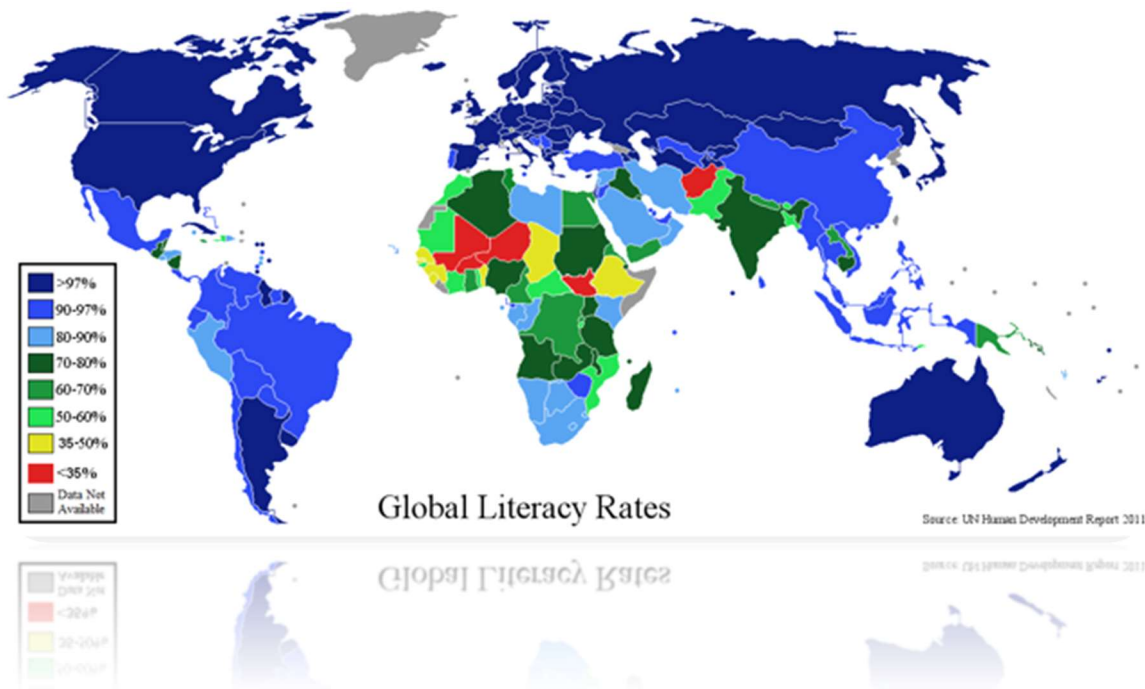




Country Score Card

FOR PENCILS OF PROMISE

| SIPA CAPSTONE PROJECT | Fall 2016



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1. Introduction

Pencils of Promise

PoP is a global NGO working primarily in less developed countries with a portfolio of offerings aimed at improving the quality of education provided in these countries, thereby improving the literacy levels of the target population. Their website proudly proclaims *“We’re a global community that believes everyone deserves access to quality education. We’re reshaping the landscape of education guided by our 100% promise”*.

Founded in 2009, PoP has an active presence in Ghana, Guatemala, Laos and Nicaragua apart from a strategic partnership formed recently in Liberia. Their key support offerings include

- School builds,
- Water, health & sanitation,
- Teacher support
- Scholarships

Headquartered in New York, PoP has relied on the strong network of the founder to raise funds for its various initiatives. As the organization moves into the next logical phase of organizational maturity, there are the natural questions regarding strategic direction and approach towards furthering their mission. Unlike traditional corporates that rely on complex strategic frameworks, PoP has preferred to rely on “Emergent learning” strategy which basically allows them the freedom to plan on the go and adjust to the experiences they make rather than make lofty commitments that would otherwise tie them into knots trying to run after those targets and losing sight of the reason for their existence.

So here we were at the PoP office in mid - September 2016 clarifying our project objectives and embracing the challenge of producing a mechanism that was concise yet capturing essential elements for effective decision making. We had our tasks cut out to analyze their strengths, weaknesses and make recommendations that were synchronous to their culture.

Project Objective

Develop a screening criteria for Pencils of Promise's future expansion to ECOWAS (Economic community of West African States) or deepen their current operation in the countries they have presence in by:

- Analyzing the product portfolios available in education for developing countries
- Conducting demand-side Analysis in ECOWAS (Economic community of West African States) countries to identify the needs in the educational space

*We have since named the screening mechanism document as the **Country Score Card**. It is a self-guided tool to determine whether a given country can be considered by PoP based on certain pre-defined criteria.*

The ‘Big Picture’ on Education

The Rio+20 conference (the United Nations Conference on Sustainable Development) in Rio de Janeiro, June 2012, galvanized a process to develop a new set of Sustainable Development Goals (SDGs) to carry on the momentum generated by the Millennium Development Goals (MDGs) and fit into a global development framework beyond 2015.

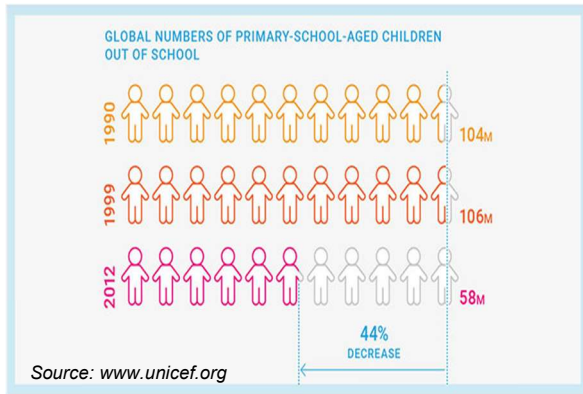
In July 2014, the UN General Assembly Open Working Group (OWG) proposed a document containing 17 goals to be put forward for the General Assembly’s approval in September 2015. This document set the ground for the new SDGs and the global development agenda spanning from 2015-2030.

196 countries have signed up for the Sustainable Development Goals or SDGs as part of Agenda 2030 meeting that happened in September 2015. Of the 17 goals, Goal no. 4 is focused on Education.

Goal No. 4: *Ensure inclusive and equitable quality education and promote life-long learning opportunities for all*

Since 2000, there has been enormous progress in achieving the target of universal primary education. The total enrolment rate in developing regions reached 91 percent in 2015, and the worldwide number of children out of school has dropped by almost half. There has also been a dramatic increase in literacy rates, and many more girls are in school than ever before. These are all remarkable successes.

Progress has also been tough in some developing regions due to high levels of poverty, armed conflicts and other emergencies. In Western Asia and North Africa, ongoing armed conflict has seen an increase in the number of children out of school. This is a worrying trend. While Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions – from 52 percent in 1990, up to 78 percent in 2012 – large disparities still remain. Children from the poorest households are up to four times more likely to be out of school than those of the richest households. Disparities between rural and urban areas also remain high.



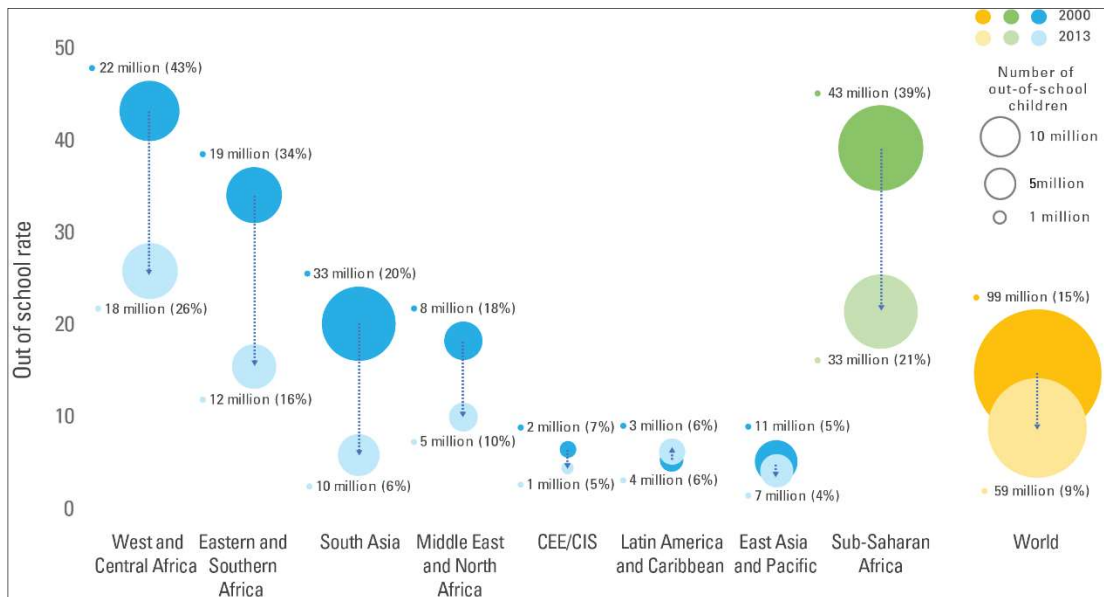
Achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. **This goal ensures that all girls and boys complete free primary and secondary schooling by 2030.** It also aims to provide equal access to affordable vocational

training, to eliminate gender and wealth disparities, and achieve universal access to a quality higher education.

More than half of countries and areas worldwide have achieved or nearly achieved universal primary education – that is, they have a net enrolment rate or net attendance rate of more than 95 per cent. In about 25 countries, however, net enrolment or attendance is less than 80 per cent. These countries are concentrated mainly in West and Central Africa and in South Asia, and many of them are affected by conflict.

CHILDREN OUT OF SCHOOL

In 2013, an estimated 59 million children of primary school age were out of school; 52 per cent of them were girls. About one third of the world’s out-of-school children live in West and Central Africa; about one fifth are in Eastern and Southern Africa. In West and Central Africa, more than a quarter of all primary-school-age children are out of school. In Liberia, the out-of-school rate rises to 62 percent. In Nigeria, more than 8 million children of primary school age are out of school.



CEE/CIS: Central and Eastern Europe and the Commonwealth of Independent States

Source: UNESCO Institute for Statistics global databases, 2016

Disparities in Primary Education

In many countries, children from the poorest 20 per cent of the population are less likely to attend school than those who are better off, with each successive quintile having a higher average attendance. The largest disparities of all are in West and Central Africa. In Guinea, for example, nearly 90 per cent of children from the wealthiest households attended primary school in 2012, compared with less than a third of children from the poorest quintile. Children in rural areas are in general more disadvantaged, being almost twice as likely to be out of primary school as their urban counterparts. In Niger, 83 per cent of children in urban areas attended primary school in 2012, whereas only 45 per cent of rural children did so in 2012.

ECOWAS – An Introduction

Established on May 28 1975 via the treaty of Lagos, ECOWAS¹ is a 15-member regional group with a mandate of promoting economic integration in all fields of activity of the constituting countries. Member countries making up ECOWAS are Benin, Burkina Faso, Cape Verde, Cote d’Ivoire, The Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Nigeria, Sierra Leone, Senegal and Togo.



Considered one of the pillars of the African Economic Community, ECOWAS was set up to foster the ideal of collective self-sufficiency for its member states. As a trading union, it is also meant to create a single, large trading bloc through economic cooperation. Integrated economic activities as envisaged in the area that has a combined GDP of \$734.8 billion, revolve around but are not limited to industry, transport, telecommunications, energy, agriculture, natural resources, commerce, monetary and financial issues, social as well as cultural matters.

The Vision of ECOWAS is the creation of a borderless region where the population has access to its abundant resources and is able to exploit same through the creation of

¹ www.ecowas.int

opportunities under a sustainable environment. What ECOWAS has created is an integrated region where the population enjoys free movement, have access to efficient education and health systems and engage in economic and commercial activities while living in dignity in an atmosphere of peace and security. ECOWAS is meant to be a region governed in accordance with the principles of democracy, rule of law and good governance.

Efforts have been made in harmonizing macroeconomic policies and private sector promotion towards achieving economic integration, giving rise to some initiatives which include implementation of the roadmap for the ECOWAS single currency program, monitoring and evaluation of performance and macroeconomic convergence, management of the ECOWAS Macroeconomic Database & Multilateral Surveillance System (ECOMAC) as well as co-operation with other regional and international institutions.

Education in ECOWAS

From its inception ECOWAS was conscious of the priority of Education and Training towards imparting employable skills to the teeming youths of the Community, only recently, the Commission organized a series of capacity building sessions in Member States on the use of multimedia approach for the development and revision of Technical and Vocational Education and Training (TVET) curriculum and instructional materials. Additional content of capacity building sessions in five countries (Cape Verde, Guinea, Liberia, Niger and Sierra Leone) included the use of the internet to source modern animations and other resource materials to enhance the quality of teaching and learning, competency based approach to teaching that lay more emphasis on practical; integration of entrepreneurship education into TVET curriculum to address challenges associated with values, attitudes and dignity; and the use of ICT in the teaching and management of TVET.

Furthermore, a survey was conducted in five countries (Burkina Faso, Côte d'Ivoire, Ghana, Nigeria and Senegal) in the course of the year towards revitalization of TVET Management Information Systems and Delivery in order to optimize the comparative advantage of Member States for the overall benefit of the Community and source for funds for identified gaps.

The Status report on Girls' Education was prepared by the Commission with the collaboration of experts on education of girls and other vulnerable groups in Banjul in April 2013. The meeting also identified and documented best practices that could be replicated at the Regional level, namely in the areas of advocacy and sensitization; information sharing on Regional and Global trends towards achieving the MDGs in 2015 and beyond.

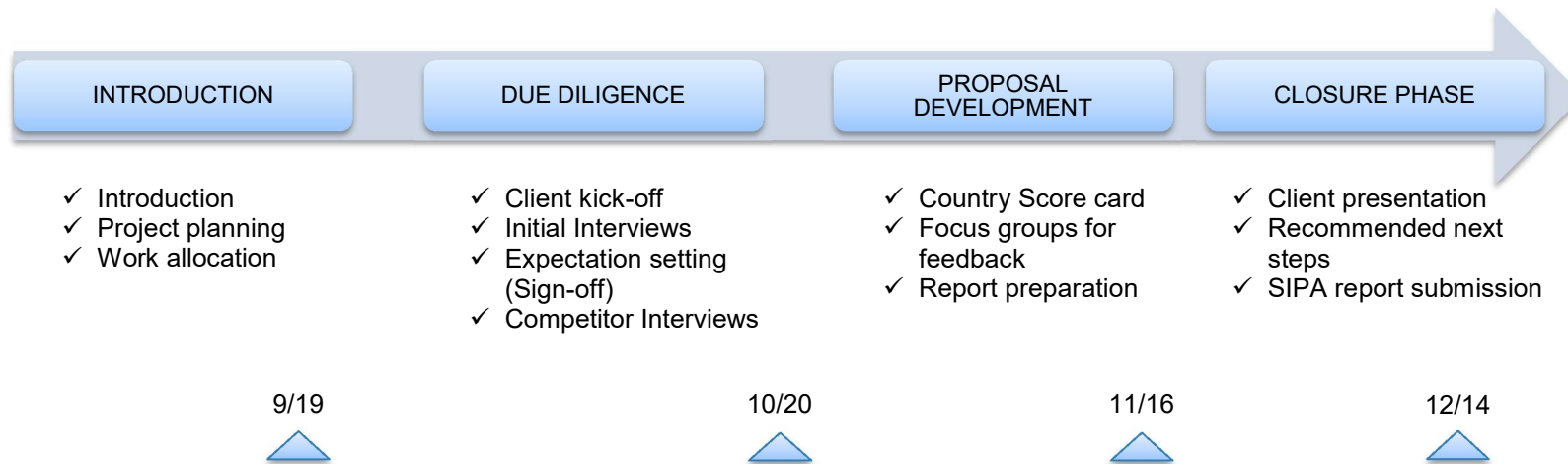
Towards the promotion of higher education with emphasis on the production of high level professionals for the region, the project of a West African University was adopted in 2012. The terms of reference for the feasibility study was developed by some of the Chancellors and Vice Chancellors of ECOWAS Member States Universities in September, 2013.

As part of plans for comprehensive intervention, the ECOWAS Experts on education discussed the girls' education; equivalence of certificates; E-learning; Education Management Information Systems (EMIS).

We noticed that information about ECOWAS was not very forthcoming in the initial phase of the project but from early October 2016, their website (www.ecowas.int) has been upgraded with a lot more information that might be useful in making a more detailed assessment by country as well as find contacts for business opportunities. Our efforts at contacting the officials did not bear fruits but this is something that PoP can seriously consider in order to gain partnerships at the government levels before entering some of the recommended countries in ECOWAS.

2. Project Approach & Timelines

Project Plan



Key milestones

We kicked off client interactions with an onsite meeting in Mid-September to clarify the project objectives. We had the opportunity to synchronize our efforts on a weekly basis with the PoP management². We also had a face to face interviews with all of PoP's country heads when they visited New York (early November). A mid-term report was presented to a SIPA Panel as a mandatory Capstone requirement in mid-October & a Final project presentation was made to PoP on the 13th of Dec, 2016.

² Tom Cassazone – Chief Operating Officer, Pencils of Promise
Leslie Engle Young - Director of Impact, Pencils of Promise

Work Break-down structure

We decided to approach the topic by doing an inside-out as well as an outside-in analysis. Country footprint review was to study PoP's operations in the 4 countries with their major presence and draw lessons about what worked and what didn't.

The Product portfolio analysis enabled us to analyze PoP's value proposition in more detail but also to compare with what else could they do or do differently in order to gain better access and thereby

create better impact in their operations. An interview based *Competitor Analysis* was conducted on a few NGOs based out of New York and having a presence in the ECOWAS region. We received insights from these NGOs that will hopefully find traction and offer a credible perspective to PoP.

An *ECOWAS Political Social Economic and Technological* (or PEST)) analysis was aimed at finding an integrated platform that could be leveraged for a simultaneous and coordinated entry into some of the countries of interest in ECOWAS.

Most importantly, an *Education Needs Analysis* was conducted for ECOWAS countries to establish the demand for NGOs like PoP and the scope of work that could be achieved given PoP's service offerings and operating strengths.

In addition, we did *Financial Data Analysis* based on available data to simulate the future financial commitments for PoP with certain operating assumptions. It must be mentioned here that PoP does not have a funding problem but given the global slowdown in trade and economic activity, the future may see some uncertainties. Given that sustaining existing operations would be a primary concern, a slow but steady growth of its foot-print is certainly a more risk averse approach.

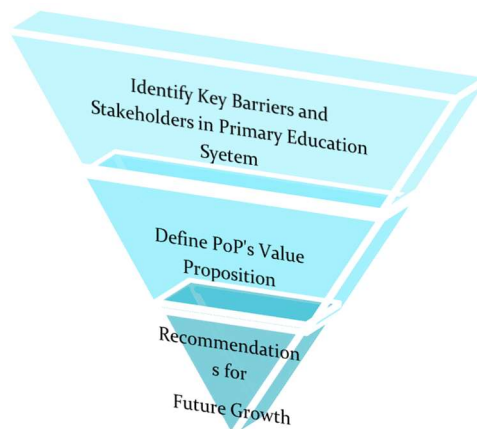


3. Portfolio Analysis

Overview

Many challenges facing education systems are common in almost all low-to-medium income countries, although some disparities exist between and within countries due to specific political, economic and social conditions. This chapter of the report will focus on solutions that different stakeholders provide to the challenges in primary education systems in low-to-mid countries where PoP generally operate in. The analysis intends to answer important questions for Pencils of Promise as to where its products fit in the spectrum of solutions to existing problems in the primary education system, what kind of expansion of the product portfolio or general operation of PoP could focus on in the future, and what feasible roadmaps for those expansions are. First, the analysis starts by describing key challenges identified by international development organizations in primary education system in low-to-mid income countries. Next, the analysis would aim to insert PoP's current products offerings into the spectrum of solutions and support system. Lastly, recommendations are made to help PoP foresee growth paths and partnership opportunities. (Figure 1)

Figure 1. Portfolio Analysis



Barriers to Education³

By the end of the 2014 school year, 263 million children were out of school globally, among which 61 million children are of primary school age (about 6 to 11 years). Although many parts of the developing world have made extraordinary advances in primary education in the past decade, progress has been stagnated in recent years partially caused by the decline in aide due to the most recent financial crisis. According to UNESCO's Institute for Statistics (UIS), most of this stagnation can be attributed to the situation in Sub-Saharan Africa, where the

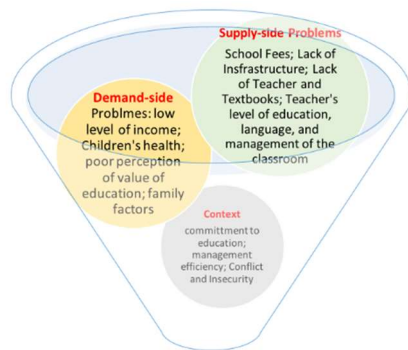


Figure 2 Overview of barriers to education

absolute number of children denied access to school had climbed from 29 million in 2008 to 31 million in 2010. In this region, almost one school-age child in four has never been to school, or dropped out of school before finishing the primary cycle Looking at the big picture of primary education challenges in low-to-mid income countries, international organizations

have identified three main barriers to educations that development practitioners around the world are still striving to bring down: Demand-side barriers, which usually involves parents and students as key stakeholders; supply-side problems, which involves schools, teachers, and government as key stakeholders; and last but not least, the context in which schools operate. NGOs can engage and have impacts on one or more facets of these three areas to help achieve the goal of universal education. In later paragraphs, we will discuss each barrier and its major stakeholders in more detailed analysis and pave the way for defining PoP's current value proposition as well as growth paths based on the analysis. (Figure 2)

³ Target: ALL CHILDREN IN SCHOOL BY 2015, Global initiative on out-of-school children, UNESCO <http://www.uis.unesco.org/Education/Documents/wca-oosci-report-2014-en.pdf>

Demand-side Barriers

Lack of access to education is most often due to the marginalization of children. Typically, it is the poor, remote rural populations, those affected by conflict, or those belonging to ethnic, racial and linguistic minorities that are most often left out of education. Access, participation and completion are often determined by demand-side factors, which include economic problems (low levels of income, adverse wealth and negative income shocks, migration...) associated with family issues (death, absence, illness of one or both parents, number of children in the household...), problems of child health (illness, disability, malnutrition, fatigue...), cultural factors (early marriage, early pregnancy, religion, language...) and a poor perception of the value of education (because of integration in the workforce or its effect on traditional values...), partly explain the phenomenon of school exclusion and generate other phenomena such as differential treatment and discriminatory attitudes among children who go to school (birth order, gender, disability, level of academic achievement, the number of children already in school...) and those who work (domestic work, income support).

Supply-side Barriers

On the supply side, the direct and indirect costs of education (registration fees, school fees, parent association contributions, contributions for teachers' salaries, school supplies, uniforms, transportation...), a lack of schools (which leads to problems of accessibility, discontinuity and distance which is further aggravated by insecurity), a lack of teachers (exacerbated by absenteeism and lack of motivation) and inadequate equipment (textbooks, desks, blackboards, toilets, canteens...) and some bad teaching practices (repetition, violence and discrimination in the classroom, teachers' level of education, language of instruction, class management, learning methods...), cause poor academic results and explain a large part of the school exclusion phenomenon.

Context

In terms of the context, political governance issues (weak and slow decision-making, poor coordination, no attempt to fight against school exclusion, trade-offs between educational objectives of access and quality), conflict and insecurity (threat of danger when going to

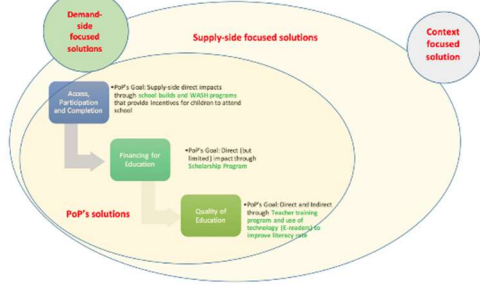
school, indoctrination of students and teachers), institutional capacity and efficiency (poor decentralization of funds and decision making, low capacity at decentralized levels, availability, quality, use of information, poor management, supervision and evaluation of educational activities, lack of birth certificates...), the ability to finance activities (inability to raise funds, inefficiency, delays, inequity in the allocation of funds, inadequate amounts, corruption...), natural climatic disasters (cyclones, floods, drought) and health issues (pandemics, malnutrition...), also partly explain the extent of school exclusion phenomena.

PoP's Product Portfolio and Value Proposition

PoP's current product portfolio include four programs: school builds, WASH programs, teacher training, and scholarships. Teacher's training programs aim to equip teachers with classroom management skills that are specifically beneficial to students' learning outcomes in literacy, providing WASH program (also as part of infrastructure improvement) to incentivize children to attend schools, and scholarships to alleviate financial burden of the children's families. In terms of allocation of financial resources, schools builds also receive the most funding compared to other three. Between 2012 and 2015, PoP has allocated majority of its budget in school builds (83%), followed by WASH programs (9%), Teacher Support (4%) and Scholarships (4%). PoP also believes in using technology effectively in measuring the effectiveness of their programs, especially the Teacher's training. Their website has the most recent data updated and available for public consumption. They are also increasing the use of technology aided learning in their programs to improve the quality of assimilation and pique the interest of young minds in getting exposure to the latest forms of education support.

With extensive experience and well-developed expertise in school builds, PoP targets to tackle the **supply side** problems (Figure 2), among which it specifically focuses on physical infrastructure improvement through building/improving existing schools in rural areas. As other three supporting programs that complement this core mission of building schools in

PoP's Product Offerings and Value Proposition



rural regions, WASH programs, teacher training, and scholarship programs aim to tackle other supply-side problems that exist in the region with PoP's presence.

Recommendations

The expansion of PoP's current product portfolio can take various forms. Although it is theoretically feasible to hire new, highly talented staffs and develop new programs, it can be more cost effective to partner with other NGOs that have developed expertise in other (supply, demand, or context-focused) solutions. Those partnerships should not be limited to educational NGOs either. Some development organizations or microfinance institutions possess resources that can be beneficial to PoP's schools and students in the long run. For example, organizations that provide microcredit or micro saving programs usually have access to existing women-led social networks and community leaders, which can be utilized as a parent support social infrastructure to be tied into PoP's existing programs. For example, PoP can partner with NGOs in the region that

- Provide literacy-related programs. (e.g. reading materials and/or innovative curriculum with technological components)
- has a gender-focused mandate
- build libraries
- focused on other aspects of teacher training and support
- provide parent support and advocacy
- have other demand-side focused mandate, such as microfinance organizations
- provide mobile healthcare facilities that can be co-opted as part of the school build offering for securing the health needs of the students of the community

4. Education Demand Analysis

Objective

Educational demand analysis aims to evaluate all relevant indicators to measure the need of ECOWAS countries, and then select top indicators for the screening mechanism by analysis of them.

Global Agenda

Education is foremost important policy area for less developed countries. United Nations introduced Millennium Development Goals (MDGs) in 2000, and achieved substantial progress in access to education and gender disparities for LDCs despite not desired level. With the end of MDGs, UN had a consensus on Sustainable Development Goals (SDGs) in 2015, and these goals will define priorities and targets in education as well as other sectors until 2030.

Apart from MDGs, SDGs cover a more coherent target list for education. Goal 4 of SDGs and its targets are as follows;

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Table 1: SDG Goal 4 Targets⁴

4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
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⁴ **Source:** <https://sustainabledevelopment.un.org/>

4.2 : By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

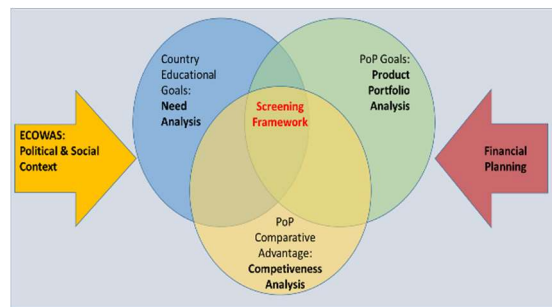
4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

Methodology

With respect to mentioned international goals, ECOWAS countries' needs on education should match with competitiveness analysis and product analysis. Therefore, educational need analysis plays a critical role within screening framework.

Figure 1: Educational Need Analysis – The context

Demand analysis is based on what ECOWAS countries need for providing access and increasing educational quality. These countries are specifically challenging with high child dependency ratio, large population of school age children, due to fertility patterns. This has some



important implications for these countries lack in education inputs, including qualified teachers, proper textbooks, and so on.

These indicators are also valid to consider because they represent Goal 4 in Sustainable Development Goals, PoPs portfolio analysis and competitive analysis, and are mostly available and produced in even less developed regions.

Following are main educational demand indicators for our screening filters:

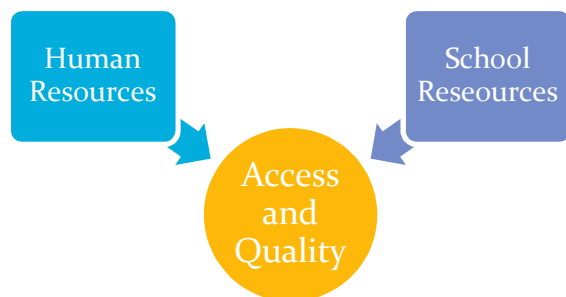
1) Input Indicators

- **Human Resources;** teacher per pupil, trained teachers, qualified teachers, teacher attrition.
- **School Resources;** basic services (water, electricity and water), expenditure per student, and textbook per pupil

2) Output Indicators

Access and Quality; Youth literacy, net enrollment, gross enrollment, drop out, out of school children ratios.

Figure 2: Framework for Educational Process



There are several indicators measuring educational output (access and quality) and inputs (school and human resources). On the other hand, there is a high correlation between these indicators with respect to countries. Therefore, using more indicators instead of choosing some for ranking of countries may cause double-counting problem and

overestimate/underestimate results. Considering this risk, a good option is to choose best indicators reflecting whole situation of educational need as much as possible. Therefore, considered methodology of selecting indicators for screening mechanism is correlation analysis. This analysis aims to correlate all indicators within both input and output categories. Some indicators would have higher correlations with others, that is, it would reflect all other indicators by self.

Data

All relevant data are taken from UNESCO (UIS) to keep reliability and consistency (<http://data.uis.unesco.org/>). For some countries, data availability is limited. Since focus of this analysis is primary education, all indicators belongs this level of education.

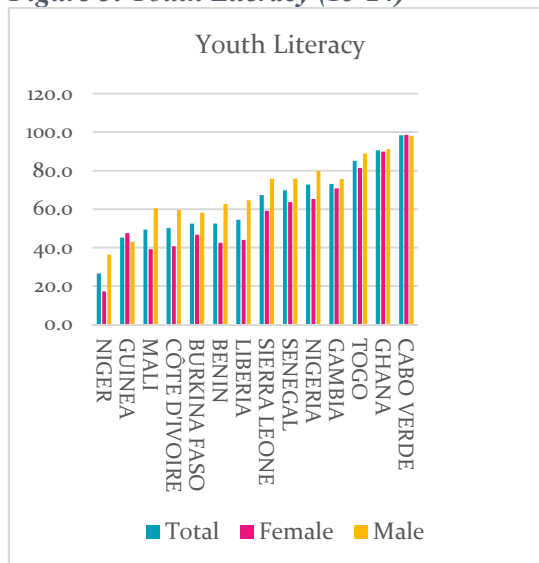
Access and Quality

Youth Literacy Rate

The most important and eligible indicator for quality is youth literacy rate (age 15-24). With respect to quality of education, international student assessments serve also as comparative of education systems. However, these kinds of assessments are not commonly available for all ECOWAS countries.

Youth Literacy rate directly measures of the output of primary education. It is accepted that all children older than 15 should finish primary level theoretically. While some countries such as Togo, Ghana and Cabo Verde has a literacy rate higher than 80 %, Niger and Guinea are the most vulnerable countries where the rate is less than 50 %.

Figure 3: Youth Literacy (15-24)



Gross and Net Enrollment Rate

While gross enrollment cover all children independent of their age, net enrollment covers only children at theoretical age of primary education in the country. So, small difference between these indicators arises from late enrollment and repetitions.

Figure 4: Gross Enrollment

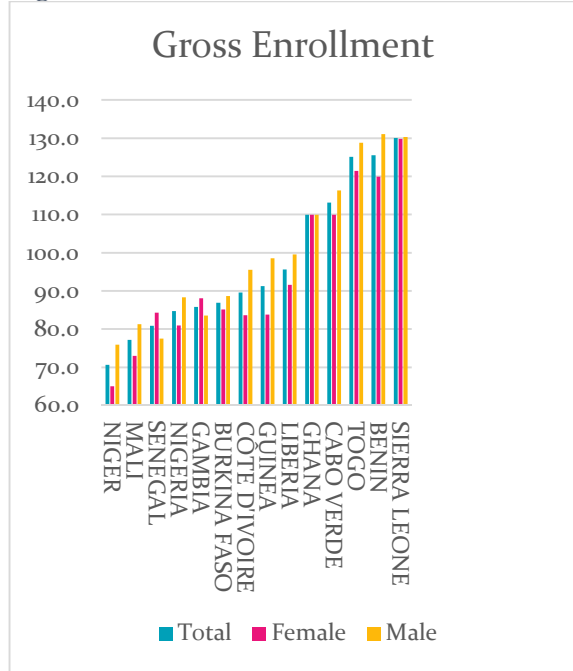
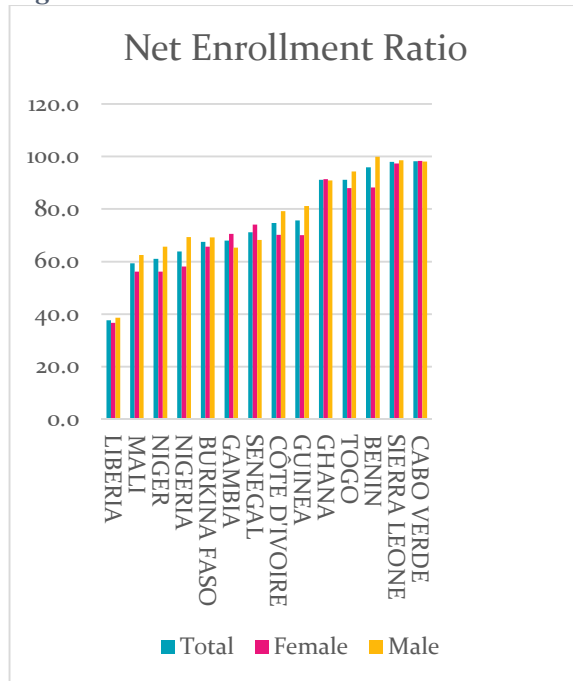


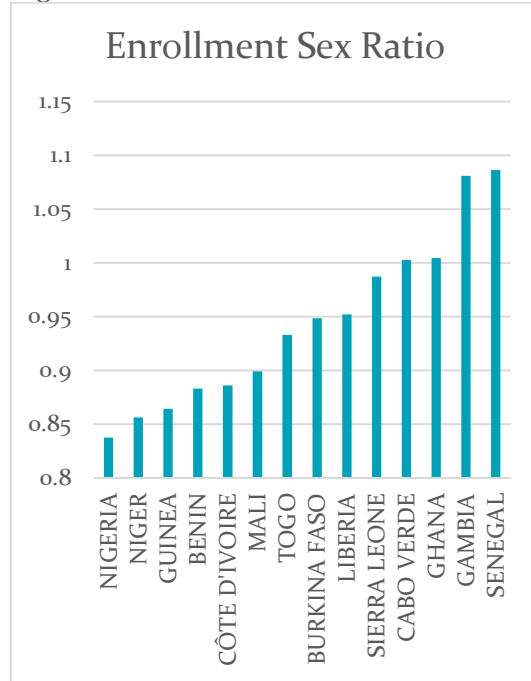
Figure 5: Net Enrollment Ratio



There is also a gap between male and female enrollment rates. Nigeria, Benin, Niger, and Guinea are countries where

girls are disadvantaged. In Gambia and Senegal, boys enroll less compared to girls. This is also important agenda with respect to SDG targets for education.

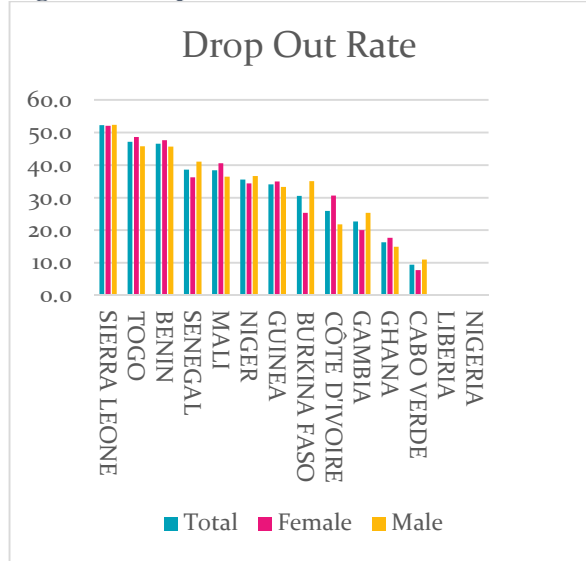
Figure 6: Enrollment Sex Ratio Female/Male



Drop-Out Rate and Out-of School Children

Drop-out rates gives number of drops before completion of primary education. In some, countries this rate reaches to over 30 %. This also increase out-of school children. Out-of school children covers both non-starters and drop-outs. Both rates have a high correlation with enrollment rates naturally. Gender disparity is a problem for some countries as well.

Figure 7: Drop-out Rate



country, first, high rate means that classes are crowded, so there is a need for school infrastructure. That is, less availability of schools hinders enrollment. Also, there might be many instructional and discipline problems hindering quality of education. Second, in international average, average teacher pupil rate is approximately 20. This is regarded as that teacher can handle. On the other hand, in some countries the rate is higher than 40, extremely problematic for a quality instruction.

Figure 8: Out of School Children

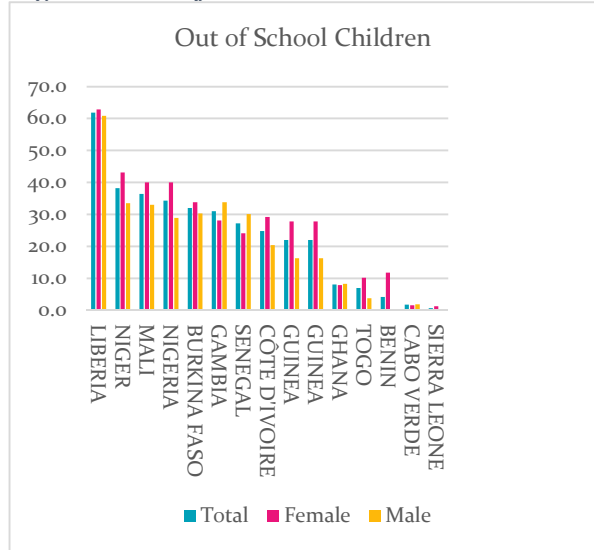
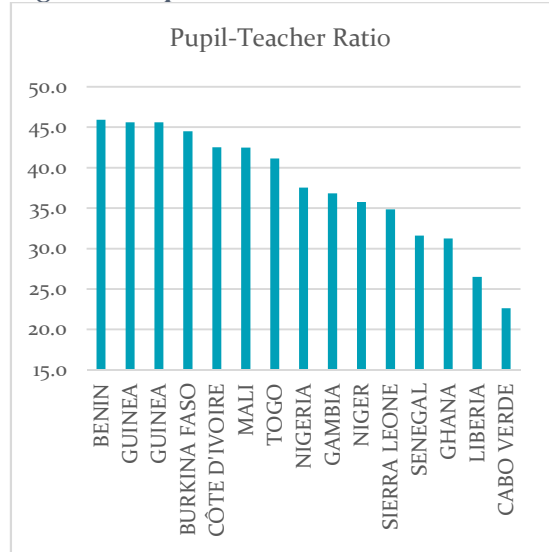


Figure 9: Pupil Teacher Ratio



Human Resources

Human resources mainly tell about quantity and quality of teacher. In this regard, teacher per pupil is an important indicator to affect the quality of education in terms of two ways. Of course, keeping in mind that this is an average rate for the

All indicators measure quality and quantity of teachers. Teacher per pupil measures the lack of teachers in that country. Other indicators are relevant for quality side of teachers. However, qualification and training criteria are different with respect

to countries. Also, for these countries, having sufficient number of teacher is a most important to priority than quality of them.

Figure 10: Teachers who are trained

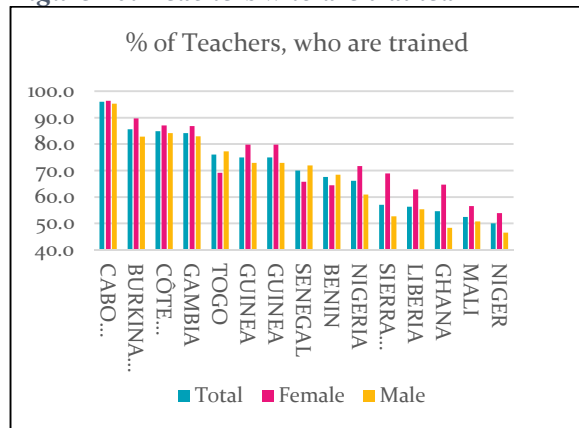


Figure 11: Teacher Attrition Rate

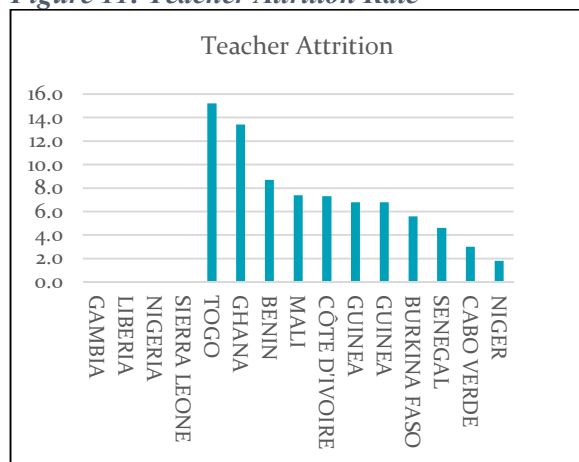
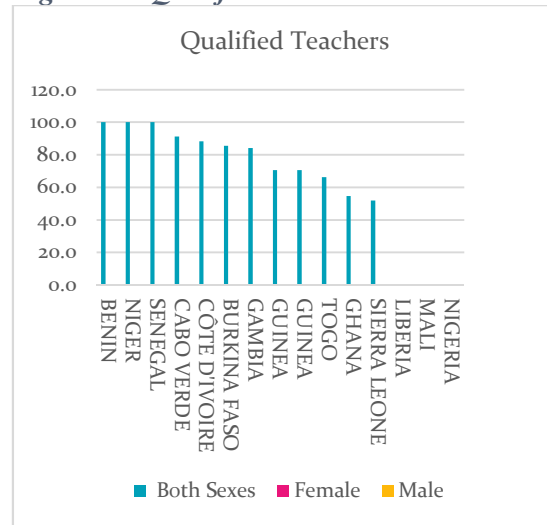


Figure 12: Qualified Teachers

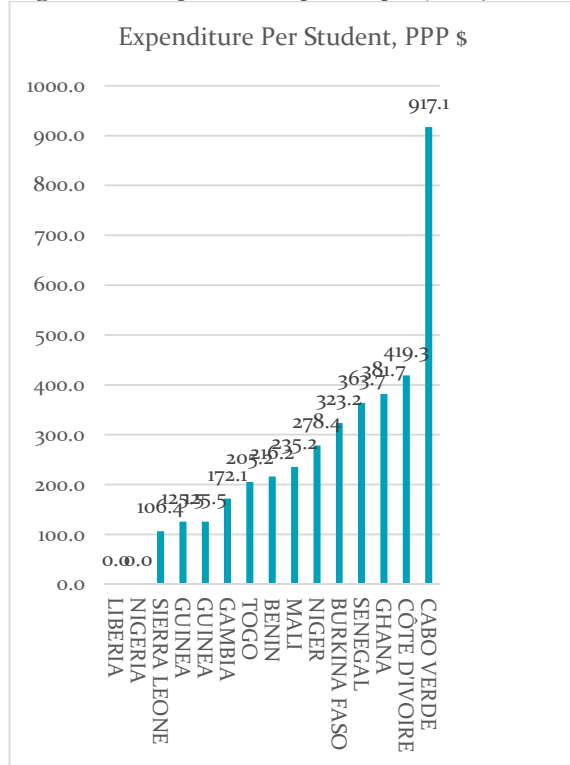


School Resources

In third category, school resources are mostly dependent on expenditure per student. Both basic services and textbook availability is a cause of budget resources. Since all countries have different levels of purchasing powers, it would be more logical to use expenditure with purchasing power parity.

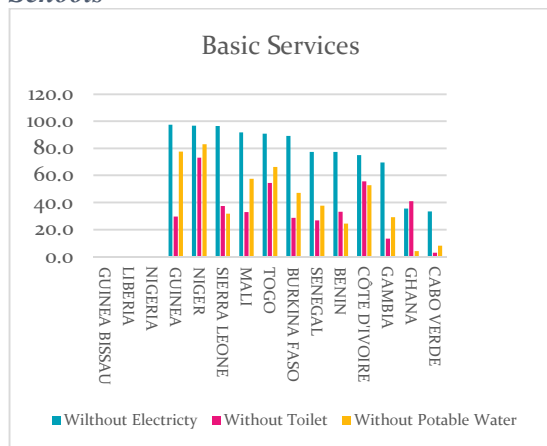
Highest expenditure per student is in Cabo Verde, and substantially higher than other countries while Liberia and Nigeria has no data. Remaining 12 countries has expenditure from \$ 106 to \$ 420.

Figure 13: Expenditure per Pupil (PPP)



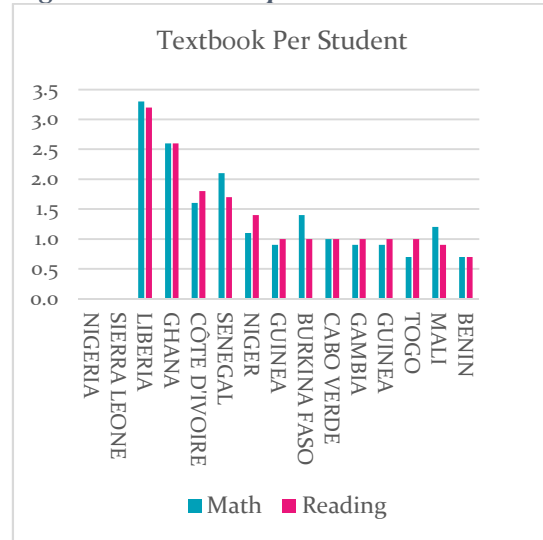
Other important elements of school resources are access to basic services and textbook availability. It seems that access to electricity is most critical constraint for ECOWAS. Potable water and toilet access are limited respectively.

Figure 14: Access to Basic Services in Schools



Textbook per student are available for math and reading. Higher values of these indicators mean that there is lack textbook resources, and some students have no textbook or share it with other students. Niger, Ghana, Senegal and Cote de Ivoire has problems in textbook availability. Other countries have no data or no problem in this area.

Figure 15: Textbook per Student



Analysis

Correlation tests were run to identify key indicators that we could potentially use for screening. For Indicators with a high correlation, we choose to use only one indicator in these cases to avoid duplication effects. For example, Out of school and Net enrollment are

complementary statistics and have a very high correlation (~1.00) and we chose to use Net enrollment data.

Similarly, gross and net enrollment ratios have a high correlation (0.95), that is, they are mostly identical. Since drop out ratios reflects drop-outs of enrolled students, in low enrolled and high enrolled countries, this rate might be similar. Therefore, this rate has less correlation with other output indicators.

Since net enrollment ratio measure the ratio of number of enrolled children in primary school age to number of total children in primary school age, it considers the late enrollments and repetitions. However, gross enrollment covers all children enrolled in primary level. Drop-out ratio and out of school children affect net enrollment ratio. That is, the sole indicator which reflects other relevant output indicators is net enrollment ratio. Low values of this indicator will provide a basis to consider the country.

Literacy issue is an important agenda for PoP. Moreover, literacy is final outcome of primary school. With respect to quality of education, literacy rate is chosen as first indicator. For access to education, net enrollment represents all other access

indicators. Finally, literacy rate is chosen for quality side, net enrollment rate is chosen for access side. Following table shows relative correlations. It is considered that high correlation is larger than 0.3 or less than -0.3. It doesn't matter the sign of correlation. For instance, while the low enrollment rate is an opportunity, the high rate of out of school children gives the opportunity to enter that country.

Table 2: Correlation among Access and Quality Indicators (Output Side)

	Out of School	Net Enrollment	Literacy	Gross Enrollment	Drop Out
Out of School	1.00	-1.00	-0.64	-0.96	-0.07
Net Enrollment	-1.00	1.00	0.64	0.95	0.04
Literacy	-0.64	0.64	1.00	0.57	-0.39
Gross Enrollment	-0.96	0.95	0.57	1.00	0.25
Drop Out	-0.07	0.04	-0.39	0.25	1.00

Note: Green is positive high correlation >0.3 or <-0.3, yellow is mid correlation 0.3 < and -0.3, and red is negative high correlation <-0.3.

With respect to human resources and school resources (input side), the best candidate for the screening filter is per student expenditure because this indicator has a high positive or negative correlation with all indicators except the textbook per pupil. Second best candidate is pupil teacher ratio. Except train teacher and teacher attrition, there is a high positive or negative correlation between this indicator and others. In screening filter,

Infrastructure section use education expenditure per GDP is used as commitment to education. So, pupil teacher ratio (second best) is chosen for the screening for preventing duplication with commitment to education.

Table 3: Correlation among School and Human Resources Indicators (Input Side)

	Net Enrollment	Literacy	Pupil-Teacher
BENIN	95.9	52.5	45.9
BURKINA FASO	67.5	52.5	44.5
CABO VERDE	98.2	98.3	22.6
CÔTE D'IVOIRE	74.7	50.2	42.5
GAMBIA	67.9	73.2	36.8
GHANA	91.1	90.6	31.3
GUINEA	75.7	45.2	45.6
LIBERIA	37.7	54.5	45.6
MALI	59.4	49.4	26.5
NIGER	61.0	26.6	42.5
NIGERIA	63.8	72.8	35.8
SENEGAL	71.1	69.8	37.6
SIERRA LEONE	97.9	67.4	31.6
TOGO	91.2	85.2	34.8
Average	75.2	63.4	37.4
Standard Deviation	17.1	19.0	7.2
Lower Limit	67	54	34
Upper Limit	84	73	41

Note: Green values are higher than upper limit for first and second indicator, and lower than lower limit for third indicator, yellow ones are between lower and upper limits, and other values are red.

	Pupil-Teacher	Trained Teachers	Teacher Attrition	Per Student Expenditure	Textbook	Without Electricity	Without Toilet	Without Potable Water
Pupil-Teacher	1	-0.12	0.26	-0.81	-0.40	0.76	0.34	0.56
Trained Teachers	-0.12	1	-0.14	0.55	-0.24	-0.24	-0.51	-0.22
Teacher Attrition	0.26	-0.14	1	-0.37	0.11	-0.11	0.2	-0.15
Per Student Expenditure	-0.81	0.55	-0.37	1	0.15	-0.78	-0.53	-0.62
Textbook	-0.40	-0.24	0.11	0.15	1	-0.47	0.00	-0.45
Without Electricity	0.76	-0.24	-0.11	-0.78	-0.47	1	0.47	0.9
Without Toilet	0.34	-0.51	0.2	-0.53	0.00	0.47	1	0.59
Without Potable Water	0.56	-0.22	-0.15	-0.62	-0.45	0.9	0.59	1

Note: Green is positive high correlation >0.3 or <-0.3, yellow is mid correlation 0.3< and -0.3, and red is negative high correlation <-0.3. Conclusion

Recommendations

After selection of indicators, they are evaluated how they would contribute in final ranking of countries in screening mechanism. In line with screening filter; low, medium and high values of selected indicators are defined.

For all three indicators, averages and standard deviations of countries are calculated. Then, upper and lower limit for the indicator are calculated as mean plus/minus half of standard deviation. These upper and lower limits are used as critical values for classification.

Table 5: Selected Indicators

Final classification of the indicators with respect to critical values is following table.

Table 6 Selected Indicators and Relative Ranking

Selected Indicators	Ranking		
	Low	Med	High
Net Enrollment Ratio	>84 %	67-84 %	<67 %
Youth Literacy	>73%	54-73%	<54%
Pupil per teacher	< 34	34-41	> 41

5. Competitor Analysis





Introduction

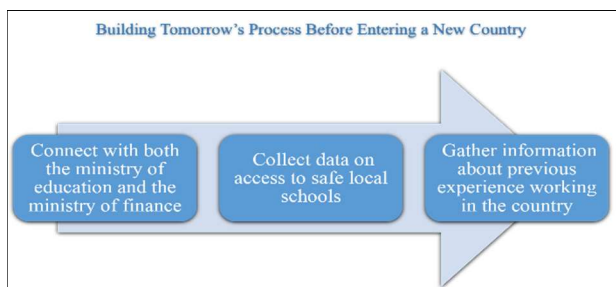
Interviewing four NGOs that are involved with school builds and/or education, we were able to pinpoint strengths in entrance decision making and network building. The objective of this analysis was to provide insights from other organizations for our screening process for success in potential expansion. After speaking with Building Tomorrow, Room to Read, Caravan to Class, and the Malala Fund, we analyzed characteristics relating to relationships with governing bodies, population characteristics, community engagement, conflict zones, network building, and measures of need, funding, and focus on mission. We boiled the information down to four key takeaways for success:

1. Strong local partnerships with regional leadership and community
2. Deep community engagement
3. Partnerships and support between other NGOs
4. National government approval and support

We selected organizations for their involvement in education and the regions in which they work. These organizations that are invested in education, with three of the four involved in school builds. Two of the chosen organizations work in Mali due to our focus on Mali as a test case. The organizations vary in size and scope. Caravan to Class is the smallest of the four, only working in the Timbuktu region in Mali, while other organizations, such as Room to Read and Malala Fund, operates across continents. Between the four NGOs, they overlap with services that Pencils of Promise also offers, such a school builds, teacher training, and focus on literacy.

Overview of the listed NGOs⁵

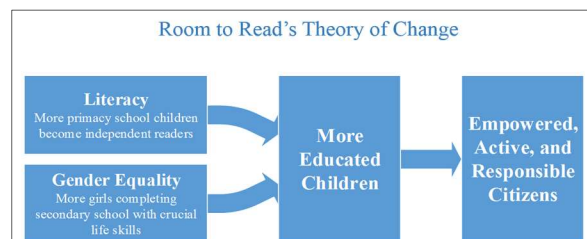
	Regions of Operation	Major Programs	Mission Focus
Building Tomorrow	East Africa: 	School Builds <ul style="list-style-type: none"> Local access Safe buildings Teacher Training <ul style="list-style-type: none"> Recruit recent graduates Train teachers 	“Building Tomorrow envisions a world where every child with a desire to learn has a safe, permanent and local place to do so.”
Room to Read	Africa and Asia: 	Literacy <ul style="list-style-type: none"> Primary school literacy programs Gender Equality <ul style="list-style-type: none"> Girls secondary education completion 	Their vision is “a world in which all children can pursue a quality education that enables them to reach their full potential and contribute to their communities and the world.”
Caravan to Class	Timbuktu: 	School Builds <ul style="list-style-type: none"> Raise literacy rates Increasing school attendance rates 	“We imagine a world where no matter where a child lives, the fundamental right of education is assured.”
Malala Fund	Africa and Asia: 	Girls' Education <ul style="list-style-type: none"> Investment Advocacy Collective action 	“Malala Fund wants to see a world where every girl can complete 12 years of safe, quality education.”



Building Tomorrow uses the following steps help to ensure that selected countries both need their services and are willing to support sustainable operations:

Room to Read, while operating in Bangladesh, Cambodia, India, Laos, Nepal, South Africa, Sri Lanka, Tanzania,

Vietnam, and Zambia, tie together their vision, mission and program goals with their theory of change, which focuses on literacy of primary school children and girls' secondary education in order to empower active and responsible future citizens (see figure below).



⁵ Appendix IV – Sample Interview questions asked to the benchmarked NGOs

Caravan to Class's Process of Operation in a New Village



Caravan to Class's process of operating in a specific village begins with identifying, through a field study and research, a specific village and its education needs; partnering with a reputable and known local NGO in the given area; creating a plan with a budget; meet with the villages elders and sign a contract with the village; inviting investment in the village (donations) to bring literacy to the village children; and following up to assure that the plan is fulfilled and the

investment is having results (see the diagram below).

After the contract is signed, Caravan to Class confirms with the national Ministry of Education that the new school is a government certified and operated school before beginning construction on the school.

Malala Fund operates within three key objectives:

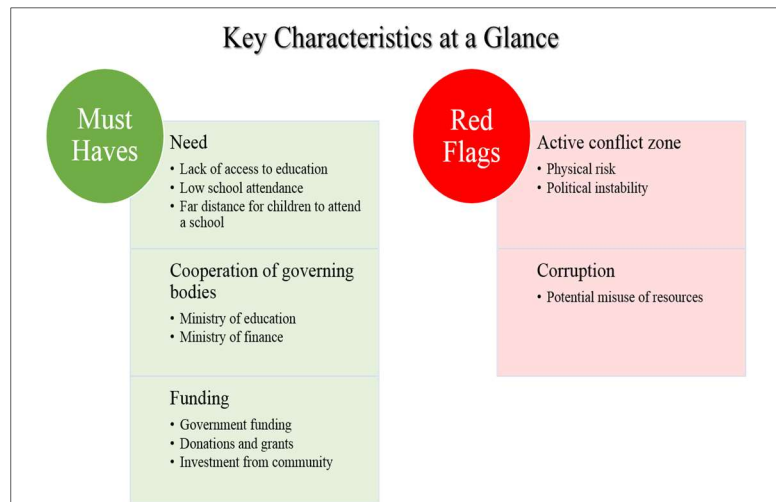
1. Investing in girls' education through innovative solutions to deliver high-quality education to disadvantaged communities around the world.
2. Amplifying voices of educational advocates to tell the stories of those who are fighting for their right to education.
3. Channeling collective action to make girls' education a true priority.

Their current work includes providing better access to quality education for Syrian refugees, grant making for secondary schooling for girls in Pakistan, providing learning programs for adolescent girls, including those who are out-of-school and married, and investment in secondary education and training in information and communication technology for low income girls.

Analysis of Considered Characteristics

The priority of our interview was how organizations determine new countries for expansion. When looking for country characteristics, Building Tomorrow, Room to Read, Caravan to Class, and the Malala Fund prioritize the extent of need, the cooperation of governing bodies, and, to some extent, funding availability.

The need for their educational programs are often qualified by lack of access to education, including the physical distance children have to travel to get to a school building, and low school attendance. The willingness of



governing bodies to work with and support these NGOs is essential, especially when programs are meant to have sustainable impact. Both the national ministries of education and finance being on board with program offerings is of importance. Additionally, local leadership must have buy in for the successful launch of programs and initiatives but also for their sustainability. Funding plays a large role as well. Funding can come in the forms of donations to the NGO, support from the

national government, or in-kind donations from community members. However, without this funding, NGOs, for very obvious reasons cannot enter a new country. The most prominent red flags that our interviewees look for in a new country are government corruption and regional or national conflict. If the country’s governing bodies are very corrupt or the region is an active conflict zone, entering the country is strongly recommended against. This is in line with the approach adopted by PoP as well.

In order to understand these criteria⁶ in a deeper manner, we analyzed the NGOs experiences and perspectives on relationships with:

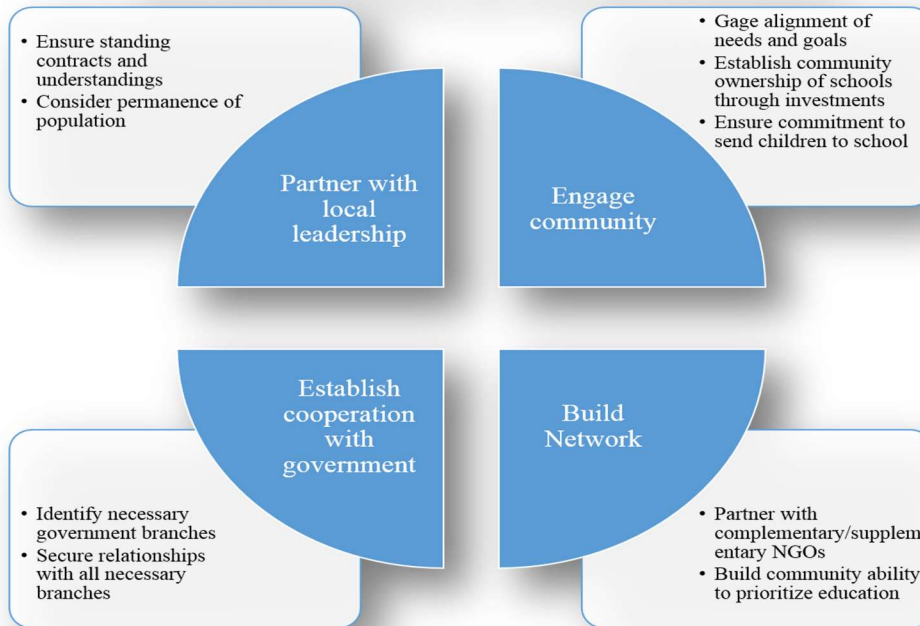
1.	Governing bodies	5.	Network building
2.	Population characteristics	6.	Funding
3.	Community engagement	7.	Focus on mission
4.	Conflict zones		

⁶ Detailed assessment on each of the above criteria is available in Appendix I

Recommendations

Considering all the information we have gathered from Building Tomorrow, Room to Read, Caravan to Class, and the Malala Fund, we have four key recommendations.

Recommendations for Pencils of Promise



First of all, local partnerships, governing bodies and community, is key. PoP does this already to an extent, but we recommend strengthening relationships through ensuring contracts and understandings that will stand through exchanging leadership. Additionally, considering the tendency of the population to migrate or stay in the region, especially in areas affected directly or indirectly by conflict is a major consideration to how sustainable schools will be.

This is tied in very closely with our recommendation to *engage the communities* in which PoP operates. While this is done well by PoP, we recommend gauging community needs and goals aligning with what PoP offers. PoP should continue to ask for investments from the community in the form of in-kind donations but can also ask for long-term commitment from parents or community members in terms of sending children to school and other forms of assistance.

Third, *partnering with NGOs* to build and strengthen support networks within region will greatly benefit PoP. While there is the risk of limiting control of operations if programs are shared, there are other ways to partner without sharing control of school builds or teacher support programs. For example, much like Building Tomorrow

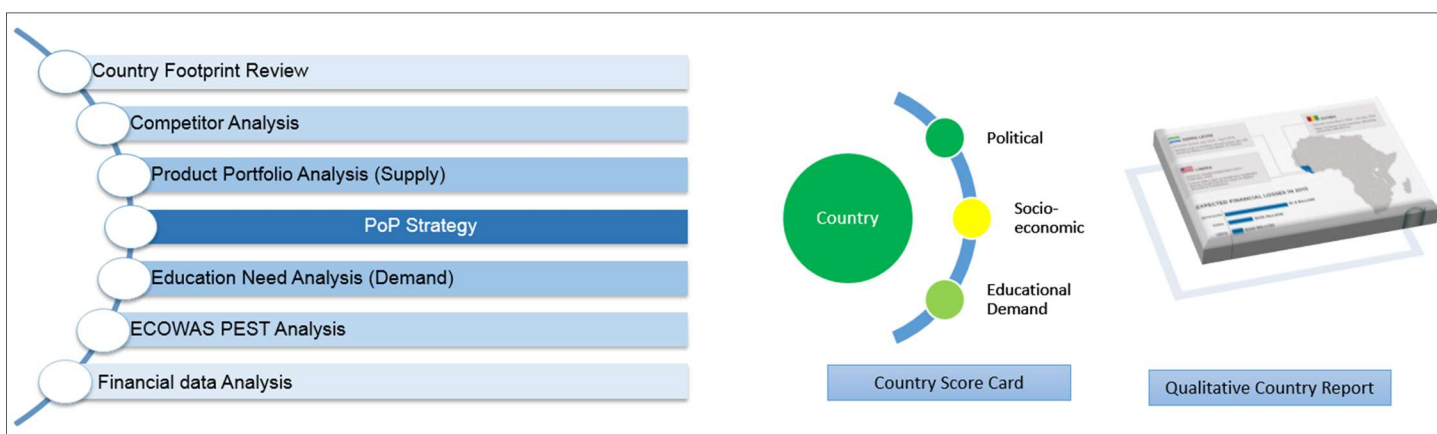
and Caravan to Class, PoP could look for partners that would provide services that fall outside of PoP's scope, such as food programs, clean water, and adult literacy programs. This can support PoP's programs by allowing community members to prioritize education once basic needs are met and giving extra support for children in their homes.

Finally, *government willingness is essential*. PoP currently only works in countries where national governments welcome their programs. Like Building Tomorrow, PoP can identify key ministries and ensure the cooperation of all necessary government branches. If the ministries of finance and education are both necessary for successfully operating within a country, PoP should secure understandings with both before beginning operations. Two other takeaways on this is that while the willingness of the national government to work with PoP indicates a barrier or a green light for entry, the stability of the local governance is a better predictor for sustainable presence and impact. Additionally, if the need, willingness, cooperation of necessary government branches, and stability is present, then the type of government is not as important, as Malala Fund mentioned.

6. The Country Score Card

Introduction

The Country Score card is meant to serve as a first level of screening that provides PoP a reference framework to filter in/out opportunities for business development. The score card comprises of 3 broad categories with 3 indicators each that are equally weighted in terms of priority. Based on the evolving strategy of the organization, some or more of the indicators could be given a higher weightage.



Each Indicator has equal weightage in our model. Each Indicator is divided into three categories (Low =1, Medium=3, High=5) with a low score meaning the country doesn't justify participation by an NGO for support on that particular Indicator. The country could either be self-sufficient or is unsuitable for external intervention.

Example: A low score of 1 on 'Age of stable government' indicates that the country does not have a stable government for long enough to be able to offer ideal conditions for an NGO to operate in the country. A low score of 1 on 'Primary Literacy Level' indicates that the country has sufficient literacy rate and may not need an NGO to support them in improving their primary education needs. A low score does not indicate a good or bad therefore, but an evaluation of the need.

Key elements of the Score Card

1. Political Indicators

- a. Stability of governance
- b. Global Peace Index ranking of the country of Interest
- c. Ease of doing business Index (World Bank methodology)

Stability of governance

The PoP model primarily supports existing government education framework (Institutions, curriculum, teachers etc.) and strengthening them with resources like school buildings, augmenting their teacher effectiveness via the teacher training initiatives, augmenting the learning experience by distributing tablets that provide stand-alone reading and learning experience to the students, and providing WASH facilities in the schools to provide a clean learning experience as well as an awareness about the importance of clean water, sanitation in daily life

Government institutions that are stable and free from frequent threats (like military coups, dictatorship etc.) allow for NGOs to operate much more effectively with their stable policies and established rule of law. This is also an important factor in ensuring safety for the employees of organizations operating in these countries

Global Peace Index

The Global Peace Index (GPI) is an attempt to measure the relative position of nations' and regions' peacefulness. It is the product of the Institute for Economics and Peace (IEP) and developed in consultation with an international panel of peace experts from peace institutes and think tanks with data collected and collated by the Economist Intelligence Unit. The list was launched in May 2007 and updates have been made on an annual basis since then. It is claimed to be the first study to rank countries around the world according to their peacefulness. It ranks 162 countries, up from 121 in 2007. The study is the brainchild of Australian technology entrepreneur Steve Killelea, founder of Integrated Research, and is endorsed by individuals such as Kofi Annan, the Dalai Lama, archbishop Desmond Tutu, Finland's President Sauli Niinistö, Nobel laureate Muhammad Yunus, economist Jeffrey Sachs, former president of Ireland Mary Robinson, current Deputy Secretary-General of the United Nations Jan Eliasson and former US president Jimmy Carter.

The index gauges global peace using three broad themes: the level of safety and security in society, the extent of domestic and international conflict, and the degree of militarization. Factors are both internal such as levels of violence and crime within the country and external such as military expenditure and wars.

The GPI currently indicates Iceland, Denmark, Austria, Portugal, and New Zealand to be the most peaceful countries and Syria, Afghanistan, South Sudan, Central African Republic and Iraq to be the least peaceful.

2. Socio- Economic Indicators

- a. Government commitment
- b. Internet Penetration %
- c. The IHDI or Inequality adjusted Human Development Index

Government Commitment

It is measured as a % of government expenditure towards primary education in proportion to GDP/capita. A stronger commitment to education by the government is a welcome indicator of support even to non-governmental agencies. PoP insists on 10% contribution for the school builds from the respective local government bodies.

Internet Penetration

It is measured as the number of internet users as a fraction of the total population of the country. The higher the degree of penetration, the better prepared a country is to receive technological aids in learning. This was specifically requested by PoP and is also seen as a trend in the education sector to shorten the learning curve for young minds. Therefore a penetration ratio of over 50% of the population has been given the highest rating (of 5) and <25% ratio receives the lowest rating (of 1)

Ease of doing business Index

The ease of doing business index is an index created by the World Bank Group. Higher rankings (a low numerical value) indicate better, usually simpler, regulations for businesses and stronger protections of property rights. Empirical research funded by the World Bank to justify their work show that the economic growth impact of improving these regulations is strong.

Indicator set	What is measured
Starting a business	Procedures, time, cost and paid-in minimum capital to start a limited liability company
Dealing with construction permits	Procedures, time and cost to complete all formalities to build a warehouse and the quality control and safety mechanisms in the construction permitting system
Getting electricity	Procedures, time and cost to get connected to the electrical grid, the reliability of the electricity supply and the transparency of tariffs
Registering property	Procedures, time and cost to transfer a property and the quality of the land administration system
Getting credit	Movable collateral laws and credit information systems
Protecting minority investors	Minority shareholders' rights in related-party transactions and in corporate governance
Paying taxes	Payments, time and total tax rate for a firm to comply with all tax regulations as well as post-filing processes
Trading across borders	Time and cost to export the product of comparative advantage and import auto parts
Enforcing contracts	Time and cost to resolve a commercial dispute and the quality of judicial processes
Resolving insolvency	Time, cost, outcome and recovery rate for a commercial insolvency and the strength of the legal framework for insolvency
Labor market regulation	Flexibility in employment regulation and aspects of job quality

The Doing Business project, launched in 2002, looks at domestic small and medium-size companies and measures the regulations applying to them through their life cycle.

For the purpose of our project, we restricted ourselves to the relative ranking of countries within Africa to differentiate the ease of doing business rather than using global scores. We found that a global ranking may be less relevant as all countries in Africa were falling in a relatively lower scale by doing so.

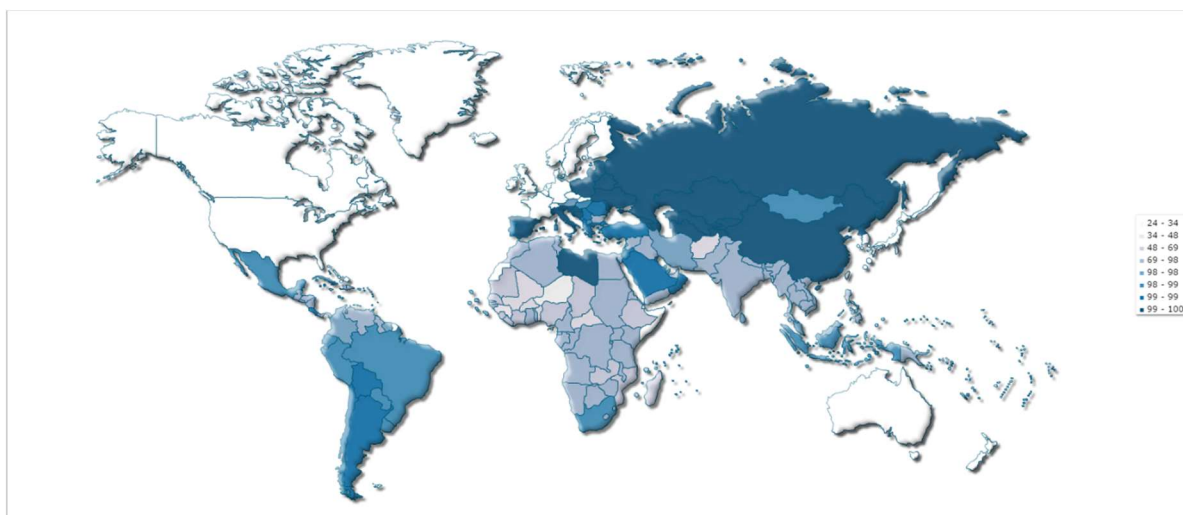
The higher the score, the better the country for a new organization to operate. Therefore a high score (of 5) corresponds to a better facilitation for the NGO and a low score (of 1) indicates significant challenges that may be posed if a new business were to be set up operations in a country with low ease of doing business.

3. Education sector demand Indicators

- a. Youth Literacy rate
- b. Pupil – Teacher Ratio
- c. Primary Enrollment Ratio

Youth Literacy rate

Youth literacy rate is the percentage of people ages 15-24 who can both read and write with understanding a short simple statement about their everyday life. We chose this indicator to measure the medium term success of literacy programs in a country and how the environment of education was helping to shape the overall society. A higher rate indicates the relative success of the governments in securing a sustainable primary and secondary education system and therefore received a low score (of 1) and a lower rate indicates either the absence or work in progress status as far as achievement of full youth literacy is concerned and received a high score (of 5) suggesting the need for an NGO to enter and support the respective government.

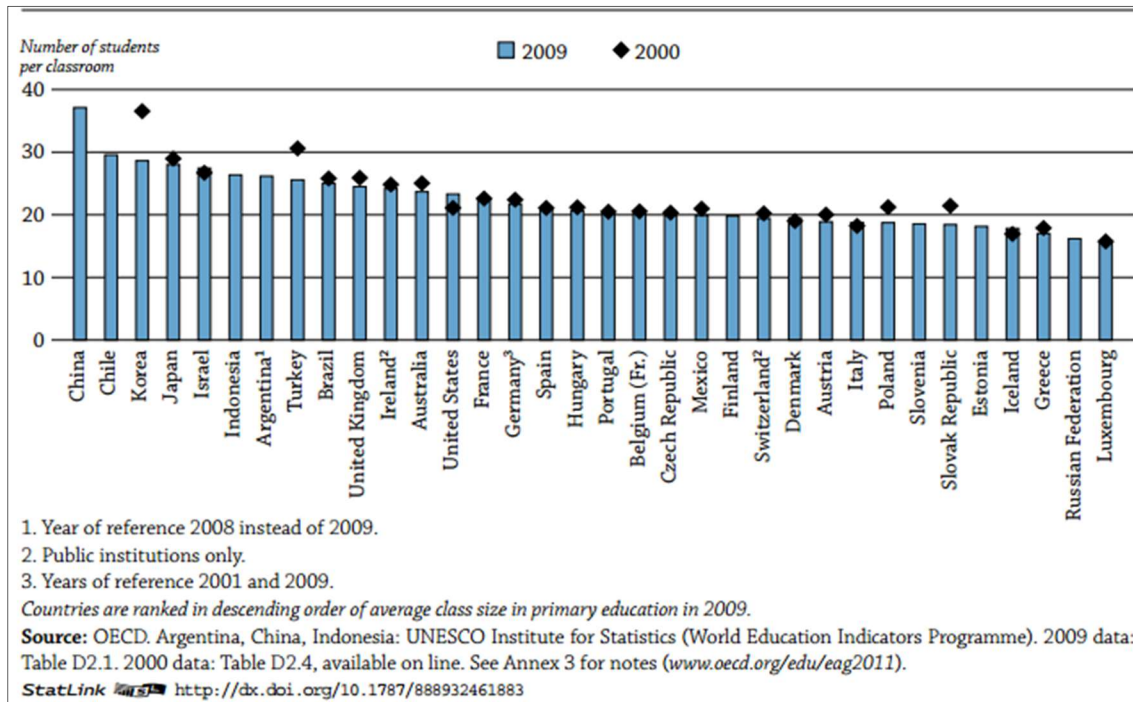


Source: United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics

Pupil – Teacher ratio

It is the ratio of the number of students per teacher. The higher the ratio, the lower is the likelihood of quality education. Therefore in our score card, a higher ratio gets a higher score (of 5) and a lower ratio gets a lower score

(of 1) i.e. a country with a higher ratio of Pupils – Teacher deserves more support and attention compared to a country that has a healthier ratio.



Primary Enrollment Ratio (Net)

Net primary enrolment⁷ rate in primary education is the number of pupils of official primary school age (according to ISCED97⁷) who are enrolled in primary education as a percentage of the total children of the official school age population. Since PoP focuses on primary education, this was a direct demand indicator for the countries of Interest. A lower enrollment score indicates the opportunity for an NGO to enter and support the country and therefore receives a higher score (of 5)

⁷ 6 International Standard Classification of Education. Primary education is defined by ISCED97 as programmes normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music

Country⁸ Score Card – ECOWAS

A Country score of at least 27 is recommended for entry. The logic of arriving at 27 was considering 3 indicators with a score of 5, 3 indicators with a score of 3 and 3 indicators with a score of 1 (= 3*5 + 3*3 + 3*1)

Note: The Score card gives equal weightage to all Indicators.

Category	Indicator	Benin	Burkina Faso	Cape Verde	Cote d'Ivoire	Gambia	Ghana	Guinea	Guinea-Bissau	Liberia	Mali	Niger	Nigeria	Senegal	Sierra Leone	Togo
Political & Business Environment	Age of the stable government (in years)	1	1	5	1	1	5	1	1	5	5	1	3	5	3	1
	Peace Index	5	3	3	3	3	5	3	3	5	3	3	3	5	5	5
	Ease of doing business rank Africa	3	3	5	3	3	5	3	1	1	3	3	1	3	3	3
Socio Economic Indicators	Gov't expenditure towards primary Education	3	5	5	3	5	5	3	1	5	3	5	1	1	1	3
	IT Penetration	1	1	3	1	1	3	1	1	1	1	1	5	5	1	1
	IHDI (Africa)	3	1	5	1	1	3	1	1	1	1	1	3	3	1	3
Education Demand Indicators	Net Enrollment (or Out of school)	1	3	1	3	3	1	3	3	5	5	5	5	3	1	1
	Pupil-Teacher Ratio	5	5	1	5	3	3	5	5	1	5	3	3	3	3	5
	Youth Literacy rate	3	3	1	3	3	1	5	1	3	5	5	3	3	3	1
		25	25	27	23	23	31	25	17	27	31	27	27	31	21	23

English speaking	
Portuguese speaking	
French speaking	

⁸ Appendix III for qualitative country reports

7. Financial Analysis

This financial analysis' purpose is to explain PoP's past spending pattern, and to give projections for new countries that PoP decides to enter. We analyzed PoP's programs spending between 2012 to 2015 in Ghana, Guatemala, and Laos, and set up a budget to give projections of how much it costs per student in new countries, and how many programs PoP could launch based on its historical program expenditures. In the end, we have implemented all ECOWAS countries in this model, and resulted projections to enter those countries.

Methodology⁹

To calculate total cost per student for each country PoP will enter, we assume that each country implements only four programs: School Build, Teacher Training program, Wash program, and Scholarships. These four programs constitute the total costs of PoP entering and operating in the new countries. Based on historical data, information, and interviews with PoP's management team, we have three assumptions:

- a) the number of students that each school serves is 70
- b) the number of students that each Teacher Training program serves is 100
- c) the number of students that each Wash program serves is 100

For the country we consider entering, we derive total cost of each program in that country by decomposing it into material costs and labor costs, and adjust them with corresponding measurements: Consumer Price Index (CPI) in 2014 (2010=100) and Gross National Income (GNI), Atlas method (current US\$), based on the two parts' respective average costs of the program that PoP has in countries it currently operates in, e.g. Ghana, Guatemala and Laos.

⁹ Graphs & Charts in Appendix II

For total material cost, we first calculate the average total material cost of the program in existing countries, and then multiply it by the new country's CPI to existing countries' average CPI ratio to take price level into consideration. Similarly, for total labor cost, we calculate the average total labor cost in existing countries and multiply by the new country's GNI to existing countries' average GNI ratio to include wage level factor. Adding up these two parts costs, we get the total cost of the program. And finally, we take a total cost with a 20% contingency as the final cost. The cost per student is the cost of the program divided by the number of students served. So the total cost per student in one new country is the sum of costs per student of the four programs.

Besides the total cost per student, we have also projected the number of each program to launch in new countries based on the past expenditure performance of PoP spent in Ghana, Guatemala, and Laos.

Based on the analysis of PoP's historical expenditures in Ghana, Guatemala, and Laos from 2012 to 2015, we calculated total expenses for each country and then sum them to get total expenses for each year from 2012 to 2015. Then we calculated the compound annual growth rate (CAGR) to be 41% for total expenses from 2012 to 2015. Also, based on past expenditures, we have found that PoP spent, on average, 83% on School Build, 4% on Teacher Support Program, 9% on Wash Program, 4% on Scholarship.

We assume that the growth of total program costs each year follows CAGR of total program costs from 2012 to 2015, and 30% of the costs would be devoted to expanding in the new countries. Further assume that the proportion of funds contributed to each program equals to the average percentage of funds used in that program in existing countries over these years, which is 83% on School Build, 4% on Teacher Support Program, 9% on Wash Program, 4% on Scholarship. The number of units PoP launches in a program in a new country in a certain

year is 30% of total program costs multiplied by the proportion of funds distributed to that program divided by the cost of the program. This way we can get the number of schools built, the number of Teacher Training programs provided, the number of Wash programs provided, and the number of scholarships granted.

8. Summary of Recommendations

Geography

- PoP could start by expanding in the immediate neighborhood of Ghana (E.g. Nigeria is a neighbouring English speaking country)
- Expand the language portfolio to French and consider expanding to Mali & Niger)
- Once Mali / Liberia operations are stabilized, Senegal could be considered
- Consider other developing countries outside ECOWAS using the same model

- Build network with the representative missions (in New York) of the recommended countries
- Partnering with multilateral agencies could be an advantage both from an entry and advocacy stand point. UN SDG Fund is actively engaging with the private sector to promote the sustainable development goals.
- Partnership with “digital education” players in the sub-Saharan region can be beneficial in better penetration and shorter lead times for procurement

Partnerships

Portfolio

- Organic growth (moving up the value chain of offerings) in existing locations or Inorganic growth (tie-ups, partnerships for specific initiatives etc.) in newer countries/ regions
- Measurement of Impact using some of the demand indicators listed in our model (within the local communities)
- Increase in the proportion of budget spent on measures that have a more direct impact on Literacy rate (other than school builds)

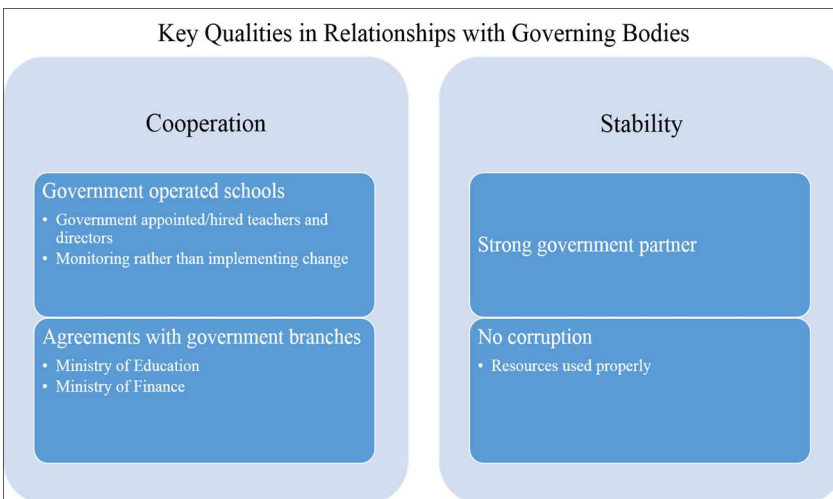
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APPENDIX I

1. Relationships with governing bodies include both the cooperation and the stability of national and local leadership. Stability also encapsulates the existing infrastructure and collaboration of branches of government, though Malala Fund expressed that the form of government is not as important to them, particularly if the government is a democracy or not. Both the political stability of the country and local communities and their willingness to work with and support NGO programs creates stable understanding between governing bodies over time, which sets a foundation for sustainable operations and impact.

Room to Read states that “first and foremost, we try to choose to go into countries that are political[ly] stable, since we need a strong government partner.” In order to develop better collaboration with the national government, Room to Read only works in government operated schools, and does so only after being invited in good will by the national government. Building Tomorrow also makes connections with both the ministry of education and the ministry of finance to ensure a stable partnership with and lasting support from the national



government.

Additionally, like Pencils of Promise, Caravan to Class monitors activity within the schools that they have built but does not attempt to directly influence government issues curriculum. As an

aside, Malala Fund does create educational programs and advocates for policy change, but as we can see above in the brief description of the organization, the mission is very different from Pencils of Promise, so we do not take this into our recommendations. Cooperation with the ministry of education in any given country is essential to successful operations. This can be in the form of a director sent by the ministry or teachers themselves. When Caravan to

Class builds a school, the ministry of education sends a director. This is acknowledged as a sign of commitment from the government since Timbuktu has a large physical distance from the central government and sending a director can be difficult. Room to Read only works with government schools and with government teachers, so they have expressed that the assistance of the education ministries in their countries of operation are crucial, “If they will not work with us, our program model will not work.” Evidence of government corruption also signals instability and lack of ability to cooperate, even if willingness may be present. Building Tomorrow may vet a certain region or country by gathering information from in-house people who can report on how a school is run and can provide information. They also avoid working with regions if there is a push from to funnel funding through a governing body as this signals high risk for corruption.

2. Population characteristics can be used to determine need, network building capacity, and ability to cooperate.

Overview of Population Characteristics		
Need	Network Building	Ability to Cooperate
<ul style="list-style-type: none"> • Number of school aged children • Distance from nearest school • Attendance rate • Illiteracy rate 	<ul style="list-style-type: none"> • Range of support from established cities • Local reputation of NGO 	<ul style="list-style-type: none"> • Permanence of residents • Community cohesion • Level of poverty

The number of school aged children and the distances from a community to the nearest school is taken into consideration. Room to Read and Building Tomorrow both take into account low attendance of students in primary or secondary school and how many school aged children are not in school. In addition to low attendance, Room to Read considers high illiteracy another indicator of need. Caravan to Class, on the other hand, takes into consideration how far children in a certain region must travel to attend school. In an area without a school, Caravan to Class assesses how many go to another village school. How close or far are schools to each other is another consideration in network building. If a region is too close to another

school, then this may diminish need, but if a region is too far, then this will diminish the ability for communities and schools to support each other. On the other hand, if the schools are within the range to provide support, the local reputation and prestige Caravan to Class grows to make it easier to find local government support. Caravan to Class also states that larger and more permanent populations are necessary for sustainability of their schools. Additionally, another area of concern is the ethnic makeup and cohesion of communities. Contention between ethnic groups in diverse villages can be problematic in their ability to provide support for the schools. Finally, poverty is a standard measure of need; however, a region where poverty brings with it other immediate unmet needs, such as high food insecurity, may not be willing to invest time and resources into education. We go into this further in the next paragraph about community investment.

3. The success and sustainability of schools and programs are contingent highly on community engagement in terms of community attitudes and investment. The priorities of a community indicate the need and the willingness to support the school.

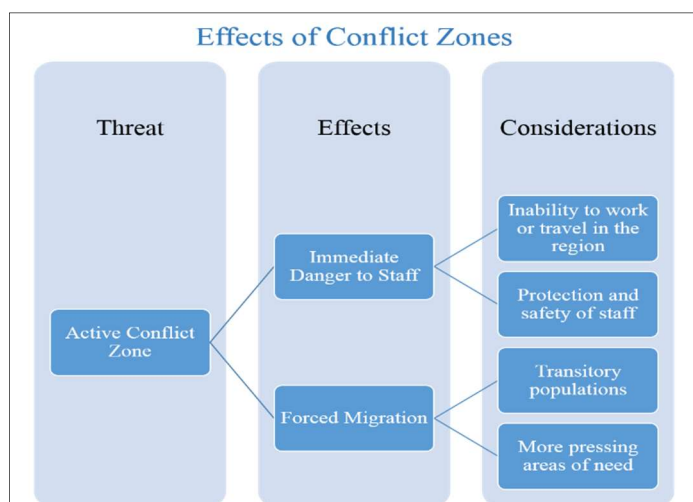
Malala Fund aims at maintaining balance between ensuring local organization goals and own organization goals in their programs. Caravan to Class will only build in regions where parents are committed

Engaging Communities at a Glance	
Priorities	Needs and Commitments
	<ul style="list-style-type: none"> • Alignment in local and NGO goals • Commitment to education • Pressing basic needs are met or can be met
Investment	Local Ownership
	<ul style="list-style-type: none"> • Monetary • Labor • Land

to sending their children to school. This being said, if a community struggles with meeting basic needs such as food or shelter, it may not be on board to invest in education before those needs are met. This could be ameliorated if an NGO that could help to fill that area of need paves the way for NGOs like Pencils of Promise. For example, Caravan to Class belongs to a network of NGOs that all provide different services. We will touch on this a bit later. Community investment creates local ownership of the school, which in turn allows for sustainable schools and programs. Room to Read states that the “willingness of local communities is also very important to us in our work. We actually require some form of investment from all local communities when we start our programs in those areas. It is usually

is not very much (a small portion of the monetary costs or labor), but enough to create some sort of ownership of the program. If there is no local ownership, the work cannot be sustained long-term.” Building Tomorrow also requires community agreement to give 15 thousand hours of labor, 3 acres of land and ongoing partnership. Caravan to Class also states that the head of the village must agree to providing unskilled labor to help build the new school.

4. Conflict zones pose a more immediate threat to NGO work, not only in terms of danger to staff, but in terms of the transitory qualities of the population that the NGO hopes to serve.

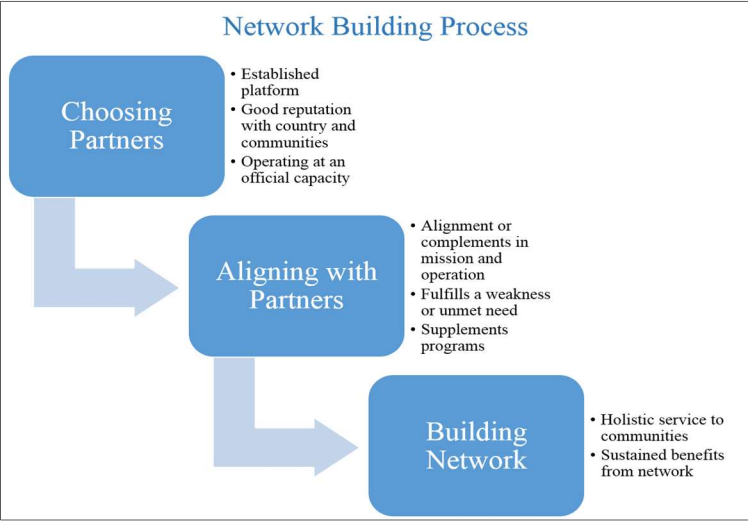


While both Malala Fund and Caravan to Class works directly with refugees, they have not stayed in areas where there is active conflict. Malala Fund, instead, works with Syrian refugees in countries that receive forced migrants from Syria. Caravan to Class was shut out of Timbuktu during conflict for almost a year but continued to help forced

migrants. After the region was liberated by French forces, Caravan to Class continued their work in the region. In fact, the area had greater need due to the conflict which strengthened the resolve to re-enter the area. According to Caravan to Class, this created challenge due to transportation as well as they were only able to fly in through the UN. This did not impact Caravan to Class’s work but did impact ability to raise funds. Room to Read also ran into issues with this kind of political instability but only after establishing itself in Bangladesh. They shared with us that, “in Bangladesh the past few years, we have had to take special precautions to ensure the protection of our staff, particularly as there have been attacks against female empowerment groups and westerners. We had to put a travel ban on our western staff from visiting Bangladesh for a while when things were particularly turbulent. In order to work through these difficulties, we have to assess the situation, determine what is best for our staff on the ground, and then figure out if we need to adjust any of our implementation plans based on the difficulties of the situation.” The other problem underlying areas with conflict is how

it affects the consistency in population and governing body. Caravan to Class shared that conflicts zones do not have permanent resident populations, which is problem for building schools.

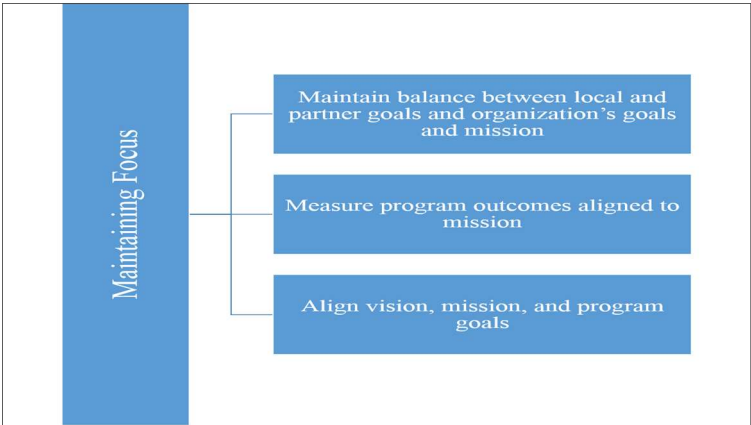
5. Network building is a common thread across all four NGOs we interviewed. These networks include inter-school networks and communities but are generally established partnerships with other NGOs. While partnerships may support Pencils of Promise programs in terms of meeting other community needs outside of the scope of Pencils of Promise’s mission, supplementing and enriching programs, and cutting costs, maintaining balance among ensuring partner goals and one’s own organization goals can be a challenge. For these reasons, each organization approaches potential partners with a critical eye. Malala Fund specifically looks to find small



agencies that have already established platforms and access in their countries and regions of interest. Building Tomorrow establishes alignment or complements in mission and operations and then examines multiple agencies and compares to get the best value to resource cost. The chosen partner must have a good reputation with the community and the national government and a good record of service. Bank references offer evidence that the potential partner is operating in a nationally recognized and official capacity in the country as well. Building Tomorrow looks for partnerships, but looks for partnerships with what they can provide in school, such as WASH programs, electricity, and school feeding programs, girls’ hygiene, among others. Caravan to Class knew they needed a local partner to help build and supervise, so they reached out a number of NGO. Initially, they only chose to work one very good local partner; however, this partner NGO developed a network of NGOs, and Caravan to Class now benefits from this network. Realizing this was a strength, Caravan to Class has worked to pursue and sustain this network. Geographic location to other organization schools sites can

develop social networks with other communities. Caravan to Class states that the smaller distance between a potential site from another existing school can help to create a greater degree of voice and power in the area communities.

6. Funding or donations either by donors, government, bilateral sources, or community members is a necessary component of successful programs. Room to Read states that guarantees of sustained funding from donors ensures the implementation of their programs over the course of time. They write, “our programs are intensive, and if there is no will on the part of donors to fund it, there is no way we can even consider entering a new country.” Malala Fund often co-funds projects, when missions align. On the recipient side of grants, grants that align with operations or mission can not only sustain current operations but can help to broaden reach. Caravan to Class received a grant for female adult literacy to support mothers and women in villages. This allowed Caravan to Class include in their programs mechanisms that help these adults become more invested in education, which works in two ways. First, children can instill an interest in education in their mothers, but, second, adults will see the value in committing to sending their children to school.

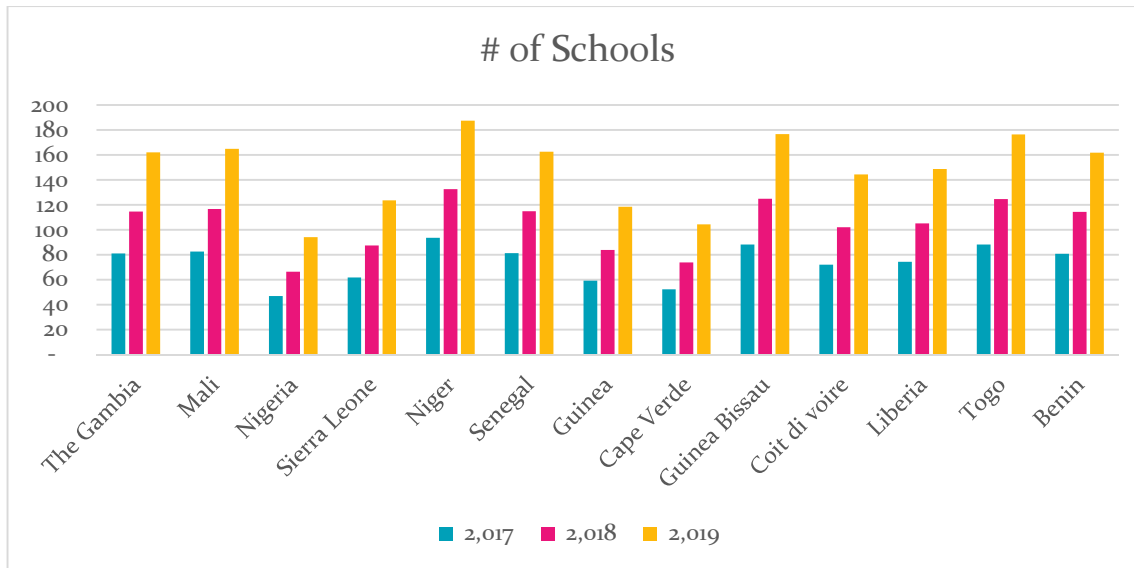


7. Finally maintaining focus by aligning all partnerships, goals, and programs to the organization’s vision and mission is imperative to achieve success. Malala Fund prioritizes mission and objectives, maintaining balance

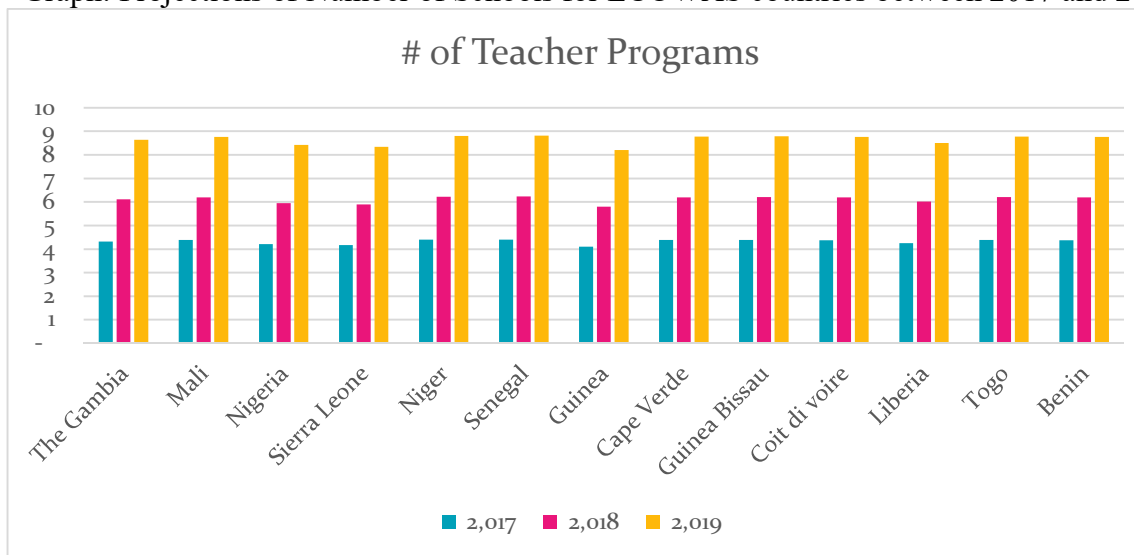
between ensuring local organization goals and own organization goals. In their five year plan, Room to Read also aligned vision, mission, and goals in their theory of change. Measuring outcomes for program evaluation is also essential to stay focused and accountable to the organization’s mission. Malala Fund measures change in the number of students in schools, learning outcomes, and engagement with local organizations and community engagement. Room to Read also looks at number of literacy programs in partner schools, number of school

with infrastructure projects, number of books published and distributed, number of teachers and librarians trained, and number of children benefited as outputs. This is distinguished from their outcomes, which are number of books checked out, percentage of children reading at a fluent level, percentage of girls who stayed in secondary school, percentage of girls who graduated to the next grade level, percentage of girls receiving life skills training, and percentage of girls advancing to tertiary education. While not ideal, where data is limited, another measure can be used to stand in for a more specific outcome. Caravan to Class does not have the capacity to demonstrate literacy output, but they can demonstrate school attendance, so they use this as their main measure of success.

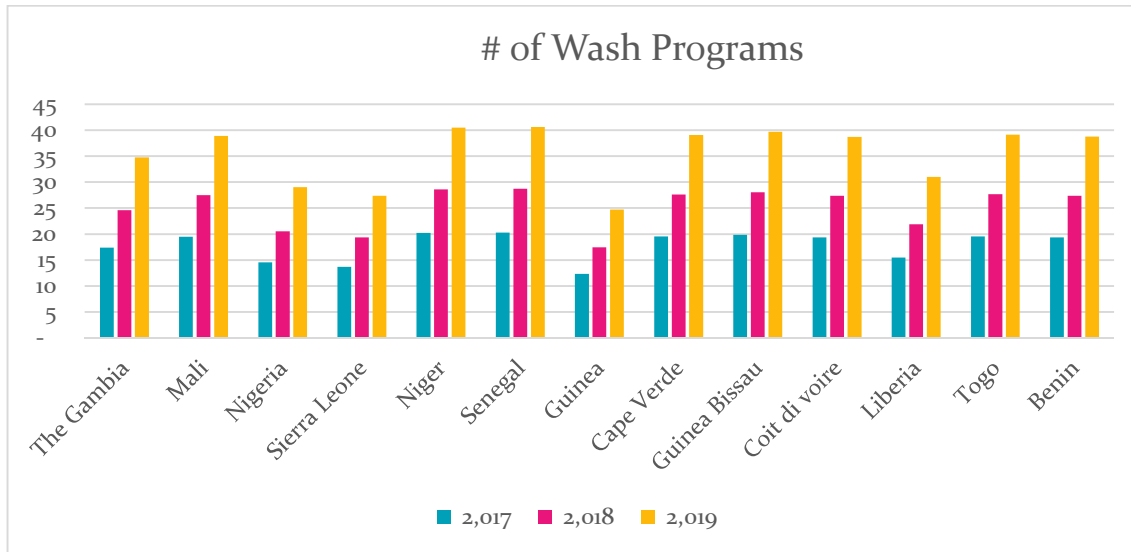
APPENDIX II – Financial Analysis (Graphs)



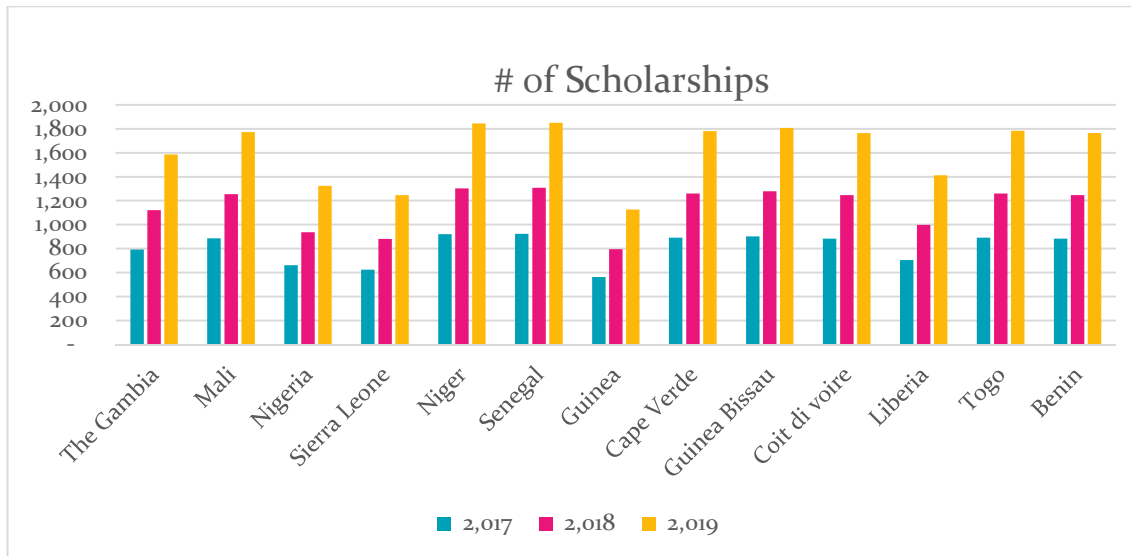
Graph: Projections of Number of Schools for ECOWAS countries between 2017 and 2019



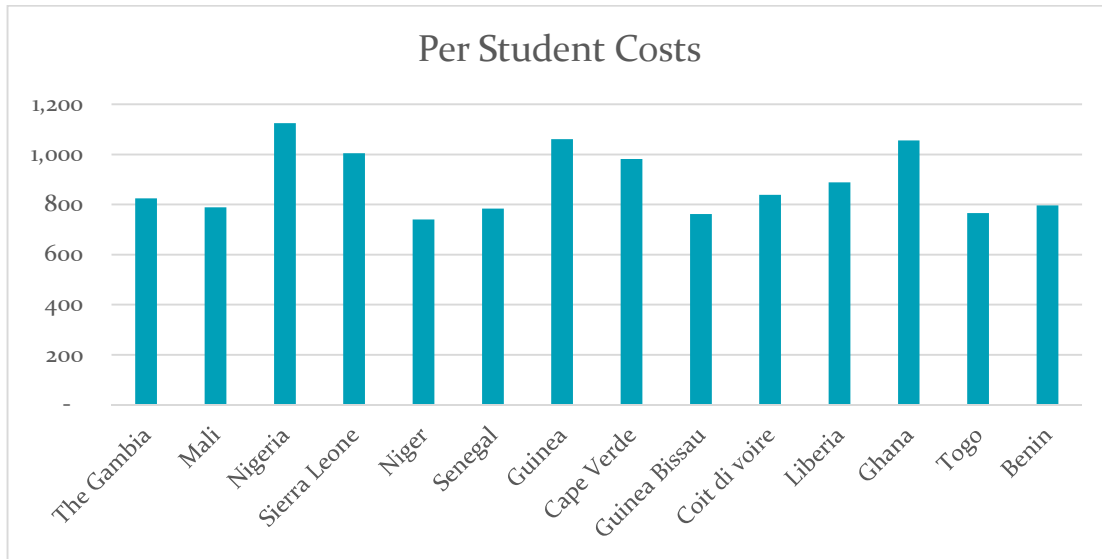
Graph: Projections of Number of Teacher Programs for ECOWAS countries between 2017 and 2019



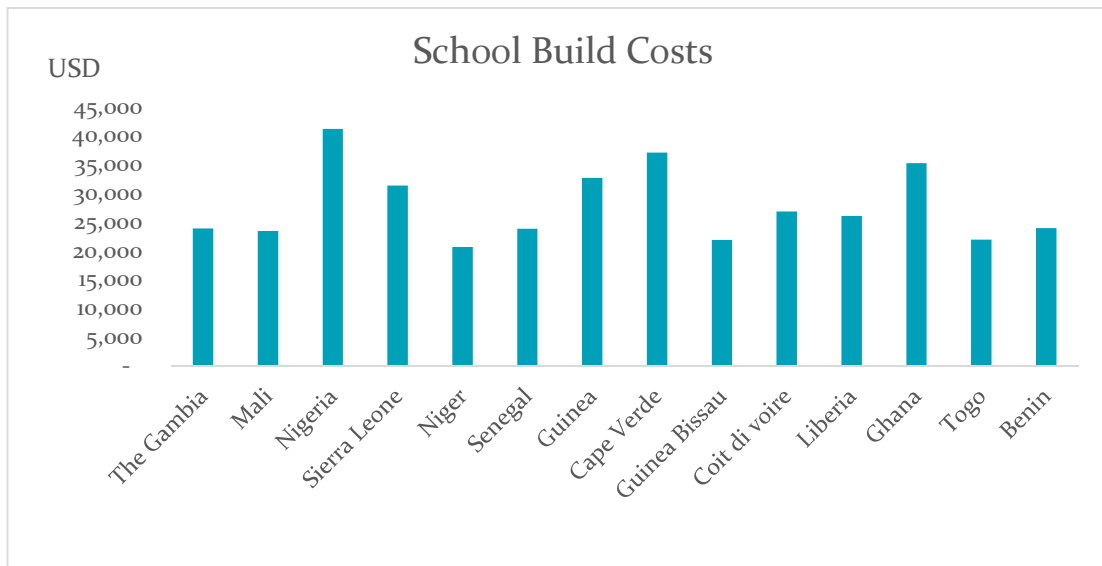
Graph: Projections of Number of Wash Programs for ECOWAS countries between 2017 and 2019



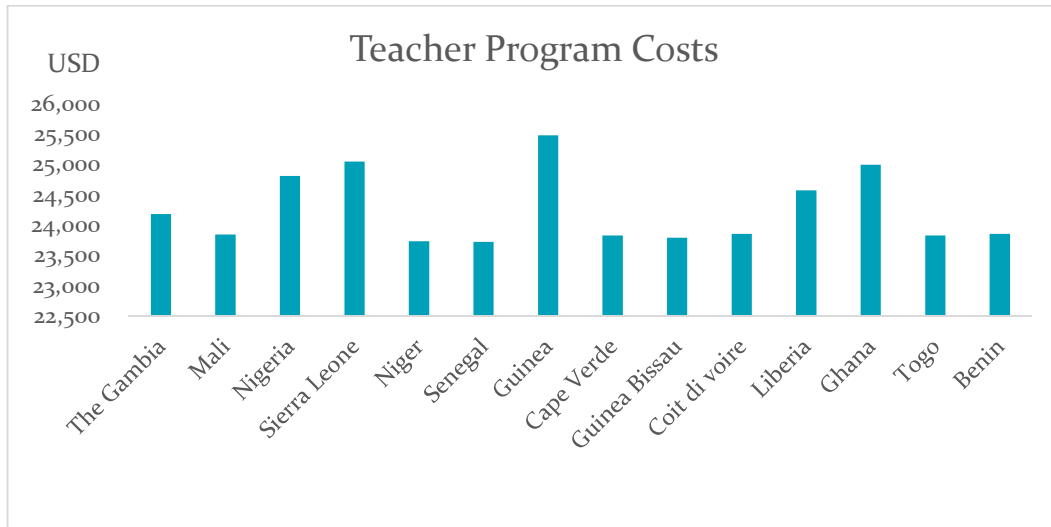
Graph: Projections of Number of Scholarships for ECOWAS countries between 2017 and 2019



Graph: Per Student Costs for ECOWAS Countries



Graph: School Build Costs for ECOWAS Countries



Graph: Teacher Program Costs for ECOWAS Countries



Graph: Wash Program Costs for ECOWAS Countries



Graph: Scholarships Costs for ECOWAS Countries

APPENDIX III

Mali

EXECUTIVE SUMMARY

Anti-government sentiment is on the rise and political stability will be fragile. Meanwhile the security situation in much of the country will remain volatile as implementation of the peace deal signed in 2015 is slow. Jihadist networks will pose a major security threat across the north and central regions. Despite the fragile security situation, real GDP growth will be robust in 2017-18, at around 5%, as donor support is firm, public investment grows and agricultural production expands.

KEY STATISTICS

Urban-Rural Population

Urban: (2014) 39.1%

Rural: (2014) 60.9%

Mali ranks 179th out of 188 countries on the United Nations Human Development Index for 2015. Poverty is much lower in urban areas with 90% of all poor living in rural areas concentrated in the south where population density is highest.

Life Expectancy at Birth

Male: (2013) 52.8 years

Female: (2013) 56.4 years

Literacy: Percentage Of Population Age 15 And Over Literate

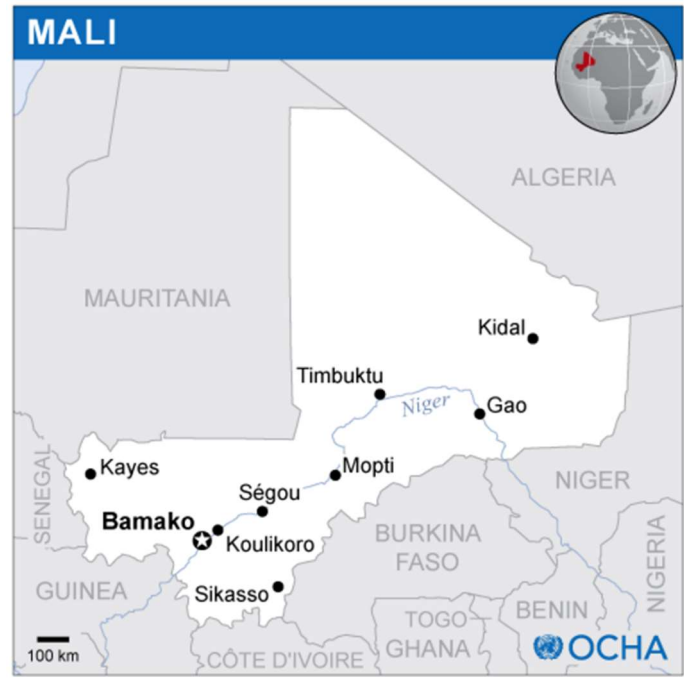
Male: (2010) 43.4%

Female: (2010) 20.3%

Poverty:

While Mali experienced an overall drop in national poverty from 55.6% in 2001 to 43.6% in 2010, regional differences persist and in 2013, the poverty rate rebounded to 45%.

MAP



Mali is divided into **eight regions** (Gao, Kayes, Kidal, Koulikoro, Mopti, Ségou, Sikasso, Tombouctou) and the capital district of Bamako, each under the authority of an elected governor. Each region consists of five to nine districts (or Cercles), administered by Prefects. Cercles are divided into communes, which, in turn, are divided into villages or quarters.

A decentralization and democratization process began in the 1990s with the establishment of 702 elected municipal councils, headed by elected mayors, and previously appointed officials have been replaced with elected officials, which culminates in a National council of local officials. Other changes included greater local control over finances, and the reduction of administrative control by the central government.

POLITICS

Mali's constitution provides for a multi-party democracy.

From 1968 to 1991, Mali was governed by a government resulting from a military coup. Elected twice unopposed, the president governed as a dictator.

The political and security situation has been particularly volatile in recent years. In early 2012, there was a military coup and an occupation of the northern regions by rebel and criminal groups. While the political situation in Mali stabilized in 2014, persistent attacks by numerous pro and anti-government armed groups in the north led to a marked deterioration in security in Gao, Kidal, and Timbuktu regions, where the 2013 French-led intervention sought to restore state control. Peace negotiations between government and two rebel coalitions (known as the “Platform” and “Coordination” groups) concluded with the signing of an agreement on May 15, 2015 by both the government and the Platform group, and the government and the Coordination group on June 20, 2015. While the new agreement does not envision an autonomous status for the northern regions, it gives a stronger impetus to decentralization, creating a critical role for these regions and a development zone consisting of the northern regions. Its implementation, however, remains challenging. Security, which is critical to ensuring economic recovery and poverty reduction, remains fragile with continuing attacks on the UN force and the Malian army by jihadist groups mainly in the north but also on civilians in Bamako, the most recent of which targeted the Radisson Blu hotel in November 2015 and the Nord-Sud Azalai hotel in March 2016. Local government elections scheduled for October 2015 were postponed to the fourth quarter of 2016.

RECRUITMENT OF CHILDREN AND CHILD LABOR

Armed groups in the north continued to recruit and use child soldiers, some as young as 12. During 2014, some 20 schools in the north were at various times occupied by members of the armed groups, pro-government militias, the Malian army and, in one case, MINUSMA. Several children suspected of supporting the armed groups were detained in both the Bamako Central Prison and a gendarme camp in Bamako, in contravention of a 2013 protocol signed by the government stipulating that children were to be placed in a care center managed by the UN Children’s Rights Emergency and Relief Organization.

Child labor in agriculture, domestic service, mining, and other sectors was common, and often included dangerous work that Malian law prohibits for anyone under the age of 18. Child laborers in artisanal gold mining were exposed to health risks from accidents and exposure to toxic mercury.

EDUCATION

French, spoken by only a very small segment of the population, was the only language of instruction until 1994, when national languages such as [Bambara](#) and [Fula](#) were introduced into primary schools. Mali utilizes an educational track resembling the school system in France, Mali's former colonial authority. In this system, primary and [secondary education](#) are compulsory and free from 7 to 16 years of age and are combined in the nine-year curriculum of the *cycle fondamentale* (fundamental educational level). The general secondary school, or *lycée*, provides the last three years of traditional secondary education. Higher education—geared directly to the needs of the government—is offered by the University of Bamako (1993) and state colleges, which include teacher-training colleges, a college of administration, an engineering institute, an agricultural and veterinary science institute, and a medical school. Many of Mali's university students study abroad, especially in France and Senegal. Other school reform has focused on such programs as “ruralization,” in which rural schools teach students about trades such as sewing, building, and farming in addition to such subjects as French, history, mathematics, and geography.

In the early 21st century, Mali remained a vast, poor country where opportunities for even primary education were extremely limited, especially in rural areas or among the nomadic peoples of the north. The World Bank began to assist Mali in 2000 by providing credit so that the country could expand its educational system. At that time only slightly more than half the population entered primary school. Expanding educational opportunities for the female population was also of interest to the Malian government. The country's [literacy](#) rate is one of the lowest in the world, with estimates varying between two-fifths and one-third of the population being able to read. The literacy rate of [women](#) is significantly lower than that of men.

HEALTH AND WELFARE

Mali has few resources for health care, and child and infant mortality rates are among the highest in the world. State hospitals at Bamako and Kati are supplemented by a network of medical centers, maternity centers, dispensaries, and a mobile service that visits patients in rural areas. Research centers in tropical ophthalmology and leprosy treat patients at Bamako. Healthcare services are also provided by international relief organizations. Despite improvements in medical care, Mali is still challenged by a lack of personnel, facilities, resources, and supplies and by difficulties involving poor access to much of the country. Malnutrition and inadequate sanitation are also problems in many areas. Some progress has been made against polio, onchocerciasis (river blindness), schistosomiasis, and leprosy, but yellow fever and cholera are common, and malaria remains a leading cause of death. While Mali has not been hit as hard by HIV as some African countries, AIDS is becoming more prevalent in urban areas.

RULE OF LAW

Malian authorities made little effort to investigate and hold accountable those implicated in serious abuses committed during the 2012-2013 armed conflict. However, there was a decrease in abuses by state security forces and progress in the investigation into the 2012 torture and killing of 21 elite soldiers. Rule of law institutions countrywide were weak, in part due to unprofessional practices and inadequate budgetary allocations for the criminal justice system. Corruption, endemic at all levels of government, further impeded Malians' access to basic health care and education.

EXISTING EDUCATIONAL NGO

Build On:

Contact Rosann Jager

VP of International Programs

734.727.5436 rosann.jager@buildon.org

Nigeria

Map



Politics

The Federal Republic of Nigeria, often referred to as Nigeria, is a Federal constitutional republic in West Africa. Nigeria is officially a democratic secular country. Modern-day Nigeria has been the site of numerous kingdoms and tribal states over the millennia. Nigeria became a formally independent federation in 1960, and went into a civil war from 1967 to 1970. It has since alternated between democratically-elected civilian governments and military dictatorships, until it achieved a stable democracy in 1999, with the 2011 presidential elections considered the first to be reasonably free and fair.

Society

Population (2015 estimate): 188,462,640

Density: 197,2/km² or 510.8/sq mi

GDP (PPP) 2016 estimate: \$1.166 trillion

GDP per capita (PPP) 2016 estimate: \$6,351

Gini (2010): 43.0

IHDI (Inequality-adjusted HDI): 0.32

Life expectancy: 58

Poverty rate (2014): 69%

Health

Health care delivery in Nigeria is a concurrent responsibility of the three tiers of government and the private sector. Nigeria has been reorganizing its health system since the Bamako Initiative of 1987, which formally promoted community-based methods of increasing accessibility of drugs and health care services to the population, in part by implementing user fees. The new strategy dramatically increased accessibility through community-based healthcare reform, resulting in more efficient and equitable provision of services.

Education

Official language: English.

Nigeria has medium youth literacy rate at 68%, male 75.7% and female 60.0%. Its net enrollment rate is 63.8% and its pupil-teacher ratio is 37.6, all at medium range.

Nigeria provides free, government-supported education, but attendance is not compulsory at any level, and certain groups, such as nomads and the handicapped, are under-served. Education in Nigeria is overseen by the Ministry of Education. Local authorities take responsibility for implementing policy for state-controlled public education and state schools at a regional level. The education system is divided into Kindergarten, primary education, secondary education and tertiary education. It consists of six years of primary school, three years of junior secondary school, three years of senior secondary school, and four, five or six years of university education leading to a bachelor's degree. After the 1970s oil boom, tertiary education was improved so that it would reach every sub region of Nigeria.

Business

In terms of economy, the GDP in Nigeria shrank by 2.06% year-on-year in the second quarter of 2016 and its GDP annual growth rate is rather low, at around 2.65% in 2015.

According to the World Bank's rankings of economies' ease of doing business, Nigeria ranks the 169th on ease of doing business, the 174th on dealing with construction permits, the 180th on getting electricity and the 182th on registering property.

Niger

Map



Politics

Niger has a unitary semi-presidential republic government currently. Niger left the French Community and acquired full independence on 3 August 1960 with Diouri as its first president. Niger's new constitution was approved on 31 October 2010. It restored the semi-presidential system of government of the 1999 constitution (Fifth Republic) in which the president of the republic, elected by universal suffrage for a five-year term, and a prime minister named by the president share executive power.

Niger's peace index is 2.239, within medium level.

Society

Population (2012 census): 17,138,707

Density: 12.1/km² or 31.2/sq mi

GDP (PPP) 2016 estimate: \$20.228 billion

GDP per capita (PPP) 2016 estimate: \$1,111

Gini: 31.5

Human Development Index (2014): 0.337

IHDI (Inequality-adjusted HDI): 0.246

Life expectancy: 58

Poverty rate (2014): 43.6%

Health

The child mortality rate in Niger is high (248 per 1,000). According to the organization Save the Children, Niger has the world's highest infant mortality rate, the highest fertility rate (7.03 births per woman according to 2013 estimates) and the 11th highest maternal mortality rate (820 deaths/100,000 live births). This means that nearly half (49%) of the Nigerien population is under age 15.

Education

Official language: French.

Niger's literacy rate is among the lowest in the world. The youth literacy rate in 2015 is 26.6%. Net enrollment rate is low at 61% and pupil-teacher ratio is 35.8. Although primary education in Niger is compulsory for six years, the primary school enrollment and attendance rates are low, particularly for girls. Besides, children are often forced to work rather than attend school, particularly during planting or harvest periods. Nomadic children in the north of the country often do not have access to schools.

Business

For GDP annual growth rate, the GDP in Niger expanded 5.70% in the second quarter of 2016 over the same quarter of last year.

According to the World Bank's rankings of economies' ease of doing business, Niger ranks the 150th on ease of doing business, the 179th on dealing with construction permits, the 166th on getting electricity and the 125th on registering property.

Foreign aid

About 45% of Niger's government's FY 2002 budget, including 80% of its capital budget derives from donor resources. The most important donors in Niger are France, the European Union, the World Bank, the International Monetary Fund, and various United Nations agencies (UNDP, UNICEF, FAO, World Food Program, and United Nations Population Fund). Other principal donors include the United States, Belgium, Germany, Switzerland, Canada, and Saudi Arabia, among which the United States is a major donor, contributing nearly \$10 million each year to Niger's development.

Senegal

MAP



EXECUTIVE SUMMARY

Senegal is bordered by Mauritania in the north, Mali to the east, Guinea to the southeast, and Guinea-Bissau to the southwest. Senegal is one of the world's poorest countries. According to the United Nations Development Programme's 2015 Human Development Index, it ranks No. 170 out of 188 countries. In Senegal, wealth distribution is highly unequal, and it has a higher poverty rate in rural areas.

In 2015, Senegal has approximately 15.13 million population. The population in Senegal is very young. It is estimated that 62% of Senegalese are under the age of 25. The country has low productivity and very high levels of unemployment rate.

POLITICS

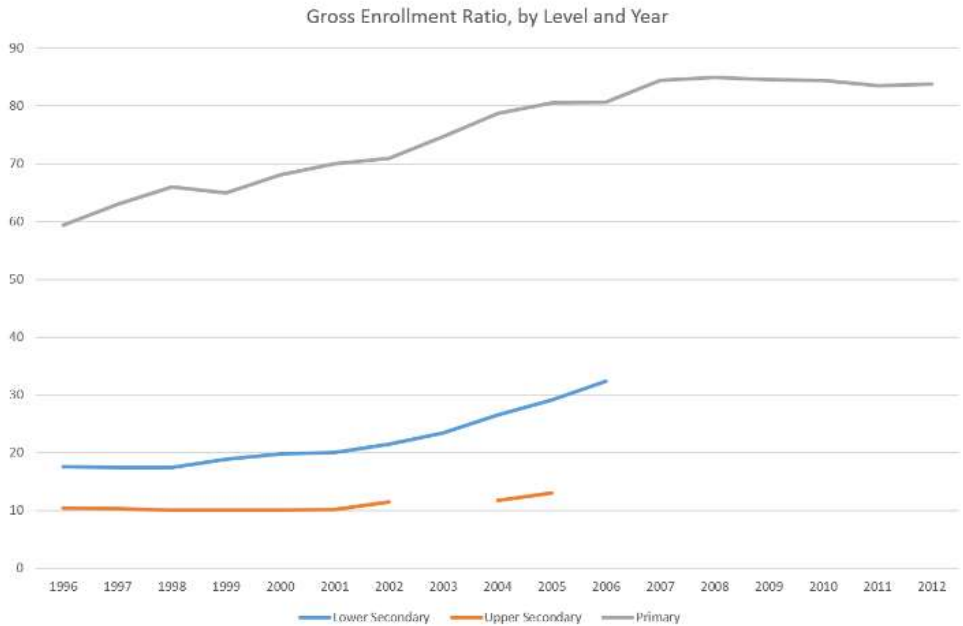
Senegal is a republic with a presidency. The presidential election happens every five years. The current President is Macky Sall, whom was elected in March 2012. The transition of power following the presidential elections of March 2012 and the legislative elections of July 2012.

Senegal is an example of democracy and political stability, which plays a lead role in the Africa. Senegal has a quasi-democratic political culture, which is one of the more successful post-colonial democratic transitions in Africa. Senegal has a quite peaceful environment. The Global Peace Index of Benin is 1.805 in 2015, which ranks No. 4 in Sub-Saharan Africa.

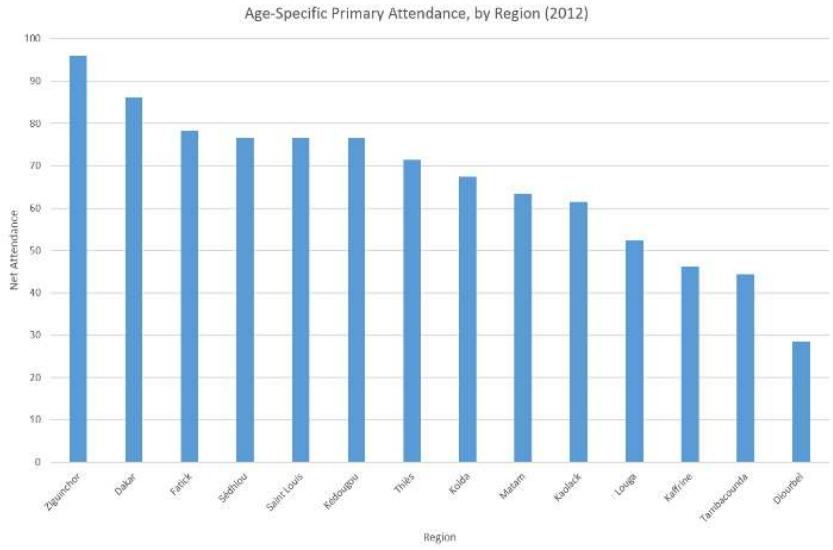
EDUCATION

In Senegal, most of people do not have access to basic education, and illiteracy is widespread, especially among women and girls. Even access to education in Senegal has been increased steadily over past two decades, but overall levels of education attainment are still extremely low.

As we could see the graph below, the gross enrollment ratio steadily increased from 59% to above 80% from 1996 to 2012. And according to World Bank, the percent of young people who have attended school has increased from 53% to 65% over the last decade. Also, young people were twice as likely as their peers to attend schools five years earlier.



In Senegal, the percent of children out of school is 38%, which ranks Senegal in the middle of all West African countries, where out of the percentage of school rate ranges from 64% in Niger to 16% in Ghana. The out of school rates in Senegal are quite different across sub-national regions. As we can see the graph below, the sub-national primary attendance rates are quite different in all those sub-national regions. In Ziguinchor, the net attendance of primary attendance is 95%. In Diourbel, the net attendance of primary attendance is less than 30%.



Benin

MAP



The capital of Benin is Porto-Novo, but the seat of government is in Cotonou, the country's largest city and economic capital. The official language of Benin is French. However, indigenous languages such as Fon and Yoruba are commonly spoken as well.

Benin has a majority of the population live in the south. There are about 42 African ethnic groups live in this country. These various groups settled in Benin at different times and also migrated within the country. Ethnic groups include:

- the Yoruba in the southeast
- the Dendi in the north-central area
- the Bariba and the Fula in the northeast
- the Betammaribe and the Somba in the Atacora Range
- the Fon in the area around Abomey in the South Central
- the Mina, Xueda, and Aja on the coast

Benin has an inequality adjusted HDI index of 0.300, which ranks relatively high in ECOWAS areas. Low score indicates that the country has other challenges to worry about and may not be able to prioritize education.

Politics

Benin is one of Africa's most stable democracies. The current political system is derived from the 1990 Constitution of Benin and the subsequent transition to democracy in 1991. Since the end of the Marxist-Leninist regime in 1989, the country has organized six presidential

elections, seven legislative elections and three local elections peacefully. Also, Benin has a quite peaceful environment. The Global Peace Index of Benin is 1.958 in 2015, which ranks No.14 in Sub-Saharan Africa.

Since Patrice Talon, a businessman and politician, won presidential elections in March 2016, the new government has promoted better political and economic governance, and has planned for political and institutional reforms to consolidate democracy, reduce poverty, and attract investments.

Education

The official language in Benin is French. However, since the advent of Democracy in 1990, the language of English has been introduced and American English has been implemented with education. And Benin operates on a 6-4-3-4 system:

- Primary School: 6 years
- Junior High School: 4 years
- Senior High School: 3 Years
- Bachelor degree: 3 years
- Master degree: 4 Years

In 1990, Benin had one of the world's lowest primary and secondary school enrolment rates, with enormous gender and regional disparities in access to education. Since 1990, governments have placed a higher priority to address deficiencies in the education sector and developed with other partners to increase substantial funding. The expenditures on education sector have been a significant share of annual public expenditure, on average 23% of public expenditure is allocated to education. On average, the government expenditure per student is around \$11.58.

Student enrolment in primary schools increased a lot between 1989/90 and 2008/09. The improvement of primary gross enrolment rate (GER) is one of the world's fastest rate over the period. During 1989/90, the GER was around 50% (only 36% for girls). By 2008/09, the GER was 109%. The improvements are associated with improvements in health and in infant mortality and morbidity rates, and particularly on malnutrition, and many other important aspects have also improved significantly since the early 1990s. Even with rapidly improvement on enrolment rate, but still Benin has a very poor literacy rate at the current stage. The overall literacy rate is 38.4%, male literacy rate is 49.9%, and female literacy rate is 27.3%. And Pupil-Teacher Ratio, the number of students who attend a school divided by the number of teachers in the institution, in Benin is 46 in 2014, which is quite high comparing with developed countries, which are usually in the range 20 – 30.

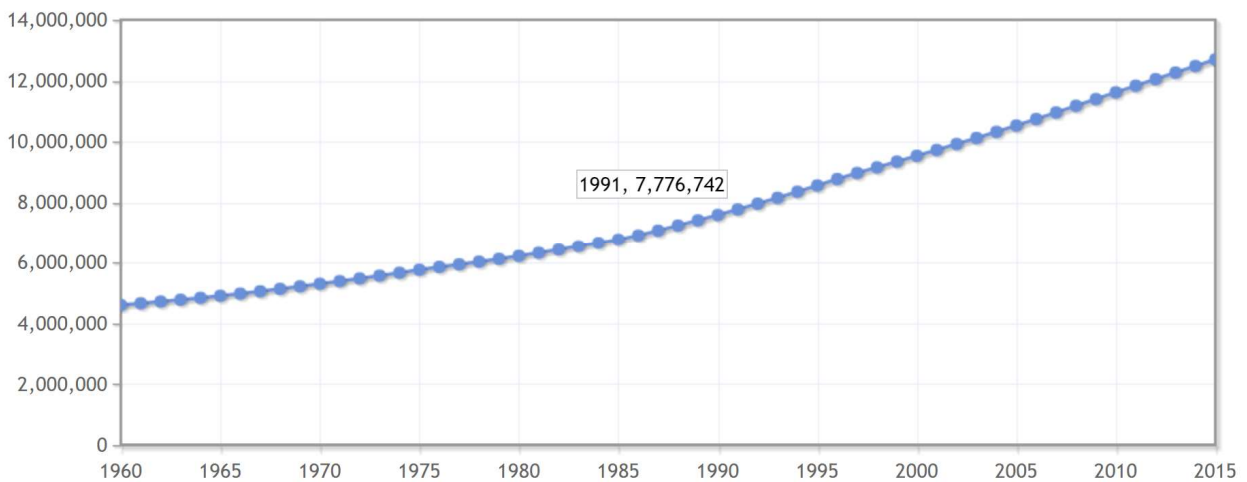
Burkina Faso

MAP



Burkina Faso is surrounded by six countries: Mali to the north, Niger to the east, Benin to the south east, Togo and Ghana to the south, and Côte d'Ivoire to the south west. In Burkina Faso, French is an official language of government and business.

In 2015, the population of Burkina Faso was around 18 million people. And 90 percent of Burkina Faso's population depends on subsistence farming. Rural population has been increased steadily. In 2015, Burkina Faso has about around 12,7 million people live in rural areas, increased from 4.2 million in 1060.



Graph: Rural Population in Burkina Faso

Burkina Faso has an inequality adjusted HDI index of 0.261, which ranks relatively low in ECOWAS areas, which indicates that Burkina Faso has other challenges to worry about and may not be able to prioritize education.

Politics

Burkina Faso is a semi-presidential republic, whereby the Prime Minister of Burkina Faso is the head of government, and of a multi-party system. The president is the head of state. And both the President and the Government exercise executive power. Both the government and parliament exercise legislative power.

The Congress for Democracy and Progress dominated the party system until 2014, and then it had lost influence in the country, and a bunch of opposition parties are trying to vie for power in elections that was schedule on November 29, 2015. Roch Marc Christian Kaboré was elected as the President.

Burkina Faso has a relative peaceful environment comparing with other ECOWAS countries. The Global Peace Index of Benin is 1.994 in 2014, which ranks No.18 in Sub-Saharan Africa.

Education

Burkina Faso has been ranked one of the most illiterate country in the world. The overall literacy rate is 36%, male literacy rate is 43%, and female literacy rate is 29.3%.

Education in Burkina Faso is structured primary, secondary, and higher education. It provides:

- Primary Education
- Middle Education
- Secondary Education
- Vocational Education
- Tertiary Education

The education system is mainly on the French model and teaching language is French. After 6 years in primary school, students would spend 4 years in Junior high school. During Junior High school's curriculum includes languages, geography, history, mathematics, and sciences. Very few students among Junior High could go to Senior High school.

Primary education is technically free and mandatory until the age of 16. Even the education is free, and mandatory age is 16, but attendance is not enforced. Only about 35% of children with primary school age receive a basic education. Children need to pay for school supplies, and most of communities in each region are responsible for school build and teachers' housing. Qualified student could also receive scholarships for further junior high and high school. And Pupil-Teacher Ratio, the number of students who attend a school divided by the number of teachers in the institution, in Benin is 44 in 2014, which is quite high comparing with developed countries, which are usually in the range 20 – 30.

APPENDIX IV

Interview Questions to Competitors

- What criteria do you use when you enter a new country?
- What are some red flags that you look for?
- What are some must haves for potential countries?
- How does language affect your ability to work in this country?
- What methodologies do you use when you enter these countries?
- What are the first steps you take before you start your work?
- Do you partner with other NGOs?
- If so, what process do you use to choose and align yourself with these partners?
- Which region of [Mali] do you operate in?
- How did you decide on working in this region?
- Could you describe the political stability in the regions you operate?
- How does this affect your work?
- How have you been able to continue your work through these difficulties?
- What is your relationship with [Mali] and local governing bodies?
- How has this affected your work?
- In what ways have you used these relationships to mitigate the instability in local regions?
- How important has it been for you to have existing infrastructure or education ministries?
- For example, how much has it helped or impeded you to work with existing schools and teachers or to have to build this capital on your own?
- How does the willingness of local communities to cooperate affect your work?
- Would you say community attitudes and networks play a role in how your work is implemented?

APPENDIX V

People Profile



Nicole Qing is a second-year graduate student at Columbia University School of International and Public Affairs, concentrating International Finance and Economic Policy. She has extensive experience in seeking policy solutions for social issues in the metropolitan context. Prior to graduate school, she had interned at UNICEF and various nonprofit organizations that involve a wide range of stakeholders in the development spectrum. Her expertise include, among other things, policy analysis, financial regulation, and economic development.

Gloria Soomi Oh is a Master of Public Administration degree candidate at Columbia University's School of International and Public Affairs, with a concentration in Urban and Social Policy, focused on Education Policy. She is specializing in Advanced Policy and Economic Analysis. She also has a Masters of Education from Temple University and a Bachelor of Arts in sociology from Mount Holyoke College. She has classroom experience as a public school teacher in Philadelphia, USA, and in Seoul, South Korea. She has also been head teacher and assistant professor in the General English Program at Sookmyung Women's University in Seoul.



Ying Li graduated from Peking University with double degrees of Bachelor of Science in Finance and Bachelor of Arts in International Relations and Public Affairs. Having done internships in investment banking, private equity, consulting and development and research with top companies and institutions in China, she is in the Executive Master of Public Administration program, majoring Advanced Finance and Management in SIPA, Columbia University. She has been working in a private equity investment firm in New York since last summer and is pursuing future career in finance and international affairs.



Xingxin Yu is a graduate student at Columbia University pursuing Master of International Affairs, with a concentration in International Finance and Economic Policy. Previously, he worked in Investment Banking Division at Goetzpartners and Morgan Stanley in China, where he mainly focused on cross-border merger and acquisitions. He received his bachelor degree of Accounting and Finance from Purdue University.

Serdar Polat is pursuing a Master of Public Administration at the School of International and Public Affairs, Columbia University, with a concentration in economic and political development. Currently, he is on sabbatical from his job as a Planning Expert in the Ministry of Development, Turkey, where he focuses on education sector policy development, budget planning and researching. Also, he had worked as a Head of Monitoring and Evaluation Department in the Ministry of National Education.



Srinivas Rajan is a Master of Public Administration 2017 candidate specializing in economic policy management. He is an Instrumentation & control engineer who went on to pursue an MBA in Strategy & HR and has 10 years of international experience with Siemens. He was the head of the Continuous Improvement Program Office at Siemens China prior to enrolling at Columbia, SIPA. He is a founding member of a political advocacy group in India called India Vikas Party. He looks forward to his ‘second career’ in public policy consulting, advocacy and international governance areas.