



**THE PATSY COLLINS TRUST FUND INITIATIVE**  
Making a Difference: Empowering Girls,  
Expanding Knowledge, Addressing Poverty

# 2013 REPORT



## CARE'S WORK IN EDUCATION

Since its founding in 1945, CARE has implemented education-related activities, beginning with programs to build schools, operate school-feeding initiatives, develop educational materials, and run literacy programs. Education became a programmatic focus area for CARE in 1994, leading to an increase in our understanding of, and focus on, the implementation of holistic education-based approaches to addressing poverty.<sup>i</sup>

CARE has long focused its attention on the most marginalized groups, and attends to the disproportionate disadvantage that girls often face as one of the most marginalized groups in many societies. CARE believes that every child has the right to a quality education, and every government has a responsibility to educate all children – even in the most difficult circumstances and for the most vulnerable groups.



**Author:**

**Amanda Moll**

**Editors:**

**Joyce Adolwa**

**Doris Bartel**

**Emily Janoch**

**Nidal Karim**

**Mphatso Mlia**

**Nick Osborne**

**Rick Perera**

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## Foreword

Over the past ten years, CARE has transformed the lives of millions of girls across the globe. Many generous individuals have made this possible, but one who clearly stands out is Seattle philanthropist Patsy Collins. Her 2003 bequest of more than \$28 million went far beyond the limits of a short-term donation. Patsy's generosity planted a seed that would help ensure that all girls have a right to learn.

On behalf of the many girls who have benefited from the Patsy Collins Trust Fund Initiative, I am deeply grateful for Patsy's commitment to CARE. Together with the support of Patsy and others who share her vision and commitment to education and empowerment, CARE's work has enabled thousands of girls to delay marriage, have healthier children and become leaders in their communities. This report highlights some of the emerging trends and promising innovations the Trust has achieved through its long-term education programs. We honor Patsy's legacy and hope that her generosity of spirit will continue to set off ripples of positive change in the lives of girls and their families for generations to come.



Helene D. Gayle, MD, MPH  
*President and CEO*  
CARE USA



# EXECUTIVE SUMMARY

A thoughtful philanthropist, Patsy Collins directed her vast generosity toward the community around her and worldwide. In 2003, the Patsy Collins Trust Fund Initiative (PCTFI) began a journey to enable marginalized girls around the world realize their right to education. After nearly 20 years of supporting CARE, Patsy left \$28 million “to make a difference for marginalized girls: ensuring their rights to appropriate education and development; supporting their positive participation in their communities and society; and empowering them to fulfill their greatest human potential.” Since that time, CARE has reached more than 862,000 individuals through education-based activities across 18 countries.

PCTFI has enabled CARE to reach students **inside** classrooms to ensure that girls and boys receive a quality education, **outside** classrooms to help parents and community leaders understand the importance of education, and **after** school to provide leadership activities and develop students’ social networks.

Drawing strength from CARE’s global diversity, resources and experience, PCTFI works to build partnerships, enable learning, and empower girls to lead and influence change. With a long-term view grounded in analysis and innovative responses to how and why girls are sidelined from society, CARE addresses conditions and tracks evidence about how to help vulnerable girls realize their rights. PCTFI targets the most marginalized communities in Asia and sub-Saharan Africa, where the greatest number of girls are out of school.

## FIGURE 1: PCTFI at a Glance

20 YEARS

18 COUNTRIES

INITIAL \$28  
MILLION GIFT

### 10-Year Highlights:

- Reached more than 862,000 individuals both directly and indirectly
- For every PCTFI dollar spent, CARE has raised at least \$3.72 from other sources.
- Working with partners, PCTFI advocacy efforts contributed to policy changes that enhanced educational access in four countries

As part of CARE's global work empowering individuals and communities for long-term change, PCTFI works with **individual** students, to influence the **relationships** and people in their lives who influence their decisions and options, and the **structures** around them that enable or hinder their progress. Inherent in this work is a gender synchronized approach: meaningfully working with all members of the community to address the causes of inequality, so that both girls and boys can realize and enjoy their right to education.<sup>ii</sup> This means that while many project activities are designed to address the unique barriers that keep girls out of school, we meaningfully engage men and boys to help address these barriers and create an environment in which all children can learn effectively and develop their capacities regardless of their gender or social or economic status.

Some of the promising practices in reaching and empowering girls through education that CARE has identified through PCTFI include:

#### **A) Implementation**

- **At the individual student level**
  - Ensure access to quality, relevant, and gender-equitable education
  - Support leadership development and extracurricular activities for girls
  - Apply a multi-sectoral approach to education
- **At the relational level**
  - Promote strong community support and mobilization on behalf of education
  - Support household negotiations to more equitably distribute domestic workloads
  - Ensure a gender-synchronized approach
- **At the structural level**
  - Work with governments to ensure cohesive and integrated approaches to education
  - Advocate for Gender Responsive Policies and Programs for Girls and Boys

**PCTFI is working to give girls a voice in society and enable them to contribute their knowledge, skills and ideas to the world.**

#### **B) Accountability**

- Measure what you treasure: investing in research and tool development to monitor changes and impact of programming
- Promote learning and effective practice by facilitating capacity building and investing in knowledge generation
- Plan for continuous project refinement and evolution to accommodate and propel desired changes and outcomes.

CARE has leveraged these promising practices, the models developed through them, and the research that informed them to reach even more girls through our other programs. To date, for every dollar spent from PCTFI funding, an additional \$3.72 has been raised, enabling CARE to reach almost 900,000 *additional* individuals beyond the 862,000 reached through PCTFI programming.

PCTFI has demonstrated strong outcomes. Innovative cross-sectoral education activities are: addressing girls' barriers to education, influencing policy changes and social structures to be more supportive of all learners, and promoting community participation in education, together enhancing the sustainability of PCTFI efforts. By facilitating rigorous research in education programming and promoting strong partnerships at the community and global levels, PCTFI is contributing to CARE's advocacy efforts to empower women and girls globally. Through partnerships with research and academic institutions, multilateral agencies, governments, private organizations, non-profit organizations and local community members, PCTFI is helping to secure a more promising future for marginalized girls in the countries of operation.

Lack of attention to the world's most marginalized girls is a serious threat to global education goals. Vulnerable groups are too often dismissed by governments and the international community, which is why the Patsy Collins Trust Fund Initiative is so important.



# PCTFI PRINCIPLES

**The goal of PCTFI is “to make a difference for marginalized girls: ensuring their rights to appropriate education and development; supporting their positive participation in their communities and society; and empowering them to fulfill their greatest human potential.”**

For decades, CARE has worked to empower millions of women and girls to lift themselves and their families out of poverty. However, across the globe, women and girls are still at a social and economic disadvantage when compared to men and boys. They often have a different starting place in life, exacerbated by barriers to education, health services, economic opportunities, and productive engagement in society. Over the last decade, CARE has focused on developing effective ways to empower women and girls in their efforts to overcome these barriers.

Education is a critical approach to addressing the root causes of poverty and inequality across the globe. Education brings knowledge, eases access to markets and services, and is a fundamental component for empowerment. It transforms individuals and societies. Once gained, it cannot be taken away.

The objective of PCTFI is to create innovative approaches that get more children and youth in school, receiving a quality education, and to document these approaches in a way that they can be adopted and

## FIGURE 2: The Challenge

Girls face unique obstacles to education that boys do not.

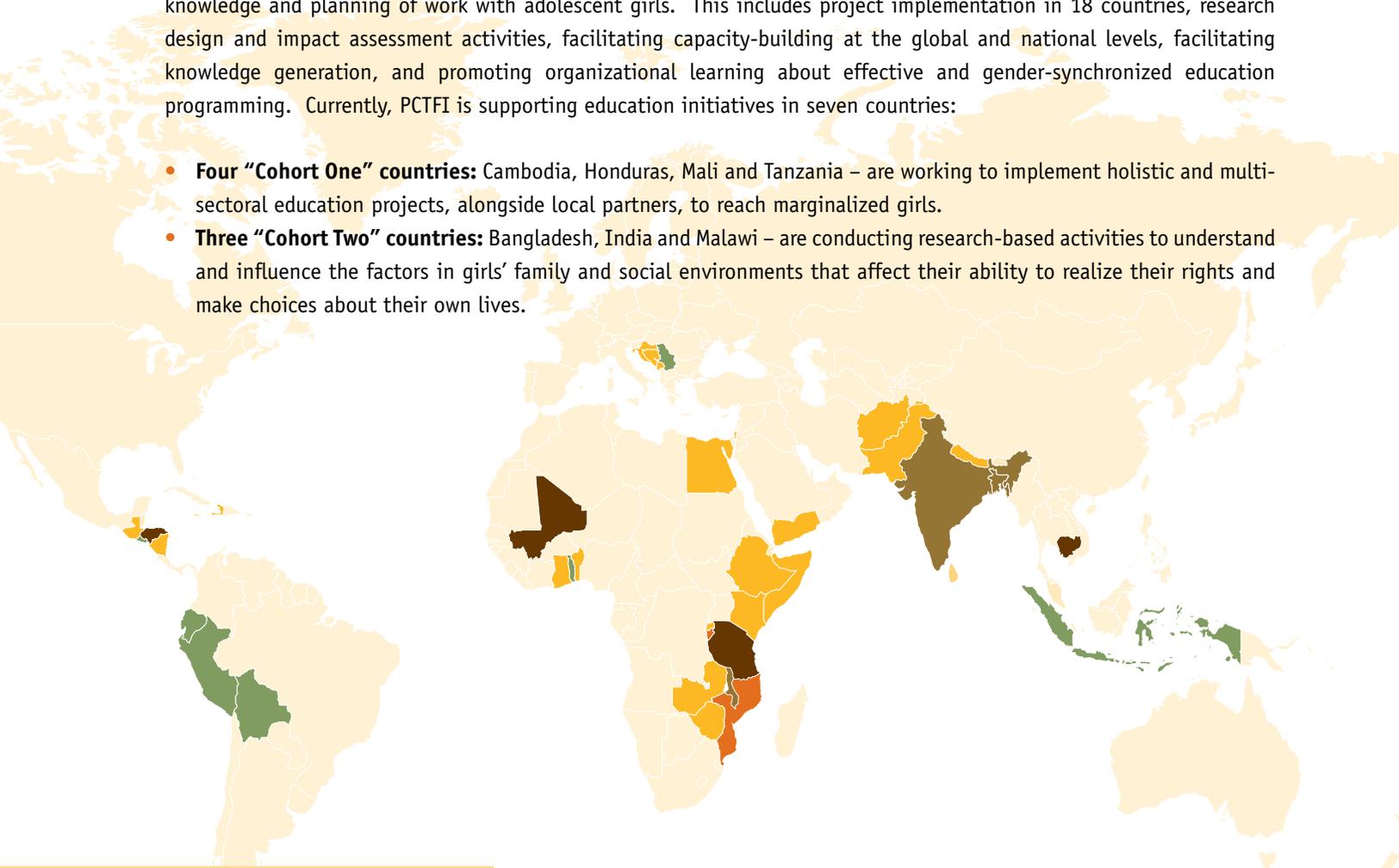


<sup>1</sup> UNESCO 2012 Global Monitoring Report.

replicated by others. PCTFI supports the global Education For All<sup>2</sup> efforts in seeking to reach the last and hardest-to-reach children around the world where gender inequalities within and beyond school impede basic access to education. PCTFI is an evidence-based, long-term, intergenerational and multi-level approach to education for the most marginalized children, particularly girls. It focuses specifically on politically stable areas in Africa and Asia.

Since its founding in 2003, PCTFI has focused on designing evidence-based innovations that address the barriers to education and empowerment of marginalized girls. The work led by PCTFI has laid the groundwork for much of CARE’s knowledge and planning of work with adolescent girls. This includes project implementation in 18 countries, research design and impact assessment activities, facilitating capacity-building at the global and national levels, facilitating knowledge generation, and promoting organizational learning about effective and gender-synchronized education programming. Currently, PCTFI is supporting education initiatives in seven countries:

- **Four “Cohort One” countries:** Cambodia, Honduras, Mali and Tanzania – are working to implement holistic and multi-sectoral education projects, alongside local partners, to reach marginalized girls.
- **Three “Cohort Two” countries:** Bangladesh, India and Malawi – are conducting research-based activities to understand and influence the factors in girls’ family and social environments that affect their ability to realize their rights and make choices about their own lives.



**FIGURE 3: PCTFI's Global Reach**

|  |   |
|--|---|
| <b>PCTFI Cohort 1</b><br>(2005-2015)             | <b>Innovative projects use varied, multi-level approaches to positively impact the education of marginalized girls</b>  |
| <b>PCTFI Cohort 2</b><br>(2007-2017)             | <b>Quasi- experimental initiatives examine relational and structural influences on girls’ educational opportunities</b> |
| <b>PCTFI HIV/AIDS Pilot</b><br>(2008-2010)       | <b>Programs integrate HIV/AIDS and education for vulnerable children</b>  |
| <b>PCTFI Advocacy Grants Program</b> (2008-2010) | <b>Campaigns use existing knowledge about girls’ education to advance policy and advocacy goals</b>                     |
| <b>Leverage</b><br>(2011-2012)                   | <b>Other CARE countries conducting education work building on PCTFI tools, learning, and methods</b>                    |

<sup>2</sup> Education For All is a global movement, originated by the UN Educational Scientific and Cultural Organization (UNESCO), to ensure quality basic education to all children, youth and adults across the world.

PCTFI has made important strides in developing effective strategies to empower marginalized girls and to support their hopes to be recognized, valued, able to participate, engaged, and to be driving forces of change for themselves and others in society. PCTFI has made it a central focus to understand the underlying causes of girls' marginalization in education and design child-centered empowerment activities through education. CARE recognizes that in order to reach marginalized girls and boys we need to understand the factors that hinder their healthy growth and achievement of their potential. Education serves as a "gateway" that opens up pathways for girls to secure other social rights.

In many of the places where CARE works, girls experience additional social and legal barriers that boys of the same age do not experience. PCTFI addresses the societal norms and presuppositions which often hinder women and girls from accessing basic social services or participating at the decision making table.

One of the unique elements of PCTFI is that it recognizes that change takes time. To change the cultural norms and practices that keep girls out of school requires not only a deep understanding of the barriers to education, but also a dedicated period of time to address them. Because long-term change cannot happen in two or three years (the length of many traditional projects), many of the projects funded by PCTFI span a greater period of time - up to 10 years. This helps to ensure that the change achieved has the roots and community support to last long beyond the foundation that CARE establishes.

**"I feel proud being enrolled in formal class because I hope my dream of proceeding with further studies and becoming a teacher will come true."**

**A 16 year old girl in Tanzania**



To catalyze sustainable activities that communities continue on their own beyond CARE's direct involvement, PCTFI activities rely on partnerships and intensive work with individual students, families, communities, teachers, local authorities, and governments to create lasting change. This effort is directed by a set of "PCTFI Guiding Principles":

- **Innovation programming:** Promoting creative approaches in our programming to reach the most marginalized girls and fulfill their right to education.
- **Cross-sectoral programming:** Working across different areas to tackle underlying causes of poverty and obstacles to education such as nutrition, reproductive health, economic status, and lack of access to water; and strengthening social structures to be more supportive of girls.
- **Knowledge generation:** Collecting and documenting evidence and generating knowledge to better measure the impact of our work and to gain understanding about why girls are marginalized and how to successfully overcome barriers to learning.
- **Learning innovation:** Building CARE's shared organizational expertise to benefit marginalized girls and increasing learning both throughout CARE and collectively with other organizations.
- **Global partnerships and positioning:** Influencing global change for marginalized girls and advocating more effectively for every vulnerable child's right to learn.

**“Through attending a CARE-supported program, I have learned a lot of skills; for example, I can now read and write well.”**

**A 17-year-old girl in Tanzania**





# APPROACHES TO REACH MARGINALIZED GIRLS

## Understanding Girls' Marginalization

PCTFI focuses on identifying the causes of girls' marginalization in education, and has developed models that address those causes and measure and track changes over time. CARE began PCTFI with a global study on girls' marginalization, followed by individual studies in eight countries (Bangladesh, Cambodia, Ghana, Honduras, India, Malawi, Mali and Tanzania) that paid special attention to the different barriers faced by girls and boys. Through these analyses, CARE has identified that while all children are affected by the poor quality of education stemming from the lack of access to schools, and the lack of relevant, child centered curriculum and teaching methodologies, girls were socially excluded from the education process because of their age and gender. Across all PCTFI research sites, the most salient issues were identified as (1) **the lower social status of girls** and (2) **high domestic workloads.**<sup>iii</sup> Although these were the top causes, the list is long and prevents millions of girls from realizing their right to education.

By looking at the causes of girls' marginalization, CARE is addressing the root of the problem rather than the surface-level symptoms that might be more obvious, but less effective for long-term change. Through our research, we have been better able to design and implement education and empowerment activities for girls and boys beyond the education sector. Our approach has been to focus on "girls, too" rather than "girls only" in promoting girls' right to education. This means fostering educational environments where boys and girls can learn together, by ensuring that the environments are supportive for girls, too, in addition to boys.

**"Even though you can have the will, if you do not have the knowledge, you cannot have success in society... We as women, as girls have to keep studying, [to] help our community and our country."**

**A 16-year-old girl in Honduras describes the importance of education**

## Multiple levels of implementation

CARE's global experience has taught us that to facilitate girls' empowerment, education programming should not stop at the individual change level of the girl.<sup>iv</sup> PCTFI projects seek to influence three levels that directly impact the educational attainment of learners, widening CARE's definition of what it means to work in, through, and tangentially to education. Education includes not only the formal skills learned inside a classroom, but also lessons and skills learned outside the classroom.

**“Being able to change my family’s perception toward education is something I am proud of.”**

A 14-year-old girl in Tanzania

CARE works with **individual students** to develop the skills they need to make decisions in their own lives.

*For example, CARE worked with girls in **Tanzania** to develop their leadership skills, they are now leading mock Parliament activities, staying enrolled in school, and even mentoring younger children in the community.*

We work with individuals who have **relationships** that impact students: with teachers and those who develop curriculum guidelines and lessons; with parents and heads of household who hold great sway in prioritizing or deprioritizing education; and with community members who create safe spaces and structures (tangible and intangible) for children and youth to flourish.

*For example, in just two years, 67% of teachers in PCTFI supported schools in **India** reported being able to more equitably support the learning of both boys and girls.*

We also work to bring about change at the **structural** level with policy and decision makers who create the frameworks for inclusive and quality education.

*For example, in our work in **Bangladesh** and **Malawi**, we are working with community organizations such as parent-teacher associations and mothers' groups, students, and government authorities to address the reasons why girls are out of school. Through CARE's work to connect community and government structures, communities and individuals are now able to advocate for change directly.*

**FIGURE 4: CARE's Approaches**

Success is possible! CARE has learned that the following approaches are key to making a difference for marginalized girls:





# PROMISING PRACTICES TO REACHING MARGINALIZED GIRLS

One of the lessons from CARE’s work is that the adage “If you build it, they will come” doesn’t always apply to education. Building school classrooms doesn’t ensure that students will enroll, attend, and gain a quality education. If a community only values a boy’s education, simply having a school building won’t ensure that girls enjoy the same right to education. Throughout the work in PCTFI, CARE has identified a series of promising practices in relation to the levels of implementation that guide our approaches.

## At the Individual Level

### Ensure Access to Quality, Relevant and Gender-Equitable Educational Systems

Students need access to quality, relevant educational systems. In **Cambodia** and **Peru**, CARE has worked to ensure that students receive their lessons in a language they can understand, by instituting a bilingual curriculum. Without this, students from minority cultures were either not enrolling or dropping out early, because they simply couldn’t understand the language their teachers were speaking. Additionally, once parents were able to understand what their children were learning, their support increased, leading to more students enrolling and staying in school.

### CAMBODIA

As a result of a bilingual education policy being passed in **CAMBODIA**, **4,000 ethnic minority children now have access to education they can understand.**



### INDIA

As teachers in **INDIA** have become more gender equitable in their methodologies, we have seen a **77 percent increase** in students’ math scores.



Girls and boys must feel they are equally valued in the eyes of their teachers. Across the **Indian** state of Uttar Pradesh, many teachers face competing and distracting priorities that can take their attention away from addressing the needs of their students. Teachers’ attendance is low, and their use of inclusive and participatory teaching methods is limited. PCTFI has created new forums where teachers are working

together in peer groups to enhance their teaching methodologies and support each other by sharing successful classroom activities and the promise and success exhibited by their students. Teachers are now equipped with gender-sensitive methodologies for use in their classrooms, ensuring that multiple learning styles are accommodated, and countering previous notions that girls have lower abilities. Through reflective exercises, 69 teachers are changing their teaching methods, directly impacting the educational experiences of 4,200 students– and are supporting each other while doing so.

### Support Leadership Development and Extracurricular Activities for Girls

CARE has identified extracurricular activities and leadership skills development as critical for girls’ development and in preparing them for successful entry to the workforce after school. In the remote northwest village of Bugarama, **Tanzania**, adolescent girls systematically dropped out of formal school – without a route back in – and ranked low in self-confidence and social status. PCTFI established accelerated learning opportunities so that girls who had dropped out could catch-up and re-enroll in school. These classes were bolstered by mentoring groups known as *Achieve!* groups, where girls who are already in school partner with new students, easing their transition back into school. The *Achieve!* groups engage in a number of leadership skills development activities, through which girls are increasingly finding the confidence to participate fully both inside and outside the classroom.

## TANZANIA

Over five years, **2,825** children have participated in the *Achieve!* extra-curricular groups in **TANZANIA**, developing leadership skills and self-confidence.



## HONDURAS

Through youth-led income-generation activities, such as creating and selling embroidery pieces, participating girls in **HONDURAS** have seen a **50 percent increase** in the funds they have available for school fees and materials.



Similarly, communities in **Honduras** have developed sustainable, youth-led mechanisms so that alternative education models are community funded and run. Through PCTFI activities, youth in the community conducted a census of their out-of-school counterparts, who were then recruited to join an alternative education program which uses evening classes. While CARE facilitated the development of the alternative education program, community members and youth now identify and follow up on cases of out-of-school children, as well as lead the sessions and support teacher-

facilitators. Additionally, the youth participants have: formed multiple sports groups and clubs, led income-generating activities, and are performing civic projects in their communities. These activities and networks create support structures for children and youth at risk of becoming involved in gangs, and specifically for girls at risk of early pregnancy and early marriage. To date, 4,462 students and youth in Honduras have engaged in these activities.

### Apply a Multi-Sectoral Approach to Education

To reach adolescent girls, health education remains critical. Across both **Burundi** and **Mozambique**, PCTFI projects increased awareness and communication amongst students, teachers, parents and communities about sexual and reproductive health education. Through PCTFI, the underlying causes of HIV infection in the communities were identified, and activities that were designed to provide reproductive health education were followed by decreases in early marriage, early pregnancy, and gender-based violence.

## MOZAMBIQUE

In **MOZAMBIQUE**, PCTFI activities focused on health, HIV and sex education were followed by a **19 percent drop** in unplanned pregnancies among school girls.



## At the Relational Level

### Strong Community Support and Mobilization

Community support is critical to encourage and protect children. In **Bangladesh**, local school governance community structures known as School Management Committees (SMCs), have begun to ensure that teachers are showing up at school and using teaching methods that are inclusive of all students. 139 School Management Committee members across 12 communities are now meeting regularly, addressing school and community needs, and ensuring that girls not only enroll but also attend school. Where safety concerns such as verbal and physical abuse during the walk to school once kept girls out of school, community members are now ensuring students' safe travel to and from school, and their safety while in school.

Additionally, parents, teachers, neighbors and communities can either reinforce a restrictive environment where girls cannot access and express their rights, or they can open up a world of opportunities. In **Malawi**, school management committees, mothers' groups and participatory theater groups are all highlighting and actively addressing the challenges preventing girls and boys from attending school.

### Ensure a Gender-Synchronized Approach

## CAMBODIA

In **CAMBODIA**, CARE is conducting workshops with the husbands of early childhood care and development facilitators so they understand and support the importance of their wives' work outside the home.



Across communities where we work, we realize that girls and boys experience different obstacles in realizing their right to education. PCTFI programming strives to go beyond traditional empowerment activities that target only women or girls, which may be empowering for some but does not address underlying power dynamics. Instead, CARE implements gender-synchronized approaches: projects may begin with identifying and addressing the unique barriers that keep girls out of school, while at

the same time working with boys and men to help identify and address such barriers. Other projects may engage both girls and boys from inception, to build equitable environments through which all students can learn, thrive and grow.

## At the Structural Level

### Work with Governments to Ensure Cohesive and Integrated Approaches to Education

Many students – girls and boys – who have dropped out of school early seek routes back into school, but have limited or no options. For long-term success and sustainability, CARE uses non-formal transitions to mainstream out-of-school students into public government schools. Because of this, it is important to work not only at the community level, but also within the formal system and with governments, such as the Ministries of Education, Youth, and Health. In rural **Tanzania**, PCTFI designed and implemented a non-formal education program that allowed out-of-school youth to catch up and take the government exam for re-entry into the formal system.

## HONDURAS

In **HONDURAS**, parents and community members used to believe that girls couldn't play soccer or lead community activities, greatly diminishing girls' options. Through PCTFI and other projects, girls and adults are now working together to design and implement activities that not only keep all students in school but also create the space for adolescent girls to develop and exhibit leadership skills – both on the soccer field and within the community.



## TANZANIA

In **TANZANIA**, of the cohort of PCTFI-funded students enrolled during the 2012 school year, 100 percent successfully transitioned from a catch-up program for out-of-school youth into regular schools.



When CARE began working in remote villages in **Mali**, there were no educational options for youth who had dropped out and wanted to re-enter school. Working with the government, CARE designed and implemented a non-formal educational structure, coupled with an accelerated learning program, within which students could catch-up and then have the option to transition into the formal school system. The PCTFI intervention has significantly improved the quality and relevance of non-formal education and vocational training for 2,657 previously out-of-school girls and boys through the implementation of an accelerated approach that condenses three years of schooling into nine months. These youth are now equipped with the necessary skills to become active planners of their futures and have become role models for other youth in their communities. In fact, because of the success of students in the non-formal school setting, many parents realized the benefit of education and started enrolling their children in formal schools. Now, 91 percent of parents and leaders surveyed believe girls and boys now have equal educational opportunities.

### Support Household Negotiations to more Equitably Distribute Domestic Workloads

Through CARE's work in **Cambodia, Tanzania, and Mali**, household and community discussions, supported by CARE's research studies, identified that girls can have six times higher domestic workloads than boys their same age. As a result, girls often miss class and/or arrive late to school, missing critical learning hours. Furthermore, they frequently spend daylight hours doing household chores or labor for wages, preventing them from studying while it is light outside (for many, sunlight is the only source of light available for studying and work. Although workload distribution is deeply linked to girls' overall lower social status in their communities, household and community-level discussions are making a difference. In **Cambodia**, Village Support Committees are taking the lead in working with families to ensure that both girls and boys are sharing in household chores so that all children can go to school. CARE's work is helping to bring about noticeable change, as the distribution of workloads is starting to become increasingly shared.

## CAMBODIA

In the remote northeast of **CAMBODIA**, ethnic minority girls and boys in six villages supported by PCTFI now spend nearly the same amount of time studying, because boys are increasingly helping with chores at home.



### Advocate for Gender Responsive Policies and Programs for Girls and Boys

## EL SALVADOR

In **EL SALVADOR**, parents and community members were able to use a national law against sexual harassment to enforce non discrimination and non-violent cultures within schools.



Supportive government policies help to institutionalize new norms. The structures that influence a girl's right to education- and overall development- are both formal and informal structures. These include both the laws and cultural norms that open or close doors for girls. For example, in **Tanzania** PCTFI has led efforts in coalition with other NGOs to address the practice of expelling girls who become pregnant. CARE has successfully worked with communities to ensure that young mothers are allowed to return to school, while at the same time working to reduce early pregnancies.

Across **Serbia**, the Roma, a minority ethnic population, have historically and consistently faced societal discrimination. This results in a subset of the youth population that consistently falls through the gaps when it comes to education and access to services. At a national level, there have recently been policies designed to support the Roma, however these policies were not gender disaggregated- that is to say, they didn't respond to the different needs of Roma girls and boys or highlight the specific barriers and challenges that Roma girls face. Through PCTFI-led theater-based activities, work with local and national partners, and community discussions, CARE helped to bring about a change in policy and funding dialogues in Serbia so that they now include specific provisions for girls and women. Specifically, Roma girls are now mentioned in the national action plan for the Roma, as well as in many local action plans.

PCTFI has also supported global advocacy efforts to facilitate learning and capacity building in advocacy for 15 countries: Bangladesh, Bolivia, Cambodia, Ecuador, El Salvador, Ghana, Honduras, India, Indonesia, Mali, Malawi, Peru, Serbia, Tanzania, and Togo. Lessons learned from this effort have been incorporated into CARE-wide global advocacy efforts.

## ECUADOR

In ECUADOR, a PCTFI project provided evidence that directly **influenced national and local level policies on child protection**. Specifically, these inputs provided a major contribution to the development of a 10-year National Education Plan, which previously had not included provisions for child protection laws.





# STRETCHING THE PCFTI FUNDS AND INVESTMENTS

## Prudent Spending

CARE recognizes that PCTFI provides a unique opportunity to build and grow the reach of our work. We have carefully invested PCTFI funds to maximize the possible impact we can have, while at the same time using them as “seed funding” to create frameworks that can be supported by others who also want to empower and educate girls around the globe, thus multiplying the effect of PCTFI.

Of an initial gift of \$28,740,217.53, CARE, through frugal spending and careful investment practices, managed to multiply this gift to \$41 million to-date, thus ensuring that CARE reaches even more girls globally with a sound education in the future.

## Leveraging Funding

The gift from Patsy Collins in 2003 was a catalyst for the organization to expand its impact through education. In 2003, before PCTFI, CARE implemented education programs in 28 countries reaching more than half a million students. By 2012, we had increased our reach to more than 2.6 million students in 48 countries. The generosity and vision of Patsy Collins, both through her unprecedented gift in 2003 and during two decades of earlier investments, have transformed CARE’s ability to empower and educate millions of children and youth around the world. For every PCTFI dollar spent to date, CARE has raised at least \$3.72 from other donor sources for girls’ education and leadership.

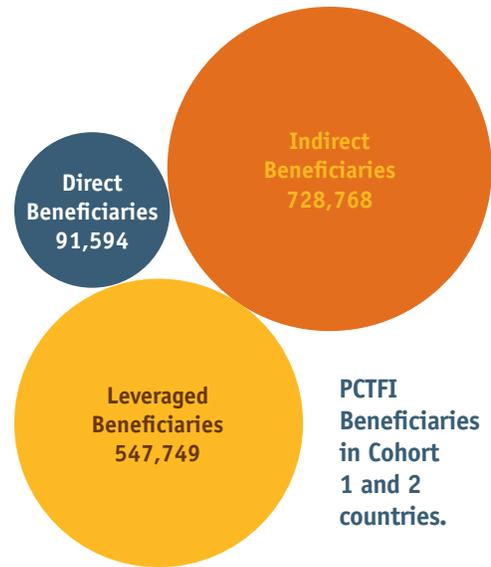
**FIGURE 5: How has CARE spent PCTFI funds according to its guiding principles?**

| GLOBAL ADMINISTRATION AND OVERSIGHT       |                        |
|---|------------------------|
| CARE USA Technical Support to Programming | \$3,400,671.87         |
| <b>Sub-Total</b>                          | <b>\$3,400,671.87</b>  |
| SUPPORT TO PROGRAMMING                    |                        |
| Innovation Programming                    | \$15,321,010.09        |
| Cross-sectoral Innovation                 | 1,593,925.00           |
| Knowledge Generation                      | 523,582.13             |
| Learning Innovation                       | 115,490.00             |
| Global Positioning                        | 1,331,368.33           |
| <b>Sub-Total</b>                          | <b>\$18,885,375.55</b> |
| <b>TOTAL</b>                              | <b>\$22,286,047.42</b> |

For example, PCTFI was instrumental in the design and development of a CARE initiative called “Power Within” that focused on a leadership and development model for adolescent girls in developing countries.<sup>v</sup> The PCTFI-funded research about the causes of girls’ marginalization prompted innovative thinking about the ways in which CARE and our partners can help girls understand and act with others to realize their human rights. The “Power Within” framework includes elements such as equitable, quality education; developing transformational leadership opportunities; and fostering an enabling environment for girls’ rights. Through this coupling between PCTFI and “Power Within”, CARE was able to leverage PCTFI funds to advance work on girls’ leadership and education through two USAID-funded projects led by CARE in eight countries.<sup>vi</sup>

Long-term change remains at the heart of CARE’s agenda focused on advocating for sustained development efforts. As CARE designs and confirms successful approaches to getting students in school, it shares these approaches with others, gathering support so that others can take up the approach to reach even more students. The use of this leverage remains fundamental in the approach taken by PCTFI: leveraging PCTFI dollars, as well as successful approaches and models, through advocacy to reach more marginalized girls and boys. This means designing, changing or implementing policy and normative practices; working with and through coalitions to build actionable support; and empowering communities and individuals to become positive change agents.

**FIGURE 6: PCTFI Leverage**



**\$ Leveraged \$82,873,103 from other sources, reaching an additional 896,650 individuals.**

**Country offices with girl’s education programming**

| Before PCTFI 2003 | After PCTFI 2013 |
|-------------------|------------------|
| <b>28</b>         | <b>48</b>        |





# TOOLS FOR MEASURING CHANGE

**“In Bending Bamboo, the research is inventive and creative. Many things that we are doing did not exist before in Cambodia, so it is important that we get it right now. I think what I am learning in Bending Bamboo is really helping me with my studies.”**

**A male teacher discussing what it is like being a member of the PCTFI project.**

Understanding the extent of change and impact that CARE’s programming helps to achieve requires investment in frameworks to measure change. Successful programs, models, and evidence-based advocacy are based on rigorously measured change and the adaptation of programs to match research findings. In addition to both action research and quasi-experimental methods, PCTFI has allowed CARE to develop several measurement tools and surveys with partners such as the NGO Instituto Promundo, the Minnesota International Development and Education Consortium (MIDEC) – based out of the University of Minnesota, joined with Miske Witt and Associates, a private consulting firm.

## **The Common Indicator Framework**

PCTFI has created tools, frameworks and approaches that foster comparison of data across countries. Specifically, a **Common Indicator Framework** (CIF) monitors the quality of education at both the learner and system levels. It is comprised of a set of four key measures: Educational Attainment; Quality of education; Equality in the education process; and girls’ Empowerment. These measures are meant to illuminate whether and in what ways girls have access to learning both within and outside of the classroom environment. The framework goes beyond commonly used measures of change to explore the more complex problems students face. For example, it is insufficient to measure the number of students who enroll in school on the first day if they do not continue to attend school, are not learning relevant materials, or are not retaining this information. By comparing results across several indicators, the CIF allows for a detailed analysis and understanding of the educational system and barriers that students face.

Some sample findings include:

- In measuring the extent of girl/child-centered processes in Tanzania, 80 percent of teachers are now able to engage both boys and girls in problem solving.
- In measuring children’s perception of educational equity and equality in Bangladesh, 100 percent of students now agree that girls are good at school.

### The Gender Equitable Index and the Youth Leadership Index

Understanding that the power dynamics outside of school play a key role in influencing education and learning, PCTFI supported the development of additional tools to capture changes in gender perceptions and relations. CARE built upon the work supported by PCTFI and other girls’ leadership projects to develop two additional measurement surveys:

- Through the development of a **Gender Equitable Index**, CARE is exploring ways to measure changes in gender-equitable attitudes (for example, whether students or parents are positively changing their beliefs about the abilities of girls and boys).
- A new **Youth Leadership Index** measures changes over time in perceptions of individual leadership qualities for boys and girls (for example, the degree to which girls and boys report the ability to take a chosen action within their community).

These two new tools, combined with the Common Indicator Framework, provide CARE with the ability to gain a more accurate and holistic understanding about the changes happening within individuals, schools and communities. CARE is actively sharing these frameworks and using them as a comparative advantage in developing future partnerships with other local, national and international organizations.





# LOOKING AHEAD

PCTFI's project activities, lessons and models will continue to be instrumental in informing new and emerging areas of social research and programming across CARE. For example, a new research initiative at CARE will focus on documenting and supporting programming around effective community mobilization strategies and approaches, and changing intra-household relationships, status, and communications to promote gender equality. The lessons and frameworks coming out of PCTFI programming have played large roles in guiding the selection of these learning themes.

Globally, CARE will continue using lessons stemming from PCTFI work to leverage additional support for the ongoing work that we are doing on behalf of children and youth around the globe. These forums include the Clinton Global Initiative (CGI), the UN Educational, Scientific and Cultural Organization (UNESCO), the UN Girls' Education Initiative (UNGEI), and at multiple international academic conferences on education.

Moving forward, CARE will maintain its focus on empowering marginalized girls by ensuring their rights to appropriate education and development, supporting their positive participation in their communities and society; and empowering them to fulfill their greatest human potential. Some of the areas of focus over the next 10 years will be:

- 1) Facilitate access to equitable and quality basic education for all learners, with special attention to marginalized girls.
- 2) Promote innovation and learning
- 3) Provide strategic support for advocacy efforts aimed at promoting the scaling up successful innovations to the national level.
- 4) Facilitate strategic partnerships for continued greater impact

CARE, together with our partners around the world, will continue to make positive changes in the lives of marginalized girls through education in the years to come. There is a generation of girls whose lives have been changed through the opportunities provided to them through the Patsy Collins Trust Fund Initiative.

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[www.care.org](http://www.care.org)

### Headquarters

#### CARE USA

151 Ellis Street, NE  
Atlanta, GA 30303-2440  
USA  
T) 404-681-2552  
F) 404-589-2650  
[education@care.org](mailto:education@care.org)

#### CARE Washington DC

1825 I Street, NW, Suite 301  
Washington, DC 20006  
USA  
T) 202-595-2800  
F) 202-296-8695  
[education@care.org](mailto:education@care.org)

Founded in 1945 with the creation of the CARE Package, CARE is a leading humanitarian organization fighting global poverty. CARE places special focus on working alongside poor girls and women because, equipped with the proper resources, they have the power to lift whole families and entire communities out of poverty. Last year CARE worked in 84 countries and reached 122 million people around the world. To learn more, visit [www.care.org](http://www.care.org).

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