SAGE

Strategies Advancing Girls'
Education (SAGE)
Annual Report 1999

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Academy for Educational Development

Strategies Advancing Girls' Education (SAGE)

ANNUAL REPORT 1999

Submitted by

The SAGE Project
Academy for Educational Development

To

G/WID WID Tech Activity
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Annual Report–March–December 1999
Strategies for Advancing Girls' Education (SAGE) Project
USAID Contract # FAO-0100-Q-00-6006-00

Introduction

The SAGE (Strategies for Advancing Girls' Education) Project is designing and implementing a program of technical services in up to eight countries in 1999-2000, including the Guinea and Mali programs initiated in 1999. SAGE's primary objectives include:

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

SAGE activities are designed to contribute to Strategic Support Objective 2 (SSO2) of USAID's Global Women in Development (G/WID) office: "Broad-based, Informed Constituencies Mobilized to Improve Girls' Education in Emphasis Countries," and to contribute to the achievement of the indicator of achievement of SSO2: *Improved rates of girls' completion of primary school in program areas of emphasis countries*. The Intermediate Results (IRs) to which SAGE most directly contributes are listed in Table 1 below.

SAGE Conceptual Framework

The Conceptual Framework of the SAGE Project builds on the collective experiences of donor-funded projects and information campaigns to improve basic and girls' education. Experiences in working with Ministries of Education to improve school access and quality and in working with communities to support the schooling process have resulted in many gains for boys and girls (please see Figure 1). The economic, social, and cultural influences on the supply of and demand for education, however, have been recognized as important variables, especially in educational supply and demand for marginalized populations, such as girls. Responsive designs and programs have included consultation with the actors who reflect these powerful dimensions, including business leaders, the media, and religious leaders. The SAGE Project recognized that these actors also shape the influences of these dimensions on education and has sought them out as partners to advance girls' education (please see Figure 2).

The principles of the SAGE approach, listed below, have been adopted in recognition of the contextual complexity of supporting improvements in girls' education. They are:

- Multi-sector approach that recognizes the importance of traditional and non-traditional partners

- Locally designed solutions and programs

- Multi-method approach, appropriate for each locally designed program

- Developing local resources to support girls' education: human, financial, physical

- Capacity building for local institutions for new roles in support of girls' education: leadership, technical programming, and sustained support

- Engaging all stakeholders in support of girls' education "democratizes" the civic, social and economic opportunities of girls in each country and community.

Figure 1

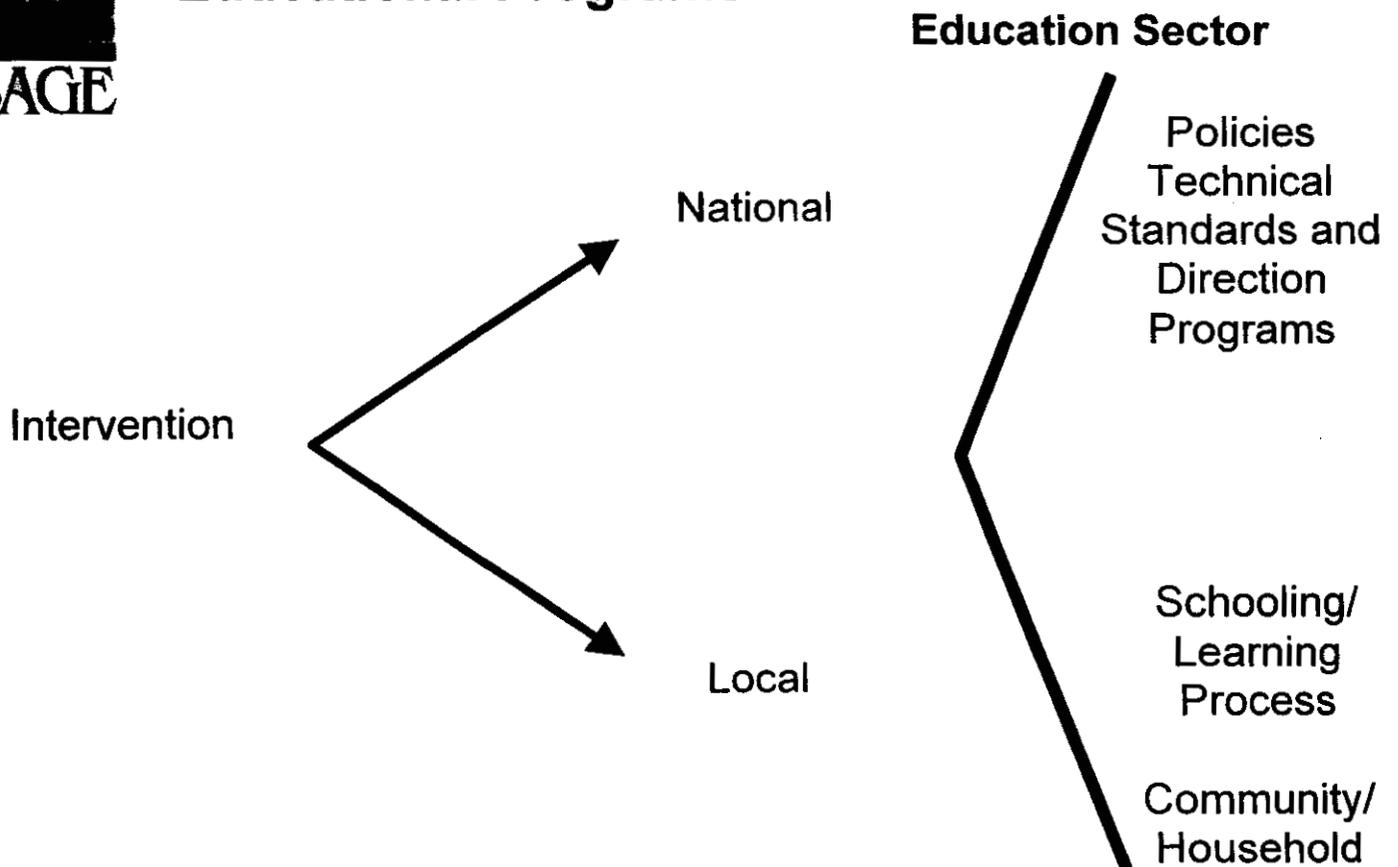## Traditional Approaches for Delivering Educational Programs

SAGE

Education Sector

Intervention

National

Local

Policies
Technical
Standards and
Direction
Programs

Schooling/
Learning
Process

Community/
Household

Figure 2

SAGE

Innovative Approaches for Influencing Supply and Demand for Girls' Education

Culture

Society

Education Sector

Economy

National

Policies
Technical
Standards and
Direction
Programs

Media

Intervention

Business
Leaders

Local

Schooling/
Learning
Process
Community

Religious
Leaders

Traditional

Non-Traditional
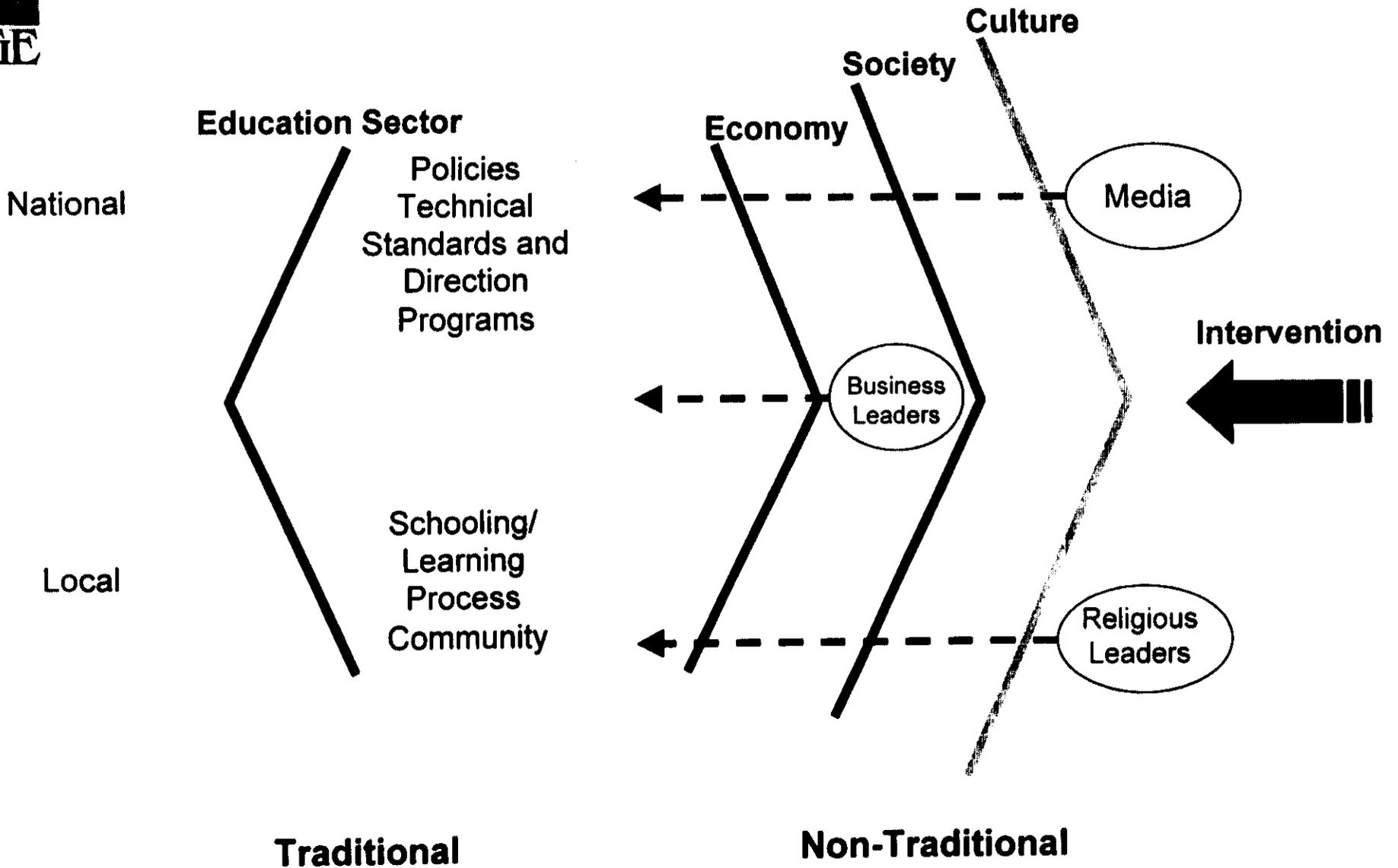
SAGE Project 1999 Activities and Accomplishments

SAGE Project 1999 Contributions to SSO2

The G/WID SSO2 indicators that best represent the SAGE Project's contributions are presented in Table 1, including the targets for Years 1 and 2. The actual SAGE contributions for March-December, 1999 are presented in Table 2. Table 3 includes a more specific inventory of the Table 2 data.

Table 1: SAGE projected contributions to G/WID SSO2

	Contributions to: SSO2	
SSO2 is indicated by:	YR1 Target	YR2 Target
⇩ ⇩ ⇩ ⇩	⬆	⬆
IR2.1 Strengthened Performance of Public and Private Sector Institutions to Promote Girls' Education		
1) increased number of civil society organizations (CSOs) & other private sector organizations initiating actions to promote girls' education	1	2
2) # public sector units initiating actions to promote girls' education	0	2
3) # CSOs & other private sector organizations with increased revenue leveraged from non-USAID sources, including local sources, to promote girls' education	1	2
IR2.2 Improved Knowledge to Implement Policies, Strategies and Programs for Girls' Education		
1) # analytic tools and studies produced and disseminated to inform policies, strategies, and programs for girls' education	2	2
IR2.3 Mobilized Leadership to Promote Girls' Education		
1) increase in number of private and public sector leaders who actively support girls' education	12	18
IR2.4 Broadened Local Community Participation to Promote Girls' Education		
1) % growth in membership of public and private organizations that promote girls' education	5%	7%
2) # community-based actions that promote girls' education	5	5

4

Table 2: SAGE 1999 contributions to G/WID SSO2
(March-December, 1999)

	Guinea	Mali	YR1 SAGE Total #
IR2.1 Strengthened Performance of Public and Private Sector Institutions to Promote Girls' Education			
4) increased number of civil society organizations (CSOs) & other private sector organizations initiating actions to promote girls' education	7	15	**21**
5) # public sector units initiating actions to promote girls' education	10	8	**18**
6) # CSOs & other private sector organizations with increased revenue leveraged from non-USAID sources, including local sources, to promote girls' education	3	0	**3**
IR2.2 Improved Knowledge to Implement Policies, Strategies and Programs for Girls' Education			
2) # analytic tools and studies produced and disseminated to inform policies, strategies, and programs for girls' education.	2	2	**6 (Center)** **10 Total**
IR2.3 Mobilized Leadership to Promote Girls' Education			
2) increase in number of private and public sector leaders who actively support girls' education	12	7	**19**
IR2.4 Broadened Local Community Participation to Promote Girls' Education			
3) % growth in membership of public and private organizations that promote girls' education			**data not yet available**
4) # community-based actions that promote girls' education	4	0	**4**

Table 3: Inventory of SAGE 1999 contributions

IR2.1 Strengthened Performance of Public and Private Sector Institutions to Promote Girls' Education
1) increased number of civil society organizations (CSOs) & other private sector organizations initiating actions to promote girls' education
Guinea 1. Local Alliance of Lélouma 2. Local Alliance of Kaback 3. Local Alliance of Ifesh 4. Local Alliance of Kanhan 5. Local Alliance of Brouwal Sonki 6. Local Alliance of Baté Nafadji 7. Barry et Frères: A Food Production Business Mali 1. Association Malienne pour la Promotion des Jeunes 2. Association Subaahi Gumo 3. Groupe de Réflexion et D'action pour le Développement Economique et social 4. Association d'Appui à l'Auto Développement Communautaire. 5. Œuvre Malienne d'Aide à l'Enfance du Sahel 6. Association Malienne pour le Développement Communautaire. 7. Association Malienne pour la Promotion du Sahel 8. Groupe d'Action pour le Développement du Sahel au Mali 9. Cabinet de Recherche Actions pour le Développement Endogène 10. G.R.I.D.E. 11. Save the Children 12. World Education 13. Africare 14. Programme de Formation en Information en Environnement

2) # public sector units initiating actions to promote girls' education

Guinea
1. Assemblée Nationale
2. Ministère de l'Adminstration du Territoire et de la Décentralisation
3. Ministère de l'Agriculture
4. Ministère de l'Enseignement Pré-Universitaire et de l'Education Civique
5. Ministère de l'Enseignement Supérieur et de la Recherche Scientifique
6. Ministère de la Communication
7. Ministère de la Jeunesse, des Sports, et de la Culture
8. Ministère de la Santé
9. Ministère des Affaires Sociale
10. La Présidence

Mali
1. Ministère de l'Education: Cellule Nationale pour la Scolarisation des Filles
2. Ministère de l'Education: Cellule Régionale pour la Scolarisation des Filles District de Bamako
3. Ministère de l'Education: Cellule Régionale pour la Scolarisation des Filles Koulikoro
4. Ministère de l'Education: Cellule Régionale pour la Scolarisation des Filles Sikasso
5. Ministère de l'Education: Cellule Régionale pour la Scolarisation des Filles Ségou
6. Programme Décennal de l'Education (PRODEC)
7. Institut Pédagogique National
8. Education Scolaire a la vie Familiale et en Matière de Population

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

Guinea
1. Barry et Frères: A Food Production Business
2. Local Alliance of Lélouma
3. Local Alliance of Brouwal Sonki
4. Local Alliance of Baté Nafadji

IR2.2 Improved Knowledge to Implement Policies, Strategies and Programs for Girls' Education
1) # analytic tools and studies produced and disseminated to inform policies, strategies, and programs for girls' education

Guinea
1. The National Strategy: Policies and Actions in Support of Girls' Education
2. Study on Willingness of Private Sector Organizations to Support Girls' Education

Mali
1. Guide des Maîtres: Matériels en Compétences Essentielles «Life Skills»
2. Textes pour Les Elèves: Matériels en Compétences Essentielles «Life Skills»

Central
1. Girls' Education Workshop: Tools for incorporating a focus on Girls' Education into the project life cycle
2. A "Map" of Girls Education issues is being produced, showing a graphic overview of policy, planning, delivery, and community aspects of context analysis
3. The research report on contributions of non-traditional partners to girls' education has been submitted to USAID G/WID in draft stage and is in review
4. Consideration for Scholarship Incentive Programs for Girls
5. Issues Papers (3), produced for the Forum on Girls' Education, to stimulate discussion and identify issues
6. Case Study Format to assist USAID missions in documenting accomplishments to date

IR2.3 Mobilized Leadership to Promote Girls' Education
1) increase in number of private and public sector leaders who actively support girls' education

Guinea
1. Prime Minister: Mr. Lamine Sidème
2. The National Coordinator of PASE of the MOE; Mr. Pierre Kamano
3. The President of Barry et Frères Business Company
4. El-Hajj Mamadou Béla Doumbouya
5. El-Hajj Sékou Kaba, Secretary General of the Ministry of Health
6. Mr. Alpha Kabiné Keita, National Director of the Radio Rural
7. Hadja Mariama Déo Badle, Advisor at the Presidence of the Republic
8. Mr. Emile Tompapa, President of the National Communication Council
9. El-Hadj YaYa Diallo: Religious leader from Dougoutouny
10. Mrs. Rougui Barry: Mayor of Matam
11. Monseignor Robert Sarah from the Catholic Church
12. Mr. Ibrahima Fofana: General Secretary of the National Islamic League

Mali*
1. Maimouna Tapo, Chief, Girls' Education Unit, Ministry of Basic Education
2. Keita Rokhaya Doumbia, Chief/Bomoko Region, Girls' Education, Ministry of Basic Education
3. Coulibaly Sadio Diaby, Chief/Koulikoro Region, Girls' Education, Ministry of Basic Education
4. Konaté Kounandi Kéita, Chief/Sikasso Region, Girls' Education, Ministry of Basic Education
5. Touré Kadidia Touré, Chief/Sego Region, Girls' Education, Ministry of Basic Education
6. Samba Doucouré, Chief-Curriculum, PRODEC, Ministry of Basic Education

* *Although these leaders in Mali were already charged with supporting girls' education, they are now actively engaged in doing so*

IR2.4 Broadened Local Community Participation to Promote Girls' Education
1) % growth in membership of public and private organizations that promote girls' education

data not yet available

2) # community-based actions that promote girls' education

Guinea
1. Building latrines
2. Adding classrooms to existing schools
3. Developing media messages in support of girls' education
4. Road maintenance to make school access easier

Summaries of SAGE Central, Guinea and Mali activities are presented below.

SAGE/Central

1. Activities planned for this period

a. USAID *Workshop on Girls' Education*
b. USAID *Forum on Girls' Education*
c. Research study on contributions to girls' education by non-traditional partners
d. Dissemination of technical reports
e. Professional Representation

2. Activities engaged in during this period

a. USAID *Workshop on Girls' Education.* Working very closely with G/WID, representatives of Juarez and Associates, EDC, AIR, and other cooperating organizations, the SAGE team provided the planning, coordination, and technical and logistical support for a two-day workshop entitled: *Educating Girls: From Dialogue to Action.* The workshop, hosting 45 participants including USAID Mission Education Officers and 5 GWE/GEA/SAGE host country coordinators, was held August 12-13, 1999 at the William H. Natcher Center at the National Institutes of Health in Bethesda, Maryland.

The workshop focused on incorporating all sectors into the planning and implementation of a girls' education project, from the context analysis, strategy and design, to the management, monitoring and evaluation, and building of coalitions and networks to sustain girls' education projects.

b. *The USAID Forum on Girls' Education* was planned and conducted on December 1, 1999. The purpose of the Forum was to define current issues and perspectives on major topics in girls' education. Approximately 55 participants, representing policy makers, scholars and practitioners in girls' education from bilateral and multilateral donors and cooperating agencies, took part in the eight topical and plenary sessions. The forum report will be a useful general reference that clarifies the main issues on girls' educational programming and will be a guiding reference for the upcoming 200-person Symposium to be held in April, 2000.

c. The research study on contributions to girls' education by non-traditional partners (business, religious groups, and media) is in draft stage and was submitted on December 3rd to USAID G/WID for review and comment.

d.1. Dissemination of technical reports is an ongoing activity. The reports get disseminated to the USAID missions of the countries where SAGE is working, the Country Coordinators, the consultants, G/WID, and SAGE Headquarters. Technical reports were finalized for approval by G/WID USAID and dissemination, including the following:

(a) May Rihani: "Technical Assistance Program to Support the Girls' Education Activity in Guinea," December 16, 1998.

(b) May Rihani and Karen Tietjen: "Girls' education Activity (GEA): Mali Strategy and Design," February 16, 1999.

(c) Robert J. Morin, Jr.: "Technical Assistance to SAGE/GWE-Guinea in Developing Action Plans for Local Alliances," April 26-May 30, 1999.

(d) Dr. Andrea Rugh and Dr. Mona Habib: "Report on Technical Assistance Provided to the SAGE Activity in Mali," June 12-July 12, 1999.

(e) Sys T. Morch: "Design and Facilitation of a Workshop for Local Radio Stations and other Communicators in Guinea," September 10, 1999.

(f) Robert J. Morin, Jr.: " Guinea National Forum Strategy Seminar," September 14-25, 1999 (at USAID G/WID for approval).

d.2.   The final report for the skills workshop, *Educating Girls: From Dialogue to Action* (August 12-13, 1999) was produced and disseminated to G/WID and workshop attendees. The report included a summary of the sessions, tools developed for the sessions, and outputs generated by the participants in the sessions. The workshop was designed to mirror the life cycle of a project and it is expected that the project report will be a useful field reference girls' education design and programming issues.

d.3.   SAGE has published and disseminated two brochures. The SAGE brochure describes the project objectives and approach and includes illustrative activities for reference by Missions considering investments in girls' education. The Strategic Alliances Promoting Girls' Education brochure describes the multi-sectoral approach, with country examples, to educating girls for reference by Missions and other practitioners to introduce non-traditional intervention strategies. Both brochures were disseminated to Workshop and Forum participants, and 100 copies of each were sent to each of the SAGE offices in Conakry and Bamako.

e.   Professional presentations were made by SAGE staff to several different audiences during this period, including INTERACTION (M. Rihani), the USAID/G/WID WIDTech Project Management Team (M. Rihani and H. Williams), Morocco Delegation (K. Tietjen), USAID/G/WID Staff (M. Rihani, K. Tietjen, and H. Williams), and the Beijing+5 Conference in Wilmington, DE (S. Clay, K. Tietjen, and H. Williams)

f.   A one-day seminar on *Institutional Advancement and Fundraising for Non-Traditional Program Partners* was conducted on October 22, 1999. Dr. Tony Rigual was contracted to present strategies for local institutions to set and achieve realistic and sustainable human and financial resource targets. This topic is of particular importance to G/WID project staff because of the heavy reliance on local partners for designing, delivering and sustaining activities to support girls' education. The seminar was attended by approximately 20 project directors and associates and USAID staff.

11

g.   *USAID Symposium on Girls' Education,* to refine and develop perspectives and positions on major topics in girls' education for publication, will be April 18-19, 2000. Initial planning for the Symposium has been started, the event has been announced and attendees to the Dec. 1 Forum have been oriented to its purpose.

3. Problems encountered

a.   Interpretation of contract language constrains project implementation by capping consultants' salaries below the normal USAID caps and does not allow for transfer of LOE across categories even within the overall line item limits.

4. Actions taken to address the problems

a.   Following a series of meetings and consultations with the prime contractor, the issue will be raised by the prime with USAID Contracts Officer to (a) change contract language or (b) revise interpretation of existing language.

5. Activities planned for next period

a.   USAID *Forum on Girls' Education*: Final Report to be produced and disseminated
b.   Research study on contributions to girls' education by non-traditional partners to be completed and disseminated
c.   Initiation of two new research studies
d.   Dissemination of technical reports (Consultants Reports)
e.   Planning and preparation for the *USAID Symposium on Girls' Education*
f.   Follow-up on initial country contacts for potential SAGE countries (2 countries)
g.   Designing SAGE programs in 2 new countries
h.   Setting up SAGE offices in 2 new countries
i.   Hiring country coordinators and staff for the 2 new countries and launching the SAGE activities

Currently SAGE has two field offices, in Conakry, Guinea and Bamako, Mali. These field offices are supported by home office staff and consultants offering short-term technical assistance. Below are the major activities to date in each of the field offices.

SAGE/Guinea

Working with Plan International in Guinea, the SAGE team is very pleased to collaborate with Dr. Aly Badara Doukouré, Guinea Country Coordinator, Mr. Ibrahima Ba, G.C.D.C., Ms. Mariam Oularé, Ms. Ruth Cissé, program assistants. Dr. Doukouré, former Secretary-General of the Ministry of Basic Education and Vocational Training in Guinea, has been the driving force behind the Girls' and Women's Education activity in Guinea, prior to SAGE. With more than 25 years experience in the education sector, Dr. Doukouré, assisted by Mr. Ibrahima Bah, is now working closely with Alpha Bah of USAID and AED staff and consultants to support a multi-sector approach in advancing girls' education.

1. Activities planned for this period

a. Strategy Design
b. Activities Design
c. Local Alliances' Action Plans
d. Workshop for Local Radio Stations and Other Communicators
e. National Forum on Approaches and Strategy for Girls' Education
f. Implementation of Action Plans by Local Alliances

2. Activities engaged in during this period

a. Strategy Design. May Rihani, SAGE Project Director, traveled to Guinea in December 1998 to design with the Plan team the technical assistance SAGE would provide in the upcoming months. After meeting with members of all sectors, including the Ministry officials, NGOs, PVOs, international donors and grassroot organizations, Ms. Rihani developed a year-long implementation outline and detailed framework in which to provide technical assistance.

b. Activities Design. In April 1999, Karen Tietjen, SAGE Deputy Director for Technical Programs, followed Ms. Rihani's visit with the first in a series of technical assistance consultations, designing the first two interventions to create a community environment that values and supports girls and provides girls with "life skills" education.

c. Robert Morin provided technical assistance (April 26-May 30, 1999) to facilitate development of action plans by six local alliances in pilot communities that commit the communities to low-cost, practical, and feasible solutions that will overcome some of the constraints to girls' primary education. Mr. Morin also designed and implemented a monitoring system to assess the process and measure the intermediate results of creating an environment supportive of girls' education.

d. Sys Morch provided technical assistance (August 23-September 10, 1999) for development of a communication strategy that includes communication action plans by participating local radio stations, other communicators, and the media. A Workshop for Local Radio Stations and Other Communicators was conducted during the technical assistance visit. The purpose of the workshop was to develop a communication strategy and a plan of action for identifying and defining the types of messages, the target audiences, the programs, the timetable of broadcasts, and the budget for a communication campaign to run in the remaining fifteen months of the project on rural and community radio stations. Participants in the workshop were members of the local alliances from six pilot sub-prefectures, their local partners, their counterparts at the national level, representatives of six rural radios, and national media journalists.

e. A National Forum on Approaches and Strategies for Girls' Education was planned and implemented during a second technical assistance visit from Robert Morin, September 14-25, 1999. The Forum brought together community and national-level stakeholders from both the public and private sectors for the purpose of reaching consensus on approaches to and strategies for girls' education. Over 200 individuals, representing the public sector (the Prime Ministry and

six Ministries), the business sector, religious leaders, the media, the Local Alliances, and women's organizations, actively participated in the forum and either directly or indirectly contributed to the collaborative production of the approaches and strategy document, *"National Forum on Approaches and Strategy for Girls' Education – Resolutions. "*

f.   Implementation of Action Plans by Local Alliances. The quantity and intensity of activities over the four months of implementation has varied across communities. All of the local alliances reported that their *Journée de l'Education des Filles* was exceptionally successful. Entire communities turned out in support of the activity. Several alliances reported school construction they had undertaken or the arrangements that had been made for selling school supplies to children at reduced rates, *thanks to support from local businessmen.* One local alliance undertook a road maintenance program to make school access easier; another focused on repair of classrooms for the impending school year.

3. Problems encountered

a.   The interpretation of the history of a daily rate and daily rate approvals have delayed the start-up of some technical activities.

4. Actions taken to address the problems

a.   See page 12.

5. Activities planned for next period

a.   Involvement of the private sector in financing the communication campaign, by working with members of the Local Alliances to develop a realistic strategy to involve regional and local private sector businesses in financing the girls' education campaign. Technical assistance will include the design and facilitation of a workshop for Local Alliance members where specific businesses will be identified and specific strategies, interventions, and steps that the Alliances need to take will be discussed, agreed upon and launched.

b.   Technical assistance will be provided to develop the YR 2000 SAGE/Guinea Plan of Action, including continuing technical assistance for implementing the National Forum Strategy.

c.   Feasibility assessment, with partners, researchers and the private sector, for establishing a National Fund for Girls' Education.

d.   Development of modules for Girls' Mentoring Program.

SAGE/Mali

The SAGE team is pleased to have Dr. Kadiatou Coulibaly as SAGE Country Coordinator in Mali. With a Ph.D. in Education Policy and Management, Kadiatou is coordinating Malian efforts to advance girls' education as a policy priority. Dr. Coulibaly is assisted by Ms. Binta Sow.

1. Activities planned for this period

a.   Strategy and Activities Design
b.   Production And Diffusion Of Life Skills Curricular Supplementary Materials
c.   Leadership Training for Female APE Members

2. Activities engaged in during this period

a.   Strategy and Activities Design. May Rihani and Karen Tietjen traveled to Bamako for two weeks in January/February 1999, where they cooperated with Andrea Yates, Youth Team Leader for USAID/Bamako, to develop a multi-sectoral approach to girls' education, including a girls' mentoring and "life skills" curricular component. With input from ministerial officials, local and international NGOs, grassroots organizations, and donor agencies, Ms. Rihani and Ms. Tietjen produced the *Mali Strategy and Design*, a streamlined framework for discussing girls' education in the Malian context. Ms. Tietjen, working with Dr. Coulibaly, established the SAGE field office and developed a work plan for the YR1 activities. A Workshop on Strategic Planning for the Youth S.O. Team in Mali (including girls and basic education) was conducted by Ms. Tietjen.

b.   Drs. Andrea Rugh and Mona Habib provided technical assistance from June 11-July 12, 1999 to the SAGE/Mali program, facilitating a workshop that discussed Life Skills and produced a Life Skills curriculum and a teacher training kit. The materials cover 97 lessons and include teachers' guides, posters, and learner materials for use by teacher trainers, teachers and students. In September, a second workshop was held to finalize the modules and develop a testing and implementation plan.

The SAGE/Washington team reproduced and sent the kits to Mali for dissemination to 100+ teachers. PVO trainers have been trained in the use of the materials for cascade training, in order for the materials to be implemented in communities served by the PVOs.

c.   Leadership training for female APE members has been designed and is expected to start before the end of the year. The training will equip women APE members with knowledge and skills to enable them to become effective leaders, articulate problems facing girls, and formulate, present and implement their solutions in the APE movement for community participation in education in Mali. The training will include training of trainers for NGOs with community programs and development of support materials.

3. Problems encountered

a.   The cumbersome contract approval process as well as consultant rate ceilings have delayed the start-up of some technical activities.

15

4. Actions taken to address the problems

a.   See page 12

5. Activities planned for next period

a.   To facilitate diffusion of the life skills supplementary materials, SAGE will continue to coordinate with USAID and local PVOs to include the materials in their community education support activities.

b.   The leadership training for female APE members will be implemented through the following activities:
    1. identification of the barriers to women members' full participation in APEs
    2. assessment of women members' training needs
    3. design of training module and materials that will enable greater participation of women APE members in:
       • the decision-making processes of APEs; and
       • identifying, planning, and undertaking activities to increase and enhance girls' educational participation by mobilizing community support and resources; and
    4. preparation of NGO trainers to implement that training and to evaluate its outcomes.

c.   Training of teacher trainers in girl-friendly classroom practices

d.   Development of a girls' mentoring and life skills program for implementation by NGOs

Conclusions and Priorities for Year 2

SAGE/Central: Technical Leadership and Assistance
The SAGE team has been responsive to G/WID in planning the Workshop, *Educating Girls: From Dialogue to Action*, the Girls' Education Forum, and Symposium and proactive in their implementation. SAGE agrees with the G/WID office that these activities are productive avenues for generating knowledge and experience in girls' education for the larger professional community.

In addition, the research studies either underway (*Multi-sectoral Support for Girls' Education*, K. Tietjen) or scheduled to begin in the next period (*Analysis of approaches to girls' educational retention*, A. Rugh and *The Concept of the Multi-sector Approach to Girls' Education and its Application in Two Countries*, H. Williams) will fill priority knowledge needs for girls' education practitioners. These three studies are expected to serve as basic references for strategy development and program design.

The SAGE/Washington team currently is exploring the interests of other Missions in the SAGE project. Meetings with the Education Officer from the Zambia Mission were held and discussions of the SAGE objectives regarding strengthening of the performance of public and private-sector institutions to promote girls' education took place. The Zambia mission is particularly interested in mobilizing the media in support of girls' education. Follow-up with the Zambia mission will

take place in January. Discussions with USAID Education Officers in Uganda and Benin also have taken place. The Uganda Mission has expressed interest in the SAGE objectives. On-going discussions are continuing, and a decision is expected in January/February. In addition, exploration with the 3 USAID Basic Education projects in Ghana will be pursued.

Technical Assistance to USAID Missions
The SAGE team has worked diligently with the USAID Missions in Guinea and Mali to implement work plans that satisfy their education objectives, focusing on girls' education. The SAGE team recognizes that it is absolutely critical that Missions as well as G/WID are satisfied with the support and resources that SAGE offers. In Mali, for example, the leadership training for female APE members contributes to the Mission's IR 3: *Increased Demand for Basic Education* and G/WID's IR3: *Mobilized Leadership to Promote Girls' Education.* SAGE also supports Missions for participation in G/WID-sponsored fora, such as the August 1999 Girls' Education Skills Workshop (Morocco, Guatemala, and Peru) and the December 1999 Girls' Education Forum (Morocco and Guatemala).

In Year 2 of the SAGE Project (2000), the SAGE/Central role will emphasize planning and convening fora for exchanges among girls' education policy makers, scholars, and other practitioners; conducting studies for generating knowledge or collecting information to advance the state of the art in girls' education policies and programs; and articulation of the lessons learned from implementation of the SAGE multi-sectoral model.

The SAGE country programs will continue implementation and expansion of SAGE activities to advance basic education for more girls and to learn from the successes demonstrated by the projects. Additional countries will be added when the need for advancing girls' education is recognized by USAID Missions that share an interest in innovative strategies, working with local actors and partners, and generating local resources.

Attachment: SAGE Year 1 Implementation Plan

SAGE Annual Implementation Plan by Activity

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
		1998	**1999**												**2000**
		Dec-98	Jan-99	Feb-99	Mar-99	Apr-99	May-99	Jun-99	Jul-99	Aug-99	Sep-99	Oct-99	Nov-99	Dec.99	Jan-00
5	WASHINGTON ACTIVITIES														
6															
7	Contract Signed				Mar-99										
8	AID/AED/DAI														
9															
10	Key U.S. Personnel Hired				▓▓▓										
11	SAGE Team														
12															
13	Internal Technical Kick-Off Meeting				11-Mar										
14	SAGE Team, with AED Contracts and Financial Officers														
15															
16	USAID Project Kick-Off Meeting				17-Mar										
17	SAGE Team														
18															
19	Subcontract with Plan International Signed				▓▓▓										
20	AED/Plan International														
21															
22	Submit Annual Implementation Plan and Two-Year Work Plan					▓▓▓									
23	May Rihani/Howard Williams														
24															
25	Submit Monitoring and Evaluation Plan						▓▓▓								
26	May Rihani/Howard Williams														
27															
28	GUINEA ACTIVITIES														
29															
30	Guinea Design	▓▓													
31	May Rihani														
32															
33	Technical Assistance to Guinea				▓▓▓▓▓										
34	Karen Tietjen														
35															
36	Technical Assistance to Guinea					▓▓▓▓▓									
37	--Set Up a Monitoring System														
38	--Develop Action Plans for Local Alliances														
39	Bob Morin														

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
4		Dec-98	Jan-99	Feb-99	Mar-99	Apr-99	May-99	Jun-99	Jul-99	Aug-99	Sep-99	Oct-99	Nov-99	Dec.99	Jan-00
40															
41	Technical Assistance to Guinea							███████							
42	–Assessment of Feasibility of Ntl. Fund														
43	Consultant														
44															
45	Technical Assistance to Guinea								████						
46	–Ntl. Seminar to Produce Ntl. Strategy on Girls' Ed.														
47	Bob Morin or Karen Tietjen														
48															
49	Technical Assistance to Guinea									████					
50	–Communication/Radio Strategy														
51	Consultant														
52	MALI														
53	Mali Design														
54	May Rihani/Karen Tietjen														
55															
56	Dialogue with Mali Mission to Finalize Agreement on Mali Program			▓▓											
57	May Rihani/Karen Tietjen														
58															
59	Community Intervention Design					▓▓									
60	Karen Tietjen														
61															
62	Hire of Local Country Coordinator (Mali)					▓▓									
63	May Rihani/Karen Tietjen/Howard Williams														
64															
65	Set Up Mali Field Office/Program Kick-Off					4/17-5/7									
66	Karen Tietjen/Kadiatou Coulbaly														
67															
68	Technical Assistance to Mali							6/12-7/12							
69	–Curriculum Development with Emphasis on Life Skills														
70	Andrea Rugh/Mona Habib														
71															
72	Technical Assistance to Mali														
73	–Leadership Training														
74	Consultant														
75															
76	Technical Assistance to Mali														
77	–Girls' Mentoring														

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
4		Dec-98	Jan-99	Feb-99	Mar-99	Apr-99	May-99	Jun-99	Jul-99	Aug-99	Sep-99	Oct-99	Nov-99	Dec.99	Jan-00
78	Karen Tietjen														
79															
80	Technical Assistance to Mali														
81	–Leadership Training 2														
82	Consultant														
83	ZAMBIA														
84	Dialogue/Negotiations with Zambia				▓										
85	May Rihani/USAID														
86															
87	Zambia Design							▓							
88	May Rihani														
89										▓					
90	Technical Assistance to Zambia								▓						
91	Consultants														
92															
93	Dialogue/Negotiations with Egypt				▓										
94	USAID/Howard Wiliams														
95															
96	Egypt Design						▓								
97	Howard Williams														
98									▓						
99	Technical Assistance to Egypt														
100	Consultants														
101															
102															
103	Write Scopes of Work for Two Research Studies					20-Apr									
104	May Rihani														
105															
106	Clearances/Approvals for Research Studies					30-Apr									
107	Howard Williams														
108															
109	Conduct Research Study 1 (Best Practices)						▓								
110	SAGE Team														
111															
112	Conduct Research Study 2 (Quality)						▓								
113	SAGE Team														
114															
115	Production of Index/Matrix of Best Practices										▓				
116	Karen Tietjen/Howard Williams														

	A	B Dec-98	C Jan-99	D Feb-99	E Mar-99	F Apr-99	G May-99	H Jun-99	I Jul-99	J Aug-99	K Sep-99	L Oct-99	M Nov-99	N Dec.99	O Jan-00
117															
118	Printing and Dissemination of Best Practices Study													███	███
119	Georgia Green and Melanie Bush														
120															
121	Translation Into French of Best Practices Study												███		
122	SAGE Team														
123															
124	Production of Research Study 2 (Quality)												███		
125	SAGE Team														
126															
127	███████														
128	Preparation and Organization of Conference on Girls' Education					███	███	███	███	███					
129	SAGE Team														
130															
131	Conference on Girls' Education									███					
132	SAGE Team														
133															
134	Writing of Conference Report										███				
135	SAGE Team														
136															
137	███████														
138	Publication of SAGE Brochure					███									
139	SAGE Team														
140															
141	Translation to French of SAGE Brochure							30-Jun							
142	SAGE Team														
143															
144	Production and Dissemination of Girls' Education Conference Report											███	███	███	
145	SAGE Team														
146															
147	Dissemination of the Two Research Studies										███	███	███	███	███
148	SAGE Team														

SAGE

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22.