



**GIRLS EDUCATION
INTERNATIONAL**

Girls Education International

Description of Charitable Activities 2010

Girls Education International had a successful 2010. This was a year of transition and capacity building to strengthen the organization and move forward with our mission to expand and support educational opportunities for under-served girls in remote and developing regions of the world.

Organizationally, we were busy. We received our official 501c3 tax exempt status in October 2009 and left the fiscal agency of The Mountain Fund in November and began 2010 as a stand alone nonprofit organization. We added two new members to our Board of Directors, hired a part time Executive Director, completed a major revision of our website and program materials, and joined the Globalgiving online giving community. We are still a small, start up nonprofit, but we are putting governance and administrative systems in place that will serve as a strong foundation for future growth.

Our Pakistan Program

After negotiating a collaborative agreement in 2009, Girls Ed successfully implemented a new scholarship program for girls in Pakistan in 2010 in cooperation with our in-country partner, Bedari. We now provide school uniforms, books, supplies, and transportation to school for 30 girls in Laphi and Sar Kalan in the remote Punjab region.

Bedari successfully enrolled the girls in school in August and purchased and provided them with their uniforms, shoes, and books. Bedari has also hired a wagon to provide pick up and drop off service for the girls between school and their homes. The girls are attending their classes and are very happy to have restarted their studies.

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Safeer Ullah Khan, our project officer with Bedari, reminds us in his report to Girls Ed of the challenges faced in convincing the parents of some of the girls to allow them to receive support: “Sharing this project with the parents of the identified girls was a challenging job, as girls’ education is not a priority. Some of the parents quickly agreed to receive support. However, there were others who did not like the idea for various reasons. The most important reason was cultural. Charity is not accepted by the people, and those who receive charity are looked down upon. Bedari did not present this support as a charity work. We presented it as scholarship for those girls who have successfully completed their primary education.”

Our Liberia Program

Girls Education International’s impact on the girls we have supported for two years now in Liberia continues to amaze us. In August 2010, Girls Ed worked with our Liberian partner agency, Common Ground Society, to provide our third year of scholarship funds to enroll 47 girls in the mountainous regions of Bong and Margibi counties for the 2010-2011 school year. The girls attend five different schools – three high schools and two junior highs – which are the only schools available in these rural counties. We keep close track of our girls’ grades and other issues they are facing in their lives. One hundred percent of our girls have stayed in school - graduating to the next grade - and our girls typically place in the top 10% of their classes! After supporting them for three years, we will have ten girls graduating high school at the end of the 2010-2011 school year! We are honored to be a part of these bright girls’ lives!

In his end of year report to Girls Education International, Marvin Garbeh Davis, our project officer with Common Ground Society, described conditions in Liberia with regard to educating girls: “In Liberia there are many social, cultural and economic barriers to girls’ schooling, both for enrolling and staying in school. Parents see limited economic benefits to educating girls. Daughters attending school are less available to help with household chores and childcare for younger siblings. Cultural norms are that sons support parents in old age while girls marry out and leave their parents. The issue of poverty is a major hindrance. Schooling usually involves substantial sums for fees, books, uniforms and transportation. When family resources are limited, parents usually give higher priority to sons. Decisions about schooling for girls are often influenced by social norms related to sexuality and marriage. In traditional societies where chastity is highly valued, parents may be reluctant to allow girls to travel to school and be taught by male teachers. “

Girls Ed was able to cover increased costs for this program in 2010 -- tuition costs increased in every school and all 47 of our girls have to pay to take national exams in order to progress to the next grade.

Fiscal Agency for Project Wezesha

Girls Ed is serving as fiscal agent for Project Wezesha in exchange for a 5% administration fee. Project Wezesha is a small organization that has not yet received its 501c3 nonprofit designation. Currently, Project Wezesha provides 14 scholarships for children, both boys and girls, who are attending secondary school. In the summer of 2010, Project Wezesha began the construction of the first secondary school in Mgaraganza village.

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Sources of Income	2010	2009
Individual donations	\$ 14,109	\$16,329
Foundation donations	\$ 2,900	\$ 1,000
Fiscal agent fee for Project Wezesha	\$ 813	\$ 0
Total Income	\$ 17,822	\$ 17,329
Expenses	2010	2009
Liberia program fees	\$ 3,632	\$ 4,664
Pakistan program fees	\$ 4,409	\$ 2,516
Special event and fundraising expenses	\$ 395	\$ 2,434
Administrative fees (website, postage, printing, contract staff, etc.)	\$ 6,081	\$ 3,959
Total Expenses	\$ 14,517	\$13,573
Net Income	\$ 3,305	\$ 3,757

Notes on Expenses: Our Liberia program expenses appear low in 2010 because Girls Ed made a full year payment to our partner Common Ground Society in August 2009, which covered the girls' fees through July of 2010. The expense for the Spring semester 2010 school year was therefore recorded in fiscal year 2009.

Total Assets as of December 31, 2010 were \$9,381 with no liabilities.

In-kind Contributions

Board member Carolyn McHale of Boldface Design volunteered to redesign the Girls Ed website and marketing materials in 2009 as well as the printing of business cards and promotional flyers. Board member Raichle Farrelly volunteers as our social media coordinator and updates our Facebook page, Twitter and the blog regularly on our behalf. As a whole, the Girls Ed Board of Director's donated over 200 hours of volunteer time during 2010.

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Board of Director's Members 2010

Michelle Simmons, Chair
Raichle Farrelly, Treasurer
Mary Ann Williamson, Secretary
Lizzy Scully, Founder
Amanda Padoan
Carolyn McHale

Other Major Volunteers/Advisors

Heidi Wirtz, Founder
Steve Murchie
Justin Voorhees

Staff

Therese Thompson was hired as Executive Director in March 2010 and works approximately 6 hours per week for Girls Education International, donating more hours as needed. Therese holds a Master's degree in Public Administration with a concentration in Nonprofit Management and has 15 years of experience working in the public sector.

Goals for 2011

Girls Ed is building a reserve fund equivalent to two years expenses for both the Liberia and the Pakistan project before considering expanding either of those programs, or adding any new initiatives. Both of these programs provide a very basic level of support and we would like to expand the programs to more fully support the girls. In Liberia, we know that the cost of uniforms, books, backpacks and school supplies are a fairly large financial hardship on the girls and their families, and would like to expand our support there to help pay for these additional mandatory items. We also know that some of the girls do not eat every day and would like to offer them lunch and an after school snack as well as help our partner agency, Common Ground Society, provide an after school reproductive rights curriculum that they have successfully implemented with 5,000 other Liberian children.

In Pakistan, our partner agency Bedari holds a monthly meeting with all 30 girls in our program. This meeting has two objectives: Get updates from the girls about their schooling, any problems they are facing, and know about their issues. Provide them a platform for extracurricular activities. Bedari has requested our assistance to organize self-growth sessions for these girls to provide them training in basic life skills – communications skills, confidence building exercises, and an understanding of gender issues. Bedari would also like to expand the program to include another village, with another 30 girls who need assistance.