountability of school personnel and parents to improve school operations. It provides training to school principals, staff, and parents to build their capacity to identify their own needs, develop proposals to address those needs, and mobilize resources to implement the proposals. It helps them establish effective school governing structures, and mechanism to reach out to the business community for support (PWBF).

Price Waterhouse provides financial management, organizational development, legal advice, and audit services to the International Association of Students in Economics and Management, which operates education programs in 750 academic institutions in over 85 countries.

Total school quality: Numerous business sector organizations support school improvement programs that encompass multiple components, combining infrastructure improvements and materials provision with teacher training and extramural activities. Some of the more comprehensive programs are noted here. (Other quality-enhancing programs were described in the "policy advocacy" section.)

Ninety business members of the American Chamber of Commerce of Sao Paolo in Brazil established the Quality of Education Institute—in cooperation with the Secretariat of Education—to develop and test low-cost methods of improving educational quality, teacher training and teacher motivation. Initiated as a pilot project, it now serves 12,500 low-income children (PWBF; Inter-American Foundation Grant) (see box).

Also in Brazil, the business-based Clemente Mariani Foundation operates a three-part program to improve public school quality in the agricultural region of Bahia. First, it trains teachers and administrators. Second, it provides methods and tools, such as computerizing administrative services, refurbishing schools, purchasing and distributing educational materials to teachers and students, and producing videos and information posters for the community. Third, it institutionalizes quality by implementing public entrance exams for selecting and hiring teachers.

Improving education quality in Brazil

Only two out of every 100 seventh graders assimilate more than 70 percent of the required math content. Given current trends it will be 3080 before Brazil reaches 90 percent high school graduation rate. The Sao Paolo-based American Chamber of Commerce, with some of its multinational and Brazilian member companies, recognized the need for a results-oriented education. In 1990, it established a program aimed at developing and testing a methodology for improving educational quality, at a cost low enough to ensure replication by the public school system. Operated through the Quality in Education Institute, the program's objective is to ensure that 75 percent of the students in the pilot program acquire a minimum of 75 percent of basic math and Portuguese skills established for their grade level by the Secretariat of Education. The program centers on developing reading, writing, text analysis, and problem-solving skills. It links student performance with teaching quality through rigorous teacher and administrator training, remedial support, and student exams to ensure accountability. Parental feedback is obtained through the creation of strong school councils composed of parents, teachers, students, and community members. It is supported by 90 companies, including the Brazilian subsidiaries of American Express, Arthur Andersen, Bank of Boston, Chase Manhattan, Ciba, Dow Chemical, Goodyear, Hoescht, ING Bank, Johnson & Johnson, Kodak, McKinsey, Monsanto, Oracle, Philips, Siemens, TRW, Unisys, and Xerox. (PWBF)

The President's Forum School Quality Pilot program in Colombia is spearheaded by several company presidents who have instituted "total quality" programs in their companies and now are actively involved in applying the approach in 12 private high schools. Each president forms a partnership with a high school principal to work with a "quality committee" made up of teachers, students, and parent representatives to address issues of strategy, curriculum, and evaluation. The company presidents contribute their leadership, commitment and time (Puryear 1997).

In South Africa, the Toyota Teach program, supported by the Toyota South Africa Foundation, brought together six NGOs and academic institutions to develop and run a teacher upgrading program, intended to develop innovative math and science teaching skills for primary school teachers. The program includes teacher and school director training workshops; seminars to increase student, teacher, and parent interest in math and science education; and materials development. The program has reached 40 primary schools, over one thousand teachers and more than 45 thousand students, resulting in measurable improvement in teaching skills and student performance.

In Colombia, Dividend for the Community has augmented its school construction activities with a program entitled Schools of Excellence, which provides funding for teachers and parents in poor schools to foster improved teaching methods and content. To date, it has reached 48 schools and spent $140 thousand. Elsewhere in Colombia, the Coffee Producers Committee of Caldas has worked to improve the quality of primary education in the rural schools of Caldas by establishing the *Escuela Nueva* model in 800 (of 1,300) schools throughout the department. The Committee underwrote 80 percent of the training costs for

teachers, supervisors, and education inspectors and program management, with the Ministry of Education paying teacher salaries and for infrastructure improvement (Fiszbein and Lowden 1999).

In the Dominican Republic, EDUCA and the Falconbridge Foundation have collaborated on an adopt-a-school program that matches businesses with schools and ensures that schools receive assistance in infrastructure, materials, and teacher training. The Arauco Educational Foundation, established by a private forestry corporation in Chile, has taken its experience in improved teaching from the operation of two private employee-only high schools and extended it to 22 public schools in the surrounding area. Directed by a team of psychologists and educators, the teacher training program emphasizes basic skills and self-esteem, uses teachers' prior classroom experience, and incorporates diverse methods, such as day trips, site visits, workshops, and monthly meetings (Puryear 1997).

In India, Soroptimist International's "From Labor to Learning" has used multiple interventions to help educate child laborers. In Pakistan, Reebok International, Ltd. has opened the Chaanan Institute for Child Labor Rehabilitation, which addresses the educational and vocational training needs of children aged 10–14 years in the Sialkot region, where Reebok purchases footballs from local manufacturers and has instituted an anti-child labor program (PWBF).

Although all of the above-mentioned programs aim at serving one segment of underserved children, there are far fewer instances of the business sector attempting to create models to improve the quality of learning for girls. The Philips Van Heusen Company provides one example (see box).

Also in Guatemala, Fundazucar, the sugar cane growers foundation, was responsible for developing and implementing the USAID-sponsored *Eduque a la Niña* program, which attempted to assess different combinations of interventions to determine the most cost-effective means of improving educational quality and parental support for girls' education. The interventions included: scholarships for poor Mayan girls supported by social promoters to sensitize parents to the importance of girls' education; creation of parents' committees supported by the promoters; and provision of gender-sensitive educational materials to teachers, including a teachers' guide, reading books, flipcharts, and other motivational materials to be used with students. A three-year experiment, the program worked with 36 target schools and 12 control schools in six provinces with large rural Mayan populations and a high

Demonstrating school-based reform for girls' education in Guatemala

Philips Van Heusen Corporation (PVH) is a vertically integrated manufacturer, marketer, and retailer of men's, women's, and children's apparel and footwear. During a 1992 visit to Guatemala to meet with its contractors in San Pedro Sacatepequez, the President/CEO and the Executive Vice President noted that many school-age children were not attending school. A study PVH commissioned from the American Jewish World Service found that both the quantity and quality of primary education offered was inadequate to meet the community's needs. With a five-year, $1.5 million grant, PVH commissioned the AJWSB, a nonprofit, faith-based relief and development NGO, to design and implement a school support project (Project NEO) to improve the infrastructure, materials, teaching practices, and community involvement in seven public schools. It addressed the specialized needs of girls' by building latrines and sanitation facilities, developing instructional materials promoting girls' education, and conducting parental education on the importance of girls' education. By choosing to work with the public sector, PVH hoped to contribute to the long-term development of the region and put in place an effort that could be sustained and replicated by the Ministry of Education. PVH is an active partner that has contributed financial resources, as well as valuable advice and direction to ensure the project aligns with the corporate vision and philosophy. PVH has fully funded the creation of an educational improvement model for the public sector that has received positive attention and enhances PVH's image as a responsible corporate citizen and employer. (AJWS 1998; Puryear 1999)

discrepancy between boys' and girls' primary school retention and completion rates. Fundazucar supplemented USAID ($1.5 million) and other donor ($800 thousand) funding with its own resources and those it was able to raise from the private sector ($1.4 million). Shell Oil contributed to teacher training and provided flipcharts to the schools, while the Castillo Cordova Foundation provided for the delivery of program materials to departmental offices (USAID/CDIE 1999; Clay 1994).

Gender training for teachers has been supported by Starbucks in the Nyeri coffee-growing area of Kenya, where girls are kept from school for a combination of economic, social, and cultural reasons. Soroptimist International has introduced teacher training into its Women's Training Center in Thailand. The Wafabank and the BECF in Morocco are planning to implement an inservice teacher-training program for teachers in rural schools, including gender training. Petroleos de Venezuela's *Nuevo Mundo* project attempts to improve instructional quality through improving primary school teacher skills and promoting collaboration among teachers, principals, and students (www.iyfnet.org).

Computer-based and technology education: Primary concerns expressed by the business sector around the world center on computers and other advanced technologies. Business leaders and groups voice fears that schools are neither taking advantage of the latest technological innovations to improve student learning or equipping children with the skills to use new technologies in the work place.

Several business programs aim to exploit computers to increase student acquisition of basic skills. Not surprisingly, several of IBM's education programs address the use of computers. In 1994, IBM assisted South African education leaders found the nongovernmental organization Reach and Teach, which has established two training centers to improve the quality of elementary and secondary education.

Reach and Teach manages IBM's Writing to Read initiative, an innovative computer-based, English literacy program for primary school students, reaching 58 schools and 15 thousand students. Teacher training is supported with IBM's Teaching and Learning with Computers (TLC) model (www.ibm.com; PWBF). IBM has also initiated a computer-based learning program in Vietnam (see box).

Reinventing education in Vietnam

Transferring technology, knowledge, and skills is the guiding principle for IBM in Vietnam. In 1998, IBM signed an agreement with the Ministry of Education and Training to provide Vietnamese schools with $500 thousand in computer equipment, research, and an education specialist. Together, they will design and implement an new approach to teaching that will integrate innovative instructional methods and a host of new technologies into the existing curriculum. At two core sites, secondary school teachers and teacher trainers will be trained in the new approach and then—in a cascade method—transfer the techniques and to other schools and teacher, thus transforming lower secondary education Vietnam. (PWBF)

Peru 2021's Education Innovation Project includes the use of computer-assisted learning in its comprehensive school support model. PanAmSat allows the Government of Peru to use its global satellite system transponder at nominal rates to provide distance education programs to schools and universities across the country (Van Der Gaag 1995).

Other groups have focused on technology education, in which students learn how to operate and use new technologies. In Jamaica, Business Partners for Education promotes the use of technology in public schools. Working with the government, it has provided and mobilized funds to establish computer laboratories in secondary schools, provided computer-assisted instruction to improve literacy and numeracy, purchased equipment and software, and trained teachers. It helped obtain a $1 million grant from the Inter-American Development Bank (Van Der Gaag 1995). Similarly, the Corona Foundation in Colombia has provided funding to assist the Ministry of Education to implement a ground-breaking pilot project to introduce technology into every level of basic education (including preschool), to improve the quality of instruction, and to link the academic and vocational curriculums. The project has designed a technology curriculum for every grade, and will supply the basic equipment and resources to the schools participating in the pilot project (Puryear 1997).

E-learning for girls

Cisco Systems, a U.S.-based manufacturer of Internet routing equipment, operates 5,600 "networking academies" to train network technicians in 55 countries, including Mexico, India, and South Africa. The academies are based in public and private schools and nonprofit organizations willing to house the program and pay the local instructor. Cisco Systems assists with equipment, trains the local instructor at one of its regional academies, and provides on-line support. Eighth-grade graduates are eligible to participate in the two-year course. An intensive course is offered to more advanced students. Despite the career advantages offered by the training, the director of Cisco's international programs noticed that there were few, and in some cases no, girls attending the training academies. Cognizant of future labor force needs and committed to gender equality, the company has recently contracted for a year-long study to determine what is depressing female participation in the training program, develop a strategy to attract more girls to the program, and create on-line resources to support the academies in reaching out to girls and young women. (O'Gara, personal communication)

Recently research has indicated that boys and girls interact differently with technology, with girls less likely to have access to, experiment with, and use new technologies, notably the Internet. Cisco Systems, maker of 90 percent of the world's Internet routers and the seventh largest company in the world, has recently launched a study to explore why fewer girls and young women are participating in its school-based training programs (see box).

Science and environmental education: This area has also attracted a great deal of business sector activity, attributed to business sector anticipation of needs for future scientists and product innovators, but also to public relations needs to explain and defend companies' role in environmental degradation.

Global Learning and Observation to Benefit the Environment (GLOBE) is a hands-on environmental education program—initiated by U.S. Vice President Al Gore—that joins students, educators, and scientists from around the world to study the global environment via the Internet. Over 1,900 U.S. schools and 21 countries are participating. The business sector actively supports GLOBE worldwide. In Benin, the Association of Black Telecommunications Workers of AT&T has provided equipment to GLOBE schools. In China, Ameritech is working with the Chinese National Environmental Agency to develop the program nationwide, ensuring that all GLOBE schools have required information technology and Internet connection and service (PWBF).

British Petroleum's Science Across the World program promotes active participation between students and teachers around a range of scientific issues to raise awareness about how science and technology interact with society, industry, and the environment (see box). It also supports the Technology Challenge program for Malaysian secondary schools, in which students compete for cash awards to devise innovative solutions

to common scientific problems (PWBF). Environmental and ecology education also figure prominently in the American Express Travel and Tourism program in Brazil. This program, developed for upper primary school grades in Sao Paolo, combines lessons about environment, culture, ecotourism, and history. The program is reported to be particularly popular with girls, who see it as a way to get access to future careers (Reyes, personal communication).

Science Across the World

The British Petroleum Company has involved more than 700 schools in 40 countries on four continents in a science education program. The program encourages 14- to 19-year-olds to investigate common science-based themes and exchange ideas with their peers around the world. Teaching modules in 16 languages address shared environmental issues, such as nutrition, drinking water, acid rain, global warming, energy use, and tropical forests. A database of participating schools enables students to exchange information and opinions from afar. Students collect data, conduct experiments, and communicate their findings with other schools via electronic mail or video-conferences, often provided through local businesses. BP regional offices support the program through conferences and the production of teaching modules and video programs. A school must purchase the teaching modules. Students are motivated and teachers report that the program provides the opportunity to integrate foreign language instruction with cross-cultural exchanges. The program has enhanced BP's image as a good corporate citizen. (PWBF; Puryear 1997)

The Palobora Foundation, established by the Palabora Mining Company in South Africa, forms partnerships with other corporations, such as Nestlé, S.A. and British Petroleum, S.A., to support a wildlife sanctuary that is used as an environmental education resource for 600 school children (PWBF). Proctor and Gamble in India has funded the development and piloting of an environmental education program for primary school students in Bombay. The ICWU in Jamaica has funded the creation of a science center for primary and secondary school students.

Despite the robust literature and research and publicity that has shown that girls are not as likely to participate in science studies and do not have equal access to equipment and instruction, none of the above programs mention any special effort to ensure girls' full participation.

Teacher salaries and incentives: A few programs supported by business have instituted higher salaries or salary supplements for teachers involved in their programs.

The Bradesco Foundation's extensive private school network in Brazil pays a higher wage to its teachers to avoid the downtime and problems associated with teacher strikes, a frequent occurrence in the public school system. The company school operated by the Laja Paper and Caron Manufacturing Company (CMPC) in Chile offers an incentive system for its teachers similar to the one offered to its employees: for every point increase that their students attain on the National Education

Quality Assessment System exam, the teachers receive a cash bonus (Puryear 1997).

The Educational Quality Institute program in Brazil, founded by the American Chamber of Commerce, offers participating public school teachers nonmonetary incentives. Rather than criticizing teachers for poor performance of their students, the Institute engages teachers in the learning process through supplemental training programs. Teachers who demonstrate a special talent for teaching a particular subject are recognized. Teachers participate in individual feedback sessions and skills-building workshops, including coveted computer training. Motivated yet underskilled teachers gain the opportunity to improve their skills in a supportive exchange with other teachers and the community. A small stipend is provided through an Inter-American Foundation grant.

Both the Philips Van Heusen Company in Guatemala and the Fuller Brush Company in Honduras paid for the first year of newly-hired public school teachers' salaries in the schools where they had instituted their school support programs.

Cost reduction: High direct and opportunity costs inhibit educational participation of many poor children, especially girls. While the school improvement programs described in the preceding section have enhanced school quality and presumably increased student ability to realize the economic benefits of education, business groups and companies have also acted to reduce the costs associated with schooling and provide incentives. For example, the Rotary Club of Colombo has organized a fundraising dance to provide disabled youths with scholarships (www.rotaract.org) and a Philippines club finances five scholarships for high school students each year; the Toyota Kenya Foundation has awarded student scholarships in Kenya (PWBF); and the Oracabessa Foundation in Jamaica has provided scholarships to poor children (Fiszbein and Lowden 1999). But several programs target girls, either exclusively or as a focus.

Scholarships have been a feature of girls' education efforts in Guatemala since the 1980s, when an experimental program supported by USAID, AGES, was used to encourage indigenous girls to remain in school. The coffee grower's foundation, Funrural, has administered the government's girls' scholarship program with noted success, now reaching nearly 50 thousand girls. The sugar cane growers' foundation, Fundazucar, was contracted to implement the *Eduque a la Niña* program, which included a scholarship component (see previous sections). But other business organizations have followed suit with their own scholarship programs. The Association for Girls' Education, founded

and supported by business and civic leaders, provides 65 scholarships to girls annually for primary school attendance, matching international grants with donations from businesses (SAGE 1999).

Tupperware gives girls a chance in the Central African Republic

As a direct seller of food storage and serving containers, cookware, and toys, Tupperware has built its $1.2 billion sales volume by offering women employment opportunities through its renowned home marketing program. With more than 85 percent of its sales from outside the United States, it has expanded its 40-year old corporate philanthropy program globally. Complementing its domestic support of the Boys' and Girls' Clubs of America, the company created the Give a Child a Chance program to help needy children around the world, giving its 900 thousand sales representatives the flexibility to adopt the projects they feel are most critical to help young people in their community and abroad. Tupperware initiatives have raised funds to support orphanages, help abused and abandoned children, and tackle diseases afflicting young children. In the Central African Republic, the focus is girls. Tupperware/Italy matched employee donations to fund scholarships for 16 girls to allow them to complete their secondary schooling. The program was implemented by Catholic missionaries in the CAR from 1995 to 1997. (Krueger 1998)

The Carlos Delfinos Foundation Education Unit (described above) provides free schooling to poor girls in a poor urban area of Venezuela.

The business sector in Morocco has contributed to a girls' scholarship fund, managed by a committee of private sector representatives, which will provide funding to 150 rural girls in five provinces for three years. The scholarships will allow seventh grade graduates to complete lower secondary education, and coordinate a boarding program with local host families in the towns where the schools are located. The funds are managed by Credit Agricole, which waives banking charges.

Tupperware's Give a Child a Chance program has supported education projects in Mexico, Malaysia, and the Central African Republic, the latter with girls' scholarships (see box).

Another means of reducing the costs of schooling is to provide school supplies and meals to girls, which normally is the responsibility of girls' families. The Carlos Delfinos Foundation-supported girls' school in Venezuela provides uniforms, books, and supplies for all its students, and lunches for the neediest ones (Puryear 1997). In India, several Rotary Club-sponsored schools provide uniforms, school supplies, and medical check-ups (www.rotary.org).

Intended to benefit all children, but with special attention to girls, the Philip Van Heusen Company provides school snacks as part of its school support program in Guatemala. Also in Guatemala, the Castillo Cordova Foundation operates the government-funded *Corazon Contento*

school breakfast program to address the malnutrition that has been identified as a leading cause of girls' dropout in primary school. The program involves both mothers and fathers, the former charged with food preparation and the latter with supply transport and delivery. The Foundation trains mothers, oversees food distribution, and assesses student outcomes. In 1998, nearly 34 thousand mothers were trained and 709 thousand children fed in 19 departments (Núñez 1999). The Kellogg Company plans to conduct a school-based breakfast feeding program in South Africa, targeting 20 thousand nutritionally at-risk children (www.iyfnet.org).

In Morocco, USAID's Girls' Education Activity has spurred several activities to reduce costs with the intent of benefiting girls. The Rotary Club of Kenitra has contributed notebooks and paper supplies to students at schools in Sidi Kasem Province. The WafaBank has distributed bookbags to girls at selected schools as well as sundry supplies through its One Branch/One School program. And the Milk Cooperative of Rich provides dairy products to three schools.

Several studies have found that the onset of menses can have negative effects on girls' educational participation, not only because of parental fear of pregnancy and lack of latrines at the school, but because poor families cannot afford the sanitary products that protect the adolescent girls' modesty and privacy (Burchfield 1999). In Peru, Proctor and Gamble is planning a joint project with the Ministries of Education and Health, in which Proctor and Gamble will donate the sanitary products it manufactures for the government to distribute to school girls in the rural areas surrounding Ayacucho. Johnson & Johnson has targeted 11-year-old girls, providing films on menstruation and distributing sample sanitary products.

Cost reduction can encompass increased benefits obtained through school health care and nutrition and life-skills education programs. WafaBank branches in Morocco recruit and arrange for doctors' visits to sponsored schools. The Philips Van Heusen Company in Guatemala provides

Mangueira/Xerox Olympic Project in Brazil

Imagine the excitement of a youngster from one of the poorest *favelas* of Rio de Janeiro who joins a sports program that provides the uniforms, coaches, equipment, and facilities to participate in a variety of sports—soccer, volleyball, basketball and swimming. Started by Xerox Brazil in 1987, the project aims at setting up alternatives to prevent children from being attracted to criminal activities while supporting their physical, psychosocial, and recreational development. All the child must do to participate is demonstrate regular school attendance. In 1995, Xerox invested $500 thousand in equipment, uniforms, meals, transportation, coaches, instructors, masseurs, physiotherapists, psychologists, and sports federations. The crime rate has dropped in the neighborhood, and school attendance at the 12 schools has increased from 40 percent to almost 100 percent. There have been no reported youth crimes in several years. (PWBF)

micronutrient testing and preventative healthcare programs in its schools (www.ajws.org). Since 1984, the school-based Lions-Quest program, supported by Lions Club International, has counseled adolescent girls and boys about drug-abuse prevention and other health issues, such as AIDS, smoking, etc. in 36 countries and 13 languages (www10.lions clubs.org; www.quest.edu/about). *La Cocina Es Mi Escuela* (The Kitchen Is My School) program, conducted by the Fundación Castillo Cordova in Guatemala, uses cooking classes to impart nutrition education to girls. Vandenburgh Food's (a Unilever subsidiary) Rama Nutritional Education Project in South Africa has taught thousands of teachers and hundreds of thousands of students about a healthy diet and how to plant tiny productive vegetable plots using recycled household waste.

Skills training offers girls alternatives

Supported by $15 thousand from Soroptimist International and four other international women's organizations, Project Siam in Thailand has established village centers to provide girls and their families with income-generating skills. It also offers counseling, sex education, and life-skills training. The intent is to equip them with an alternative to joining the sex industry in major city centers like Bangkok.

In Nepal, Soroptimist International works with young girls in Kathmandu to offer them the skills needed to find alternatives to the hazardous work situations in which they are often placed in order to support their families. The program provides a route to self-reliance through literacy and numeracy classes and life-skills and food production training. It is being expanded and adopted for periurban settings.

The Home Economics Training Centre in Western Samoa teaches girls and young women basic skills of sewing, cooking, home management, and nutrition. Graduates of the program then train girls in outlying villages and other islands. The program is designed to provide options to 80 percent of the school leavers each year who do not find employment or continue to higher education.

(Soroptimist International of the South West Pacific, www.siswp.org)

Finally, one program rewards school children—girls and boys—for regular school attendance. Xerox Brazil operates a unique sports program to reduce and safeguard youth from crime (see box).

Vocational education and continuing education: That this survey found that the business sector is actively engaged in the provision of vocational education is hardly surprising, given the obvious benefits that commercial enterprise can derive from having a technically trained workforce. Few of the programs—supported or implemented by both international and local business groups—made specific reference to girls or women. And most of the programs provided training in male-dominated areas such as computer programming, equipment repair, etc. There are, however, some examples of programs aimed at girls and women.

Girls' training: Soroptimist International, a service organization of businesswomen, is the one business sector organization found to focus on female training. Its assistance program is distinguished by

the number of vocational training programs it provides around the world specifically for girls and women, often as joint ventures with four other women's organizations. It supports girls' training programs in five developing countries—Thailand, Brazil, Madagascar, Nepal, and Western Samoa. Although they vary somewhat according to context, the programs target adolescent girls and combine traditional female vocational skills (food production, domestic skills, and hairdressing) with literacy and life skills training. Their purpose is to equip the girls with income generation skills, and improve their employability and well-being (see box).

Also oriented toward traditional skills is the *La Cocina Es Mi Escuela* training program for girls, implemented by the beer producer's Fundación Castillo Cordova in Guatemala. The program provides girls with cooking classes and recipes (using products sold by the firms associated with the Foundation). Despite criticism from other business groups on the stereotypical messages and domestic roles conveyed to girls, the foundation maintains that the program incorporates training on health and nutrition and that its quality food products are supplied at a lower price (USAID/CDIE 1999).

Women's training: Soroptimist International's numerous training programs for women also offer traditionally female skills, such as child care, sewing, crafts, and food production. But because of their emphasis on income generation, they include training in conventional, but more remunerative, areas such as crop management, nursing, tailoring, hairdressing, weaving, and pottery production. Moreover, rather than being city-based—as are many of the business-supported vocational programs reviewed—they are frequently directed at a rural population. The programs generally integrate training in literacy, self-reliance, leadership, life skills, nutrition, health, hygiene, family planning, and—often—business development and small loan schemes. In Mexico, its nursing school trains classes of more than 100 nurse practitioners in maternity and infant care. In Thailand, it has developed an accredited two-year diploma course in agriculture with the nearby agricultural college, offered through its training center (www.siswp.org).

The Rossing Foundation, created by the Rio Tinto mining company, supports numerous vocational training programs, but only the Gibeon Folk Arts project is exclusively for women. It has trained 20 rural women to produce and market applique art.

FEPADE, a foundation created by entrepreneurs to support vocational and professional education development in El Salvador, has specifically sought to include young women among its trainees, as well as to recruit

them into training programs in nontraditional areas such as electrical engineering, electronics, automotive repair, and construction. This initiative appears to derive in part from the "encouragement" of a major client of FEPADE's services, USAID.

Although not exclusively aimed at young women, Nike, Inc. has launched continuing education programs for its workers in 14 footwear factories—with predominately female employees—in Indonesia and Vietnam. With support from the national ministries of education, the programs offer employees the chance to receive middle- and high school-level education. It has also instituted "self-enterprise development programs" (i.e., micro-loan lending) that specifically or exclusively target unemployed and disadvantaged women in areas where its factories operate (www.nikebiz.com).

Youth development: The Coca-Cola Foundation includes leadership training in its skills training and enterprise development program for youth in Zimbabwe and Kenya. Price Waterhouse provides youth leadership internships to members the International Association of Students in Economics and Management. The Xerox Brazil-sponsored Mangueira Olympic project offers youth with good school attendance records a sophisticated and well-equipped sports program that features team-building and social skills. The project aims primarily to reduce youth criminality (see above). The Lions' Club's worldwide Lion-Quest youth outreach program targets citizenship training for older adolescents. The Odebrecht Foundation in Brazil supports the Exercise in Citizenship project, which prepares teenagers to be responsible and active members of society through discussion of issues affecting youth in the public schools in El Salvador. The Oracabessa Foundation, established by the multinational Island Communication, Ltd., offers training seminars for young community leaders in a poor community in Jamaica. To date, nine young people lead efforts to keep the town clean, assist community projects, offer drug counseling, and provide alternative dispute resolution counseling (Fiszbein and Lowden 1999). As noted, the Soroptimist International programs in the Philippines and Senegal include leadership training in their vocational training for women.

Implementation and finance of education programs and activities

Implementation

Although companies occasionally implement education projects within their corporate offices and with staff resources, they frequently use other mechanisms. Companies and business groups reviewed in this survey employ a variety of mechanisms to carry out education activities.

Foundations are created by companies or groups of companies as a primary means of implementing and managing business education activities. The foundations can award grants to nonprofit NGOs to

carry out the education activities. The Starbucks Foundation is mandated to provide grants to programs and institutions to support the charitable causes in communities where the Starbucks company does business. Alternatively the foundation can manage the program itself, using a combination of foundation staff and specially hired project staff to run the program. The Bradesco and Odebrecht Foundations use this approach for their education programs in Brazil. The former now employs nearly three thousand people to run its private schools program. For its program in Vietnam, the IBM International Foundation calls on corporate IBM education specialists, as well as experts external to the organization. The Carlos Delfinos Foundation uses a hybrid approach: its foundation staff oversees the 13 nuns that manage its girls' school in Venezuela. The Hariri Foundation administers the Lycée Abdul Kadir in Beirut jointly with the Mission Laique Française and the French Ministry of Foreign Affairs.

Business-sponsored foundations can take on a greater role than originally envisioned. The Rossing Foundation, established by the Rio Tinto Mining Company to manage its social investment programs in Namibia, has evolved into a quasi-independent nationwide development agency. Not only does it receive funds from the company, but it also has been used as a means of channeling funds from international donors, government, and other companies to local NGOs and CBOs. It currently manages more than $10 million in external assistance, for which it charges a management fee. Similarly, the Ayala Foundation in the Philippines—supported by the largest holding company in the country, the Ayala Group—has evolved into a major development institution, serving as "broker" between foreign and local development agencies and grassroots institutions (PWBF).

Contracted organizations, generally international or local NGOs, are frequently hired by either companies or company-sponsored foundations to implement their education programs. The Coca-Cola Foundation uses the International Federation of Youth for its training programs in Zimbabwe and Kenya; the Lions' Clubs uses Quest International; and Philips Van Heusen Company uses the American Jewish World Service. AmidEast administers corporate scholarship programs for sponsors in the Arab world such as Dubai Petroleum, Amoco Sharjah Oil, and Algahanim Industries, as well as numerous smaller local companies that contribute to the Tunisian Homestay Program. Since 1991, Starbucks has been the largest annual North American corporate contributor to CARE International, donating and helping to raise over $1.2 million. Starbucks implements its programs in Kenya, Haiti, Ethiopia, and Guatemala. Soroptimist International works with local NGOs, such as the Thai Population and Development Association, with the oversight of its national chapters.

Business-created institutes or associations, often founded in partnership with other sector organizations, are also used to administer education programs. In the Dominican Republic, EDUCA was assigned a staff of roughly ten people to carry out the work defined for it by its business constituency. The Educational Quality Institute in Brazil, created and supported by the members of the American Chamber of Commerce, implements an education program reaching nearly 13 thousand students. In Guatemala, the Association for Girls' Education was created and supported by the business sector to support girls' education. Interestingly, one of its supporting members—Funrural—was awarded a government grant to implement a scholarship program overseen by the Association.

While many of these groups have paid staff to carry out operations, business members of the association will also be active in supporting education activities. Business leaders will donate their time as board members to run the organization, but also to promote its goals. For example, the board members of EDUCA actively recruited other businesses to support education activities in an adopt-a-school program, and to lobby government on education issues (Bernbaum and Locher 1999). Members of Peru 2021 volunteer their time to make presentations to other business groups about the importance of education as well as to locate local enterprises to fund and execute the various education activities in its portfolio. This does not always work out, however. Carsa International, a Peruvian household appliance manufacturer, pledged $6 million to implement Peru 2021's Innovation in Education pilot program, but has reportedly had difficulty in mustering the resources (Inter-American Foundation Grant).

Employee volunteers are also a notable resource used to implement corporate education programs. Companies occasionally allow employees to take time off from work to undertake these activities, but often they are done on employees' own time. Starbucks requires that grants for its literacy program for low-income children in the United States be sponsored by a Starbucks employee and include volunteer involvement; over 400 thousand volunteer hours have been logged for foundation-supported literacy projects (www.starbucks.com).

For many international companies that maintain overseas offices, there is a similar expectation of employee volunteerism. In the education programs supported by the Toyota South Africa Foundation, the involvement of divisional line managers is required (PWBF). 3M Corporation employees organized book drives in the United States to help schools in the Philippines and Kenya, and worked with students on the desk-refurbishing project in Venezuela. In Peru, Procter and Gamble employees volunteer time and money to help the poor children at the

company-supported local center for abandoned children (www.pg.com). The H.B. Fuller company supports youth programs in the United States and overseas with small grants, but each operating branch involves employees in selecting the projects to be supported and identifying who will contribute their own time and expertise. In Honduras, the employees helped set up an elementary school in a low-income community, and covered the teachers' salary for the first year. Other employees have organized night courses and are teaching older youth who work during the day (McCabe 1998).

Although there are fewer examples of employee volunteerism among local companies, the WafaBank's One Branch/One School program is notable in that branch employees are encouraged to lend their professional talents (e.g., accounting) to local schools and to mentor individual students.

Finance

Business sector support of education can take many forms: direct cash contributions, product and material provision, facilities loan or donation, and corporate personnel expertise and time. Whereas the sources of funding for business-sponsored education activities are relatively straightforward, the mechanisms they use to mobilize resources are varied. This section examines the source of finance and fundraising mechanisms employed by the business sector.

Funding sources

The central rationale for business sector support of education is that it has at its disposal and can mobilize private sector resources to fund education support programs. In short, it is the source of funding. The previous pages have shown that many companies and business organizations are active players in their countries' education sectors, and the funds individual businesses contribute can often be considerable. Costco dedicates 1 percent of pretax profits to support health and human services, education, and children in the communities where it does business, including its operations in Mexico, South Korea, and Taiwan.

As primary generators of revenue (in the formal sector at least) and most easily monitored by government, businesses are the primary contributors to national tax bases in many developing countries, although problems associated with tax collection and tax concessions accorded to business and industry in developing countries are well known. That they do pay taxes, however, may disincline some local businesses to engage in corporate philanthropy. In Guatemala, some owners of country estates argue that their duty is to produce and pay taxes, not to educate workers or their children, which they consider to be the state's responsibility

(Puryear 1997). In contrast, 35 Mexican business organizations successfully petitioned the state to increase business taxes by an additional 10 percent, with the stipulation that the additional monies be invested in social programs by the Chihuahua Business Social Fund to assist underprivileged communities in the state (www.philanthropy.org).

Nonetheless, a recent survey conducted in Guinea on the business sector's ability and willingness to financially support girls' education efforts indicates that corporate philanthropy and business support of social programs is a new idea to many entrepreneurs in developing countries (see box).

Business sector surveyed in Guinea

The Guinean business sector is not quite ready or willing to pay for girls' education support activities, a recent survey conducted by Plan Guinée reveals. The survey questioned a sample of 80 company directors, as well as 220 merchants, artisans, and workers in Conakry about whether they could and would contribute resources to finance girls' education. While 97 percent of firm directors knew about the barriers and benefits of girls' education, fewer than half could name an organization or project supporting girls' education. Only 47 percent of company directors believed there were local enterprises that could provide resources to support local initiatives in education. Only 49 percent indicated that their companies would be willing to give (generally less than $100 per year); fifty-one percent believed that the sole role of business was to make a profit. The majority claimed financial problems, that only the CEO or board could decide, or that there was no precedent for this type of activity in their company. They indicated that resources should come from the government, ministries of education or social affairs, NGOs, international donor agencies, and local communities. The types of activities they most often propose to address girls' education at the community level are publicity campaigns, community-funded microcredit programs, and fundraising from donors. (Bah 1999)0

But not all funds for business-led programs come from corporate coffers. Some programs attempt at least modest cost recovery from their beneficiaries. For example, British Petroleum's Global Science program charges schools for its science modules.

Businesses and their associations have been successful in obtaining government and donor resources. For example, Business Partners for Education, Peru 2021, and the Educational Quality Institute in Brazil have received Inter-American Foundation grants to pursue the work in education. USAID plans to provide BEPA, the newly-formed Moroccan business organization, with technical assistance to develop its internal and external communication strategies. USAID and other donors have also hired business-created educational organizations to carry out their education assistance programs. For example, EDUCA implemented the PIPE project in the Dominican Republic, FEPADE was contracted to implement donor vocational education programs in El Salvador, and Fundazucar was hired to implement the *Eduque a la Niña* pilot program in Guatemala. A stipulation of the latter's agreement was that it raise $100 thousand per year in private funds, but a recent

evaluation reports that this target was not met and questions whether the $1.4 million matching contribution claimed is inflated. The Guatemalan government hired Funrural to administer its scholarship program. The Foundation receives a 7 percent commission to cover its costs, which it indicates is not sufficient (USAID/CDIE 1999).

Employees not only donate time to business sector education activities, but in some cases also contribute funds. In the United States, companies typically match employee donations going to charitable funds such as the United Way. Tupperware has matched employee dollars for projects in Mexico, Malaysia, and the Central African Republic. Procter and Gamble employees raise funds for various projects around the world, and Starbucks initiatives must be employee sponsored.

Funding mechanisms

It has become commonplace in the United States for retail customers at a check-out line to be asked to contribute to a business charity or informed that a percentage of their purchase price will be applied to charitable causes. These and other strategies for mobilizing private sector resources have also been used by the business sector to raise resources for education programs.

Cause-related marketing is one way of raising funds. Since 1991, Starbucks has marketed a CARE Sampler gift pack of coffees from Guatemala, Kenya, Ethiopia, and Indonesia. For every sampler sold, $2 is contributed to CARE to support development programs in these countries. By 1996, Starbucks had sold over 200 thousand samplers. According to Starbucks, its partnership with CARE has heightened consumer respect for the company, both because of the cause and its linkage with a well-respected organization. The Institute Ecoair for Citizenship, an environmental education group in Brazil, arranged with local banks to support a fundraising program in which customers agree to "shave off" the change from their deposits and donate it to the organization.

A ***celebrity-featured entertainment event*** can also raise money for business-sponsored programs. Tupperware has brought in high profile spokesmen—such as General Colin Powell and actor Denzel Washington—to enlist support for national Boys' and Girls' Clubs. Starbucks sponsored singer Mary Chapin Carpenter's 1995 concert tour and saxophonist Kenny G's benefit concerts, using sales of its coffee and merchandise to help raise money and awareness of its and CARE's shared programs. USAID has been able to enlist First Lady Hillary Rodham Clinton to speak at both its 1998 (Washington, D.C.) and 1999 (Morocco) conferences on girls' education, where she praised

business sector support for education and urged it to do more. Xerox Brazil has partnered with Brazilian soccer star Pele in leading efforts to show how preventive policies can help at-risk youth avoid the perils of urban life (McCabe 1998; www.iaf.gov).

In partnership with the UNDP, Cisco Systems and other corporations have sponsored a series of televised rock concerts to help finance and publicize NetAid.org, the world's biggest Internet site devoted to providing a "conduit for foundations, private voluntary organizations, corporations and individuals who have prospective solutions for Third World poverty to connect with people in poor countries who need help in obtaining education, finding markets for products, contacting health care providers or organizing workers" (Lippman 1999). However, the October 1999 kick-off events were marked by controversy, as some organizing committee members accused the event of being "reduced to a trade show" for the corporate sponsors and the UN bureaucracy (Lynch and Farhi 1999).

Adopt-a school or school sponsorship programs appear to be the most common means for business sector organizations to mobilize resources in support of education. Individual businesses undertake to work with school and provide the material, financial, and human resources to improve infrastructure, school equipment and material, and school operations. Notable examples are the WafaBank in Morocco, EDUCA, and the Falconbridge Foundation in the Dominican Republic, and *Dividendo Voluntario para la Comunidad* in Venezuela. But problems can also arise when businesses fail to live up to their promises. Carsa, S.A. in Peru has not provided the funds it committed to the Peru 2021 program.

Membership dues to the business associations also provide funds for hiring staff to carry out its mission, but this does not always provide a stable funding base. Peru 2021 has established a trust fund to which 15 businesses contribute $6 thousand per year. EDUCA receives $10 thousand per month in dues and donations, enough to support a staff of nine, but with the termination of its USAID grants, its operations had to retrench (Bernbaum and Locher 1998). The Association for Girls' Education has also suffered from uneven payment of dues: only ten of the 25 members regularly contribute their $85 per month fee, which barely covers the director's salary and is not enough to fund programs. When the prominent first chairwoman of the Association board resigned her post, several people are reported to have also resigned their membership (USAID/CDIE 1999). USAID is currently providing technical assistance to help it construct a fundraising program. The Philippine Business for Social Progress attempted to deal with this by earmarking 40 percent of the 1 percent pretax net earning pledged by

its members to social programs to be pooled on shared projects managed by the organization.

International benevolent associations, such as Rotary Club and Soroptimist, engage in a variety of fundraising activities to supplement membership dues. But most notable are the funding flows from local clubs in rich countries to local clubs in poor countries to support education and other social programs. Rotary International's World Community Service is a clearinghouse that allows local clubs to both publicize their community service initiatives and review projects that are in line with their interests for overseas partners. In some cases, both the International Rotary and Soroptimist Clubs will offer matching grants. Soroptimist International further partners with four other like-minded women's organizations to pool resources to underwrite major programs in countries, through its 5-0 program (www.siswp.org).

Debt-swap was an innovative way the J.P Morgan company found to support a youth program in Latin America in 1992, in partnership with the Fundación ESQUEL, the Rockefeller Foundation, the International Youth Foundation, and the Ecuadorian government. Approximately $2.5 million in debt certificates were converted into $5 million in resources for Fundación ESQUEL's social programs (McCabe 1998; www.iaf.gov).

The student-loan repayment scheme, developed by the Hariri Foundation, seeks to recycle the loan monies that support more than three thousand Lebanese higher education students in North America. The foundation uses the interest-free loan repayments to subsidize its educational projects in Lebanon, including the school improvements, operations, and student tuition at the preschool, primary, and secondary schools it supports (www.hariri-foundation.org).

Public sector partnership

It is clear that the business sector seldom implements its education activities alone or even designs them in isolation. Nearly every activity reviewed showed that it interacted to various extents with government authorities at either the national or local levels, called on academic institutions and educational NGOs, and involved the community as an active partner.

Business sector assistance to public schools necessitates working with the government and educational authorities. The business sector collaborated with the government on public school construction projects in Egypt, Saudi Arabia, and Venezuela, among others. It coordinated the distribution of educational materials to public schools in Peru, Costa

Rica, and elsewhere. The Coffee Producers group in Colombia partnered with government in order to establish the *Escuela Nueva* program in the Caldas areas, with the association paying 80 percent of program management and teacher training costs and the government funding infrastructure and teacher salaries. In Western Samoa, the government provided teachers for the Soroptimist Vocational Training Center, and the Provincial Governor provided the land for its nursing school in Mexico.

The educational quality initiatives launched by the business sector have also involved government support and coordination. IBM's Reinventing Education Initiative in Vietnam is carried out jointly with the government, involving Ministry of Education staff , facilities and schools. The Education Quality Institute in Brazil works closely with the Secretariat for Education to develop standards and measurement criteria for student performance. In India, Procter and Gamble's environmental education program is implemented by the government.

Ongoing educational service delivery programs are also implemented jointly by the business sector and governments. The Odebrecht Foundation shares management responsibility for its Youth Citizenship program with the city government in Brazil. The Jamaican Ministry of Education pays for teachers to attend the ICWI Group Foundation's Science Learning Center. And Funrural administers the government's expanding girls' scholarship program.

Government can create the enabling environments that permit and encourage the business sector to become involved in education support. In Rwanda, taxes on buildings and school materials have been reduced to a "bare minimum" to encourage private sector involvement in education (UNESCO). In Chile, where philanthropy is not well developed, the government encouraged private sector support of education with experimental legislation. Law #19247 establishes tax breaks for businesses that earmark funds for education. In year 1, the company commits to pay up to 2 percent of profits for education, in year 2 it pays, and in year 3 it receives 50 percent of the amount back tax-free. The effect is that 1 percent of its profits are not taxed (Swope, personal communication). The government of Egypt is also considering tax breaks for businesses that allocate revenues to social causes. Of course, it must be recognized that given the generally low tax rate levied on corporations and the high rates of evasion, it might be difficult to convince some governments to make these provisions, particularly when the tax payments would far exceed the probable amount of corporate giving and elude government control.

The business sector also works with public and private academic institutions. Soroptimist International worked with the local

agricultural college to develop its diploma course for its training center in India. British Petroleum has enlisted the participation of six education institutes and universities in Malaysia, South Africa, Europe, and the United States to help it develop and implement its Science Across the World program. And Toyota South Africa Foundation works with six South African education NGOs and universities on its Toyota Teach program.

Beside tax disincentives, a few other problems have been reported by business in working with the government. Project Neo, the school improvement program in Guatemala, has pointed to delays in action and decisions on the part of local education authorities. In Morocco, the WafaBank—convinced that it could do a better job than the Ministry of Education—has proposed that it create 100 schools, build the classrooms, train the teachers, and develop the curriculum. The Ministry has resisted this idea, and the high costs of the effort have caused the Wafabank to reconsider (Bidaoui, personal communication).

Business sector programs have relied on communities and parents associations to assist in school construction and repair, and have provided extensive parental education programs on school management. Some programs have met with initial resistance: in Jamaica, the community did not believe that business should be involved in education, and in El Salvador, a community rejected Conelca assistance until it observed the positive changes at another school. In Colombia, a community that had benefited from a business-built high school expressed resentment that its expectations for other inputs were not provided for by the business sector (Fizsbein and Lowden 1999).

Considerations, constraints, and challenges

This chapter has described business sector support of basic education and girls' education in the developing world. It concludes with some discussion about what this suggests for the scope and role the business sector can play in girls' education. It is clear that the business sector has been an active, if not major, player in education, particularly in the wealthier countries of Latin America, the Caribbean, and Africa. Certain tendencies and trends begin to emerge even from this preliminary and incomplete survey about the types of activities supported by the business sector, its comparative advantages, and its limitations. The next section summarizes some of the patterns and discusses some of the issues that can shape or constrain work with the business sector.

What is the extent of business sector support of girls' education?

Compared to its support of basic education, the efforts made by the business sector on behalf of girls' education are remarkably few and small. Even the Prince of Wales Business Leaders Forum, which scrutinizes and publicizes business involvement in social sector activities, was hard pressed to find examples of "women, gender issues and socially responsible business," pointing only to work by the British Council—a government-supported registered charity. Only one example of female education was reported in the Partners for Progress review of education in Latin America, and none in the World Bank's review of public-private partnerships in the same region.

The most notable and extensive examples found were generally spurred and assisted by an external catalyst, such as the involvement of a professional relief and development organization or an international donor. The Starbucks' and the Philip Van Heusen Company's support of girls' education activities are due to their working through CARE and the American Jewish World Service respectively—organizations that have included girls' education in their development activities—rather than any stated commitment of their own to girls' education. USAID, which has numbered girls' education among its priorities for a decade, has or has attempted to engage business sector support for girls' education in several countries.

Moreover, business sector support of girls' education may continue to require ongoing support—particularly in countries where it has traditionally not been involved in social investment programs—if business sector technical understanding of viable interventions and fundraising knowledge is to be developed, and its attention and enthusiasm for the issue maintained. Guatemala serves as example of the once-enthusiastic-but-flagging business sector involvement in girls' education. This is not to suggest that similar problems do not plague business sector participation in national basic education initiatives as well (e.g., EDUCA in the Dominican Republic), but because basic education has generally been accepted as a priority by both government and business, it does appear that the business sector will continue to varying degrees its involvement as part of its routine corporate giving activities. Particularly in Latin America, there is a robust record of long-term business sector support of particular education activities.

What is particularly striking about the absence of vigorous business sector attention to girls' education is that it appears that the business sector is not applying the principles of market analysis on which it prides itself. All the evidence points to its fallacious perception that the profile of the future workforce and consumer is male. Despite frequently repeated statements that basic education for all children is key to a

skilled labor force and competitive industry, there seems to be little recognition that girls constitute 50 percent of those children, that more females are working in the wage economy, and that economic growth of many western countries in past decades has been attributed in part to the increased work force participation of women (Schultz 1998). Even in developing countries, women's purchasing power is increasing and they are likely to exercise more discretion than before in household expenditure. Moreover, as demonstration of corporate goodwill is a motivating factor behind its education support activities—and reportedly has eased both government and community relations with the business sector—it is curious that so few businesses have reported having made special efforts or appeals to mothers about their daughters' schooling.

As the business sector is a rational economic actor, there are likely to be rational explanations that did not emerge from this survey, but can be speculated about. First, girls' education is an issue embedded in basic education. In countries where schools are lacking, this is likely to be perceived as a more urgent priority, as evidenced by community groups in Guinea—whose goal is to increase girls' education—opting to build classrooms. Secondly, basic education still nets a bigger constituency than girls' education—in many countries boys are more likely to go or be expected to go to school, so supporting education for all children is likely to please—or at least not alienate—more parents. In other countries, particularly in Latin America, girls' educational participation in terms of enrollment is on par with boys. Appreciation—both by the business sector and their constituencies—of the urgency to ameliorate the in-school conditions that lead to girls' higher dropout rate may be more difficult to cultivate. Finally, in the poorest countries—where real household income is not growing, few wage-paying jobs are available for men or women, and cultural and religious traditions keep women in the home—it could be argued that in the short term the justification for business sector investment in girls' education is not compelling.

Not all reasons for the relative lack of business sector involvement need be economic, however. Men continue to dominate the business sector both in developed and developing countries. They may be less aware or sympathetic to girls' educational misfortunes. It is significant that Soroptimist International, a women's organization, stands out for its support of female education and training among various business organizations. The efficacy of women's organizations—whether of business origin or not—have frequently been noted as a powerful source of support for women-in-development issues (Stromquist in Arnove and Torres 1999). Although business people may be motivated by profit, they are also influenced by social, cultural, and religious norms that

combine to constrain girls' educational participation in society at large. Traditional views of women's domestic roles as wife and mother still prevail in many developing countries, often reinforced by religious beliefs and customs. In Guatemala, USAID records that it took particular care to stress the positive effects of girls' schooling on family health and nutrition. The business-led publicity campaign invoked girls' roles as "mothers" of development (Clay 1994).

Finally, although entrepreneurs may be quick to embrace technological and other innovations, they are risk-adverse financially and generally conservative on social issues. Literature on corporate philanthropy observes that companies avoid socially controversial issues (Himmelstein 1997). In Catholic-dominated Guatemala, the link between increased use of contraception and girls' education was not bruited during USAID's effort to enlist support of the business sector and other partners. Girls' education in many countries can be the gateway to controversy—on family planning, female circumcision, women's rights, and the developed world's attempts at cultural hegemony—so that the business sector may be reluctant to play a visible and significant role in its support.

What roles have emerged for the business sector?

The business sector has been involved in all three areas of intervention and support posited by the analytic framework—policy advocacy, opinion-making, and service provision. Although there have been notable instances of business sector efforts in policy advocacy and opinion-making, the clear preponderance of its activities—both for basic education and girls' education—fall in the area of service provision.

As policy advocates: The business sector has played a significant policy advocate role in some countries to the benefit of both basic education and girls' education. In several cases it has tackled these issues head-on by advocating national policy reform and participating in its formulation and planning. EDUCA is a foremost example, joining with other civil society groups to push the Dominican government to invest more in basic education and improve its services. CESE in Mexico and FEPADE in El Salvador have both been active in working on overall national educational reform issues. In girls' education, BEPA in Morocco, the Association for Girls' Education and Fundazucar in Guatemala, and CONFIEP in Peru have advocated policy change and lobbied for public sector support of girls' education.

Notably, the businesses that overtly advocate reform and interact with the government are distinguished by two characteristics. First, they are generally business sector groups or associations, rather than single companies, that represent the business sector's (or at least a part of it) stance on an issue rather than an individual company's. In the case of

CESE, the business sector's power is even more concentrated, as it represents a coalition of business associations, which multiplies its constituency. Not only do these associations represent strength in numbers, but also it is likely that being part of a group offers protection from being singled out by the government for a politically unpopular stance. Second, all are local organizations and their membership comprises local business leaders or businesses. Although international companies do participate in other policy advocacy activities, it would probably be considered inappropriate—and possibly counterproductive—for them to overtly lobby the government on a domestic social issue.

The success of the business sector's advocacy efforts have been mixed. The Clemente Mariani Foundation was able to ensure reform of the teacher selection system in an area of Brazil by combining advocacy with the actual development of a transparent teacher testing system. EDUCA was successful as long as it had a special connection to the Minister of Education who had been a member of the organization. Following her departure, the impact of EDUCA on public policy seems to have diminished. The impact of the Guatemalan business organizations is difficult to discern. At the same time that the business sector was catalyzed to support girls' education, so too was the public sector. Their two programs were developed together, and any policy change on the part of government is probably more attributable to donor conditionalities and funds than to the business sector. Moreover, to the extent it was within its power, the business sector has been unable to maintain the state as an honest partner in that the government has not fulfilled the many policy objectives it outlined earlier in the decade. Fundazucar, which implemented a girls' education pilot program, has appeared to have accepted government refusal to take it to scale and stopped lobbying (USAID/CDIE 1999). In other countries (Morocco and Peru) the business sector's advocacy work on girls' education is just beginning.

The business sector in other countries has taken a less direct approach to policy advocacy by engaging in "demonstration of good educational practice" through the creation of new educational models or techniques. Although all have "partnered" with the public sector to varying degrees, as yet it appears that only some of the activities have been permanently adopted by educational authorities. The Benin Ministry of Education has adopted the GLOBE science curriculum into its program, and the Colombian Ministry of Education has accepted new student assessment measures developed through a business-supported pilot project.

In Latin America, it was reported that the public sector was on occasion reluctant to work with the business sector, wary of its possible profit motives, but there this survey found little evidence that the business

sector has distorted the public policy and investment framework. It is possible that government adoption of some of the business-sponsored instructional models—if they prove costly, inappropriate, or are unfavorably tied to a certain make of technology or computer—could divert public funds from more worthy applications. On the other hand, in Guatemala, Funrural has demonstrated that there are more efficient ways to run the national girls' scholarship program.

Some groups have also expressed concern that business sector involvement in education could actually curtail an open policy advocacy and formation process and truncate policy dialogue. In light of the business sector's sizable contributions to government programs, it is speculated that government will be reluctant to counter business activities in education and other areas that do not promote the public good out of fear of losing education program funding. Corporate watchdog organizations—such the Transnational Resource and Action center, the Institute for Policy Studies, and the Council on International and Public Affairs—have recently deplored the "perilous partnership" planned between the UNDP and a group of international corporations. The groups contend that under the guise of developing a global compact of shared values and principles and subsequently joint ventures, the corporate partners—well known for their negative development, human rights, and environmental records in the developing world—will not be held accountable by international agencies for harmful activities. Instead, they will be able to burnish rather than remediate their tarnished images, and will exercise undue influence over UNDP programs to ultimately serve the corporate shareholder to the detriment of humanitarian goals (Karliner 1999).

As opinion-makers: The business sector has also worked to build public awareness and garner positive public support toward basic education, and—notably—girls' education. Whereas activities in basic education may not be likely to occasion controversy, supporting girls' education in some countries entails greater risk of unfavorable reaction to the issue or negative publicity for the business promoting it. It can be argued that Starbucks in Kenya and the Philips Van Heusen Company in Guatemala were protected from possible negative publicity by the "firewall" of the NGOs who implement their programs. It should also be noted that they do not maintain a presence in these countries but have subcontractor relations. However, the Fundación Castillo Cordova in Guatemala conducted two major publicity campaigns with no reported repercussions, except the intended one of increased girls' enrollment. Unfortunately, the public sector had not acted to provide the additional school places, with the result that girls were turned away from school. This latter underscores the importance of coordinating business sector

activities with public sector policy. Publicity campaigns promoting girls' enrollments have experienced similar problems elsewhere, particularly in Guinea, where a business has recently pledged to include messages about girls' schooling in its advertising campaign.

Given its experience with marketing and advertising its products, it is likely that the business sector would enjoy a comparative advantage in the realm of publicity over the public sector and other groups. To the extent that this translates into culturally-appropriate social marketing is questionable. Analysis of the girls' education social marketing campaign in Guatemala—commissioned by the business community and developed by an urban public relations firm—suggests that it suffered from a distinctive urban bias, both in terms of cultural orientation (Latino) and language used (Spanish), and did not optimize impact on the needy Mayan population it should have targeted (Richards and Leal 2000). Another critique of business sector marketing campaigns is that they send mixed messages, promoting girls' schooling in one advertisement and showing a woman in a traditional or negative role in its own product marketing. Nonetheless, elsewhere the business sector has been successful in many of the parental education activities it has undertaken as part of its basic education programs.

Perhaps most striking among the business sector's opinion-making activities is its work to inform and enlist the support of other businesses, businesspeople, and business organizations. There are numerous examples of how it has recruited business sector support and involvement in education activities, including girls' education. Peru 2021 and BEPA have mobilized the sector behind girls' education, at least at the preliminary stages. In both cases, though, the presence of an external catalyst—USAID—should be recognized.

> "Businesses have strengths to offer social development projects—including organizational skills, public relations know-how, and cash—but we also have weaknesses-including vacillation in our commitment, blindness to the reality of the poor, and the lassitude of our own contentment." —Santiago Jaramillo, General Manager, Marcimex in Ecuador (McCabe 1998)

As service providers: Most of the business sector's activities fall in this category. The business sector has provided a variety of services to school and ministries of education, ranging from school construction to school management to student subsidies. Given the size of some of the adopt-a-school programs (e.g., 600 schools in Morocco, 400 businesses in Venezuela), it is probable that most business sector support adheres to the model of a small-scale program in which a company supports a single school in its immediate neighborhood, providing the conventional assistance of

classroom repair and needed equipment and supplies. Indeed, this might be the most realistic expectation of the business sector in the developing world in that it is manageable, probably affordable, affords immediate goodwill to the company, and certainly fulfills some very pressing needs of the school.

There are, however, some interesting developments. In Egypt, Mauritius, Chile, Rwanda, and Saudi Arabia, the public sector is beginning to call on the business sector for greater participation in education. Some of the school-sponsorship programs entail more than just material assistance, but also efforts to change the school zeitgeist in terms of management practices, parental roles, and community involvement. And in some countries, the public sector is actively in partnership with business, not just in conventional bricks and mortar, but in the substance of an education system—student learning. However, several scholars have noted that the business sector generally expects quick results or immediate returns on its educational investments and may not be willing to invest in the longer term development of an idea or program that does not immediately respond to a financial quick fix or result in a tangible product (such as a classroom). Rotary International's Literacy Handbook is explicit in warning that literacy programs require a long-term commitment.

Promotional materials about potential business sector contributions to social issues often mention its ability to innovate. This study has presented several examples of the business sector's efforts to develop new models to improve school quality ranging from better teacher training and student assessment to improved instructional materials, computer-based learning, and revised curricula. While there is not a single approach to improving quality, what does stand out is the business sector's willingness to undertake research and development activities that normally fall exclusively within the purview of the ministry of education, academic institutions, and occasionally international donor agencies. In many respects, the business sector is well-suited to this type of experimentation in developing countries. Profitable businesses have the resources to fund pilot efforts, they may be more likely to have experience with the latest technologies, and they are not bound by the regulations and constraints that have often impeded innovation with public sector bureaucracies. However, it is impossible to read of IBM's Reinventing Education program or Toyota's Teach program or Peru 2021's Education Innovation program or any of the others without wondering whether the business sector's educational innovations will not experience the same problems that many donor innovations have.

In fact, in some instances, the business sector seems particularly naive in assuming that cost effectiveness (not affordability) or success in a few schools will ensure that government will adopt the program and take it to scale. The technology-based programs may prove particularly untenable in countries where many schools lack not just equipment but the electricity to power it. And in only one case—the Educational Quality Institute in Brazil—was the idea of low cost mentioned. The WafaBank reportedly reconsidered its proposal to initiate its own 100-school system when it confronted the problems and costs associated with it. It is unlikely that many businesses would be able or willing to underwrite the costs of bringing these pilot projects to scale, and sustain their operation. Nonetheless, these activities do show that the business sector in many developing countries is able and willing to assume the one-off, research and development type of programs that have been traditionally supported by donor agencies.

Girls' education has also received business sector support in supply-side inputs, such as construction, materials provision, teacher training, and classroom quality inputs. However, most of the examples found were demand-side inputs, such as scholarships, sanitary products, school supplies, and school feeding or nutrition services. Many of these were not aimed exclusively at girls, but were part of a school support program that acknowledged the special constraints to girls' educational participation. And many were associated with a donor's or government's girls' education program, suggesting the importance of educating the business sector about girls' education. Waddell (1997) points out that the business sector is characterized by a "low level of social learning" and essentially knows very little about communities, education, and probably even less about the educational barriers affecting girls' education. Government, donor agencies, and civil society organizations can play important roles in ensuring that the business sector's programs both respond to real needs and are feasible within the context.

In general, however, most business sector programs appeared to be gender-blind or gender-oblivious, which, unfortunately, probably means gender-biased in favor of boys. Relatively few of the educational quality or school improvement programs—and none of the computer-based, technology, education, or science programs—specifically mentioned girls, although their unequal participation and performance in these areas is well known. Only Cisco Systems has recently acknowledged a disparity. Although this cursory review of many different business sector activities cannot claim to have studied each in depth, it is telling that none of the gender-neutral activities reported gender-disaggregated results data.

The "corporate watch" literature is full of warnings about the negative impact of corporate involvement in education in the United States and Canada. Much of it centers on the commercialization of the classroom, hooking both schools and students on the commercial products, preying on poor inner city schools that need the extra funds corporations offer, gaining control of the curriculum, "greenwashing" children to accept corporate abuse of the environment, and usurping public sector control of educational policy and strategy. More recently it has expressed alarm about corporate involvement in schools in poor countries, citing many of the same problems (www.igc.org/trac/undp/undp.html).

While it is beyond the scope of this overview to draw conclusions about the validity of these concerns, they are worth considering. Only one particularly troubling case came to light in the course of this study. The Kitchen Is My School program in Guatemala not only seemed to reinforce stereotypical messages for girls, in the guise of a girls' education program, but also was blatant in causing them to buy the sponsors' food products, albeit at reduced rates. Whether this is a trend or and aberration in business sector support of girls' education is impossible to tell.

3. Religious sector support of basic and girls' education

Introduction

This chapter explores what religious institutions and faith-based organizations are currently doing to support girls' education. It is based on the recognition that religion plays a mediating role in both defining the beliefs and practices, on one hand, and in providing the services and interventions, on the other, that can affect—both positively and negatively—educational opportunities for girls. Because the western intellectual tradition of strict separation of church and state tends to downplay the interaction of religion with public culture and its modern institutions, such as education, this chapter opens with a summary background discussion of the role religion plays in society and its historical relation to education, particularly female education. This is followed by an overview of the religious sector landscape in education—the players, their motivations, and those they assist. The next section describes various girls' education activities (including their purpose, focus, and aim) that religious sector groups support, and examines how the activities are implemented, financed, and related to the public sector. The concluding section summarizes some of the patterns and discusses some of the issues that can shape or constrain work with the religious sector.

Background

Religion and society

Human history—its social, cultural, economic, and political development—is inextricably linked with religion. The development, spread, and theological content of the world's numerous—both ancient and modern—religions have helped define governments, legal systems, social classes, economies, traditions, and secular behaviors, as well as political conflicts and historic animosities that shape our world today. Whether beneficiaries of its crusades or victims of its pogroms, no society and few people in the world today are untouched by either a religion's system of beliefs or its institutions. Despite two centuries of progressive secularization of society, in 1980 80 percent of the world's population still professed a religious affiliation (Thomas in Husen and Postlethwaite n.d.). Few other institutions can boast this breadth of coverage or the powerful organization of formal memberships, regularly scheduled group meetings, publications, and professional leadership associated with major religions (Wald 1992). When churches mobilize socially or politically, they can exert considerable influence on a sizable share of the population. The transnational nature of many religions, such as the Roman Catholic Church and Islam, transcend national borders and unite culturally diverse peoples around the world. When the early 1990s civil war in Bosnia-Herzegovina pitted Christian Croats and Serbs against Bosnian Muslims, most (although not all) international allies lined up according to religious and cultural affinities (Haynes 1999). The Palestine-Israel conflict in the Middle East has polarized Muslim and Jewish populations around the world.

Although religion as an institution is considered to be essentially conservative, that is, expected to resist assaults on a stable set of beliefs by competing philosophies and by social upheavals, throughout history it has served as a catalyst and powerful agent of social change, both positive and negative.[1] Religious faith and insight inform our visions of a "good society." In recent decades, the Roman Catholic Church's liberation theologians and clergy have been at the forefront of the struggle for multiparty or democratic political order in Poland, Kenya, Haiti, and throughout Latin America.[2] The Anglican Church's Archbishop Desmond Tutu became a leading spokesman against the political repression and human rights abuses of Apartheid in South Africa. The 1978 Islamic Revolution in Iran, led by religious leader Ayatollah Ruhollah Khomeni, dramatically affected that country's system of governance and social structure, as well as global politics. Christian fundamentalists in the United States have been a primary force in molding and driving the national policy agenda.

The presence of religious institutions is pervasive. Religious leaders and activists serve in—or as counselors to—government, military, political parties, universities and research institutions, hospitals, corporations, banks, school boards, and other civil society organizations. Religious groups play an active role in shaping global economic policy. Christian coalitions, such as the 44 thousand-member Bread for the World, have lobbied the U.S. Congress to establish living wage legislation and international organizations to increase funding for poverty-focused international assistance programs (www.bread.org). International interfaith networks have spearheaded the Jubilee 2000 movement to seek comprehensive debt relief for poor countries, based on the Old Testament practice of cyclical debt forgiveness. Others have established advocacy and watchdog programs to monitor the economic policies of the multilateral institutions, such as the International Monetary Fund (IMF) and the World Bank. Frequent negotiation and tension between the Islamic banking system and the IMF centers on the treatment of interest and conflicts with the Islamic faith's proscriptions against usury.

Churches and faith-based organizations play a key role in tackling social problems, such as domestic violence, street children, homelessness, and illiteracy. In sheer volume, the philanthropic sums devoted to charity by religious institutions dwarf most government aid budgets. Americans

[1] This does not mean that religions are static and do not evolve over time, both in interpretation of beliefs and in organizational structure. See Carroll (1983).

[2] Equally noteworthy, religion can serve as an instrument of social control, preserving the prerogatives of the powerful and persuading the deprived to accept their positions with in the established power structure, legitimizing ruler status, and giving supernatural justification for the status quo (Kasozi in Hansen and Twaddle 1995). Despite its recent espousal of liberation theology, the Catholic Church was long perceived to be aligned with repressive regimes in Latin America.

give more money and donate more time to religious organizations than to all other voluntary associations combined (Bella, et al. in Scribner and Fusarelli 1996).

The provision of social services originated with religious institutions, predating secular governments' relatively recent assumption of these duties. Churches, mosques, temples, missions, and orders have historically administered to the destitute, providing food, health care, shelter, and asylum, in addition to spiritual succor and consolation. As centers of learning and expertise, they have offered outreach training in agriculture and animal husbandry, production of foodstuff and textiles, and other manufactures. Throughout periods of war, political turmoil, and civil disorder—as governments fall, economic systems collapse, and personal fortunes shift—religious institutions remain in place and persevere in their mission of humanitarian assistance. Despite persecution, threats, and assassination, religious personnel in recent years have provided comfort and aid to the needy in troubled nations such as Liberia, Rwanda, Sierra Leone, Sudan, Uganda, Zaire, and East Timor.

Religion and education

Religion has always played major and multiple roles in education and schooling—as provider, legitimizer, and policybroker, influencing national educational policies, curriculum, and finance.

Religious authorities and institutions are credited with the development of the first centers of learning for the transmission of sacred and secular knowledge and the promulgation of literacy. Schools and universities were created to train religious leaders and clergy in the credo, liturgies, rites, and laws of their faith. Literacy was required to read and interpret the holy teachings, recorded in the written word in the Torah, Bible, Koran, Buddhism's Five Precepts, and the Hindu Epics. Many of the renowned and secular academic institutions operating today, such as the Sorbonne, Harvard University, and the American University of Beirut, were founded for religious purposes and by religious institutions, and preceded by the great universities in Baghdad, Cairo, Fez, and Timbuktu. In the fifth century A.D., the Ethiopian Christian Church established a comprehensive system of education that mediated all aspects of Ethiopian life for centuries (World Bank 1988).

Historically, societies have viewed religious bodies as the appropriate agents for educating their children, establishing the moral foundation and belief systems needed to guide and inform behavior in secular settings. Religious schools provided the foundation for the modern school movement by combining religious and academic instruction. This combination reassured and legitimized the idea of public education to

doubting parents in many countries, including the United States. In fact, the role of religion in providing schooling has only significantly diminished in those relatively few societies and countries that are characterized by a multiplicity of religions and where parents judge religious schools as inadequate preparation for progress in a modernizing socioeconomic system.

In most of the world, religion continues to be a significant, if not predominant, provider of primary and secondary schooling for several reasons: the overlap of church and state, the greater cultural acceptability of religious schooling, political instability, discriminatory public policies, public sector financing gaps, and the global religious revitalization movement. In some countries with an official state religion—such as Bhutan, Brunei, Finland, Iran, Mauritania, and Saudi Arabia—the church and state converge, with every school offering religious instruction and supported by public resources.

Koranic[3] schools are omnipresent throughout the Muslim world, from the Middle East to Africa to Asia. Responding to the divine mandate expressed in the Koran and designed to disseminate and deepen the Islamic faith, contemporary Koranic schools are found in virtually every Muslim community.[4] Although not as numerous, Islamic institutes (*medersas*) which offer secular and religious instruction at the primary and secondary levels account for large percentages of student enrollments. In Mali, 25 percent of formal primary school students were enrolled in these schools in the 1980s (Bray 1986). The Roman Catholic Church operates tens of thousands of schools worldwide. In Zambia alone, a country with fewer than 300 secondary schools, it manages 63 high schools (Noel, USAID/Zambia 1999). In pre-Apartheid South Africa and Zimbabwe, religious schools—mainly Protestant—were the sole suppliers of education to the black majority (USAID/G/WID 1998).

Following or forging the path of European colonialism in Africa and Latin America, Christian sects and missionaries established schools in their effort to spread their faith, retain converts, and implant "civilization." In many instances, these schools offered the first modern schooling, and subsequently formed the backbone of national education systems as the schools were nationalized by newly independent governments

[3] The term Koranic school signifies the Islamic schools whose primary (and often sole) function is religious instruction of younger students aimed at reading, writing, and memorizing the Koran. In different parts of the world, they may be called medersas, madrassas (East Africa), mosque (Pakistan), kuttab (Egypt, Iraq), zawaya (Libya, Algeria), or almahdara (Morocco, Mauritania) schools.

[4] Over 40 thousand are reported to exist in Niger alone (Easton and Peach, n.d.).

(e.g., Zaire and Uganda). In some countries, the bonds between the religious schools and the public sector remain close. Religious schools—such as Catholic schools in Senegal, Islamic *medersas* in Mali, and Protestant schools in Lesotho—frequently receive government subsidies, teachers, and equipment. The Church in Kenya has frequently mediated between the government and the teachers' unions. Conversely, in countries where the government has been unable or unwilling to assume responsibility for providing education to those children whose families desire it, religious groups have stepped in. In Haiti, for example, over 70 percent of primary school enrollments are in private sector schools, most of them religious (UNDP/UNESCO 1990). Parents often express preference for religious schools, considering them better quality and providing a more secure and moral environment. This has not always been the view, however, especially as foreign missionaries attempted to impose new religious and cultural values and practices on indigenous populations.

Uganda at independence, 1964 grant-aided primary schools

	#	%
Government	99	4
Anglican	969	40
Catholic	1,146	47
Muslim	178	7
Other	30	1
Total	2,422	100

Hansen and Twaddle 1995, 231.

Finally, scholars have recently observed a growing religious revitalization of the world, including education, particularly in the West where—unlike the rest of the world—the twentieth century has occasioned a distinct separation of church and state (Scribner and Fusarelli 1996; Haynes 1999). Due in part to population growth, demographic shifts, and aggressive proselytizing bolstered by new communication technologies, the profile of religious affiliations is changing. The Catholic population in the United States has increased with migration from Latin America, and Protestant churches have increased their membership dramatically in Latin America and Africa. Many new converts want to see their children educated within their faith, and in settings that are aligned with their belief systems. In other instances, religious groups have been motivated by the conviction that the secularization of schooling has undermined essential moral values and is eroding religious culture. In the United States, the Christian right has affected public policy debate and decisions on prayer in schools, inclusion of evolution theory in science curricula, and use of public moneys for religious schools.

Religion and girls' education

Religion has been a primary force in defining both the supply and demand for female education. Historically, its institutions have taken the lead in providing girls' schooling, but each religion has shaped the type and content of girls' schooling according to its values and views of the role of women.

In contrast to tribal, nonliterate religions, the great historical religions are considered fundamentally dualistic and patriarchal in their orientation, excluding women from the official authority structure and emphasizing their subordination to and dependency on men (King 1987). Religious scholars have frequently observed that few religions overtly deny girls the right to an education, but that as the transmission of sacred knowledge became more institutionalized and hierarchically structured, girls and women were increasingly excluded from formal—and certainly higher—education. As most religions precluded women from the ranks of clergy and forbade them from preaching, there was little reason to provide them with either the theological knowledge contained in the scriptures or the tools, i.e., literacy, to gain access to that knowledge. In fact, as one scholar states succinctly, "Whenever the ability to write was associated with power and influence, women were, as a rule, excluded" (Gaur in King 1987, 36). The education imparted to females centered mainly on religious practices, especially those carried out in the home and family circle. Structural stratifications and scriptural interpretation applied to female roles, and learning tended to minimize the importance of schooling girls, limit their access to literacy instruction, and differentiate both the purpose and content of schooling afforded them from that of boys.

Some scholars suggest that the impetus for female literacy and secular schooling in the West is found in the Christian convention of female religious communities, e.g., convents, not universally permitted by other religions (Gaur in King 1987). The contemplative life freed these women from the burdens of childrearing and narrowly-defined domestic roles, and allowed them to follow academic and scientific pursuits and establish schools to tutor both novitiates and the daughters of the wealthy. George Fox, the founder of the Quakers' Friends Society, proposed to establish both boys' and girls' schools in seventeenth-century England. A century later in England, Ireland, and the United States, the Society of Friends extended primary education to poor children of both sexes.[5]

[5] The Society was also among the first organizations in the United States to offer basic schooling to black children in the nineteenth century (Samuels 1998).

Nevertheless, all societies—literate and non-literate alike—have always educated their children, including girls. Indigenous education was and remains an important means of socialization and acculturation, imparting the skills, attitudes, and behaviors required for men and women to assume their roles in society. It was, however, the colonization of Africa and Asia by European powers in the nineteenth century, and the West's influence in Latin America and the Middle East that introduced elements of modern, secular schooling (literacy and numeracy) to girls' education, mainly through Christian churches and missionaries.

The African missions of the Roman Catholic and various Protestant churches provided a limited number of school places for girls, compared with boys, due to what these churches cited as sociocultural constraints as well as the limited intellectual capacity and receptivity of girls to mastering basic literacy and numeracy skills (Yates and Seaver-Taylor in Kelly 1989). Their primary objective in schooling girls was to produce suitable wives to prevent the moral backsliding of new male converts. While males were groomed to take their place in the colonial administration, girls' education centered on implanting Christian morality, proper, i.e., non-polygamous, family relationships, and bringing up children in the faith. Instruction focused on domestic skills; reading and writing were often considered "dangerous." One missionary in Zaire commented that girls who have learned to read "neglect the care of their homes" (Kelly 1989, 96). Similar concerns about undermining the role of women as wives and mothers were expressed by Catholic clergy in Latin America, where girls' education was primarily provided by nuns and limited to daughters of the Spanish population (Kelly 1989).

In Asia, the female schooling introduced by western missionaries to Buddhist countries coupled with the presence of female monks and Buddhism's egalitarian philosophy promoted the development of comprehensive coeducation in the predominately Buddhist countries of Thailand, Burma, and Sri Lanka. However, in India, women's low status, codified in Hindu law, precluded girls' schooling. It was generally believed that the education of women was prohibited by the scriptures, and a girl taught to read and write would bring misfortune to her family (Carroll 1983). Girls' schooling was introduced mainly by Protestant missionaries, and then championed by the Hindu Reform Movement and supported by Indian men from the urban middle classes who had received a western education and wanted educated wives.

In contrast, the Koran is said to do nothing to discourage girls' education, but exhorts both men and women to "search for knowledge." In

most of the world, however, this has been mainly defined (by the male clergy) for women as learning the teachings of and verses from the Koran. Female education is expected to instill Islamic values, affirming the primacy of family and woman's role in it. Such schooling can be provided at home and by regulated attendance at mosque and Koranic schools. It is often noted that girls do not receive even the same limited instruction in literacy that boys do in Koranic schools (Easton 1998). Nonetheless, in early twentieth-century Iran, several girls' schools were opened both by western missionaries and the American-Persian Baha'i community. The latter group established in 1911 the Tabiyat School, which was among the first girls' schools to use the same curriculum as that for boys.[6]

In addition to providing girls' education, religion has been a prime factor in a household's decision to school its daughters, through its laws, scriptures, and teachings on women's role in society. Even in secular republics where religious leaders may not always have an official voice in making public policy, they do influence society and help shape its views. For example, the Civil Code in Senegal allows Muslims to follow a version of Islamic law (Sharia) that regulates issues (marriage, divorce, family authority, etc.), which—in turn—directly affect women's status and are linked to female educational opportunity (Creevy 1996). Moreover, religion may serve as a justification for conservative political groups, such as the Taliban in Afghanistan, which denies girls' the right to schooling. As a cultural medium affecting female behavior and male attitudes, religion can inform the level and type of demand for girls' education

Although most religions do not explicitly discourage female education, many in practice do so, particularly when confronted with the western model of schooling (coeducational, secular, outside community control). Whereas Buddhism, Judaism, and Christianity are generally seen as open to girls' education, Islam, Hinduism, and Confucianism are often seen as hindering progress in educating females (Tilak in King and Hill 1993). The cultural tradition of female seclusion, or purdah, associated with Islam, and concomitant concerns with girls' chastity and security, require sex segregation in the schools. The prevalence of early marriage associated with Hindu traditions discourages parents from enrolling and keeping their girls in school. Religious groups that define women's roles primarily as domestic express dissatisfaction with

[6] This school is credited with producing the "first generation of professional women in Iranian society" and was later nationalized by the Shah. In 1973, the Baha'i community reported 100 percent literacy among women under 40, despite a national literacy rate of 15 percent (Hanson Vick in Boyles 1999).

the academic content. Further, in some instances, particularly in Africa, views of modern schooling have been conflated with harsh practices[7] of some of the early Christian missions and clergy that operated them. Many were inimical to local cultural practices (e.g., polygamy, early marriage, division of labor, etc.) and aggressively pursued religious conversion of the indigenous Muslim or animist population through Bible study, so that parents rejected the notion of schooling their daughters altogether. It is notable, that *medersas*—combining secular and sacred education—in predominately Islamic Guinea, Mali, and Malaysia report higher percentages of female enrollment than in public schools. Similar accounts have been made for other religious-based schools that are compatible with the local religious orientation. Although the religious state of Saudi Arabia did not provide female education until 1960, due to concerns by religious authorities and communities, the provision of strictly sex-segregated schools has contributed to a 60 percent net primary enrollment ratio in 1996, up from 37 percent in 1980 (www.worldbank.org/data).

In summary, religion has influenced whether girls enroll in school, the type of schools they enroll in, the type of education they receive, and how long they stay in school.

Overview of current religious sector development support

The multiplicity and complexity of the religious institutions and faith-based organizations—both international and national—defies comprehensive cataloguing or census-taking of girls' education activities, and is beyond the scope of this study. In addition to community-based houses of worship and associated schools, the thousands[8] (perhaps, tens of thousands) of religious-affiliated groups that are engaged in lobbying, development, relief, humanitarian, or education efforts that influence girls' schooling could not be pursued by this study.

Similarly, because the "population" of religious organizations could not be defined, we cannot claim that the sample we examined is representative. It is biased by the availability (and elusiveness) of information on the various organizations. For example, the large, international faith-based groups—such as the Aga Khan Foundation or Caritas—were well-documented; descriptions of their organizations and activities were readily accessible through the Internet, publications, and information

[7] The punitive pregnancy policies until recently found throughout much of Francophone Africa are attributed partly to Christian influence.

[8] Bellah et al. (1991) estimate 900 religious agencies, societies, and special-purpose groups exist in the United States alone, in addition to churches and other places of worship.

offices. The activities of grassroots organizations and local religious leaders are less well represented, as their activities are often not documented or readily accessible to researchers.

The complicated organizational structures, hierarchies, and networks of religious groups proved both a boon and a bane. In some instances, international headquarters were able to shed light on what local affiliates of international federations were doing, e.g., Young Women's Christian Association; in others, the aggregation of information at the international level obscured meaningful details, e.g., Knights of Columbus. Of course, the inclusion or exclusion of any group's activities does not constitute an endorsement or indictment of the religion, the organization, or its efforts.

As noted in Chapter 1, the net was cast wide to identify activities related to girls' education. Girls' education is defined for the purposes of this study as primary, secondary, and vocational schooling, if aimed at girls younger than 18 years of age. But rather than uniquely focusing on girls' education, the study also included religious groups' efforts in basic education (preschool, primary, secondary), women's literacy and vocational education, and female enterprise and empowerment programs in order to ensure that the full scope of education activities bearing on girls' educational participation were included. Some could argue our parameters were not wide enough. Other important, influential areas were not included (e.g., health, nutrition, sanitation), as they exceeded the manageable interest of the study.

Sector landscape

The array of religious and faith-based organizations involved in female education is formidable, both in number and organization. The numerous groups reviewed for this study fall into five levels of organization, with tremendous variation among and within the categories (Table 3.1). Because of the complicated relationships among the institutions at varying levels, it is sometimes difficult to classify them, although basic criteria centered on the locus of decision-making, management, and funding responsibility.

International private voluntary organizations and foundations are among the most visible of the faith-based groups. They are generally headquartered in the United States, Europe, or other wealthy countries with regional or country-based field offices and/or partner organizations. Although the scope and coverage of their services vary, they typically work on a large scale, implementing activities in numerous countries and serving large numbers of beneficiaries. For example, the Adventist Development and Relief Agency (ADRA) has programs in 120

Table 3.1: Typology of religious groups

Category	Definition	Examples
International faith-based PVOS and foundations	Organizations lobbying, supporting, or working with national or local chapters, offices, and groups in different countries	Muslim Aid, AKF, IIRO, BIF, AJWS, ORT, ADRA CRS, CWS, CCF, World Vision, Compassion
Local faith-based NGOs and benevolent associations	National or municipality-based organizations working within country or community	*Fe y Alegría*, Opus Dei, CEOSS, Young Muslims Association, YWCA
Local religious institutions	National or municipality-based churches, mosques, temples, religious orders, and missions working on national or local level	Baha'i communities, Salesian missions, Girl Friendly Society Presbyterian Church of Ghana, Koranic schools
Individual religious leaders	Priests, clerics, rabbis, imams, mullahs, monks, nuns, and spiritual leaders working nationally or locally	Sultan of Sokoto (Nigeria), Minister of Religion (Kashmir), Educational Promoters (Guinea)
Networks of networks	Federations of associations or networks working internationally and nationally	World Council of Churches, National Council of Churches, HADI, Caritas, WFDD

countries; World Vision (WV) reaches 50 million people in 103 countries; Church World Service (CWS) and Catholic Relief Service (CRS) are in 80 countries (the latter with 2,800 staff); ORT counts 252 thousand students in its training programs; and the International Islamic Relief Organization (IIRO) works in 120 countries and has 100 offices around the world. Those groups with fewer countries in their portfolios are generally Islamic or Jewish PVOs, which deliberately focus their assistance programs on specific populations: the former with programs in places like Azerbaijan, Pakistan, Somalia, Kosovo, Bosnia, Turkey, and Palestine; the latter in Israel. The Aga Khan Foundation (AKF), with a portfolio exceeding $60 million in 1997, works intensively in 11 countries. The size of their programs, budgets, and constituencies has earned many PVOs observer member positions with the United Nations and consultative status with UN agencies.

Many of the international PVOs have been in operation for over 50 years (ORT was founded in 1880). Some are the official development and relief services of their religious community: CRS represents the U.S.

Catholic community, ADRA the Seventh Day Adventist community, and AKF the Ismaili community. Most of the Christian organizations reviewed were started by clergy or missionaries following a catastrophic event, such as World War I (ADRA), World War II (Christian Children's Fund, Compassion International, CRS, CWS), and the Korean War (World Vision). The origins of the majority of the Jewish and Muslim organizations reviewed are more recent, many having been founded in the 1970s (IIRO) and 1980s (Muslim Aid, ICNA/ Helping Hand, Mercy International, Islamic Relief, American Jewish World Service).

Although most of these organizations started in response to disaster assistance needs, providing emergency relief, nearly all now focus on development assistance and classify themselves as development and relief organizations. Notes Muslim Aid, "As we grew we started running long-term development projects. This kind of work recognizes that to really help people, the root causes of poverty must be tackled…. Now as well as helping people in the midst of disasters…Muslim Aid gives the needy the skills and resources the need to help themselves" (www.muslimaid.org).

Like many multi- and bilateral aid agencies in the public sector, they are generally organized by country programs with their activities group by sector—agriculture, health, education—but most often with a focus on children and the poor. Muslim organizations in particular, guided by Koranic injunctions of charity, target orphans, widows, and the destitute. A few, all U.S.-based with domestic as well as international programs, include the word *advocacy* in their mission statements. For example, the World Young Women's Christian Association, the World Council of Muslim Women Foundation, the Muslim Women's League, Na'mat and Kamilat focus on the status of women and advocate for their rights. Kamilat states its purpose as "reshaping the identity and position of Muslim women in American society and in Muslim countries" (www.kamilat.org).

Local faith-based NGOs and benevolent associations are national or municipality-based organizations working within the country or community where they are based. Examples are the Young Muslim Association in Kenya or the Coptic Evangelical Organization for Social Services in Egypt, which are independent entities operating within a single country. Many of the local organizations identified are associated with or united under a regional or international umbrella in addition to their religious affiliation. The Jesuit-founded *Fe y Alegría* program is implemented in the 13 participating Latin American countries by autonomous national NGOs, which belong to the regional *Fe y Alegría* federation. Similarly,

national YWCA chapters, Salvation Army missions, Knights of Columbus, Girl Friendly Society groups and Opus Dei offices are all members of international federations, united by shared mission statements and purposes. However, what distinguishes these groups as local organizations, rather than field offices of the international group, is that the agenda-setting, decision-making, management, and funding power rests with them.

Obviously, the scale of the activities undertaken by local organizations is smaller generally than those of the international PVOs with their multi-country programs; beneficiaries are counted in the thousands rather than tens of thousands. However, when looked at as part of a federation the numbers are impressive. The World YWCA (founded in 1894) counts 25 million women and girls in 95 national chapters in over 100 countries; Fe y Alegría (1955) provides services to 500 thousand students; the Salvation Army (1865) has 14 thousand centers in 100 countries; the Girl Friendly Society (1875) is in numerous Episcopal Church parishes in 21 countries; and Opus Dei (1928) numbers 80 thousand members, including 3,600 priests and deacons. There is also some deviation from the typical NGO-type structure and operation: Opus Dei operates as a personal prelature within the Catholic Church, while the Salvation Army is based on a military-type hierarchy. All the local NGOs and benevolent associations are involved in development-type services; fewer are equipped to provide emergency relief.

In some parts of the world, a significant proportion of local NGOs are associated with the religious sector. In 1990, in Egypt local Islamic organizations constituted 34 percent and Christian organizations 9 percent of the total number of NGOs and benevolent associations (Kandil 1995).

Individual religious institutions comprise national or municipality-based churches, mosques, temples, religious orders, and missions working on the national or local level. These institutions are unique in that they are charged with the spiritual mission of the faith, not just the pastoral. They provide places of worship and their leaders and staff will be religious—not lay. Charged with the religious education of their congregations, often they will also undertake secular education as well, provided through a church (e.g., Catholic), mosque (e.g., Koranic), or religious-community school (e.g., Baha'i). Although the different religions vary in the degree and system of organization, ranging from the highly organized and hierarchical structure of the Roman Catholic Church to the nonhierarchical Islamic faith, each religious institution enjoys a high degree of autonomy in its pastoral, as opposed to religious, activities. (Catholic and other Christian

churches will generally be under the direction of the national church bishopric or office, and Islamic leaders will confer in Islamic councils.) Moreover, these local religious institutions are primarily responsible for funding—or locating the funding—for their own secular outreach programs. While the pastoral activities of the individual institutions will be guided by the doctrines of their faith, often specific religious orders or missions bring their own orientation. For example, the Salesian order of the Catholic Church focuses on the young and their needs, and the Jesuits emphasize education.

Individual religious leaders include those who are considered figureheads or representatives of a religious faith or set of beliefs. The obvious examples are priests, pastors, rabbis, mullahs, imams, brothers, and sisters. However, depending on the religion, they may or may not have been ordained or taken official vows in the faith, or be attached to a particular place of worship or parish, but nonetheless are considered spiritual leaders. In Islam, for example, those men and women who have made the *hadj*, or pilgrimage to Mecca, are accorded high status and influence within the Moslem community. Others may command respect because of an extensive knowledge of religious texts or scriptures,[9] or because of a lay role they play in the church structure, e.g., deacons. The esteem in which they are held by society, and the legitimacy conveyed on them by their religious role or association endows them with the power to guide popular opinion and behavior.

Networks of networks refer to the various religious organizations reviewed that aggregate several federations, networks, or associations. For example, the World Council of Churches is a fellowship of 337 Protestant, Anglican, Old Catholic, and Orthodox churches in more than 120 countries. The National Council of Churches' membership comprises 35 Protestant, Orthodox, and Anglican Church bodies representing 52 million U.S. Christians. Caritas International is an international confederation of 146 Catholic organizations, mandated by their respective Episcopal conferences, in 194 countries. The Human Assistance and Development International is a holding organization of various Islamic sub-organizations and associations specializing in humanitarian and development assistance. The World Faiths Development Dialogue, established in 1998, brings together leaders of the Baha'i, Buddhist, Christian, Hindu, Jain, Jewish, Muslim, and Sikh faiths with senior executives from the World Bank and IMF to discuss and plan poverty reduction strategies.

[9] Mohammed himself is reported to have said, "The ink of the scholar is more holy than the blood of the martyr" (Easton and Peach, 6).

The purpose of these organizations are multiple: to build on commonalties (within and among religions) to promote unity; unite like-minded religions in "socio-ethical reform"; develop a common mission and programs of support, sharing, and advocacy; and work together on a wide range of activities that serve people throughout the world and bear witness to the faith. Their activities most often center on overall policy development and agenda setting; advocating public policies that redress poverty and injustice (such as global debt forgiveness); lobbying government of behalf of religious interests (such as tax exemption or school prayer); developing resource directories and information linkages; sponsoring publications and conferences; providing capacity-building training; funding scholarships for theological education; and raising funds for development and relief activities.

Less frequently are these supra-organizations directly involved in the actual development and relief activities, generally carrying out this work through the local actions of member churches or other ecumenical partners. Instead of launching a specific development project, these network organizations will distribute funds available at the global level to religious NGOs and institutions who make application and whose activities fall within the networks' mandate. In fact, there may be several intermediary organizations between the network organization and the group implementing the development activity. For example, the National Council of Churches uses its Church World Service relief and development ministry (see international PVOs above) to coordinate the recruitment of English language teachers from member churches to work in the People's Republic of China under the auspices of the Asia-based Amity Foundation.

Sector motivations

Profit is not a factor in religious sector motivation; all of the organizations reviewed claim nonprofit status. There is, however, in most religions a strong imperative toward humanitarian aid—to alleviate human suffering, promote human transformation, and further the greater good of humankind. How these sentiments are expressed depends on the religion and the type of organization. Many Jewish organizations cite *tikkum olam* (helping to repair the world) and *tzedakah* (making a commitment to social justice) as the expression of their mission to "help people help themselves." Catholic groups base their socio-pastoral goal of social justice and solidarity on the "Gospel of Jesus Christ as it pertains to the alleviation of human suffering, the development of people and the fostering of peace and justice in the world" (www.caritas.org). The Catholic faith-based group, *Fe y Alegría*, targets "the children of God's poorest" in Latin America, stating its mission starts "where the asphalt

ends" (O'Leary 1998). The Baha'i community bases its development work on the principle of equality as a unifying force of society. In Islam, charity and volunteerism are among the pillars of the faith (Kandil 1995). Numerous references in the Koran stress the duty to care for the needy, orphans, and unfortunate members of society. The verse "Whoever saved a life, it would be as if he saved the life of all humanity" (Qu'ran 5.32) is considered an injunction to tackle the root causes of poverty (www.muslimaid.org).

Caritas tries to fulfill the command of the Lord to "heal the sick, raise the dead, cleanse lepers and cast out demons. You receive without paying, give without pay" (Mat 10:8).

"Desire to offer to help the poor is found in everyone" —Halyna Umblat, Caritas Ukraine.

While religious belief provides the foundation for action, religious proselytizing does not appear to be the primary activity of most international PVOs and foundations. Instead they tend to focus on the humanistic aspects of their mission. CRS states clearly that it is not involved in catechizing, "which is the proper domain of local religious leaders, but rather in the alleviation of suffering and poverty through our actions, as we are taught to do by the example of Christ." There are exceptions, however. The Muslim World League/Rabita claims as its main purposes the dissemination of Islamic Dawa and teachings and defense of Islamic causes to safeguard the interests and aspirations of Muslims and the Muslim faith. Compassion International states that its programs are "unapologetically Christian," and its child development programs aim at creating "responsible, fulfilled Christian adults."

It is at the local levels—local faith-based NGOs, religious institutions, and religious leaders—where religion becomes a more overt and integral part of the organizations' agendas. Obviously, local churches, mosques, and other centers of worship have a proselytizing and religious instructional mission. But many local organizations define their purpose as offsetting other religions' influence in the area. This appears particularly true for religions that consider themselves "indigenous," although religious scholars may argue otherwise. In Kenya, Muslim reform associations have established schools near principal mosques in order to identify Islam with social utility in the manner of a Christian missionary church (O'Brien in Hansen and Twaddle 1995). For example, in 1969 the Young Muslim Association (YMA) in Kenya expressly established the Garissa Muslims Children's Home to counter the strong presence of the Catholic Garissa Boy's Town, which it saw as an attempt by the Church to convert Somali Muslim refugees in the area under the guise of relief and charity work. The YMA has since expanded its program to provide Islamic religious education teachers throughout

the country to ensure Muslim children in secular schools receive an Islamic education (www.yma.org). Similarly, the U.S.-based Vishwa Hindu Parishad (VHP or World Wide Hindu Family) was reported in the *Far Eastern Economic Review* to have used the funds it has collected for charity in India to combat the spread of Islam and Christianity in Hindu India (Selim, *Washington Square News 1*999).

Sector beneficiaries

Most of the international development and relief organizations stress that the beneficiaries of their programs are not limited to those of the same religious faith. Their focus is nondenominational and their programs aim at helping the poor and needy regardless of race, ethnicity, linguistic background, color, or religion. At this level, even those programs with a decidedly evangelical bent, such as Compassion, which implements its child development program uniquely through local Christian churches and ministries, do not require that participating children or their families convert.

Nevertheless, many of these international groups acknowledge that their commitment to base their programs in certain areas and not others inherently biases their target beneficiaries to populations of their own faith. The Aga Khan Development Network, a group of private development agencies working to improve living conditions of the poor in the developing world, draws on the Ismaili traditions of philanthropy, compassion, and social welfare to work for the common good of all citizens, regardless of origin or religion (AKF Annual Report 1997). But because it works in areas with high concentrations of Muslim populations—primarily East Africa and Asia—its beneficiaries and partners are most often within the Islamic (but not necessarily Ismaili) community. This also appears true for many Muslim and Jewish international PVOs. Several Islamic organizations (e.g., IIRO and Muslim Aid) note that 80 percent of the victims of disasters and crises are Muslim. The colinearity of politics and religion plays a role in determining where religious PVOs' assistance programs are launched and who benefits. The Holy Land Foundation, having provided humanitarian assistance in Lebanon, Jordan, Bosnia, Iraq, Kosovo, Turkey, and the United States, assists the "disenfranchised children" of the Palestinian population in Israel (www.hlf.org).

Similarly, many of the Jewish organizations reviewed targeted assistance to Israel or Jewish populations in other countries, such as Ethiopia. The United Jewish Agency for Israel (UBA) expressly serves as the Jewish people's bridge to Israel: the United Jewish Appeal Federation campaign raises funds for it in the United States, while the Keren Hayesod raises

funds in 50 other countries. The requirements of religious practice of the Islamic and Jewish faiths also inform the assistance to poor families by both the Muslim and Jewish organizations. Some Muslim organizations will provide funds for religious ceremonies, such as *quurbani* and *aqiqah,* which call for ritual animal sacrifice for festivals and the birth of children, while Jewish organizations will contribute financing for *bar-* and *bas-mitzvah* ceremonies.

Often, international religious organizations with nondenominational development and relief goals will run parallel programs in which they operate schools that promote religious education and are primarily intended for their local religious communities. For example, the Aga Khan Educational Service runs hundreds of private schools established for the Ismaili community to provide religious and academic teaching to its members.[10] Other groups that operate religious-based schools are the Adventist, Baha'i, Muslim, and Catholic communities.

Girls' education support programs, project activities, and interventions

This section reviews the rationales and the different types of support provided by the various faith-based organizations, institutions, and individuals that either directly or indirectly support girls' education. The numerous cases amassed in the course of research have been organized into a lengthy table (see Annex 2), which provides information about the focus, aim, content, purpose, results, implementation mechanisms, and financing for each activity. These areas will be discussed in the text, with the description of selected examples.

Rationale for supporting female and girls' education

Education in various forms is at the core of most of the development portfolios of all the organizations reviewed for this study, and very few did not either explicitly or implicitly address female education and/or training. In addition to the historic involvement of the religious sector in education discussed above, a few religions have specifically promoted female secular education as a practical corollary of their religious beliefs. The Quaker concern "that the gifts of both genders be nurtured" caused them early on to provide schooling to girls as well as boys. The Baha'i faith's founder, Baha'ullah, declared the equality of men and women; his son, Abdu'l-Baha, taught that the education of girls takes precedence over the education of boys, emphasizing women's role as educators of future generations and the world's peacemakers (Boyles 1999).

[10] However, due to the dwindling Ismaili community in East Africa and Asia these schools are open to the general population and are not use to promulgate religious beliefs. They also often receive support from the AKF social development programs.

Today, many faith-based organizations—international PVOs and local NGOs—stress the full integration of women and girls into civil society. Not surprisingly, many women's faith-based groups express their commitment to female education in terms of equity. For example, the YWCA's unique mission is to promote women's full participation in social, economic, and justice systems at all levels of society. The Muslim Women's League supports the implementation of the "true" values of Islam, and works to reclaim the status of women in Muslim society as "free, equal and vital contributors" (www.mwlusa.org). Na'amat, the Women's Labor Zionist Organization, states that every person is entitled to "equal opportunities within a just society," and aims to enhance the status of women in the United States, Israel, and the world (www.naamat.org).

Other international organizations couch their work on female education in development terms, echoing multi- and bilateral donors' rationale and language. They define female literacy and education as a development necessity, a key ingredient of social and economic development. Both ADRA and AKF point to the critical roles women play in the economic life of their communities, and place a "particular emphasis on the education of girls" (www.partnershipwalk.com/akf/index.htm) or a "special emphasis on female education" (www.adra.org). The Christian Children's Fund notes that the role of women in society cannot be overlooked, underscoring the rights of the girl-child and the need to empower women so they can maximize their contribution to national development. Catholic Relief Services has even codified "Gender Programming Principles" to ensure that as an institution it:

> …promotes right relationships among all people by ensuring that men and women have the opportunity, capacity, voice and support they need to participate on an equal basis, to realize their full potential, and to reduce the disparities and imbalances of power including those which exist between men and women. Gender responsive programming means addressing the gender roles, relations, needs, and interests of women and men, girls and boys, to meet their immediate needs and achieve equal rights, opportunities and outcomes. CRS's investments must increase the institutional capacity of CRS and its partners to identify and redress gender imbalances. (www.catholicrelief.org)

Others, particularly Muslim and local organizations and institutions, base their assistance programs on the role they see women play in the household and child welfare. Faced with families torn apart by civil strife, war, or natural disaster, these organizations frequently seek to

provide single, abandoned, or widowed female household heads with the skills necessary to secure families' economic wellbeing. For example, the Salesian Mission in Calí, Colombia, has targeted its assistance to women whose husbands have perished in the guerilla fighting; Global Relief assists Afghan widows with children; IIRO has established projects for "mothers of orphans" and elderly women; and Women for Women is dedicated to the educational, economic, and interpersonal support of women who are survivors of war and genocide.

Finally, while many organizations surveyed—CWS, Opus Dei, *Fe y Alegría*—did not specifically claim any particular goal of enhancing girls' or women's status or abilities, their strong education programs or female support activities, as detailed below and in Annex 2, can be interpreted as commitment to the goals of development and education for all, including girls and women.

Focus and aim

Girls' educational participation is influenced by many factors, and support for girls' education can take many forms. Because the range of activities undertaken by the religious sector to improve girls' educational opportunities was unknown at the outset of this study, support for girls' education was defined broadly to include three general areas: girl-specific or -targeted activities, general preschool and basic education programs for children and adolescents, and adult female education and training.

Although there are numerous examples of activities in all three focus areas, the second focus area—nontargeted basic education for children—was the most robust. However, as will be seen, many of these general activities include programs and interventions that not only also benefit girls, but may benefit girls disproportionately. Moreover, it was found that some of these programs also included aspects that were targeted specifically at girls to benefit them exclusively. The *Fe y Alegría* program in Bolivia is a good example. The Catholic, local faith-based NGO operates primary schools in poor periurban and rural areas with roughly equal enrollments in the early grades for girls and boys; its community preschool program particularly benefits girls in the later grades (where female dropout is a problem) by freeing them from sibling care responsibilities. But its parent education program, stressing the importance of girls' education and keeping girls in school uniquely promotes girls' persistence and educational attainment (Swope, personal communication).

Using the analytic model presented in Chapter 1, these activities have been further grouped according to their aim or the general type of change they are intend to bring about. Of the three categories—policy advocacy, opinion-making, and service provision—the faith-based

groups at both international and local levels appear to be most active in providing services to increase or improve girls' educational opportunities. There are, however, several notable examples of efforts to both influence public policy and sway public opinion in favor of girls' schooling. In many cases, a single organization's program may comprise all three aims. For example, the Bridge School program supported by the American Jewish World Service in Tamil Nadu, India, is designed to ease the transition of child-workers released from the silk-weaving industry to government schools by: collaborating with local education authorities to develop an instructional model for public schools that welcomes these children (policy); organizing community meetings, rallies, performances, and press conferences; publishing booklets and posters to raise public awareness about the detrimental effects of child labor (opinion-making); and operating "bridge schools" for children to provide counseling, coaching, nutrition, and recreation in a structured environment that will ensure their later success in public school (service provision). The range of activities captured by these aims are explored below.

Policy advocacy programs and activities

This type of action has been defined to encompass those activities that seek to change public sector or government policy, programs, practices, and resource allocation on issues that affect female educational opportunities and participation. These public policy changes, however, need not be limited to the public school arena (and its teachers and students), but can include public policy toward private, religious, and nongovernmental schools. And because girls' education is affected by public policies outside the education sector, they can encompass public policy changes in other sectors as well, such as the legal or health systems.

Four types of action undertaken by faith-based organizations and individuals to promote policy change to benefit girls were identified by this review (see Table 3.2). They are:

Advocating reform: Religious organizations and individual leaders can lobby political bodies, policymakers, and government agencies on issues important to girls' education. Both the Muslim Women's League and Kamilat have initiated information campaigns, presented speeches, and networked to influence both foreign and domestic policies affecting the status of Muslim women, rallying most recently against the repressive policy of the Taliban in Afghanistan toward women and the abuses of women in Kosovo. In Kenya, the NGO Education Coalition brings together 15 NGOs and religious organizations initially formed in 1997 to influence a key government policy reform

Table 3.2: Policy advocacy on behalf of girls' and basic education, and children

Intervention	Description	Organization (in countries)
Advocate reform	Lobby political bodies, government agencies for policy change, resources, and services	Muslim Women's League (US, Muslim community); Kamilat (US, Muslim community); WFDD (ww); Religious leaders (Guinea, Guatemala, Peru, Morocco, Kenya, Ghana)
Create advocacy skills and bodies	Leadership capacity building; advocacy skills	YWCA (ww); AJWS (India); CCF (India)
	Organize lobbies, coalitions; PTA federations (ed. reform)	CWS (Peru); CRS (Albania, Burkina Faso)
Demonstrate good practice	Girls' school model	AKF (Pakistan)
	Preschool model	AKF (Kenya, Uganda, Tanzania)
	Child-friendly schools, teacher training, community schools, bridge schools, holistic child development	AKF (Kenya, Uganda, Tanzania), IARA (Mali), AJWS (Guatemala, India); Compassion (22 countries); ADRA (Niger, Uganda); CRS (Burkina); FyA (LA); Opus Dei (Kenya)
Leverage public resources	Teacher salaries	AJWS (Guatemala), FyA (LA)
	Access to government incentives	AJWS (India)
	Government partnership with private, mosque, Koranic schools	Individual schools, CRS(Albania)

document, the Master Plan on Education and Training. Its recommendations were later adopted by other coalitions attempting to enlist citizen participation in discussions of basic rights (Kariuki in *Elimu Update,* Winter 1999). The World Faiths Development Dialogue has prepared an "Interfaith Perspective" statement on poverty and development, which attempts to find the commonalities among the worlds' religions for broad-based reform. It notes that women are of fundamental importance to any discussion of the issue.

In response to the 1995 United Nations Year for Tolerance, the Finnish Baha'i community developed a framework and plan to create a more "diversity-positive" environment in Finnish schools, aimed at elimina-

ting myriad "intolerances," including sexism and religious repression. Adopted by the government of Finland, this was later adapted by UNESCO and served as the basis for several workshops on education policy in Lebanon, Egypt and the West Bank (Tuomi 1994; Grieser, personal communication).

In some instances, the association of a key religious or spiritual leader with a group promoting girls' education sends a powerful message to politicians and government leaders. Both the head of the Catholic Mission and General Secretary of the Christian Council have been spokespersons for the Ghana National Education Campaign Coalition and the activities it has organized to influence government education reform policy and broaden its constituency. These include a schoolchildren's march for basic education, meeting with the minister of education, and participation in the 1999 National Education Forum (Appiah in *Elimu Update,* Winter 1999).

Leadership training and advocacy

The World YWCA training programs prepare young women to represent themselves in their communities and nations by teaching leadership, management, and advocacy skills with a focus on development issues affecting women and girls. A Leadership Training Fund supports training initiatives of national YWCAs. The confidence and advocacy skills afforded through its Social and Economic Justice Program enables women to speak out for themselves and call attention to views often ignored by government and other decision-making bodies. International delegations of young women are brought to major UN conferences and trained to successfully lobby for women's priorities, as well as serve as consultants to UN agencies. (www.worldywca.org)

Religious leaders of various faiths have presided over or maintained a visible presence at national conferences or strategic alliance meetings on girls' education in Guatemala, Guinea, and Peru (Clay 1994; SAGE 1999). In fact, the highly publicized 1999 girls' education conference in Peru took place in facilities provided by the Catholic Church. In Chile, the Catholic Church had a major voice in the dialogue shaping the national life skills and sex education policy for primary schools (Swope, personal communication).

Creating advocacy skills and bodies: Several faith-based groups have supported activities that build the leadership capacity and lobbying skills to negotiate policy, on one hand, and create the organizations that can consolidate political force to promote change, on the other. The Christian Children's Fund in India offers functional literacy classes to self-help groups of village women and includes leadership, social advocacy, and women's rights training. The World YWCA has an extensive women's advocacy program (see box).

A few religious organizations have worked to organize lobbies and create coalitions to promote policy changes. The Catholic Relief Service/Albania

has implemented a community involvement program in education, with the goal of encouraging parent-school partnerships to inform and promote school-based reform. Local parent-school councils have joined to create regional councils, initiated reforms at the regional level (e.g., social workers in schools), and advocated for education reform at the national level.

Demonstrating good practice: Even though most of the faith-based groups reviewed tend to provide services, these efforts are not without policy import. In many instances, the religious organizations have collaborated closely with public entities on the development and implementation of educational models and services, often operating schools incorporating these innovations. These new models of schooling—such as the Aga Khan Foundation's work with communities in rural Pakistan to build and manage girls' schools and train locally recruited women teachers—provide governments with both the options and techniques to reach underserved or vulnerable populations. So successful was the AKF's Madrassa Preschool Program, which trains local women to serve as preschool teachers in Koranic schools, and its School Improvement Program, which introduces a child-centered curriculum and pedagogy to schools, that the Government of Kenya has underwritten expansion of the former, and the Mombasa municipality has incorporated the latter into its routine operations (Aga Khan Foundation Project Briefs 1992 and 1998). In a remote and neglected district of Thailand, a number of village-level tutorial schools initiated by the local Thai Baha'i community led the way for larger government programs, both by showing what was possible and by serving as a critical liaison between officials and the local population (see box).

Catalyzing government support in Thailand

Inhabiting mountain villages, the Karen hill-tribe has long been isolated from mainstream Thai culture and schooling by its indigenous language, culture and, some contend, government neglect. In 1989, the Thai community set up seven village tutorial schools offering basic education to more than 300 students and later literacy classes greatly benefiting girls. The first Karen girls to be admitted to the regional high school were students in these classes. Says one mother, "At the Baha'i schools…I feel my daughter has become smarter. …Now she has the courage to talk." Spurred on by these efforts, the government has greatly increased its own educational efforts in the district, taking over the Baha'i schools and opening others. (www.bahai.org/bworld/main)

In several cases, the religious organizations have worked in close partnership with the appropriate government entity on joint education activities, virtually ensuring that the educational programs become part of public sector offerings. Based on its training program at its Kibondeni Girls' School in Kenya, Opus Dei developed a domestic sciences curriculum

New educational opportunities for Guatemalan children (Project NEO)

Since 1993, AJWS has worked to improve educational opportunities for five thousand mainly Mayan children attending seven public primary schools in San Pedro, Sacatepequez. With funding from the Philip Van Heusen Corporation and in cooperation with the Ministry of Education, Project NEO has built and repaired classrooms; constructed latrines; purchased educational equipment and books; developed materials promoting girls' education; trained teachers in creative and interactive teaching methods; introduced school feeding, health exam, and micronutrient programs; and conducted parent-teacher-community workshops. In a unique arrangement with the government, Project NEO funded the first year's salary for additional teachers and student teachers, with the MOE assuming responsibility thereafter. Enrollment has increased 23 percent, dropout was reduced by 50 percent, student test scores improved, teacher absenteeism fell, and parental involvement in the schools rose. (www.ajws.org/latin); Versten in Puryear 1997)

at the request of the municipal government in Nairobi, which has now been adopted by the Department of Education for the entire country, and its teachers are giving classes at public and private schools (www.opusdei.org/media). The AJWS in Guatemala has instituted a girl-friendly school-assistance project, involving both municipal education authorities and the business sector, in existing public schools (see box).

Leveraging public resources: The allocation of public resources is a good indicator of public policy change. In both Guatemala (see above) and in the *Fe y Alegría* schools throughout Latin America, the responsible faith-based groups have negotiated with the national ministries of education to pay for teacher salaries. Government-trained and funded teachers have been seconded to Koranic and mosque schools in Bangladesh, Gambia, Kenya, Mali, Mauritania, Nigeria, and Pakistan in order to introduce academic skills into the predominately religious curriculum and provide culturally acceptable schooling to girls (Bellew and King in King and Hill 1993; *Child Newsline,* February 1998). As part of a women's literacy project designed to combat female infanticide (caused by excessive dowry levels), the AJWS and its local partner helped impoverished South Indian women organize themselves to secure earmarked government resources to support their daughter's schooling, including bus passes and rewards of 5,000 rupees payable toward the marriages of Dalit girls who complete the eighth grade, and to deal with the graft and bureaucracy inhibiting access (AJWS Annual Report 1997–98; AJWS Project Updates 1998).

Opinion-making programs and activities

Public opinion and popular beliefs can both influence public policy and individual behavior in favor of girls, their status, and their schooling.

Two areas of intervention that both directly and indirectly support girls' education have emerged from the activities of the organizations

Table 3.3: Opinion-making on behalf of girls' and basic education

Intervention	Description	Organization (in countries)
Raise community awareness	Women's rights	Muslim Women's League (US, Muslim community); Kamilat (US, Muslim community); Baha'i (Cameroon, Bolivia, Malaysia)
	Children's rights (child prostitution, labor)	CWS (Peru, DR), AJWS (India)
	Girls' rights (female infanticide, female genital mutilation, teen pregnancy, to schooling)	AJWS(India, Senegal, Guatemala), CWS (Peru), CRS (Burkina Faso, India), Opus Dei (Nigeria); FyA (LA)
Enlist religious leader support	Religious leaders mobilized, trained	CEOSS (Egypt) Al Azhar University (Egypt), GOP (Pakistan), UNICEF (Nigeria, Somalia); GON(Nigeria), GOM (Malawi), GOG (Guinea)
	Religious leaders speak out and endorse education and/or girls' schooling	Imams (Nigeria, Malawi, Pakistan, Kashmir, Guinea); Catholic Bishop (Guinea)

reviewed (see Table 3.3). The first—raising community awareness—deals with the rights of women, children, and girls. The second—enlisting religious leader support—captures the efforts religious groups and others have made to mobilize religious leaders on behalf of girls' education, as well as the actions of religious leaders to support girls' education.

Raise community awareness: The status of women in society and under the law—both secular and religious—contributes to the environment in which girls can claim or be denied entrance to school, informs the amount and type of schooling they receive, and defines their productive and reproductive futures. As noted, two faith-based associations of Islamic women—the Muslim Women's League and Kamilat—have worked to shape public—both Muslim and non-Muslim—perception of Muslim women and their role in society. In particular, the MWL has published articles, position papers, and other texts demonstrating that the Koran does not deny women the right to vote, pursue an education, or work outside the home. The Baha'i International Community has implemented projects in Cameroon,

Bolivia, and Malaysia using traditional media to generate discussion about the roles of men and women to improve the status of women.

Child labor and child prostitution are problems in much of the developing world. In India, where some children work long hours and under dangerous conditions in textile and other industries, the AJWS has mounted an awareness campaign against child labor in the silk-weaving industry, organizing family "awareness camps," community meetings, and workshops for employers, government administrators, child weavers, and their families to learn about the importance of schooling and the detrimental effects of child labor (AJWS Project Update 1997). Through programs that were not described, Church World Service is addressing the problem of teen pregnancy in Peru and providing information and education to prevent child prostitution in a resort town in the Dominican Republic (www.churchworldservice.org/latin.html).

Uplifting the status of women

The traditional media of song, dance, and drama was used in the rural villages of Cameroon, Bolivia, and Malaysia to generate discussion about the status of women. Starting in 1991, local Baha'i assemblies facilitated a consultative process in which men and women would examine their respective rights, roles, and responsibilities, and compare differences. Invariably, they would identify common concerns: women's illiteracy, men's misuse of family income, and women's unfair work load. Results were heartening: in Cameroon, girls' education increased 82 percent and most family decisions were shared; in Bolivia, men are assisting women with daily chores, and the first woman was elected to local office; in Malaysia, community decision-making led to a new garden, latrines, and female literacy classes. (Boyles 1994)

Several organizations have focused on the rights of the girl-child, increasing community awareness about the female infanticide, female genital mutilation (FGM), teen pregnancy, and girls' schooling. In India, the publicity program against female infanticide—sponsored by AJWS—caused local women to organize into associations that work with midwives to persuade new mothers not to kill their female infants. In Senegal, village women who participated in an AJWS health education program decided to ban the practice of FGM. With support from local religious leaders, they convinced 26 neighboring villages to prohibit FGM, leading to a presidential call to cease FGM throughout the country (AJWS Project Update 1997).

Other organizations have mobilized community involvement in schools to promote girls' education. *Fe y Alegría* conducts workshops for the parents of schoolchildren about the importance of keeping girls in schools (Rugh 1998). In Burkina Faso, CRS's Education Support Program project has contributed to increased girls' enrollment by organizing mothers' groups to promote girls' education as well as

debates about the importance of girls' education within the community (www.catholicrelief.org/where/burkina/support). In Nigeria, Opus Dei highlighted the talents of school girls by sponsoring a public debate competition which gave secondary school girls the opportunity to voice their opinions as citizens in a highly visible national forum (www.opusdei.org/media/itm).

Enlist religious leader support: Most religions today are not against secular education or girls' schooling, although some religious leaders may be. The clergy is not immune to the combination of social, economic, and political factors that may contribute to inadvertent, as well as deliberate, scriptural misinterpretation by religious leaders. A lamentable example is the Afghanistan Taliban's 1996 closure of girls' schools, claiming the academic curriculum was against the tenets of Islam (*Christian Science Monitor*, 17 June 1998). The overlay of cultural practices with religion—such as initiation ceremonies, FGM, and early marriage practiced by peoples of many different faiths and presided over by religious figures—can be inimical to girls' health and education. And religious leaders may detrimentally conflate girls' schooling with the culturally inappropriate schooling offered or assume antireligious content. One U.S. Catholic leader has postulated that formal girls' schooling in a developing country could violate canon law by encouraging girls to use birth control and, as mothers of young children, to work outside the home (Prouty and Gilmore, unpublished 1997).

The structure and economic organization of a religion's clergy may also contribute to the constraints on girls' schooling. In several West African countries, religious leaders earn income by operating Koranic schools, often enlisting their students' help in their fields or manufactures to supplement community contributions. However, in Senegal and northern Nigeria, during the dry season, increasing numbers of *marabout* (teachers) take their *talibes* (students) from their villages to live in cities, where the teachers can make a better living by selling talismans and sending *talibes* out to beg. Up to 100 thousand beggar *talibes* in Senegal, most no more than 10 years old and from the poorest families, are reported to live in appalling and abusive conditions in return for a minimal Koranic education (Kamara 1995; Ojanuga 1990).

> Patience Akpoe, a timid woman with forlorn eyes, was given to the shrine priest at the age of 10. She wept as she recalled how, as a child, she would watch other village children dressed in uniforms headed off to school. She could not join them. "I think about this every day," said Akpoe, the mother of a 13-year-old girl fathered by the shrine priest.

A more extreme example is the *trokosi* (wife of the gods) system, practiced by some West African animist religions, which enslaves young girls to atone for family crimes, generally committed by a male family member, or in thanks for a blessing. The girls typically become the concubines and economic property of the local priest, subjected to a life of servitude and prohibited from attending school. Human rights groups estimate that as many as 25 thousand girls are in bondage at shrines in Ghana, Benin, and Togo. Animist spiritual leaders claim that the "priest girls" become venerated role models and are not forced to enter shrine life. Controversy has erupted in Ghana over this practice. A Ghanaian minister of state and presidential aide publicly urged fellow *trokosi* supporters to disregard government prohibitions against the practice (Simmons*, Los Angeles Times*, 24 June 1999).

Religious organizations, as well as governments and international donors, recognize the influence of individual religious leaders on social practice, community opinion, and individual behavior. Many have initiated programs for religious leaders to sensitize them to the issues of schooling and girls' education; enlist their support and involvement in informing and encouraging their communities to enroll and keep their children, particularly daughters, in school; and assist them to institute measures both in the community and local religious schools that will be beneficial to boys and girls.

> "Some Koranic Malams used to preach that any parent who sent his or her child to western formal school was kaffir (infidel). But that has given way now that there is some form of awareness." —Local leader, Sokoto, Nigeria

Aware of the key social mobilization role that religious leaders play in Nigeria, the government of Sokoto State overcame religious opposition to primary schooling by appealing to Muslim *malams* (scholars) and traditional rulers, providing them with awareness and literacy training, and integrating basic education into the Koranic schools, which had been limited to Arabic and the learning of the Koran. Initially, the few *malams* enrolled in adult literacy classes were approached about supporting the child literacy campaign. Building on these contacts, a special workshop was organized to promote awareness of literacy for boys and girls among village religious leaders and officials, with radio jingles and posters used to reinforce the message. The Sultan of Sokoto, a revered spiritual leader, and a prominent Muslim cleric, made a series of appeals to parents, *malams*, and teachers. Now basic literacy is taught in at least one Koranic school in most localities, with parents eager to send their children to schools run by trusted religious leaders. Enrollment in basic literacy classes increased from less than a thousand to 111,525 between 1996 and 1997; 36 percent passed

the exam; dropout was less than 0.2 percent, with girls' completion exceeding boys (*Child Newsline*, February 1998).

CEOSS, the Coptic Evangelical Organization for Social Services, has trained and enlisted Muslim religious leaders in Egypt to promote girls' education in their communities as part of a girls' education awareness campaign. In Pakistan, the Government—with donor assistance—worked with imams to create mosque schools that offered three years of basic education using government-provided materials and teachers. Religious leader support, religious instruction, and the safety of a known environment changed community views of girls' education and encouraged parents to enroll their daughters in school (Tietjen 1991). Following a presentation to a council meeting of chiefs and traditional leaders by the Ghana National Education Campaign Coalition, which numbers local religious leaders from various denominations among its leadership, the council unanimously endorsed the Coalition's education reform recommendations (Appiah in *Elimu Update,* Winter 1999). Based on a dialogue among religious leaders, the World Faiths Development Dialogue has issued a public document disseminated to faith-based communities that lays the foundation for schooling girls. It states that "there is no adequate moral justification to be found in any religion for the severe discrimination faced by women in most, if not all, societies. …A particular challenge to religious institutions and communities is to review their own treatment of women in the light of their perceptions of a divine order, in which love and compassion are the ruling principles" (WFDD 1999).

But not all efforts to mobilize religious leader support of girls' education must exclusively focus on them. Many programs have simply included religious leaders in their overall training and awareness efforts. In Malawi, religious opposition to the government's program to promote girls' education was transformed to support when Islamic teachers were included in a series of workshops on community mobilization for girls' education. These teachers now advocate for girls' education and propose solutions that do not compromise religious beliefs. In Mali, madrassa teachers, community school animators, and Ministry of Basic Education curriculum specialists created a series of life-skills modules for use in public, community, and religious schools in response to parental priorities for girls' education. And in Balochistan, a local NGO working with communities to establish village-based girls' schools, neutralized anticipated religious opposition by including imams in the planning process, inviting them to provide religious instruction in the schools, and occasionally providing a small stipend to do so. Organizers prepared lists of Koranic verses demonstrating support for girls' education and distributed

calligraphic posters in Arabic, enabling even illiterate imams to exhibit scriptural "scholarship" and compare favorably with religious brethren.

Yet even in strongly religious countries like Pakistan, it is interesting to note that religious leaders' influence is not absolute or unidirectional. Witnessing the village councils' positive reaction to the village girls' schools influenced the religious leaders' decisions not to oppose popular will and jeopardize their standing in and financial support form the community (Darnell, personal communication). One Muslim leader in Bangladesh, railing against an adult literacy program for women that uses a unique gender-sensitive syllabus, was confronted by a group of village women involved in the program. According to a newspaper's account, "They warned him, 'In your next *waz*, talk about Islam only, do not say such filthy things about women. If you do this again, we will beat you with our brooms'" (*Daily Star*, 7 December 1995).

In many countries, government and religious leadership are found in a single individual. The newly-elected president of Indonesia—Abdurahman Wahib—is a renowned Islamic scholar and Muslim leader who favors a liberalized Islamic education (*Washington Post*, 21 October 1999). In Kashmir, the provincial government's minister of religion—himself a mullah—publicly supports girls' education and has frequently promoted it in speeches and public declarations. And in Guinea, a government cabinet member and respected Muslim leader promotes girls' education in a radio program as part of a multipronged effort to involve the religious sector in promoting girls' education (see box).

Service provision

The preponderance of religious sector support for education and training is in the provision of services, in which faith-based organizations or institutions fund or operate education programs to supplement or complement public and private sector schooling and training. This can range from the creation and independent operation of a school and training program to the implementation of a special intervention that is integrated into or grafted onto a government or religious school's program. The treatment of religious sector service provision is divided into two parts. The first presents the education programs—both formal and nonformal—for children and adolescents, ranging from preschool and primary levels to secondary and—in some cases—tertiary level. The second discusses the education and training programs aimed at young and adult women.

Programs for children and adolescents

Religious groups provide numerous education services for children and adolescents, both including and, on occasion, exclusively for girls.

Religious leaders unite to promote girls' education in Guinea

Since 1993, Guinea's religious leaders—from different faiths and regions—have been active partners in the government's program to increase girls' educational participation:

- Local imams were engaged by the Ministry of Pre-University Education to serve as "educational promoters" in low enrollment districts as part of a two-year public awareness campaign. They visited families, schools, and mosques to spread the message about the importance of enrolling girls, using the holy teachings from the Koran. They spoke in public markets, community meetings, religious ceremonies, and festivals to encourage girls' schooling. Results included stronger bonds between the community and schools, with many villages building classrooms and hiring teachers. Increases in girls' (and boys') enrollments exceeded national levels. Today many of these religious leaders voluntarily continue their work to support girls' education, including it as a subject of prayer sessions and religious discourse (Sutton, Tietjen, Bah, and Kamano 1999).
- These religious leaders have been instrumental in training other spiritual and community leaders to advance the cause for girls' education. El Hadji Abdourahamane Diallo, education promoter from Lelouma, has worked with other local groups to share with them his experience and approach in engaging local communities in girls' education (*Plan Guinée*, 1 July 1999, e-mail communication).
- The Archbishop of Conakry, Monsignor Robert Sara, and the Caliph of Dinguiraye, El Hadji Mahin Tall, presided over the opening of a national dialogue on girls' education barriers and solutions, organized by the National Alliance, a group of concerned leaders from business, religious, media, NGO, and government sectors. Declared the late Caliph, "Your mother is your first teacher. She taught you all things you know…but what more can she teach you, if this is all she knows? If you need to know more, your mother needs to be more educated" (SAGE 1999).
- Local Alliances, supporting girls' education at the community level, include religious leaders. They have participated in community focus group discussions, assisted in the development of community action plans, and been instrumental in intervening with the government and others to obtain assistance in constructing schools in several communities. Noted one prominent leader, "the reason for my speed of learning and high score at the beginning of my Islamic training depended on the level of my mother's knowledge" (*Plan Guinée*, 1 July 1999, e-mail communication).
- El Hadji Sow, a national Islamic leader and government deputy minister, broadcasts a monthly program on national radio that emphasizes the spiritual basis of women's and girls' right to an equal education (SAGE 1999).
- Six imams attended the 1999 national workshop on the use of the media for girls' education. Spiritual leader El Hadji Sekou Kaba, also Secretary General of the Ministry of Health, opened the workshop. El Hadji Mamadou Bela Doumbouya presided over the closing ceremonies, stressing the important tasks undertaken to support girls' education. The ceremonies were broadcast over national television (Morch, Trip Report, August 1999).
- Fifteen religious leaders participated in the September 1999 National Forum on Approaches and Strategies for Girls' education in Conakry (Morin, Trip Report, October 1999).

Table 3.4 delineates the targeted services or subset of activities provided specifically for girls. Table 3.5 delineates the nontargeted services provided to children in general, that will also and at times, especially, benefit girls. Both targeted and nontargeted activities will be discussed together, with a focus on girl-specific programs and activities.

Preschool provision: Early childhood development programs support the physical and cognitive development of young children (ages 1–5), and have been positively associated with educational participation—attainment and achievement—in primary school. Although there are many different mechanisms for ECD, preschool (targeting ages 3–6) is the form most often supported by religious groups. In addition to school readiness preparation, the programs include meals and immunization. Although, none of the programs reviewed was aimed exclusively at girls, preschool particularly benefits them by ensuring that they receive the nutrition, health care, school-readiness skills, and attention they are denied in some societies. Moreover, most of the programs reviewed recruit and train local women and mothers as teachers and caregivers, all of which integrates women into the education structure and may encourage them to later enroll their daughters in primary school. Other benefits, specifically mentioned by *Fe y Algería*, are that older girls' are freed from sibling care that often pulls them out of school and that the enhanced income earned by the women teachers, caregivers, and food preparers often is applied to primary school expenses (Swope, personal communication 1999).

The Aga Khan Foundation's Madrassa Preschool program in Kenya, Tanzania, and Uganda has reached nearly 5,000 children, including girls, and trained nearly 700 local women as teachers. The preschool programs are established in Koranic schools and are designed to teach religious and cultural values, prepare children for primary school, and ensure increased retention. A similar program is being introduced into Koranic schools in Morocco, funded by the Bernard Van Lerr Foundation, to enhance the concept of a child-centered and developmentally stimulating environment. In South Africa, AJWS and its partner the Ntataise Trust have used interactive radio to train local women to establish preschools, resulting in the creation of 600 schools reaching 20 thousand children. With the aim of improving child health and development, ORT has established 12 centers to train women in professional child-care and has established preschools and daycare centers in nine countries. The child sponsorship programs of Christian Children's Fund (Bolivia, Ethiopia, Gambia, Senegal) and Compassion also support early childhood development through stimulation, immunization, and feeding.

Table 3.4: Targeted service-provision education activities benefiting girls

Intervention	Description	Organization (in countries)
School provision	Sex-segregated primary schools	AKF (Pakistan, Bangladesh); Global Relief Foundation (Bangladesh)
	Sex-segregated secondary schools	Na'amat (Israel); YWCA (Bangladesh); Baha'i (Zambia); Buddhist (India)
	Additional classrooms; reserved places; second shift; gender streaming	CCF (Ethiopia, Sierra Leone); YMA (Kenya); Koranic schools (Somalia, Senegal); Baha'i (Brazil)
	Girl-friendly, latrines	AJWS (Guatemala, India); ADRA (Niger); FyA(LA); CRS(Burkina)
Culturally appropriate	Female teacher training	AKF (Pakistan)
	Secular and religious instruction	Global Relief Foundation (Bangladesh); YMA (Kenya); Islamic mosques (Pakistan); Koranic schools (Nigeria, Somalia)
	Home school kits	IRW (Albania, Azerbaijan, Chechnya, Sudan, Bangladesh, Bosnia)
Cost reduction	Scholarships, "free" schools	CEOSS (Egypt); YWCA (Bangladesh)
	Food rations, healthcare	CRS (Burkina Faso); Caritas (Ukraine)
	Daycare	YWCA (Bangladesh); Knights of Columbus (Canada)
Credit and loan schemes	To pay for children's education	AJWS (India); CWS (Niger, Honduras, Ghana); CRS (Burkina Faso)
Out-of-school training	Vocational: sewing, dressmaking, cooking; with literacy	ADRA (Niger); Salesian Sisters (Honduras); NOCLEAD (Indochina); Presbyterian Church (Ghana); Quakers (Zaire)
	Remedial, supplementary with skills	CEOSS (Egypt); YWCA (Belize, Guyana, Jamaica, Malaysia, Uganda); Opus Dei (El Salvador)

Table 3.4 (cont.): Targeted service-provision education activities benefiting girls

Intervention	Description	Organization (in countries)
Girls' mentoring	Tutoring, counseling, girls' clubs	Na'amat (Israel), CCF (Bolivia); GFS (worldwide); NIW (Uganda)
Girls' leadership	Training, debates	YWCA (worldwide); World Vision (Guatemala); CRS (Burkina Faso); Opus Dei (Nigeria); GFS (worldwide)
Girls' wellbeing	Prostitution, pregnancy, health/FMG, life skills	Girl Friendly Society (worldwide); CWS(Peru); Caritas (Ukraine); CEOSS(Egypt); Presbyterian Church (Taiwan); Baha'i (nd)
Parental support	Mother's clubs; PTAs	CRS (Burkina); GFS (worldwide); AKF (Pakistan, Bangladesh)

Primary and secondary school provision: Primary school provision is by far the most significant education activity of international PVOs, local NGOs, and religious institutions. Most of the groups reviewed have established, are operating, or are contributing to the operations of primary schools, and frequently secondary schools. While local religious institutions—churches or mosques—will operate their own schools specifically to serve their parish or the religious community, religious organizations—PVOs and NGOs—most often support destitute, displaced, refugee, or orphaned children (see box). Muslim Aid has established over 200 schools in Kashmir and Burma, and is also operating schools in Afghanistan, Sudan, and Sri Lanka for poor and refugee children. Global Relief operates and funds the Imam Hafi'e School for 700 "children of martyrs" in Chechnya. The North American Conference on Ethiopian Jewry provides a primary school for Jewish children in Ethiopia. The Salvation Army in Indonesia operates 72 primary schools, 18 secondary schools and one college in remote areas.

The scale of some of these operations is quite large. ORT reaches 200 thousand students with a staff of 10 thousand educators who run junior, junior high, comprehensive and technical high schools, and colleges in 50 countries. The *Fe y Alegría* federation of NGOs runs over 500 education centers (including schools) serving more than 500 thousand students, employing 17 thousand staff in 12 countries.

Table 3.5: Non-targeted *Service Provision* Education Activities Benefiting Children (Boys and Girls)

Intervention	Description	Organization (in countries)
Preschool	Train local women as teachers, provide meals, immunization	AKF (Kenya, Uganda, Tanzania); AJWS (South Africa); ORT(Brazil, Mexico, Guatemala, Congo, Ghana, Ethiopia, Senegal, Philippines, Vietnam); Compasion (22 countries); CCF (Ethiopia, Gambia, Senegal, Bolivia); Salvation Army (Indonesia); FyA (Latin America); Koranic schools (Morocco)
Primary school provision	Fund and operate primary schools for poor, refugees orphans; bridge schools; public school construction and improvement; confessional schools serving religious community	AKES (worldwide); Muslim Aid (Burma, Kashmir, Afghanistan, Sudan, Sri Lanka); IARA (Mali); Islamic Relief World Wide (Albania, Azerbaijan, Chechnya, Sudan, Bangladesh, Bosnia); Global Relief Foundation (Pakistan, Chechnya); IIRO (Africa, Asia); Mercy Int'l (Somalia); AJWS (Guatemala, India); NACOEJ (Ethiopia); ADRA (Sudan, Ivory Coast, Liberia, Ghana); Compassion (22 countries); CWS (Niger, Honduras, Ghana); CRS (Burkina, India); YMA(Kenya); Salvation Army (Indonesia); YWCA(Bangladesh), FyA (Latin America); Koranic schools (worldwide)
Secondary school	Including vocational training	ORT (worldwide); Salvation Army (Zambia); FyA (LA); Baha'i (Brazil); ADRA (Ivory Coast)
Teachers	Salaries paid or supplemented	ICNA (Kashmir); Success Foundation (nd); AJWS (Guatemala)
	Training	AKF (Kenya, Uganda, Tanzania); ADRA (Uganda, Sudan); CRS (India); FyA (LA)
Child-friendly	Curriculum, environment	AKF (Kenya, Uganda, Tanzania); AJWS (India); FyA (LA); Koranic schools (Senegal)

Table 3.5 (cont.): Non-targeted *Service Provision* Education Activities Benefiting Children (Boys and Girls)

Intervention	Description	Organization (in countries)
Culturally appropriate	Introduce secular curriculum	AKF (Kenya, Uganda, Tanzania); Koranic Schools (Nigeria, Somalia); Mosque schools (Pakistan)
	Latrines, water	IARA (Mali); AJWS (Guatemala); ADRA (Niger); FyA (LA); Compassion (Ethiopia)
	Home school kits	Islamic Relief WorldWide (Albania, Azerbaijan, Chechnya, Sudan, Bangladesh, Bosnia)
Cost reduction	Provide tuition/fees, uniforms/ shoes, books, supplies, accommodation	Muslim Aid (Burma, Kashmir); Holy Land Foundation (Palestine); ICNA (Kashmir); World Vision (16 countries); CCF (Senegal)
	School feeding: meals	AJWS(Guatemala); NACOEJ (Ethiopia); ADRA (Niger, Liberia, Ivory Coast); Compassion (22 countries); CRS (Burkina Faso, India); FyA (LA); Koranic schools (Senegal)
	Immunizations, deworming, nutrients	ADRA(Niger, Sudan); Compassion (22 countries); CRS (Burkina Faso)
	Loan schemes for parents	AJWS (India), CWS (Niger, Honduras, Ghana); CRS (Burkina Faso)
	University scholarships	IIRO (120 countries); HLF (Palestine)
Out-of-school	Sewing, literacy classes	ADRA (Niger)
Mentoring	Tutoring for public school students	CCF (Senegal)
Local management	Create/train PTAs	CRS (Albania, India), IARA (Mali); Koranic schools (Senegal, Somalia)

Frontline Education Project

In 1991, ADRA initiated its education program for refugee children who were fleeing the war in Liberia to the safety of the Ivory Coast. By 1996, the program reached its peak enrollment of 72,055 students and 158 schools, providing kindergarten through secondary education. The ADRA system employed 1,210 teachers and principals, and 30 administrative staff with a budget of $3 million, provided mainly through UNHCR and ADRA. The schools are recognized by the West African Exam Council, due to the quality of education provided and teacher qualifications. In 1998, 348 of the 468 students who sat the secondary school leaving exam passed, a 95 percent success rate. As the refugees repatriate to Liberia, ADRA is undertaking a major program to rehabilitate and operate schools in three southeastern counties.

In addition, many organizations have formed partnerships with government or other organizations to expand the number of school places by constructing schools and classrooms and training teachers. ADRA's primary education programs in Southern Sudan, Liberia, and Uganda combine school building, teacher training, and curriculum improvement with supplying instructional materials and equipment. The AKF trains primary school teachers as part of its urban school improvement program in Kenya, Tanzania, and Uganda. In some instances, the organization subsidizes teacher salaries. The ICNA's Helping Hand subsidizes teacher salaries in refugee schools in Kashmir, and the Success Foundation sponsors teachers and teaching facilitates worldwide.

***Girls' schools*:** Although the majority of these schools are ostensibly coeducational,[11] there are many examples of faith-based groups instituting measures that deliberately target girls' access. Throughout the developing world, Catholic convents and Christian churches have established girls' schools that still operate today, such as those founded by the Loretto order of sisters. However, only in Pakistan and Bangladesh, where single-sex schools are the norm for primary school, were there examples of religious organizations (PVOs or NGOs) creating girls' schools at the primary level. The Aga Khan Foundation has helped rural communities found and fund village-based girls schools and train female teachers in Pakistan. The Global Relief Foundation supports the Khadija Girls' School in Bangladesh, which provides secular and Islamic education to 310 girls ages 7–15 years.

There are additional examples at the secondary level. In Zambia, the Baha'i community operates the Banani Secondary School for Girls, which combines academic and spiritual training with a community service program. The YWCA of Bangladesh runs the Dhaka Girls' High School. Na'amat/USA supports a network of 14 four-year vocational high schools and 22 one-year vocational schools for disadvantaged girls

[11] In some countries that practice strict sex segregation, it is likely that the primary schooling supported by the various religious institutions will de facto be for boys, unless otherwise mentioned.

in Israel. The Indian Buddhist Association has founded an all-female "college," or secondary school, in rural India.

***School places for girls*:** Many organizations have deliberately structured their primary and secondary schooling programs so that they are more accessible to girls. The Christian Children's Fund constructed classrooms to expand the intake capacity of existing schools in Ethiopia, expressly to increase girls' enrollment. In Sierra Leone, 75 percent of the places in its village-based schools, tailored to rural life, are reserved for girls. The Baha'i -sponsored Rural Polytechnic Institute (a middle school) in Amazonas, Brazil, uses a rotation system, alternating boys' and girls' residence at the school every 19 days with home-based practicums, relieving family fears about pregnancy. Koranic schools in Somalia have set aside a special shift specifically for girls (see box).

The second shift—Koranic schools are for girls, too

Fatima, a student in a Koranic school, recites sacred verses led by the local Imam. Separated from boys by a partition, she yearns to join her brothers in primary school. "I want to learn how to read and write," she says. The Somali education system was decimated by its civil war, with schools everywhere destroyed and teachers killed. The country's Koranic schools remained open during the fighting, but did not offer an academic primary school curriculum. Today they are the linchpin of a system struggling to reestablish itself. In one village, ravaged by war, the Muslim community mobilized to rebuild its school with assistance from UNICEF. Within a year, 11 teachers were handling a morning shift of 420 boys and 280 girls. A second shift of 450 students—reserved exclusively for girls—has been organized by the local school management committee that wants to give girls' education a boost. "We launched a campaign in which our pupils and their families as well as local religious and community leaders took part," said the schools principal. By mid 1995, 257 Koranic schools had incorporated a expanded curriculum, combining academic subjects with religious instruction, and using a booklet that uses verses from the Koran to impart health and hygiene messages.

The Young Muslim Association, which operates the Garissa Muslim Children's Home for orphaned boys offers preschool and primary education to local girls, but has published its needs for resources to establish a comparable girls' center. Lack of boarding facilities also restrict girls' access to upgraded Koranic schools in Senegal. UNICEF has supported a project that may ultimately benefit girls by providing funds to local women to invest in income-generating activities to upgrade local Koranic schools and place control of the school in the hands of the community, obviating exploitation and abuse of the students and the need for children to leave their homes.

***Girl-friendly schools*:** Several religious organizations are supporting multifaceted primary school programs that are particularly "girl-friendly," although not exclusively for or specifically targeting girls. For example, in Niger, ADRA has equipped 55 public schools with latrines and 10 with running water; such facilities are associated with increased enroll-

"Where the asphalt ends"…*Fe y Alegría* begins

Jesuit-founded and -sponsored, the 13-country network of *Fe y Alegría* schools provides an education to over a half million of Latin America's least-served and poorest children. Offering a range of formal and nonformal education services, *Fe y Alegría* schools represent the largest alternative primary school system in the region, whose per-pupil cost rivals public schools and whose efficiency exceeds them. In each country, *Fe y Alegría* works in partnership with the government (which pays teacher salaries and provides materials) and the community (which constructs, maintains, and supports the schools). Its approach to education centers on the school and community and the model it use is one of systemic innovation that addresses the myriad factors that allow boys and girls to gain access to and persist and succeed in school. Among them are:

- a "head-start"-type preschool
- child-centered curriculum
- non-standard use of language
- bilingual instruction
- school meals
- parental education (about girls)
- secondary schooling
- separate latrines
- self-paced, activity-based learning
- creative teaching and innovation
- predominantly female teaching force
- medical care for students
- community outreach programs
- vocational schooling

Says Sister Teresa Walsh, a *Fe y Alegría* school director in Peru, "There are some things that we just can't do, but educating children is something we do very well. Educating children to assume positions of service to God's poor is becoming a reality here."

ment and attendance of girls. Similarly, Compassion International has funded the construction of latrines at a school in Ethiopia that serves 950 children.

Often, faith-based groups offer models of primary schooling that address both supply- and demand-side factors that affect access, attainment, and achievement for boys and girls, but also contain elements that will particularly benefit girls. The AJWS's Project Neo in Guatemala (see box, p. 113), CRS's education support programs in India and Burkina Faso (see box, p. 131), and the Aga Khan Foundation's School Improvement Program in Kenya, Tanzania, and Uganda stress community involvement in their public school support programs. The programs build parental ownership of the schools by strengthening the parent associations, providing management training, and integrating communities into school decision-making and support activities. Possibly, the best-known example operated by a faith-based group is the *Fe y Alegría* schools in Latin America (see box).

Culturally appropriate schools: With the link between culture and religioun so close, it could be expected that religious organizations may be especially sensitive and responsive to addressing cultural constraints to girls' schooling. Several of the features discussed in the preceding paragraphs—such as sex-segregated schools and separate latrines—respond to these concerns. The additional "culturally" appropriate measures noted below

also tend to be "religiously" appropriate, and are provided almost exclusively by Islamic organizations to Muslim populations.

Islamic religious beliefs stress the protection, security, and modesty of women, making single-sex schooling for girls a necessity in many countries. A corollary of this is the need for female teachers to staff sex-segregated schools or classrooms. The Aga Khan Foundation education project in rural Pakistan includes a teacher-training program for women from local communities. "In addition to addressing cultural and religious sensitivities, female teachers serve as role models…" (www.cyberus.ca/akfc/usa/w-educ.htm).

Islamic Relief World Wide provides home schooling kits to families in several war-torn countries as well as in those where traditional Muslim parents may prefer to teach their daughters at home. In some countries, home-schooling may become the only option for girls; the Taliban in Afghanistan has reluctantly allowed international funding agencies to develop home schooling programs for girls.[12]

Koranic or mosque schools are by definition religiously and culturally appropriate, equipping Muslim youth with religious education, values, and socialization into adult life[13] in a familiar and secure environment, under the respected tutelage of an Islamic cleric. Seldom, though, are these schools considered academically appropriate: the curriculum focuses on the Koran and the duties of Islamic life, not on literacy or numeracy. Moreover, girls seldom receive the same training, typically spending less time in school due to household duties and marriage expectations. Several governments (e.g., Nigeria) and international funding agencies (e.g., UNICEF), noted previously, have supported Koranic school "improvement" programs, in which they introduce academic curriculum into the Koranic instruction or blend the two forms of education. Donor and government-led programs in Somalia and Pakistan have attempted to

Pakistan's Mosque Schools program

Initiated in 1978, the program attempted to build on the cultural tradition and structure of mosque schools in order to extend schooling to rural children, particularly girls, by offering the first three years of the primary curriculum. The government provided trained teachers and materials. The results were mixed. The girls' enrollment rate (30 percent) was nearly equal to that in primary school, but about half the participating mosque schools had girls' enrollments of less than 5 percent. Researchers found that parents valued the proximity and religious training provided, but concluded the quality of education was low. The creation of village-based girls' schools has reportedly supplanted the mosque school program.

[12] Since government schools are barely functioning and of poor quality, boys are also attending the home girls established for girls (Andrea Rugh, personal communication).

[13] Easton and Peach note that this "socialization" can include connections to source of employment and commercial networks.

increase girls' enrollment through Koranic school improvement. The Aga Khan Foundation has programs in Kenya, Tanzania, and Uganda where it introduces a secular, academic curriculum into madrassas, and works with parents to enroll their daughters in school.

Cost reduction: The high direct costs of schooling keep many children out of school. Religious organizations offer a variety of subsidies to students and their families. Although in most cases girls as well as boys take part in these programs, only a few subsidy programs have been aimed at girls alone, despite the generally higher direct and opportunity costs associated with girls' schooling.

Often organizations that are running schools for poor students will either reduce tuition and fee charges below public school rates or eliminate them altogether. The national chapter of the YWCA in Bangladesh operates "free" schools for 600 students, mainly girls. In Egypt, CEOSS administers a USAID-funded scholarship program for primary school girls. When girls cannot afford to pay for the Baha'i-operated secondary school in Zambia, scholarship assistance is made available.

However, many other, nontargeted programs assume a broader range of out-of-pocket costs. For example, Muslim Aid operates 200 schools in Kashmir and Burma that cater to poor children. It provides uniforms, shoes, books, and accommodation. The Christian Children's fund paid over three thousand primary school children's school fees and provided schools supplies and books in Senegal.

The daycare and preschool programs mentioned previously may significantly reduce the opportunity cost of girls' schooling by providing households with alternative childcare options. In conjunction with its girls' high school in Dhaka, the YWCA in Bangladesh operates a preschool program for 4,300 children as part of its effort to increase girls' persistence. A Canadian chapter of the Knights of Columbus spearheaded a project to open a daycare center in the local high school to serve young single mothers who wished to stay in school with low-cost, quality childcare. Shortened school days, which also lower opportunity costs, are a feature of the community school programs supported by Islamic African Relief Agency/USA in Mali and by the Christian Children's fund in Sierra Leone.

In some cases, rather than directly reducing the costs of school, the programs supported by religious groups will seek to increase the benefits of schooling. The parents of children enrolled in the *Fe y Alegría* schools in Latin America pay fees equal to those in conventional, government-run schools, but the quality of the program and the additional services offered the household provide added value. Chief among the additional services are the free breakfasts and lunches available to the students and

the medical care provided through regular doctor visits (Rugh 1999). School feeding programs are a feature of several other programs (see Table 3.5), but only one is uniquely aimed at girls (see box).

Preventative healthcare also increases the benefits to schoolchildren and their families. CRS, Compassion, and ADRA provide immunization, deworming, and micronutrients to children in their programs. However, Caritas/Ukraine provides a unique service to girls. Its Kharviv Home for orphans, street-children, and abandoned children provides a consultative gynecological center for girls, along with shelter, nourishment, and psychological aid.

Feeding girls in Burkina Faso

Food insecurity contributes to the low enrollment and literacy rates in much of Burkina Faso. CRS has partnered with the Ministry of Basic Education and Literacy to implement the Education Support Program, which reaches 328 thousand students and their families facing great difficulty in meeting basic food needs. CRS assistance centers on increasing primary school enrollment through involving parents in health and nutritional improvement activities, especially for girls, such as:

- when a food shipment arrives in a village, take-home rations are distributed to girls who achieve high attendance rates;
- parents help prepare hot school lunches;
- mothers' associations work to improve their sources of income so they can better handle the costs related to schooling and contribute to the school lunch program; and
- micronutrient and deworming medicines are distributed at the schools.

Credit and loan schemes: Credit and loan programs can assist parents in obtaining the financial resources needed to pay for children's education. As part of its Child Labor Eradication project in Tamil Nadu, India, the AWJS has established three revolving-loan funds for parents of released children in order to help the families offset the lost wages and associated school expenses. The project trains parents in savings and credit processes and business management and disburses loans to parents ready to start small businesses. Another project aimed at the eradication of female infanticide trains women in literacy programs to save money collectively. Each woman contributes a small sum to a monthly pool, and jointly the women decide who will receive the loans. They are encouraged to use the loans for school supplies and uniforms for school children, although many start small businesses. CRS works with mothers' groups of primary school children to improve their income so that they can better handle the costs related to their children's schooling and contribute to the school lunch program.

Although girls are not named as beneficiaries of most of these schemes, there is some evidence that the money is being applied to finance their schooling. Church World Service provides small loans to women in Niger, Ghana, and Honduras. The women report that they use the loans to pay their daughters' school fees (see box).

Credit for girls' schooling

Otelia Anka was widowed 11 years ago. She is a hard-working farmer and beekeeper, eager to earn and save money for the sake of her daughter Patience, age 16. With a small CWS loan, she purchased beehives and doubled her income. With the money, Otelia will be able to pay for the schooling Patience will need to realize her dream of becoming a secretary.

Charity Wutor used her CWS loan to raise rabbits with assistance from her daughter Happy, age 16. "Now I know where my children's school fees, books, and uniforms will come from."

Out-of-schooling training: Vocational training, often with literacy training and remedial education, have been provided to out-of-school girls, almost exclusively by local faith-based NGOs or religious institutions.

Most of the vocational training is in the domestic arts. For example, ADRA offers literacy and sewing classes in Niger. The Presbyterian Church in Ghana supports the Doorma Girls' Vocational Institute to afford rural teenage girls with the skills needed to earn a living. It provides training in sewing, cooking, and home management, and apprentices girls to hospitals, hotels, and church institutions. In Indochinea, NOCLEAD trains handicapped girls (and women) in sewing, healthcare, and literacy.

The Salesian Missions have a strong commitment to youth and an orientation to vocational and technical training. They have established technical training centers in Mali, Guinea, and Togo. The Salesian Sisters in Honduras operate a "Sunday school" for poor girls who work as domestic servants during the week. Courses include sewing, dressmaking, needlework, and cooking.

Helping Early Leavers Program (HELP) in Belize

In response to the growing number of school dropouts in Belize, the local YWCA developed a two-year program help young girls (13–18 years) who have completed primary school but do not have the educational background for secondary school or lack job skills. Students are prepared to retake the high school entrance exam or they can opt for courses in remedial math, hospitality services, sewing, cosmetology, and cooking. Life skills and counseling are cross-cutting components of the program, providing essential guidance for the integration of the girls into mainstream of Belizean life. Health , gender, domestic violence, and self-esteem issues are topics of group discussion and individual sessions. By the end of the program, the girls show more confidence as they work through some of the problems they have faced in their lives.

Girls who have dropped out of or did not complete school are the targets of other programs that provide remedial or supplementary schooling to enable them to rematriculate to formal school or attain the basic level needed for employment or specialized training. Opus Dei, which supports vocational training programs for men and women around the world, runs the Alamar Center in El Salvador to provide supplementary education to girls. CEOSS offers literacy training through its Girls' Learning Centers in Egypt.

The national chapters of the YWCA in Belize Guyana, Jamaica, Malaysia, and Uganda operate remedial education and skills training programs for early school leavers. Typically, the girls are between the ages of 14 and 20 who have completed primary school but dropped out of the regular school system. The curriculum also includes counseling (see box).

Girls' mentoring, leadership and wellbeing: For children to succeed academically, they need a supportive environment in the classroom as well as at home and in the community. Negative community attitudes and low parental expectations often conspire to diminish girls' self-esteem, aspirations, and confidence. Burdened with domestic chores and often confined to the home, girls generally have less time to study and are less prepared to deal with a hostile "school culture." And they bear the health and social consequences of sexual experimentation, early pregnancy, and ignorance. Faith-based groups provide mentoring, leadership, and wellbeing programs for girls.

Tutoring at-risk girls in Bolivia

Despite high enrollment rate of girls in primary schooling Bolivia, many do not succeed academically or successfully navigate adolescence. Many of the girls have suffered abuse and malnutrition and, as a consequence, perform poorly in school. The Christian Children's Fund in Bolivia has reached 927 pre-teen and teenage girls with tutorial assistance, homework guidance, and psychological and emotional counseling. In 1998, the tutoring program resulted in a 92 percent pass rate on the final math exams, and 82 percent on reading and writing exams.

Girls' mentoring programs encompass academic tutoring, counseling, and recreation, which can be incorporated into a school program, offered independently, or provided through girls' clubs. Founded in 1875, the Girls Friendly Society, affiliated with the Anglican or Episcopal Church, is in 22 countries that involve girls and young women in service activities of the parish and its spiritual life. In Israel, Na'amat has created girls' clubs for troubled adolescent girls. The Christian Children's Fund in Bolivia and the local Catholic National Institute of Women in Kenya support tutoring and mentoring programs for girls (see boxes).

The need to develop girls' leadership skills is a central mission of the World YWCA and its 95 affiliated, autonomous chapters (see box, p. 111) World Vision is supporting an innovative program in Guatemala.

Most of the programs mentioned above include training on girls' health and nutrition. Others campaign against early pregnancy and prostitution, which primarily victimize girls. The Rainbow Project, sponsored by the Presbyterian Church of Taiwan, works to protect tribal girls from remote areas from prostitution or help those already

Mentoring girls in Uganda

The Uganda Chapter of the National Institute of Womanhood has started "Mesh Mentors" for university girls. Pairing them with professional women, it provides guidance and extracurricular activities to fill the gaps that girls, often separated from their families, have in their lives. An internship program also provides girls with the opportunity to work with business firms during their vacations and experience the challenges of the outside world. NIW is a Catholic women's organization based in the United States. It looks at women as a whole and promotes her for what she has to offer the world: "dignity, pride, maternal instinct, and femininity." In Uganda, its members—mainly professional women—are looked to for guidance to help other women cope with marriage, motherhood, and professionalism.

involved to escape, recover self-respect, and find a new place in society. The Baha'i community is sponsoring life skills development courses for teenage girls in several countries. CEOSS, one of the strongest faith-based NGOs in Egypt, is implementing an innovative program to improve girls' health and social competence (see box).

Parental support and local management: As part of their school support program, several organizations create and train parent-teacher or parent-of-student groups to manage and support their school. This can include training in advocacy and negotiation with government officials on funding and policy issues, financial management and book-keeping, and even literacy. Often training will include awareness training about the need to educate girls. The Aga Khan Foundation works with villagers in Bangladesh to organize themselves to create and manage girls' schools, helping them recruit local women teachers and meet criteria for government funding. Others, such as CRS and GFS, support mother's clubs to enable them to better support their daughters in school.

Creating leaders in Guatemala

"Shalom Promoters" trains girls to become leaders in their communities and vehicles of peace and reconciliation. Since 1995, 144 girls ages 13 to 16 have participated in the three-year program. Girls travel to the World Vision training center three times a year for weekend-long modules. The program, which requires that girls remain in school, teaches about responsibility, women's equality, the rights of children, health, and nutrition. To graduate, the girls must create groups to teach other women in their communities, start a microenterprise, and initiate a community development project. The girls are from poor and rural areas, where they are looked to for work, have no time to play, and little opportunity for education. With few options, many girls often have children before they are 18 years old, and are unprepared to care for them. This program provides them with the self-confidence and knowledge to take charge of their lives and make a better future for their children.

Programs for women

This review included education and training programs for women on the assumption that they could have strong spillover effects on girls' educational participation and that they would provide insight into the attitudes and activities of faith-based groups that do or could support girls' education. Many of the programs have been mentioned in the preceding section of children, and will be treated briefly here.

Literacy training is often combined with other skills training, such as vocational skills, health, childcare, and women's rights. For example, literacy training is a feature of the portfolios of numerous national chapters of the YWCA. The Baha'i International Community is also particularly active, with literacy programs for women in at least eight countries. These programs, like many others, intend to advance women's earning capacity in order that they be better able to support their families. The Baha'i curriculum integrates moral educaion into materials and skills training.

Vocational training is also provided with the goal of increasing women's productive capacity. Most programs offer traditionally-female and generally low-level skills training in sewing, dressmaking, clerical, and hospitality industries. Opus Dei operates training centers for women in several countries, equipping poor rural and urban women with clerical, secretarial, domestic, and catering skills. Some of its programs are quite large. The Women's School at Montefalco, reaching over two thousand women in rural Mexico, includes a farm school, secondary school, technical management school, and family development program. Other activities at the school include courses directed toward reinforcing the unity of the family and the development of moral values. In Peru, nearly 30 thousand rural women have been trained in hospitality services, secretarial work, and accounting at the Opus Dei Condoray Women's Center for Professional Formation.

Toward a better life for girls in Upper Egypt

The New Horizons program, implemented by CEOSS in Egypt, focuses on providing adolescent girls' with the life skills and social competence to prepare them for adult life, by building their self-esteem, awareness, and ability to make informed decisions on critical topics—health, nutrition, marriage, parenthood, legal rights, and the prevention of abuse and violence. Many of the issues are controversial—female genital mutilation, deflowering, early marriage—and engendered initial resistance on the part of community leaders, who were afraid that the program would lead to delinquency, shame, and dishonor to families. CEOSS undertook a number of measures to address this: messages were tailored to fit the different target groups such as influential mothers and grandmothers; appropriate guest speakers, often religious leaders and medical personnel, were enlisted to speak to villagers; and community leaders were brought together to share ideas and experiences.

A logical progression of skills training is enterprise development and income generation. As part of its orphan care mission, the Saudi-based International Islamic Relief Organization has established dressmaking projects for "mothers of orphans" and destitute elderly women in nine countries. The ICNA in Kashmir and the Salesian Sisters in Colombia provide sewing classes to women, and attempt to equip each with a sewing machine. In addition, credit and loan schemes often accompany the training. The intent of these programs is that children are the immediate beneficiaries.

Table 3.6: Targeted service provision education activities benefiting women

Intervention	Description	Organization (in countries)
Literacy	Along with health, rights, vocational training	Islamic Relief WorldWide (Sudan); AJWS (India, Senegal); ADRA (Nepal); CCF (India); YWCA (Bangladesh, Chile, Czech Rep., Egypt, Estonia, Kenya, Nepal, Nigeria, Pakistan, Papua New Guinea, Thailand, Togo); Opus Dei (El Salvador); Baha'i (Ivory Coast, Gabon, Guinea Bissau, India, Papua New Guinea, Zaire, Zambia, Panama)
Vocational training	Sewing, dressmaking, clerical, secretarial, hospitality, administrative, accounting	Muslim Aid (Sudan); Mercy Int'l (Afghanistan, Iraq, India); Opus Dei (Kenya, Mexico, El Salvador, Peru); NOCLEAD (Indochina); Baha'i (India);
Enterprise and income generation	Poultry, dressmaking; sewing with machines; business development	Global Relief Foundation (Afghanistan); IIRO (Lebanon, Sri Lanka, Philippines, Indonesia, India, Bangladesh, Jordan, Bosnia, Africa); ICNA (Kashmir), AJWS (Mexico); CWS (Niger, Honduras, Ghana); CCF (India); Salesian Sisters (Colombia)
Credit and loan schemes	To pay for children's education	AJWS (India); CWS (Niger, Honduras, Ghana); CRS (Burkina Faso)
Empowerment and leadership training	Life skills, anti-infanticide, girls' education, FGM	AJWS (India, Senegal, Mexico); YWCA (worldwide); CCF (leadership)

A few organizations support empowerment and leadership programs to equip women with necessary life skills, assist them to resist domestic abuse, and defend the rights and future of their children. The AJWS supports training to help women deal with violence in the home, female infanticide, and female genital mutilation. The Christian Children's Fund has supported over 50 thousand women in India through the formation of self-help groups and by providing leadership and advocacy training.

Implementation and finance of girls' education program and activities

Implementation

The various organizations employ different mechanisms for carrying out their education activities (Table 3.7). The international faith-based PVOs and foundations use a variety of implementation approaches and structures. Most often they work through local partners to execute their education activities. For some, local partners include both secular and faith-based organizations. The AJWS implements its Child Labor and Female Infanticide Eradication programs in India through local secular NGOs—the Rural Institute for Development Education and the Rural Rehabilitation Center, respectively. In Senegal, it works in partnership with Tostan, a highly regarded Senegalese NGO. In fact, the AJWS supports just one component—women's health education and early childhood development—of Tostan's larger adult literacy program. The Islamic IIRO's 120-country program operates through its network of national Islamic and non-Islamic relief and humanitarian organizations.

In contrast, some international faith-based groups will work exclusively with organizations of the same faith. Muslim AID implements its programs only through local Muslim NGOs and organizations, and Church World Service works through Christian ones. Compassion International not only works exclusively through 2,900 local Protestant institutions, but these churches and ministries must also share a similar sectarian or evangelical mission.

There appear to be several reasons for this. First, these groups tend to place a greater emphasis on the religious aspect of their work, particularly religious instruction, rather than defining their mission primarily as development or relief. Second, many of the international religious groups or federations have local affiliates that they support or who implement their programs, with whom they would necessarily share the same faith, such as the YWCA, Caritas, or the World Council of Churches. Third, many of the groups do not derive their resources from public or governmental agencies that proscribe defining beneficiaries in sectarian terms. However, not all governments share the same regulations. For example, the government of Saudi Arabia provides funding to several international Muslim organizations that work only through other Muslim groups. In fact, Islamic international groups tend to work with other Islamic organizations at the local level, perhaps by choice or by the fact that the areas they target are primarily Muslim. The apparent greater openness of Christian and Jewish international organizations can, in part, be attributed to the fact that they would be hard-pressed to find local partners of the same faith in many parts of the developing world where they wish to provide assistance.

Table 3.7: Implementation Mechanisms

International PVOs	Local NGOs, Assoc.	Local Institutions	Religious leaders
Local partners: secular & faith-based; faith-based only; local affiliates	n/d	n/d	Individual leaders
Field office	Local staff	Religious personnel	n/a
Project staff	Project staff	Project staff	n/a
Volunteers: members of group; community; service program	Volunteers: members; community	Volunteers: members; community	n/a

Several of the larger international groups—such as ADRA, CCF, and CRS—maintain national field offices, staffed by both international and local personnel who may be directly responsible for implementing the education activities, supervise project offices set up to implement the activity, or "contract out" to local groups. CRS implemented its education support project in Albania using a combination of mechanisms: its national staff worked with local secular NGOs and community groups, and diocesan offices and parishes.

Often international organizations that do not maintain a national field office will establish a project office to execute a particular activity. The AJWS established a project office in Guatemala to run Project NEO, hiring eight Guatemalans and an international technical advisor. ORT implements its extensive in-country program through national training centers with satellite centers.

Generally, the mechanisms describe above are used for service provision, even if the services consist of training to develop the capacity of local policy advocates or opinion-leaders. The international religious groups that seem to be most active themselves in policy advocacy are those that have established offices, not project offices, and whose mission is defined as such, rather than predominately relief and development. Examples are the Muslim Women's League, Hadassah, and the World YWCA. Moreover, their effectiveness in advocating policy is generally in their country of origin, where they can influence the foreign and development assistance policies.

National *Fe y Alegría* in Bolivia is organized in three institutional levels: (1) a general directorate to set objectives, raise funds, maintain relations with government and donors, and communicate with (2) seven regional

directorates, which help 40 to 50 schools develop plans, assist with training at (3) 183 schools, set agendas, select teachers, run schools, and manage budget and staff. Because of their field presence, local faith-based NGOs and benevolent associations are less likely to need to work through intermediary organizations, although some do, particularly where a local group is federated at the national level and maintains local chapters, such as the YWCA or *Fe y Alegría* (see box).

Those groups reviewed with education projects generally either undertook implementation themselves or hired project staff to work with, rather than "contracting out" to different, autonomous organizations. For example, the YMA in Kenya, which operates the Garissa Boys School, maintains an identity separate from (or at least greater than) the school, but employs the school staff.

Local organizations can be expected to work with staff of the same faith, particularly if they are implementing programs that contain religious instruction aspects. This is likely to be true for local NGOs that operate schools, such as the YMA or Salvation Army. However, this is not always the case. Only 6 percent of the *Fe y Alegría* schools in Latin America, founded and run by the Jesuit order, are Jesuit. Others are religious personnel of other orders or lay people, including teachers. Training workshops for teachers on "faith and life" are voluntary.

The personnel who work for local religious institutions, such as churches or missions, are almost always members of the institution or at least of the same faith. Often the implementers will be the members, and not just hired staff, of the institution, as is the case of the Salesian Sisters who undertake their training programs themselves. Staff recruited to undertake the service provision projects of the religious institutions is primarily local, although there are exceptions. The Banani International Secondary School for girls in Zambia is staffed by local and international Baha'i community members.

Although representatives of a faith and members of religious institutions, religious leaders by definition (in this study) are seen to act as individuals to mobilize groups—whether individual, communities, religious institutions, or others. There were no examples of religious leaders acting as a group, such as a Council of Bishops, to support girls' education, although this is not unlikely. Religious leaders have acted in concert, as when leaders of different faiths will come together to preside over conferences or meetings, as has been reported in Guinea, Peru, and elsewhere.

The presence of and appeal for volunteers were noted for all types of organizations, and probably vastly under-reported. A few organizations actually have volunteer services, fashioned along Peace Corps lines.

The AJWS operates the Jewish Volunteer Corps, matching the skills of Jewish men and women of all ages with the needs of AJWS project partners and grassroots organizations around the world. The National Council of Churches recruits volunteers from member churches to teach in China. Compassion arranges field mission trips for members to volunteer for short-term activities.

More typical was the use of volunteers at the local levels, such as the local YWCA chapters using volunteers to help conduct its programs. The Aga Khan Foundation uses volunteers—both from the communities where it works and members of the Ismaili community it represents—to augment its staff to implement programs. Voluntary contributions for the community for construction and maintenance of its schools and preparation of school meals is an integral aspect of the *Fe y Alegría* program. Opus Dei programs are initiated on a volunteer basis by members who work to develop a program, find funding, and staff its operations. The Mesh Mentors program in Uganda is staffed by volunteer professional women who give their free time to mentor girls. In Islam, volunteerism is considered an essential contribution and duty of the faithful. Thus, many religious leaders undertake the promotion of girls' education without pay or economic incentive. In Guinea, when the funds allocated to the girls' educational promoters were depleted, many of the Imams continued the work with equal enthusiasm and energy. It is nearly impossible to identify the contributions that informal church volunteers make to girls' education and wellbeing. In Egypt, mosque volunteers tutor girls and boys and, in one case, undertook transporting girls to the university to ensure their safety (Andrea Rugh, personal communication).

> Volunteers are the foundation of Islamic Relief Worldwide. We have a strong tradition that draws heavily from the inspiration and commitment of volunteers from all backgrounds that strive to serve the needy. Many initiatives originally came into existence through the energy, dedication, and skill of the volunteers. (www.irw.org)

Finance

Few Americans have been untouched by the fundraising activities of faith-based groups—from the Salvation Army's Christmas collection kettles to the church collection plate passed to benefit disaster victims in distant places to the foreign priest or visiting missionaries' appeals to parish and community groups. Ultimately, these funds may pass through the hands and into the programs of many of the groups mentioned in this report.

The sources of funding and the mechanisms used to secure resources employed by the faith-based groups is a potpourri. Most groups do not rely on a single source of financing and employ many strategies to

Young Muslim Association (Kenya)

Funding sources include: child sponsorship, donations, legacies, government-funded teachers and land, Saudi Arabia Government grants and secondment of director, Jamoon family of Jedda, African Muslim Agency of Kuwait, Islamic Development Bank.

raise money (see box). For example, Church World Service notes that the funding for its development programs comes from donations from individuals, foundations, member denominations, and U.S. Government grants. Moreover, it is often difficult to ascertain the sources given the complex networks and relationships that exist among the different religious groups. A local faith-based NGO in Niger, for example, could receive funds to implement a CWS education program. This NGO in turn may have received resources from the federated World Council of Churches, whose member churches contribute funds derived from their congregations. This attenuated sequence is made even more complicated in that each organization will also be pulling in resources from other channels and by different means.

Funding sources

Multi- and bilateral funding agency grants

International PVOs and foundations appear to have greater access to multi- and bilateral funding agency resources than local faith-based groups. In some instances these funds seem to finance large portions of their programs. ORT, ADRA, AKF, CRS, Mercy International, and others have received grants from a variety of public agencies, such as USAID, UNHCR, CIDA, EU, WHO, and CDC. In general, these recipients resemble secular development and relief organizations in that they are capable of implementing large programs and managing subgrants to local institutions, use mainstream—albeit creative—development approaches, and tend to segregate their development work from their evangelical missions.

Unlike many secular development groups, however, their grant agreements will require that they contribute some funds of their own to the activity. The Islamic African Relief Agency/USA provides $1 for every $4 in grants it receives from USAID, the EU, and the Region Rhones Alpes to finance the community school program it supports in Mali. The Aga Khan Foundation—notable for its own large endowment—has developed a complex formula for matching grant funds, depending on the agency from which it is receiving them. For example, for its work in East Africa, the ratio may vary between $1 (EU) to $3 (CIDA) for every AKF dollar. In addition to monetary grants from international funding agencies, the faith-based organizations may receive in-kind resources, such as food for resale or to use in school-feeding programs from the World Food Program, USAID, or others.

There are also certain national affinities in terms of accessing bilateral resources. For the most part, significant bilateral agency grants tend to come from the country where the organization is headquartered. ADRA/USA frequently receives funds from USAID, as do other U.S.-based groups. The are also religious affinities: some international Muslim organizations receive funding from the Islamic Development Bank and the Government of Saudi Arabia. The Muslim World League received $1 billion from the Kingdom of Saudi Arabia in 1997, in addition to the $100 million already provided to build its permanent headquarters.

Local faith-based groups do not appear to receive international donor grants as often, although they will on occasion access these funds through in-country embassy "self-help" grants or aid agency mission "small project development" funds. Frequently, local faith-based groups will receive international donor funds through subgrants from either secular or faith-based international organizations. CEOSS in Egypt funds much of its work in support of girls' education from such a grant received from CEDPA, a USAID grantee charged with using the funds for a girls' education program. UNIFEM supported the local Baha'i community-initiated program using traditional media to uplift the status of women.

> Muslim Aid receives no government funding—our work depends solely on the generosity of thousands of individuals, mosques, and Muslim businesses. Last year over 40 thousand supporters contributed almost 3 million toward our work. (www.muslimaid.org/info-faqs.html)

Nonetheless, relatively few of the faith-based groups appeared to receive significant grants from international donors, at least for the education programs reviewed. They turn to a variety of private sectors sources, such as private foundations, corporations and businesses, individuals, members, and affiliated groups.

Business

Business also provides funds to the different faith-based groups, although its contributions may be buried as funds are aggregated and passed along the various networks. Three different examples of business sector support to religious organizations on behalf of education in developing countries stand out:

- The Philip Van Heusen Corporation, a manufacturer of apparel and footwear, has provided $1.5 million to AJWS to implement its school improvement project in Guatemalan communities where it has relationships with contractors.
- PowerBar Inc. has made donations of $1.35 million worth of high-energy food bars to ADRA to distribute in Mongolia,

Sierra Leone, Bosnia, and South Africa; and Wheetabix, maker of Australia's most popular breakfast cereal, filled six 20-foot containers for ADRA to ship and distribute to famine-stricken North Korea.

- The Muslim Education Foundation has arranged with AT&T that 5 percent of subscribers' phone bills can go to an Islamic nonprofit association.

> *You have a product*
> (agricultural, pharmaceutical, nutritional or technological, to name a few…)
>
> *Get plugged into a world of need*
> (agricultural training, immunization, economic development, child survival, food security, and much more)
>
> *Sound like a good deal?*
> —ADRA Director for Corporate Partnerships

Businesses have frequently been named as sources of materials, machinery, and tools used in faith-based groups' vocational education programs. However, not all businesses and their donations will be acceptable to religious organizations. The Mormon Church, for example, limits participation in activities sponsored by makers and retailers of alcoholic beverages, whose use it proscribes (Prouty and Gilmore, unpublished 1997).

Membership

There are two types of memberships that distinguish themselves among religious organizations. First, affiliate or policy advocacy groups receive income through membership dues and fees. Faith-based women's organizations—such as Na'amat, Kamilat, Muslim Women's League, Hadassah, and the YWCA—are examples. Unlike groups that focus primarily on relief and development, these groups target an interest group among the religious community and work to both advocate for their benefit and benefit from their support.

Second, of course, are congregates or members of the religious community itself, which may unite according to specific sect or church to support associated organizations. Although their membership may not be expressed in dues, they do give individually and collectively to groups and causes selected by their church, synagogue, mosque, or temple. Religious institutions that are members of a federation—such as the World Council of Churches, the Interfaith Alliance, or the Lutheran World Federation—contribute funds collected from their membership that then are redistributed to selected programs of member churches in poor countries. For example, the Presbyterian Church of Ghana, experiencing difficulty in funding the expansion of the Presbyterian Girls Vocational Institute, applied to the World Council of Churches for assistance.

Church member contributions will also go to support the official aid organization of the church, such as ADRA, Caritas, or CRS. Individual religious institutions may also have special relationships or create linkages with other faith-based groups or institutions needing assistance. Members doing missionary work abroad can command resources. For example, a Maryknoll priest or Salesian sister may forge linkages between their parish and foreign missions, or a Haitian priest may make annual visits to U.S. parishes to collect funds for his poor parish school.

Membership flows are not only from rich countries to poor countries; members of churches in poor countries will contribute to faith-based groups' activities. The Baha'i community in several countries has initiated and financed education programs primarily with its own resources; these have later expanded with support from the government. Several of the projects also rely on the contributions of the communities they serve. For the *Fe y Alegría* schools, communities provide the land, school construction and maintenance, contributions of food and supplies, and the produce of school gardens. School endowments have been raised by communities to support the ongoing operations of the Madrassa preschools initiated by the Aga Khan Foundation in East Africa.

Funding mechanisms

Some of the most frequently cited funding mechanisms are noted below.

Ritualized giving: Several Muslim organizations indicated that they did not accept public moneys, but relied solely on private sector funds and donations from the Islamic community, particularly the people of Saudi Arabia. In large part, the reason for this is the custom of ritualized giving in the Islamic faith. Both international and local Muslim groups urge their constituencies to direct their annual *zakat* (obligatory welfare contribution), *sadaqqah* (voluntary alms), and *kaffara* (reparation for breaking a fast or oath) to their coffers. In the Arab world, it is estimated that 50 percent of resources for Islamic social welfare institutions are derived from *zakat* funds. In Egypt, *zakat* revenue collected by 3,000 mosques in 1989 totaled nearly $5 million.[14] Muslim Aid has also initiated a "survival fund" comprising funds earned from interest to be used for emergency relief for those literally starving to death, based on the advice of Islamic scholars.

Other groups also have codified giving formulas. The Baha'i community members are encouraged to contribute to the fund for social and

[14] Special *zakat* committees collect the revenue and deliver it to the state-regulated Nasser Social Bank, which channels funds to beneficiaries (Kandil 1995).

'Sponsor-a-Child Scheme'—for kSh 1,500 ($19.15) a month, you will help pay the fees, provide food, clothing and textbooks to one child. —Young Muslim Association, (www.yma.org).

economic development. Many Christian churches practice some form of tithing, although this is not targeted only to development programs.

In-kind gifts: Several organizations also accept in-kind gifts from individuals. Muslim organizations also promote the giving of real estate (*waqf* or *ahbas*), jewelry, and legacies (*waseyyah*). ADRA, Church World Service, and World Vision accept donations of clothing or school supplies to create "kits" for the school children in their programs (see box).

Child sponsorship: This fund-raising technique is used by several organizations to obtain contributions from individuals who are more likely to relate to the needs of a particular child than the developmental vision of an organization. Christian Children's Fund and Compassion derive most of their resources from child sponsors. Other groups—Global Relief Foundation and the ICNA—use sponsorship combined with other fundraising techniques. The Holy Land Foundation offers formulas for sponsoring a needy family, orphan, child, or student. The local NGO, YMA in Kenya, offers a scheme that deals directly with education (see box).

World Vision's Kits for Kids

Take advantage of 'back to school' sales to help provide school supplies to children around the world! …Pens, pencils, and paper are in short supply in countries wracked by war or poverty. …Fill this desperate need. …Over 90,000 school kits were assembled and shipped to Mongolia, Vietnam, Peru, Lesotho, Chad, Ghana, Azerbaijan, Armenia, Bosnia, Mauritius, Nicaragua, Swaziland, Costa Rica, Georgia, Romania and Honduras. (www.worldvision.org/worldvision/wvususfo.nsf/stable/kits)

Cost recovery and income generation: At the local level, few of the faith-based organizations and institutions were able to offer their service programs completely free of charge. The schools run by the *Fe y Alegría* schools in Latin America, the Baha'i school in Zambia, and the Salvation Army in Indonesia and Zambia charged tuition and other fees. The groups attempt to provide scholarships to poor students when they can, but note that it is a problem. The Salvation Army notes about its school in Zambia, "The school tries to hold fees at a rate which allows all those gaining the necessary entrance marks to obtain places. In some cases the students have to stay away from school for many months as their parents cannot find the necessary fees."

To cover costs and generate income, local groups use a variety of approaches. At the Salvation Army school in Zambia, the profits from

a "Tuck Shop" for students, staff, and local villagers is used for the upkeep of the school and a student-manned Production Unit raises the maize, beef, and vegetables for the boarding facility. A community at a *Fe y Alegría* school in Bolivia established a prosthesis workshop, with funds being used for the school.

Vocational training programs, especially, attempt to leverage the skills and product of their students to finance their operations. The Baha'i Vocational Training Institute for rural Women in India has received large orders for clothing produced by students and graduates. The Salesian Sisters in Honduras organized an annual bazaar to display their students' handiwork and raise money for the "Sunday School" program. In Colombia, the Salesian vocational school secured contracts from a local sugar company to produce 10 thousand uniforms per year. And in Ethiopia, ORT's Mother and Childcare project has established income generating activities to ensure that operational expenses are met once it withdraws financial support.

Special events are also organized. The parent associations of the *Fe y Alegría* schools in Bolivia operate a lottery (*arifa*) to raise funds with which to pay teachers a bonus and thus avert their joining in the country's annual April strike for higher pay. Some international groups raise money with "walk-a-thons," such as the CROP Walks by CWS. Na'amat raised money for its girls' schools in Israel by selling tickets to it "Every Teen has a Dream" dinner honoring Mrs. Mario Cuomo for her work on teen mentoring programs in the United States.

Public sector partnership

Funding, particularly for the educational endeavors of local faith-based groups and institutions, may come from the public sector in the country in which they work. There are numerous examples of cooperative relationships between the religious and public sectors in the provision of basic education, indicating the closer ties between church and state in many countries than is generally acknowledged in the United States.[15] In low income countries, where the government is hard-pressed to provide schooling to all its children, the mutual benefit of "partnership" and collaboration is clear. Typically, the government provides some financial support, guidelines on curricula and operations, and oversight; while religious groups provide additional resources, personnel, management, and an understanding of or rapport with the community. The government lowers it per-pupil costs and reduces its management responsibilities; the religious groups enjoy greater resources to run their schools and a platform to spread and/or reinforce their spiritual

[15] Although the prevailing characterization of church-state relationship in the United States is one of strict separation, there are many instances—often controversial—of public funding of particular aspects of parochial schools, such as public subsidization of special education needs, vouchers, etc.

or social message. The downsides, of course, are that the public sector relinquishes some control of a powerful social institution, and the religious sector loses some autonomy in whom it serves and what and how it teaches.

Nevertheless, despite public subsidy and the need to operate with government-set guidelines, schools operated by religious organizations and institutions are not prohibited from including religious instruction in their school program or even from focusing on specific populations. For example, the Garissa School operated by the Young Muslim Association can still claim educating children in the Islamic faith as its primary purpose. The Salvation Army is able to declare that as a Christian school its major focus in on the Gospel, stating that "the mission of its Chikankata High School will be to promote an academic process within the Republic of Zambia which is in compliance with the principles of the Salvation Army."

Several formulas for public-religious sector partnerships emerged from this review. Most often, the government provides some form of subsidy for teaching personnel. In Nigeria and Pakistan, the public sector seconded teachers to the Koranic or mosque schools to teach the academic curriculum. In Kenya, the government provided the teaching staff to deliver the national 8:4:4 syllabus. In Belize, the YWCA's remedial education program for girls benefits from government teachers. The salaries of the teachers in the *Fe y Alegría* schools are paid by the respective governments.

The public sector may also subsidize the students who attend the religious sector schools, either through scholarships or capitation grants. The Baha'i-run Rural Polytechnic Institute in Brazil is one of the few schools where the Government of Amazonas provides scholarships to children of the Indian population. The Government of India has not only provided grants to the Baha'i Vocational Institute for Rural Women, but also pays for the additional training of graduates in literacy and weaving to enable then to start village-based businesses, offering a 75 percent subsidy of handlooms for the women's use.

Other public subsidies directed to religious sector schools are: provision of land for the school (YMA in Kenya), school maintenance allowance (Salvation Army in Zambia), and operating costs (Baha'i community in India, Opus Dei).

But the flow of resources is not always unidirectional from the public to the religious sector. Particularly in the case of international faith-based organizations, many school improvement programs are aimed at benefiting public sector schools. Working with ministry of education and municipal authorities, groups—such as AKF, AJWS, CRS, and

School Improvement Programme (SIP), Kenya

The SIP is helping teachers teach more creatively and children learn faster through the introduction of child-centered activities into municipal primary school systems.SIP involves working hand-in-hand with government. Together, the Aga Khan Foundation and the Kisumu (Kenya) Municipality's Education Office conducted studies and surveys to identify problems and solutions to improving the quality of primary education. The AKF ran the resultant seven-year experimental program, working closely with the municipality's Teacher Advisory Center. In 1997, the Kisumu SIP was officially handed over to the municipality.

ADRA—have undertaken infrastructure improvements, teacher training, books and didactic materials supply, preschool and school feeding programs, and parental education. In many instances, the programs, methods, and materials developed by the faith-based groups have been adopted by ministries of education. In several cases, the groups will contract with the government to provide teacher training, as *Fe y Alegría* did in Bolivia and the AKF in Kenya.

While an exploration of the church-state partnerships in education is beyond the scope of this study, a few problems—from the perspective of the religious groups—did surface during the course of this review. Religious groups often preferred to select their own teachers, but in most cases the government itself assigned teachers to the religious sector schools, in part because of teacher union pressures, as in the case of *Fe y Alegría* schools in Bolivia. The AJWS indicated that the implementation of its school support Project NEO in Guatemala was occasionally stymied by local education officials' reluctance to allocate more time to training and planning, and the bureaucracy was slow to revise the official curriculum and introduce the new training materials developed by the project. Government enthusiasm and reliance on the religious organization sometimes proved burdensome. After five years, *Fe y Alegría* decided it could not continue to train government teachers as well as its own. Finally, political events can disturb the equilibrium and collaboration between the public and religious sectors. Although it was not affected, the YMA complained that following the 1998 bombing of the U.S. Embassy in Kenya, the government revoked the charters and terminated the programs of several Muslim NGOs involved in education, although the YMA itself was not affected.

Considerations, constraints, and challenges

This chapter concludes with a discussion of the scope and role the religious sector can play in girls' education. Without a doubt, religious sector organizations and institutions—both international and local—have played a role in increasing girls' access to schooling and in how they fare both in and outside the classroom. Certain tendencies and trends do begin to emerge about the types of activities supported by the faith-based groups, the comparative advantages of the different

types of organizations, and even about the involvement of the various religions in supporting girls' education. However, the reader must keep in mind that a survey of this nature, which is neither exhaustive nor representative, cannot draw conclusions, but only make surmises.

This final section on religious sector support for basic and girls' education summarizes some of the patterns and discusses some of the issues that can shape or constrain work with the religious sector.

What is the extent of religious sector support of girls' education?

Compared to its support of basic education, the religious sector's support of girls' education is not as robust. Nevertheless, there are several examples of religious sector support of girls' education, and more often than not these have been done without the intervention or support of an external catalyst, such as an international development agency. However, most efforts in education tend not to mention girls or differentiate between sexes. These patterns suggest that girls' education has not yet caught on as a *cause célèbre* among faith-based groups and may point to some inherent limitations to their effectiveness in supporting girls' education.

Perhaps what is most striking about the religious sector's support of girls' education is the ambivalence with which most faith-based groups appear to approach it. Whereas, education for all children tends to be justified in terms of the developmental gains as well as the humanitarian concerns, the faith-based programs addressing girls' education are justified in terms of girls' future roles as wives and mothers. Moreover, only a few religious organizations have actively sought to promote girls' schooling through publicity or informational campaigns. The majority of those involved in girls' education support activities tend to provide services to either leverage public resources or to make schooling more acceptable or accessible to girls.

It is clear that girls' education is not a religiously neutral issue, in which the religious community can be easily persuaded to support with the conventional developmental justifications that satisfy the donor community. Girls' education, its implications and associated issues—such as female economic independence, delayed marriage, working outside the home, and family planning—does not just confront religio-cultural practices, but may run head-on into the essential doctrine and law of religious belief systems. Many authors have proclaimed that it is "not the religion in its pure form" that keeps girls out of school, but rather the "religiosity"—the cultural and social practices that have grown up around the religion—that keeps girls undereducated. While it is beyond the scope of this paper to explore this issue, it does seem that in many instances the case is not so simple. For the many verses in the Koran

that scholars cite in favor of educating women and girls, other scholars point to others that can be interpreted differently. And although the focus—on the part of western development agencies at least—is often on overcoming the resistance of Muslim leaders toward educating girls, there is ample evidence that Catholicism can be inimical to girls' education as well. For example, in Argentina, efforts on the part of the Ministry of Education to integrate discussion of male-female social relations in to the primary curriculum were tabled after vigorous opposition from the Catholic Church, which condemned it as anti-family. In Mexico, high officials of the Catholic Church joined conservative parents in insisting that materials on adolescent sexuality be removed from the curriculum, despite the high rate of adolescent pregnancy (Stromquist 1996).

Although one religion's belief system may keep girls from ever enrolling in school, another's may limit how far they go and what they learn.

What roles have emerged for the religious sector?

Religious sector organizations have been involved in all three areas of intervention and support posited by the analytic framework—policy advocacy, opinion-making, and service provision—for education in general, and girls' education in particular. However, the clear preponderance of activities falls into this last category, possibly because it is the easiest for groups to report on and most accessible to researchers.

As policy advocates

Policy advocacy can be an elusive concept for several reasons. The chain of a causality is generally made of diverse strands, and attempting to link policy changes or outcomes with the actions of a specific group is very difficult (Porter 1995). Moreover, like the education sector, the religious sector can be said to be "loosely coupled." Although some religions, like the Roman Catholic Church, are very bureaucratized, this is not true of so many others, so identifying organized religious bodies with a unified viewpoint—be it on social development or theological interpretation—may be difficult. Yet even casually organized religions have come together on occasion to bring their collective force to influence government policy in education, especially in terms of securing funding for religious schools.

However, with the exception of a few international faith-based women's groups, this review discovered few examples of religious groups actively and directly lobbying government to reform public sector policy and programs in favor of girls' education.[16] Unfortunately, in the case of

[16] This is not meant to discount the efforts of international donors, notably USAID through its Girls' and Women's Education Activity, to bring public and private sector—including religious leaders and groups—together to develop strategies to support girls' education.

> Despite the fact that religious authorities in many religions have taken activist positions in defense of varied human rights to protect the vulnerability of the poor, it is difficult to point to religious activism on behalf of women's agency. While religions have often taken activist positions that they claim benefit and protect women, these are, in fact, most often advocacy for increased regulation of women. …Rarely has religion protested restrictions on women's agency.
> —Dr. Christine Gudorf, Professor of Religious Studies, Florida International University, in CEDPA 1996.

girls' education, it is the recent negative examples that tend to stand out. The Taliban militia, which emerged from the religious Koranic schools in 1994 and seized control of the Afghanistan government in 1996, has enacted harsh policies toward girls and women in the name of Islamic law, resulting in the closure of both public and private girls' schools and vocational programs for women. In Ghana, adherents of the *trokosi* system are actively advocating against government policies to benefit girls. In Pakistan, the religious sector promoted the promulgation of laws such as the 1979 Hadud Ordinance and the 1984 Law of Evidence, which codified the lesser value of women in the jurisprudence system. On a more positive note, but nevertheless underscoring the relative passivity of the religious sector in advocating policy reform on behalf of girls, it has been government or international donors who have directed their efforts toward convincing religious groups to support girls' schooling, as in Pakistan and Somalia, instead of the inverse.

Rather than spearheading reform movements to immediately and directly cause government to change public policy, faith-based groups tend to address the issue of girls' education indirectly, or even obliquely. Both international and local organizations have instituted programs and innovative practices that are intended to demonstrate and, on occasion, provide government with new approaches and models to support girls education. In several cases—the Aga Khan Foundation in Pakistan and Kenya, the Baha'i community in Thailand, and Opus Dei in Kenya—governments have adopted into their policy frameworks the practices pioneered by the religious organizations.

Other faith-based groups have worked out innovative financing and cost-sharing arrangements with government to ensure that the public policy investment framework is supportive of their particular program and, at minimum, effects educational reform for the segment of the population served by the program. *Fe y Alegría* schools are a good example of this approach, although even with its comparatively large program, it accounts for less than 1 percent of the primary enrollment ratio in the countries where they operate.

Finally, several international groups have labored to strengthen lobbying skills and create advocacy bodies to further educational reform and women's empowerment. It is notable that these efforts appear to be

limited uniquely to international and Western organizations, not local or Muslim organizations or institutions. However, it should not go unremarked that among the many international faith-based groups that claim a "focus" on girls' education in their programs, only a few have included girls' education as an issue for activism in their attempts to create advocacy skills and bodies.

It could be argued that this indirect and circumscribed role of religious organizations in policy formation is appropriate, and that greater direct involvement could be problematic. In the United States, Christian fundamentalist groups have marshaled their influence at both state and federal levels to affect educational policies that many contend will hurt vulnerable populations (e.g., school vouchers) and especially girls (e.g., proscribing sex education and school clinic services). But it is generally accepted that the pluralistic society and the well-developed electoral process in the United States will limit the influence of the religious sector. However, these conditions do not obtain in all countries.

In some countries, the church, mosque, or temple *is* the state, as in Saudi Arabia and Iran, where the religious sector necessarily has a strong voice in setting educational policy. To attempt to persuade it to be more inclusive in extending educational services to girls may not upset the balance of power between church and state. But, other countries—such as Morocco, Algeria, and Egypt—are struggling to establish or maintain secular states that—ostensibly—do not favor any particular religious group or proscribe individual freedoms in the name of religious law. Encouraging the religious sector—including fundamentalist groups—to participate in the policy formation process may be perceived by secular interests as conferring legitimacy, even acceptance, on their beliefs and practices, even the ones inimical to girls' wellbeing. Many religious groups are viewed with suspicion. Opus Dei has generated controversy for the secrecy that allegedly surrounds its operations and finance. Even ecumenical or interfaith movements—ranging from various councils of churches to the Promise Keepers—have been criticized as tools of the "religious power elite," the Catholic Church, and/or "fringe" elements to introduce a unified religious state, ensure Catholic supremacy, eliminate religious pluralism, destroy independent nations, or bring a "new world order."

Further, certain religious groups' conservative and traditionalist views may be considered by a modernizing state as opening the door to forces detrimental to progressive policy reform. And, in many countries, politicized religious groups may be pursuing a non-religious agenda and working to alter the political scene so that both governments and secular groups are reluctant to allow them a voice in the policy debate

(Kassimir in Hansen and Twaddle 1995). Religion and nationalism are said to meet at a "dark and bloody crossroads," and, unlike secularist nationalist revolts in nineteenth century Europe, many nationalist movements in the twentieth century have had a strong religious element. In the Arab world, in particular, the role played by local Islamic organizations went beyond religious advocacy and charity, with most NGOs assuming a political role in addressing social and political challenges (Kandil 1995). Religious sector and faith-based NGOs are frequently used as a force for political activism and mobilization in countries where secular political opposition groups or a multiparty system is prohibited (Kandil 1995).

Another factor that could erupt in the policy arena and obscure the issue of girls' education is the rivalry between different religious factions and groups. Intrafaith struggles among factions propounding differing "fixed interpretations of beliefs of fixed texts" pits fundamentalists against others in a "battle within civilizations," and is said to animate politics in the Third World rather than inter-faith clashes (Thomas in Haynes 1999). Yet interfaith struggles also play a role, as evidenced by the competition of Islamic and Christian groups in East Africa and Islamic and Hindi groups in India (Kasozi in Hansen and Twaddle 1995). Often the schooling promoted by Christian organizations is seen as "westernized" rather than "modern", and associated with both European hegemony, on one hand, and the promiscuity and myriad social problems, on the other. The goal of improving girls' educational participation may be overshadowed by or sacrificed to these other issues (Hassan in CEDPA 1996).

As opinion-makers

As a pivotal force in society, it is expected that the religious sector does and can play a powerful role in shaping society's view of female roles and status, and by extension girls' educational participation. Certainly, numerous studies have identified the religious sector—its beliefs, institutions, and leaders—as a factor in keeping girls out of school and circumscribing their participation. Fundamental theological assumptions (religion), as well as popular interpretations (religiosity), in Christian, Jewish, and Islamic religions have militated against girls' enrollment and attainment in school, which is perceived as a threat to her God-mandated role as man's helpmeet and procreatrix (Carroll 1983; Hassan in CEDPA). Most religions, however, are characterized by both unity and diversity, the former deriving from the scriptures and the latter from the various social, economic, and political environments in which a belief system functions and thrives (Ayudi in Haynes 1999). This variety allows religion to range from being a tool for legitimization and preservation of the status quo to being a vehicle for protest and reform.

Several religious groups have intervened to raise awareness and shape popular opinion on issues that affect girls' education, such as women's rights, female infanticide and excision, prostitution, abuse, and pregnancy. A few—again primarily international faith-based organizations—have programs to educate parents and communities about the importance of girls' education. But many more, even those local groups that operate girls' schools, do not appear to take an active role in persuading communities to send their girls to school or instruct parents on how to support them. *Fe y Alegría* and the local Baha'i communities are notable exceptions.

The importance of religious leaders in leading public opinion has been recognized by both governments and international donors. In several instances, individual religious leaders were persuaded to support girls' education (primarily access) through government-led or international donor-initiated programs. Faith-based organizations, which would seem to have an advantage in working with same-faith religious leaders at least, did not appear to attempt to mobilize religious leaders. Even groups with a demonstrated commitment to girls' education, such as AKF, CRS, YWCA, and CCF, did not include this component in their girls' education efforts. The single exception was CEOSS, a local Christian NGO contracted as part of a USAID program in Egypt. It was charged with mobilizing local communities, including Islamic leaders, to support girls' education, although an internal evaluation noted that its success in working with Muslim communities was mixed due, in part, to cultural and religious affinities (Ilon and Kader 1997). The same program was also unsuccessful in enlisting the prestigious Islamic Al Azahr University to present a proposal to conduct training of religious leaders, despite numerous discussions, because of its resistance to certain elements of the program—notably the eradication of female genital mutilation (Ilon and Kader 1997).

Interestingly, nearly all efforts to recruit religious leaders focused on the Islamic faith. While there are many possible explanations for this—prevalence of low girls' enrollments in Islamic countries, for one—it is also possible that governments, donors, and faith-based organizations assume that only the well-publicized misogynistic practices of certain Muslim groups constrain girls' educational participation. An examination of other religions' belief systems and their history of support for girls' education would suggest that religious resistance can be found in all denominations. Training and mobilizing religious leaders of all faiths—including Christian—would benefit girls' education. Additionally, the work with religious leaders appeared to focus almost uniquely on access issues, probably due to the fact that most of the relevant programs

were in low-enrollment countries or regions. However, the influence of religious leaders could be brought to bear on other issues that affect girls—such as how girls' are treated at home, by boys, or by teachers.

Finally, it is important to recognize that many of the programs to mobilize religious leaders involved some form of compensation, although not always monetary. In Guinea, religious leaders were paid a stipend for their work as educational promoters. In Pakistan, local imams were motivated by the promise of additional knowledge of the Koran and the status as local leaders such knowledge would help them maintain. In Egypt, it was noted that while religious leaders would participate in training in order to receive the per diem funds, this was not enough to ensure that they would promote girls' education once back in their communities. These experiences suggest that the "free-rider" strategy to using religious leaders as a cost-free way of promoting girls' education is infeasible. At least initially, some form of compensation or incentive must be offered, beyond just "doing good."

As service providers

Providing services is clearly the way most religious sector organizations and institutions define their activities in education. The reasons for this are multiple. Providing educational services is the most direct way of offering assistance or serving their "clientele." It also provides a "hands-on" approach to inculcating desired moral values and behaviors. And finally, it supplies a venue for religious instruction to ensure the continuation and growth of members of the faith.

Obviously, religious communities are concerned with the spiritual education of both boys and girls, although it appears that insofar as that education encompasses secular schooling, many religious groups are more likely to serve boys than girls, and that the type of education or training provided tends to follow traditional gender roles (and stereotypes). More often than not, girls are not specifically mentioned as beneficiaries of an education program, nor is any mention made of tailoring the program for them. In some cases, given the descriptions of the program, it appears that the education activity is intended to serve boys rather than girls.

While a wide variety of services are provided by religious groups, the majority tend to deal with access—providing school places—rather than quality. Numerous groups are involved in founding and operating schools—which certainly includes quality aspects—but relatively few focus on improving the quality of existing school services, particularly in the public sector. Those that do generally are international development and relief-type organizations, such as ADRA or AKF. In other

cases, it is nonsecular organizations (e.g., UNICEF) attempting to introduce the secular curriculum into Koranic schools, with efforts by AFK the exception.

In terms of improving school quality or the school environment, there is an interesting bifurcation in the interpretation of culturally appropriate schooling between faith-based organizations from the North and those from the South. In general, the former tend to focus on the cost-related structural barriers to girls' educational participation; they address flexible schedules, female teacher training, latrines, and environments that welcome girls. The latter, however, tend to focus on religious-related barriers, endeavoring to introduce religious instruction into the school curriculum.

Faith-based groups also support a variety of activities that address the "whole" girl, in terms of girl-mentoring, leadership, and wellbeing. Without exception, these programs appear to be implemented by Christian organizations, even though CEOSS in Egypt is serving a predominately Muslim population with the New Horizons program. Faith-based women's groups play a prominent role in this type of activity, in particular the YWCA and the Girl-Friendly Society.

Religious groups are also active in providing vocational and remedial academic training for girls' and women. What stands out about this training, however, is that it tends to reinforce stereotypical and traditional roles. Training generally is confined to the domestic arts and other conventionally feminine occupations, such as sewing, cooking, and hospitality services. While the objective is to equip poor girls and women with the ability to get a job to care for their families, it could be argued that it does so at the expense of potential earnings by pushing them into low-status and low-paying positions. The difference between men's and women's training programs was particularly striking in the case of the Opus Dei—which trained boys and men in technology and mechanical trades, and women in catering (i.e., cooking) and hospitality skills (i.e., cleaning). It is likely that this orientation on the part of faith-based groups is the extension of their religious beliefs about the role of women as wives, mothers, and caretakers. This may suggest limits—at least in the near-term—to the types of programs that would be acceptable for religious sector support.

4. Media and its role in girls' education[1]

Introduction

Based on the recognition that the media has the technical capacity to reach large segments of society both locally and globally, has contributed to the political and social development of nations, and has the power to inform and influence policy, programs, and attitudes, this chapter examines how the media sector—specifically institutions representing the mass media—has recently supported or is currently supporting girls' education. The use of different mass media to deliver educational programs or supplement educational services, such as interactive radio, educational television, or print-based correspondence courses, is well-known. The focus of this chapter, however, is on what the *institutions of the mass media*—its owners, journalists, and broadcasters—have done to support girls' schooling rather than the multitudinous applications of mass media technology by institutions outside the media sector. The mass media targeted in this chapter are television, radio, print, and the Internet. This chapter opens with a brief background discussion of the role of the media in development and education followed by a reveiw of mass media coverage in the developing world. It then reviews several girls' education activities supported by the mass media, followed by a brief discussion of how they are implemented and financed. The concluding section explores some of the issues involved in mass media support for girls' education.

Background

The media has gone through much turbulence in recent years, driven in large part by technological innovation. New media are finding applications in ways unimaginable a few years ago. Old media are being used in novel ways and settings, and civil society itself is learning how to be a shaper of the media as well as a passive audience. Developing countries, long untouched by technological advances enjoyed by rich countries, are catching up. These advances and expansion of access to mass media have had considerable impact on the relationship between the media and education. Nearly 40 years ago, development communications visionary Wilbur Schramm suggested that the media could be used to contribute to the feeling of nationhood and national identity, help teach the necessary skills for development, extend the effective market, and prepare people to play new roles in the process of social and economic development (Schramm 1964). Today, innumerable combinations of media are used to promote educational issues, provide educational services, influence educational policy, and monitor educational expenditures and quality. These range from press coverage of news, issues, and events to distance education and supplementary education services to support from media moguls and media personalities.

[1] Mona Grieser conducted the research for and prepared the initial draft of this chapter and the table in Annex 3.

What is the mass media?

The mass media has been traditionally defined as any "print or broadcast outlet through which material is communicated to the public at large, usually newspaper, television, radio."[2] Over the past 20 years, this definition has expanded to include both new technologies and new combinations of mass media (such as the Web sites and magazines that accompany educational television programs). Today the conventional media trinity of television/film, radio, and print is joined by additional channels of mass communication such as the Internet, teleconferencing, CD-ROM, and audio- and videocassettes, and is able to channel public messages to large, scattered, and heterogeneous populations by new transmission technologies—from cable and satellite to landlines and microwave links.

Another way to classify the media is through its function. The mass media is said to have six discernable objectives: information; surveillance (or watchdog of government by providing channels of popular participation in government decisions and evaluating societal standards); education through the transmission of knowledge, values, and culture; history (as an archive of events and experience); entertainment; and leadership (Koroma in Domotab 1987).

It can also be examined through its content. The entertainment industry commonly refers to content rather than channel. Thus, a network such as ABC, BBC, Doordarshan/India, Star TV out of Hong Kong, or CNN out of Atlanta can be described through its entertainment activities, informational activities (the news, documentaries, and public service announcements), and purely public service activities such as a program on home safety or child immunization. A soap opera or a situation comedy, a dramatized show, an animated cartoon that is syndicated worldwide, or even the activities of those individuals who are recognized for their role in the entertainment industry, such as Bill Cosby or Oprah Winfrey, may be defined in this manner.

However, the mass media cannot be solely defined by the technologies that transmit and store information, by its function, or by the content of its programs. One must also examine the institutions that control the technology and create the programs to transmit the messages, encompassing people, policies, organizations, and the technology that go into producing mass communications. Although the advance of democratization around the world has done much recently to alter the landscape, the continuum of media organizations range from government-owned and controlled single-media outlets, as was the

[2] See *Longman Dictionary of Mass Media and Communication* (1982).

case in many Marxist countries, to privately-owned, profit-oriented commercial media outlets subject to little or moderate government regulation, as in the United States (Dominick 1996).

Media distribution and access

The proliferation of the mass media has permitted its applications to become more selective, expanding its outreach to meet the needs of specific populations. The variety of media channels—even in developing countries—has allowed the segmentation of audiences so that messages can be delivered via the technology that—in rich countries—conforms to lifestyle, convenience, and special interest, and—in poor countries—conforms to wealth, accessibility, and literacy. In developing countries there are fewer channels of any kind, and fewer readers or viewers with the kind of discretionary income that can drive media replication, which largely relies on advertising funds to subsidize costs. Literacy rates will play a major role in both the coverage and consumption of the mass media. Benin, for example, with a literacy rate of 63 percent, has a daily newspaper circulation of two per thousand. Côte d'Ivoire has 16 per thousand, while Egypt and Chad have readerships of 61 and 0.3 per thousand. In contrast, the differences between Japan, France, and the United States, at 580, 218, and 212 per thousand respectively, generally result from the availability of alternative sources of information and entertainment, since all three countries have high literacy rates. Clearly, countries with low literacy levels will favor the use of radio and television channels.

> A 1999 Gallup Survey of India showed that 59 percent of Indians have exposure to a television set for 85 minutes per day. Seventeen percent have access to cable television, and 2 percent of households have access to satellite television. The television exposure rate for urban areas is 83 percent, suggesting that television is rapidly becoming a major communication tool. As for radio, one in five Indians listens to broadcasts from outside India. Seventy percent of urban Indians read a newspaper and 52 percent of urban Indians read magazines.

Energy availability also helps shape people's access to media. Where countries have not yet obtained saturation coverage of electricity, it is unlikely that the electronic media will have made inroads outside urban areas, although there is beginning to be a blurring of this effect as wealthier rural individuals purchase diesel generators to give themselves access to information. Innovative uses of solar energy have also expanded the availability of certain media. Portable and solar powered telephone systems, and many other technological innovations, such as low wattage radio stations and wind-up radios are rapidly reducing the numbers of individuals who are cut off from information.

Geography also plays a role in media distribution and access despite groundbreaking satellite technology. Television requires line-of-sight

transmission. The larger the country and more varied the topography, the more transmitters are required to achieve saturation and reach. A small country such as Benin is more likely to have saturation coverage of the population than a large one like Côte d'Ivoire. Nepal has very little national television coverage outside the capital Kathmandu, because mountains block transmission. Benin has 104 television sets per thousand inhabitants, but Côte d'Ivoire has only 62, Chad 1.4, and Egypt 38. Even China, with more than a billion people, only has about 320 million television sets.

Media sector issues

As the reach and complexity of the media sector grows, several issues distinguish its use, management, and control, summarized below.

A Media Empire

The Hearst companies own such large national newspapers as the *Houston Chronicle* and the *San Francisco Examine*r, as well as the magazines *Bazaar*, *Cosmopolitan*, *Marie Claire* and *Good Housekeeping*, all targeting women and girls. It owns King Features Syndicate which distributes many cartoons, plus 35 radio and television stations around the United States, including major markets such as Baltimore and Honolulu. Hearst Entertainment produces niche magazines including *Popular Mechanics for Kids*, as well as many business magazines targeting the commercial sector through Hearst-Argyle TV Productions. Its web ownership includes such interactive technologies as (www.women.com), (www.womenswire.com) an online magazine targeting young women and "Talk City" one of the most popular Hearst investments, an online chat show that discusses multiple topics of interest. Hearst Communication, based in the United States, owns over 100 community newspapers similar to the *Montgomery Journal* and the *Wheaton Gazette* that reach local audiences in the Metropolitan Washington, D.C. area.

Globalization: The media is no longer solely, or even primarily, defined by national boundaries. The combination of more powerful technologies (e.g., cable, satellite, short-wave signals), international media conglomerates, and globalized economy and even culture has ensured that both broadcast programs and print publications are received by audiences far from either the program's point of origin or even intended public. In contrast to the traditional entrepreneurial or owner-managed newspapers, the globalized corporate media control a variety of media and operate in numerous countries.

There are many channels now with a global or regional output. CNN is perhaps the best known of the global television networks, with regional offices and regional programming, but NBC also has joined the global broadcast market, as has Rupert Murdoch's channel, RTF, and several French, Arabic, Spanish, Chinese, Indian, South African, and other channels. The London-based Middle East Broadcasting (M.C.), jointly owned and operated by a consortium of Arab media firms, predominates in the Arab world. The Star TV (Hong Kong) and Doordarshan (India) networks provide television broadcasts to most of Asia. Egypt, Israel,

Diane Rehm Show

The Diane Rehm Show, a radio talk show originating at the American University in Washington D.C., which features discussions of newsworthy issues in politics and society has been on the air for over 20 years and is now nationally syndicated, as well as broadcast over National Public Radio satellite feed overseas and through Armed Forces Radio. As such, her show is heard in countries as distant as Japan and Germany. Her interviews often feature authors who have written about the state of girls' education.

Canada, Lebanon, Iran, and Russia all have extensive overseas radio broadcast reach in several languages.

The programs produced by these groups, ranging from soap operas and dramas to documentaries and news, are made available through associations of broadcaster stations around the world. For example, the market for U.S. programs overseas now far exceeds the domestic market and is considered to be a major source of revenue for most media conglomerates. Many of these programs are educational in nature, as in the case of the Discovery or Disney Channels seen around the world on cable. *Sesame Street* is broadcast in over 70 markets. There are a small number of global networks that specialize exclusively in development programming. WETV (World Education TV) funded by a consortium consisting of the Canadian Government, and UNDP is one such channel.

Analysts also point out that although in theory the corporate media are insulated from parochial national pressures and are far more free to criticize governmental action and policy, they have been found to produce news and programming that in general support dominant values and institutions. Because they are removed from the local scene and are profit-seeking ventures focused on the bottom-line rather than civic duty, they are also liable to make decisions that are self-serving, and occasionally harmful, to disadvantaged groups and alternative ideas. They exercise little accountability to audiences who are countries—even continents—removed.

***Syndication*:** Syndication—or reselling of broadcast and print media programs—of popular shows is also another feature of globalization that offers both advantages and disadvantages. For example, for local broadcast agencies suffering from shortages of resources—human, material, and financial—syndication is a means of reducing production costs and providing programs of higher quality. However, it also means that increasingly there is a paucity of local and national information as local coverage declines and news is gleaned from the free Internet services run by large news-gathering organizations (the *New York Times* is free online). Tanzania will abolish its national news agency this year, in part because so much information is now available over the Internet.

Notably, there is considerable syndication also from developing countries to developing countries. Lebanon, Brazil, Egypt, and India are rapidly developing an international market for their feature films and soap operas. The Government of Egypt has invested heavily in state-of-the-art studios and editing and production facilities for its domestic film and video industry. It is also attracting overseas investors and filmmakers. India has always had a strong film industry, providing entertainment not only for the few Hindi-speaking areas of the world, but also, through syndication (and the addition of dubbing or subtitles), to some of the most remote areas of the developing world. Lebanon, in recent years has also emerged as a leader in the Arab world entertainment industry, providing soap operas and dramas that are viewed from Morocco and Tunisia to Iraq, Syria, and Yemen.

Educational Television for all

Funded by UNDP and CIDA, WETV has programs that teach film and video-makers in developing countries the basics of writing good scripts, shooting, and packaging. They then select the best their trainees can offer and provide a syndicated forum for them, which is free to participating stations. WETV was responsible for broadcasting programming from the Women's Conference in Beijing and from the Habitat conference in Istanbul, using production crews from the developing and host countries. Many of the programs broadcast by WETV reflect the interests of their donors and so women's issues and education make up a substantial part of their programming, as do environmental and population issues. The founders of WETV will also be responsible for the first global forum on television in the next millennium to be held in November in New York. While it is anticipated that the Forum will primarily attract professionals, members of the public are also invited to attend free of charge to ensure the widest possible diversity in discussing some of the issues related to broadcast television.

Groups of NGOs, funded by donors, are also providing a boost to syndication of programs developed by developing countries. WETV is a forum for developing countries to feature the best they may have in educational fare.

TVE, based in the United Kingdom and funded by various donors, similarly collects the best documentaries (generally but not exclusively produced by developed country crews), dramas, and other related format programs for distribution to stations around the world, offering a huge catalogue of subjects for their clients. The relative high cost of these programs, despite their good quality, means that they can generally be purchased only with donor money.

Local markets and segmentation: Paradoxically, at the same time the globalization trend is accelerating, the liberalization in regulations controlling the media has contributed to a growth in local media providers to serve local markets. Where the majority of media outlets were publicly owned in most developing countries at the time of independence, today there is a plethora of privately-owned stations, from those owned and operated by religious agencies to community and "mom-and-pop" stations. In order to compete with multinational

media providers, these smaller and local mass media outlets have often become less "mass" and more selective, carving out niche audiences for themselves. Their audiences can be segmented according to political, social, economic, religious, or other groupings. In the United States where every market has several radio stations, each has carved out for itself a particular audience. Some have a music format appealing to an audience of a particular age group. Others cater to minority tastes, while still others have a news format catering to professionals and decision-makers.

The proliferation of media sources has also made local broadcasting increasingly important. Segmentation, which allowed advertisers to target key potential audiences with their messages, now allows those promoting a social message to target the most concerned individuals via local channels. In Mali, for example, community radio stations—some owned by a community and others by entrepreneurs—broadcast in local languages with programming that is almost exclusively of local interest. Each station has a reach of only a few kilometers, but collectively they reach over 90 percent of the population and often have more credibility than the government media. These same stations are now linked in networks of country associations, giving them greater opportunity to receive lateral technical assistance and exchange ideas, information, and training resources. Often linked by the Internet as well, these networks provide communication linkages unheard of a decade ago and give an international voice to developing countries.

Commercialization: The push for privatization and/or profitability of government-owned media outlets has consequences for media support of social development and education causes. There is pressure to allow public sector media outlets take on advertising and other forms of income generation. Previously available to assist government-sanctioned projects and activities, these media outlets now require payment for coverage, air time, or print space. Often, unless journalists are paid by the sponsor to attend even the most newsworthy educational events, there will be no coverage. Free airtime made available to government ministries is frequently at inconvenient or late-night hours when the audience is limited.

Most private sector media outlets survive by advertising, which can have pernicious effects on program content and audience, particularly children. In order to attract advertisers and sponsors, media offerings must have wide audience appeal. Unfortunately, many educational programs do not. In 1995, efforts by U.S. television stations to include a certain amount of educational content in each hour of children's programming resulted in a reduced viewing audience, desertion by advertisers, and—ultimately—reinstatement of programs with little

educational value. The frequency of commercial messages aimed at children has also been the subject of controversy. Adds have been criticized for preying on children's gullibility and suggestibility, as in the case of cigarette advertisements in teen magazines, and for influencing program content as promotional efforts. For example, "articles" in teen magazines reflect such dubious educational content as "how to wear makeup" and "how to dress fashionably," and link advice with purchase of the advertisers' products.

Indian FM Radio Channels

In July 1999, the Deccan Herald, an Indian newspaper, reported that the Government of India was opening FM radio channels to private broadcasters only for education and entertainment. Political and social programming is not permitted in the national interest. Stations must be wholly Indian-owned and networking to national and regional broadcasting services is only permitted for programs of national or regional importance, with licenses required to obtain prior government approval.

(www.comminit.com/news/mediabeat/mb_b0027.html)

On the positive side, privatization and commercialization have affected the availability and price of satellite transmission. In the past, satellites were owned by nations, who were the only agencies with the resources to place them in the skies. Often a consortium of countries would collectively lift a satellite into space. ASIASAT and ARABSAT are two such examples. ARABSAT, headquartered in Tunisia, monitors the satellite and makes its multiple channels available for member nations to broadcast their products to other agencies in the network. Today, however, many satellites are privately owned. The cost of leasing a channel on a satellite has lessened considerably so that the availability of global broadcasting has multiplied enormously, providing both a plethora of programs and a huge audiences for marketers. Since satellite air space is allocated by an international telecommunication agency to member countries, it is often the commercial satellite agencies such as Star TV that have been able to rent the air space from smaller countries without their own proprietary satellite, and thus have considerably enlarged their footprint.

Public responsibility of the media: Liberalization and proliferation of media outlets and products have had a significant effect on the kind of information that reaches the public and the ways in which it reaches the public. The philosophical basis for the media also differs considerably from country to country, ranging from lightly regulated to strictly controlled. In the United States, the broadcast media receive their licenses and frequencies from the Federal Communication Commission (FCC); in exchange, the media are expected to be responsible, objective, and provide high quality programming. Rules and regulations ensure that fair practice, equal access, and public service are the predominant considerations in obtaining a license. Content of media is self-regulated,

The television landscape for Filipino children

- Metro Manila residents have access to as many as 100 television channels: 5 VHF stations, 6 UHF stations, and over 80 cable channels.
- Nationwide there are 83 VHF stations, 6 UHF stations and 25 cable channels.
- There are 443 television programs (aired on commercial television stations), 122 of which are considered children's programs.
- Of 919 hours of broadcast time within a week, 212 hours (23 percent) are allocated for children's programs.

Filipino primary school age kids watch:

- 21–28 hours/week
- 1,000–1,344 hours/year
- By age 30, 4–5 years of their lives devoted to television

—*Southeast Asian Foundation for Children's TV 1999*

albeit after threats of public regulation precipitated by egregious examples of violence or sex.

In practice, competition between the media outlets and the need to make money from programming strongly determines content, except on the publicly owned channels, which are subsidized by universities or federal or local governments (and many of these public entities are now forced to compete as well both for audience share and revenues). Advertisers, the primary source of revenue for the media, are drawn to channels that can garner the largest audiences. Quite often this means the type of content that has the broadest possible appeal (usually entertainment) is offered and survives season after season. Rarely do these programs have an educational content. Media specialists note that when the Iron Curtain finally came down and liberalization of the airwaves was possible in Russia and Poland, the first television programs broadcast were pornographic (and the first print materials were pornographic magazines).

The complexities of the broadcast media are mirrored in the press. National, global, and local newspapers cater to diverse audiences with diverse interests. Unlike the broadcast media however, the press—in many countries—has often enjoyed the freedom to be partisan. The press is not expected to have an educational responsibility to the public, merely to provide the public with accurate information, although in many developing countries the primary or sole newspaper will be owned by the government and serve as its mouthpiece. Other print material—such as magazines—may also come under government control and scrutiny.

Perhaps nowhere has the expansion of means to access information been more ubiquitous than in the rise of the Internet. Governments, watchdog groups, and parents are just beginning to struggle with the issues associated with its finance and regulation and with ensuring that harmful or inappropriate information is not available to children.

Overview of current media sector education support

As with the business and religious sectors, this review presents a variety of media sector activities that support both basic and girls' education. It is also illustrative rather than comprehensive. In keeping with the multisectoral approach premise that the media sector (like the business and religious sectors) can act on its own volition and with its own resources to promote social welfare, this study focuses on what the institutions and organizations of the media have done—more or less independently—on behalf of girls' education, rather than on media-based programs offered by other non-media sector entities or on media-savvy techniques to attract publicity.

Maintaining this focus has been especially problematic for a variety of reasons. First, the institutions of the media sector almost always use the media vehicles and technology they control as the basis of their support programs. If they do not, as in the case of educational support programs such as scholarships, etc.—it is generally because the media organization is acting like a business sector organization, using some of its profits for social investment programs. Second, media sector organizations may provide significant support to education activities, but often as partners with other groups, so that it becomes difficult to determine whether and to what extent their contribution is provided without remuneration—or in other words, whether they are acting as profit-making concerns pursuing business as usual. Third, unless a media organization has instituted a specific education service provision program or publicity campaign, much of the sector's support of policy advocacy or opinion-making actions—albeit significant—eludes documentation, recorded only in daily broadcasts or press-runs that disappear into an unending stream of news and information. Consequently, many of the examples provided have not been systematically collected, but rather are offered as illustrations of the different types of support provided by media sector organizations.

Sector landscape

The organization of the media sector has become increasingly complex. Technical advances have had a considerable impact on the relationship between the media sector and education, with the result that there is proliferation of arrangements, formal and nonformal, promoting educational issues, providing services, and influencing policy. Many media outlets are no longer limited to a single channel or to a single geographical market. Table 4.1 is a sketch of the landscape of the types of media organizations that this review has found to be involved in supporting girls' or basic education, according to the four mass media technologies examined. In most of the examples, the name of the media organization, rather than the program it offered, is noted.

International media outlets and foundations are defined here as multinational media organizations that are generally private, for-profit organi-

Table 4.1: Typology of Business Sector Organizations Supporting Girls' Education

Category	Definition	Examples			
		Television	Radio	Press	Internet
International media outlets (and foundations)	Enterprises serving global audiences	CNN (ww), Star TV (Hong Kong), Middle East Broadcasting Doordanshan (India)	BBC World Service (ww), UNDP (ww)		UNICEF, ADEA, BBC News Online, Blackboard.com, Kidsnet
National media outlets (and foundations)	Nationally-based enterprises serving country-specific audience	Channel One (U.S.), ABS-CBN (Philippines), ORTM (Mali), Chaine2 (Morocco), Philippine Children's Television Foundation	Radio Guinea, Radio Programas del Peru, ORTM (Mali)	Madina (Mali), El Diario (El Salvador), Femmes du Maroc (Morocco)	CNN (U.S.)
Local media outlets	Locally-based enterprises serving local audience		ABC (SA), Radio Benkan (Mali) Kati Radio (Mali), Rural radio (Guinea), La Voz Amiga (Peru)	Wheaton Gazette (U.S.)	
Media associations	Coalitions, unions, or service groups of media professionals	National Coalition of Women in the Media (U.S.), Women in the Media (Uganda), Girls' Education Medai Task Force (Guinea)			
Watchdog groups	Groups aimed at informing or regulating media content	ACT (U.S.), UN World Television Forum (ww)			
Public relations organizations	Enterprises organizing media use or support	LeoBarnett (Guatemala), McCann Ericksen (Peru), Ad Council (U.S.)			
Media training/ resource groups	Groups providing training/resources to journalists on specific issues	ADEA (Africa), FAWE (Africa), UNDP (ww), Panos (Africa), IBE (ww), WETV (ww)			

zations serving markets in several different countries. The television news network CNN typifies this group, reaching viewers in numerous countries, as well as providing programs aimed at specific regions. Similarly, the BBC World Service develops and broadcasts radio programs to reach diverse populations around the world with different programs. Such media organizations need not be based in rich countries, however; several international media outlets are based in or serve the developing world, such as StarTV, based in Hong Kong, for the Asian market, Doordanshan for the Indian sub-continent, and Middle East Broadcasting for the Arab world. Because most Web sites can be accessed from around the world, they can all be used internationally, limited only by language and cultural appropriateness.

Women speaking to women

In Cape Verde, Cameroon, India, Surinam, Trinidad/Tobago, Malawi and Nepal, women are creating and running community-based, low-cost radio stations, with assistance from UNESCO. Female ownership of these stations increases the opportunities for female voices to be heard in issues of local and developmental importance. Heimann 1999, *Drum Beat*: www.comminit.com/drum_beat_25.html.

Several Web sites offer language options, such as Blackboard.com.[3] However, a few are geared to the international "market," as in the case of Kidsnet with activities for 14 countries or UNICEF's Women's Wire. In some instances, these organizations have established foundations that will deal with the educational and social investment aspects of their programming. Such is the case with the Ted Turner Foundation and CNN.

National media outlets and foundations are defined here as media organizations—increasingly owned by multinational corporations—that generally serve the national (country-wide or primary city) market in which they are located, although some may be regionally focused. Although media outlets in the developing world are increasingly privately-owned, such as ABS-CBN in the Philippines, there are still many national-level media organizations that are owned by the government. For example, *Office des Radio Television du Mali* (ORTM), *Radio Guinée*, and the *New Vision* newspaper in Uganda are public entities. Some of these organizations may also operate foundations, such as the ABS-CBN Foundation (public service arm of the ABS-CBN Broad-

[3] Distance education using Internet is very much a reality in some parts of the developing world. In 1994 the world map of Internet connectivity showed only two countries in Africa having full Internet connectivity: South Africa and Egypt. To date, there is hardly any country in Africa without some form of connectivity, and almost all countries in Africa can be reached by e-mail, although most connections in Africa are in the primary urban areas, generally capital cities. Several Internet initiatives have been sponsored by donors—the World Bank, USAID, IDRC, and UNDP to name a few. Government agencies and a number of multinational NGOs have also helped to spread access (Dzidonu, *ADEA Newsletter* 1999). The situation in Latin America is equally encouraging. Reported by International Data Corporation in Massachusetts, Latin American connectivity is virtually universal to primary, secondary, and even tertiary cities in most countries. Already these lines are being exploited by long-distance phone companies to provide educational services, distance education, and support services.

casting Network in the Philippines).

Local media outlets are defined here as locally based enterprises serving local audiences within small catchment areas. Rural radio stations are a good example. Radio ownership is widespread in most developing countries, but often the programming disseminated by national radio stations is not adapted to rural, village life, providing little information on topics of local importance. Nor does the local community have the opportunity to participate or have a voice in programs recorded in the distant capital. Rural stations, however—generally privately or community-owned—use small-scale, inexpensive equipment. In very poor countries, both television and newspapers are less likely to be produced at the local level.

Media associations, although not media outlets in the conventional sense of operating a broadcast or print vehicle, are coalitions or groups of media sector professionals that have coalesced around some affinity (e.g., gender or race) or shared cause (e.g., girls' education). Women-in-the-media groups have been particularly active on girls' education and the gender equity issues affecting it in both the United States and in developing countries. In some countries, media groups have been formed specifically around the issue of girls' education, as in Guinea.

Action for Children's television

Peggy Charren, founder of ACT, states that almost everyone in the commercial television business is still trying to figure out how to benefit from children instead of how to benefit them. ACT was instrumental in establishing the Children's Television Act of 1990, which tied child-friendly programming to station licensing. Stations were expected to limit the amount of advertising aired to children, and were required to broadcast programs serving their educational needs. The law also established a process by which citizens could hold stations legally accountable. Including a legal challenge that could lead to loss of the license.
—The Smart Parent's Guide to Kids' TV

Watchdog groups have sprung up (usually nonprofit) to monitor the extent of educational broadcasting/publishing, the quality of programming, and advertising. In many cases, media organizations themselves have established their own monitoring groups to ensure voluntary compliance to standards set by the industry itself, with particular reference to children's programming and educational programming. Some stations—KQED and WGBH—in the United States are very active in supporting children's educational programming and provide guidance to parents. The Philippines Children's Television Foundation both advocates for and produces "quality" programming for children. Although this concept of public responsibility does not necessarily exist or take the same form around the world, both the standards and activism of watchdog groups in the United States and Europe are felt in developing countries because of their impact on the

international media's programming, especially for children.

Public relations organizations are enterprises that organize media use or support. Although not actual media outlets, they are closely associated with it and in several countries have acted to enlist media sector support of girls' education. Leo Barnett in Guatemala and McCannEricksen in Peru developed the multisectoral national awareness campaigns about girls' education, while XXX in Morocco orchestrated the publicity for girls' education surrounding the Caftan 2000 fashion show. In the United States, the Ad Council—a private sector group supported by business and media-related firms—creates timely and compelling public service messages, such as "Smokey Bear" and, most recently, on girls' education.

Mirror or Map: The Impact of Television on Peace and Development

The 1999 UN World Television Forum was an opportunity for television executives and professionals from every region of the globe to talk about television in the new millennium. Entitled "Mirror or Map: The Impact of Television on Peace and Development (18–19 November)," the conference brought together owners and CEOs of commercial stations and networks worldwide, world broadcasting unions, satellite firms, and broadcast personalities such as Tom Brokaw, Charlayne Hunter Gault, and others to discuss five issues, including: "News: Setting the Agenda for Development," "Education: Television as Tutor Development," and "Communicating for Social Change."

UN Press Release

Media training and resource groups have been established, often by international funding agencies, to provide support to media outlets and journalists in covering development issues. They provide training on the issues, communications techniques, and technology use. They also maintain archives of programs and stories that can be used as reference or rebroadcast or republished. Several have included gender issues and girls' education in their programs.

The UN World Television Forum annual conference brings together television executives, professionals, broadcasters, and journalists from around the world to discuss the ways and means of supporting educational and social development.

Sector motivations

There are several reasons for media sector support of education and other social development issues. Given that most media sector organizations are commercial concerns or profit-making businesses, many of the motivations discussed in Chapter 2 also apply to the media sector, with some variation. These are reviewed briefly below.

The ***inherent mission or rationale***—not to mention economic livelihood—of the media, particularly non-entertainment media organizations, is to provide information, news, or opinion that is useful,

of interest, or attractive to its public. Because the education sector holds such a central position in most societies—affecting most children and their parents, accounting for significant proportions of both public and private investments, and providing employment to large numbers of people—it is routinely treated as a topic of media coverage and focus. For example, the media frequently will report on new educational policies or programs, personnel changes, test scores, school schedules, etc.

Education sells newspapers

A typical U.S. community newspaper, the *Wheaton Gazette,* devoted 20 of 50 pages in a typical issue to news relating to education and schools, school performance, student performance, school funding and budgets, school safety, teacher and student standards, and school sports. At election time it reports on school board candidates, public officials' stands on education, bills relating to education, etc. It monitors student test scores and reports on academic achievements of students. These articles are apparently considered newsworthy and of interest by the subscribers, as no funds are paid to the newspaper by the school system for this coverage.

Of course, how educational issues and information are presented is often a function of the political orientation of the media organization, its owners, managers, and journalists. Various media institutions or programs may serve to give certain groups or ideologies a political voice. A media organization may adopt a certain stance on an issue or set of issues because of either its own or its public's interest. For example, in many countries media organizations may be owned by the government and are most likely to promote government policies. Other media organizations may be aligned with opposition parties or have carved a niche for themselves by serving as public-interest watchdogs or advocates.

Regulations or government requirements for allocating either print space or air time to educational issues has compelled several media organizations to—at least minimally—provide support to social issues or improve program content to meet government standards. Government-owned or subsidized media outlets are most affected by this. In the United States, media sector apprehension that government will institute guidelines has compelled media organizations to voluntarily propose and adopt standards.

Good citizenship—or at least its appearance—also motivates many media sector organizations. Involvement in and support of the community through education demonstrate that the media institution is intimately aware of community issues and events, its treatment of these issues is credible and responsible, and it is therefore worthy of viewer/listener/reader attention. This enhanced reputation, legitimacy, and visibility build good public relations, which can translate into a loyal and expanded customer base, attract fee-paying advertisers, and ultimately

is a good business practice that furthers the media organization's self-interest in terms of profitability or at least sustainability.

Finally, ***profitability***—either in monetary terms or in other measures (influence, prestige, audience size)—drives most media organizations, public as well as private. Informative, interesting, or entertaining treatment of social or educational topics of universal or compelling will ensure a wider audience, attract more advertisers, and increase revenue. In some cases, media organizations have provided media equipment, educational services, or materials to schools in order to build name recognition, audience loyalty, and "hook" them into purchasing larger quantities of its product. In the case of Channel One, it provides both free equipment and programming to the schools, but it lards the programs with a substantial amount of advertising to underwrite the programming and turn a profit.

Girls' education support programs, projects, activities, and interventions

This section presents examples of different types of support provided by various media institutions, organizations, and groups, either independently or in partnership with government or donor agencies. The cases, including several from the United States, have been organized into a table, appended in Annex 3, which provides information about the focus, aim, content, purpose, results, implementation mechanisms, and financing for each activity. These areas will be discussed in the text, with description of selected examples.

Rationale for supporting female and girls' education

Relatively little has been recorded about the media sector's rationale for supporting girls' education, probably due in large part to the fact that often media sector support is accomplished as part of its ongoing business of providing information, news, or entertainment to the public. Examination of the many programs reviewed for this study indicates four main reasons. Unlike the other sectors, which tend to justify support in terms of economic growth, social development, or human rights, media sector support appears to be less a function of theoretical rationale and more a function of opportunity.

In many countries, including the United States, girls' education is newsworthy. It can represent a major deficit or failing of the educational system, which affects large proportions of the population. It is the subject of research or analysis that may reveal surprising or scandalous discoveries, as in the case of forced early marriage, schoolgirl pregnancy, or a pattern of harassment by teachers. It also may be the subject of significant public (or donor) investment in remedial programs that are controversial or have ramifications for different sectors of society: parents may wish to learn about scholarship programs, religious leaders may

oppose coeducational classroom policies, business leaders may see a possible public-relations opportunity, teacher unions may lobby for or against girl-friendly school policies, or NGOs may seek additional donor funding. In many countries, girls' education has become a cause célèbre and has been publicized by several noteworthy (and photoworthy) events. The dynamic education minister speaking on its behalf, a celebrity singing about it, glamorous models posing with camera-shy young schoolgirls, girl scholarship recipients shaking the president's hand, and other events have all attracted media coverage in various countries.

Caftan2000

As part of the Caftan2000 fashion event in Morocco, top Parisian fashion models visited the Driss Zerhoun Foyer for Girls with TF1, the major French television channel covering the event. During a press-conference lunch with journalists, the models spoke about girls' education, its importance, and why they want to support it. —Muirragui and Yamouri, May 2000

Girls' education may also fall neatly into certain media sector niche markets, such as the growing number of women's magazines in developing countries, whose readership's interest in the topic is obvious. Several Web sites, internationally accessible, are also devoted to women's issues, such as ivillage.com.

Media attention to and support of girls' education has often been instigated by external groups such as donors, governments, or NGOs. Journalists are routinely invited to both local and international conferences on girls' education, as in the case of the 1998 USAID Educating Girls: A Development Imperative conference, and have returned home to write about its proceedings and the commitments made by their country delegations. They have been included on field trips to visit communities and learn about girls' education firsthand, provided with press releases and other materials to ease their reporting burden, and organized into media task forces for girls' education as part of a national girls' education strategy. Several groups involved in education and girls' education, such as ADEA, FAWE, or UNDP have organized training workshops for broadcast and print journalists to learn about the issues and how to promote girls' education.

Mali women's magazines

In Mali, two women's magazines, both privately owned and featuring development themes, including education, have recently appeared on newsstands. *Jamana* is a French-language magazine intended for an urban, educated audience, reaching out to women policymakers and other women working in the formal sector with articles about women in the arts, education, and NGOs. *Madina* is a glossy magazine that speaks to the country's diverse ethnic groups, and depicts famous Malian women of the past and present. Both have featured stories on girls' education.

Media coverage of girls' education may also be a result of

commercial transactions between groups promoting girls' education and media outlets for media services, ranging from development of media programs to broadcasting or publication service. Donor-funded or government-led national publicity or awareness campaigns will often purchase print space or airtime on television or radio to run promotional spots. But other groups will also pay. In Guatemala, the business sector funded the promotional radio spots and highly visible billboards to increase awareness (Richards in *Frontlines,* February/March 2000).

Focus and aim

The nature of this inquiry—examining the institutions of the mass media, not the technologies—has made research especially challenging. Many different types of media sector support for education and training were reviewed, and many were considered inappropriate for inclusion, either because they did not entail contributions from commercial media organizations, or because public sector media involvement was predominantly compensated by donor funding or had little significance for girls' education. Further, much of the media sector's support of education is conducted as part of it routine operations—rather than through special programs—so it is difficult to pinpoint examples.

While the same analytic framework used for the business and religious sectors is also used to examine media sector support of girls' education, there seemed to be far greater blurring of or crossover among the analytic categories with the media sector. For example, the provision of information on girls' education through radio, television or the press could serve to incline policymakers to certain public sector policy decisions, influence popular opinion, or inform the behaviors or educate the public and/or girls on a variety of topics related to their educational participation. Each section below attempts to provide as clear a definition as possible for activity placement. Three general areas have been addressed in this chapter: girl-specific or targeted activities, general basic education programs for children and adolescents, and general basic education or informational activities that would influence adult support of their children's education.

Policy advocacy programs and activities

This type of action has been defined to encompass those activities that seek to change public sector or government policy, programs, practices and resource allocation on issues that affect female educational opportunities or participation. The actions undertaken by media sector organizations to promote public sector change or reform identified by this review fall into four categories (see Table 4.2).

Advocate reform: Because policymakers are part of the general public, it is difficult to prove with any certainty that a specific media interven-

Table 4.2 Policy Advocacy

Intervention	Description	for Children	with Girls' Content
Advocate reform	basic education	Torres (Ecuador)	J. Mann (US), CNN (ww), FAWE(Africa), Task Force (Guinea); Le matin (Benin)
	gender equity	Washington Post (US)	Other Voice (Uganda); UN Radio (ww); Women in the Media (ww)
Create advocacy skills and bodies	P.R./media use training	UNICEF Int'l Children's Day (ww), KQED (US), Center for Media Ed (US)	Cemina (Brazil), Soundvision (ww), AdCouncil (US)
	advocacy training for journalists	WANAD(Africa), IBE (ww), ABC(SA)	Panos (ww), GreenCom (Mali), NFE (Laos)
Demonstrate good practice	awards	Washington Post (US), Walt Disney	FAWE(Africa)
Leverage public resources	teaching methods	El Diario (El Salvador), Washington Post Homeroom (US), WGBH (US), Blackboard.com(US)	BBC TV World Service (ww)

tion caused them to change public policy or resource allocation in favor of girls' education, although undoubtedly many of the media sector activities described in the following pages have either informed or influenced their decisions. In fact, in the case of girls' education, government leaders and policymakers themselves have often initiated, orchestrated, or authorized many of the national mass media campaigns for its promotion (and in so doing, have created a social demand for girls' education that may have obliged governments to act to an extent never anticipated, thus looping back to influence public policy). Nevertheless, policymakers do comprise a specific audience that can either be targeted by the media or tends to be more attuned to certain media outlets. Well-known examples in the United States include Congressional investigation into the Watergate cover-up spurred by the *Washington Post's* persistent coverage; influence of CNN news coverage of the Gulf War conflict; the attention that public policymakers pay to *New York Times* news analysis on international issues; and television and radio talk-shows—*Face the*

Bringing Education to the Public Sphere: A Journalist's Experience in Guatemala

Rosa Maria Torres is an education journalist (an UNICEF advisor) in Ecuador, who writes a weekly article, a monthly column, and bimonthly editorial for *El Comercio*, the country' largest newspaper. She writes: "Education has been the province of Ministries of Education. Making education the subject of public critical analysis and reflection on a regular basis is entering news and dangerous territory. My articles are critical and polemical enough to raise both anger and praise." Her column about the 6th grade national history test and how she had difficulty passing it occasioned a public debate, as readers tried the test, teachers defended their teaching methods, and the education ministry prepared to scrutinize the exam.
—excerpted from Torres, FORUM, 9/1994

Nation, Meet the Press, D.C. Politics Hour—that are geared to politicians, government policy "wonks" and their advisors, as well as the interested public.

Around the world, the media sector can influence both policymakers and public sector policies, programs, practices, and resource allocations through a variety of means. The political elite depend on information from the media on which to base policy decisions, generate support from other elite and the public, send messages, and have the legitimacy of the political action legitimized by media coverage. The media can influence public opinion to which—in varying degrees—the public sector officials and politicians must respond; it has access to and the means to access information that is not always available to policymakers; and it is specialized in communicating this information in ways that is both readily understood and compelling to its public. Investigative journalism or documentaries, exposure of failed or successful policies or programs, editorials or commentaries urging government action, the conduct of polls, and the provision of print space or airtime for expressions of public opinion (of interest to politicians) are just a few of the media's mechanisms for influencing public policy. Finally, it should not be forgotten that many media sector organizations are profitable businesses, and their owners often exert considerable clout by virtue of their role in the business community, in addition to controlling a powerful podium of communication.

When a Leader Speaks...

In April 1999, U.S. President Bill Clinton criticized Afghanistan's ruling Taliban, because it was preventing girls from attending school, forcing women from the work force, preventing women from traveling alone, and publicly beating women who defied its edicts. *Global news media organizations gave prominent coverage to the story, and the Taliban reacted, disputing the charges.* (Demers 1999)

Education receives a great deal of media coverage in both developed and developing countries because of its social and economic significance, as well as the large numbers of households it affects personally—either through students or employees of the education system. In the United States, publication of school results on standards-of-learning exams, as well as other indicators of school quality, regularly prompts policymakers to react in anticipation of

public outcry and promise—if not implement—educational reforms. In 1993, the *Washington Post's* series on the status of women in developing countries (including girls' education) and the *Economist's* 1995 feature story on girls' education—although informative for all—were more likely to influence U.S. policymaker action in terms of foreign assistance or education budgets than cause any policy action on the part of the general public, other than awareness and pressure on politicians. Similarly, syndicated columnists Judy Mann of the *Washington Post* and Ellen Goodman of the *Boston Globe* have frequently taken public sector policymakers to task on gender equity issues and advocated for investments in girls' and women's education both in the United States and abroad.

At an international level, the media sector has supported programs that are primarily aimed at public sector decision-makers and have implications for public policy. UNICEF and UNDP have teamed with CNN, with funding from the Ted Turner Foundation, to develop and broadcast promotional spots for girls' education (MG, p. 130). With support from the media sector in terms of air time, print space, and even materials, the Forum for African Women Educationalists (FAWE) launched a media campaign informing ministries of education and education professionals about the importance of girls' education. UN Radio produces a program series, *Five Years from Cairo: The Global Population Challenge*, which serves as a scorecard informing both policymakers and the public about progress on commitments made at the Cairo conference. By tracking results and action undertaken on girls' education and other gender equity issues, the program spotlights public sector action and is intended to increase policymaker accountability. Programs are recorded on CD-ROM that can be used by radio journalists for open broadcast.

Educate Girls—Kenya

Philip Ting'aa, a senior agricultural official in Kenya made the comment, recently reported in the *Daily Nation* (9/6/99) that Kenyans did not take girls' education seriously. He included the press in his remarks, which were quoted when he addressed a rally in the Mt. Elgon District. (www.comminit.com/news/mediabeat/mb_a0109.html)

Within developing countries, media sector organizations have advocated reform in both basic education and gender equity issues, including girls' education. In the early 1990s, UNICEF, the Guinean Ministry of Education and the national (government-owned) radio station collaborated on a series of programs about the Jomtien Education for All initiative. The programs' objectives were to inform education authorities and teachers, as well as the public, about the Jomtien recommendations and national reform activities. Girls were identified as major targets, and girls' education was the subject of several programs. The ministry

developed the messages, National Radio produced and broadcast the weekly, five-minute spots, and UNICEF provided materials and equipment (e-mail, Doukore, 5 March 2000).

The media in developing countries also aim some reporting toward policymakers and changing public sector education policy. In Gabon, the national radio and television organization instituted—with the support of the prime minister—a weekly call-in show in which a selected cabinet minister was grilled about his department. In Benin, the privately-owned *Le Matin* newspaper criticized the education ministry for not putting in place compensatory measures needed to deal with the perverse educational effects of the its tuition-fee waiver program for girls in rural areas. Following press coverage and outcry about depleted school budgets, the government was, for the first time, forced to provide operational budgets to the schools. Similarly, in Uganda continuing press coverage of the issue of sexual harassment of girls by school personnel has made the public aware of the national "scandal" and caused Ministry of Education officials to consider ways of protecting girls and acting on the public statutes against such crimes.

Media associations or coalitions can also have a powerful influence on public sector policy. The National Coalition for Women in the Media promotes policy and regulations concerning girls' and women's education in the United States, aiming its efforts at policymakers and political leaders through activities ranging from drafting gender equity law to organizing grassroots mobilization activities. In Uganda, the Women's Media Association produces (with donor funding) the monthly *Other Voice* supplement, which is distributed with the two major national newspapers and addresses women's issues. It also contributes to the weekly women's page published in the national *New Vision* newspaper. In each instance, the group often reports on public policy issues and urges governmental action and policy changes. In Guinea, the Media Task Force on Girls' Education, organized with USAID funding, reports on progress made in realizing the action plans developed under the national girls' education strategy.

Create advocacy skills and bodies: In recognition of the power the media exercises in setting the public policy agenda and its potential to influence policymakers, several media and non-media organizations provided training in communication skills and use of the media to effectively deliver messages or information of social importance. In the United States, the Center for Media Education advocates for changes in public policies governing the media, especially programs aimed at children. It lobbied successfully for the FCC decision requiring a minimum of three hours per week of educational children's television, rates programs for their educational content (E-rate), maintains an online information

What parents need to know

Soundvision.com is an Islamic Web site that serves the worldwide Moslem community. Through it, visitors have access to a wide variety of educational materials, including videos and print materials. Other links lead to advice on how Moslems can work with the public school system and its officials. Educational advocacy materials include:

- 6-Step Guide for Islam in Schools
- 4 Tips for Parents
- 7 Tips for Muslim Students
- A 5th Grade Girls' Experience in School
- Get Involved in the Public System!
- What Parents Need to Know
- Working With Public School Teacher

service, and works with educators, policymakers, journalists, and parents to improve the quality of children's television. KQED in San Francisco, a public education television channel, sponsors the Center for Education and Lifelong Learning, to assist educators and parents assess educational content of programs. It produced books, videotapes, and other materials for teachers, educators, parents, and children, including *The Smart Parent's Guide to Kids' TV,* by Milton Chen. The Ad Council and McGraw-Hill publishing company support a Web site—operated by the Women's College Coalition—to assist teachers and policymakers improve the quality of education for girls, and to help parents advocate for their daughters within the education system.

Some groups specifically target girls' education. UNICEF formed a Special Broadcasters Group, drawing together the talents of leading broadcasters from around the world to help children become effective communicators on children's rights issues, including girls' education. Over two thousand television and radio stations have participated in the 1999 International Day of Children's Broadcasting. Media organizations from around the world assisted children to produce programs and provided for their broadcast. On Brazil's "TV Cultura," young reporters quizzed the minister of education on his plans for the country's schools. In Gambia, children presented a television discussion on the importance of girls' education and interviewed children about it (www.unicef.org).

The Brazil-based CEMINA (Communications and Education on Gender) works with radio stations to develop underprivileged girls' capacity to use the radio for advocacy and social mobilization purposes. The course, "Gender, Social Mobilization and Radio," instructs the girls about incorporating a gender perspective into community radio programs to mobilize their communities and schools to empower young women (e-mail, Renata Affonso, 1 October 1999).

Several groups, few of them media sector organizations provide, either on an ongoing or one-time basis, advocacy training to journalists from the broadcast and print media. The West African News Media

and Development Center (WANAD), a private regional center for media training will spearhead the ADEA program on Communications for Education, aimed at developing ministerial capacity for communication and outreach, on one hand, and improved media understanding of education issues, on the other. Girls' education is one of the issues that will be treated (ADEA Newsletter, April–June 1999). Applied Broadcasting Centre in South Africa has trained over 300 community radio broadcasters from over 40 stations to produce and localize purchased programs through phone-ins, discussions, and news items (*The Drum Beat*, November 1999).

The International Bureau of Education, a UNESCO institute based in Geneva, maintains an online information system in multiple languages that provides information on education for use by educational professionals, policymakers, and journalists. UNESCO has also sponsored a workshop for women journalists from Mediterranean countries to examine why women are ignored by the media and discuss how to ensure that these issues become part of the media agenda (*Sources*, June 1998). Panos, an NGO based in London, provides a database of radio program and journalist training in gender issues to ensure an increase in the quantity and quality of programs supporting women's issues (see box).

Panos Institute

Panos Institute in West Africa is funded by IDRC/Canada, DANIDA, the Netherlands, Ford and Rockefeller Foundations, and SIDA to develop a bank of radio programs for West African community radio stations. The Bank provides half-hour programs on culture, education, democracy, human rights, conflict prevention, etc. Each program has a women's viewpoint. Programs are produced by a network of journalists in 20 African countries. Over 100 such programs are available to be accessed free by stations. To date over 100 stations have used the services of the bank. Programs are in a variety of languages, including many national languages. Panos also provides technical assistance, workshops, evaluations, and other support services to community stations.
(L'Institut Panos—Banque de Programmes Radio)

Other media advocacy programs take place at the national level. In Mali, USAID's GREENCOM project trained radio journalists to produce programs on environment, education, communication, and health issues, often relating to the needs of girls and women. Each program concluded with a "plug" for girls' education. In Laos, broadcasters from local radio stations participated in a UNDP and ministry of education workshop to learn how to teach and to write stories and theater pieces for radio broadcast to increase villagers' appreciation of literacy training, especially for girls and women (*Media Beat*, 22 September 1999).

Demonstrate good practice: By recognizing and publicizing good educational practices, the media sector can support educational change and improvement. In the United States, teacher awards are given by

some media organizations. For example, The Washington Post Educational Foundation annually presents the Outstanding Teacher Awards, which salutes "dedicated teachers who have shown initiative, creativity, and an exceptional degree of professionalism in teaching." Winners are nominated by their communities and selected by their individual school systems in the Washington area. (A similar program exists for school principals.) The Walt Disney Corporation has recently turned these awards into an entertainment event. Its one-hour long Teacher Awards program, presented on the Disney Channel, has the same look as the Academy Awards, including the presence of Hollywood stars, music, and entertainment as part of the event. Organizers hope to entice both adults and children to watch the show, which is paid for partially by Disney and partially by sponsors looking to market to just this audience.

While this is the media sector recognizing the education sector, in Africa the education sector has recognized the media. FAWE presents its Award for Media Excellency to women journalists who have distinguished themselves by covering girls' education and related issues.

Leverage public resources: Several media organizations in the United States and developing countries have programs that offer advice, training, and materials to teachers which, when operationalized by teachers, will put the media sectors' stamp on what goes on inside the classroom. The public television station, WGBH, in Boston, provided online teacher resources (The *Washington Post's* "HomeRoom" page provides similar services. The educational materials developed by *USA Today*, although reflecting national guidelines, also promote interactive teaching. The BBC World Service has developed materials to accompany its broadcasts on lifeskills for girls and women. These materials are used by public sector agencies and professionals. In El Salvador, the newspaper *El Diario de Hoy* has developed teaching modules and materials.

Washington, D.C.-based Blackboard.com was originally established to assist teachers to write lesson plans. It furnishes sample lesson plans that teachers fill out and can keep on file on the Web site, amend later, and use. It has since expanded its services to provide a list of lesson plans to potential teachers and, when some people expressed interest in taking some of the courses, it developed and maintained a student list for teachers, shared student fees with teachers, and has grown into a full-service support activity for education. It is currently translating its Web site and offerings into other languages, so that teachers anywhere in the world with access to a networked computer cand use the sample lesson plans, evaluation and testing models, interactive exercises, and materials from other sectors to integrate (e.g., environment) into lessons (Walker, *Washington Post*, 16 September 1999).

Opinion-making programs and activities

The media plays a pivotal role in influencing public opinion, changing social norms and behaviors, and developing cultural orientations, world views, and beliefs. Opinion-making and formation is a complex, subtle, and inexact function of a variety of tools available to the media sector and its institutions. Popular awareness and understanding of issues can derive from media-provided information, editorials and advocacy, coverage of news and events, dramas and music, presentation of positive or negative images, and exposure to positive or negative role models. The mass media, in particular, exercises tremendous influence, not only because it can determine whether and how to address an issue, but because it can communicate to so many people. This section explores what the media sector has done to influence society in favor of girls' education, and to enlist others in the media community to support girls' education. It also examines briefly what has been done by non-media actors to engage media sector interest.

Raise community awareness: Three types of interventions have been identified.

Routine coverage: By simply covering on a routine basis the topic of girls' education and providing information about it, the media sector can raise public awareness of girls' education and sway opinion in its favor. In the two months leading up to and following the Caftan 2000 fashion show in Morocco, which the women's fashion magazine *Femmes du Maroc* proposed to link to the social issue of girls' education, nearly 70 articles on girls' education appeared in the media (Muirragui and Yamouri 2000).

Headlines from Guinea

Education of girls: A priority (*La Lance*)

Help our daughters recognize their rights (*L'Oeil*)

Girls' education: The media should be more involved (*Horoya*)

Faranah: A region where the education system is making progress for girls (*Horoya*)

To educate girls is to invest in the future (*L'Independent*)

Girls' education: A development imperative (*L'Independent*)

Equity committee head says 'Let's develop partnerships for girls' education' (*Le Lynxx*)

Over a two-year period in Guinea, nearly 50 articles by 26 different journalists and appearing in five publications were published on girls' education (SAGE 1999). These stories approached the topic from several different angles: as a development necessity, as a children's rights issue, as an educational policy issue, reporting on a strategy meeting, quoting a religious leader, highlighting girls' enrollment numbers at the beginning of the school year, profiling the head of the National Equity Committee,

Table 4.3: Opinion-making on behalf of girls' education

Intervention	Description	Examples
Raise Community Awareness	Routine coverage	Guinea, Morocco
	Social marketing Communications campaigns	Ad Council (US), USAID (Mali, Guinea, Malawi)
	Targeted media programs	BBC NHNL, Meena (Asia), Devi (Nepal), 11th grade (Colombia), Girls' Education Day (Guinea), La Voz (Peru), Radio programas (Peru), Rural Radios (Guinea), Radio Kati (Mali), Girls' Future (Malawi)
Enlist media sector support	By media organizations	Women in the Media (Uganda), McCann Ericksen (Peru), Leo Barnett (Guatemala), XX (Morocco)
	By external efforts	USAID (ww, Guinea, Morocco)

describing a project and its activities, highlighting an NGO's work, and following the field visits of a USAID girls' education specialist.

In conjunction with the First National Girls' Education Conference in 1999, the leading newspapers *El Comercio* and the state-owned *El Peruano*, and the magazine *La Presencia* prepared lengthy special reports on girls' education, and have continued to provide coverage of the issues, reporting on research studies and pilot projects.

Social marketing and communications campaigns: Social marketing attempts to harness and choreograph media coverage into coordinated programs to systematically change public attitudes or behaviors. Social marketing and communications campaigns have been undertaken in many countries to increase awareness of and support for girls' education. Most of these have been organized by government and funded by donors, but not exclusively (see box). These campaigns have entailed diverse activities that have involved both public sector and private media organizations. Television, radio, and the press were enlisted to air messages, host talk shows, feature theatrical presentations, etc. Both in Mali and Guinea, well-known singers recorded songs and videos that were then broadcast.

> ***Expect the best from a girl***: **Raising awareness in the United States**
>
> Few Americans realize the disadvantages that their daughters face in school. But the Advertising Council, a private nonprofit organization that enlists the nation's top ad agencies and marketing executives to donate their time and expertise, does.
>
> The Ad Council features a series of advertisements for print with the slogan, "Expect the best from a Girl: That's what you'll get." The campaign shows the similarities between boys and girls and shows how peers and parents have greater influence over the choices girls make in life than does the girl's innate abilities. They stress that differences in achievement stem from differences in expectations for success and different experiences. They then inform parents what they can do at home, and at school to be advocates and supporters for their girl children.
> *(www.academic.org)*

One of the best-known campaigns in girls' education was conducted in Malawi. Although the mass media in a country like Malawi (where the illiteracy rate is very high and radios are not a common household item) is not a primary channel of communication with the rural majority, the state-controlled radio and daily papers featured stories on factors affecting girls' education and on positive role models. Achievements made in girls' education were aired to motivate, as well as educate, others on how to promote girls' education. In some cases, following a radio or newspaper feature on a community's successful effort to solve the constraints to girls' education, other communities would follow suit (Pemba 20 May 2000).

Targeted media programs: While social marketing programs use a variety of media and communications tools and techniques, some specific media offerings stand out. In many cases, these programs served as centerpieces of larger communications campaigns.

Soap opera dramas are a popular form of entertainment around the world, and are one type of program that is frequently produced locally in developing countries. Almost by definition, these programs deal with social issues, although not always constructively. However, several television and radio serials have been created to support girls education. The BBC World Service has created *New Home, New Life* radio drama for returning Afghan refugees, and UNICEF—with many media sector partners—offers the popular *Meena* televised series (described below). In Colombia, the television soap opera *Grado Onze* (Eleventh Grade) depicts the life of high school students, and is noted for showing girls in a unprecedented progressive and positive light, as serious and ambitious students. Broadcast nationally on a private sector channel, the serial is produced by a for-profit television production company, one of several revenue-producing concerns owned by the nonprofit *Fundación Social*. Television dramas in other countries have taken on the issue of "sugar daddies" who prey on school girls (MNET in South Africa) and education as a path to a better life (and retribution) for the scorned, divorced woman (Egypt).

Devi was the first televised soap opera in Nepal with built-in social messages. The story, which follows the life, travails, and triumphs of a young girl as she grows to womanhood, sends particularly positive messages about girls' education. The 15- minute drama is the centerpiece of a weekly health information series *Sanjeev*i (detailed in a later section). The television series is a joint venture between different government agencies, Nepal Television, and UNICEF/Nepal. An impact study showed that *Devi* attracted a dedicated set of viewers, particularly in rural and semi-urban areas. Fifty-eight percent of respondents surveyed said they learned that female education is of primary importance to community development, although only 13 percent reported learning that sons and daughters should have equal rights (see box).

The media has also presented special informational programs. Radio is particularly effective in reaching rural populations. In Guinea, six rural radio stations have developed and are airing programs on girls' education in local languages. The first National Girls' Education Day in 1999 was celebrated with well-known community leaders broadcasting over these stations and national radio (and television). (Lartique in *Frontlines*, March 2000) In Malawi, *Tsogolo la Atsikana* (For our Girls' Future) became a weekly staple, as parents and children gathered to listen to broadcasts of what other communities and districts were doing to support girls' education (Pemba, 5/20/00). *Radio Kati*, which serves a large community on the outskirts of Bamako, developed with a local NGO and aired a series of programs on girls' education and girls' rights, which featured special guest interviews, roundtable discussions, and call-in programs. In Peru, the local radio station *La Voz Amiga de Huamanga*, in the rural city of Ayacucho, broadcast a three-month series of daily programs on girls' education in Quechua and Spanish, with air time subsidized by the New Horizons Project. *Radio Programas del Peru*, the country' leading radio station, produced a publicity spot on girls' education, but requires funding to broadcast (e-mail from Lazarte, March 2000).

The Devi story...so far

Devi is a 16-year old girl who lives in a rural village with her parents. Devi is illiterate, her parents having never seen the need to send her to school. Devi's parents have located a suitable groom who has completed intermediate school. But when the groom learns that his proposed bride can't read, he breaks the engagement. Humiliated but determined, Devi joins a literacy class and rejects other suitors. Four years later, she passes the school leaving exam and becomes the village schoolteacher. Inspired by her example, villagers start sending their daughters to school. Devi's intelligence and dedication impress a health NGO, which sends her for professional training. She establishes a health center in her village, and dispenses care and advice that slowly change villagers' attitudes and practices. Her skills and reputation grow. One day, a father brings in his injured child. He is the suitor who had rejected her, but Devi thanks him for providing the inspiration to educate herself. At age 25, Devi marries a soul mate who helped her set up the village health clinic.—Sanjeevi: A Report, May 1997

Enlist media sector support: Several media sector groups and professionals have acted to enlist media sector support. Previously discussed, professional women-in-the-media groups have been active in publicizing girls' education and gender issues to fellow journalists and enlisting media-outlet support for disseminating their message. Journalists who have participated in the some of the training programs mentioned earlier have also "enlightened" their colleagues. However, it is the public relation firms that have made it their mission in some countries to engage media attention and support for girls' education. In Morocco, a female-owned public relations firm planned and organized the events, photo opportunities, and interviews that ignited the media coverage for girls' education during the annual fashion event Caftan 2000. The Leo Barnett public relations firm in Guatemala developed the publicity campaign launched by the non-governmental Association for Girls' Education. In Peru, McCann Ericksen volunteered to help the Girls' Education Network develop a television campaign, including producing the spot, contacting the networks, and raising funds. So far, one television spot has aired on two channels and two more are planned.

More prominent have been the non-media sector groups that have worked to attract media attention and support. Including members of the media among the country delegations participating in the 1998 USAID-sponsored conference, Educating Girls: A Development Imperative, resulted in heightened coverage in-country. In Morocco, the effect was more than just press space. *Femmes du Maroc* magazine, which had been a member of the Moroccan delegation, enlisted the support of its own and other journalists to raise money for a girls' scholarship fund (Muirragui and Yamouri 2000).

When the USAID Girls' and Women's Education project in Morocco found that the journalists at the major newspapers did not see girls' education as a topic of interest or priority, they turned to the rural radio stations that serve wide audiences in remote regions, where girls' educational participation is low. The project organized roundtable discussions for 25 journalists, primarily from rural radio stations, and provided them information and data about girls' education. Lunchtime discussions were held with a high profile, outspoken feminist professor, a personage of interest to the media, and ideas for broadcasts about girls' education were suggested. Twelve broadcasts resulted from the sessions (personal communication, Yamouri, March 2000).

The Girls' and Women's Education Project in Guinea, financed by USAID, also undertook to systematically engage the media in the issue of girls' education. A Girls' Education Media Task Force, comprising media professionals from television, radio, and print media, was

established to form a working partnership with the project and develop a communication strategy on girls' education. Journalists' interest in and knowledge of the topic was increased by including them in field visits to conduct research in villages, engaging them as focus-group facilitators in village discussions about girls' educational participation, including them as stakeholders in the development of a national girls' education strategy, and providing them with training and assistance in preparing media programs. On a field visit to monitor and report on progress, the media contingent found that in one community efforts had stalled from lack of resources. They raised funds among themselves and colleagues to purchase the paint necessary to complete the rehabilitation of the school building.

Service provision

Within education, the mass media—especially radio and television—are probably best known for their use as a means of delivering instructional services to both children and adults, in order to overcome the absence of or deficiencies in regular classroom instruction—whether it be the lack of schools, qualified teachers, or instructional materials. One of the first mediated classroom attempts in the United States entailed live radio broadcasts beamed into elementary school classrooms from an airplane flying overhead one hour each day. Less heroic, but equally innovative, were distance education experiments in Niger and India in the 1960s that placed television receivers in rural villages and broadcast support classes for primary school children by day and adult classes on a variety of subjects by night in order to extend the education system, bolster teacher performance, and disseminate knowledge and information essential to development. Over the decades, these have been followed by many other programs and today interactive radio instruction (IRI) and televised instructional programs for schools, teachers, and parents are features of many developing country education systems.

Less celebrated, but probably more ubiquitous, are the educational services provided by news organizations, either via print or Internet. Many papers offer education pages that provide resource materials for schools and teachers, as well as interesting articles for children. Other technologies are also beginning to make an impact in both developed and developing countries. The rapid growth of Internet access has been matched by the rate of growth of Internet support services, particularly in the field of education. A plethora of Web sites supplying everything to education from products and textbooks to curriculum content and services has emerged. By far the majority of these sites are privately funded, supported by advertising or subscriber fees. Many of the sites mirror services offered through other technical activities, either television, radio, or press, but several are exclusively Internet offerings.

The selected examples below illustrate support of girls' and women's education, as well as basic education, by the mass media, and involve the support of both public and private media organizations. Table 4.4 delineates the both the educational programs surveyed that benefit all children, including girls, as well as those specifically aimed at girls.

Preschool Provision: For over 30 years, the television program *Sesame Street*, produced in the United States by the Children's Television Workshop, has reigned as the premier media vehicle for supporting preschool education. It is broadcast in over 70 markets and in several languages. Twenty international coproductions—including South Africa and Egypt—have adapted the series to accommodate the local

Table 4.4: Service Provision on behalf of girls, women and basic education

Intervention	Description	For Children	With Girls' Content
Preschool	School readiness, values	Sesame Street (ww), Batibot (Philippines), SA (Philippines), Mr. Rogers (ww)	Sesame Street (ww)
Primary and secondary schooling	Academic	Telesecundaria (Mexico)	REACH (Afghan), Kidsnet (ww)
	Science education	1-2-3 Contact (US), Sine'skwela (Philippines), The Lab (ww)	1-2-3 Contact (US)
	Life skills, health		Meena (Asia), Soul City (Zambia), BBC (ww)
	Teacher training/ support	Constel (Philippines), IRI (Costa Rica), Blackboard.com (US)	CMAN (ww)
	Current affairs	Channel One (US)*, CNN Newsroom (US), BBC (ww), *Washington Post* (US), *El Diario* (El Salvador)	
	Scholarships		Miss America (US), Caftan2000 (Morocco)
Women's education	Health instruction, life skills		Sanjeevi (Nepal), 5 Years (ww), NHNL (Afghanistan)

Sesame Street targets girls in Egypt

Alam Simsim, the Arabic version of the acclaimed "Sesame Street" series, recently debuted on Egyptian television, this time with a special mission: to promote girls' education. Two seasons of 65 half-hour episodes will portray young girls as active, equal participants in every episode and encourage girls' early and continued education. The series is intended to contribute to increased girls' enrollment, as it provides positive role models to counter community and family reluctance to educate young girls. As elsewhere, it will also aim to improve literacy and numeracy skills for millions of Egyptian preschoolers and early primary grade schoolchildren, many of whom are ill-prepared for early school success. With USAID funding, the Children's Television Workshop has worked closely with an Egyptian coproducer to establish a sustainable world-class educational television production company in Egypt. The Egyptian Ministries of Education and Information have also collaborated on the project. (*USAID Frontlines*, February/ March 2000)

culture. Intended to improve the learning skills of boys and girls through early primary school, the program uses a rapid-paced entertainment format. Although *Sesame Street* has not exclusively targeted girls (see box), it has emphasized in its U.S. programs the tolerance of diversity, featuring girls and women as sympathetic and able characters, hosts, and guests. Similarly, the well known and globally broadcast *Mr. Rogers' Neighborhood* television show for preschoolers showcases female characters or guests in positive ways.

A similar television program, *Batibot*, has aired on Philippines television for 15 years, providing preschool reading, numbers, and values education. Both *Sesame Street* and *Batibot* rely on a combination of public sector funding and corporate sponsorship, with the former partially self-financing through licensing and product sales and the latter through advertising. In Africa, the Nigerian Television Authority has established an educational television unit to develop and produce 130 episodes of a preschool education program, based on the *Sesame Street* model. With support from the World Bank, UNICEF and the Bernard Van Leer Foundation, the NTA will contribute $1.71 million of its own funds (www.worldbank.org/children/ecd/books/8.htm).

The Philippines village-based Parents Effectiveness Service developed the radio-based *ECD School of the Air,* to teach parents about early childhood development. Its Filipino *Family of the Air* program, which reaches 80 percent of households, has included girls' education issues along with instruction on parenting, child abuse, and health issues. In order to attract listeners, the instructional program was followed by a more entertaining 30-minute radio magazine (www.worldbank.org/ children/ecd/books/8.htm).

Primary and secondary education: Numerous programs have been put in place to provide a diverse array of educational services to primary and secondary students. These range from providing the complete academic curriculum in places where schools or trained teachers are

unavailable to providing supplemental instruction in special subject areas (e.g., science, health, life skills, and current affairs), to teacher training and support. Those discussed below are notable either for their focus on girls' education or the role of media institutions in their support or provision.

Academic curriculum: Created over three decades ago, the *Telesecondaria* program in Mexico is a well known model of distance education, funded by the Mexican Ministry of Education. It reaches nearly one million secondary students in rural areas with televised broadcasts that provide both the comprehensive academic curriculum and supplementary programs. However, the program does not include girl-focused segments or materials.

Aimed primarily at girls is the Radio Education for Afghan Children (REACH) program. Reacting to the conservative Government of Afghanistan's severe restrictions on girls attending school and women leaving their homes to serve as teachers, the BBC World Service—with technical assistance from Media Action International—launched a radio-based *School-of-the-Air* in 1999 to ensure that girls still had access to a basic education. The program provides the full primary school curriculum (K–6) through an IRI format directly to children who have access to radios in their homes. The program is funded primarily by the European Union, with assistance from UNICEF, CIDA, UNESCO, and the BBC. Several national committees composed of citizens' groups also raise funds for specific programs. Widespread outrage at the injustice of throwing girls out of school generated a great deal of money for this activity, which bypasses the government.

In Kosovo, the BBC—with initial DfID funding—is supporting a similar concept for Albanian and Kosovar refugees. The *Children's Radio Club* will broadcast daily programs focusing on basic science, literacy, and cultural topics, and will include reports by children relating to their own experiences. A team will train local radio producers and work with teachers, local representatives of UNICEF, and NGOs. Similarly, *Radio Telecommunication Français* (RTF) has overseas broadcasts that are also educational, aimed primarily at West African Francophone countries (www.comminit.com/drum_beat_25.html).

Kidsnet is a U.S.-based interactive Web site with linkages to 14 countries, including developing countries like Malaysia and Egypt. It offers educational and informational resources from a variety of organizations (including media) for children from preschool through high school, ranging from homework assistance to social studies to online chats with scientists. For example, the "Science Friday Kids Connection" is sponsored by National Public Radio Outreach, while "Homework Help" is sponsored by the *Star Tribune*. In addition to providing

educational materials to enhance learning and improve intellectual skills in academic disciplines, Kidsnet programs address many social and health issues. Adhering to a strict "media philosophy," Kidsnet allows no advertising, is designed to be free of gender and racial stereotypes, and seeks to encourage awareness of "pro-social behavior and relationships." Offered free of charge to users, Kidsnet receives funding from a mix of corporate and foundation sponsorship (www.kidsnet.org).

Science education: The media has been used to support several science education programs. In the United States, *1-2-3 Contact* was a television-based *Sesame Street* spinoff produced by the Children's Television Workshop that aired in the 1970s and 1980s for older children in primary and middle school. The series, which was intended to supplement science and math education in schools, included girls among its actors to encourage girls' interest in science, and was broadcast in early afternoon for children returning from school. Although the series is no longer on the air, it is marketed in videotape format overseas. *PARENTS Magazine,* a commercial publication that provides parenting advice, frequently features girl-focused articles, such as how to help girls overcome fear of science.

Educational television in the Philippines

The ABS-CBN Foundation, the socio-civic arm of the ABS-CBN Broadcasting Corporation, airs five half-hour educational television shows, all for elementary school children. These include "Sine'skwela" (science), "*Hirayamanawari*" (values), "*Baynia*" (national heroes), "*Math-tinik*" (math), and "Epo-Apple" (English). Through an exclusive agreement with the Filipino Department of Education, Culture and Sports, these programs are "mandatory" viewing for school children. Under development is "*Bantay Bata* 163" (Guard the Children) television program—based on an abuse hotline—which will feature some cases and educate parents on child abuse, discipline, and other child-rearing concerns. *Peachy Gonzalez-Fernando, ABS-CBN Foundation, Inc. (personal communication)*

Although there is no girl-specific focus, girls have benefited from *Sine'swela* (School on the Air), a television science show broadcast daily to all Filipino public primary schools, reaching five million children. Content matter supplements the academic science curriculum, but is enhanced by feature stories. Evaluations indicate that girls' performance has increased in science subjects. The program is a mix of public and private sector sponsorship: the commercial ABS-CBN Broadcasting Corporation provides free airtime daily, corporate sponsors pay for production (but do not receive advertising spots), and the government provides curriculum content support and monitors student performance. Donors occasionally underwrite the development and airing of special programs, as USAID has for an environmental program on coral reefs.

The BBC World Service broadcasts globally in English the weekly radio science show *The Lab,* which presents serious and entertaining

stories from the world of science and technology. Aimed at children both in and out of school, programming includes features such as "Farming World," quizzes on weather, interviews with famous scientists (including women such as Jane Goodall), and brain teasers. Some of the programming is tied to the GCE examination at the end of middle schools, and audiences include many Commonwealth countries.

Magazines are widely read and subscribed to in the United States, with several dedicated to children and adolescents. Some magazines have a serious educational content (e.g., *Ranger Rick, Cricket, Highlights,* and *Green Teacher*). *The Electric Company* and *1-2-3 Contact,* both television spinoffs of *Sesame Street,* also aimed science magazines at the primary school and junior high set. Private sector agencies also provide non-traditional, nonformal print materials for children. NGOs such as the World Wildlife Federation and Conservation International provide many educational materials for children, some free, others at cost. Most major museums, aquariums, and parks in the United States carry educational print materials, free or at modest cost. Even parastatals and unlikely agencies such as local energy companies (e.g., Pepco in the Washington, D.C. area) produce children's educational material with a science orientation.

The same print market for children is not as apparent in other countries, but even in poor countries there are magazines that reach a niche market. In Botswana, a children's radio show and magazine are produced through the efforts of the Kalahari Conservation Association, a group seeking to educate children about their environment. Subsidized by the United Nations Environment Program, copy-ready material is furnished to conservation societies around the continent, which then adapt it to local interests and needs. The magazines are often sold on the local market to ensure their sustainability.

The services provided by the Internet are opening the school to real-time and real-world activities that place students in a self-learning mode. Several international programs have a science theme. Children whose schools are connected to GLOBE, the U.S. primary school Internet science activity supported with both public and private sector funding, can speak with other children globally in the GLOBE system, take measures of weather, send the data back to NASA for inclusion in real databases, and can chat with NASA and other scientists about science questions they may have.

Life-skills and health education: Several media-based programs provide life-skills and/or health education either aimed at or containing special significance for girls. Those described below are independent of the formal school curricula, and are therefore useful to girls both in and out of school.

Reacting to the extreme discrimination against girls in the region, the South Asian Association of Regional Cooperation (SAARC) named the 1990s the "Decade of the Girl Child." To bring about a transformation in the status of girls, a radical and creative mass communication project—the Meena Communication Initiative (MCI)—was launched in 1998 with funding from UNICEF, other bilateral donors, and ministries of information/broadcasting and women's affairs. Comprising a multimedia package of 13 animated films, videos, radio series, comic books, posters, discussion guides, and other materials, the MCI reaches 11 countries in South and Southeast Asia (Bangladesh, Bhutan, Cambodia, Fiji, India, Indonesia, Laos, Nepal, Pakistan, Sri Lanka, and Vietnam). The first *Meena* film has now been dubbed into 30 languages. A video narrated by Peter Ustinov, describing the situation of women and girls in the region, is available for public dissemination.

Meena's star shining for girls

From infancy, girls in South Asia are treated as inferior to boys and raised to accept a subordinate role. The birth of a boy is celebrated; the birth of a girl often greeted with despair as an unwanted financial burden. Girls suffer higher rates of mortality and malnutrition, received less medical attention, and—if ever enrolled in school—may be withdrawn at puberty to prepare her for marriage. Economic pressures have contributed to sex-trafficking of girls and women. No longer guaranteed the protection afforded by traditional society, girls are not equipped with the knowledge, skills, and confidence to cope with a changing world.

The Meena Communication Initiative intends to change this. The Meena stories are full of fun and adventure. Face with real life situations, the courageous young Meena demonstrates her ability to negotiate, persuade, and never give up. She challenges the traditional thinking that keeps girls out of school, belittles their intelligence, loads them with household chores, marries them early, and provides them with less food. She has become a dynamic role model for girls, and is quickly becoming an entertainment star and household name in the region, a powerful symbol and advocate for girls. Meena was appointed the official "ambassador" of the December 1998 International Children's Day of Broadcasting, reaching more than 2,000 broadcasters in more than 100 countries. A special Meena stamp was released by the Indian Department of Post and Telegraphs. The prime-time "Meena Talk Show," featured on Doordashan, (the largest network in India) gathers parents, children, and experts to discuss the issues raised in a Meena film. *Parent UNICEF/South Asia—Fifth Progress and Utilization report to the Government of Norway.*

The MCI aims at changing perceptions and behaviors that hamper the survival, protection, and development of children, especially girls. Using an "edu-tainment" format based on surveys of children, the MCI provides children with information about health, nutrition, birth spacing, life skills, self-esteem, and social behaviors. Notably, it also includes messages about girls' education and children's rights. Topics covered in the first *Meena* series are: girls' right to education, coping with school/teasing, equal household work and nutrition, rejecting the practice of dowry, raising the age of marriage. Extensive research underpins the program which offers positive insights from which families and communities can learn.

Dramatic and humorous story lines center on a young girl (Meena) and her brother

(Rajiv), whose life experiences mirror the discrimination against girls found in the region. The programs shows Meena in a positive role making positive decisions to improve her life, not simply as a young victim of discrimination. A 1999 evaluation showed that, after one year, the single most important message families gained from watching the series was indeed the importance of providing girls with education. The series is now looking for sponsorship, as the initial commitment by UNICEF has expired.

Soul City, a nonprofit group in South Africa, has a similar goal of improving the lives of girls and women. Funded by the European Union and private corporate sponsors in South Africa, Soul City initially produced a radio series on life skills for women. The materials it has developed for schools contain information of particular benefit to girls, such as sexuality, reproductive health, HIV/AIDS, self-esteem, and other life skills. A new series in the works will focus on children at preschool and primary age, with messages about girls' education. Soul City links with the media to provide materials, air time, and other support services to keep their series alive and popular. Newspapers promote the series through free advertising space, and the broadcast media provide promotional spots and public service announcements of the messages embedded in the series (www.soulcity.org).

The BBC World Service airs a radio program whose objective is to improve the life skills of girls and women in English-speaking countries an enjoys a global listenership. The multimedia mix includes broadcasts, pamphlets, and booklets on a variety of topics, such as sex, HIV/AIDS, drug education, children's rights, English language education, child development, and motherhood. Although intended to be used in schools or listened to at home, the series has proved useful to agencies and professionals (e.g., social workers, lawyers, health workers) working with girls and women.

Current affairs: Perhaps the most obvious intersection between the news media and the school is the area of current affairs or news events.

CNN Newsroom is commercial-free cable television instructional program offered free of charge by Turner Learning, Inc. to U.S. schools to "bring the world into their classrooms." Daily feature desks focus on a range of topics, in-depth news stories, and coverage of world and regional events. The programming has been designed for students (K–18) and is intended to complement classroom instruction and allow the teacher to integrate all or parts of the program into the curriculum. An instructional program for teachers is provided through the companion Web site, which links to CNN video libraries, lesson plan banks, and other services. The *Turner Learning Field Trip* uses a combination of print, video, and online computer technologies for a

Cultural imperative of television news in Malaysia

The Star/Asia News Network—July 26,1999

Kulai—Parents in the southern Malaysian state of Johor have been urged to encourage their children to watch the news on Malaysian television channels instead of Singapore channels. Government backbencher Lim Si Cheng said children in the state hardly watched local television, especially the news by Radio Television Malaysia, preferring instead to tune in to the various channels from Singapore. He said parents should make it a point to watch the local news with their children, who would be at the losing end when it came to learning Bahasa Malaysia, the country's national language. *Reported in The Media Beat, www.comminit.com/news/mediabeat/mbn*

series of project-centered, theme-based interdisciplinary curriculum units that contain activities appropriate for grades 4–12. A teacher's resource book provides specially designed activities, assessment, and curriculum connections to help the themes featured in the field trip come to life. Both *CNN Newsroom* and *Field Trip* feature online chats with experts and information exchange. Neither program has any specific girls' education content, but the Internet-based components are available to English-speaking classrooms worldwide (www.turnerlearning.com).

Similar in concept, the *Channel One News*, produced by the Channel One Network, beams via satellite 12-minute newscasts daily to 8 million students in 12 thousand middle and high schools around the country. The program, which uses a fast-paced and stylish MTV-type format, features stories on breaking news and issues that affect the world, the nation, and specifically American teenagers. School systems are provided the program as well as the equipment free of charge. The critical difference between *Channel One News* and the CNN programs (and a source of controversy) is that two minutes of the former are devoted to commercial advertising, and about eight minutes to "soft" stories generally tied to some commercial product. Channel One also maintains an online "discussion area" for young people to talk over the news received via its broadcasts. Although there is no specific girls' education content, critics maintain that it sends negative messages about body image and reinforces gender stereotypes. Women are substantially underrepresented, accounting for 9 percent of sources and 7 percent of source time, although their presence rises to about 40 percent in the stories covering social issues.

The BBC On-line Network, like many other news media organizations, provides free online news and information for and about schools, primarily for domestic consumption, but accessible globally. Stories cover current affairs and social issues for use by classroom teachers, as well as information about school-community linkages. Although there is no specific girls' education focus, observations show that the online images often show girls' in active leadership roles. Danish Radio's *On-Line* offers a special Africa section available for secondary schools in Africa.

Several newspapers in the United States provide a variety of educational services and materials, centered around current affairs and the news, for primary and secondary school students and their teachers. Many are participants in the Newspaper Association of America Foundation's Newspaper in Education (NIE) program. For example, the *Washington Post* publishes in its daily newspaper "KidsPost," which presents news stories, analysis, and even pop quizzes. A "companion" Web site presents features, news, photos, games, reader polls, and chatrooms. Girls' education issues are occasionally addressed. The feature story on girls' education examined the lives of two young girls in Senegal and why one goes to school and the other does not, as well as presented statistics on girls' educational participation, the reasons for low enrollment, its remedies and what "American kids can do" ("No School and Not Happy about It," 30 May 2000).

Newspapers in education in the United States

Inside the Washington Post puts 1.6 million newspapers into over 700 schools every year, helping educators enrich classroom learning and developing students' academic skills. The newspaper is used to enhance reading, writing, critical thinking, and communication skills with students of all skill levels ranging from grades 1 through 12. The program is designed to fit into any curriculum and can be integrated into language arts, science, history, civics, and mathematics lessons. The only cost of the program is the daily newspaper, offered at half price ($0.13 per day). The teachers' manual, on-site training and newsletter are all free, as are additional education supplements and programs. Throughout the year, corporate donations to the program make papers available to schools at no cost, providing a class a set of newspapers for an entire year of school. (www.washingtonpost.com)

Similarly, *USA Today's* education development department has produced a guide *How to Teach Math With USA Today* to assist educators to use the newspaper as a "'real-world' text that helps students put numbers to work in their daily lives." Targeting grades 3–8 and based on the national Council of Teachers of Mathematics standards, it leads teachers through 10 math topics, with suggestions for activities, instructional objectives, and discussion questions. "Stat Snaps" use daily news items to involve students in reading critical thinking and basic statistics. Although it does not address girls specifically, its focus on baseball as a heuristic tool may have less appeal and meaning to girls than boys (*USA Today* 1993).

The use of newsprint as a cheap and timely teaching tool is even more compelling in poor countries. El Salvador's well-known daily newspaper, *El Diario de Hoy*, disseminates curricular and didactic materials to primary schools throughout the country in order to provide high quality/low cost reading materials, supply educators and parents with instructional materials, and train teachers in participatory teaching techniques. Although there is no girl-specific content, it does aim to reach under-resourced and rural schools. It produces weekly education supplements

entitled *The Children and Us* and a weekly index of learning activities—such as science experiments—that can be used by both teachers and parents interested in supporting their children at home. Approximately 40 supplements are published each for the first and second cycles of primary education, and the topics and materials relate directly to the four basic subject areas covered by the public school curricula. Its project, *El Diario de Hoy* in School, trains representatives from 100 schools in each department in the country and from each grade to use newspaper articles and materials as low-cost didactic resources. Teachers share the course activities they designed solely with the materials from the newspaper. In collaboration with the Ministry of Education, its "Student Social Service *El Diario de Hoy*" project mobilizes high school students from wealthier, urban communities to collect the "Children and Us" supplements and train them to assemble them into books, which are then donated to public schools in rural or marginal urban areas. The objective is to distribute one book per student in each receiving school, and to match the daily run of the newspaper so that no issue goes unused (Puryear 1997).

Teacher training: Teacher support is central to many of the programs described above. However, the media have been used in numerous instances to train teachers. Several joint donor-government projects—in Nepal, Papua New Guinea, and the Dominican Republic, for example—have used interactive radio instruction to provide or augment preservice, inservice, or recertification training. Most often, government-owned broadcast facilities are used. Currently, the Philippines government—with some corporate foundation funding—is televising *Classroom of the Air* teacher-training program for science education, which emphasizes interactive methods. In Costa Rica, the government with donor assistance is providing distance training for teachers via radio on the management of multigrade classrooms as well as environmental education.

None of these appears to incorporate any girl-focused content. The Canadian Media Awareness Network, which unites a broad variety of services and institutions, does address some of the gender equity issues that affect girls in the curriculum guides and teaching materials its provides for teachers as part of its mandate to promote tolerance and racial understanding. Its funding mix includes donors, governments, and support by the nonprofit organizations that compose its network.

Scholarships: While the yearly television broadcast of the *Miss America Pageant* has become an annual ritual for millions of American viewers and fodder for many social critics, one aspect of the program is not widely known or acknowledged. The $30 million it awards annually to contestant finalists and semifinalists in the local, state, and national

Haute Couture Takes on Girls' Education in Morocco

Since 1996, the USAID-supported Girls' Education Activity in Morocco has worked to engage print, radio, and television media and their journalists in support of girls' education through a series of meetings, roundtable discussions, and press conferences. Although numerous articles were published in the leading local newspapers and radio programs addressed the issue, sustained media attention was difficult to maintain. However, in late 1999, the glossy high-fashion *Femmes du Maroc* magazine featured an article on girls' education and the locally-supported girls' scholarship fund. Within weeks of its publication, the magazine proposed using an annual fashion event, Caftan 2000, as the vehicle for attracting media support, public attention, and raising scholarship funds. The Caftan 2000 showcased the creations of leading Moroccan and European fashion designers worn by top Parisian models. Prominently featured in the frenzy of publicity leading up to and surrounding the event was girls' education. Within two months, 67 articles appeared in the media on girls' education, national television Channel 2 ran a three-minute piece on girls' education for two weeks, and the fashion show—as well as the models' visit to a girls' boarding school benefiting from the scholarships—was covered by three television stations and numerous other media. A local public relations firm donated its services to orchestrate the event, and a television station and several corporate donors sponsored the event and paid for associated expenses, including hotel and travel.

Over $10 thousand was collected for the girls' scholarship fund, and in-kind contributions—land, equipment, and appliances—were made for girls' boarding facilities. But more importantly, the event generated a high demand for information on girls' education by the media—which in the past often required payment for coverage. In March 2000, GEA coordinated a trip for the 100 girls' scholarship recipients to visit the capital to meet the minister of education, with the various media organizations vying for exclusive coverage. *Femmes du Maroc*—which started it all—will publish the story.

Interview with Najat Yamouri, GEA Country Coordinator, April 2000.

competitions makes it the largest provider of scholarship funds to girls and young women in the world. In response to the controversy it engenders and to acknowledge changes in the status of American women, the pageant and its sponsors in recent years have attempted to inject positive and progressive messages about female intellect and abilities and roles in professional, political, and social life to offset criticism that it is uniquely a beauty pageant. Consequently, it has increasingly emphasized the educational and professional accomplishments of the contestants. The pageant is privately funded by a combination of corporate sponsorship, the NBC television network, and advertising. Other beauty pageants around the world—such as Miss Universe—also are supported in part by media organizations, and make claims—often publicly disputed—about providing scholarships.

The fashion industry and associated media organizations, ranging from *Femmes du Maroc* magazine to local television stations in Morocco, have recently contributed to girls' education by raising more than $10 thousand in scholarships for secondary school girls' scholarships, generating a high demand for information about girls education from the media, and a widespread awareness of girls' education by the public (see box).

Women's education. There is a fine line between information and education programs, many of the former having been described in the

"opinion-making" section. However, some programs have a more clearly defined educational or instructional bent in that they provide "how-to" guidance to women on issues that will affect both their and their daughters' wellbeing. A few examples are described below.

Although perhaps overshadowed by its *Devi* soap opera component (previously described), the *Sanjeevi* television program in Nepal airs weekly on national television. The 15-minute health information program primarily targets girls and women in urban areas (who can receive the broadcasts). Financed jointly by UNICEF and Nepal TV, it educates the public about health issues, such as HIV/AIDS, venereal disease, vaccinations, as well as gender equity issues, such as the need to educate girls. Evaluations found that listeners' knowledge about health issues significantly increased, although the soap opera component proved more effective in transmitting knowledge than the "educational" segments.

Using the successful soap opera dramatic device is the *New Home, New Life* radio program for returning Afghan refugees trying to rebuild their lives after 17 years of civil war. Produced in Pakistan in Pashto and Persian, and broadcast by the BBC World Service three times a week (with rebroadcasts by Radio Pakistan), the series is supported with a factual feature program and cartoon magazine. Primarily educational in purpose, the serial chronicles fictional village community of families returning to Afghanistan. Content covers health and immunization, childcare, community development, conflict resolution, literacy promotion, girls' education, and gender awareness. Funding is provided by the BBC World Service, several UN agencies, and humanitarian groups in Sweden, Belgium, and Holland.

UNFPA produces a series of radio programs on CD-ROM under the rubric *Five Years from Cairo: The Global Population Challenge* from which radio journalists and stations can select segments to broadcast. The programs include interviews, news and information, and education segments on topics that affect girls' and women's wellbeing, such as girls' education, female genital mutilation, life skills education, family planning and domestic abuse.

Several other private media organizations also provide "how-to" advise about child rearing, development, and schooling. For example, in addition to the Education section, which presents stories about national education trends, the Parenting and Preschool sections of *washingtonpost.com* feature advice from and live discussions by education and parenting experts, such as Marguerite Kelly, "Family Almanac" columnist, or Jabari Asim, The *Post's* children's book editor. "Kidsnet" also provides "expert advice" ("Got a question about your kids? Ask our experts.") to parents. In Latin America, online "learning centers" have been

established in regional cities by conglomerates of Israeli and Ecuadorian firms, supported by local educational experts. These centers train teachers, NGO staff, and government personnel.

Implementation and finance of education programs and activities

Unlike many of the groups reviewed in the business and religious sectors, the media sector cannot be said to employ a wide variety of mechanisms for implementing its programs. Instead it tends to rely on its own resources for implementing its contributions to girls' education, although generally in partnership with several other organizations.

Implementation

Much of what the media sector does to support girls' education is a function of what it does as part of its own inherent mission to provide information or entertainment. As expert communicators and information disseminators, media sector organizations rely on their skills, tools, and technologies to implement girls' education support activities, whether they are incorporated into routine operations or as special projects. The media groups reviewed tend not to hire other groups to work to craft their support. In some cases, though, they will have created special units to deal with the social or educational programs. For example, *USA Today's* Educational Development Department is responsible for the educational services and materials it provides. Similarly, *El Diario de Hoy* employs six staff members in its education department to compile the teaching material for its weekly supplement. The Philippine media giant ABS-CBN has created the ABS-CBN Foundation to produce its children's education programs.

This does not mean, however, that the media sector organizations work alone. Much of their work is conducted in partnership, both in terms of finance (see below) and implementation. Media organizations will work closely with other groups to develop and produce their support programs, for although they are experts in communication they are not necessarily experts in girls' education or any of the associated issues. For example, the *Sanjeevi* and *Devi* series in Nepal were a joint venture of the Ministry of Health's National Health Education Information and Communications Centre, the Health Learning Material Centre of the Institute of Medicine, Tribuvan University, Nepal Television (NTV), and UNICEF/Nepal. Media groups will also work with each other. This can be on a one-time basis, as in the case of media coverage during the Caftan 2000 event, or on an ongoing basis, as exemplified by the Girls' Education Media Task Force in Guinea.

Finance

It is nearly impossible to separate implementation from finance for the media sector, as much of the media sectors resource contributions to girls' education consist of either producing or disseminating girls' education information, messages or programs.

Funding sources

The premise behind media sector support is that it brings the skills, tools, and technologies needed to promote girls' education. And since many media organizations are commercial enterprises it is assumed that they will have some discretionary revenue to either compensate themselves for their in-kind contributions (e.g., airtime, print space) or to expand them. However, unlike the business and religious sectors, few media organizations have undertaken to completely and exclusively finance (or implement) an effort to support girls' education.

Quite often the money trail is complicated, with some media organizations paying for program production (e.g., *Radio Programas* in Peru), others providing print space or air time (e.g., NTV in Nepal), and others engaging in joint ventures (e.g., Children's Television Workshop and Egyptian coproducer for *Sesame Street*). In many instances, girls' education programs have found that not only do media organizations require payment for the services just noted, but will require financial compensation or incentives to even cover the topic of girls' education. For example, in Mali, journalists invited to attend a girls' education workshop expected to receive the same per diem provided to the professional participants. This should not necessarily be interpreted as example of cupidity on the part of the press, but rather as an indication of the critically small budgets many private and government-owned media outlets operate on in developing countries, where advertising does not provide as substantial a revenue base as in wealthy countries. The Girls' Education Task Force in Guinea, which undertakes to monitor and report on girls' education activities without financial compensation, has indicated it does need assistance to defray travel costs and obtain better equipment.

Donors are a major funding source for media sector activities in girls' education, either underwriting communications campaigns in their entirety or providing significant supplementary funding to media organizations for their efforts. UNICEF has taken a lead in many of the girls' education media programs (e.g., *Meena, Devi, Sanjeevi*), and other UN agencies have underwritten the costs for media-support projects and services (e.g., WETV). Bilateral donors have also financed media campaigns and subsidized the costs of program development. USAID provided funding for girls' education awareness campaigns in Benin, Guinea, Mali, Malawi, and elsewhere.

Media organizations in wealthy countries also enjoy significant government support for their girls' education and education programs aimed at overseas audiences. The BBC is heavily subsidized by the government, which allows it to produce and air the educational radio programs that garner respect, but are not necessarily lucrative. A somewhat similar example in the United States is the government-owned Voice of America, which also broadcasts informational and educational programs overseas (including girls' education), although it is more often than the BBC considered a "propaganda" tool by critics. The Corporation for Public Broadcasting (CPB) in the United States, which has supported the *Sesame Street* programs, also receives public sector funding to supplement moneys provided by corporate sponsors and viewers.

Developing-country governments have also provided significant resources to the media sector for its work in girls' education. Traditionally, in many developing countries the primary media outlets for television, radio, and the press have been wholly owned and subsidized by the public sector. Many girls' education awareness campaigns have received support from these outlets by virtue of public sector funding, although increasingly even public sector media outlets are expected to raise operating revenues from nongovernmental sources.

The private sector—other than privately-owned media organizations—has also been a source of funds for media sector support of girls' education programs. The business sector has provided resources for several awareness campaigns and purchased media sector services (see Chapter 2). ANACAFE, the coffee growers association in Guatemala, purchased the radio air time for a weekly program spots on girls' education. The Filipino *Classroom of the Air* was funded with assistance from corporate magnate Lucio Tan (former owner of Philippines Airlines).

Funding mechanisms

The media sector has employed or been involved in different means of raising funds for their girls' education efforts. At the individual level, groups of media professionals have contributed money from their own pockets to support girls' education, as in the previously mentioned cases in Guinea and Morocco. Linking girls' education to an audience-generating newsworthy event or celebrity is another mechanism employed by media organizations, as in Morocco's Caftan 2000 and Guinea's National Girls' Education Day. Leveraging their own resources as educational materials, as done by the *El Diario*, *Washington Post,* and *USA Today* newspapers is another way to provide in-kind funding for education. In rural areas of India, where electricity

is not always available, generator-run video houses have collaborated with donor agencies and the government to run short videos with development subjects. In countries where video viewing at home is no longer considered a luxury, partnerships between development organizations and video distributors allow for social cause advertising to be placed on the tape just before the feature film.

To provide access to the public-domain Internet, telecenters have been established in joint ventures between NGOs and communities. In India, the Madras-based M.S. Swathinathan Research Foundation provides villages with free technology and information in exchange for their promise to house the computers (even in temples) and staff the operation. In Ghana, telecenters are established in NGOs and community-based organization facilities, and subsidized with user fees set on a sliding scale—with the lowest fees for students and teachers and the highest for local businesses (www.technologia.org).

Clearly, commercial programming is also another way media organizations fund education and girls' education programs. This can take a variety of forms, with advertising being the most obvious. Television education programs in the United States, originally intended to enrich children's learning and supplement school programs, became "cash cows" when marketers discovered that children are an impressionable and influential consumer base. The controversial Channel One finances its "free-to-schools" current affairs program with advertising dollars supplied by product marketers eager to reach the 8 million school children it serves. The broad viewership enjoyed by Colombia's *Grado Onze* makes the program attractive to the private channel that purchases it with advertisers in mind, but also serves the social goals of its nonprofit producer, *Fundación Social*, by providing it with a platform for social messages and revenues of other social development activities. Although commercial free, other media outlets generate revenues from their educational programs through their syndication and product licensing arrangements. *Sesame Street* is a prime example, syndicated in multiple markets and with arrangements with companies to produce a broad range of toys, books, and clothing for children. The ABS-CBN Foundation in the Philippines has been criticized for cornering the market on educational programming that the government purchases.

Considerations, constraints, and challenges

This chapter has described media sector support of basic education and girls' education in the developing world, often with reference to U.S. programs. It concludes with some discussion about what this suggests for the scope and role the media sector can play in girls' education.

What is the extent of media sector support of girls' education?

Over the past decade, highly effective and well known awareness and social marketing campaigns—and print ads, television broadcasts, and radio shows—have demonstrated that media technologies can be used to support girls' education. What is not so clear is how the institutions and organizations that compose the media sector have been involved in supporting girls' education in their own right and with their own resources. Throughout this discussion, an attempt has been made to distinguish "mediated" girls' education support efforts—initiated and commissioned by non-media sector groups—and those undertaken at least somewhat independently by media sector organizations.

The most notable (and readily identifiable) examples of media organizations' support for girls education have been done in partnership with other sectors and institutions, almost always including a donor agency. The *Meena* program in Asia, the *Devi* and *Sanjeevi* programs in Nepal, and the *New Home, New Life* programs in Afghanistan have all involved the financial contributions of numerous groups—media organizations, corporate sponsors, NGOs, governments, and donors.

Routine media sector support of girls' education appears to be both elusive and opportunistic. It was impossible to capture—much less assess—much of the day-to-day attention that the media might accord girls' education in the course of its routine operations to provide news, information, and entertainment. Many positive media messages about girls' education may not appear in education or girls' education programs at all, but be buried in other non-related programs with no ostensible social development purpose. In general, girls' education is subsumed as part of the media sector's advocacy, information, and service provision for education, children's rights, or health issues.

What roles have emerged for the media sector?

The media sector has been involved in all three areas of intervention and support identified by the analytic framework—policy advocacy, opinion-making, and service provision. Unlike the business and the religious sector, the vastness, complexity, and close relationship between the media and education, it is impossible to claim that the media sector support of education and girls' education falls predominately in one area.

As policy advocates and opinion-makers.
That the media can inform and influence public policy and popular opinion is inarguable. Numerous examples have been presented on how the media has acted to do both on behalf of girls' education.

A fundamental tenet of the media as an agent of social development is that it is relatively unregulated and free to act in the interests of society, as it sees it. A corollary is that numerous channels of communication

African editor jailed for wedding news

Bekhi Makhubu, editor of the Swaziland's only independent newspaper *The Times*, unleashed a firestorm when he reported that King's newest 18 year old bride-to-be (*liphovela*) dropped out of high school—not once, but twice. He followed this with a photo of the young fiancée seated with one of the King's wives, a recent college graduate wearing her cap and gown, provocatively captioned "the graduate, the *liphovela,* and the dropout." Two weeks later, he was arrested, jailed overnight, and charged with criminal defamation. Subsequently, his passport was revoked, he was fired from his job, and may face six years in prison. In the deeply traditional country, most people are unsympathetic to Mr. Makhubu.—*New York Times International*, 18 October 1999)

and media must be available to express and disseminate the divergent viewpoints of civil society necessary for social and political discourse. Although liberalization has increased the number of media outlets and organizations in developing countries, the channels of communication available are still limited and may still come under heavy government control. Although few governments today would overtly oppose girls' education, they may not encourage the media—whether it be publicly or privately owned—to promote girls' education or associated gender issues. Government censorship of controversial topics—such as girls' education—is not unknown (see box). Government control of the media and the media's freedom in commenting on government policy and social issues will affect to what extent the media can exercise influence on either public policy or opinion.

Even in countries where the government is "friendly" to the issue of girls' education, the utility of the media can be constrained (but not obviated) if it is perceived simply as being the mouthpiece of the government. For example, the Philippine government-owned radio and television channels do not enjoy the credibility or the audience of the private sector communication channels. The government media, so long linked to an unpopular regime, is often not believed even when it carries material and information intended to ameliorate and enhance people's lives. Obliged to accept government "propaganda" at low cost, the stations do not attract an audience accustomed to better-quality material.

Many media experts have noted that the media is reactive rather than proactive in both coverage and analysis of social issues. This means that media organizations tend to stick to the familiar, conventional, non-controversial, and to what has sold in the past. There is a tendency for most media organizations that produce news and entertainment programming to support the dominant social values in the society they serve, partly because their survival depends on the constructive relationships with the government and political elite and on mainstream advertisers for financial support. In some countries, it has proved difficult to get the media interested in the issue of girls' education. Journalists do

not always appreciate its importance as a social issue, it is deemed to be of little interest to their audience, or they are unsympathetic to it personally. It appears that some non-media, "external" intervention is required. For example, the different projects involved in USAID's Girls and Women's Education Initiative have made special efforts to educate the media about girls' education and enlist their support through a variety of means—press releases, conferences, roundtable discussions over lunch, and field visits are just a few. However, appreciation of the social value of girls' education may not be enough to ensure sustained media sector support. Much of the coverage of girls' education depends on it linkage to a newsworthy event or celebrity or even scandal that will guarantee public interest or outrage. This phenomenon, of course, is not unique to girls' education, and indicates why public relations firms are often called on to create the "buzz" that attracts media attention. For example, once public and media interest in girls' education was aroused by the Caftan 2000 event in Morocco, several media organizations competed for exclusive coverage of subsequent girls' education activities.

Many of the examples reviewed also make clear that many developing-country media organizations' ability to adequately report on girls' education (or other newsworthy issues) is compromised by lack of resources. Increasingly media organizations must generate their own revenues, and they lack the funds to either completely underwrite production or dissemination of girls' education programs. For example, six rural radio stations in Guinea have developed girls' education programs, but must seek outside (i.e., non-media sector) funding for their broadcast (Morch, Guinea Trip Report, October 1999).

Finally, the effectiveness of the media in enjoining parents to send their daughters to school must be matched by the capacity of the education system to accommodate them. In several countries, the demand generated by successful media campaigns for girls' education has exceeded the number of school places available, causing strain on the schools, disappointment in girls and their families, and undermining credibility of the education system (Sutton, Tietjen, Bah, and Kamano, CDIE, November 1999).

As service providers

The educational programs produced for children and for girls are the most visible form of media sector support. Several media organizations support educational efforts with no obvious commercial motives. The non-profit Children Television Workshop created the *Sesame Street* series. CNN underwrites the *CNN Newsroom* program, and the BBC produces and broadcasts two programs that benefits girls in Afghanistan. Many other media organizations—both public and private—have contri-

buted significant resources to girls' education programs like *Meena* and *Sanjeevi*.

But production and dissemination of educational programs on a regular basis is costly. While the business sector has been shown to help develop and pilot education programs with the understanding that ongoing implementation will be assumed by the government, often the government looks to the media sector to underwrite the recurrent costs, primarily because the media sector has access to the expertise and technology required. For most media outlets, complete subsidization is not feasible unless they can "commercialize" the educational product.

Media and education can sometimes make for uneasy bedfellows, primarily due to the high costs of production and the drive to gain large audiences for advertising revenue. Nearly all studies reviewed of children's programming—for all media, but particularly television—commercialization brings with it problems that compromise the educational content and social messages of the programs intended to benefit children and girls. Linking programs to advertising is often said to prey on the vulnerable child audience and to pervert the programming to promote the advertiser's products. For example, in an analysis of the Channel One news program, media expert Mark Crispin Miller states, "News, of course, is not the point of Channel One" (*Extra!* 1997). Miller demonstrates that the advertisements are extremely effective with sales soaring immediately after student exposure. On the other hand, there seems to be little recall of information or news. William Hoynes, the author of *Public Television for Sale: Media, the Market and the Public Sphere,* comparing Channel One with similar noncommercial programs, concludes, "This may be the kind of news that sells advertising time, yields a high return in school T-shirts, and helps promote a consciousness of Channel One as a youth-oriented brand name. However it is dubious whether such news provides educational or civic benefits to either students or educators at schools that receive Channel One."

Commercialization of education programs may have even more negative consequences for girls, by generating and reinforcing negative and destructive gender stereotypes. The Miss America pageants provide more scholarship money for girls in the United States than any other scholarship program, but paradoxically is considered to be one of the most egregious purveyors of the most tradition-bound images of womanhood.

Although negative images of women abound in the media of rich countries, there are multiple media channels—ranging from public radio and televisions to newsletters and magazines—that provide alternative images and messages. There are both fewer moderating alternative media channels and fewer restraints on advertising in

developing countries. In fact, many of the ads that sustain emerging broadcast services are offered by multinationals, with slick advertising techniques that will promulgate popular, but inaccurate, images of women, often at odds with the local culture. But local media programming will also present negative images. A report by the Asian Mass Communication Research and Information Centre looked at portrayals of women in the commercial media. "Indian films," wrote John Lent, the author, "portray a double image of a woman. She is either the mother, sister, daughter, wife, who is demure passive, submissive, self-sacrificing; or the 'whore' who is immoral, smokes drinks, wears tight dresses and trousers, highly sexual and modern" (Lent 1985). In Sri Lanka, researchers noted that women were seldom portrayed in "outside-the-home" characters, but were often typecast as homemakers or as "bad" girls. In the Philippines a study of the media showed that the values portrayed by the media as associated with women did not correspond with how educated women saw themselves. These included respect for the old, double standards of morality, loyalty to a loved one, service to others, and self-sacrifice.

While the media in developing countries do air public service messages and programs extolling girls' education, these contributions can be undermined by the content of its commercial programs. Several promising approaches, utilizing media partnerships with other sectors to promote girls' education, have been attempted, though few have been sustained or adequately funded. Behavior-change programs require more than a few years to take effect, but increased competition in the media sector and its economics may mitigate media sector organizations' ability to make a long-term commitment.

5. Summary and conclusions

Introduction

This study has classified and described a variety of activities undertaken by the business, religious, and media sectors in support of basic education and girls' education in order to get a sense of the extent and scope of sectoral support. This chapter summarizes and contrasts the character of the three sectors' support of basic and girls' education. It also attempts to make some preliminary observations about their comparative advantages in supporting girls' education, and notes some of their drawbacks. Throughout this study, the reader has been cautioned about the data limitations. However, it is particularly apt to reiterate this here. Each sector is vast and complex, and this study has uncovered only a part of the myriad activities of each sector in education. It is therefore risky to assume that the generalizations and observations derived from the data amassed for this report will obtain for the three sectors as more information is collected. While many issues about multisectoral support for girls' education are subject to speculation, it is also evident that there is much to be learned and analyzed before drawing conclusions. This chapter, therefore, attempts to identify issues and questions rather than provide answers, "lessons learned," or "how-to" guidance.

Extent and level of multisectoral support

Private action for the public good may be a new concept at the end of the twentieth century, which saw the emergence and expectation of the state as the dominant provider of education and other social services. However, the business, religious, and media sectors' involvement (to varying degrees) in social reform has predated the recent publicity surrounding it. What is new is the recognition by international donors, developing country governments, and—in some cases—the private sector itself that it can serve as an agent of change in national education reform; that public sector national development goals and private sector interests can be complementary, if not congruent; that private initiatives are not incompatible with public education policies; and that other sectors besides the public sector can contribute resources and capacity to strengthening education systems. Increasingly, governments are willing to form partnerships with—and donors themselves are willing to interact with—private sector groups from the business and religious communities and the media. Similarly, private sector groups are more willing to interact with and support government to achieve its education goals.

History demonstrates that the religious sector has long played a major role in defining and providing education. While its primacy as basic education provider has diminished somewhat over the course of recent decades in many developing countries, it still maintains networks of

schools to educate the children of the faithful, care for orphans and poor children, and provide religious training. Indeed, in many parts of the world, far more children are reached by religious institutions than by government schools. Moreover, in many countries, governments and the religious sector have collaborated on education service delivery, with public sector resources underwriting or contributing to the operations of religious-run schools. More recently, though, several religious-sector organizations—most often international development and relief groups—have formed partnerships with government to support public sector (rather than private, faith-based) schools at the primary and junior secondary levels.

The business and media sectors' involvement in basic education has a shorter history, but has intensified over the past decade. An increase in foreign business presence in certain developing countries has been accompanied by a proliferation of international corporation-supported basic education projects. Local businesses and business leaders in several developing countries—generally the wealthier ones—have organized to support basic education reform efforts. For the most part, these groups have worked closely with the public sector to either inform its policy or supplement its efforts to expand and improve public schools. Most of the education support activities by business do tend to cluster in the better-off developing countries. As was noted earlier in this document, although growing exponentially, direct foreign investment is concentrated on relatively few countries, so significant international business presence is not found in every developing country. Many countries' local economies, as well as experience with corporate philanthropy, are not as well developed as—for example—that in Latin America.

Although for at least 30 years the media has been used as a means of transmitting educational programs in developing countries (e.g., Ivory Coast educational television, Nicaragua radio math), the combination of increasing democratization and accessibility of new technologies has expanded the number, reach, and coverage of media channels. Radio, print, television, and the Internet are all being employed as educational tools, but—perhaps more significantly—the media in many countries now has the freedom to promote and publicize or question and criticize government education goals, priorities, policies, strategies, and programs. As a topic of national importance and one that touches every family, basic education has figured prominently in the headlines and editorials of newspapers and radio broadcasts.

This study found no paucity of examples of business, religious, or media sector support of or involvement in various aspects of basic education.

Business, religious, and media groups have mobilized both internationally and locally to influence public education policy, raise public awareness of education issues and services, and provide basic educational services. Neither the numbers of beneficiaries nor the dollar amounts spent are insignificant, with some programs reaching hundreds of thousands of children and others raising millions of dollars from nonpublic sources. However, girls' education in general is not conspicuous in the portfolio of sectoral activities. Whether this is a function of oversight or intent appears to depend on multiple factors, including whether the sectoral group is international or local, the type and size of organization, religious affiliation, the country context, and active presence of a donor promoting girls' education.

Among the three sectors, the religious sector stands out as the most stable and committed to girls' education, if not the most visible. It has traditionally been involved in educating girls to prepare them both spiritually and practically for their roles as wives and mothers. The religious sector—primarily through local faith-based groups and institutions—operates girls' schools, as well as nonformal programs aimed at vocational training and life skills preparation. Several international faith-based development and relief organizations—which aim at long-term development—have cited girls' education as a key development variable and have claimed to address it in their education programs. However, only a few of these programs appear to integrate components aimed at improving girls' education, and very few are aimed exclusively at girls.

In contrast, the business sector for the most part has not yet even mastered the rhetoric surrounding girls' education. This is true for international as well as local organizations, and is somewhat surprising in light of the business sector's generally self-interested—whether "enlightened" or profit-based—motivation for supporting basic education. Although girls' will certainly benefit from the education programs supported by the business sector, little in the way of removing barriers to ensure their equal benefit or to reach out to them alone has been implemented. In fact, the most significant girls' education efforts supported by the business sector seem to be more a function of the implementing institution (e.g., CARE) than the corporation footing the bill.

Like the business sector, many media sector organizations are also profit-oriented, and coverage of an issue is generally motivated by what is newsworthy, topical, and will attract viewers, readers, or listeners. The media sector is primarily reactive and tends to be involved in publicizing or promoting girls' education insofar that the public sector, civil society, or donors have already put it on the table as a topic of interest or controversy.

That there is less attention and support to girls' education than basic education does not mean that it cannot be elicited from all three sectors. In some countries, often those with low enrollments and high disparities, girls' education may be a new concern and concept that has relatively recently surfaced on the national development agenda. In other countries, particularly where enrollments and gender parity is high, the problem of girls' attainment may be harder to grasp than stark differences in enrollment, or it could be overlaid with political implications for particular ethnic groups where girls are particularly disadvantaged.

It is for just this reason that international funding agency and public-sector initiative stand out as important catalyzing forces for multisectoral support of girls' education, especially for business and media. Whereas each sector may have inherent motivations—be they moral or economic—to support girls' education, donor and government information and mobilization campaigns can inform the sectors and the public about the developmental benefits of and the constraints impeding girls' educational participation. A review of the three previous chapters reveals that where multisectoral involvement in girls' education has been the most visible, active, and significant, donors and governments have actively drawn attention to and enlisted sectoral support. Donors—notably UNICEF and USAID—have supported programs to engage religious leaders in supporting girls' education. National conferences, funded with donor seed money, have mobilized intersectoral support and cooperation, notably by USAID in Guatemala, Morocco, Peru, and Guinea. Donor funds and government efforts have encouraged media participation in publicity and social-marketing campaigns targeting girls' education, and ensured media coverage of special events by financing travel and defraying other associated expenses.

There is a growing infrastructure both internationally and nationally that should be able to serve as catalysts for private sector support. The World Bank and the UNDP have established business and religious sector networks and working groups to plan and organize their involvement in social programs (although girls' education has not yet been mentioned among the various goals). As the civil society infrastructure continues to grow and develop in many poor countries, NGOs are expected to play a larger role in supporting the national development agenda. Ample precedent exists already in Latin America, where business associations and religious groups have been actively involved in basic education.

Multisectoral roles

Initially it was thought that this study would serve to identify the most appropriate role for each sector in supporting girls' education. It was

hypothesized that the media would emerge as a major force of policy advocacy, the religious sector as the primary shaper of public opinion, and the business sector as a strong force in service provision. While none of this has been disproved, it is clear that each sector is involved in all three areas in significant ways and to varying degrees. Moreover, it also became evident that there would be a bias in the documentation toward service provision, and that sectoral activities in policy advocacy and opinion-making would be less likely to be noted and recorded, given both their ephemeral and occasionally "clandestine" nature.

Policy advocacy

All three sectors are involved in policy advocacy, with that of the business and media sectors being most overt. In several instances, including the United States, the business sector has acted on its alarm about uncompetitive and inadequate labor pools by promoting national education reform. Among the three sectors, its link to the public sector is perhaps most compelling. The business sector's economic interests are directly affected by public education policy and investment frameworks, its bottom-line profitability is directly associated with the level of national development, as a major source of public revenue it has a stake in where it tax dollars go, and its approach of strategic planning and optimizing investments is compatible with the methodology and vocabulary used by governments and donors alike. Moreover, the business sector appears more willing to work with the government on joint projects than do the other sectors. Consequently, there are numerous examples of the business sector and the government collaborating on planning—or at least discussing—various reform initiatives. This collaboration, however, has occasioned controversy with many watchdog groups who claim that the business sector's collaboration with donor agencies, in particular, co-opts the latter and prevents it from acting in the best interests of the public.

In contrast, the religious sector is delinked from government by the modern firewall separating church from state and by the parallel system it has established for itself—in terms of leadership, laws, constituents, and schools—so that its impetus to influence public policy is perhaps not as compelling. It is likely to endure, no matter what the status of the government or national welfare is. This is not to imply that religious organizations do not influence public policy. Obviously they do, particularly in the area of public finance of religious schools, but their influence—unless it becomes a moral issue, such as coeducation or pregnancy policy—is likely to be less overt. Consequently, the examples of religious sector's role in policy advocacy tend to fall into demonstrating good practice or leveraging public resources to support its "private" educational endeavors.

It is well established that the media can influence public sector policy by publicizing problems and needs and then mobilizing public opinion behind it. Although the media has been active in reporting on girls' education in several countries, it is difficult to establish a clear link between its activities and changes in public policy. Often it acts as a cheerleader for government, reiterating the importance of girls' education and its deplorable status, but seldom closely scrutinizing government policies and performance in acting on its goals.

Opinion-making

All three sectors have acted to influence public opinion in favor of girls' education. Business groups, religious organizations, and media have participated in publicity or social marketing campaigns to encourage parents to enroll their daughters in school. It is perhaps assumed that the media would be both most effective and active in undertaking these activities because it is in the communications business. To a great extent, this is true—it has publicized the plight of and the need for girls' education. However, it is important to remember that while the media sector does communicate, it is also a business and must watch its bottom line. In fact, as the media is increasingly privatized in developing countries, it is less accessible as a free tool of public service. And despite growing freedom of the press, the media in many countries is still constrained in terms of how far it can go in criticizing the government or even calling for governmental action. It could be argued that the media perhaps has more to lose at the hands of an unfriendly state in pioneering controversial social reforms than either the business or religious sectors. Government can more easily, and perhaps with less immediate negative effect, exercise censorship than close churches, mosques, and big businesses. Moreover, the business and religious sectors have an inherent influence based on either their financial success or spiritual authority that may go further in swaying public opinion in favor of girls' education than simply media messages.

What is particularly interesting is how the individual sectors have acted to influence themselves. The business sector stands out as the one that has actively sought to influence the opinion and actions of its members to support education and, in particular, girls' education. From BEPA in Morocco to Peru 2021 to Educa in the Dominican Republic, the business sector almost uniquely appears to appreciate that it consists of diverse members whose efforts can be recruited to join in a cause. Although few would claim that the religious sector—or more specifically one religion—would share a unified social agenda, there are few examples in which "enlightened" faith-based organizations attempt to recruit other members to support basic or girls' education. More often than not the religious groups focus their efforts on their public, while it is

the donors or governments (or on occasion a different religious group) that attempt to enlist religious leaders support for education and girls' education. Similarly, there are relatively few examples of the media sector acting to secure other media operations' support of these causes.

Service provision

Whether representative or not of the weight of sectoral involvement in basic and girls' education, the preponderance of examples examined in this study falls into the category of service provision. There are some significant differences in the orientation and types of education programs provided by the different sectors, particularly between the business and religious sectors. Obviously, the differences cited in the following paragraphs are generalizations and not without exceptions.

In general, the business sector focuses on school quality issues; its strategy tends to build on existing public-school infrastructure and within public school systems rather than create and operate its own schools. In contrast, the religious sector tends to focus more on the increasing and ensuring access to underserved children, although because it tends to operate its own schools and programs—outside the public education system—it does necessarily include quality improvement. In part, these differences may derive from the fact that many of the business examples come from Latin America, where the vast majority of children are already enrolled in school. However, even in other parts of the world—such as Morocco, Vietnam, or South Africa—business tends to focus on school quality improvements. Furthermore, even in Latin America, the most notable example of religious sector support of education—*Fe y Alegría*—opens schools to provide access to underserved population where there is no public school.

The business sector also tends to focus very heavily and almost uniquely on the *supply-side* aspect of schooling, acting to construct classrooms, provide books, and develop new instructional models. Only in the case of girls' schooling does it tend to undertake the conventional *demand-side* interventions, such as scholarships. Indeed, these interventions tend to almost uniquely define its programs for girls. This is particularly curious: although most of its efforts are aimed at the classroom, few of its interventions on behalf of girls are aimed here. The religious sector, while certainly providing supply-side inputs, appears more active in demand-side interventions. Its programs include providing scholarships, home school kits, clothing, healthcare, and meals for all children, including on occasion girls. And in the case of girls, the religious sector also seems to demonstrate a greater appreciation of the "whole" child by providing programs for out-of-school girls, leadership training, mentoring programs, life skills, etc. Of course, it should be pointed

out that many of these programs are undertaken by faith-based women's groups. It is also notable that the very few similar programs in the business sector are also undertaken by women's organizations.

Within the religious sector, there is an interesting contrast between international and western religious groups and local and eastern religious groups. Although there are exceptions, the international and western organizations tend to define culturally appropriate schooling in economic terms and attempt to bring schools closer to girls, reduce the costs, etc., whereas local and eastern (i.e., Muslim) organizations tend to define culturally appropriate schooling in religious terms and act to introduce religious components into the curriculum or segregate the sexes, etc.

Finally, the business sector tends to act as the provider of innovative solutions: it develops and tests the educational palliative, works with its partner—generally government—to put in place, and then withdraws from the scene. Often these solutions derive from its expertise or are based on its products. The religious sector, however, appears to be involved for the long haul, committed to operating alternative schools or programs. And although many of the international faith-based groups—such as the Aga Khan Foundation—have developed many innovative programs, the local groups who will continue to operate the schools are more likely to adhere to a traditional educational program within the school.

Comparative advantages and perverse effects

These different tendencies may point—albeit faintly—to sectoral comparative advantages as well as to potential drawbacks.

Business sector

Certainly, the business sector must have shown itself ready and able in many countries to mobilize itself and its sources—either as a single business, an industry, or a community—to support basic education. It has been less active in girls' education than it has been in basic education in general, but this could be a function of a lack of information rather than will—as evidenced by its robust support of girls' education Guatemala. Much of the business sector's effort has been directed toward developing innovative solutions to instructional problems. From Venezuela to South Africa to Morocco, it has also undertaken school mentoring programs, in which it not only assists a school with its material needs, but introduces a new Zeitgeist of experimentation, accountability, and professionalism to the teaching and management ranks of school personnel.

One could surmise, therefore, that the business sector's comparative advantage—besides the fundamental one of having some disposable

resources to apply to education—is in research, development, and innovation. Although this study can present no specific examples, many observers of the business sector have noted that it expects evidence of results within a relatively short timeframe. Stabilizing a community or school takes time and continued corporate support requires "some clear intermediate wins" to show that its investment is working (Waddell 1997). This may suggest both that business sector supports is best limited to discrete, time bound programs if it enthusiasm is to remain high.

Sustained effort, therefore, rather than the sustainability of the business sector's programs is in question. Certainly in the case of Guatemala, there is evidence that business-sector enthusiasm and commitment to an initiative—in this case girls' education—can wane over time. Moreover, business-sector support of education is subject to the state of the economy. In the United States, corporate giving was scaled back with the economic downturn of the late 1980s and early 1990s, and has increased with the economic upturn in recent years. Although programs supported by large businesses may be better able to weather financial hard times, the small businesses that characterize many developing countries' economies might not be so willing to continue to provide resources. In Peru, the local company which was to underwrite the Peru 2021 educational innovation program was unable to provide the resources needed to implement the program. Although no information was provided, one can only surmise the negative effects this had on the morale of all involved, and the problems of credibility it posed for Peru 2021, not to mention the actual business. Again, this suggests that perhaps business-sector support is best limited to and defined as a series of short-term activities rather than a long-term, comprehensive school reform program. Finally, business-sector support can be volatile; it can be withdrawn at any time. Displeased with the criticism it was receiving from university-based groups about its labor practices at its overseas factories, Nike withdrew millions of dollars in financial support from three prominent U.S. universities (*Washington Post*, 4 May 2000).

Missing from the data about the many corporate educational development projects is information about the successful conclusion of the pilot. Were these innovations adapted and institutionalized by government, was they cost-effective, and could the corporation cease funding and claim success? To some extent, these groups seem particularly naive in assuming that education system dysfunction is primarily as factor of missing technology or know-how. To a certain extent, it appears that the business sector can suffer from corporate megalomania when it assumes that it can easily and quickly solve many education problems. Those business groups that see themselves as "saviors" rather than

"partners" with the school and the state may find themselves quickly disillusioned, discouraged, and withdraw from the sector. At least initially, governments and others working with the business sector may want to structure partnerships so that some success is within the sector's grasp. The business sector in Morocco is undergoing an interesting evolution as it struggles to define its support of basic education. Initially, one business sought to institute a school mentoring program. After some success at a few schools, it proposed to start its own school system, but retreated from this idea when the financial reality sunk in. It also found that it must enlist other business groups to attain a critical mass of assistance in order to reach a significant number of schools. Currently, it has joined with several organizations to form a business-wide initiative and association.

Religious sector

Unlike the business sector, the religious sector has maintained a steady presence in education and in girls' education. Its material resources are not a function of profitability, and derive largely from the faith community—whether locally or internationally. Furthermore, its motivation for involvement—although arguably based on the "self-interest" of maintaining and expanding the number of its believers—is not contingent on immediate return in terms of positive publicity, market expansion, or even student achievement. The religious sector represents a stable base of support for education and for girls' education, if its interest and commitment can be enlisted. There are several examples of religious leaders who have been persuaded that basic and girls' education is important and not incompatible with religious beliefs or even practices. Their support has encouraged parents to enroll their children in school, with measurable results. This study presents no examples in which religious leaders exhort parents and school personnel to support girls' scholastic efforts at home and in the classroom, which suggests areas for potential support.

Although its approach to formal education appears to be traditional, several groups within the religious sector have supported innovative programs that address girls' needs outside the classroom that will enable her to succeed within it and help her navigate many early life choices. Leadership, mentoring, and guidance programs for girls have been exclusively implemented by religious groups. While the religious sector may not wish to support the local public school or the government may not want its involvement, there is little reason why they could not be encouraged to provide all girls in the community with out-of-school programs of this nature. Consequently, comparative advantages include the relative stability of the religious sector and its continued presence and work in education (international faith-based NGOs may be subject

to some limitations), its access to and ability to influence popular opinion and behavior, and its humanistic and multidimensional view of the girl beyond the schoolyard.

While this last point may be true, it does not necessarily follow that the religious sector's view of girls' will always be such that it furthers her educational interests and empowerment. All religions reviewed emphasize above all the female role as wife and mother, and interpretations of this truncate a girl's educational opportunities, even if she is allowed to enroll in school. Many of the religious sector's education programs for girls (as well as those of the business and media sectors) promoted limiting and stereotypical roles and information for girls. Training programs channeled girls and young women into traditionally female and generally subservient and low-paying occupations. And because girls' education is associated with many outcomes (lower fertility, contraception, work outside the home, later marriage, assertiveness) that may be antithetical to religious beliefs—regardless of liberal interpretations of the scriptures by some scholars—it is unclear that religious-leader support can be counted on once they become apparent.

In part the religious sector's stability derives from it independence from government and its ability to chart its own course. In many countries it has created its own system of education, and it seldom forms partnerships with government on programs in public schools. This suggest another area for support, yet at the same time religious-sector involvement in public schools could represent an anathema to both government and many parents of different religious faiths. Religion is not necessarily benign or without a political agenda, and its involvement in some countries and in some situations can proved problematic. Whether the religious sector is involved in policy dialogue, opinion-making, or service provision will in large part depend on the country context.

Media sector

The media sector is particularly difficult to situate. Is it a communications medium? A business? Does it have a political or profit-driven agenda? The answer to all three appears to be yes. In large part, the media-sector role as a business is conflated with its coverage of girls' education issues. Coverage does not necessarily denote long-term or committed approval, but could simply be professional news coverage or reporting on a topical issue that is likely to draw a paying subscriber. Most frequently, media involvement in girls' education promotion or service delivery is not an example of corporate giving, but rather a profit-making or reimbursed activity. For example, while rural radio stations in Guinea are willing to air girls' education programs, they are either unable or unwilling to underwrite associated broadcast

expenses. Nonetheless, there are numerous examples in which the media have contributed their resources to girls' education, generally in partnership with government, donors, and other organizations.

The obvious comparative advantage of the media is its ability to communicate and publicize issues in ways that get the attention and spark the interest of the public, and raise awareness of public sector policymakers. If given the freedom to do so, it can create popular movements that in turn can inform and pressure public-sector investments and programs. A perverse effect of the media is that it often will both inadvertently and willingly promulgate negative stereotypes of women and girls, which can undermine their place in society. Its voice is powerful, particularly in countries where mass media is limited. Negative messages can have disproportionately negative impact on society.

Conclusion

In light of the significant contributions that all three sectors have made to basic education, it is clear that they have a role to play in supporting both basic and girls' education efforts, and have extended schooling opportunities. It is equally clear that, with the exception of a few countries (Haiti, for example), the scope of their efforts has served to supplement the state's provision of education, but hardly begins to substitute for it. (Fiszbein and Lowden note that in three of the six case studies of private-sector involvement they prepared in of Latin American countries, public sector funds constitute the main source of support.) Even the largest programs supported by business or the religious sectors reach only hundreds of thousands of children, compared with government's millions. These sector should not be looked at as solutions to financing gaps or necessarily to take over the state's role of providing education.

Different motivations may drive each sector to support basic and girls' education, but it is clear that all derive benefit—whether moral, political, or economic. They can do much to support girls' education, but there is also an element of "letting a genie out of bottle." While governments and donors can script and choreograph their efforts to get the various sectors involved in girls' education, they cannot control what the sectors do later in support of girls' education and must be prepared for programs and consequences they may not like or wish to endorse. A tobacco company using girls' education to curry government favor and increase sales may run counter to other development (i.e., health) objectives. A beer company teaching girls that their place is in the kitchen is unlikely to be an educator's choice of program. Furthermore, they must realize that not all sectors will necessarily be equally ready, able, or appropriate

to support girls' education. For example, in Guinea the religious and media sectors have been much involved in girls' education than the business sector. Governments must also come to terms with multisectoral support of girls' education, and while it may not be precluded, the political and economic situation of the country will inform how willing governments are to partner with these sectors and how they define that partnership.

Although it is clear that their goals and motivations are not identical, the advantages of partnership are many to both the public sector and the business, religious, and media sectors. Each may profit from the others' resources and expertise and gain credibility in the eyes of their respective publics. And in turn, each sector has to develop new understanding and skills to work with another. This review shows that the business, religious, and media sectors are significantly involved in basic education, and in many cases to its benefit. Girls' education does not yet enjoy the same support. As experience with multisectoral partnerships grows, so will our understanding of why some sectors and groups have embraced girls' education, why others have largely ignored it, and how to involve all three sectors in activities that will advance girls' education.

Annex 1:

Business Sector Support of Education

ANNEX 1: BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
International Corporations				
Primary education	Service provision	Philippines, South Africa	3M	Partner with Texas school district to collect and ship recycled textbooks to poor primary schools where there is shortage of teaching tools.
Basic education	Service provision	world wide	British Petroleum Company	"Science Across the World" program promotes active participation between students and teachers around the world on range of scientific issues to raise awareness about how science and technology interact with society, industry, and the environment.
Basic and tertiary education	Service provision	Peru	PanAmSat	Government uses PanAm-Sat transponder to provide educational programming to schools and universities across the country
Girls' and primary education	Service provision; opinion-making; policy advocacy	Guatemala	Philip Van Heusen Company	Fund program in two communities where located to provide to public schools infrastructure, materials (including those promoting girls' education), pay first-year salary for additional teachers, school snacks, micronutrient testing, latrines/sanitation, healthcare, parent-teacher-community workshops.
Youth leadership training	Service provision	worldwide	Price Waterhouse	Provide financial manage-ment, organizational development, and legal advice; audit services; and traineeships to International Association of Students in Economics and Manage-ment, which operates education programs in 750 academic institutions in over 85 countries.

Purpose	Results	Mechanism	Financing
Improve school quality	• 6,000 books to South Africa other countries planned	3M US field office organizes and makes logistical arrangements	3M pays shipping; schools district donates books
Improve science education	• 750 schools in 40 countries in Europe, Asia, Africa, and US	In Europe, with Association for Science Education; in Asia with RESCAM (science and math center); in US, with John Carroll University; in Africa with University of Witwatersand	BP funding, with local government cooperation
Increase access	• Nd	Implemented by government	Provide transponder time
Improve educational quality, primarily for Mayan children and especially for girl	• 7 public schools • 5,000 children • enrollments increased 23% • dropout reduced 50% • test scores increased • teacher absenteeism reduced • parental involvement increased	Through American Jewish World Service Project office in Education and local authorities	$1.5 million by grant from Phillips Van Heusen
Increase capacity of educational organization	• sound financial management of AIESEC	Price Waterhouse corporate staff	Price Waterhouse

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Basic education	Service provision	Brazil, Colombia	Proctor and Gamble	Renovate selected local public school used by low income families.
Primary education	Policy advocacy; service provision	India	Proctor and Gamble	Fund the development and piloting of environmental education program for primary schools in Bombay.
Basic education	Service provision	Mexico, China	Proctor and Gamble	Construct public schools to educate children in rural areas.
Girls' education, girls' wellbeing	Service provision	Peru	Proctor and Gamble	Negotiate provision of free sanitary products in rural areas of Ayacucho for schoolgirls.
Primary education, child development	Opinion-making, service provision	Puerto Rico	Proctor and Gamble	"I want you to read to me" program to create awareness among parents about importance of reading to children.
Basic education	Service provision	Costa Rica	Starbucks	Provide school materials to 227 rural schools in coffee-growing communities, including student texts, classroom materials and equipment.
Basic education	Service provision	Guatemala	Starbucks	Provide new or expanded school building on large coffee farms to allow education to progress beyond primary
Girls' education, child wellbeing	Service provision	Central African Republic; Mexico, Malaysia	Tupperware	Through "Give a Child a Chance" program, Tupperware Italy raised money for girls' scholarships to complete secondary school; local offices provided funding for abandoned, orphaned, and abused children.

Purpose	Results	Mechanism	Financing
Improve school environment	• 2 schools	Work with local government	Donated $100,000 over two years for school in Colombia
Improve performance	• 500 children; • program to be expanded	Implemented by education authorities	Proctor and Gamble grant
Increase access	• 22 schools in Mexico; • 25 schools in China	Work with state and local governments and education authorities	Donated $600,000 in China
Improve girls' attendance and persistence	• Nd	Distribution to be done by Ministry of Education or Health	Proctor and Gamble provides products; government to assume distribution costs
Increase school readiness	• 50 schools	Work with local education authorities	Donated equipment to schools; funded media campaign
Improve school quality	• 20,000 students reached	Coordinated with local education authorities	Provide funds; government support distribution
Increase access to secondary education	• 2 schools; planning to replicate in other countries	Implemented by local school authorities	Provide funds
Improve girls' completion rate; improve children's wellbeing	• 16 girls received scholarships	Implemented by Catholic missionaries from 1995–97	Tupperware matched employee donations

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
International Business-Based Associations or Benevolent Groups				
Basic education	Service provision	Benin	Association of Black Telecommunications Workers of AT&T	Provide GLOBE program with information technology and equipment for schools distributed throughout country.
Women's training	Service provision	Bangladesh	Soropotimist International	Training program in poultry farming with literacy and healthcare components.
Girls' and women's training	Service provision	Brazil	Soropotimist International	Health, hygiene, and nutritional education; training in food production, embroidery, hairdressing, and other life skills in village of Sao Sebastiao.
Preprimary, women's training	Service provision	India	Soropotimist International	Training center provides integrated program of welfare and income-generating activities and training for women in villages around Calcutta; courses in health, hygiene, childcare; preprimary school and food supplements for children of participating mothers.
Primary education	Service provision	India	Soropotimist International	"Form Labor to Learning" program helped education children in parts of India.
Girls' training	Service provision	Madagascar	Soropotimist International	Training center for young girls in domestic skills.

Purpose	Results	Mechanism	Financing
Improve science skills	• MOE has integrated Globe into education curriculum and budget	Managed by project staff, with government support, and enhanced with assistance from USAID	BTW supplies equipment, government provides teachers; USAID funds international training of eight teachers and provided computer skills training
Increase women's income	• 20 women trained; program expanded to include sewing and pottery courses	Nd	$15,000 from Project Five-O, plus additional funding from S.I. chapter in UK
Increase women's and girls' wellbeing	• Nd	Nd	$15,000 from Project Five-O; negotiations with local Bank to acquire land for training school
Increase wellbeing and income for women	• Nd	Nd	Project Five-O, grant from Virginia Gildersleeve International Fund for University Women, Inc., land donated by Bengal Bratachari Society, local support
Reduce child labor	• Nd	Nd	From President's Appeal Fund (annual member contribution from "small personal sacrifice"
Increase skills for girls	• Nd	Nd	S.I. of Europe grant; income from sales of goods produced

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Women's training	Service provision	Mexico	Soropotimist International	Nursing school provides training in maternity and infant nursing for 100 nurses at a time.
Girls' education, training	Service provision	Nepal	Soropotimist International	Literacy, numeracy, and food production training for young disadvantaged and at-risk girls.
Women's training	Service provision	Peru	Soropotimist International	Establish training and support centers for women in Cajamarca Province.
Women's training	Service provision, policy advocacy	Philippines	Soropotimist International	Training center provides training in food production/processing, self-reliance, leadership, life skills, healthcare, nutrition, family planning, loans.
Women's training	Service provision, policy advocacy	Senegal	Soropotimist International	Training center in rural community, offering programs in sewing, crop management, food processing, literacy and hygiene.
Women's training	Service provision	South Africa	Soropotimist International	Crafts cooperatives with vocational training and life skills.
Girls' education	Service provision	Thailand	Soropotimist International	Project Siam establishes village training centers to provide girls and their families with income-generating skills and alternatives to joining the sex industry; counseling on safe sex.

Purpose	Results	Mechanism	Financing
Better healthcare for province	• 100 nurses completeD training in 1996	Nd	Project Five-O; land from Provincial Governor; tuition charges
Increase earning capacity of girls in non-hazardous conditions	• Program expanded to additional village	Nd	Project Five-O; additional funding sought
Increase women's income	• Nd	Managed with local NGO with local Soropotimist Club oversight	
Meet women's social and economic needs	• 6,000 women trained in producing coconut by-products	Nd	Project Five-O; land donated by local family
Meet women's social and economic needs	• Nd	Managed by local committee in Dakar at a distance with monitoring from French IFUW	Project Five-O with French Federation of University Women, UNESCO Co-Action Program
Increase women's wellbeing	• Nd	Nd	Project Five-O
Reduce girls' prostitution	• Nd	Managed by Thai NGO Population and Development Association	$15,000 from Project Five-O Fund , cooperative venture among five international women's organizations; five year time line for support

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Women's training	Service provision	Thailand	Soropotimist International	Training Center provides inservice training for teachers, newspapers for students, vocational and life skills training for women; medical services and supplies; women's cooperative; two-year diploma course in agriculture; loan scheme.
Women's training	Service provision	Turkey	Soropotimist International	Training Center offers two year courses in weaving, tailoring, hairdressing, cooking with literacy, hygiene, family planning, and home economics.
Girls' and women's training	Service provision	Western Samoa	Soropotimist International	Training Center in home economics, plus life skills.
Women's rights, empowerment	Policy advocacy	worldwide	Soropotimist International	Provide a "global voice" for women and their rights, by encouraging governments and institutions to promote gender equality. Publish "Where We Stand," advocating policy and practice change by government or agencies. Joins with other organizations for Project Five-O. Consultative status with UN agencies.
International Business Foundations				
Basic education	Service provision	Zimbabwe, Kenya	Coca Cola Foundation	Support skills training and enterprise development for youth through apprentice-ships, including leadership training and business development.

Purpose	Results	Mechanism	Financing
Increase women's wellbeing	• Nd	With support from nearby agricultural college and endorsement from Ministry of Education	Project Five-O
Increase women's income	• Additional village sites added	Nd	Project Five-O; government provides instructors, 50% of sales proceeds return to center; community provides building
Increase employment of women and school leavers	• Nd	Nd	Project Five-O; building provided by religious school; student fees charges, sales of products
Increase women's rights		Local clubs develop projects and campaigns to actualize international Program Focus goals.	"Friendship Links" pair clubs from developed countries with developing countries.
Improve employability of youth	• Nd	Through International Youth Foundation	Coca-Cola

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Basic education	Service provision	South Africa	IBM Foundation	Reach and Teach Program has established training centers to support primary and secondary education; Writing to Read is a computer-based English literacy program.
Basic education	Service provision, policy advocacy	Vietnam	IBM International Foundation	Reinventing Education Initiative develops and trains lower-secondary schoolteachers on using new methods and computer technologies; model integrates use into curriculum; two core sites in Hanoi include secondary school and teacher training college.
Basic education	Service provision	worldwide (including South Africa)	Lions Clubs International	Support Lions-Quest, a youth outreach program that consists of a tri-level, school-based curriculum to provide life skills to children through adolescents, including thinking and social skills for K-5, life skills and drug abuse prevention for early adolescents, and citizenship for older adolescents.
Girls' education	Opinion-making; service provision	Kenya	Starbucks Foundation	Support project in coffee-growing center to inform families about girls' education, health, child marriage, and labor. Provides gender training for teachers and works with community leaders to spread awareness.

Purpose	Results	Mechanism	Financing
Improve education quality; improve employment opportunities	• 2 training centers • 58 schools • 15,000 students	Through the Reach and Teach NGO, with other business, foundation and agency support	IBM Foundation provides the hardware and equipment
Improve student learning and academic performance transfer technology, knowledge, and skills	• Nd	With Ministry of Education	IBM grant of $500,00 in cash and in-kind support including computer hardware, software, equipment and education specialist expertise
Increase good citizenship	• 36 countries; • 13 languages; • 7 cultural adaptations	Developed and administered through NGO Quest-International	Provides funds with other partners
Reduce birth rate	• Nd	Implemented by CARE	Provide funds

ANNEX 1: BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Local Subsidiaries and Companies				
Secondary education	Service provision	Venezuela	3M Venezuela	Preserve and Care for our Schools Program provides 3M products and employee volunteers to help students restore school desks; has added technical training and teamwork component to program.
Girls' education, basic education	Service provision	Saudi Arabia	Al-Rahji Banking & Investment Corporation (ARABIC)	Financed construction of new government and private-sector schools, including girls' schools.
Basic education	Policy advocacy	Egypt	Business sector	Business commission advises MOE of skills needed by employers for non-farm employment and supports internships in factories, etc.
Girls' education	Service provision	Egypt	Business sector	Underwrites construction costs of girls' schools.
Primary, secondary, colleges	Service provision	Mauritius	Business sector	In deal with government business sector agrees to fund and build new schools and colleges over 10-15 years, with promise of GOM payback 10-15 years thereafter.
Girls' education; primary education	Service provision	El Salvador	Conelca (US subsidiary of Phelps-Dodge)	Sponsors public primary schools in district where based, providing electricity and water systems, sanitary facilities, land, tree planting, community mobilization and other outreach efforts.
Basic education	Service provision	Peru	Corporation Backus (beer company)	Support free library—Videotecas Backus—of educational videos to supplement curriculum and provide professional orientation.

Purpose	Results	Mechanism	Financing
Improve school environment; improve student self-sufficiency	• 2 cities • 100s of students • 40 3M employees	3M manages and host at Customer Innovation Centers	3M provides products and employees
Increase access, improve school quality	• 400 schools constructed	Provides funds, implemented through Ministry of Education, General Presidency of Girls' education and private sector	SR13.5 million provided, of which SR5,900 million is for girls' schools
Reduce educated unemployment	• Nd	Nd	Nd, individual companies
Increased access	• Nd	Nd	Nd
Finance public sector education expansion	• Nd	Business sector construction	Loan from business sector to GOM
Increase quality	• 4 schools assisted; • school initiating on efforts; • negotiated land disagree-ment between school and government;	In partnership with schools, parents, community, and government	Fully funded by Conelca with community inputs
Increase quality	• tapes distributed to 300 primary and secondary schools	Nd	Fully funded by Backus

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' and primary education	Service provision	Morocco	Milk Cooperative of Rich	Provide dairy products to three schools.
Basic education	Service provision	South Africa	Vandenburgh Foods	Rama Nutritional Education Project teaches children about a healthy diet and shows how to plant productive vegetable patches.
Girls' and primary education	Service provision	Morocco	Wafabank (major finance institution)	Pilot program "One Branch/One Schools" matches local bank branches with local schools to provided managerial, organizational, and financial assistance. Provide medical services, infrastructure improvement, technical guidance. Encourage clients to join school support boards.
Youth development	Service provision	Brazil	Xerox do Brasil	Mangueira Olympic Project offers youth with good school attendance records with sports activities and team building/social skills.
Local Business Associations or Benevolent Groups				
Primary education	Service provision, policy advocacy	Brazil	American Chamber of Commerce of Sao-Paolo	Established program to develop and test low-cost methods of improving educational quality in reading, writing, basic mathematics, and problem-solving skills; teacher training and incentives.

Purpose	Results	Mechanism	Financing
Increase food intake (part of program to increase girls' education)	• Nd	Nd	Nd
Improve child nutrition	• 100s of schools; • 1,000s of teachers; • 100,000s of children	through center	Vandenbrugh provided initial funding for initiative, managerial and logistical support, teaching and materials
Increase girls' education	• Nd	Through Bank branch personnel	Nd
Prevent youth involvement in illegal or anti-social activities	• 100s of children; • reduced youth crime; • increase in school attendance from 40% to 100%	Through project	Xerox sponsorship covers equipment, uniforms, meals, transportation, coaches, instructors, masseurs, physio-therapists, psycho-logists and sports federation; invests $500,000 per year
Improve student acquisition of key skills	• Initiated as pilot project, now serves 12,500 low-income children	Through the Quality of Education Institute (90 private sector companies) in cooperation with the Secretariat of Education	Supported by 90 local and multinational companies; grant from IAF

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' and primary education	Service provision; opinion-making	Guatemala	Association for Girls' Education (non-profit founded by 16 businesses and other organizations)	Administer government's national girls' scholarship program, targeting Mayan girls in grades 4–6 in two regions, with scholarships distributed by parent committees at community level; train social promoters in girls' education and gender issues to mobilize community support
Girls' and primary education	Service provision	Guatemala	Association for Girls' Education (nonprofit founded by 16 businesses leaders and other prominent public and private sector persons)	Provide 65 annual scholarships to girls for primary education; advocate/lobby public and private sector to support girls' education.
Basic education	Policy advocacy, service provision, opinion-making	Jamaica	Business Partners for Education (association of business people)	Groups of private sector businesses and individuals provide funds for program promoting use of technology in public schools, purchasing equipment, trained teachers, public information campaigns.
Education	Policy advocacy	Morocco	Business-education partnership association (BEPA)	Plan for various forms of partnerships; improve ties between higher education and economic development; establish objectives for business-education partnerships.

Purpose	Results	Mechanism	Financing
Reduce girls' dropout, increase retention	• Revitalized program; • efficient management • 46,000girls receive funds (60,000 planned in 2000) • 95% completion rate of recipients; • 15% increase in completion in targeted regions	Implemented by FUNRURAL—foundation of private Coffee Growers' Association, and member of ANE	$2 million/year from GOG (of which 7% is administration fee for FUNRURAL; 3% for ANE); $500,000 grant from USAID to administer
Reduce girls' dropout, increase retention; catalyze Government support for girls' education and engage business sector interest	• Nd	Implemented by ANE	Match international grants with donations from private sector leaders for scholarships; required $85/ moonth in dues from members
Improve work readiness	• Nd	Through government and education community	Grants; government funding; IAF grant
Improve national education systems and education opportunities for girls and underserved children	• Nd	Membership includes 16 banks and 1,600 businesses	Nd

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary education	Service provision	Colombia	Coffee Producers' Committee of Caldas	Funded extension of *Escuela Nueva* program to rural schools in coffee area communities requesting it
Girls' education	Opinion-making	Peru	CONFIEP	President spoke at national conference on girls' education; two articles appeared in monthly publication to disseminate solutions and ideas.
Basic education	Policy advocacy; opinion-making; service provision	Dominican Republic	EDUCA (association of business people)	Conduct consciousness-raising campaign on basic education, using print, media, conferences, back-to school campaigns, and publications; advocate for national education policy reform, negotiate with teachers, and develop ten-year plan; deliver education services to low income schools in urban areas, including school adoption program.
Basic education	Service provision; opinion-making	South Africa	National Business Initiative for Growth, Development and Democracy	Education Quality Improvement Program (EQUIP) works directly with selected public schools in depressed areas to help them identify and meet own needs in facility repair, teacher education and leadership training, parental education, extramural activities, and school governance.

Purpose	Results	Mechanism	Financing
Improve quality	• 800 schools	Implemented through Ministry of Education	Committee bears 80% of costs of teacher training and program management ($430,000/yr.); MOE funds infrastructure and teachers ($300,000)
Increase support for education and for girls' education	• Nd	Nd	Nd
Improve national education system	• catalyzed business sector support • forged linkages between educational institutions • 170 schools adopted • 150,000 textbooks produced • 800 school directors trained • 4,000 teachers trained	With EDUCA staff of 10 and board of directors	Membership dues for staff and basic operations ($10,000/mth); cash or in-kind contributions from business sector for awareness campaigns and adopt-a-school program (Lions', Rotary, etc.); donor grants for specific programs
Improve educational quality	• Nd	Works with education authorities at national and provincial levels, involving private companies, aid agencies, NGOs, and other service providers, as well as schools and community	With other businesses

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Basic education	Policy advocacy; opinion-making; service provision	Peru	Peru 2021 (group of Peruvian business people)	Advocate social responsibility for business with video presentation and brochures throughout Peru and LA; spearheads the Education Innovation Project in public schools in Lima, which aims at defining comprehensive model—management, curriculum, school health, computer-assisted learning—for educational development to be replicated throughout country; two articles in monthly bulletin; Guatemalan businessman share experience on girls' education.
Girls' education	Service provision	India	Rotary Club	Purchase desks for the Sharada Girls' School, a private school providing free instruction for 700 girls.
Girls' education	Service provision	India	Rotary Club	Purchase 15 computers for girls' high schools.
Girls' education	Service provision	India	Rotary Club	Furnish the local girls' school to complement town government's promotion of education for girls.
Girls' education	Service provision	India	Rotary Club	Provide wooden furniture for girls' high schools offering English.
Girls' education	Service provision	India, Pakistan	Rotary Club	Supply auditory and speech training equipment and hearing aids to school for hearing-impaired girls.

Purpose	Results	Mechanism	Financing
Increase support for education; promote education reform	• Nd	Developed in association with private, public and NGO groups; Grupo Carsa provides management services	Grupo Carsa provides $1million over six years (have not paid); trust fund of 15 businesses contribute $6,000/ each/year; IAF and other donor grants
Improve educational environment	• Nd	Dharwad Central Rotary Interact Club	Dharwad Central Rotarians contribute $1000 with assistance from Rotary WCS partners
Improve employment opportunities	• Nd	Bhachau Rotary Club	Local Club assumes 25% of total cost to equip a classroom with remainder from WCS partners
Improve educational environment	• Nd	Kundgol Rotary Club	Local club with Rotary WCS partners
Improve educational environment	• 360 students to benefit	Chidambaram Mid-town Club with local craftsmen	Local club with Rotary WCS partners
Provide skills training for employment	• Nd	Akola East Rotary Club	Local club with Rotary WCS partners

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' education	Service provision	India	Rotary Club	Equip science lab in college preparatory school for girls.
Preschool education	Servive provision	India	Rotary Club	Club pays salaries of teachers, assistants, and sees to health and immunization needs of children.
Primary education	Service provision; policy advocacy	Thailand, Bangladesh, Solomon Islands	Rotary Club	Created and launched Rotary Lighthouse for Literacy project, starting in rural Thailand. Uses "concentrated language encounter" method and introduces developmental issues on nutrition, health and sanitation.
Primary education	Service provision	Mexico, India (6), Brazil, Guatemala	Rotary Club	Built school and/or additional classrooms.
Primary education	Service provision	India (21), Philippines	Rotary Club	Equip schools with drinking water, latrines, and other sanitary facilities.
Primary education	Service provision	India (10)	Rotary Club	Provide school furniture (desks, tables, chairs).
Primary education	Service provision	Mali, Philippines, India (9), Guatemala, Argentina	Rotary Club	Support schools for the handicapped—visually, hearing, and mentally impaired children.
Primary, secondary education	Service provision	India (3)	Rotary Club	Provide poor students with uniforms, school supplies, and medical checkups.
Primary, secondary education	Service provision	Turkey, Nigeria, India (7), Argentina (2)	Rotary Club	Establish and equip science laboratories in primary and secondary schools.

Purpose	Results	Mechanism	Financing
Improve educational quality	• Nd	Krishnarajanagar Club	Local club with Rotary World Community Service partners
Improve school readiness	• 50 children	Local club	Local club with assistance from WCS partners
Increase literacy	• program adopted nationally by Thai MOE • 400 Thai school • 67% enrollment increase	Rotary club with Srinkarinwirot University and Ministry of Education	Rotary Clubs (local and international) with partners
Improve access	• Nd	Local clubs	Local club with assistance from
Improve educational environment, enhance retention	• Nd	Local clubs	Local club with assistance from WCS partners
Improve educational environment	• Nd	Local clubs	Local club with assistance from WCS partners
Increase educational access	• Nd	Local club	Local club with assistance from WCS partners
Reduce costs, increase access	• Nd	Local club	Local club with assistance from WCS partners
Improve educational quality	• Nd	Local club with school	Local club with assistance from WCS partners

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary, secondary education	Service provision	India (3)	Rotary Club	Mobilize resources to purchase school bus.
Secondary education	Service provision	Bangladesh, Nigeria, India (9), Chile	Rotary Club	Purchase computers for schools to equip computer-training centers.
Vocational training	Service provision	India, Argentina, Grenadines	Rotary Club	Rotarians organize and teach classes for unemployed youth in pump mechanics and electrician skills; provide job counseling and conduct education camps.
Higher education	Service provision	Sri Lanka	Rotary Club of Colombo	Organize fund-raising dance to provide disabled youths with scholarships.
Girls' and primary education	Service provision	Morocco	Rotary Club of Kenitra	Distribution of school stationary to schools in Sidi Kasem Province.
Primary education	Service provision; policy advocacy; opinion-making	Venezuela	Voluntary	Dividend for the Community (business organization of 240 large firms)Mobilize business to construct rural primary schools, libraries, and playing fields; Schools of Excellence Program provides funds to teachers and parents to improve instruction.
Local Business Foundations				
Basic education, adult education	Service provision	Brazil	Bradesco Foundation (Bradesco Bank, largest private bank)	Operates network of schools and teaching institutions in areas without access, including primary, secondary, professional, and teacher training, adult literacy, etc.

Purpose	Results	Mechanism	Financing
Increase access	• Nd	Local club	Local club with assistance from WCS partners
Improve education quality, improve employment	• Nd	Local clubs	Local club with assistance from WCS partners
Increase employability	• Nd	Local club	Local club with assistance from WCS partners
Serve community	• Nd	Nd	Nd
Increase school quality (part of program to increase girls' education)	• Nd	Nd	Nd
Increase access, improve quality	• 265 schools constructed; • 48 schools with quality improvements; • 13,000 children reached	One business "adopts" school; government provides teachers; community provides land and maintenance	Business provide $375,000 for school construction; $140,00 for improvement
Improve access	• 23 States (of 27) • 95,000 students (only 10% from employees' families)	Employs 2,822 to run; pay teachers higher wage than government	Fully funded by Foundation ($65 in 1995)

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' education	Service provision	Venezuela	Carlos Delfino Foundation Education Unit	Own and fund private school for underprivileged girls in area adjacent to factory, providing free primary and secondary education, including uniforms, meals and medical care; science and computer labs; education for parents; teacher training.
Basic education	Policy advocacy	Peru	Entrepreneurs' Foundation	Work with government to design plan for decentralizing education system.
Female education, basic education, vocational training	Policy advocacy; service provision	El Salvador	FEPADE (foundation of entrepreneurs for educational development)	Conduct vocational and management training (including for women in nontraditional areas such as electricity, automotive, electronics, and construction; conducts education research; links productive and education sector.
Girls' education	Opinion-making	Guatemala	Fundación Castillo Cordóva (beer and food producers)	Conducted national social marketing campaign to support girls' education; using billboards, radio, and TV; implemented intensive community mobilization campaign in eight communities.
Girls' education	Service provision	Guatemala	Fundación Castillo Cordóva (beer and food producers)	Implements The Kitchen is my School Program, which provides girls with cooking classes and recipes, as well as lessons in nutrition and health.
Girls' education	Service provision	Guatemala	Fundación Castillo Cordóva (beer and food producers)	Implements the *Corazon Contento* school breakfast program, providing food supplements to school children—girls and boys—in poor areas.

Purpose	Results	Mechanism	Financing
Increase access to quality education	• 650 girls; • parental involvement; • 10% of girls go to college, others to technical and administrative fields; • negligible repetition and dropout	Run by 13 nuns of Maria Auxiliadora Order; and investment management by Foundation staff	Fully funded by UEF
Nd	• Nd	Nd	Nd
Promote educational, professional, and technical development	• 7,000 people trained	FEPADE staff with other institutions	USAID and donor grants
Increase girls' enrollment	• increased demand for girls' education (outpacing demand)	Fundación project staff	$1.4million from Fundación
Nd	• Nd	Nd	Nd
Increase girls' retention	• 708,994 children reached • 6,723 schools served in 19 departments • 3,615 mothers trained in food preparation	Fundacion project staff with community participation and assistance (mothers prepare food, fathers deal with transport)	Funding provided by the Ministry of Education

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' education	Policy advocacy; service provision	Guatemala	FUNDAZUCAR (sugar producers)	Design and implement *Eduque a la Niña* program, three-year pilot program on impact of combination of measures to support girls' primary education (scholarships, mentors, motivational materials, etc.).
Girls' and primary education	Service provision	Guatemala	FUNRURAL FUNDAZUCAR	Adopt *Nueva Escuela Unitaria* model in schools, which use innovative pedagogy and classroom organization methods, including girl-friendly techniques and materials.
Girls' and primary education	Service provision	Guatemala	FUNRURAL (Coffee Growers' Foundation	Create social development fund for school rehabilitation and improvement.
Primary education	Service provision	Lebanon	Hariri Foundation	Committee to Support Public Schools provides public schools and their students with books, office supplies, libraries laboratory equipment, and builds classrooms as needed.
Preschool, primary and secondary education	Service provision	Lebanon	Hariri Foundation (founded by oil company)	Supports five full-cycle schools at no or reduced tuition in Beirut, Sidon, and Saida, taken over from or with different organizations (Mission laique francaise, Syrian Protestant Mission, Makassad Islamic Association); Foundation directly administers four.

Purpose	Results	Mechanism	Financing
Improve retention and promotion of girls	• 5,000girls served; • motivate government to initiate public sector girls' scholarship program	FUNDAZUCAR project personnel	$1.5 million USAID grant; $1.4 million from FUNDAZUCAR ; $800,000 from Spain, Japan, UNESCO; Shell Oil contributes 1,000 flip charts for rural schools
Improve achievement	• 400 FUNRURAL schools • 40 FUNDAZUCAR schools	Organizations named	Organizations
Improve girls' educational participation	• Nd	Nd	Nd
Strengthen role and status of public schooling serving low-income families	• Nd	Committee	Hariri Foundation
Keep existing schools, which suffered during war, operating	• enrollments range from 1,200-2,000 students	Depending on schools, directly administered by Foundation or in collaboration with the French Ministry of Foreign Affairs and the Mission Laique Francaises, Makassad Islamic Association	Hariri Foundation purchases campus, or purchases land, upgrades and expands facilities (including science laboratories, sports field and athletic facilities); Higher education student loan repayment applied to support educational projects in Lebanon.

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary education	Service provision	Jamaica	ICWI Group Foundation (5 major companies)	Develop and fund science learning center to demonstrate "hands-on" science learning at the primary level for students and teachers.
Primary education	Service provision	Morocco	Moroccan Bank for External Commerce Foundation	Support to rural primary school.
Basic education	Service provision; opinion-making	Brazil	Odebrecht Foundation	Exercise in Citizenship project educates teens by introducing participatory education methods and youth issues in public schools in El Salvador, as well as medical centers; used play to raise community awareness about youth issues.
Basic education	Service provision; opinion-making	Brazil	Odebrecht Foundation	Works on joint project with UNICEF "Only Schools Can Make Brazil Right."
Primary education	Service provision; opinion-making	Jamaica	Oracabessa Foundation (island Communications, LTD)	Constructed facilities for primary school and provides scholarships for poor children in area where it plans to develop tourism.
Women's income generation	Service provision	Namibia	Rio Tinto/Rossing Foundation	Gibeon Folk Arts Project trains women producing appliqué art to market and finance goods.
Basic education	Service provision	Kenya	Toyota Kenya Foundation	Provision of student scholarships.

Purpose	Results	Mechanism	Financing
Improve science education	• 5,000 teachers trained; • 227,000 exposed	Implemented with MOE and University of West Indies	ICWI funds center operations; MOE pays teachers; UWI provides facilities and expertise
Nd	• Nd	Nd	Nd
Prepare teenagers to be responsible members of society	• Founded 10 centers for student-teacher interaction; • trained 2,000 people; • five medical center personnel trained	FEO with city government (provide access to schools)	FEO with city government
Nd	• Nd	Nd	With UNICEF
Increase access and school quality	• Nd	Nd	Largely funded by the island Communications Group with inputs from local NGO, foundation and international donors.
Increase earnings capacity	• 20 rural women and families benefit	With technical assistance through Rossing Foundation	
Increase access Foundation and persistence	• Nd	Nd	Toyota Kenya

ANNEX 1 (continued): BUSINESS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary education	Service provision; policy advocacy	South Africa	Toyota South Africa Foundation	Toyota Teach Program develops innovative math and science skills for primary school teachers in Natale. Conducts training workshops for teachers, seminars to increase student, teacher, and parent interest in math and science education; develops materials; advocates policy change in school and at government department level.
Nonformal education	Service provision	Morocco	Zakoura Foundation	Nd

Purpose	Results	Mechanism	Financing
Improve teacher skills	• 40 primary schools with 1,000 teachers and over 45,000 students; • measurable improvements in teachers and students	Operated jointly through six NGOs and academic institutions under direction of retired school principal. Toyota requires involvement of divisional line managers.	Funding from Toyota/Japan and Toyota/South Africa, and in-kind resources for premises
Nd	• Nd	Nd	Nd

Annex 2:

Religious Sector Support of Education

ANNEX 2: RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
International faith-based relief and development PVOs and Foundations—Muslim				
Girls' education	Service provision, policy	Pakistan (north)	AFK USA	Assist rural communities to build and manage schools, *mainly for girls.*
Primary education	Service provision	Worldwide	AKES	Operate private schools established for the Ismaili community.
Girls' education	Financial support	Bangladesh	AKF	Provide funding to BRAC for its schools.
Preschool education	Service provision, policy	Kenya, Uganda, Tanzania	AKF	Madrassa Preschool Programme: establish preschool programs in Koranic schools with *local women as teachers* in Muslim communities.
Primary education	Service provision	Kenya, Uganda, Tanzania	AKF	Introduce secular curriculum into Madrassas.
Girls' education	Service provision, policy	Pakistan	AKF USA	Teacher training program for *local women* in Sindh.
Primary education	Service provision, policy	Kenya, Uganda, Tanzania	AKF, AKES (Kenya)	School Improvement Program: introduction of child-centered curriculum & pedagogy via materials and inservice teacher training.

Purpose	Results	Mechanism	Financing
Increase girls' access, model for community-based education	• nd	Local NGOs, volunteers matching grants, community contributions	AKF-donor
Provide secular and religious training	• 300 schools • 45,000 students	AKES, Ismaili community	AKF, AKES
Support BRAC's support of girls' education	• nd	BRAC (NGO)	AKF
Teach religious & cultural values, prepare children for primary school entrance, increase primary school retention	• 6 Madrassa resource centers created • 4848 students reached • 656 ECD teachers trained (1998) • model used by government	MRC staff working with schools	School endowment funds raised by communities, grants from AKF and donors, government funds to train secular school teachers
Increase educational opportunities	• nd	AKF staff	AKF-donor grants
Culturally appropriate schools, female role models	• nd	Local NGOs, volunteers	AKF-donor matching grants
Improve school quality in urban schools	• 168 schools • 2487 teachers trained • model used by government • partnering with non-project schools	AKF project staff with local municipality education staff	AKF-donor grants, municipality and government funding

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Female enterprise	Service provision	Afghanistan	Global Relief Foundation	Manufacture, distribute poultry incubators to widows.
Girls' education	Service provision	Bangladesh	Global Relief Foundation	Support Khadija Girls' School, combining secular and Islamic education.
Primary education	Service provision	Chechnya	Global Relief Foundation	Operate and fund Imam Shafi'e School for orphans (children of martyrs).
Primary education	Financing	Pakistan	Global Relief Foundation	Cosponsoring primary schools in rural areas.
Primary education	Student financial support; service provision	Kashmir	Helping Hand (Islamic Circle of North America Relief)	Subsidize teacher salaries in refugee schools; provide uniforms, books, supplies to students.
Female enterprise	Service provision; student financial support	Kashmir	Helping Hand (Islamic Circle of North America Relief)	Provide sewing classes for housewives and female students; equip each with sewing machine.
Primary, secondary, higher education	Student financial support; service provision	Palestine	Holy Land Foundation for Relief and Development	Provide entire (tuition/ fee, clothing, books, counseling) aid package to primary students; scholarships to secondary and college students; university scholarships to University of Malaysia; children's libraries.

Purpose	Results	Mechanism	Financing
Provide self-employment for widows with children	• nd	Local NGO	Private sector fund-raising, donations from Islamic community with child sponsorship)
Build society according to Islamic principals	• 310 girls (7-15 years old)	GRF workers	Private sector fund-raising, donations from Islamic community
Provide quality Islamic & academic education	• 700 children	GRW workers	Private sector fund-raising, donations from Islamic community with child sponsorship)
Increase access, combat illiteracy	• 42 schools • 1705 students	Local partner organization	Private sector fund-raising, donations from Islamic community
Increase access	• 778 students	HH staff	Donations, sponsorship program
Increase earning capacity	• 266 students	HH staff	Donations, sponsorship program
Improve persistence	• nd	Local relief and humanitarian organizations	Donations, legacies, sponsorship programs

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Female enterprise	Service provision	Lebanon, Sri Lanka, Philippines, Indonesia, India, Bangladesh, Jordan, Bosnia, Africa	International Islamic Relief Organization, Saudi Arabia (IIRO)	Established dressmaking projects for poor families to benefit mothers of orphans and elderly women (as part of orphan care programs).
Primary, secondary, and higher education	Service provision; student financial support	120 countries	International Islamic Relief Organization, Saudi Arabia (IIRO)	Build/support kindergartens, primary, secondary schools and colleges/universities; sponsor teachers and pay salaries; train teachers; provide scholarships for higher education; publishes instructional materials
Primary education	Service provision	Mali (Timbuktu & Gourma Rharous)	Islamic African Relief Agency-USA	CEWIGAP: establish/ support *community schools, build latrines*, train teachers and school committees, provide instructional materials
Basic education (primary and secondary)	Service provision	Albania, Azerbaijan, Chechnya, Sudan, Bangladesh, Bosnia	Islamic Relief WorldWide	Support schools, provide materials & equipment, *school kits for home schooling*
Female literacy	Service provision	Sudan	Islamic Relief WorldWide	Operate literacy program for adult women at center in El-Obeid, supply library and audio-visual materials
Women's rights	Policy advocacy; opinion-making	Worldwide	Kamilat	Inform American public, Muslim and others, of perspectives of Muslim women, publish position papers, network, fundraising
Women's vocational training	Service provision	Afghanistan, Iraq, India	Mercy International-USA	Provide vocational training to widows and orphans; support purchase of training center for women (India)

Purpose	Results	Mechanism	Financing
Provide relief, support	• sponsoring over 100,000 orphans in 58 countries • 25 centers for orphan and mother care in 12 countries • built 22 & support 251 orphanages	Local relief and humanitarian organizations	
Increase educational opportunities to combat illiteracy	• 1100 teachers in Africa, Asia • 2000 students in Africa, Asia	Network of national Islamic and non-Islamic relief groups and individuals	Contributions from individuals and companies in Saudi Arabia, endowment fund established through bequests
Increase access and quality	• 40 schools (using model known to attract girls' enrollment)	IARA project staff with other international NGOs	Matching ($1:4) grants from USAID, EU, Region Rhones Alpes
Increase quality	• 3 schools	IRW workers and partner organizations	Private sector fund-raising, donations from Islamic community
Increase female literacy	• 1 center	IRW workers and partner organizations	Private sector fund-raising, donations from Islamic community
Identify and position Muslim women in American society and the Muslim community	• symposia, conferences, publications	Kamilat volunteers	Membership
Employability, poverty alleviation	• 420 orphans trained • 48 widows • 1 training center	Relief and development agencies	Nd

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary education	Service provision	Somalia	Mercy International-USA	Assist communities to re-establish primary schools
Primary education	Service provision	Afghanistan, Sudan, Sri Lanka	Muslim Aid	Run primary schools for refugee children
Primary education	Service provision	Pakistan (Kashmir), Burma	Muslim Aid	Run schools to cater to poor children; provide uniforms, shoes, books, accommodation
Female education	Service provision	Sudan	Muslim Aid	Train women in vocational skills
General education	Financial support	Worldwide	Muslim Education Foundation	Donate 5% of ATT bill to an Islamic non-profit association
Women's rights	Policy advocacy; opinion-making	Worldwide (e.g., anti-Taliban)	Muslim Women's League	Inform American public, Muslim and others, of perspectives of Muslim women, publish position papers, network
Religious education	Nd	Nd	Rabita (Muslim World League)	Nd
General education	Financial support	Worldwide	Success Foundation	Sponsors students, teachers and teaching facilities

Purpose	Results	Mechanism	Financing
Increase access	• 15 schools • 2000 children	Nd	Donor grants
Educational access	• nd	Local Muslim organizations	Ditto
Educational access	• 200 schools operated	Local Muslim organizations	Ditto
Poverty alleviation	• 2,200 women trained	Local Muslim NGOs	Donations from 40K individuals, mosques, Muslim businesses
Education	• nd	Nd	Nd
Influence opinion and policy, implement values of Islam to reclaim status of women	• symposia, conferences, publications	MWL staff	Membership
Disseminate Islamic Dawa and expound teachings of Islam	• nd	Nd	Donations from Saudi government and people
Combat illiteracy, serve the destitute	• nd	Nd	Donations from individuals, business and private foundations

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
International faith-based relief and development PVOs and Foundations—Jewish				
Girls' and primary education `	Service provision; opinion-making; policy advocacy	Guatemala	American Jewish World Service	Provide to public schools infrastructure, materials *(including those promoting girls' education)*, pay first year salary for additional teachers, school snacks, micro-nutrient testing, latrines/sanitation, health care, parent-teacher-community workshops
Primary education	Service provision (parental finance); opinion-making; policy advocacy	India (Tamil Nadu)	American Jewish World Service	Create "Bridge Schools" to provide education and counseling to ease released child workers' in the silk industry transition to government schools; work with local schools to make *more "welcoming"* with material provision and teacher training; loan schemes for families to compensate opportunity costs
Female literacy, women's rights	Service provision; opinion-making	India (Tamil Nadu)	American Jewish World Service	Provide literacy training; savings/credit schemes (for school supplies, uniforms); self-help; life skills training to resist female infanticide caused by inflated dowries and access government affirmative action programs *(5000 rupees to girls completing 8th grade, bus passes)*
Female enterprise	Service provision	Mexico	American Jewish World Service	Train women in health, education and leadership
Female literacy	Service provision; opinion-making	Senegal	American Jewish World Service	Training women in health and early childhood development

Purpose	Results	Mechanism	Financing
Improve educational quality, primarily for Mayan children and especially for girls	• 7 public schools • 5000children • enrollments increased 23% • drop-out reduced 50% • test scores increased • teacher absenteeism reduced • parental involvement increased	AJWS Project office	Fully funded by grant from Phillips Van Heusen
Increased access and persistence, eradication of child labor	• 10 Bridge schools • 350 children • 3 revolving loan funds	Local NGO (Rural Institute for Development Education)	Donations, grants from individuals and foundations
Eradicate female infanticide	• women's group networks • reduced domestic violence • midwife network to prevent infanticide	Local NGO (Rural rehabilitation Center)	Donations, grants from individuals and foundations
Improve women's economic status	• 245 women trained • 1700 beneficiaries	Local NGO	Donations, grants from individuals and foundations
Improve health for women and children	• 4000 women trained • 1 village stops FMG	Local NGO (Tostan)	Donations, grants from individuals and foundations

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Preschool education	Service provision	South Africa	American Jewish World Service	Train local women to establish preschools via interactive radio instruction
Girls' secondary education	Service provision	Israel	Na'mat-USA (Women's Labor Zionist Organization)	Supports a girls' club for troubled adolescent girls
Girls' secondary and vocational training	Service provision	Israel	Na'mat-USA (Women's Labor Zionist Organization)	Supports a network of 4-year vocational high schools and 1-year vocational schools for disadvantaged girls
Vocational, religious, and educational assistance	Service provision	Ethiopia	North American Conference on Ethiopian Jewry	Offers work program, adult education, synagogue, and K-junior high school, school lunches
Preschool education	Service provision	Brazil, Mexico, Guatemala, Congo, Ghana, Ethiopia, Senegal, Philippines, Vietnam	Organization for Rehabilitation and Training (ORT)	Implement "mother and child care" programs; train local women in professional child care; establish preschools and daycare centers
Secondary and vocational education	Service provision	Worldwide	Organization for Rehabilitation and Training (ORT)	Operates network of secondary and industrial school, apprenticeship programs, technical institutes, junior and teacher colleges
International faith-based relief and development PVOs and Foundations—Protestant				
Primary education	Service provision	Ghana	Adventist Development and Relief Agency (ADRA)	Run community infrastructure service program to build schools
Primary, secondary education	Service provision	Ivory Coast	Adventist Development and Relief Agency (ADRA)	Operate education program for Liberian refugee children

Purpose	Results	Mechanism	Financing
Increase school readiness	• 600 schools • 20,000 children	Local NGO (Ntataise Trust)	Donations, grants from individuals and foundations
Nd	• nd	Nd	Donations, grants from individuals and foundations
Nd	• 14 high schools • 22 vocational schools	Nd	Donations, grants from individuals and foundations
Relief to Jews in Ethiopia	• 4,000 participants	NACOEJ staff	Donations, grants from individuals and foundations
Improve child health and development	• 12 training centers	ORT project staff	Grants from bilateral and multi-lateral develop-ment agencies
Training for employment	• 260,000 students • 10,000 teachers	ORT project staff	Grants from bilateral and multi-lateral develop-ment agencies
Increase access	• 226 school buildings • 10-23% enrollment increase • drop-out reduces ("especially for female students")	ADRA field office	USAID
Improve access	• 158 schools (1995) • 72,055 students (1995) • 95% pass rate for secondary	ADRA field office	UNHCR; ADRA in Denmark, Sweden, Switzerland

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary education	Service provision	Liberia	Adventist Development and Relief Agency (ADRA)	Operate school feeding programs; rehabilitate classrooms/schools; operate schools
Female literacy	Service provision	Nepal	Adventist Development and Relief Agency (ADRA)	Conduct literacy classes for women
Primary education (girl-friendly)	Service provision	Niger	Adventist Development and Relief Agency (ADRA)	*Construct latrines* in Niamey public schools; *provide faucets*; run primary schools with free medical care, daily meals; *provide sewing and literacy classes to out-of-school children*
Primary education, child health	Service provision	Sudan	Adventist Development and Relief Agency (ADRA)	Conduct teacher training, build schools and additional classrooms, establish PTAs, supply book and classroom equipment; conduct polio inoculation campaign
Primary education	Service provision	Uganda	Adventist Development and Relief Agency (ADRA)	Construct schools, train teachers to pass National Exam, equip schools with books and materials
Girls' education	Service provision	Bolivia	Christian Children's Fund	Operates tutoring/ mentoring program for at-risk young girls, offering tutoring, homework assistance, counseling
Girls' education	Service provision	Ethiopia	Christian Children's Fund	Construct classrooms to open school places for girls
Preschool education	Service provision	Ethiopia, Gambia, Senegal, Bolivia	Christian Children's Fund	Operate early childhood development centers, offering stimulation, immunization and meals

Purpose	Results	Mechanism	Financing
Increase access, quality, child performance	• 500 schools with feeding program	ADRA field office	World Food Program
Increase literacy, child and maternal health	• greater women's empowerment	ADRA field office	Nd
Improve school environment, increase access	• 55 schools with latrines • 10 schools with water • 5,300+ children benefiting • 2primary schools • 750 children	ADRA field office	Grants from ADRA in Italy, Canada, Switzerland (through Swiss government)
Improve access and quality	• 43,000 children under age five inoculated	ADRA field office	Rotary Club, WHO, CDC, Italian government
Increase access, quality	• nd	ADRA field office	Nd (work with GOU)
Increase school achievement and self-esteem	• 927 girls reached • 92% math pass rate • 82% reading pass rate	Local field staff	Sponsorship
Increase access	• 9 classrooms constructed	Local field staff	Sponsorship program
Increase child wellbeing, school readiness	• 2785 children (Senegal)	Local field staff	Sponsorship

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Female literacy, enterprise	Service provision; policy advocacy	India	Christian Children's Fund	Conduct functional literacy and classes and offer support through female self-help groups; promote leadership, advocacy; and provide business skills training
Primary education	Service provision (financing)	Senegal	Christian Children's Fund	Pays private school fees; provides tutoring to public school students; provides supplies and books
Girls' education	Service provision	Sierra Leone	Christian Children's Fund	Operates non-formal primary village schools, tailored to rural life (shorter days, single fee), *with 75% of places reserved for girls*
Primary education	Service provision; opinion-making	Dominican Republic, Brazil	Church World Service	Provide education, reintegrate children into education system, raise awareness to *prevent child prostitution*
Female literacy, female enterprise	Service provision	Niger, Honduras, Ghana	Church World Service	Provide literacy training and credit schemes for women
Girls' wellbeing	Service provision; policy advocacy; opinion-making	Peru	Church World Service	Defend and organize working children, *address teen pregnancy*
Preschool, primary and secondary education	Service provision; policy advocacy	22 countries worldwide	Compassion International	Operates child sponsor-ship program to finance holistic child development programs, priority placed on schooling and health programs

Purpose	Results	Mechanism	Financing
Increased literacy and social competence	• 51,434 women	Local field staff, village volunteers	Sponsorship
Increase quality, provide better learning environment	• 3332 children's fees paid • 3962 children tutored • 3492 children supplied	Local field staff	Sponsorship
Increase access	• 160 centers • 315 instructors trained • 10,500 students (ages 6-14)	Local field staff	Sponsorship
Increase education, improve self-image	• 700 children (Brazil) • 43 female teachers (Brazil)	Local NGOs or faith-based groups	Donations from individuals, foundation, member denomination, US government grants
Increase literacy and earning capacity	• 100+ women • *earnings used to pay school fees (for daughters)*	Local NGOs or faith-based groups	Donations from individuals, foundation, member denomination, US government grants
Reduce teen pregnancy	• nd	Local NGOs or faith-based groups	Donations from individuals, foundation, member denomination, US government grants
Improve child's social, physical and spiritual development	• 30,000 children	Through Christian local churches and ministries	Sponsorship program

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' support	Service provision	Worldwide	Girls' Friendly Society/USA (affiliated with Episcopal Church)	Provide parish-based support and faith program for girls (7-21 years)
Girls' leadership	Service provision	Guatemala	World Vision	Train poor, rural adolescent girls to become community leaders (requiring them to stay in school)
Primary education	Service provision	Worldwide (16+ countries)	World Vision	Assemble and distribute school supply kits to impoverished children
Women's empowerment	Service provision; advocacy; opinion-making	Worldwide	World Young Women's Christian Association	Finance Leadership Training Fund to support training initiatives of national YWCAs; sponsor and train young women to lobby for women's priorities, and finance delegation attendance in international fora
International faith-based relief and development PVO's and Foundations—Catholic				
Girls' wellbeing	Service provision	Ukraine	Caritas International	Support center for street children which *provides gynecological center for girls*
Girls' education, primary education	Service provision opinion-making	India	Catholic Relief Service	Provide food subsidies to school children in poor communities; *mobilize community involvement in schools to promote girls' education*; build local management capacity; trains local education providers to improve quality

Purpose	Results	Mechanism	Financing
Increase religious affiliation	• nd	Local parishes	Nd
Create change agents and prepare for motherhood	• 144 girls trained	World Vision	Donations, grants, child sponsorship
Increase quality	• 90,000 kit distributed in 1998	US community and church groups	World Vision (with supplies from US community, church groups)
Attain social and economic justice for women	• consultative status with WHO and UN agencies	World YWCA	Donations, grants, membership
Improve children's life skills	• nd	Local staff, churches	Donations, membership fees
Build community capacity to support education, *especially girls'*	• 3500 schools • 275,000 children	National staff with 2900 local secular and diocesan organizations	Donations, grants from private sector and bi-/multilateral agencies

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Gender equity	Na	Worldwide	Catholic Relief Service	Institutionalize gender responsive programming in all CRS projects, including gender analysis, disaggregated M&E data, address structural barriers to equal access, quality and control, ensure female participation in projects and through partners
Primary education	Service provision; policy advocacy	Albania	Catholic Relief Service (CRS)	Promote community involvement in education through training PTAs, co-funding school improvement activities, creating regional PTA federations, holding national conference
Girls' education, primary education	Service provision; policy advocacy; opinion-making	Burkina Faso	Catholic Relief Services	Build classrooms; provide school meals and *special take-home rations for girls with high attendance*; support PTA and *mothers' association formation*; *promote debates about importance of girls' schooling*; distribute micro nutrients and deworming medicines
Local faith-based benevolent associations and NGOs-all faiths				
Girls' education	Service provision	Egypt	Al Azahr University (Islamic)	Train religious to address FMG from medical, religious and cultural perspectives to constrain the practice
Preschool, primary, junior, high, college	Service provision	Indonesia	Bala Keselamatan (Salvation Army)	Operates schools located in remote areas; trains young men and women for the ministry

Purpose	Results	Mechanism	Financing
Improve capacity to identify and redress gender imbalances	• nd	Na	Na
Increase public-private partnership to support schools, increase community initiatives/role in educational reform	• 100 public, private, parochial schools • 6,000 students • 5,000 parents and teachers • regional councils advocating for educational reform and school improvement	National staff with local NGOs, Catholic diocesan offices concerned with education, local associations, education ministries	Donations, grants from private sector and bi-/multilateral agencies
Increase enrollment and attendance, *especially girls*	• 328,000 students and families served	National staff with education ministry	Donations, grants from private sector and bi-/multilateral agencies
Improve girls' health	• no action plan or proposal ever submitted pursuant to agreement	University staff	USAID sub-grant (through CEDPA) as part of USAID contract
Increased access Religious vocation	• 6 preschools • 72 primary schools • 18 secondary schools • 1 college	Local staff (under supervision of government Education department)	Donations

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' education, girls' wellbeing and empowerment	Service provision (student financing); opinion-making	Egypt	Coptic Evangelical Organization for Social Services (CEOSS)	Provides scholarship support to primary school students, literacy training to out-of-school girls (Girl Learning Centers), girls' life skills training New Horizons; girls' clubs; conduct awareness campaigns about girls, using religious leaders to speak to community
Preschool, primary education, secondary, vocational education	Service provision	12 Latin American countries	Fe y Alegria (founded by Jesuits)	Operates formal schools and non-formal programs offering primary education, secondary, technical training and support services to impoverished children and families in rural and peri-urban areas; integrates social consciousness in its instruction, parental education about value of girls' education; bilingual instruction; predominately women teachers; preschool education; separate latrines, sex education; school feeding
Girls' secondary education	Service provision	India	Indian Buddhist Association	Created the Deepanker Keny Inter College, an all female college in rural India
Girl's education	Service provision	Canada	Knights of Columbus	Provide daycare center for unwed mothers enrolled in high school
Girls' education	Service provision	Uganda	National Institute of Womanhood (local chapter)	Provide mentoring "Mesh Mentors" program and work internships for university girl students

Purpose	Results	Mechanism	Financing
Increase girls' enrollment; reduce gender gap; Improve societal support of girls; improve girls' social competence and health	• 10 sites • increased girls' enrollment • anecdotal evidence indicating increased self-confidence of girls and participation in literacy classes, reduced resistance of communities	Local staff	USAID sub-grant (through CEDPA) as part of USAID contract
Increase access, quality	• 500,000 students (1992) • 500 centers • 17,000 staff • 0.003% of gross enrollment in countries • child-centered, activity-based instruction	Local staff (6% Jesuit)	Jesuits; community contribution for center construction, maintenance, food preparation; user fees; government pays teacher salaries; grants from religious organizations, foundations, businesses and donors
Advance young women's self esteem and empowering	• nd	Nd	Nd
Increased completion	• nd	Local K of C	Donations, membership
Increased self confidence	• nd	Local members	Membership, local business

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Female literacy	Service provision	Bangladesh, Chile, Czech Republic, Egypt, Estonia, Kenya, Nepal, Nigeria, Pakistan, Papua New Guinea, Thailand, Togo	national YWCAs	Provide literacy and life skills training to young women, including health, nutrition, sex education, self-esteem, income generation skills, emphasize importance of schooling girls
Girls' wellbeing, vocational training	Service provision	Belize, Guyana, Jamaica, Malaysia, Uganda	national YWCAs	Trains girl primary school leavers and dropouts in life skills, vocational skills, remedial education for promotion to higher levels (Belize-Helping early Leavers Program)
Female literacy	Service provision	El Salvador	Opus Dei	Provide supplementary education for girls' and women, working both inside and outside the home
Female vocational training	Service provision	Kenya, Mexico, El Salvador, Peru	Opus Dei	Provide skills training to women in clerical, secretarial, administrative, hospitality, accounting work (often with childcare centers)
Girls' education	Opinion-making	Nigeria	Opus Dei	Organized symposium competition for secondary school girls to voice opinions to public on variety of topics, including education
Secondary education	Service provision	Zambia	Salvation Army	Operates co-educational high school staffed with Christian teachers (some Salvationist) with focus on Gospel

Purpose	Results	Mechanism	Financing
Nd	• nd	Local YWCA	Local fundraising, YWCA Interna tional and national chapters, founda tions, bi- and multilateral agencies
Increased employment and self-competence	• 100% transition to secondary or vocational school (Belize) • income generation (Belize)	Local YWCA staff with community volunteers	Local fund-raising, YWCA Interna-tional and national chapters, founda tions, bi- and multilateral agen-cies, and govern-ment funds (for salaries in Belize)
Increased literacy	• nd	Instigated by local members, managed by staff	Membership, donations, in-kind contributions, grants from foundations and business, government subsidies
Increased employability	• 30,000 women in Peru • 2450 women in Mexico	Instigated by local members, managed by staff	Membership, donations, in-kind contributions, grants from foundations and business, govern ment subsidies
Increased self confidence	• nd	Instigated by local members, managed by staff	Membership, donations, in-kind contributions, grants from foundations and business, govern ment subsidies
Increased access; promote Christian, social and economic development	• 760 students (40%girls) • 90% pass rate on leaving exam • graduates are leaders in government and business	Local staff	Tuition fees; income generation; government maintenance grant;

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' education, primary education	Service provision	Kenya	Young Muslim Association	As part of Garissa Muslim Children's Home (for orphaned boys), *offers preschool and primary education to local girls* in Islamic environment with Islamic values. Also coordinates teaching program in madrassa, providing teacher training and materials
Girls' education, female literacy, preschools, primary education	Service provision	Bangladesh	YWCA of Bangladesh	Operates Dhaka girls' high school; women's literacy classes; nursery/ kindergartens; primary "free" schools
Local religious institutions (churches, mosques, religious orders, missions)				
Girls' and secondary education	Service provision	Brazil	Baha'i	Operate rural polytechnic institute(comprising school and demonstration farm) serving adolescent rural Indian population, uniting academic and service/vocational curriculum; *girls and boys rotations every 19 days*, with village rotation aimed at aiding the community
Women's empowerment	Service provision; opinion-making	Cameroon, Bolivia, Malaysia	Baha'i	Operates program to using traditional media to generate discussion about roles of men and women
Women's vocational education	Service provision	India	Baha'i	Operates institute offers training in literacy, health, income generation, crafts and spiritual beliefs in rural area

Purpose	Results	Mechanism	Financing
Integrate religious training with academic training to instill Islamic values and diminish numbers of Muslim children taught by non-Muslim teachers or are studying Christianity	• 800 students, 560 from community and include girls • 30madrassas with 70 teachers, serving 2000 children • old boys have assumed leadership positions in government and business • *published need to establish comparable girls' center*	YMA staff with Government teachers	Child sponsorship, donations, legacies; govern ment pays teachers, provides land; grants from Saudi Arabia Government (secondment of Director), Jamoon Family of Jedda, African Muslim Agency of Kuwait, Islamic Develop-ment Bank
Increase access and persistence	• 4300 preschool students • 1650 primary students • 600 women	Local YWCA chapters	YWCA-Italy, NORAD, Delta International
Increased literacy, life skills Stem out migration Improve village wellbeing	• 70% students stayed in village • students initiate village industries	Local staff	Baha'i community, government funding (for scholarships)
Increase status of women	• men helping women with chores, in fields (Cameroon, Bolivia) • 82% increase in number of girls' sent to school(Cameroon)	Local staff	Baha'i community, grant from UNIFEM
Increased literacy Increased status	• 15 sub-centers • clothing contracts • asked by government institutions to conduct workshops and training programs	Local staff	Initially funded by local Baha'i comm-unity, now receives grants from govern-ment, Canadian high Commission and others

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Female literacy, vocational education	Service provision	Ivory Coast Guinea Bissau, India, Papua New Guinea, Zaire, Zambia, Panama, Nigeria	Baha'i	Operates literacy programs, with moral education integrated into materials, and skills training
Primary education	Service provision	Mozambique, Malawi, Philippines	Baha'i	Operate primary schools
Girls' wellbeing	Service provision	Several countries	Baha'i	Sponsors life skills training for teenaged girls
Preschool education	Service provision	Sri Lanka, Philippines, Fiji, Mauritius, Ghana, Nigeria, Swaziland	Baha'i	Operate kindergartens
Girls' education	Service provision	Zambia	Baha'i	Operates secondary school for girls
Girls' education	Service provision; opinion-making	Pakistan	Islamic mosques "Muhollah Schools"	Mosque schools offer 3 years of basic education, using government texts and teacher, combined with religious instruction, aimed at rural girls
Preschool education	Service provision	Morocco	Koranic schools	Incorporate child-centered approach to Koranic preschools
Primary education	Service provision	Nigeria	Koranic schools	Following appeals to Malams in Sokoto State, basic literacy and numeracy taught to children in one Koranic school per community; instruction in local language, suing child-centered approach

Purpose	Results	Mechanism	Financing
Advancement of women Income generation	• nd	Local staff	Baha'i community
Increase access to basic education	• 2 community primary schools • 60 grassroots literacy schools • 20 Baha'i tutorial schools	Local staff	Baha'i community
Nd	• nd	Local staff	Baha'i community
Nd	• nd	Nd	Baha'i community
Increase access	• 115 girls in 1996 • 100% pass rate on leaving exam	Local and international staff	Local Baha'i community
Increase girls access	• 26,000 schools • 30% girls, with 5% girls in half the schools • poor academic results	Local imam with government teacher (initiated by government and donors)	Local mosque, government, international donors
Increased school readiness, child development	• nd	Local schools with ATFALE Project assistance	Local community, Bernard Van Leer Foundation
Increased access and literacy	• 115,525 students enrolled (from 915 in 1996) • 63% exam pass rate • 0.2% drop-out *(fewer girls than boys)*	Local Ma'am with community-recruited teachers	Local community, government, UNICEF(in some communities)

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary education	Service provision	Senegal	Koranic schools	As part of national "rights of Talibes" program, women organize to improve school quality and condition of students in Malika, by introducing academic curriculum, vocational skills, nutritious food, liberating children from traditional begging; income generation training for women to support school
Girls' and primary education	Service provision; opinion-making	Somalia	Koranic schools	Communities rebuilding and equipping destroyed Koranic schools, integrating academic curriculum and managed by parents; *second shift planned by one community to exclusively serve girls*; "buy-back" income generation program
Girls' literacy and vocational training	Service provision	Indochina	NOCLEAD	Train handicapped girls and women in literacy, healthcare and sewing
Girls' vocational training	Service provision	Ghana	Presbyterian Church of Ghana	Operate training institute and apprenticeship program for rural girls
Girls' wellbeing	Service provision	Taiwan	Presbyterian Church of Taiwan	Provides "protective" education program to keep tribal girls from prostitution
Primary, girls' education	Service provision	Guatemala	Salesian Missions	Operate 550 schools that have incorporated Escuela Nueva Unitarias model, using child-centered and participatory learning techniques, such as small classes and bi-lingual education, found to benefit girls

Purpose	Results	Mechanism	Financing
Increase literacy; improve quality	• 70 male, 32 female students	Local community with ministries of education and health, grass-roots groups and NGO	Local community, government, UNICEF
Increase access; improve school quality	• 267 Koranic and 318 primary schools • 250,000 children (33% girls)	Local community with UNICEF staff assistance	Local community, UNICEF
Increased literacy	• nd	Local staff	Donations, grants from churches and WCC
Increased employability	• 100 students	Local staff	User fees, donations, local church, Presbyterian Church/Canada, application for grant from WCC
Improved wellbeing	• nd	Local staff	Donations, grants from churches and WCC
Improve learning	• 550 schools	Local mission	Nd

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Women's vocational training	Service provision	Colombia	Salesian School	Sponsors industrial sewing course for destitute women; assist in purchase of sewing machines
Girls' vocational training	Service provision	Honduras	Salesian Sisters	Provide "Sunday School" program for girl domestic workers to learn sewing, dress-making, cooking.
Vocational training	Service provision	Mali, Togo, Guinea	Salesians	Operate technical schools for training in mechanics, welding, etc.
Girls' vocational education	Service provision	Zaire	Society of Friends (Quakers)	Nd
Individual religious leaders-all faiths				
Girls' education	Opinion-making	Guinea	Catholic and Islamic leaders (spiritual and traditional)	Members of community and national alliances promoting girls' education; preside over national, televised meetings
Girls' education	Opinion-making	Guinea	Imams	Local religious leaders serve as "educational promoters" for the national girls' awareness campaign
Girls' and primary education	Opinion-making	Nigeria	Islamic clergy	Sultan of Sokoto and prominent Muslim cleric made series of appeals to parents, Malams and tradition rulers to allow children to attend literacy classes and to integrate academic curriculum into Koranic schools; bolstered by workshops and publicity to promote awareness among tradition rulers and religious leaders, literacy classes for Malams

Purpose	Results	Mechanism	Financing
Home-based income generation (allow to care for family)	• secured contract for 10,000 uniform per year	Local school staff	Contract from local sugar company
Increase employability	• nd	Local sisters	Donations, craft sales
Increased employability	• nd	Local staff, international volunteers	Donations, grants from Christian associations
Nd	• nd	Local staff	Local communities, grants from Friends World Committee for Consultation
Increase demand for girls' education	• increased enrollments	Individuals	Individual with program funding from USAID
Increased demand	• increased girl' enrollments	Individual	USAID funds
Increased access and literacy; overcome religious opposition	• increase enrollment in literacy classes (914 students in 1996 to 115,525 in 1997)	Individual, with support from government Agency for Mass Education	Individual, government funds awareness campaign

ANNEX 2 (continued): RELIGIOUS SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' education	Opinion-making	Pakistan	Islamic Imams	Imam do not resist and promote girls' education through village-based schools in Balochistan
Girls' education	Opinion-making	Guinea	Islamic spiritual leader	Broadcasts monthly national radio program emphasizing the spiritual basis of female right to education
Girls' education	Opinion-making	Malawi	Islamic teachers	Islamic teachers advocate for girls' education and propose solutions that do not compromise religious beliefs, following work shops on community mobilization as part of girls' education social marketing campaign
Girls' education	Opinion-making	Kashmir	Mullah	Provincial government Minister of Religion—and spiritual leader—publicly supports girls' education through declarations, and speeches

Purpose	Results	Mechanism	Financing
Neutralize religious opposition	• increased # girls' schools; • increased girls' enrollments (not exclusively attributable to campaign and religious leaders' influence)	Individuals, with support from USAID project for training and occasionally small stipend for teaching in schools	Individual, USAID funded training
Increased awareness	• nd	Individual	Nd
Reduce religious opposition; benefit from influence	• increased girls' enrollments (not exclusively attributable to campaign and religious leaders' influence)	Individual, with support from USAID project	Individual, USAID funded training
Increase girls' enrollments	• nd	Individual	Individual

Annex 3:

Media Sector Support of Education

ANNEX 2: MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Open Broadcast on Television				
Girls' education	Opinion-making Policy advocacy Service provision	Nepal	Sanjeevani-Nepal 1996 Joint venture between: • Ministry of Health • Health Learning Material Centre • Tribuvan University • UNICEF/Nepal	The 30-minute program was in two parts: a 15-minute health information segment and a 15-minute soap opera called Devi. Includes specific girls' education promotion content, and gender equity content. Devi was the first soap opera in Nepal with a built-in social message. Basic story outline features a 16 year-old girl called Devi, who is illiterate and just over marriageable age. Devi's impending marriage is broken off when her future husband discovers her illiteracy. Rather than accept another husband Devi opts for literacy classes. **Specific girls' education campaign**
Girls' education	Opinion-making Policy advocacy	US domestic	Advertising Council of America, "Education Excellence Partnership," "Gender Equity in Education"	Messages include promoting: career choices for girls, presentations of role models for girls in non-traditional career roles; facts and statistics about education, gender equity, income disparities between men and women, educa tional quality impacting girls in classroom, learning differences between boys and girls. **Specific girls' education campaign**

Purpose/ Audience	Results	Mechanism	Financing
Educate public about health and women's issues such as HIVAIDS, vaccinations, treatment of diarrheal disease, and gender equity. Intended audience is general public in urban areas since they receive TV signal. Indirect appeal to policymakers.	• 1996 Evaluation showed that 57.6 percent of the audience learned that girls should be educated. This seems to have been the largest and most significant impact noted, although health issues were also significantly impacted as a result of the broadcasts. Further evaluation showed that people learned more from the soap opera than from the informational segment of the broadcast.	A 48-part health information weekly TV series telecast every Saturday at prime time.	UNICEF Nepal TV
Increase gender equity in education Intended audience is general public, (parents, teachers, policymakers, educators) but generally undifferentiated audiences.	• No evaluations have been done on impact	Multi-media mix of TV spots (10 second PSAs), electronic web sites, and print advertising. Electronic web sites is for journalists so they can use copy ready material	AD Council funding comes from 300 corporate sponsors, foundations and constituent organizations, such as IBM and Merrill Lynch as well as free advertising agency time, air time and acting time donated by industry. Collaborative partners include Women's College Coalition. Joint ventures mean that every $ generated by sponsorship is turned into $10 dollars worth of promotion.

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Preschool and primary education, girl's education	Service provision Opinion-making	US domestic and worldwide audience through licensing, syndication via cable and satellite networks, and local productions in local languages.	Children's Television Workshop (CTW) "Sesame Street" "1-2-3 Contact"	Content of these series is to introduce children in preschool, kindergarten and early elementary school to educational concepts from reading and writing to tolerance of diversity through entertainment. 1-2-3 Contact was a math and science program spun off for older children in elementary and middle school to supplement science and math education in schools. This latter series is no longer on the air but is available on videotape. This series used girls as actors to encourage science education in girls. **Some girl child specific content but none of the permanent Muppet characters of the show were female, although two of the permanent human actors were, and "guests" also were women.**
Preschool and primary education	Service provision	US domestic, now syndicated to a larger global, English-speaking audience.	Mr. Rogers' Neighborhood	TV-show for toddlers through 2nd graders. Mr. Rogers deals with many educational topics such as classifications, categoriza tions but primarily deals with the affective domain for children-e.g. fears of separation on the first day of school, dealing with sibling rivalry, sharing, and other values. Very few female characters in his show, or female guests.

Purpose/ Audience	Results	Mechanism	Financing
Increase school readiness of children and reinforce learning skills. A sub-goal of Sesame Street was to assist inner city urban children to counteract. Intended audience is children; Secondary audiences are their parents and educators	• CTW has been producing the "Sesame Street" broadcasts for over thirty years. There is considerable controversy on the success of the methodology as many educators feel that children became accustomed to education as entertainment, rather than education as hard work, preferred education in short bursts rather than sustained lessons. Essentially spoiled them for real world education. The CTW series spawned a host of similar edutainment shows for children. • Conservative estimated audience worldwide is over 100 million globally, from South Africa to Russia, France, China, Japan, India, etc. Licensing has often been difficult as CTW insists on maintaining content control, often against the wishes of local producers	Multi media mix. While a daily one-hour TV morning broadcast is the prime vehicle for Sesame Street, "1-2-3 Contact" used to air early afternoon for children returning from school. Many of these programs are also available throughout the day in markets with larger cable outlets. In addition both shows have a print support through dedicated magazines. CTW hosts occasional special programs for larger audiences (Big Bird in China).	PBS funding and corporate sponsor ship. Partially self-supporting through sales of syndication rights, licensing and sales of associated products (e.g. figurines of CTW characters such as Big Bird, Oscar the Grouch, Ernie, board games etc.)
The objective is preparation for school, and introduction to the real world The intended audience for "Mr. Rogers Neighborhood" is pre-school, kindergarten and early elementary children	• nd	One-hour TV show in early afternoons	PBS and corporate sponsorship

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' education, primary education	Opinion-making Service provision	Bangladesh, India, Nepal, Pakistan, Bhutan, Sri Lanka, Laos, Fiji, Vietnam, Cambodia and Indonesia	Meena Communication Initiative (MCI)-South Asian Association of Regional Cooperation (SAARC) and UNICEF	Launched in 1999 as part of the Decade of the Girl Child, very popular series broadcast throughout South Asia with specific focus on girls' education. Content is edu-tainment identified through field research. 10,000 children in region have been interviewed. Dramatic and humorous story lines feature a girl, Meena and her brother Raju in various fun and fantasy settings, each of which has a serious message about child rights, girls' education, social behaviors, life skills, self-esteem, health, nutrition and birth spacing. **Specific girls' education campaign**
Girls' and women's education	Service provision Opinion-making	USA, although viewed globally through satellite broadcast and syndication.	Miss America Pageant	Content of the pageant is highly controversial, but all contestant winners and runners-up at national, local and state levels win university scholarships. Recent message focus of pageant includes physical attributes of contestants but recently also highlights politically and socially correct activities such as volunteering for social causes

Purpose/ Audience	Results	Mechanism	Financing
Intended goal is to change perceptions and behaviors that hamper the survival, protection and development of children, specifically the girl child	• Now broadcast in 11 countries. • Annual Meena Day celebrated in the region	13 animated films, video, radio series and production of a multi-media package of comic books, posters, discussion guides and other materials 20-minute Documentary hosted by Peter Ustinov on Meena and Child Rights	• UNICEF • Phase One and Two provided by Government of Norway through UNICEF. National Committees for UK, Japan, Netherlands. Meena is now seeking funding for continuation, as the decade is over and the initial funds are no longer available.
Intended goal is to raise funds for girls' and women's education	• Provides $30 million dollars annually in scholarships and is the largest provider of scholarship funds for girls in the world.	Event marketing culminating in state and national broadcasts once a year.	NBC with corporate sponsorship at national and local levels

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Secondary education	Service provision	Mexico	Telescundaria/ Mexico	Secondary school distance education model provides integrated and comprehensive program combining master teachers with print materials, extensive use of images and clips. Delivers the same curriculum as in traditional schools, and offers supplementary programming. **No specific girl education focus**.
Primary and secondary education	Service provision	USA	Channel One-Whittle Communication-founded in 1990 purchased in 1994 by K-III Communications	12 minutes news broadcasts (including two minutes of advertising) are beamed to schools by satellite, as part of a multi-media package also available to schools and children, supplementary programming includes books, posters, photos, etc. Utilizes MTV-style, computer animation, stylish editing - attractive to youth. 58% of air time is devoted to news content. The rest is "ads", pop quiz, contests and activities. Of the 57 percent news time, only 25% is actual news, with the rest being profiles and filler. **No specific girls' education content**

Purpose/ Audience	Results	Mechanism	Financing
Provide and improve secondary education in rural areas, where no schools existed or where student enrollment and teachers were low	• Currently broadcasts to 13,054 schools, 38,698 teachers, 817,200 students enrolled. Currently has 6,500 modules on videotape. Supplementary programming for almost 1 million students	200 days a year, 30 hours per week of broadcasts for a complete curriculum. Programs aired from 8.00 a.m. to 2 p.m. and repeated in the afternoon for a second shift of students. Televised segment is 15 minutes with the remaining 45 minutes of each subject dedicated to workbooks, discussion and review.	Government of Mexico, Department of Education
Intended goal is to bring current news and events and social issues to participating schools free of charge. Intended audience are children to middle and high schools in the US.	• 12,000 participating schools • Highly controversial for its explicit linkages with commercial product advertisers, as well as the paucity of good educational content in its programs. Only 20% is hard news • Primary anchors are white and male. Women are substantially under-represented. • Evaluations show that students do not learn much from news segment but product sales have skyrocketed as a consequence of exposure.	12 minutes of programming (including two minutes of advertising). Schools download the feed, record on videotape and make the tapes available to each classroom according to the curriculum for the day.	Commercial sponsorship through paid advertising that is aired 2 minutes in every segment is primary funding source, free to schools who are obliged to use the broadcasts in exchange for free equipment. Approximate daily cost to advertisers is $200,000 per 30 seconds of ads. Partnership with ABC news which provides some of the footage. Watched by 8 million teenagers nationally.

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary and secondary education	Service provision	USA	CNN Newsroom	Offered as a free news service to schools. Content of material is formatted as a daily Features Page. Mondays features environment news and information, Tuesdays Health, Wednesdays Business and economics, Thursdays science, Fridays Editor's desk including arts and entertainment. **No specific girls' education content.**
Primary education Girls' education	Service Provision Opinion-making	Philippines	Sine'skwela-ABS-CBN Broadcasting Corporation and ABS-CBN Foundation Department of Education Culture and Sports, department of Science and Technology, Ministry of Education AFI	Sine'skwela is a children's (primary school) TV science show that supplements the school curriculum. Content matter is tied to the academic curriculum but is enhanced by featured stories. **No specific girls' education focus**

Purpose/ Audience	Results	Mechanism	Financing
Intended for audiences K-18 No equipment is offered as inducement (unlike Channel One)	• Widely acclaimed for its in-depth journalism, careful consideration of topics and appropriateness of images	Commercial-free cable programming available to schools. Linked to internet and multimedia print materials also available to schools	Ted Turner Learning Foundation, Turner Broadcasting
Improve the science and math knowledge of Filipino children	• Reaches 5 million students, although in actuality only 4,000 schools of 30,000 public schools have TV sets • Evaluations every year show that girls have made gains in these subjects • Children's knowledge of coastal issues climbed significantly.	Beamed daily to all public schools in the Philippines The Evaluation Office of the Department of Education annually evaluates the impact of the program on student learning	ABS-CBN provides free air time daily. AFI provides TV monitors in all regions. Corporate sponsors pay for production but do not get commercial advertising in the program. Government monitors and provides support in curriculum content. USAID contracted with ABS-CBN to beam four weeks worth of programming on coral reefs, as part of the USAID Coastal resource Management Project

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Preschool education	Service provision	Philippines	Batobot-GMA Philippine Children's TV Foundation	For 15 years, provided early childhood education curriculum to preschool and kindergarten age children. Content is similar to Sesame Street with reading, numbers and values education as the principle content areas. **No specific girls' education focus**
Primary education	Service provision	Philippines	CONSTEL-Classroom of the Air PTV	Distance education program for teachers training in science, including chemistry, biology, math etc. Teaches teachers how best to teach and demonstrate these subjects in the classroom using interactive methods. Format is as if the teacher is in the classroom. **No specific girls' education focus**
Radio Education				
Girls' Education	Service provision	London-based for broadcast exclusively to Afghanistan	Radio Education for Afghan Children (REACH) Media Action International BBC World Service	Started in Fall 1999, provides full primary curriculum (K-6) to girls confined to their homes, since no education services are available for girls in country.

Purpose/ Audience	Results	Mechanism	Financing
Increase school readiness	• Nd	Every weekday morning open broadcast to schools.	GMA/Philippines Corporate sponsorship with advertising on the air
Improve teacher knowledge of science and math Intended audience is teachers of primary school	• nd	Once a week 30 minute programs aired over PTV (Government owned station)	Government funded with assistance from Lucio Tan, corporate magnate (ex-owner of Philippine Airlines)
Increase girls' access to primary schooling	• nd	Radio broadcasts	BBC UNICEF European Union CIDA UNESCO No collaboration with Government in Afghanistan

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Basic Education Girls' education	Service provision Opinion-making	Zambia	Soul City-non-profit agency	Provide programs for girls on Life skills, including HIV/AIDS information, sexuality, self-esteem, gender equality and children's right to education.
Girls' Education	Opinion-making	Conakry, Guinea	USAID/Academy for Educational Development	Conduct workshops to train radio journalists on girls' education issues and message development for broadcasts.
Primary and secondary education	Service provision	UK-based but broadcast globally in English	BBC World Service Science Radio Show, "The Lab"	Serious and not so serious stories from the world of science and technology broadcast for schools and children out of school. Support programming includes subjects such as Farming World (aimed at children), quizzes on the elements, "outlook" interviews with famous scientists such as Jane Goodall; "Out for the Count", brain teasers. Some of the material is tied to the GCE examinations which are given at the end of Middle school, and which is replicated in many Commonwealth countries. **No specific girls' education focus**

Purpose/ Audience	Results	Mechanism	Financing
Increase life skills knowledge of parents, teachers and students and illiterate adults Inform public of girls' right to education	• nd	Multi media mix of radio, TV, press, publications and information booklets. Joint ventures mean that Newspapers distribute booklets, provide children's page and free advertising space	European Union (EU) DFID, Kagiso Trust Department of Health, Land Affairs Open Society Foundation British Petroleum (BP) Old Mutual Insurance
Increase public awareness of girls' education	• Launch effort to raise funds for broadcasts	Workshop only	USAID-Girl's Education project
Improve knowledge of science and technology in developing countries	• nd	Broadcast once a week	BBC World Service

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' and women's education	Service provision Policy advocacy	UK-based but global audience	BBC World Service	Multi-media mix provides broadcasts, pamphlets and booklets on Life Skills, such as sex, HIV/AIDS, drug education, children's rights, human rights, aging, English language education, child development and motherhood. Useful for ancillary agencies working with girls and women such as health workers, lawyers etc. Free for those who call in. Allows BBC to monitor listening audience.
Basic education Girls' education	Service provision	Laos	Manichanh/ Ministry of Education, Vientiane, Laos Non-Formal Education center, Vientiane	Workshop for programmers and producers, to develop curriculum for radio open broadcasts to be used with listening groups for older illiterate adults **Has some girl-specific aspects**
Girls' and women's education, Basic Education	Opinion-making Service provision Policy advocacy	worldwide audience	UN Radio	"5 Years from Cairo: The Global population Challenge" includes interviews, news, informational sound bites, statistics. Subject areas treated include violence and domestic abuse, sex education, life skills education, family planning, STD's, female genital mutilation, girl's education.

Purpose/ Audience	Results	Mechanism	Financing
Increase life skills of girls and women in developing world.	• nd	Open broadcast to be used in schools, or listened to at home	BBC World Service UK Government
Eradicating illiteracy in rural areas	• nd	nd	UNICEF Laotian Government
Improve women's well-being	• Public awareness of progress made since the Cairo Population conference.	CD-Rom from which excerpts can be used by radio journalists for open broadcast.	UNFPA

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Basic education Girls' education	Opinion-making Policy advocacy Service provision	Worldwide	UNICEF	Annual "International Children's Day of Broadcasting," now in its tenth year, enlists child journalists to cover a wide range of issues— child rights, girls' rights, street children, HIV-AIDS education, immunization. – to make world population aware of issues critical to children through children's eyes. Educates children about the media as tool for advocacy.
Preschool Education Girls' Education	Service provision Opinion-making Policy advocacy	Philippines	Parent-Effectiveness Service: • School of the Air • Filipino Family on the Air	Started in 1992, the School of the Air was intended to educate parents in early child development and was linked to home visits. Content included stages of child development, importance of schooling and helped parents understand quality schooling; domestic child abuse, health issues. **Some girl-child specific content**
Preschool education	Policy advocacy Service provision	Bolivia for the cities of El Alto, Santa Cruz and Tarija	Bolivia Programa Integrado por Desarollo Infantil (PIDI) Ministry of Women's and Family Affairs	Teacher training to improve quality of teaching to preschool, day-care and kindergarten students. Care givers—often illiterate—trained in fundamentals of care-giving for very young children. Content techniques for management of children in groups, active learning techniques, how to link with parents and community, feedback methods to gauge learning, health, etc. **No specific girls' education focus**

Purpose/ Audience	Results	Mechanism	Financing
Increase awareness of issues affecting children and girls.	• Over 2000 participating radio and TV stations	Radio and TV spots, programs, interviews, animated cartoons, phone-ins, songs written and aired by children over radio.	UNICEF, Merrill Lynch, other corporate and national sponsors
Reached 80% of Filipino households Intended audience is parents and teachers		180 programs in 3 months. Test booklets produced to ensure learning and reference material. 30 minute radio magazine followed the School of the Air for parents.	Filipino Government
nd	• nd	Interactive multi-media mix of 40 20-minute broadcasts designed around developmentally appropriate objectives for children aged 3 and 4. Additional print materials.	Bolivian Government

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Basic education	Opinion-making Policy advocacy	Washington DC, now syndicated to over 1 million internationally through Armed Forces Radio and NPR Radio	The Diane Rehm Show-WAMU, Washington DC	Talk show format. Educational issues include commercialism in schools (analysis of Whittle broadcasting program to schools, use of corporate logos, products and messages), authors Peter and Nancy Seizer's new book and study "Children are Watching." "How schools are short-changing Girls," "Women at Work," "Cool Careers for Girls," Michael Farris' book "Educating Tomorrow's Leaders," comparison of home schooling, public and private education. Content based on whether issue is topical and interesting to listeners **Some specific educational and girl's education content from time to time**
Primary and secondary education	Service provision Policy advocacy	Papua New Guinea	Papua New Guinea Ministry of Education	Distance education program for teachers. Material is supplemented with print materials sent ahead to teachers. Content specific programs in math and science. **No specific girls' education focus**

Purpose/ Audience	Results	Mechanism	Financing
Create awareness in the audience of social and political issues and analyze their implications. Audience is educated adults and decision-makers all over the United States. (Due to the demographics of her audience this show has implications for policy.)	• nd	Daily morning radio talk show. Interviews with authors, politicians, journalists, and public figures on issues of the day. Telephone call-in questions from listeners. Audio tapes of shows available. While program is broadcast in a.m. the show has a large percentage of office listeners.	Corporate sponsorship and NPR
Audience is teachers and students in school at primary and high school level.	• nd	Daily school broadcasts supplement educational curriculum provided by Ministry.	USAID, World Bank, Papua New Guinea Government

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' education	Policy Advocacy Opinion-making Service provision	Brazil	Brazil- CEMINA (Communication and Education on gender) Gender, Social Mobilization and Radio	Programs link radio information and mobilization with interpersonal workshops training girls at-risk (those already pregnant, in the streets, school drop-outs) in literacy, enterprise development. Will do research and publish a book on good practices of successful girls and women as role models. **Specific girls' education focus**
Primary and secondary education	Service provision Policy advocacy	Costa Rica	Costa Rica Ministry of Education, Educational Development Center/ LearnTech Project	Distance training for teachers in managing multi-grade classrooms and facilitating distance education for students. Provide educational information and materials on environmental issues and science education. Similar programs were produced for parents and the community. Supplementary audio tapes and print materials provided so that students could be self-learning and relatively independent of teacher. **No specific girls' education focus**

Purpose/ Audience	Results	Mechanism	Financing
Develop capacity amongst girls selected from different cities, in radio communication, social communication and advocacy using radio. Audience is the general public for the radio programs, once conceived.	• Trained fifteen girl/women radio journalists	Work with pre-selected radio stations in various states of Brazil	• Women Leadership Program of Inter-American Foundation Bank • Heinrich Bo II Foundation Some stations are providing free studio recording and air time for broadcasts, journalism help from their own professional correspondents.
Audience is teachers, students and parents	• nd	In-school cassette broadcasts for schools in poorest regions of Costa Rica. Broadcasts simulated live radio broadcasts.	• USAID • Radio Nederland Training Center • Costa Rican Ministry of Public Education Studio time donated once a week

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Basic Education Girls' Education	Opinion-making Service provision	Produced in Peshawar, Pakistan for Afghanistan.	BBC World Service Soap Opera "New Home, New Life" for Afghanistan	Soap opera/educational drama with supporting factual feature chronicles the lives of a family returning and rebuilding their lives. Content areas cover health and immunization, child care, community development, conflict resolution, mine awareness, literacy promotion, gender, social and humanitarian issues, drug addiction, forestry and conservation. **Some specific girl/gender focus**
Basic education Girls' and Women's education	Service Provision Policy Advocacy Opinion-making	Mali	GreenCom Project/ Mali, USAID	Train radio journalists to produce programs in environment, education, communication and health issues, often relating to needs of women and girls. Prepared program concluded with a plug for girl's education. **Many of the programs had a WID focus and girl's education focus.**

Purpose/ Audience	Results	Mechanism	Financing
Afghanis returning to Afghanistan	• nd	Broadcast 3 times/week Broadcast language in Pashto and Persian, re broadcast through Radio Pakistan to enhance reception.	• BBC World Service • UNICEF • WHO • UNIFEM • UNDP • Swedish Committee for Afghanistan • Dutch Committee for Afghanistan • Solidarite, Belgium
Provide environmental education. General public and students	• 29 community radio journalists were trained	Programs were contracted for three months and each station prepared 2 hours weekly of integrated material.	USAID

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Press and Print contributions to Education/Girls' Education				
Primary and secondary education Girls' education	Policy advocacy Opinion-making Service provision	Washington DC	The Washington Post-Newspaper in Education Program	Teacher's kit on how to use the Post as a daily resource for social studies, science and math. Provides materials as resource for classrooms in low-income areas. Post has weekly pages and articles devoted to educational issues. Post covers educational issues as news, featuring problems and successes of education in the US and in the area. Post has done feature stories on gender internationally, on girl's education and on gender as human rights. **Occasional girls' education content**
Primary, secondary education	Opinion-making Policy advocacy	Washington DC metropolitan area	Washington Post Educational Foundation "Outstanding Teacher Awards"	Cash awards program for teachers who have shown initiative, creativity and exceptional professionalism in teaching.
Girls' education	Policy advocacy Opinion-making	Washington DC and syndicated nationally	Judy Mann-Washington Post syndicated columnist	Judy Mann addresses women's and gender-related issues in her weekly column. **Occasional articles have girl's education focus**
Primary education	Opinion-making Service provision Policy advocacy	US	America Reads Challenge	Encourage children up to third grade to improve reading and writing skills and read independently. **No specific girls' education focus**

Purpose/ Audience	Results	Mechanism	Financing
Teachers, students	• nd	The Post sponsors a variety of programs from instruction	Washington Post Corporate Sponsors and private individuals
Motivate teachers to provide quality education	• 20 winners/year, for 17 years	Candidates nominated by community and selected by school systems	Washington Post Educational Foundation
Addresses wide audience of parents educators, policymakers	• nd	Weekly column featured in comics section of newspaper	Washington Post
Parents, educators, librarians, child care providers, students		Booklet and radio and TV PSAs	Department of Education and 18 public and private corporate sponsors

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Girls' education	Opinion-making Policy Advocacy	US	Advertising Council	Print campaign using advertisements, data for journalists. Content features career opportunities for girls featuring non-traditional careers, role models for girls, etc. **Girls' education specific focus**
Primary education' Girls' education	Service provision Policy Advocacy	US	The Smart Parent's Guide to Kid's TV KQED Center for Education and Lifelong Learning Milton Chen - Director of George Lucas Foundation	Content discusses statistics on children and TV, advertising and children, violence on TV and children, becoming politically active in demanding better TV programming, learning from the few good programs there are on TV. **Some girls' education content**
Internet/Web-based/On-line				
Basic education	Service provision	USA	• Learn2.com • Hungry Minds.com • SmartPlanet.com • DigitalThink.com	Virtual school for all ages, including literacy courses and ESL for new immigrants. On-line courses taught by anyone who wants to teach a course, ranging from plumbing to science and history. **No specific girls' education focus**

Purpose/ Audience	Results	Mechanism	Financing
Promote girl's access to non-traditional careers. Parents, teachers, educators, policymakers			Ad Council, regional newspapers and magazines Association of Women's Colleges
Intended to assist parents select programming wisely for their children and make it fun and educational		Book available for sale	KQED/San Francisco
Delivery of education services Students worldwide	• nd	Web-based interactive services; linkages with other similar learning environments on the web and with standard universities offering adult education.	Privately owned for-profit firm Free to users

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Basic education	Service provision	USA	Blackboard.com	Virtual support for teachers at universities, schools, and adult students looking for life-long learning opportunities. Teacher training and support through virtual lesson plans on any of a 1000 subjects. Lesson plans are then used for course work taught by the same teachers co-sharing student fees. In process of translation to French and Spanish. **No specific girls' education focus**
Primary and Secondary Education Girls' education	Service provision	USA/Global	USAID LearnLink Project	Integrates digital, distance and interpersonal communication to provide support services to educational systems, including teachers, supervisors, students of all ages, businesses, and government agency personnel. **Most programs have a sub-goal of improving girl's access to education and promoting girl's education**.
Basic education	Policy advoccacy Service provision	USA	National Demonstration Laboratory/ Academy for Educational Development	• Design and install educational technologies • Train staff/teachers • Evaluations of school district technology needs **No specific girls' education focus**

Purpose/ Audience	Results	Mechanism	Financing
Direct delivery of educational services Students worldwide	• nd	Web-based interactive software	Privately-owned for-profit firm Co-sharing student fees Free to users
Provide educational services	• nd	• computer assisted instruction in schools • distance-learning via radio and schools • Multi-media kiosks • Learning Centers • Web-based learning sites	USAID-centrally funded Free to partners
Teachers, educators, academia, government		Demonstration site and clearinghouse for educational technologies	USAID, State and National Government, Corporations Fee for services

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary and Secondary education	Service provision	USA and global	CNN Newsroom	Instructional program for teachers that includes: environment, health, science, economic/business and commerce information, as well as arts, music and social issues. **No specific girls' education focus**
Primary and Secondary education	Service provision Policy advocacy	USA	CNN Electronic Field Trips Division of Turner Broadcasting Systems and Turner Learning Inc.	Provide information resources for teachers and their students K-12. Teacher's Learning Kit on all subjects includes Resource Book, video, primary and secondary resource info on the subject; video reports from the Turner video library; chats with on-line experts. **No specific girls' education focus**
Primary and Secondary eductaion	Service provision	USA with global availability	Channel One.com (part of Channel One Network owned by Primedia Inc.)	On-line "discussion area" for young people to talk over news received via Channel One network **No specific girl's education goal, but some commercial sponsors target girls with commercial messages.**

Purpose/ Audience	Results	Mechanism	Financing
English-speaking teachers world-wide, but supports CNN classroom broadcasts in the USA		Web-based newsroom, link-ages to CNN video libraries for virtual field trips, lesson plans	CNN Free to schools, students
Teachers and students	• For past 5 years has won almost all awards for best distance learning programs in the USA for K-12	Combination print, video and on-line technologies	CNN $169 for school subscription
	• Currently links 12,000 middle, junior and high schools representing 8 million students and young people worldwide; 400,000 educators • Winner of Peabody Award for school programming • Very controversial for its high commercial content and low quality informational content.	On-line interactive chat and information	Free to schools, funding provided by commercial advertising

ANNEX 2 (continued): MEDIA SECTOR SUPPORT OF EDUCATION

Focus	Aim	Country	Organization	Activity
Primary and Secondary education	Service provision	UK for domestic consumption but available globally	BBC News on-line Education Page	On-line service providing news and information for and about schools. Provide information on current affairs and social issues for use by teachers in class-room activities, as well as innovative classroom methodologies. News about school-community linkages. Awards programs for educators. **No specific girl's education goal but on-line images often show girls in active leadership roles.**

Purpose/ Audience	Results	Mechanism	Financing
Enhance service delivery Teachers, students, academicians, educators	• nd	On-line news and information	BBC, UK Government free to users

Bibliography

"$1 Billion from the Kingdom to the Muslim World League." 1997. *Al Qimam* (13 October). Internet: www.alqimam.com.sa/saudi_info/13-oct.html.

Academy for Educational Development (AED), Center for Growing Girls. 1995 (June). *Growing Girls International Newsletter*. Washington, D.C.: AED.

Academy for Educational Development (AED). 1995. "Changing Behavior and Educating Girls: Foundations for Reproductive Health." Washington, D.C.: AED.

"Afghan Girls Schools Closed." 1998. Associated Press (22 June).

"Afghanistan's Taliban Closes Schools for Girls." 1998. Associated Press (17 June).

Aga Khan Foundation. 1998. *Annual Report 1997*. Lausanne, Switzerland: Aga Khan Foundation.

Aga Khan Foundation. 1998. *Project Brief: Madrasa Pre-School Programme East Africa*. Lausanne, Switzerland: Aga Khan Foundation.

Aga Khan Foundation. 1998. *Project Brief: Kisumu School Improvement Project*. Lausanne, Switzerland: Aga Khan Foundation.

Aga Khan Foundation. 1998. *Project Brief: School Improvement Programme in East Africa*. Lausanne, Switzerland: Aga Khan Foundation.

"Agency Assailed for Soliciting Money from Companies." 1999. *UN Foundation* (12 March).

Alger, Dean. 1998. *Megamedia: How Giant Corporations Dominate Mass Media, Distort Competition, and Endanger Democracy*. New York: Rowman & Littlefield.

American Association of University Women Educational Foundation. N.d. *Fellowships & Grants 2000–2001*. Iowa City, IA: AAUW Education Foundation.

American Association of University Women Educational Foundation. N.d. *$3 Million in Fellowships and Grants: Supports the Success of Women Like You*. Iowa City, IA: AAUW Education Foundation.

American Jewish World Services. 1998. *Annual Report*. New York: American Jewish World Services.

AMIDEAST. 1999. *Annual Report 1998*. Washington, D.C.: AMIDEAST.

Antezana, Paula. "Guatemala." Country Profile prepared for CIVICUS On-line. Internet: www.civicus.org/guatemal.html.

Associated Press. 1998. "Afghanistan's Taliban Closes Schools for Girls." *Christian Science Monitor* (17 June).

Association for the Development of Education in Africa. 1997. "1997 ADEA Biennial Meeting: Annotated Program." Internet: www.bellanet.org/partners/adea/97meet/program.html.

Association for the Development of Education in Africa. 1999 (April–June). *ADEA Newsletter* 11 (2).

Association for Women in Development. 1999 (August). *AWID News* 13 (2).

Ayudi, Nazih. 1999. "The Politics of Islam in the Middle East with Special Reference to Egypt, Iran and Saudi Arabia." In *Religion, Globalization and Political Culture in the Third World,* edited by Jeff Haynes. New York: St. Martin's Press, 71–92.

Bah, Souleymane Kaba. 1999 (August). "Sur l'évaluation du potentiel de mobilisation des ressources au niveau national en faveur de l'éducation des filles." Conakry, Guinea: Plan International Guinée.

Ballen, et al. "The Corporate Imperative: Results and Benefits of Business Involvement in Education." Washington, D.C.: U.S. Department of Education. Internet: www.ed.gov/pubs/CorpImp.

Baltimore County Career Connections. N.d. "Keys to a Successful School/Business Partnership." Baltimore: Baltimore County Career Connections. Internet: www.bcplonline.org/centers/career/cconnect/school/keys.html.

Beaumont, Martin. "Peru." Country Profile prepared for CIVICUS On-line. Internet: www.civicus.org/peru.html.

Bellah, R.N. et al. 1991. *The Good Society*. New York: Alfred A. Knopf.

Bellew, Rosemary and Elizabeth M. King. 1993. In *Women's Education in Developing Countries: Barriers, Benefits, and Policies*. Edited by Elizabeth M. King and M. Anne Hill. Baltimore: Johns Hopkins University Press for the World Bank, 285–326.

Bengtsson, Jarl. 1999 (September/October). "Information and Communications Technology and the Quality of Learning." *TechKnowLogia* 1 (1). Internet: www.techknowlogia.org.

Bernbaum, Marcia and Uli Locher. 1998 (October). "EDUCA: Business Leaders Promote Basic Education and Educational Reform in the Dominican Republic." Washington, D.C.: Creative Associates International, USAID.

Bidaoui, Monique. 1999 (August). Personal interview with Karen Tietjen.

Bocoum, Kadiatou, ed. 1999 (February-March). *Madina*.

Boyles, Ann. 1994. "Towards the Goal of Full Partnership: One Hundred and Fifty Years of the Advancement of Women." *The Baha'i World* (1993–94): 237–75.

Bratton, Michael. 1994. "Civil Society and Political Transition in Africa." *Institute for Development Research Reports,* Vol. 11, No. 6. Internet: http://www.jsi.com/idr/IDRreports.htm.

Bray, Mark. 1986. *New Resources for Education*. London: Commonwealth Secretariat.

Bryson, Donna. 1998. "Taliban Mistreat Women." Associated Press (5 August).

Budhisantoso, Alfian S. 1982. "Mass Media and Development in Indonesia." Honolulu, Hawaii: East-West Center.

Buckley, Stephen. 1999. "With Charity for All: In Brazil, a Growing Enthusiasm for Philanthropy." *Washington Post* (13 October).

Burchfield, Shirley, ed. 1999 (December). "Menarche and its Implications for Educational Policy: Draft Research Report." Unpublished report prepared by *Red Naciónal de Promoción de la Mujer* (RNPM). Washington, D.C., Lima, Peru: World Education, USAID, USAID/Peru.

Cabatan, Priscilla G., ed. 1996 (July–December). *Innotech Journal* 10 (2). Quezon City, Philippines: SEAMEO-INNOTECH.

"Cable & Wireless Makes a Contribution to Teen Challenge." 1999. *Broad Street Journal* (13 July).

Caravedo, Baltazar. 1998. "Peru 2021: A Business Plan for National Development." *Social Investment* 21 (2). Internet: www.iaf.gov/jrnl21-2/peru2021.htm.

Carroll, Theodora Foster. 1983. *Women, Religion, and Development in the Third World*. New York: Praeger.

Cauvin, Henri E. 1999. "African Editor Jailed for Wedding News." *New York Times* (18 October).

Center for Commercial-Free Public Education. N.d. "Endangered Education: How Corporate Polluters Are Attacking Environmental Education." Oakland, CA: Center for Commercial-Free Public Education.

Center for Women Policy Studies. 1999 (Summer). *Affiliates Quarterly Report*. Washington, D.C.: Center for Women Policy Studies.

Centre for Development and Population Activities (CEDPA). 1996 (October). "Interfaith Reflections on Women, Poverty and Population." Washington, D.C.: CEDPA.

Center of Concern. 1999 (September). *Center Focus 145*. Washington, D.C.: Center of Concern.

Charles, Chanya, Stephanie McNulty, and John Pennell. 1998. "Partnering for Results: A User's Guide to Intersectoral Partnering." Prepared for the USAID Mission Directors' Conference, November. Washington, DC: USAID, Academy for Educational Development.

Chesterfield, Ray. 1999 (October). Personal interview with Karen Tietjen.

Chen, Milton. 1994. *The Smart Parent's Guide to Kids' TV*. San Francisco: KQED Books.

CIVICUS. 1999. "Project Proposal: The CIVICUS Index on Civil Society." Internet: www.civicus.org/pages/diamond/cindex.html.

Clay, Susan. 1991. "Educating Girls: Promoting Guatemala's Development–Planning and Implementing a National Conference for Policy Makers–A Development Model.." Unpublished report for USAID/Guatemala, Office of Health and Education.

Clay, Susan. 1994. "The Education of Girls in Guatemala: From Oversight to Major Policy Initiative." Paper presented at the annual meeting of the Comparative and International Education Society (CIES), San Diego, CA: March 21–25.

Collier, Robert. 1993. "The Media and the Message." *San Francisco Examiner* (3 January).

Connors, Tracy Daniel. 1982. *Longman Dictionary of Mass Media & Communication*. New York: Longman.

Consumer Reports. N.d. "Captive Kids: A Report on Commercial Pressures on Kids at School." Internet: www.igc.org/consunion/other/captivekids.

Council for a Parliament of the World's Religions. 1999 (Summer). *CPWR Newsletter* 2 (2).

Courrier, Kathleen. 1981 (October). "The Educational Use of Mass Media." World Bank Staff Working Paper No. 491. Washington, D.C.: The World Bank.

Creevey, Lucy. 1996. "Islam, Women and the Role of the State in Senegal." *Journal of Religion in Africa* 16 (3): 268–307.

Darcy de Oliveira, Miguel and Rajesh Tandon. 1994. *Citizens: Strengthening Global Civil Society*. Washington, D.C.: CIVICUS.

Darnell, William. 1999 (October). Personal interview with Karen Tietjen.

Deen, Thalif. 1999. "UN: Pitfalls of Private Sector Involvement." *Inter Press Service* (20 April).

Demers, David. 1999. *Global Media: Menace or Messiah?* Cresskill, NJ: Hampton Press, Inc.

De Moura Castro, et al. 1999 (September–October). "Mexico's Telesecudaria: Bringing Education by Television to Rural Areas." *TechKnowLogia* 1 (1). Internet: www.techknowlogia.org.

DeYoung, Karen. 1999. "Giving Less: The Decline in Foreign Aid: Generosity Shrinks in an Age of Prosperity." *Washington Post* (25 November).

Dominick, Joseph R. 1996. *The Dynamics of Mass Communication*. 5th Edition. New York: McGraw-Hill.

Donovan, Richard A. N.d. "South African Partnership." Bronx, NY: National Center for Urban Partnerships. Internet: www.ncup.org/pubs/reports/common_ground.htm.

Dzidonu, Clement. 1999 (April–June). "The Spread of Internet Connectivity in Africa." *ADEA Newsletter* 11 (2): 12–13.

Easton, Peter and Mark Peach. N.d. "The Practical Applications of Koranic Schooling in West Africa." Unpublished report for the ABEL2 project. Washington, DC: USAID; Florida State University.

"Educate Girls-Kenya." 1999. *Daily Nation* (6 September). Internet: www.comminit.com/news/mediabeat/mb_a0109.html.

Educating Girls, a Development Imperative: Conference Report, May 6–8, 1998, Washington, D.C. Washington, D.C.: AED; USAID.

Education is Life Campaign. 1999 (Autumn–Winter). *Elimu update*. London: Action Aid.

Ferguson, Jacqueline. 1996 (July). "The Nature of Private-Sector Funding." *School Business Affairs*: 11–24.

Fiszbein, Ariel and Pamela Lowden. 1999. *Working Together for a Change: Government, Business, and Civic Partnerships for Poverty Reduction in Latin America and the Caribbean*. Washington, D.C.: The World Bank.

"Five Most-Wired Nations." 1999. *Parade Magazine* (10 October): 7.

Flynn, Donna K. and Linda Oldham. 1999. *Women's Economic Activities in Jordan: Research Findings on Women's Participation in Microenterprise, Agriculture and the Formal Sector*. Washington, D.C.: Development Alternatives, Inc.; USAID; International Center for Research on Women.

Fontaine, Mary and Dennis Foote. 1999. (September–October). "Ghana: Networking for Local Development—How You Can Use a Computer without Owning One." *TechKnowLogia* 1(1). Internet: www.techknowlogia.org.

Fox, Leslie and Bruce Schearer. 1997. *Sustaining Civil Society: Strategies for Resource Mobilization*. Washington, D.C.: CIVICUS.

Fox, Leslie. 1996 (February). "Sustaining Civil Society: Identifying Funding Strategies & Mechanisms." Prepared for: International Task Force on Enhancing the Resource Base. Washington, D.C.: CIVICUS.

Frase, Peter and Brendan O'Sullivan. N.d. "The Future of Education Under the WTO." Madison, WI: Movement for Democracy and Education.

FREEDEAL. N.d. *Girls In Especially Difficult Circumstances: An Action Research Repor*t. Kathmandu, Nepal: Legal Research and Development Forum, UNICEF.

Friedman, Stan. 1999. "Apparel with Conscience: The Givers." *Apparel Industry Magazine* (1 June): 78.

Froese-Germain, Bernie and Marita Moll. "Business-Education Partnerships a Troubling Trend." Internet: www.igc.org/trac/feature/education/global/moll.html.

"From Grassroots to International Program: Rotary—a Beacon to Literacy." 1998. *Navigating the Global Network* 1 (1).

Fryer, Michelle L. 1995 (May). *Ministry, Union, the Church and Teachers: Bolivia's Partners in Innovation.* LearnTech Case Study No. 6. Washington, D.C.: Education Development Center; USAID.

Galaskiewicz, Joseph. 1999. "Book Review of *Looking Good and Doing Good: Corporate Philanthropy and Corporate Powe*r." *Social Forces* (March).

Gaur, Albertine. 1984. *The History of Writing*. London: British Library.

Geographic Connections: Teaching Guide. 1992. Washington, D.C.: USA Today.

Geotopia. 1992. Washington, D.C.: USA Today.

Gerbner, George, et al., eds. 1996. *Invisible Crises: What Conglomerate Control of Media Means for America and the World*. Boulder, CO: Westview Press.

"Get Kids to Watch Malaysian TV News." 1999. *Straits Times* (26 July).

Girls Incorporated. 1999 (Summer). *GIRLS Ink.* New York: Girls Incorporated.

Goodwin, Craufurd D. and Michael Nacht, eds. 1995. *Beyond Government: Extending the Public Policy Debate in Emerging Democracies*. Boulder, CO: Westview Press.

Greenberg, et al. 1997 (July). "Women's Participation in Angola's Reconstruction and in its Political Institutions and Processes, Vol. 1." Washington, D.C.: WIDTech; DAI; USAID.

Grieser, Mona. 1999 (September). Personal interview with Karen Tietjen.

Groebel, Jo. 1998 (June). "Warning: Children Are Watching." *UNESCO Sources* 102: 4–5.

Guthrie, Grace Dodge. 1984. *Legacy to Lebanon*. Richmond, VA: Grace Dodge Guthrie.

Hansen, Gary. 1996 (March). "Constituencies for Reform: Strategic Approaches for Donor-Supported Civic Advocacy Programs." *CDIE Program and Operations Assessment Report No. 12.* Washington, D.C.: USAID.

Hansen, Holger Bernt and Michael Twaddle, eds. 1995. *Religion & Politics in East Africa: The Period Since Independence*. London: James Curry.

Hanson Vick, Holly. 1987 (June). "Shining Example in Cradle of Faith." *U.S. Baha'i News* 675: 9.

Haq, Farhan. 1999. "Report Faults UNDP Partnership with Corporation." *Inter Press Service* (12 March).

Hartenberger, Lisa and Andrea Bosch. 1996. *Making Interactive Radio Instruction Even Better for Girls: The Data, the Scripts, and the Potential.* ABEL2 Project. Washington, D.C.: Education Development Center for USAID.

Hassan, Riffat. 1996. "Women's Rights and Islam: From the ICPD to Beijing." In *Interfaith Reflections on Women, Poverty and Population*. Washington, D.C.: CEDPA, 59–70.

Haw, K.F. 1994. "Muslim Girls' Schools—A Conflict of Interests?" *Gender and Education* 6 (1): 63–76.

Haynes, Jeff, ed. 1999. *Religion, Globalization and Political Culture in the Third World*. New York: St. Martin's Press.

Heimann, Deborah, ed. 1999. "Communication and Change News and Issues." *Drum Beat* 25 (9 August). Internet: www.comminit.com/drum_beat_25.html.

Hemenway, Derek. 1996 (December). "Globalization and the Koranic Schools of Senegal." Unpublished report. Tallahassee, FL: Florida State University.

Hieber, Lori. 1999. Personal communication with Mona Grieser.

Himmelstein, Jerome L. 1997. *Looking Good and Doing Good: Corporate Philanthropy and Corporate Power*. Bloomington: Indiana University Press.

Holloway, Richard. 1999. "Richard Holloway's Civil Society Toolbox." Washington, D.C.: PACT. Internet: www.pactworld.org/toolbox.html.

Holloway, Richard. "Bangladesh." Country Profile prepared for CIVICUS on-line. Internet: www.civicus.org/banglade.html.

Hoynes, William. 1997 (May–June). "News for a Captive Audience: An Analysis of Channel One." *Extra!* Internet: www.fair.org/extra/9705/ch1-hoynes.html.

Ilon, Lynn and Soha Abdel Kader. 1997 (July). "Partnership Projects for Girls and Young Women: Midterm Evaluation." Washington, D.C.: CEDPA.

Institute for International Research (IIR). N.d. "Girls' Education, Your Business Can Help: Taking on the Challenge." Washington, D.C.: USAID.

Inter-American Foundation Grant. Brazil: BR-775 Grant.

International Bureau of Education. 1998 (March). *Educational Innovation and Information*. Geneva: International Bureau of Education.

International Chamber of Commerce. 1999. "World Bank and ICC Boost Cooperation in Private Sector Development." (21 June). *ICC News Online*. Internet: www.iccwbo.org/home/news_archives/1999/world_bank_and_icc_boost_cooperation.asp

International Chamber of Commerce. 1997 (April). "ICC Commitment to Sustainable Development (Prepared by the Commission on the Environment)." Document 210/541, Rev.3. Internet: www.iccwbo.org/home/statements_rules/statements/1997/sustdev.asp.

International Chamber of Commerce. 1998 (February). "Joint statement on Common Interests by the Secretary-General of the United Nations and the International Chamber of Commerce." New York: United Nations. Internet: www.iccwbo.org/home/statements_rules/statements/1998/cooperation_between_the_un.asp.

Irvine, Graeme. 1996. *Best Things in the Worst Times: An Insider's View of World Vision*. Wilsonville, OR: BookPartners.

Jimada, Usman. 1998 (February). "Scholars and Chiefs Boost the Literacy Drive." *Child Newsline*. Internet: www.gn.apc.org/childnewsline/nigeria-literacy.html.

Kalambry, Alexis, ed. *Jamana: Revue Culturelle Malienne*.

Kamara, Sylviane Diouf. 1995 (April). "Senegal Upgrades its Koranic Schools." UNICEF Features. Internet: http://www.unicef.org/features/feat143.htm.

Kandil, Amani. 1995. *Civil Society in the Arab World*. Cairo, Egypt: CIVICUS Egypt.

Karliner, Joseph. N.d. "A Perilous Partnership: The United Nations Development Programme's Flirtation With Corporate Collaboration." TRAC Special Report, Internet: www.corpwatch.org/trac/undp/undp.html.

Karliner, Joshua. 1999. "UN Enters a Perilous Partnership with Corporations: Environmentalists Worry Big Companies May Be Able to 'Greenwash' themselves in the Developing World." *BridgeNews Forum* (13 April). Internet: www.corpwatch.org/trac/undp/bridge.html.

Kasozi, A.B.K. 1995. "Christian-Muslim Inputs into Public Policy Formation in Kenya, Tanzania & Uganda." In *Religion & Politics in East Africa,* edited by Holger Bernt Hansen and Michael Twaddle. Athens, OH: Ohio University Press, 223–46.

Kassimir, Ronald. 1995. "Catholics & Political Identity in Toro." 1995. In *Religion & Politics in East Africa,* edited by Holger Bernt Hansen and Michael Twaddle. Athens, OH: Ohio University Press, 120–40.

Kaul, Inge. 1998. "Re-engineering International Development Co-operation and Finance." Paper Presented at the Annual Meeting of Directors of Development Research Institutes. Maastricht: 15–16 January.

Kelly, Gail P., ed. 1989. *International Handbook of Women's Education*. New York: Greenwood Press.

Kharel, Parsuram. 1993. *I Am A Person.* Proceedings of Nepal Street Children's National Convention, Kathmandu, 11–13 October. Kathmandu: Child Welfare Society and UNICEF Nepal.

Khouri-Dagher, Nadia. 1998 (June). "The Will to Succeed." *UNESCO Sources* 102: 10–11.

Khouri-Dagher, Nadia. 1998 (June). "Funding: Spending Wisely." *UNESCO Sources* 102: 12–13.

Kim, Jooseop, Harold Alderman, and Peter Orazem. 1999 (May). "Can Private School Subsidies Increase Schooling for the Poor?: The Quetta Urban Fellowship Program." Washington, D.C.: Development Research Group; The World Bank.

King, Ursula. 1987. "World Religions, Women and Education." *Comparative Education* 23 (1): 35–49.

Klein, Naomi. 1999. "The U.N. is Losing Sight of its Goals." *Toronto Star* (26 March).

Klein, Naomi. 1999. " U.N. Pact with Business Masks Real Dangers." *Toronto Star* (19 March).

Knaus, Holley. N.d. "The Commercialized Classroom." Unpublished report for Corporate Watch. Internet: www.corpwatch.org/trac/feature/education/commercial/knaus.html.

Koroma, David S.M. 1987. "Perspectives on the Media Systems in Nigeria and Sierra Leone with Emphasis on the Press." In *Mass Media and the African Society,* edited by Domatob, et al. Nairobi: African Council on Communication Education, 221–39.

Krueger, Jill. 1998. "Tupperware's Global Giving: Orlando Based Company Focuses on Young People in Need." *Orlando Business Journal* (25 December): 13.

Lakhani, Azim. 1999. "Social Norms and Social Exclusion: Reaching the Poor, The Programmes of the Aga Khan Development Network." Paper presented at the Consultation on the World Bank's World Development Report 2000/1 on the Themes of Values, Norms and Poverty, Johannesburg: 12–14 January.

Lartigue, Laura. 2000 (February–March). "Religious and Business Leaders, Radio Spots, Delivery Trucks Urge Guinean Parents to Send Daughters to School." *Front Lines* 40 (2): 5–6.

Laughlin, Michael. 1999 (September). Personal interview with Karen Tietjen.

Lazarte, Blanca. 2000 (April). Personal interview with Nora Kruk.

l'Homme, Cristina. 1998 (June). "Women Behind the Headlines." *UNESCO Sources* 102: 23.

l'Homme, Cristina. 1998 (June). "Mali: Short on Funds, Not on Ideas." *UNESCO Sources* 102: 14–15.

l'Institut Panos. N.d. "Banque de programmes radio." Bamako: l'Institut Panos.

Leach, Mark. 1997. "Models of Inter-Organizational Collaboration in Development." *Institute for Development Research Reports*, Vol. 11, No. 7.

Lent, John A. 1985. *Women and Mass Media in Asia: An Annotated Bibliography*. Singapore: Asian Mass Communication Research and Information Centre.

Light, Julie. 1998. "The Education Industry: The Corporate Takeover of Public Schools." Editorial for Corporate Watch. Internet: www.igc.org/trac/feature/education.

Lippman, Thomas. 1999. "An Unlikely Net Alliance." *Washington Post* (12 August).

"Local Bank Says Schools Project to be Ready This Year." 1998 (June). *Arab News*, Middle East Newsfile.

Logan, David. 1995 (November). "Internationalising the Community Involvement of US Multinational Companies: The Challenge to US Business." Paper prepared for Prince of Wales Business Leaders Forum, Los Angeles, CA.

Logan, David. N.d. "The Company in the Community: Getting the Measure." Internet: www.philanthropy.org/benchmarking/contents.html.

Lynch, Colum and Paul Farhi. 1999. "USA: Has NetAid Become the World R Us?" *Washington Post* (8 October).

Mazingira Institute. 1995. *Where the Future Begins!* Nairobi: Mazingira Institute.

McCabe, Michael. 1998. "Investing in Community Assets: Youth Programs Come of Age." *Grassroots Development Journal* 21 (2. Internet: www.iaf.gov/jrnl21-2/youth.htm.

Miller, Mark Crispin. 1997 (May). "How to be Stupid: The Lessons of Channel One." *Extra!* Internet: www.fair.org/extra/9705/ch1-miller.html.

Morch, Sys. 1999 (September). "Design and Facilitation of a Workshop for Local Radio Stations and other Communicators in Guinea." Unpublished report. Washington, D.C.: AED; USAID.

Morin, Robert J., Jr. 1999 (June). "Technical Assistance to SAGE/GWE-Guinea in Developing Action Plans for Local Alliances." Unpublished report. Washington, D.C.: AED; USAID.

Muirragui, Eileen and Namat Yamouri. 2000. "Across the Mountains to Reach the Sea: Building Intersectoral Partnerships for Girls' Education in Morocco." Paper presented at the USAID Symposium on Girls' Education, Washington, D.C., May 17–18.

Murray, John. 1991 (September–October). "TV in the Classroom: News or Nike?" *Extra!* Internet: www.fair.org/extra/best-of-extra/tv-classroom.html.

Mwai, Wangechi. "Kenya." Country Profile prepared for CIVICUS On-line. Internet: www.civicus.org/kenya.html.

Mwakisha, Jemimah. 1999. "Boosting Girl Education in Maginalised Area." *Daily Nation* (7 June). Internet: http://www.nationaudio.com/News/DailyNation/070699/Features/XX3.html.

Nabil, Lima. 1995 (May). "From Graveyard to Schoolyard in Somalia." *UNICEF Features* 146. Internet: www.unicef.org/features/feat146.htm.

Namuddu, Katherine. 1994 (April). *FEMED Newsletter*. Nairobi: Donors to African Education (DAE) Working Group on Female Education.

Neiheisel, Steven R. 1994. *Corporate Strategy and the Politics of Goodwill: A Political Analysis of Corporate Philanthropy in America*. Washington, D.C: Peter Lang.

Nelson, Jane. 1996. "Business as Partners in Development." Prince of Wales Business Leaders Forum.

"New Home, New Life-Afghanistan." N.d. The Communication Initiative. Internet: www.comminit.com/power_point/programme_descriptions_may_15/sld071.htm.

NGO Working Groups on Girls. N.d. New York: NGO Working Groups on Girls.

Nike. N.d. "Global Community Affairs." Internet: www.nikebiz.com/community/invest.shtml.

Noam, Eli. 1997 (September–October). "Why the Internet Will be Regulated." *Educom Review*: 12–14.

Noel, Kent L. 1999 (June). "Programme for the Advancement of Girls' Education (PAGE): Summary of Progress in Southern Province." PAGE/USAID Progress Report.

Núñez, Gabriela. 1999 (October). "Diagnóstico del avance de acciones en apoyo a la educación de la niña 1998–1999." Guatemala: Ministry of Education (SIMAC).

Núñez, Gabriela. 2000 (May). Personal interview with Karen Tietjen.

O'Gara, Chloe. 1999 (November). Personal interview with Karen Tietjen.

O'Leary, Fr. James. 1998. "Where the Asphalt Ends." *Company* (Spring). Internet: www.companysj.com/v153/contents.html.

Office of Women in Development (G/WID). 1999 (May). *Gender Matters Information Bulletin* (1). Washington, D.C.: USAID.

Office of Women in Development (G/WID). 1999 (June). *Gender Matters Information Bulletin* (2). Washington, D.C.: USAID.

Office of Women in Development (G/WID). 1999 (September). "…and Justice for All: Legal Literacy for Women." *Gender Matters Information Bulletin* (4). Washington, D.C.: USAID.

Ojanuga, Durrenda Nash. 1990. "Kaduna Beggar Children: A Study of Child Abuse and Neglect in Northern Nigeria." *Child Welfare* (69): 371–80.

Oleck, Joan. 1999. "Will the UN Sell a Seal of Approval?" *Business Week* (22 March).

"On Mission: Frontline News for the Adventist Network." 1998. *ADRA News* (12 May). Internet: www.adra.org/no_frames/ADRANews/51298.htm.

Opubor, Alfred. 1999 (April–June). "Communication, Development and Education: Some Linkages." *ADEA Newsletter* [Association for the Development of Education in Africa] 11 (2): 5–6.

Osaghae, Eghosa ed. 1994. *Between State and Civil Society in Africa: Perspectives on Development.* Dakar, Senegal: CODESRIA Book Series.

Oujo, M. Irene. 1999 (September–October). "Radio—Wiring the School with Wireless." *TechKnowLogia* 1 (1). Internet: www.techknowlogia.org.

PACT/Zambia. "Zambia." Country Profile prepared for CIVICUS on-line. Internet: www.civicus.org/zambia.html.

Papal Letter of Pope John Paul II. 1995. "Letter to Women." Vatican (29 June). Internet: listserv.american.edu/catholic/church/papal/jp.ii/jp2wom95.html.

Patton, Sally. 1999 (August). Personal interview with Karen Tietjen.

Pemba, Earnest A.T. 2000 (May). "Multi-sectoral Support for Girls' Education: An Essential Component of the Malawi Experience." Paper presented at the USAID Symposium on Girls' Education, Washington, D.C., May 17–18.

Pew Global Stewardship Initiative. N.d. "Pop Quiz."

Porter, Robert W. 1995 (January). "Knowledge Utilization and the Process of Policy Formation: Toward a Framework for Africa." Report for USAID's SARA Project. Washington, D.C.: Porter/Novelli; AED; USAID.

Postlethwaite, T. Neville. 1988. *The Encyclopedia of Comparative Education and National Systems of Education*. New York: Pergamon Press.

Premasiri, P.D. 1999. "Religious Values and the Measurement of Poverty: A Buddhist Perspective." Paper presented at the Consultation on the World Bank's World Development Report 2000/1 on the Themes of Values, Norms and Poverty, Johannesburg, South Africa, 12–14 January.

"Privatisation of FM Radio Channels: Curbs Put a Damper on Broadcast Industry—India." 1999. *Deccan Herald* (9 July). Internet: www.comminit.com/news/mediabeat/mb_b0027.html.

Prouty, Diane and Julianne Gilmore. 1997 (September). "Social Outreach Programs: Common Threads, Bedeviling Snags, and Loose Ends." Unpublished report for Girls' Education Activity, USAID.

Puryear, Jeffrey, ed. 1997. *Partners for Progress: Education and the Private Sector in Latin America and the Caribbean*. Americas Society, Inc. Chairman's International Advisory Council Ad Hoc Committee on Education.

"Race and Classroom: The Corporate Connection." N.d. Unpublished report for Corporate Watch. Internet: www.igc.org/trac/feature/education/race.

"Radio Education Provides Hope for the Illiterate." 1999. *Vientiane Times* (5 September).

Rayburn, Cherie, ed. 1999. *Compassion at Work* (Fall) [Newsletter of Compassion International, Colorado Springs, CO].

Reardon, Christopher. 1999. "Faith Matters: A Ministry for the Mean Streets." *Ford Foundation Report* (Spring/Summer). Internet: www.fordfound.org.

Rehm, Diane. 1999. "Commercialism at School." Radio Program, American University Radio (1 September). Washington, D.C.: WAMU 88.5FM.

Reimers, Fernando. 1999 (August). Personal interview with Karen Tietjen.

Reis, Tom. 1999 (January). "Unleashing New Resources and Entrepreneurship for the Common Good: A Scan, Synthesis, and Scenario for Action." W.K. Kellogg Foundation. Internet: www.wkkf.org/ProgrammingInterests/PhilanthropyVolunteerism/unleash.htm.

Reyes, Petra. 2000 (February). Personal interview with Karen Tietjen.

Richards, Julia. 2000 (February/March). "Guatemalan Women Kneel While Men Sit, But Speak Up for Daughter's Education." *Front Lines* 40 (2): 6–7.

Richburg, Keith B. 1999. "Muslim Leader Scores Upset in Indonesia." *Washington Post* (21 October).

Riddell, Roger. 1999. "Poverty & Development: An Inter-faith Perspective." London: World Faiths Development Dialogue.

Ridgeway, James. 1999. "Mondo Washington: UN-Environmental U.S. Designee Gets Funds From Eco Plunderers." *Village Voice* (24–30 March).

Rotary International. N.d. *Rotary Promotes Literacy*. Evanston, IL: Rotary International.

Rugh, Andrea and Heather Bossert. 1998. *Involving Communities: Participation in the Delivery of Education Programs*. ABEL2 Project. Washington, D.C.: Creative Associates International; USAID.

Rugh, Andrea. 1999 (September). Personal interview with Karen Tietjen.

Ruth, Stephen. 1997. "Getting Real About Technology-Based Learning: The Medium is NOT the Message." *Educom Review* (September–October): 32–37.

Ryan, Nick. 1998 (August). "Education and Socially Responsible Business." Prince of Wales Business Leaders Forum. Internet: nt.oneworld.org/pwbf/disp_full.cfm?entry_id=112.

Ryan, Nick. 1998 (May). "Human Development: an Introduction." Prince of Wales Business Leaders Forum. Internet: nt.oneworld.org/pwbf/disp_full.cfm?entry_id=106.

Ryan, Nick. 1998 (November). "Women, Gender Issues and Socially Responsible Business." Prince of Wales Business Leaders Forum. Internet: nt.oneworld.org/pwbf/disp_full.cfm?entry=191.

Samuel, Bill. 1998 (September). "Quakerism: Friends (Quakers) and Education." Internet: www.suite101.com/article.cfm/quakerism/10199.

Schramm, Wilbur. 1964. *Mass Media and National Development*. Stanford: Stanford University Press.

Schroeder, Kenneth, ed. 1997 (March). *Education Digest*. Internet: www.eddigest.com/

Schultz, T. Paul. 1998 (October). "Why Governments Should Invest More to Educate Girls." Unpublished report. Hartford, CN: Yale University.

Scribner, Jay D. and Lance D. Fusarelli. 1996. "Rethinking the Nexus Between Religion and Political Culture: Implications for Educational Policy." *Education and Urban Society* 28 (3): 279–92.

Selim, Shundil. 1999. "Hindu Women's Forum Sparks Controversy." *Washington Square News* (11 March). Internet: www.nyu.edu/pubs/wsn/99/03/11/hindu.htm.

Shaker, Erika. N.d. *The CCPA Education Project: Learning About the Commercialization of Education*. Internet: www.igc.org/trac/feature/education/global/shaker.html.

Shehabuddin, Elora. 1999. "Beware the Bed of Fire: Gender, Democracy, and the Jama'at-I Islami in Bangladesh." *Journal of Women's History* 10 (4): 148-171.

Simmons, Ann M. 1999. "Wife of the Gods' Stirs Up Ghana." *Los Angeles Times* (24 June).

Sleeth, Amy. 1999. "Costco's Community Caring Spans the Globe." *Puget Sound Business Journal* (19 February): 54.

Starbucks Coffee Company. 1999 (April). "Progress Update: Starbucks Framework for Action (1998–1999)." Seattle, WA: Starbucks Coffee Company.

"Starbucks Exclusive Latin American Coffees to Benefit CARE Projects in Coffee Origin Countries." 1999. *Business Wire* (31 March).

Steinberg, Charles S. ed. 1972. *Mass Media and Communication*. New York: Hastings House.

Strategies for Advancing Girls' Education (SAGE). 1999. *Strategic Alliances Promoting Girls' Education*. Washington, D.C.: AED; USAID.

Stromquist, Nelly, et. al. 1999 (July). *Improving Girls' Education in Guatemala.* CDIE Impact Evaluation. Washington, D.C.: USAID.

Stromquist, Nelly. 1996. *Leveling the Playing Field: Giving Girls an Equal Chance for Basic Education—Three Countries' Efforts*. Washington, D.C.: The World Bank.

Stromquist, Nelly. 1999. "What Poverty Does to Girls' Education: The Intersection of Class, Gender, and Ethnicity in Latin America." Keynote speech presented at the Oxford International Conference on Education and Development, 9–13 September.

Stromquist, Nelly. 1999. "Women's Education in the Twenty-first Century." In *Comparative Education: The Dialectic of the Global & the Local,* edited by Robert F. Arnove and Carlos Alberto Torres. Lanham, MD: Rowman & Littlefield.

Sutton, M., K. Tietjen, A.Bah, and P. Kamano. 1999 (November). *Promoting Primary Education For Girls in Guinea*. CDIE Impact Evaluation, Washington, D.C.:USAID

Swatos, Jr., William H., ed. 1995. *Religion & Democracy in Latin America*. New Brunswick: Transaction Publishers.

Swope, John. 1999 (October). Personal interview with Karen Tietjen.

The Business Roundtable. N.d. *No Turning Back: A Progress Report on the Business Roundtable Education Initiative*. Washington, D.C.: The Business Roundtable.

"The Maseltlha Foundation: Health, Literacy & Education in Zambia." 1996. *Bahá'í World*: 221–26.

Thomas, R.M. N.d. "Religious Education." In *The International Encyclopedia of Education vol. 11.* Edited by Torsten Husén and T. Neville Postlethwaite. 2nd Edition. Pergamon, 4995–5008.

Thomas, Scott. 1999. "Religion and International Society." In *Religion, Globalization and Political Culture in the Third World*. Edited by Jeff Haynes. New York: St. Martin's Press, 28–44.

Tietjen, Karen. 1991. *Educating Girls: Strategies to Increase Access, Persistence, and Achievement.* ABEL Research Study. Washington, D.C.: AED; USAID.

Tietjen,Karen 1999 (February). "Focus on Girls: USAID Programs and Policies in Education, Guinea Case Study." Unpublished draft, USAID Impact Evaluation. Washington, D.C.: USAID.

Tilak, Jandhyala. 1993. "East Asia." In *Women's Education in Developing Countries: Barriers, Benefits, and Policies,* edited by Elizabeth M. King and M. Anne Hill, World Bank. Baltimore: Johns Hopkins University Press, 247–84.

Torres, Rosa Maria. 1994 (September). "Democratizing Education Through Newspapers." ABEL2 project. *Forum for Advancing Basic Education and Literacy* 3 (4).

Touré, Mohamed Lamine. 1996 (October). "Colonial and Post-Colonial Education Policies in Francophone Africa." Occasional Paper published by the Institute for African Development.

Tuomi, Margaret Trotta. N.d. "In Pursuit of a More Diversity-Positive Environment in Finnish Schools." Unpublished report. Finland: University of Jyväskylä.

Tyndale, Wendy. 1998 (November). "Key Issues for Development." Discussion paper for the World Bank's *World Development Report 2001*. Oxford: World Faiths Development Dialogue.

U.S. Department of Education. 1998 (October). *Annual Report on School Safety*. Washington, D.C.: U.S. Department of Education; U.S. Department of Justice.

"U.N. Seeks Funds From Global Firms." 1999. *Associated Press* (12 March).

UNDP/UNESCO. 1990 (October). "Analyse économique et financier du secteur de l'éducation en Republique d'Haiti." Paper prepared by IREDU and the Ministry of Education, Youth and Sport, Haiti.

UNESCO, Principal Regional Office for Asia and the Pacific. 1989. *Simultaneous Education for Women and Girls: Report of a Project*. Bangkok: UNESCO.

UNICEF/Nepal. 1997 (May). "Sanjeevani: A 48-Part Health Information Television Series."

UNICEF/South Asia. 1999 (February). "'Meena': A Multi-Media Communication Initiative for the Girl Child in South Asia." Fifth Progress and Utilization Report submitted to the Government of Norway.

"UNIFEM/Bahá'í Project Raises Community Consciousness." 1993. *One Country: Online newsletter of the Bahá'í International Community* (October–December). Internet: www.bahai.org/article-1-7-6-14.html.

USAID/Morocco. 1999 (August). "Partnerships for Girls' Education." Paper Presented at USAID Workshop on Girls' Education, Bethesda, MD, August 12–13.

USAID/Morocco. N.d. "Morocco: USAID and Girls' Education. Rabat: USAID.

USAID/NPI. 1997 (January). "NPI Resource Guide: New Partnerships Initiative: A Strategic Approach To Development Partnering." Internet: www.info.usaid.gov/pubs/npi/npiresrc.htm.

USAID/Peru. 1999. "Girls' Education in Peru: Case Study." Lima, Peru: USAID.

USAID/Peru. 1999. "Raising Public Awareness of Girls' Educational Needs in Rural Peru." Lima, Peru: USAID.

USAID/Research and Reference Services. 1998 (October). "Intersectoral Partnering: Internet Sites." Washington, D.C.: AED; USAID. Internet: www.info.usaid.gov/pubs/isp/links.htm.

USAID/Research and Reference Services. "Bibliography: Intersectoral Partnering." Washington, D.C.: AED; USAID. Internet: www.info.usaid.gov/pubs/isp/resource/ispbib.htm.

Van der Gaag, Jacques. 1995. *Private and Public Initiatives: Working Together for Health and Education.* Washington, D.C.: The World Bank.

Vásquez de Barraza, Rebeca Sandra, et al. 1994 (September). "Participatory Sector Assessment in El Salvador." ABEL2 project. *Forum For Advancing Basic Education and Literacy* 3 (4): 4–6.

Velasco, Gisela T. 1996 (May). *Corporate Philanthropy in Asia: The Philippine Case*. New York: CUNY Center for the Study of Philanthropy. Internet: www.philanthropy.org/philind.html

Waddell, Steve. 1997. "Market-Civil Society Partnership Formation: A Status Report on Activity, Strategies, and Tools." *Institute for Development Research Reports*. Vol. 13, No. 5.

Waddell, Steve. 1997. "Outcomes of Social Capital Strategies of Banks and Community-Based Organizations in the US, The Four Pros: Property, Profit, Processes and Products." *Institute for Development Research Reports*. Vol. 13, No. 1.

Wald, K.D. 1992. *Religion and Politics in the United States.* 2nd edition. Washington, D.C.: Congressional Quarterly Press.

Walker, Leslie. 1999. "Where Those Who Can, Teach." *Washington Post* (16 September), Tech Thursday.

Weinberg, Matthew. 1999. "Religious Values and the Measurement of Poverty and Prosperity: A Bahá'í Perspective." Paper presented at the Consultation on the World Bank's World Development Report 2000/1 on the Themes of Values, Norms and Poverty, Johannesburg, South Africa, 12–14 January.

Weissman, Robert. 1999. "Focus on the Corporation: The UN Goes to Market." *San Francisco Bay Guardian* (11 May).

"What's On Channel One?" N.d.? Unpublished report for *Corporate Watch*. Internet: www.igc.org/trac/feature/education/commercial/channel1.html.

Winfield, Nicole. 1999. "UN Agency Defends Business Ties." *Associated Press* (18 March).

World Alliance of YMCAs. 1999. *Webbing the News*. Internet: www.ymca.int

World Bank. 1988. *Education in Sub-Saharan Africa: Policies for Adjustment, Revitalization, and Expansion*. Washington, D.C.: The World Bank. Internet: www.igc.org/trac/undp/undp.html.

World Bank. 1998 (September). "Partnership for Development: From Vision to Action." Briefing to the Board of the Executive Directors.

World Faiths Development Dialogue. 1999 (September). "A Different Perspective on Poverty and Development." Oxford: World Faiths Development Dialogue.

Yamouri, Najat. 2000 (April). Personal interview with Karen Tietjen and Nora Kruk.

Yates, Barbara A. and Mary Ellen Seaver-Taylor. 1989. "Zaire." In *International Handbook of Women's Education,* edited by Gail P. Kelly. New York: Greenwood Press, 85–105.

Ybarra, Michael. 1993. "Public Media Goes for Jugular to Push Causes." *Wall Street Journal* (7 September).

Young, Mary Eming. 1997. *Early Childhood Development: Investing in the Future*. Washington, D.C.: The World Bank.

Web sites:

Ad Council: www.adcouncil.org

Adventist Development and Relief Agency International: www.adra.org

Aga Khan Foundation: www.partnershipwalk.com/akf/index.htm

American Jewish World Service: www.ajws.org

American Muslims Intent on Learning and Activism (AMILA): www.amila.org

Bahai: www.bahai.org

Baltimore County Career Connections: www.bcplonline.org

Benevolence International Foundation (BIF): www.benevolence.org

Bina Roy Partners in Development Programme: www.ifuw.org/brpid/brpid1.htm

Bread for the World: www.bread.org

Buddhist Women's Projects: www2.hawaii.edu/tsomo/projects.html

Business Partners for Development (World Bank): wbln0018.worldbank.org/bpd/web.nsf

Caritas International: www.caritas.org

Catholic Relief Services: www.catholicrelief.org

Center for the Study of Philanthropy: www.philanthropy.org

Center for Media Education: www.cme.org

Changemakers.net: www.changemakers.net

Christian Children's Fund: www.christianchildrensfund.org

Church World Service: www.churchworldservice.org

CIVICUS: www.civicus.org

Communication Initiative: www.comminit.com

Compassion International: www.ci.org

Corporate Watch: www.corpwatch.org

Cyberus Online: www.cyberus.ca/akfc/usa/w-educ.htm

Fundacion Empresarial Para el Desarrollo Educativo (FEPADE): www.fepade.org

Girls' Friendly Society, USA: www.gfusa.org
Global Alliance: www.theglobalalliance.com
Global Relief Foundation: www.grf.org
Global Travel & Tourism: www.gttp.org
Hariri Foundation: www.hariri-foundation.org
Holy Land Foundation: www.hlf.org
Human Assistance & Development International (HADI): www.islam.org/hadi
Inter-American Foundation: www.iaf.gov
International Association of Lions Clubs: www.lionsclubs.org
International Business Machines Corporation: www.ibm.com
International Chamber of Commerce: www.iccwbo.org
International Federation of University Women: www.ifuw.org
International Islamic Relief Organization, Saudi Arabia (IIRO): www.arab.net/iiro
International Youth Foundation: www.iyfnet.org
Islamic African Relief Agency-USA: www.iara-usa.org
Islamic Circle of North America: www.icna.com
Islamic Internlink: www.ais.org/~islam
Islamic Relief Worldwide: www.irw.org
Islamic Relief: www.irw.org
Kamilat: www.kamilat.org
Kidsnet: www.kidsnet.org
Knights of Columbus: www.kofc.org/
KQED: www.kqed.org
Maryknoll: www.maryknoll.org
Mercy International-USA, Inc.: www.mercyusa.org
Minnesota Mining and Manufacturing Company (3M): www.3M.com
Ms. Foundation for Women: www.ms.foundation.org
Muslim Aid: www.muslimaid.org
Muslim Women's League: www.mwlusa.org
Muslim World League: www.arab.net/mwl
Na'amat USA, Women's Labor Zionist Organization of America: www.naamat.org
National Council of Churches: www.ncccusa.org
Opus Dei: www.opusdei.org
Perú 2021: www.peru2021.org
Prince of Wales Business Leaders Forum Database (PWBF): www.nt.oneworld.org/pwbf/srch_heading.cfm
Procter & Gamble: www.pg.com

Quest International: www.quest.edu
Rotary International, Global Rotaract Information Center: www.rotaract.org
Rotary International: www.rotary.org
Sakyadhita (International Association of Buddhist Women): www2.hawaii.edu/~tsomo/welcome.html
Salaam Muslim Information Resources: www.salaam.co.uk
Salesian Missions: www.salesianmissions.org
School Sucks: www.schoolsucks.com
Soroptimist International of the South West Pacific: www.siswp.org
Sound Vision, Islamic Information & Products: www.soundvision.com
Starbucks Corporation: www.starbucks.com
Success Foundation: www.successfoundation.org
Synergos Institute: www.people2people.org
United Religions Initiative: www.united-religions.org
WGBH: www.wgbh.org
Women for Women: www.womenforwomen.org
Women of Reform Judaism: www.shamash.org/reform/wrj
Women's College Coalition: www.academic.org
World Alliance of YMCAs: www.ymca.int
World Bank Group: www.worldbank.org
World Council of Churches: www.wcc.coe.org
World Council of Muslim Women Foundation: www.connect.ab.ca/~lfahlman/news.htm
World Vision: www.worldvision.org
World YWCA: www.worldywca.org
Young Muslim Association: www.yma.org

Multisectoral Support of Basic and Girls' Education

by Karen Tietjen

This study provides an overview of how and to what extent over the past ten years the business, religious, and media sectors have supported girls' education in developing countries. The study provides a foundation for understanding these sectors' roles in and potential for supporting girls' education activities in poor countries. While the primary focus is on girls' basic education, the study also looks at basic education for all children and vocational training for girls' and women.

Karen Tietjen is an education economist with twenty years of experience working for donor agencies and in developing countries in Africa, Asia, and the Caribbean.

AED
Academy for Educational Development

USAID