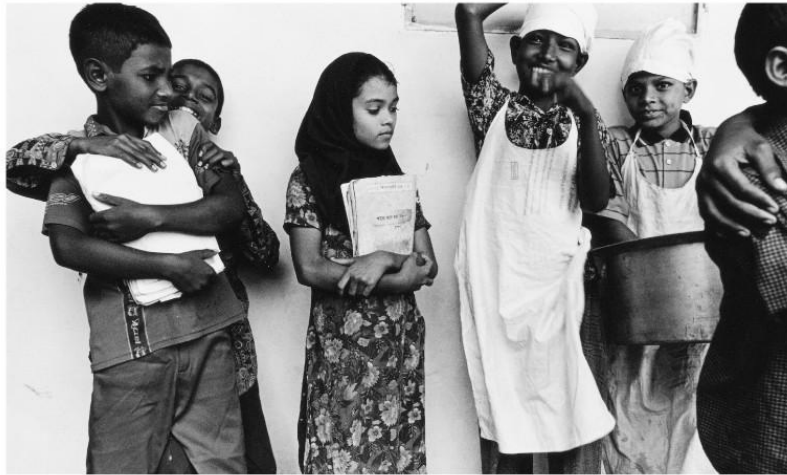


2005 and Beyond

Accelerating Girls' Education in South Asia

7-9 February 2005, Bangkok, Thailand



For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

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'With all we know, with all we have learned, why do we continue to live in a world where girls and boys are kept from their most essential right to an education?'

- Carol Bellamy

NOTE

This is the report of the meeting '2005 and Beyond: Accelerating Girls' Education in South Asia', held in Bangkok on 7-9 February 2005. The style of the report attempts to capture the atmosphere of the meeting through the liberal use of extracts and graphics taken from the presentations.

The maps at the beginning of each theme represent the main content of the presentations included in the text. They do not represent a comprehensive overview of the issues discussed.

The views expressed in the report are those of the speakers and are not necessarily those of UNICEF. Where maps are shown, they do not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers.

FOREWORD

'Good progress; must do better!' - a message from the Chief of Education in UNICEF New York. In 2004, six out of eight countries in South Asia were deemed unlikely to reach the goal of gender parity in primary education by 2005. The two who had achieved it were devastated by the tsunami which struck on December 26th 2004, and will need to make up the gains lost in this disaster. The same six countries were designated within UNICEF's '25 by 2005' initiative - countries which need to accelerate their progress in the education of girls.

Reality for most children is a reality of constant challenge and uncertainty, and for girls, this is even more so. As we all know, the increasing reality is that our world, and South Asia is no exception, is more emergency driven than ever. There is currently an emergency of one form or another in almost every country in this region, and we have no way of knowing when what seems like a stable and safe environment for children today will become an unsafe and unstable environment for children tomorrow. Education is now widely recognized as a process that can assist children through the aftermath of these emergencies and is also a crucial means of empowerment for girls and women. Gender inequity breeds wider social inequity and this is reflected in the situation in most schools in the region.

For these reasons a meeting on: 'Accelerating Girls' Education in South Asia: 2005 and Beyond' was held at the beginning of 2005, hosted by the Regional Office of UNICEF in South Asia, with participation from all governments in the region, UNICEF country offices, other UN partners, NGOs and donor agencies, as well as technical resource persons. The presence of so many, even in the light of the venue change at short notice, illustrated the widespread commitment to the issue of children's rights in the region, and particularly to the rights of girls to an education.

Several other events focusing on girls' education preceded this meeting. One, managed by the Commonwealth Secretariat and UNICEF India documented promising practices and implications for scaling up girls' education. Another, hosted by the Beyond Access Project, addressed partnerships for girls' education and the dynamics of those. The meeting documented in this report built on all these initiatives and challenged participants to think in new ways, to accept both the successes and inadequacies of current efforts, to seek opportunities for positive change, to look afresh at what we are all aiming at - is it just girls in school or more equality? - and to take existing and new tools and consider their usefulness for moving forward.

This report provides a synthesis of technical presentations and issues brought forward at the meeting. The meeting itself created the space for participants to think and talk and determine what immediate actions could be taken in each country. It also began the UN Girls' Education Initiative process at regional level. Through this mechanism much of what was discussed will be taken forward, and UNICEF, as the lead for UNGEI partnership, pledges to play its leadership role in this.

Cecilia Lotse
Regional Director

ACRONYMS

CAS	Country Assistance Strategy
DEC	District Education Committee
ECCD	Early Childhood Care and Development
EDI	Education for All Development Index
EFA	Education for All
EPI	Education Performance Index
FAWE	Forum for African Women Educationalists
FFE	Food For Education
FGM	Female Genital Mutilation
FTI	Fast Track Initiative
GAP	Gender Achievement and Prospects
GDI	Gender Development Index
GE	Girls' Education
GEEI	Gender Equality and Education Index
GEI	Gender-related EFA Index
GEM	Gender Empowerment Measure
GENIA	Gender in Education Network in Asia
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
HDI	Human Development Index
IPEC	International Programme on the Elimination of Child Labour
IRAP	Integrated Rural Accessibility Planning
LAMP	Literacy Assessment Monitoring Project
MLA	Monitoring Learning Achievement
NER	Net Enrolment Ratio
PBA	Programme Based Approach
PISA	Programme for International Student Assessment
PRS	Poverty Reduction Strategy
PRSP	Poverty Reduction Strategy Paper
PTA	Parent Teacher Association
SAARC	South Asia Association for Regional Cooperation
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SMC	School Management Committee
SWAp	Sector-Wide Approach
UEE	Universalization of Elementary Education
UNGEI	UN Girls' Education Initiative
UPE	Universal Primary Education
VDC	Village Development Committee
VEC	Village Education Committee
WES	Water and Environmental Sanitation
WFFC	World Fit For Children

KEY ISSUES FOR GIRLS' EDUCATION identified at the meeting

The starting point for the meeting was:

South Asia will NOT reach gender parity by the end of 2005, and is UNLIKELY to achieve Universal Primary Education by 2015

The case for girls' education is clear:

- It is a fundamental **right** of girls to receive a good quality education.
- Education of girls has **intrinsic worth** - for happier lives, choices, better human development, gender equity and women's empowerment.
- Education of girls has a very significant **impact** on a large number of other areas - health, well-being, income poverty, etc. Gender equity is the basis for a shared and pro-poor growth - drastic poverty reduction is inconceivable without social and gender equity.
- Girls' education costs more - but **it's worth it!**

There are better measures of progress than gender parity:

- It is imperative to move beyond parity to **equality** and broader **social equity**, and there are ways of measuring these, such as the Gender Equality and Education Index (GEEI).
- Three possible domains for **evaluation** of girls' education are: the **intrinsic** value of education; the **instrumental** value of education; and **redistributive** issues - a dynamic concept against discrimination and with rights at the heart of the child-friendly school.

Components of 'better girls' education' might be:

- Getting girls to enrol in school is not enough- the education they receive has to be a **worthwhile** experience. Possible components:
- a. Gender-sensitive targeting
 - b. Deepening understandings of gender equality
 - c. Reconceptualizing learning
 - d. Making schools more responsive to local needs
 - e. Child-centredness and the empowerment of girls
 - f. Involving parents, especially mothers, in decision-making
 - g. Intervening in social spaces to influence change
 - h. Empowering and resourcing teachers, especially women teachers
 - i. Building traditions that celebrate learning
 - j. Using research to identify problems and hear voices of stakeholders
 - k. Ongoing monitoring
 - l. Legalizing rights.

Some ways forward:

- Good quality education requires **more resources**. Investment is needed in activities that reduce the private cost - the higher the private cost, the more girls will be disadvantaged.
- Government/donor **partnerships** can be structured to support girls' education. For example, longer timeframes can enable longer term planning and development while continuity of funding can promote recruitment of women teachers.
- It is not enough to have **legislation** in place - it must be **enforced**.
- A **holistic**, cross-sectoral **approach** is needed in order to address the main constraints on girls' education, as some of the needs of girls (e.g. health) will lie outside the education sector. In a wider context, overall rural development requires inputs from many sectors including roads, health and social welfare departments.
- **Teachers** are central to quality education. In order to facilitate their employment, mobilization and retention, especially women teachers, there may need to be a **protective** framework similar to that proposed for children. In addition, all teachers, both male and female, need to be aware of gender-related issues.
- Tools as social audit, gender budgeting and strategic communication can be exploited in **novel ways** for accelerating girls' education.
- There are no agreed **minimum standards** for education in normal circumstances in the region. However, minimum standards developed for emergency situations can apply equally to non-emergency situations.

South Asia is prone to emergencies:

- Out of **emergencies** can come opportunities for **positive change**. The reconstruction of schools as child-friendly spaces with gender-equitable processes is a good example of this.
- Usually there are warning signals of emergencies which can be heeded or ignored. We must be **prepared**. There are **particular implications** of conflicts and **emergencies** for girls' education; for example, girls are more vulnerable, while girls who drop out are less likely than boys to re-enrol. We need to know more about these implications.

Finally:

The state of GE in many parts of South Asia should be considered a '**silent emergency**', which should be responded to with the same sense of urgency as in the aftermath of a natural disaster!

2005 AND BEYOND ACCELERATING GIRLS' EDUCATION IN SOUTH ASIA

Background

The stark contrast in education opportunities between girls and boys in South Asia is a glaring indicator that Education for All remains a distant goal. Unless a fast track to parity, along with improvements in quality and equity in primary education for all children, is introduced and scaled up, the disparity in basic education, reflective of deeper inequities, will continue to subjugate half of its billion denizens to early marriage, high fertility, poverty, diseases and ignorance. This disparity will also limit the breadth and scope of economic expansion as nations in the region look to a future of high, sustained growth.

Visionary leadership is needed urgently to close the persistent gap. The legacy of governance, in an era characterized by rapid technological advancements, the information superhighway and new opportunities, is increasingly challenged by the questioning of policies that foster either broad-based or unequal participation and determines how much nations can harness the new economic potential to improve the standard of living for all. Endemic illiteracy and low educational attainment among girls and women are the strongest manifestations of unequal participation in education. This has remained a dominant feature of national life in largely democratic but patriarchal South Asia, with the majority of females entering the 21st century still unable to participate in mainstream development - because they are unable to read, write and count.

Making a rapid departure from entrenched inequities makes good economic, social and political sense. The litmus test of visionary governance for the new millennium is the ability to pull off speedy, extraordinary measures to level the differences, beginning with basic education for the current generation of girls.

Education for All had its genesis in Jomtien, Thailand in 1990, with its vision affirmed further by senior leaders of 164 countries a decade later, at the 2000 World Education Forum in Dakar, Senegal. The goals that give clear expression of this collective vision come with a timeframe and specific targets. The two most fundamental targets of all are: 'Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement of basic education of good quality.'

These two targets are echoed by the Millennium Summit held in the same year at the United Nations. More than 70 top political leaders, including Heads of States and Governments from South Asia, unequivocally endorsed the Millennium Development Goals that projected a future of reduced poverty, extreme hunger and diseases, and equitable participation for women and good governance in the new century. Two of these goals, as articulated in the EFA declarations, are barometers of whether the leaders' vision can be realized:

1. Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling (*MDG Goal 2: target 3*).

2. Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015 (*MDG Goal 3: target 4*).

These same two targets were further expressed at the UN Special Session on Children in 2000. Over 60 world leaders joined an extraordinary array of leading figures from business, religions, the arts, academia and civil society, five Nobel Peace Prize Laureates, 400 children and more than 1,700 delegates representing NGOs from 117 countries, and signed off a Declaration and Plan of Action to shape a World Fit for Children (WFFC).

Two years later, in January 2002, Heads of States and Governments of all countries in South Asia pledged to mobilize resources and intensify broad-based actions to achieve a set of priority goals. At a meeting of Ministers of Education from South Asian Countries in Islamabad, ministers committed themselves to provide 'free, inclusive, gender responsive quality basic education for all'. Their commitment at the 11th Summit of the South Asia Association for Regional Cooperation (SAARC) also acknowledged the need to actively pursue social development through empowerment of women and achieve their full participation in decision-making at all levels.

A summary of the key declarations and charters for education is provided as Annex 2 to this report.

The explicit hopes and pledges of commitment by leaders and children around the globe, including top politicians and decision-makers in South Asia, cannot be clearer. However, a look at the Net Enrolment Ratio (NER) between girls and boys for primary school in the region reveals the gap between vision and reality. Data from various sources, representing the most recent available (see Table 1), shows a NER gap of 17.5% for Pakistan, followed by 12.8% for India, 8.6% for Nepal and 8% for Bhutan. Afghanistan data on the NER gap is not available. The Maldives and Sri Lanka are the only two countries that have achieved gender parity in primary school enrolment ratio, with the Maldives having 96.5% for girls and 96.0% for boys and Sri Lanka having 100% for girls and 99.7% for boys. Bangladesh has a higher NER for girls than boys at a fairly high level of 86.6% enrolment for both groups.

Table 1 Primary School Enrolment Ratios, South Asia

Country	GER (%)			NER (%)			GPI in NER (F/M)
	Year	Girls	Boys	Both	Girls	Boys	
Afghanistan	2001/2002	-	43.8	22.6	-	-	-
Bangladesh	2001/2002	98.3	96.8	97.5	87.5	85.7	86.6
Bhutan	2002	74	88	81	56	64	60
India	2001/2002	89.7	106.0	98.1	75.7	88.5	82.3
Maldives	2001/2002	124.5	125.3	124.9	96.5	96.0	96.2
Nepal	2001/2002	112.9	129.8	121.6	66.0	74.6	70.5
Pakistan	2000/2001	62.0	83.7	73.2	50.0	67.5	59.1
Sri Lanka	2001/2002	109.8	110.9	110.4	100.0	99.7	99.9

Sources: UNESCO Institute for Statistics; EFA Global Monitoring Report 2005.

Notes:

- Afghanistan:** During the Taliban rule, there were officially no girls in government schools.
- Bangladesh:** Bangladesh Ministry of Primary and Mass Education, Report of Child Education and Literacy Survey 2002 reports NER for girls 86%, boys 84% and total 85%. The corresponding GER are 107%, 105%, 106%.
- Bhutan:** Bhutan Ministry of Education. Policy and Planning Division. Education General Statistics 2003.
- India:** NER are projected at the national level on the basis of age-wise data collected for ISED 1 level in a sample of 193 districts under the District Information System on Education
- Nepal:** NER data are for 2000/2001. Data from the Ministry of Education on NER are 75% for girls, 86% for boys and 80% for both in 2000. The corresponding GER are 115%, 134%, 125%.

The generally high Gross Enrolment Ratio (GER) and huge gender gaps also indicate a high number of over-age girls in primary school, either repeating or entering late, or, in some cases, a high number of under-age children. In basic education, South Asia, next to Sub-Saharan Africa, is at the bottom of the international scale, denoting conditions of extreme gender inequality and female deprivation, with far-reaching implications for health, including high rates of malnutrition, diseases and infant and maternal mortality. Based on UNDP, World Bank, IMF and OECD estimates¹, South Asia has 46 million primary school-age children out of school, about 60 per cent of whom are girls².

The importance of education for unleashing the vast potential for economic, social and human advancements cannot be overemphasized. The World Bank estimates economic returns to investment in primary education at 24 per cent. Each additional year of schooling of girls, according to a UNICEF South Asia study 'Expansion of Primary Education in South Asia', translates into a reduction in child mortality and female fertility of 5-10 per cent. Encouraging this trend will help to prevent a future substantially constricted by the unending cycle of poverty and a host of economic and social malaises owing to extreme inequalities. This is not only an overarching concern for nation building but the fulfilment of basic human rights.

Realization of the vision of the MDGs for girls' education calls for visionary leadership, thinking the impossible and initiating bold steps. The region simply **cannot** afford to continue paying the high cost of neglect in girls' education.

The time to act is now!

¹ 'A Better World for All - Progress towards the International Development Goals', IMF, OECD, UN, World Bank, 2000.

² More recent calculations by ROSA estimate that in the period 1999-2001, there were 40 million children out of school of whom 60 per cent (24 million) were girls.

Rationale

While a sizeable number of projects are already in place to improve girls' access to basic education and quality of learning, the question is one of scale and speed. Can the projects' successes be replicated and multiplied to cover all female children? Recent regional meetings have shared best practice and issues of scaling up. The year 2005 is already with us, and in many cases the targets will not be achieved. There is therefore a need to look beyond 2005. Can the current rate of progress meet the number of school entrants required annually to sustain the trends for eventually reaching the targets? Can the current investment in education accommodate the large intake of girl children who will enrol in school under a new drive to educate them? Can the quality of learning be improved, support structure created and non-educational factors addressed to retain girls in school and improve equity in every respect? **Are there new ideas and strategies that can add new impetus to the effort? Are there new ways of evaluating what we are doing and new data on which to base our choices?**

UNICEF has, on its part, singled out 25 countries around the world, including six in South Asia - Afghanistan, Bangladesh, Bhutan, India, Nepal and Pakistan - for intensive intervention. The initiative, known as '25 by 2005', devotes special efforts and resources to seeking out girls who are not in schools, devises means of providing schooling for them, on an emergency basis initially if necessary, and most importantly, retains them and enhances their learning achievements in school. The operational principle assumes no longer business as usual, no longer putting measures in place first and then waiting for enrolment to rise. A 'total resource package' is being introduced and customized in ways that can yield results in a shorter timeframe than usual. The initiative complements existing efforts already in progress as part of the Education for All movement, such as the Fast Track Initiative led by the World Bank.

As focal agency for the United Nations Global Education Initiative, UNICEF shares the responsibility with other agencies and with national governments for strategic actions that will make the difference, and for bringing good experiences to scale. It also plays a strong role in ensuring collaboration among partners and coordination of national plans, with activities adapted to achieve synergy towards the common goal.

South Asia itself has offered many rich, positive examples of success in advancing basic education for girl children. It is encouraging that the President of India has placed himself at the helm of a mass awareness-raising effort on EFA; and that the introduction of midday meals, Education Guaranteed Scheme schools and Parent Teachers Associations, and massive enrolment drives have raised girls' enrolment by 10 million between 1991 and 2001. Nepal is increasingly decentralizing education to engage communities in school management. In Pakistan, the government has moved to increase the number of girls' schools through innovative strategies such as second shifts in boys' schools thereby drawing girls to school. Bangladesh has achieved gender parity within a relatively short time through a stipend programme for girls from poor, rural families (even though there are still more than 1.6 million girls out of school). In Afghanistan, a 'Back to School' campaign brought education back to 3 million children, one-third of them girls, when schools re-opened in 2002. In Sri Lanka, free education has lessened the parental burden of choices between sending sons or daughters to school, allowing the country to achieve gender parity as early as 1963. In the Maldives, investment in a network of modern primary schools, two in each atoll, has made education

widely accessible to girls and boys. Bhutan has brought schools closer to children's homes with a programme of community schools.

However, access is not the only goal, and the need for gender equality in education will take the debate beyond the numbers. This will involve issues of quality and equality, and as conceptualized by the Global Monitoring Report on Gender and Education 2003/4: the rights to, in and through education are the key.

The meeting, therefore, provided a forum for learning what can work, re-thinking some of the existing ideas and deliberating on what can be done to unblock current obstacles to achieving gender parity, and considering gender equality. It is expected that country teams will then organize their own meetings to discuss issues and options at country level, including consultation with civil society (rather than only NGOs) and children in the deliberations, and strengthen partnerships to achieve their goals.

Overall objectives of the meeting

- To provide a forum for looking at progress in the two MDGs related to education in South Asia in 2005 and to provide a learning opportunity in relation to new technical ideas and approaches to meet the challenges beyond 2005
- To bring together experts in new approaches and with new ideas with experienced officials from Ministries to share ways forward.

Expected outcomes of the meeting

- Strengthened partnerships for education at regional level
- A platform for action at country level to mobilize partnerships and action for increased gender equity and equality
- Action points for each country to fast track gender equity in 2005
- Identification of research needs
- Identification of training needs
- Database of approaches, and resource people.

Methodology

This was the first of a series of meetings - this one focusing on what can be done immediately and how to think in new ways to accelerate progress beyond 2005.

Participants were from Ministries of Education, Finance and Planning from eight ROSA countries, SAARC and other regional institutions, UNICEF country-level staff and regional advisers, representatives of regional UN teams in South Asia, bilateral and multilateral donor agencies and Banks that cover education in South Asia, other partners such as volunteer agencies and NGOs who act as resource persons, and identified inter/national experts in a range of fields.

The meeting was built around six themes:

- Girls' Education - How Are We Doing?
- Girls in a Changing Environment - How Can We Meet Their Needs?

- Financing the Girls' Education Agenda
- Do We Have the Right Tools?
- Responding to Emergencies and Conflicts in South Asia - Tools and Opportunities
- Making the Change .

Within the themes the meeting set out to identify the barriers in South Asian countries that hamper girls' education, and to identify concrete actions to overcome the barriers . Interventions and strategies for accelerating girls' enrolment and gender parity that have worked or can work were reviewed, and the financial needs and investment choices for expanded access to education were considered. Some sessions reviewed the importance of advocacy and communication in creating a national ethos for girls' education, and how it can become an essential component of development efforts and public actions.

At a late stage of planning of the meeting the devastating tsunami occurred, and so the programme was modified to include how countries in the region were responding to this and have responded to other natural disasters and conflicts, particularly focusing on the implications for girls and their education. Emphasis was placed on using emergencies as 'windows of opportunity' for making positive changes.

Presentations were in the form of **keynote papers** on some key issues and trends relevant to South Asia, and conceptualizing gender equality in education; **country-specific papers** by country teams to review progress made so far in the region in relation to EFA, WFFC, the SAARC commitment and MDG goals, and individual countries highlighting specific programmes or processes; and a series of **papers on strategies and issues** by specialists in their field. In addition there was **discussion** in plenary sessions and **groupwork** in which each country identified their own way forward on the specific issues related to girls' education, including training and research needs.

The meeting took a strategic approach to the issue of girls' education, and placed particular emphasis on innovative ways in which to move forward.

A note on terminology ...³

Gender Parity

Equal numbers of boys and girls enrolled.

Gender Equality in Education

Includes parity, but extends to other outcomes as well as *processes of achieving outcomes*.

Outcomes include:

- Learning achievement, balance in enrolment in different fields, equality in opportunities for further learning or jobs
- Classroom practices, school environment, teacher behaviour.
Educational quality is clearly related to equality.

Processes include: equal opportunities within and leading from education and equal treatment within educational processes.

Gender Equity

Includes parity and equality but is a much more comprehensive concept:

- Recognises unequal starting points, and emphasises 'redistribution'
- Embraces transformative role of education
- Recognizes gender injustice as part of larger social injustice
- Requires proactive remedial action
- Involves both boys and girls
- Founded on a rights perspective.

Manzoor Ahmed and Ramya Subrahmanian

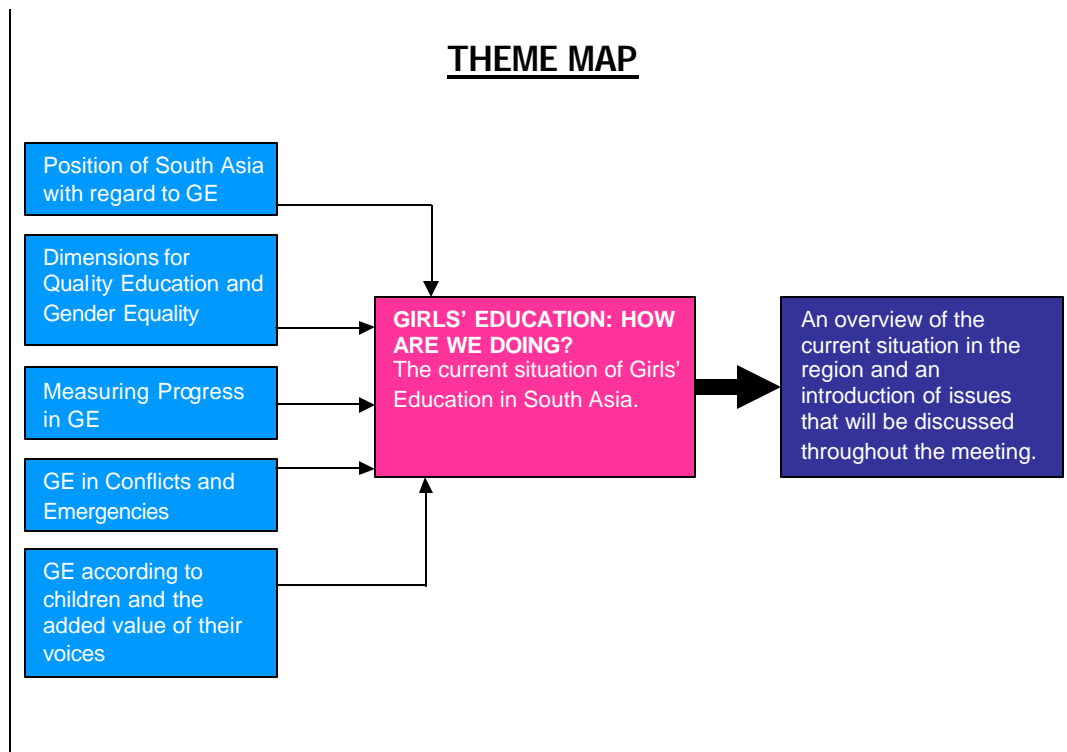
Note

The text in each of the Thematic sections provides a synthesis of the main points discussed in the meeting. More depth can be obtained from the presentations themselves, and from the background papers where available. Both presentations and papers will be posted on UNGEI website of UNICEF.

³ These were the definitions which came out of the meeting. Variations on these exist - for example, UNESCO's *Toolkit on Gender Equality* defines Gender Equity as the process of being fair to men and women: 'To ensure fairness, measures must often be put in place to compensate for the historical and social disadvantages that prevent men and women from operating on a level playing field. Equity is a means. Equality and equitable outcomes are the results.'

THEME 1

GIRLS' EDUCATION - HOW ARE WE DOING?



General Outcome: Documentation of the progress of the region towards gender parity, identification of the barriers inhibiting progress and introduction of issues that will be discussed throughout the meeting.

Targets 3 and 4 of the Millennium Development Goals are:

1. Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling (*MDG Goal 2: target 3*).
2. Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015 (*MDG Goal 3: target 4*).

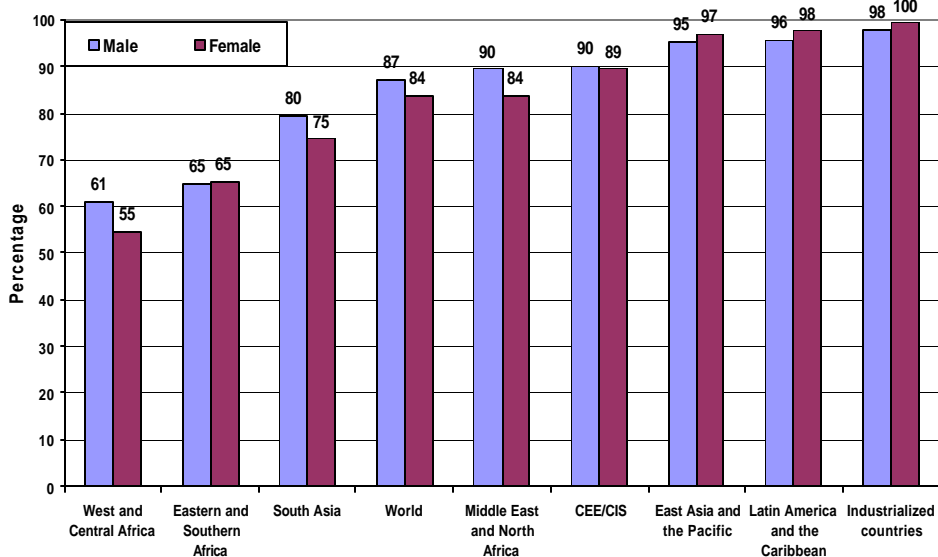
This theme set the scene for the rest of the meeting by documenting the progress of the region towards gender parity, identifying the barriers inhibiting progress towards the 2015 targets, and introducing issues to be discussed throughout the meeting. The importance of education in situations of conflict and emergency was highlighted and was a recurring issue throughout the meeting.

The South Asia picture

Gender parity is essentially a numerical construct. It tells us nothing about the quality of education, nor about equality for girls in terms of the educational environment, infrastructure, attitudes or attainment. Nor does it necessarily mean high enrolment, either for boys or girls. Nevertheless, it is a step along the long road to gender equality.

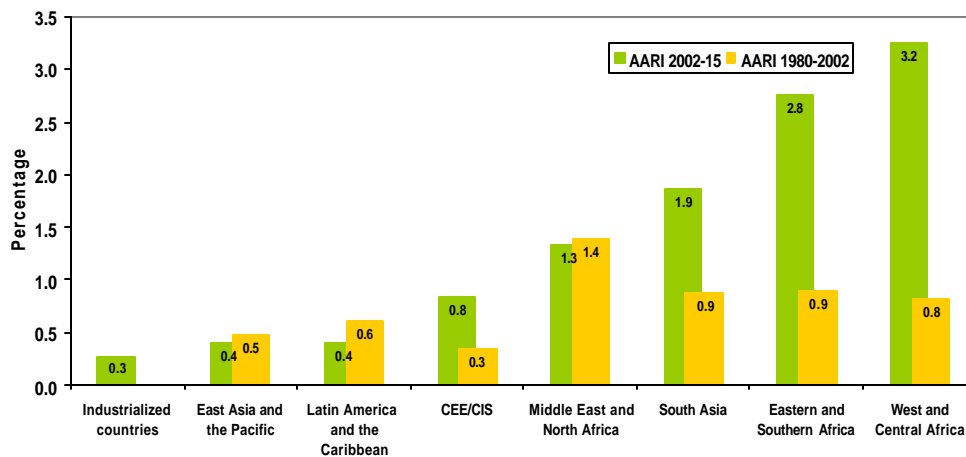
Cream Wright provided statistics that showed that South Asia has made rapid progress in net enrolment and attendance over the last twenty years, especially for girls, but is still lagging behind much of the rest of the world except for Sub-Saharan Africa. With an average annual rate of increase of 0.9% during the period 1980-2002 (1.1% for girls; 0.5% for boys) it will be necessary to double the effort to 1.9% in order to achieve the 2015 Millennium Development Goals.

Net enrolment/attendance ratios according to gender and region in 2005



Cream Wright

Average annual rates of increase (AARI) observed during the period 1980-2002 and required for the 2015 goals/targets



Cream Wright

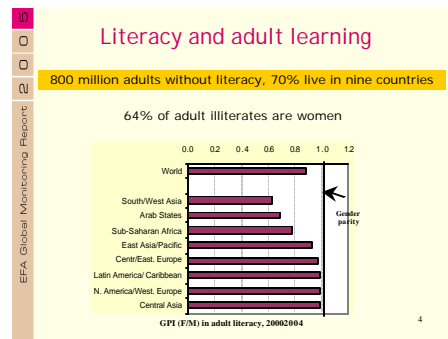
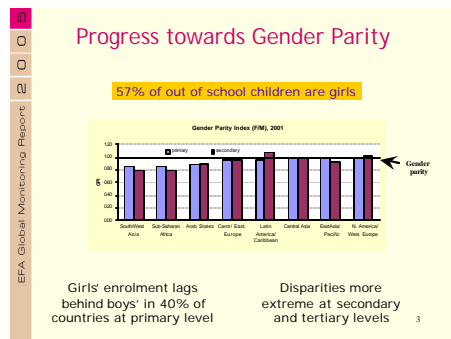
Within that picture, there are considerable country variations. Different sources of statistics give slightly different pictures, but show that before the tragedy of the tsunami Sri Lanka and the Maldives were getting close to 100 per cent net enrolment while both had achieved gender parity (see Table 1 in the Introduction). Bangladesh enrolled more girls than boys, though was still some way from full enrolment.

Recent figures for the Gender Parity Index (the 'Gender Gap'), taken from Table 1 in the Introduction, are:

Country	Year	GPI in NER (F/M)
Afghanistan		N/A
Bangladesh	2001/2002	1.02
Bhutan	2002	0.88
India	2001/2002	0.86
Maldives	2001/2002	1.01
Nepal	2001/2002	0.88
Pakistan	2000/2001	0.74
Sri Lanka	2001/2002	1.00

Although figures for Afghanistan are not available, discussion during the meeting suggested that although student enrolment has increased from 15% to 74% over a three-year period, there is a considerable gender disparity, with girls' enrolment at 34% overall, and ten provinces where it is less than 10%.

A presentation by **Sheldon Shaeffer** later in the meeting highlighted some of the issues related to girls' and women's education in South Asia from the EFA Global Monitoring Report 2005, 'Education for All - The Quality Imperative'.



As can be seen from the tables, South/West Asia has the highest levels of gender disparity in the world, and at the same time the lowest level of women's literacy.

The EFA Development Index (EDI) provides a summary quantitative measure of the extent to which countries are meeting four of the six EFA goals: UPE, adult literacy, gender parity and quality. Of the countries in the South Asia region, the Maldives has the highest score (EDI: 0.973), indicating that they are close to the goals, while four countries - Bangladesh (0.692), India (0.696), Nepal (0.651), Pakistan (0.537) - have EDI below 0.80, indicating that they are 'far from the goals'.

Quality education and gender equality

Quality education for all is a right, not a privilege. However, while educationalists take this to be self-evident, it is often necessary to make a case to the planners and decision-makers in governments based on collateral benefits - the long-term benefits to society that will accrue, particularly from educating girls.

Quality education for girls has many dimensions, again as identified by Cream Wright:

- **Quality as integral part of the Right to Education**
(Legislation; Community Schools; Standard supplies)
- **Quality as Improvements in Learning Achievement**
(MLA; PISA; SACMEQ; LAMP; New Initiatives)
- **Quality as an improved learning Environment**
(Safety/Security; School Design; Pedagogy; Ethos)
- **Quality through support for Teachers and Managers**
(Conditions; Status; Training; Technology; Resources)
- **Quality as Delivery on Collateral Benefits**
(HIV/AIDS; Child Labour; Gender Violence; Etc.)

Similarly, gender **equality** can be considered in terms of:

- **Empowerment of Girls**
(Technology; Life Skills; Employment; Role Models)
- **Girls valued in Communities/Homes**
(Subsidies; Child Labour; FGM; Early Marriage; Etc.)
- **Schools that work for Girls**
(Elements of the Child-Friendly School, Etc.)
- **Empowerment of Female Teachers**
(Recruitment; Quotas; Promotion; Conditions)
- **Expectations on Performance**
(Gender Bias; Classroom Practices; Study Support)

Manzoor Ahmed helped to unpick the definitions of **parity**, **equality** and **equity** (see page 7) and reminded the meeting that the challenge is to unbundle the terms conceptually while at the same time integrating the concepts in practice. Using lessons learned from the example of Bangladesh, he offered six key propositions which underpin a gender strategy for education:

1. Expansion and nominal parity in primary/secondary education can be achieved without participation of a large proportion of girls.
2. Progress can be made in achieving parity and even aspects of quality without real education benefits for girls in a low quality system.
3. A comprehensive and effective gender strategy in education must embrace *parity, equality and equity*.
4. Equity requires attention to quality, and quality is meaningless without equity.
5. Quality is about more than cognitive learning. Good quality education can play a transformative role in society.
6. Gender equity in education is not separable from broader social equity; one promotes and is sustained by the other.

In Bangladesh, considerable progress has been made towards gender parity, equality and equity through four key actions:

- Commitment to quality-with-equity
- Decentralization and local planning/management
- Implementation of competency-based primary education
- Giving stakeholders a greater voice.

Measuring gender equality

There are many indicators of gender equality, often giving conflicting messages. Three considered at the meeting by **Elaine Unterhalter** were girls' Net Enrolment Rate (NER), Gender-specific EFA Index (GEI), and Gender Equality in Education Index (GEEI) or Scorecard. The first two are purely numerical measures, while the third also tries to take quality into account.

The GEEI therefore looks not only at numbers of girls who attend and remain in primary school, but also whether those girls are able to translate that attendance and retention into future schooling at a secondary level and healthy lives where they earn a reasonable income. Four measures have been widely used to develop the GEEI score for girls' access and retention in school:

- Girls' net attendance rate at primary school
- Girls' survival rate over five years in primary schooling
- Girls' secondary NER
- A country's Gender Development Index (GDI)

The measures were weighted so that primary attendance (or enrolment when attendance figures were not available, notably for the 1990 data set) was only half as important as survival through 5 years of primary schooling and secondary NER somewhat more important than primary attendance, while the health and wealth dimensions of the society that the GDI points to was considered twice as important as primary attendance.

A comparison of the three indicators shows substantial consistency in ordering those countries in South Asia for which figures are available:

1993			2001		
NER	GEI	GEEI	NER	GEI	GEEI
Sri Lanka	Sri Lanka	Sri Lanka	Sri Lanka	Sri Lanka	Sri Lanka
Bangladesh	India	India	Bangladesh	Bangladesh	Bangladesh
Pakistan	Bangladesh	Bangladesh	India	India	India
India	Pakistan	Pakistan	Nepal	Nepal	Nepal
Nepal	Nepal	Nepal	Pakistan	Pakistan	Pakistan

The increasing sophistication of the indicators is more apparent when the broader picture throughout Asia is considered. The GEEI is very much 'work-in-progress' and can be looked at in more detail in Elaine Unterhalter's background paper.

The **tables above** do not indicate the extent to which changes have been made by the individual countries over the period 1993-2001 as measured by the three indices. These changes are shown in Table 2.

While the indices are useful as measures at a national level, it needs to be remembered that they can hide huge disparities within countries. It is also the case that the quality of data collected is sometimes questionable - figures from

Three current indicators of gender equality in education

1. Girls' Net Enrolment Rate (NER): measures access only
2. Gender-specific EFA index (GEI): measures numbers of girls/women and boys/men in primary, secondary and adult education (parity, i.e. numerical equality)
3. Gender equality in education index (GEEI or Scorecard): measures access, quality and equality through education).

ministries, household surveys and field researchers can be inconsistent, making it difficult to draw accurate, clear conclusions.

To summarize, then, for those countries for which figures are available, at present rates of progress the region as a whole will not reach gender parity by the end of 2005, and is unlikely to achieve universal primary education by 2015. On the basis of needing to reach at least 95% GEEI by 2015, Sri Lanka needs to sustain its gains from 1993-2001, but faces unique challenges to regain the high levels of enrolment and parity achieved before the tsunami, while Bangladesh needs only to maintain its 1993-2001 momentum in order to get close to full enrolment. On the other hand Nepal needs to double its 1993-2001 momentum, India needs to treble it, and Pakistan needs 'maximum momentum'.

Table 2 *South Asia: 1993-2001 percentage improvements in gender equality indices*

	Prim. NER	GEI	GEEI
Bangladesh	33%	23%	109%
India	24%	16%	46%
Nepal	61%	62%	80%
Pakistan	-19.5%	23%	-13%
Sri Lanka	11%	3%	46%
Afghanistan, Bhutan, Maldives	No data	No data	No data

Improvements in GEEI 1993-2001	
% GEEI 1993	% GEEI 2001
23	48
28	41
20	36
23	20
68	94
No data	No data

Listening to the voices of children

In order to achieve equality, it is essential to listen to the very people for whom the education is being provided - the children. Children have a right to be heard, to be involved in decisions about their own education, to be active in their education and participate in shaping the structure of services affecting them. There is a small but growing movement worldwide to involve children in this way, and **Clive Hedges** showed that where it has happened then real value has been seen, resulting in:

- Better relationships
- Structures based on partnerships
 - Children's committees
 - School councils
 - School self-evaluation
- Better behaviour
 - Positive discipline
 - Anti-bullying schemes
 - School behaviour policies
- More inclusivity
 - Creating safe spaces for girls
 - Negotiating curricula and learning styles
 - Contribution to Education Management Information Systems
- Increased achievement.

Commitment to children's participation in decision-making about their education requires provision of the means and channels through which their voices can be heard. In a presentation on this theme by the NGO **Students Partnership Worldwide (SPW)**, delegates learned of one such consultation exercise conducted in Nepal. The process involved engaging schoolchildren in discussions at village, district and regional levels on the issues of quality education and gender equality in education. On the basis of these discussions, selected student representatives delivered recommendations to policy makers at a national level forum through art, drama, dance and a Youth Charter (see Panel). This practical example of children's participation would seem to be replicable in other country contexts.

Delegates also learned from SPW about their efforts to mobilize young Nepalese graduates as volunteer assistant teachers and 'youth animators' in rural schools. Over half of these volunteers are female. A presentation by a group of young women who had volunteered with SPW indicated that female volunteers can be powerful role models for young rural girls, and can play an important part in encouraging girls to enrol in school and in building their confidence in the classroom. It was also apparent that the experience of volunteering typically has a significant positive impact on the confidence and capacity of the young women who volunteer.

These two examples illustrate strategies that develop the capacities of girls and young women - building their confidence and empowering them to take decisions. Promoting these kinds of activities in South Asia would therefore seem to be a progressive step to the realization of gender equity at different levels in society.

OUR APPEAL IS ...

1. That education will be separate from politics.
2. For educational institutions to be respected as zones of peace.
3. For warring factions not to use schools as their base.
4. For insurgents not to recruit children as their cadres.
5. For the government to eliminate discrimination between girls and boys.
6. For the government to provide a scholarship quota for girls from poorer backgrounds.
7. For the government to make education compulsory for girls.
8. That all teachers should be qualified and given appropriate training.
9. That there should be equal opportunities for male and female teachers alike.
10. That there is no difference in the quality of education between a public and private school.
11. That child marriage will be eradicated through government laws and appropriate enforcement.
12. That those who cause destruction in schools will be punished accordingly.
13. That alongside vocational studies there will be mandatory sports, and extra-curricular activities.
14. That more orphanages should be opened.*

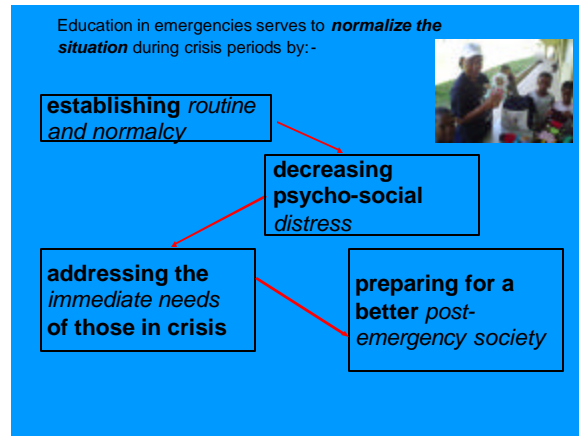
Students Partnership Worldwide

* It is interesting that children propose opening more orphanages, while more broadly it is widely acknowledged that it is better to keep children within their communities as far as possible. This illustrates that while listening to the voices of children, it is important to ensure that they have access to a range of information and opinions so that they are in a position to make informed recommendations and judgements.

Education in situations of conflict and emergency

The importance of education in situations of conflict and emergency was highlighted in this theme, and was a recurring issue throughout the meeting.

Pilar Aguilar described how education in conflicts and emergencies serves to normalize the situation during crisis periods:



Pilar Aguilar

In such periods, there are particular issues for girls :

- During conflict, girls are likely to suffer a disruption of education, normal family life, and childhood
 - only 1 in 10 school-age refugee girls attend class
- Girls suffer gender-specific consequences such as forced early marriage - which intensifies during conflict
- Girls are often targeted for sexual violence- rape and forced prostitution
- In conflict areas, adolescent girls are more likely than adolescent boys to miss out on an education for a wide range of reasons:
 - the lesser value that is placed on girls' education
 - security concerns, family responsibilities
 - lack of attention to specific needs, e.g. proper clothes
 - added pressure to marry and reproduce.

Schools therefore need to be established - or re-established - as 'Child -Friendly Spaces' in which the provision of primary and fundamental services in health and nutrition, primary education, child care, recreation and psychosocial services are integrated into a single protective environment that is both family -focused and community based.

It should, though, be noted that using schools as emergency camps can in fact delay the recommencement of regular schooling - though this is not necessarily the case, as shown by the experience from Bam later in the meeting. It can also be the case that schools are targeted by insurgents as centres of recruitment for their armed forces, and that teachers may even be cadres of the insurgent groups.

When natural disasters strike, the challenges to the system can become a window of opportunity for long-term improvement and reform. The example of implementation of an integrated, phased back-to-school programme for pre -school, primary and secondary students in Afghanistan, as illustrated by Pilar, shows that response following the 1999 earthquakes resulted in:

- Creation of national capacity to cope with trauma. Prior to the 1999 earthquakes, the government had no capacity to respond to psychosocial trauma
- Systems for reporting, planning and monitoring of activities in the field in the routine education programmes - key indicators were developed on the

functioning of schools, student and teacher attendance, availability of education materials in schools and the provision of drinking water and sanitation facilities, school feeding, etc.

- Reform of its community-based education at pre-school and primary level. Schools became more participative and child-centred and a special concern for parents' involvement became part of the post-emergency provision .

Initiatives following an emergency can result in improved schools and systems that are better than those in place previously. Experience also shows that for reform, whether following conflict and emergency or as part of a country's regular programme, a multi-sectoral approach is required. The education agencies cannot do it all by themselves. There needs to be political will for improvement, and initiatives put in place that span education, poverty reduction and rural development across all the concerned ministries, NGOs and other stakeholder partners.

A silent emergency ...

In many parts of South Asia there is a 'silent emergency' in which the quality of schools and the quality of the education they provide is a serious cause for concern. It should not need a natural disaster or armed conflict before this situation is addressed.

Summary of Theme 1

South Asia has made rapid progress in net enrolment and attendance over the last twenty years, especially for girls, but is still lagging behind much of the rest of the world. In addition, South/West Asia has the highest levels of gender disparity in the world, and at the same time the lowest level of women's literacy.

Three indicators of gender equality are the NER, GEI and GEEI, with the GEEI perhaps being the most accurate. By this measure, for those countries for which figures are available, at present rates of progress the region as a whole will not reach gender parity by the end of 2005, and is unlikely to achieve universal primary education by 2015.

Quality education for girls has many dimensions, including quality as an integral part of the Right to Education. Similarly, perhaps the most important dimension for gender equality is empowerment of girls.

A comprehensive and effective gender strategy in education must embrace *parity*, *equality* and *equity*. Equity requires attention to quality and quality is meaningless without equity. Quality is about more than cognitive learning - good quality education can play a transformative role in society. Gender equity in education is not separable from broader social equity; one promotes and is sustained by the other.

In order to achieve equality, it is essential to listen to the very people for whom the education is being provided - the children. Children have a right to be heard, to be involved in decisions about their own education, to be active in their education and to participate in shaping the structure of services affecting them. Where children have been involved, real value has been seen, resulting in better relationships, structures based on partnerships, better behaviour, more inclusivity and increased achievement.

The importance of education in situations of conflict and emergency was highlighted in this theme, and was a recurring issue throughout the meeting. It is

considered in more depth and detail in Theme 5. However, it is important to realise that in many parts of South Asia there is a 'silent emergency', which should be responded to with the same sense of urgency as in the aftermath of a natural disaster.

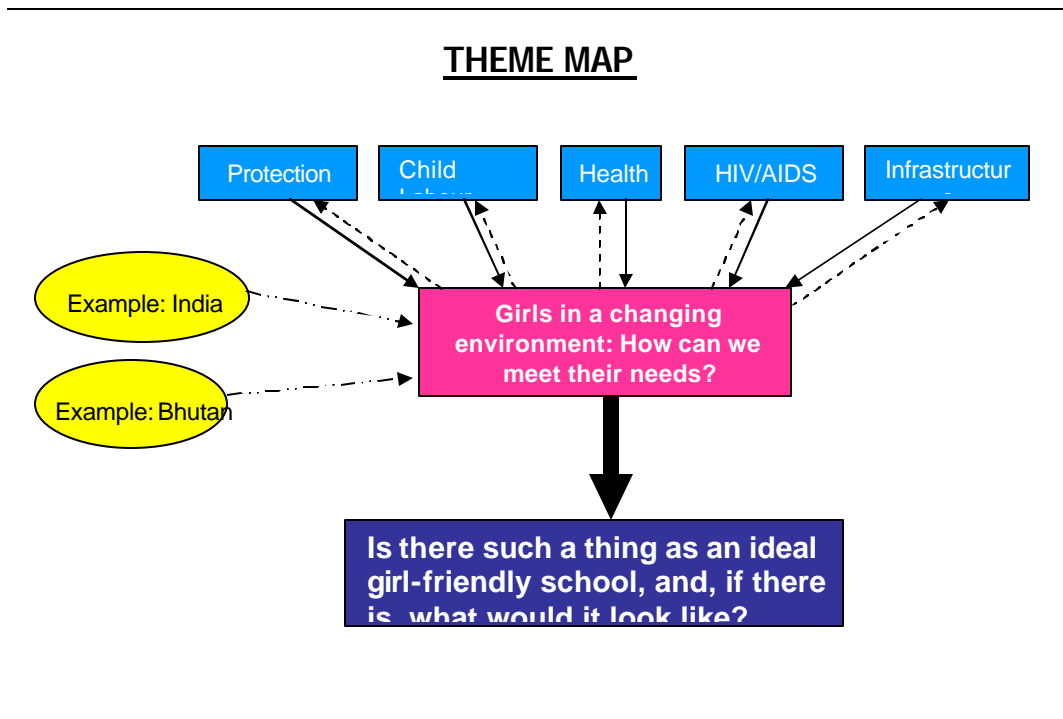
Background Papers

Elaine Unterhalter, *Girls' Education and the Millennium Development Goals: What do the indicators show us?*

Manzoor Ahmed, *Beyond Access: Engendering Quality with Equity - Lessons from the Bangladesh experience.*

THEME 2

GIRLS IN A CHANGING ENVIRONMENT - HOW CAN WE MEET THEIR NEEDS?



General Outcome: Recognition of the importance of establishing a conducive and protective environment for girls that takes into account their particular educational needs.

This theme looked at the particular educational needs of girls and how they could be met within a conducive and protective environment. Presenters considered a protective environment framework for children, child labour, the interaction between health issues and education for girls, and the impact of infrastructure on girls' education. Two country presentations demonstrated how the needs of girls' education in a changing environment are being addressed in the region.

Protective environment framework

The meeting was reminded by Serap Maktav that violence, particularly towards girls and women, occurs not just in schools, but in families, communities and the workplace. It is deep-rooted throughout South Asia's strong patriarchal and hierarchical social and cultural structure: supremacy of men; dependency of women. For this reason it is a phenomenon that cannot be dealt with from within the education system alone; nevertheless there is much that can be done to protect girls and to change attitudes.

From time to time, extreme examples of violence towards children - both boys and girls - in schools hit the headlines: examples of a schoolboy who committed suicide after humiliation by his teacher, and of an eight-year-old boy who was paralysed after his teacher threw a book at him, were given to the meeting. But more than this are the lesser everyday examples of violence, verbal and sexual abuse and bullying that go unreported and undiscussed - thereby enabling the perpetrators to continue with their behaviour.

Violence hinders children physically, emotionally and cognitively. It is one of the reasons for non-attendance at school and for dropping out. For girls there are additional factors. They need not only a safe environment at school, but also on their way to and from school. Family perceptions of girls as being of less value than boys can result in their receiving less food, less care, less love. South Asia has a high level of early marriages - the proportion of girls aged 15-19 being married is the highest in the world.

Bearing all these factors in mind, UNICEF has developed a Protective Environment Framework for Children comprising eight elements (see [Panel](#)).

Protective Environment Framework for Children

- Attitudes, traditions, customs, behaviour and practices:
All forms of violence against children are taboo, rights of children respected
- Governmental commitment to fulfilling protection rights
Interest in, recognition of and commitment to child protection; willingness to allocate budget
- Legislation and enforcement
Protective legislative framework in line with international standards for child rights; its consistent implementation
- Capacity
Health workers, teachers, police, social workers as well as families and communities equipped with skills and knowledge to identify and respond to child protection issues
- Open discussion - media attention
Ethical reporting, investigation in public sphere; NGOs taking up protection as a priority
- Children 's life skills, knowledge, and opportunities for participation
Children informed and knowledgeable to participate in their own protection; children, adolescents, have safe protected and constructive channels for self expression and participation
- Monitoring and reporting
Effective monitoring system to record incidence and nature of protection abuses; channels to inform policy and programming for response
- Services for victims of abuse
Children who have been victims of any form of neglect, abuse entitled to and receive care.

Serap Maktav

Protective environment for teachers

The need also to address the issue of a protective environment for teachers was raised many times during the meeting. Female teachers suffer from many of the same vulnerabilities as girl students, with the result that it is often difficult to recruit female teachers, or to post them to rural areas. It was suggested that a similar Protective Environment Framework for teachers should be developed.

Child labour

A vital issue related to the protective environment is child labour, which is a major obstacle to achieving progress in girls' education. The Dakar Framework for Action makes no reference to child labour, while at country level usually different ministries are responsible for education and social protection so that any action tends to be uncoordinated.

Of child labour worldwide, two-thirds is classed as 'worst forms', and of that, 60% is found in the Asia and Oceania regions, despite countries being signatory to many international conventions.

Although statistics seem to show that a higher percentage of boys than girls are involved in child labour, it is widely recognized that much of girls' work is informal, home-based, unvalued and hidden. While home-based work is not necessarily a bad thing - tasks which help develop skills and a sense of responsibility, for example - it cannot be justified if it is at the expense of schooling.

Urmilar Sharkar described the ILO campaign to combat worst forms of child labour through its International Programme on the Elimination of Child Labour (IPEC) initiative. It is, however, not enough to campaign to eradicate child labour. In most cases children work to earn money to supplement inadequate family finances, or to look after younger siblings in order to release adult members to do so. Eradicating child labour, therefore, is only half of the problem; suitable alternatives must be offered so that children, and especially girls, can be released to attend school or receive other training. IPEC, for example, matches its interventions to the age of the children it reaches: direct enrolment in the formal education system for primary-age children; non-formal education and pre-vocational skills training for post-primary children; up to vocational and management training for children up to the age of eighteen.

Nevertheless, child labour can be reduced: Bangladesh, for example, has reduced the number of working girls from 2.6 million in 1996 to 1.4 million in 2003 through strict application of laws against child labour. This example demonstrates a point that was made strongly at the meeting: **it is not enough just to have legislation in place - it must be enforced.**

While in general there may not be a causal link between violence in school and child labour, there are occasions where there may be such a link. When violence takes place, or children otherwise feel insecure, resulting in their dropping out, they naturally become candidates for the labour market. That is:

Violence → Dropouts → Child labour

Key points for addressing the issue of child labour as identified by IPEC are:

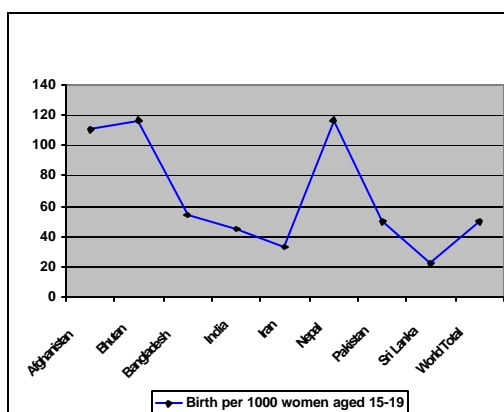
- Research and data collection
- Inter-sectoral planning and joint development of indicators for monitoring and evaluation
- Access, quality and learning achievement for the girl child labourer
- Status and working conditions of teachers
- Vocational and skills training
- Knowledge management: good and bad practices
- Integration of the concerns of working girls with the agenda for EFA and Inclusive Education
- Mainstreaming of the concerns of working girls into advocacy efforts for EFA at local, national and regional levels and encouragement for them to take the lead in such efforts.

Education and girls' health

The interaction between health issues and education for girls was illustrated by three presentations on very different aspects of health: reproductive health issues, especially within the context of early marriage; nutrition and school feeding; and HIV/AIDS.

As first raised in Theme 1, South Asia has the highest incidence of early marriage in the world. This has been shown to result in early incidence of child-bearing as well as shorter birth intervals, with consequent dangers to the girls' health.

Naveeda Khawaja informed the meeting that UNFPA has found a clear link between health and overall national development:



'It is no coincidence that the same countries in Africa, Asia and the Middle East that have high rates of child marriage are those with:

- × *High poverty rates, birth rates and death rates*
- × *Greater incidence of civil strife*
- × *Lower levels of overall development, including schooling, employment, health care.'*

UNFPA



UNFPA programmes focus on encouraging the delaying of marriage through:

- Providing economic opportunities
- Educating girls
- Educating communities
- Raising consciousness about the extent of child marriage and the human rights abuse it constitutes
- Supporting married adolescent girls
- Linking early marriage, where appropriate, with health risks - including HIV.

Judit Katone-Apte of World Food Programme showed the importance of adequate health and nutrition for the education of children, especially girls. Hungry children cannot concentrate on learning, even if they reach the classroom. Undernourished children are more likely to drop out or repeat grades, and indeed are less likely to enrol in the first place. Where families have a shortage of food, in South Asia it is often the case that girls receive less than boys and so hunger adds to the problems faced by girls in gaining an education.

The appalling reality of the level of hunger in the world's children was provided by World Food Programme statistics:

An Appalling Reality

- There are **300 million** chronically hungry children in the world today.
- Of these, some **180 million** go to school on an empty stomach.
- **120 million** do not attend school at all
 - 55% of them are girls. 
- **150 million** primary school children drop out before completing four years of education
 - girls are the majority. 

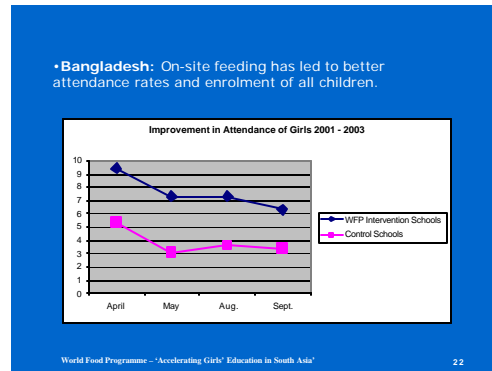
World Food Programme – ‘Accelerating Girls’ Education in South Asia’ 2

The India country presentation later in this theme demonstrates the effectiveness of providing midday meals, and this approach has been taken further by WFP's Food For Education initiative. FFE activities address both educational and health issues:

<i>Educational problems</i>	<i>Health/ Nutritional problems</i>
Enrolment, Attendance, Drop Out, Repetition, Concentration, Retention, Girls' enrolment and retention, Afternoon absenteeism, Parents' attitudes	Short-term hunger Parasite infestation Malnutrition Health and hygiene education Micronutrient deficiencies

Food For Education interventions are of three types: supplementary feeding, take-home rations and general food distribution. While both boys and girls are targeted, there is particular emphasis on initiatives that will encourage girls to attend school - the take-home rations initiative for example is for girls only. There are pros and cons for these initiatives, but overall benefits have been seen in many countries, including the example of girls' attendance in Bangladesh.

Comparison of On-site feeding and Take-home rations		
	On-site feeding	Take-home rations
Pros	<ul style="list-style-type: none"> Reduces short-term hunger in the classroom Increases learning capability in classroom Provides incentive to send children to school Encourages children to stay in school 	<ul style="list-style-type: none"> Improves food security at home Provides income transfer to families A strong incentive to send children/girls to school Encourages children to stay in school Can be targeted to the neediest
Cons	<ul style="list-style-type: none"> May not benefit other family members Not solely targeted to the neediest 	<ul style="list-style-type: none"> May not alleviate short-term hunger Students' food intake may not improve



Perhaps the greatest health risk in the world today is HIV/AIDS, as described by **Sun Gang** of UNAIDS, with even greater impact on girls and girls' education than on boys. Girls are more vulnerable than boys, **as described below**, and are also more likely than boys to be called on to care for family members who are sick.

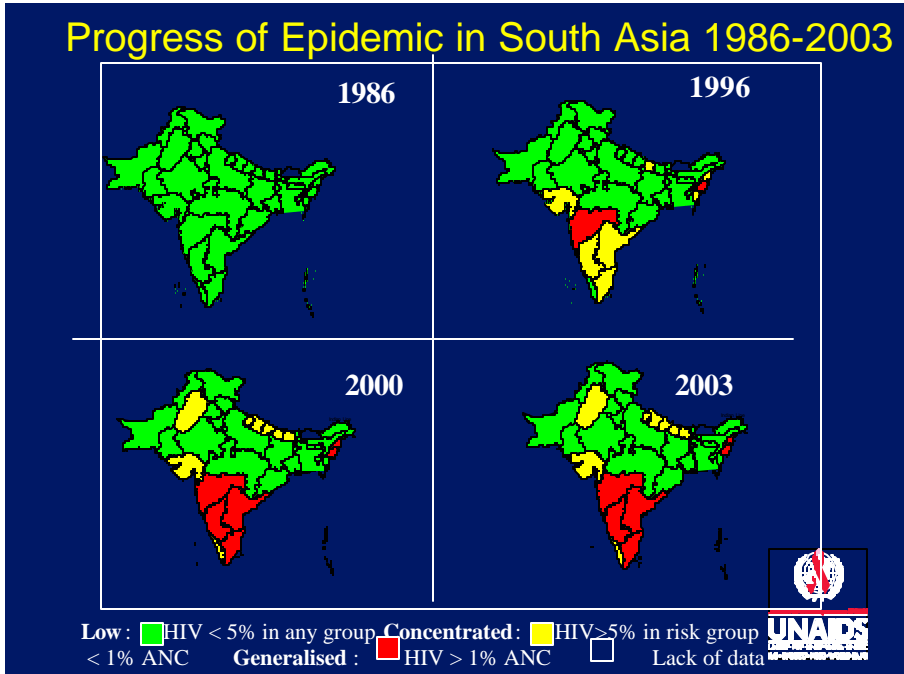
While boys and girls are both at risk, girls are often vulnerable in ways in which boys are not. Besides the risk of trafficking and sexual coercion, girls and women have multiple vulnerabilities as shown by **the diagram below**. The list highlights some of the reasons why these vulnerabilities exist and why it is so difficult to break the vicious circle:



- Stereotypes on women's behaviour and value
- Culture of silence: sexual innocence, ignorance and passivity
- Culture norms of purity of women (e.g. opting for unprotected anal sex as a means of avoiding pregnancy)
- No power for negotiation: safer sex, divorce, (re)marriage and arranged marriage for benefits
- Traditional practice and religious force

can have positive and negative impact.

In the South Asia region, it seems that while there is still a low national percentage rate of infection, nevertheless, the large population in the region means that large numbers of people are infected - UNAIDS estimate that 8.2 million people were infected by HIV as of the end of 2004. **The diagram below** shows graphically the progress of the epidemic in South Asia from 1986 to 2003.



Figures for the prevalence of sexual activity amongst young people are notoriously unreliable, but the overall picture seems consistently to be that premarital sex is on the increase, and the age at which sexual intercourse is first experienced is falling. Therefore the amount and quality of education - both in school and outside - will have a major impact on the rate of spread of the virus.

The diagram shows how few girls and boys in the 15-19 year-old age-group in Bangladesh, for example, know how to protect themselves from HIV. The data is somewhat old now, and it is to be hoped that the situation has improved, but still points to the need for education.



The impact of infrastructure on girls' education

Finally in this theme, **Garry Whitby** (making a presentation based on a paper by **Mark Harvey**) considered the impact of infrastructure, and how an appropriate physical environment can facilitate the educational needs of girls.

A 1994 study in India concluded that enrolment depends on the characteristics of the village and the degree to which it had piped water and access to electricity, telephones and a post office; surprisingly more important than the household from where the children came or the quality of the school or head teacher. A further study supported this and showed that in Himachal Pradesh, enrolments were higher because of better village infrastructure, not because of better schools.

A study by the Water, Engineering and Development Centre, Loughborough University, UK, on behalf of DFID, concluded that infrastructure improvement had a direct bearing on:

- Girls' education - more girls attend school when services are improved and there are separate sanitation facilities for boys and girls
- School attendance - increased with improved services
- Performance at school - increases when incidence of illness and disease decreases, i.e. with access to clean water, and better sanitation
- Teachers' recruitment, attendance and retention - improved when there were better services.

Factors contributing to infrastructure include water and sanitation, transport, and access, particularly for girls, and there are many examples worldwide and in the South Asia region of infrastructure initiatives that have resulted in improved girls' attendance and achievement. Despite these examples, studies show that there is in general a clear gender bias in infrastructure decision-making processes - there is excessive male dominance which impacts negatively on women and children.

While in principle the case for improved, girl-friendly infrastructure is clear, there are still many questions that need to be addressed:

- How and where to set a balance between building high investment / low maintenance versus low-cost / high maintenance classrooms and schools? Need to consider the legacy of maintenance which falls on the community.
- How much extra should be spent to create a better, more child-friendly learning environment?
- What elements of school facilities increase maintenance burdens?
- Are temporary school classrooms really temporary? They tend to become permanent, and therefore should they be built to lower building standards, or built to up-grade?

And finally ...

- **Is there such a thing as an ideal girl-friendly school, and, if there is, what would it look like?**

Country presentations

Two country presentations demonstrated how the needs of girls' education in a changing environment are being addressed in the region.

India has prioritized girls' education, and has increased primary GER for girls from 78.20% in 1994/95 to 92.87% in 2002/03 (by contrast with equivalent figures for boys of 96.60% and 97.32%) by addressing access/equity, retention and quality of education together. Incentives and interventions that target girls' education are shown in **the box below**.

- Current Incentives/Interventions for Girls' Education - India**
- Special provisions under existing UEE schemes include :
 - Mainstreaming camps for out-of school girls under informal/alternative education
 - Provision for process-based community participation
 - Provision of additional fund allocation for innovative programmes (remedial coaching, camps, bridge courses etc.)
 - At least 50% of the teachers to be appointed have to be women
 - Free text books to all girls and SC/ST children up to class VIII
 - Free uniform and scholarships to be funded by state governments
 - **Mid-day meal**
 - States have the flexibility to initiate their own incentive schemes:
 - Example from Gujarat:
 - Vidya Lakshmi Yojana – bonds worth Rupees 1000 given to girls enrolling in class 1 and handed over to her after completion of class VII
 - Cash awards of worth Rs 5000/- annually to primary schools for 100 per cent girls' enrolment.

A particular initiative by the Indian government has been the introduction of midday meals with a target of reaching all students of government/aided and Education Guarantee Scheme Centres.

- Midday Meals: Impact on Girls' Education**
- Various studies show positive impact on increasing enrolment, retention, and reducing dropouts.
 - Addresses short-term hunger in the classroom
 - Increases attendance
 - Eliminates social barriers between caste/class groups
 - More significant for girls
 - This is more evident in states where cooked meal is served in schools.


The objectives are to boost universalization of primary education by increasing enrolment, retention and attendance; and improve nutritional status of children. Coverage by 2004/05 has reached 107.6 million children across 583 districts in 33 states/Union Territories. While a comprehensive study remains to be carried out, nevertheless, a positive impact is observed .

Bhutan, at the other end of the population scale from India, has also targeted girls' education. Mass education generally is a recent innovation for Bhutan: in 1988 there were only 400 students; by 2004 there were 135,987. The percentage of girls has risen from 36.73 in 1988 to 48.41 by 2004, i.e. close to gender parity. Measures taken by Bhutan include providing schools within one hour walking distance, enhancing boarding facilities and providing literacy education for adults.

Bhutan:

Enhancing Female Participation in Education

- Providing schools within one-hour walking distance
- Enhancing boarding facilities
- Literacy education for adults



There are still many challenges for Bhutan, which resonate with the challenges faced by many of the countries in the region:

- Providing quality education in difficult schools, perhaps remote or small, with few pupils and so requiring multigrade teaching
- Getting adequate numbers of teachers to go to remote and difficult schools
- While the completion of a full course of primary schooling is a useful target, it is necessary to go beyond it if it is to be useful and sustainable
- Providing secondary school places
 - More resources required
 - Providing boarding facilities is very expensive
- Transition from school to work
 - Orientation to appropriate work
- Opportunities for development of vocational skills to link it to work
- Providing a curriculum that is relevant.

It is expensive but worth it
It is difficult but can be done
It requires political will and collective commitment

Summary of Theme 2

This theme demonstrated at least three perspectives: the first is that in order for girls to access educational opportunities over a sufficient period of their lives, to learn and to take up other opportunities, their complementary vulnerabilities need to be addressed. These are summarized in the protective framework but also include specifically nutrition, protection from HIV/AIDS, and from working in hazardous conditions, improved health, and removal of barriers such as early marriage and violence against them.

At another level, the needs of girls are also met by providing incentives, such as food, to themselves and their families, in order that the opportunity costs of sending them to school are balanced with some material advantage.

Finally, the theme illustrated that the education sector alone cannot solve all the problems and that interventions from other sectors are necessary. The contribution of the more general infrastructure (such as roads) ably illustrated the impact of wider improvements on education, and one which education might need to advocate in more integrated development programmes and policies.

Background Papers

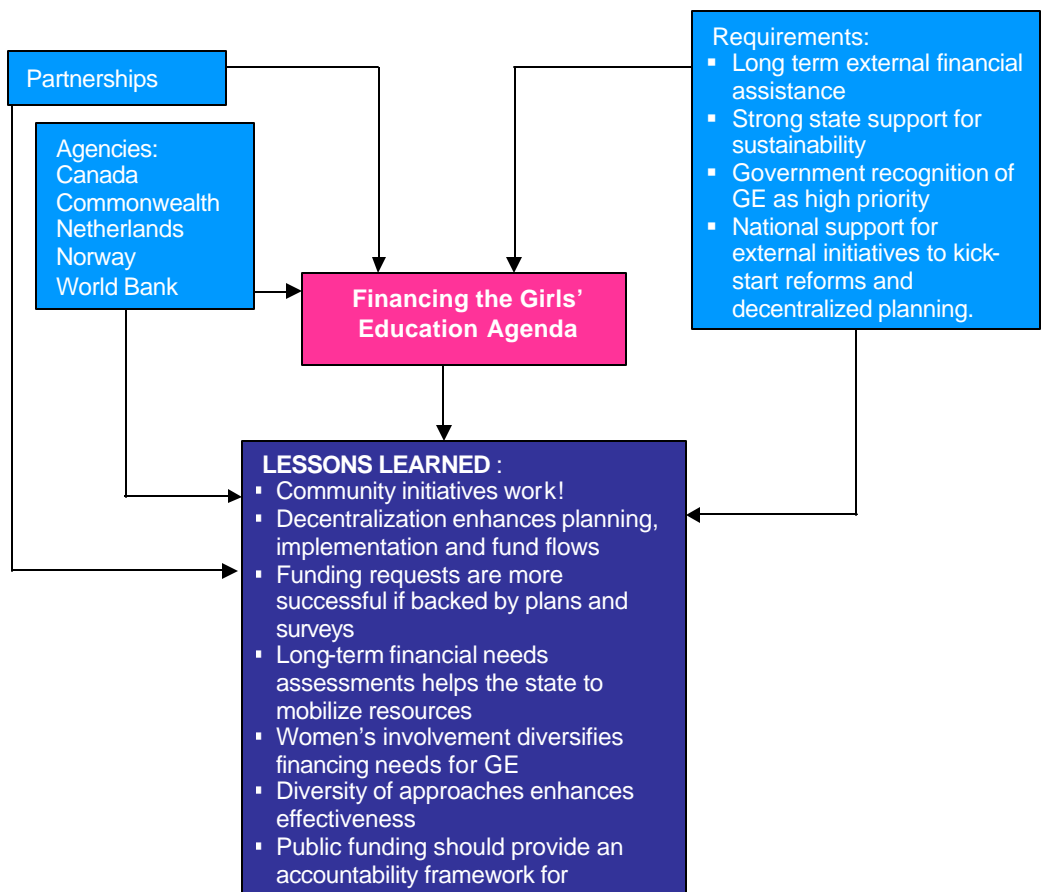
India Country Paper, *Education in India*.

Mark Harvey, *2005 and Beyond: Accelerating Girls Education in South Asia. What is the contribution of infrastructure services to this goal?*

THEME 3

FINANCING THE GIRLS' EDUCATION AGENDA

THEME MAP



General Outcome: Consideration of the extra costs of girls' education vs long-term benefits to families and society in general in the context of EFA and MDGs.

This theme looked at the extra costs of girls' education, and at the economic value of educating girls. The question was raised at several points during the meeting whether there should be a separate budget for girls' education; or whether an education budget for children should be considered, with extra costs for girls built in where necessary. Overall, the consensus was for the latter, though for the purposes of this meeting, and for highlighting the extra costs, it was necessary to focus particularly on the costs of educating girls. The theme also looked at the nature of external partnerships made between governments and international donor partners, and several of the latter described their priorities and funding modalities.

The costs of girls' education

Amarjeet Sinha focused on the costs of girls' education, establishing first that gender equity is the basis for a shared and pro-poor growth- drastic poverty reduction is inconceivable without social and gender equity.

The education of girls also has a very significant impact on many other indicators: health, well-being, income, etc. At the same time, it should not be forgotten that education of girls has intrinsic worth - it is their right - for happier lives, choices, better human development, gender equity and women's empowerment.

Whether or not girls receive education is influenced by many factors:

- Social and cultural contexts - early marriage, taboos on girls' education/ women's participation in decision making
- Unequal gender relations - girls stay back to contribute to household tasks - sibling care, firewood, water, cooking, cattle grazing
- Security concerns dissuade parents from sending girls to distant schools; security concerns also include security from abuse by teachers and fellow pupils
- Poor quality and dysfunctional schools, including water and sanitation, air quality, lighting
- Predominance of male teachers / lack of female teachers
- Absence of diversity of approaches to meet learning needs of girls - hostels, bridge courses, alternate schools
- On the positive side, more girls are likely to receive education where there are community volunteers who link households to schools.

Most of these factors were mentioned many times during the course of the meeting. The final point, however, perhaps needs special emphasis. Community demand for schools - and for girls' education - is where hope lies, not in centralized policies, though funding may need to come from central sources. Systems must allow planning from below, through decentralization, with communities taking the lead.

In the South Asia region, and elsewhere, there have been many system reforms and initiatives that target girls' education. Some of the lessons learnt are summarized in the Panel. The important financing requirements, however, are :

- Experience shows that the nature of educational financing requires long-term financial assistance as there are large recurring expenditures in the school system. Therefore, there is no substitute for higher levels of budgetary allocations to education.
- External assistance can meet some needs in the short term, but only if it is accompanied by an equally strong state effort. But external assistance must also be in a longer time frame as short-term projectized approaches do not sustain.
- The important need is for the national government to accept women's empowerment, girls' education and gender equity as a high priority intervention requiring the topmost attention. Only then can external funding be useful in a sustainable way.
- It is possible to kick-start institutional reforms and decentralized planning and implementation through externally assisted initiatives. The important challenge, however, would remain within the national development thrust.

Lessons Learnt on Financing Education

- Low cost community owned initiatives evoke excellent response. For them to be sustainable, they require scaling up of remuneration of volunteers and also large investments in the development of community volunteers as school teachers.
- There are no fixed rules regarding percent of GNP allocation though there is evidence to suggest that good quality education requires more financial resources.
- Sustainable financing requires willingness to remove constraints on expenditure.
- In an era of cost-cutting and right sizing, a plea has to be made for more teachers on the basis of a better deployment of their services, especially in remote regions.
- Better planning, more accountable implementation, improved fund flows, can only come through investments in effective devolution and decentralization – capacity building in local community stake holders/women’s groups improves efficiency of expenditures on education.
- Demand for more resources is best made on the basis of intensive decentralized plans based on school and household surveys. Hollow statements of intent/ demand for resources not backed by an intensive planning process is likely to be rejected by the decision making system.
- It is important to make normative assessment of financial resource needs over a long term - 10 year period - helps the state in mobilizing resources.
- Women’s empowerment has to be the framework for action - processes of capacity building in collectives of women at habitation/village/school levels and their involvement in planning and implementation processes is likely to throw up a diversity of financing needs for girls’ education.
- Encourage diversity of approaches and civil society partnerships for greater effectiveness of interventions.
- More public funding must be accompanied by a new accountability framework that legally provides a place for stakeholders, especially women’s groups in the improved management of the school system.

Amarjeet Sinha

External Partnerships

Crucial to the funding of education systems is the contribution made by international donor partners. Commitments to EFA made at Jomtien and Dakar were that no country should fail to meet the targets through lack of resources. However, during the period 1990-2002, the volume of external support to basic education did not increase. Nevertheless, some countries have received high and increasing levels of external support.

Ted Freeman discussed how the nature of the partnerships between governments and donors has changed, with an overwhelming shift to Sector-Wide Approaches (SWAs) and other programme-based approaches in basic education. With this shift has come a change in emphasis on technical assistance from education-specific expertise to management skills, and a narrower focus on universal primary education. The concept of partnership has, however, highlighted areas of concern by governments, most notably the issue of donor conditionalities, which are often seen by governments as an attack on their professionalism and a skewing of the partnership balance. Evaluations have demonstrated that programming in basic education is less effective without good partnerships containing elements of continuity, balanced administrative and technical capacity, participation of a wide group of stakeholders, relevance to local conditions and proper use of aid modalities (both programme and project approaches).

The diagram summarizes what works and what does not work for partnerships.

Ted Freeman

If systems do not work well, the impact on girls is greater than on boys. Effective partnerships impact on girls' education in many ways:

- Continuity
 - Fluctuations in funding can adversely affect women teachers; for example, reduced allocations to special funding schemes for women teachers
 - Rotation of senior staff undermines efforts to increase women's participation
- Roles and participation
 - Inner and outer agencies (larger multilateral and bilateral donors often have more influence than, say, UNICEF)
 - Reduced role of teachers and civil society
- Relevance to local context
 - Pressure on girls is rooted in local context
 - Improving infrastructure and security requires inputs from teachers, parents, girl students
 - Centralized goal setting and formulas undermine local support for system reform: including efforts to support girls' achievement
- Modalities of External Support
 - Programme Based Approaches (PBAs) tend to reduce innovation related to girls' education



- SWAps and PBAs often include strict conditions limiting classroom resources and imposing fee structures
- Planning, implementation, monitoring and evaluation systems are complex and often place little emphasis on girls' education.

Funding agencies' priorities and funding modalities

All representatives of funding agencies at the meeting emphasized their commitment to girls' education, and most felt that girls' education should be mainstreamed rather than being seen as a separate agenda. Key points made by individual donors were:

Netherlands

- Parliament in 2000 has pledged to treble funds for basic education, from 5% of overseas assistance to 15% by 2007; currently it is at 8% and is on track for meeting the target
- Priorities are:
 - Basic education
 - ECCD
 - Integrating HIV/AIDS into the education sector
 - Girls' education
 - Involving civil society in education
 - HIV/AIDS
 - Reproductive health
 - Water and sanitation
- There is a tendency to overemphasize primary education at the expense of various forms of basic education; this is particularly relevant in the context of women's empowerment
- Method of delivery of funds should emphasize SWAps
 - There are many flaws in this method, but the intention is right
 - However, they do tend to over-emphasize financial issues
- There should be emphasis on capacity-building
- Donors should be less visible
- Transaction costs should be reduced through donor harmonization and following government procedures

Commonwealth Secretariat

- Not a donor as such, but has modest resources to catalyse and sustain partnerships
- Six action areas, with girls' education cross-cutting
 - Achieving universal primary education
 - Reducing gender disparities in primary and secondary schooling
 - Mitigating the impact of HIV/AIDS on education
 - Supporting education in difficult circumstances
 - Improving quality of education
 - Promoting open and distance education
- Activities that address girls' education include
 - Collection, collation and analysis of best practice on girls' education in education policies, strategies and delivery processes
 - Mainstreaming gender (with a focus on girls) in mitigating the impact of HIV/AIDS on education

- Mainstreaming gender in multigrade teaching
- Promoting Water and Environmental Sanitation in schools to address girls' practical and strategic learning needs
- Demystifying and popularizing the monitoring of girls' education beyond access, by facilitating the development of a score card for use at appropriate levels
- Addressing girls' practical and strategic learning needs in difficult circumstances
- Promotion of early childhood education
- Comparative advantages include
 - Institutionalized dialogue and consensus building among the heads of Commonwealth governments and ministers
 - Strategic departments under one roof that could influence political, legal and administrative policies of the Commonwealth countries to support girls' education
 - A common language among the Commonwealth countries
 - The potential of articulating a common voice and stance in larger bodies such as the UN, guided by a statement of beliefs, norms, values and principles
 - A core network of highly reputable professional organizations and institutions which provide for effective sources of pertinent information, knowledge and skills.

Norway

- Preferred funding modality is sector-wide support and budget support when circumstances allow
- Government's goal is to allocate 15% of development assistance to education
- In 2003, two countries in South Asia - Bangladesh and Nepal - received Norwegian support to their education sector programmes
- Driving forces for support are the MDGs and an explicit focus on national policy, in particular the PRSP process
- Emphasis is on partnerships with other donors and harmonization of reporting procedures aligned with national goals and systems
- Some targeting of support is justified; thus Norwegian funded project support co-exists with sector-wide support, but through different channels, especially to I/NGOs
- Currently 20% of the bilateral funding goes to Norwegian NGOs and 80% is government to government assistance. The bilateral support amounts to approximately 50% of the total Norway's support to development cooperation. The other half goes to multilateral agencies
- Norwegian 'Strategy for Women and Gender Equality in Development Cooperation' states that equal rights and opportunities for men and women must be integrated into all aspects of development cooperation regardless of sector and channels of assistance
- The education sector is a Norwegian priority, with specific focus on basic education, higher education and adult education
- UNICEF's girls' education programme has been supported since 1994, first under the African Girls' Education Initiative and currently the Global Girls' Education Accelerated Programme.

World Bank

- WB is the largest financier of education programmes in the world, including many in South Asia
- The preferred funding modality is SWAs, though can be projects; but typical five-year projects are not always realistic given the time taken for change
- Girls' education is always part of dialogue with governments on the Country Assistance Strategy (CAS)
- CAS also considers strategies for increased numbers of children passing through and emerging from the education system with increased expectations

Fast Track Initiative

- FTI was established in 2002 with the aim of linking increased donor support with countries' policies and improvements in performance; currently 13 countries endorsed, with a further 25 slated
- Requirements for inclusion in FTI include a broad national poverty strategy (e.g. PRSP or Five-Year Plan), a sector-wide vision and agreement on a monitoring system and indicators
- Purpose of FTI is to ensure sound policy frameworks, adequate domestic funding, political will and increased accountability
- A further catalytic fund supports action and initiatives to help bring countries to a higher level of performance.

Canada

- CIDA has a gender equity policy, and all CIDA projects must conform to it
- Example of Bhutan: programmes and projects can work side-by-side if they are integrated into the government's own plan; capable people in government can guide their own future - dialogue really happens
- We need to use existing funds better - see things through a different lens, think innovatively
- Being gender sensitive isn't always expensive - example of training curriculum developers in how to judge whether something is gender sensitive during the normal ongoing curriculum revision process didn't cost anything extra.

SWAs were generally welcomed by participants in the meeting as the logical way forward, though some reservations were expressed. There is a danger that SWAs can become 'exclusive clubs' - donors and governments tend to focus on issues at a national level, and so the participatory process at sub-national level is lessened. SWAs should not just be about funding, but about the drive for social change, and all stakeholders should be part of the policy dialogue however small their financial contribution.

Finally, while every country now has a girls' education emphasis, there must be mechanisms within the countries to ensure that this is not just at policy level - there need to be mechanisms and pressure to ensure that necessary budget is allocated at implementation level. After Jomtien and Dakar, donors organized major initiatives in Africa on girls' education - why can't that be done in South Asia also?

Summary of Theme 3

Discussion on financing and external partnerships as well as presentations from selected donors highlighted the changing environment for financing. The preference for funding sector-wide approaches was evident and funding of education where plans such as PRSPs and sector plans were in existence. Also necessary was adequate domestic funding, without which donors were unwilling to commit and sustainability of the sector would be in doubt.

However, while these programme-based approaches advocate mainstreaming of gender, they have also been shown to reduce innovation related to girls' education, to undermine local decision-making and to promote conditions such as fee structures which work against girls. The dilemma of targeted approaches for girls versus support to programmes is still an unresolved issue.

Background Papers

Amarjeet Sinha, *The Cost of Girls' Education: Meeting the Imperative*.

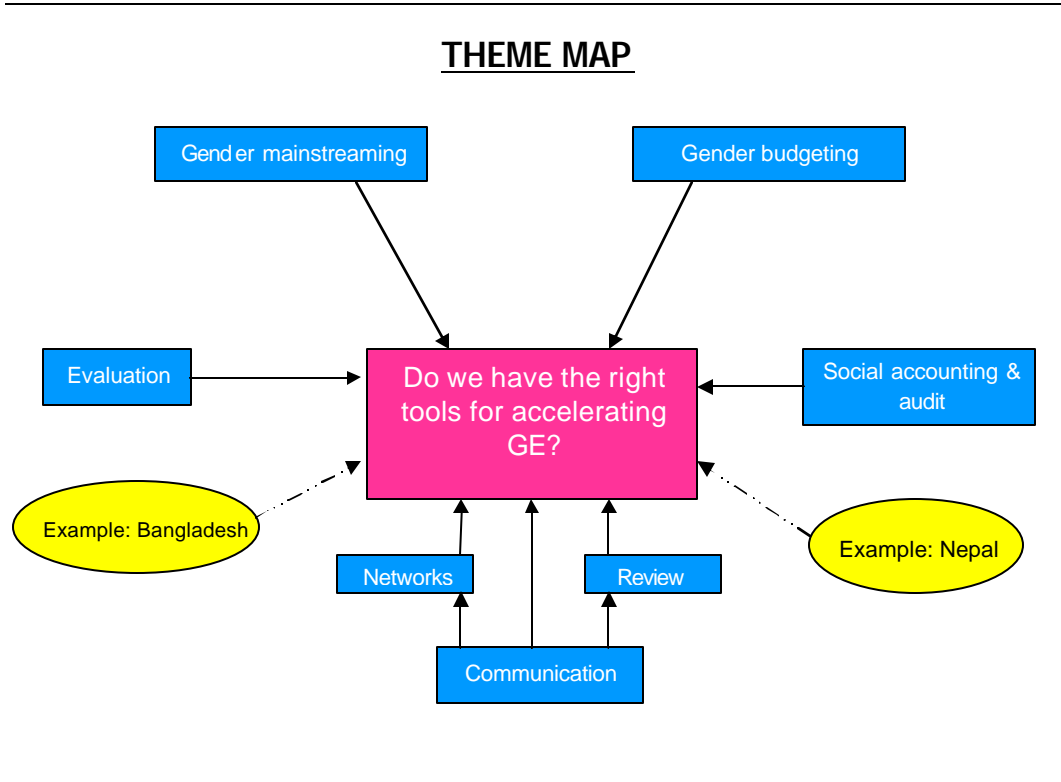
Commonwealth Secretariat, *Girls' Education Priorities of the Commonwealth Secretariat*.

Norwegian Development Cooperation, *Policies and Priorities in Girls' Education; and Preferred Funding Modalities*.

Ted Freeman, *Partnership as An Effective Strategy to Support Accelerated Progress in Girls Education: The Experience of Recent Evaluations*.

THEME 4

DO WE HAVE THE RIGHT TOOLS?



General Outcome: A re-examination of the potential of existing approaches and consideration of new tools, in recognition of the fact that acceleration of girls' education is needed.

This theme looked at mainstreaming gender and at the tools available for accelerating girls' education, with particular emphasis on gender budgeting, social audit, evaluation and communication.

Mainstreaming gender

The issue of mainstreaming gender was addressed by **Ramya Subrahmanian**. The emphasis in recent years on improving girls' education has resulted in considerable progress on access, but there are still many challenges remaining for progressing from parity to equality.

The gains made by girls are still vulnerable - it will take another generation before they are embedded and taken for granted. There has also been some backlash against the effects of girls' education that will take some time to dissipate; for example, educated girls not wanting to marry a husband selected by their families.

The original intent of mainstreaming gender was to: focus attention on girls (political visibility); redistribute resources to provide girls/women with a fair start; systematically analyse and address the gender needs of girls and boys; and make public spaces gender-aware so as to encourage both women and men to participate jointly in shaping the agenda. Targeting girls' education and systemic mainstreaming were seen as complementary approaches within a framework of mainstreaming gender, not just in education but in society as a whole.

In practice, however, mainstreaming has resulted in domination of a quantitative approach ('How many women ...'), and gender units in ministries and institutions being set up with little power or resources. Gender has become technical rather than political; training packages have become standardized - they all look the same, regardless of context, regardless of issue, regardless of level of intervention. All this implies that social change is easier than it is: ticking of checklists tell that 'mainstreaming' has been achieved. Now that there are more girls in school, there is a danger of complacency, whereas the issue should now be addressed of what is an appropriate quality education for all.

By 'better girls' education' we mean ...

- a. Gender-sensitive targeting
- b. Deepening understandings of gender equality
- c. Reconceptualizing learning
- d. Making schools more responsive to local needs
- e. Child-centredness and the empowerment of girls
- f. Involving parents, especially mothers, in decision-making
- g. Intervening in social spaces to influence change
- h. Empowering and resourcing teachers, especially women teachers
- i. Building traditions that celebrate learning
- j. Using research to identify problems and hear voices of stakeholders
- k. Ongoing monitoring
- l. Legalizing rights.

Ramya Subrahmanian

Gender mainstreaming assumes that the 'mainstream' is fine as it is and that gender just needs to be added, whereas in reality there is need for governance

reform in education, especially in issues surrounding greater community involvement.

At a national and international level, too, Poverty Reduction Strategies and SWAps have poor records on gender: lack of clarity about gender analysis, sometimes including it just as an annex; 'evaporation' of gender between analysis and action; emphasis of access over quality; over-narrow interpretation of gender budgeting by only counting expenditure on 'women'.

Some ways forward on mainstreaming gender include:

- Greater involvement at local levels when scaling up
- Focusing on gender as a governance issue
- Creating multiple levels of action with open-ended mandates
- Multi-sited spaces for addressing gender issues and accountability checks:
 - National machinery
 - Parliament
 - Inter-departmental management teams
 - Gender focal points
 - Inter-ministerial steering committees
 - Civil society representation
- Shifting from 'training' to organizational learning
 - Changing organizational cultures
 - Reviewing incentives systems
 - Learning through ongoing monitoring and review
 - Respecting research
- Working from the bottom up:
 - Seeing how gender is an issue in the everyday functioning of implementers 'at the coalface'
 - Working upwards and outwards to build in appropriate systems of accountability, checks and balances.

Gender budgeting

A powerful tool for girls' education as described by **Meena Acharya** is **gender budgeting**, which examines the engendering of all aspects of budgeting at national and local levels: the budgetary system; processes, structures and mechanisms; rules and regulations, etc. The goal is therefore not to formulate a separate budget for women, or to focus merely on more resources for women's programmes, but to examine the extent to which gender is embedded into all aspects of the budgeting system and process. A complete gender budget audit must cover all three parts of the budget:

- Policy declarations
- Revenue mobilization, including various tax measures, subsidies and pricing policies
- Allocations - pattern, magnitude, and processes involved in generating demands, allocations, implementation and monitoring mechanisms.

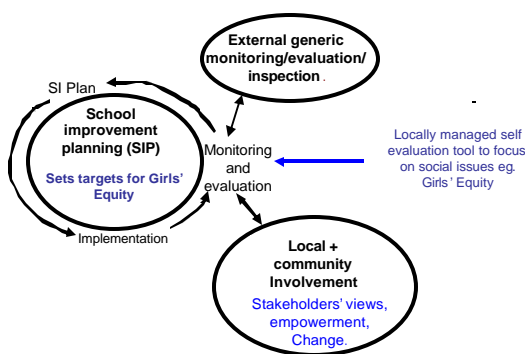
Issues must be explored at various levels, as summarized in the following table.

Policy and program level	<ul style="list-style-type: none"> • Is the issue of gender inequality addressed at all stages of the budgeting exercise? • Are the related institutions gender sensitive in terms of their structures, rules, regulations, attitudes and mechanisms? • Are such policies empowering to women leading to a positive change for women?
Analysis of programmes and budgets	<ul style="list-style-type: none"> • What was the degree of women 's involvement at all stages? • Was the process participatory? • Do they take account of the specific needs of women, arising out of their social responsibilities? • Are such programmes gender reinforcing or empowering to women? • What has been the impact- actual or intended? • What factors led to any divergence in intention and results and how could their effect be reduced?
Tools for programme/ expenditure analysis	<ul style="list-style-type: none"> • Allocations to education sector: overall ratio; distribution within the sector; per capita expenditure • Efficiency of per unit expenditure • Effectiveness of the programme/project allocations to achieve the set goals • Adequacy of the budget to achieve the set goals • Impact analysis on: whether they increase the gender balance on educational access; whether they reinforce the traditional roles or promote breaking of the stereotypes.

Social auditing

Whereas gender budgeting tends to be focused at the central, policy-making level, **social auditing** is a locally managed self-evaluation tool which focuses on social issues, e.g. girls' equity. Key components of social auditing are stakeholder involvement and independent verification.

Roger Catchpole introduced the six principles of Social Accounting and Audit:



Roger Catchpole

- **Multi-perspective:** reflect the views of (all) those involved with or affected by the organization
- **Comprehensive:** (ultimately) embrace all aspects of an organization's social etc. performance
- **Regular:** take place regularly (annually) and not on a one-off, occasional basis and become embedded in the culture and operation of the organization

- **Comparative:** offer a means whereby an organization can compare its own performance over time; relate performance to appropriate external norms; and make comparisons with other organizations doing similar work
- **Verified:** audited by one or more persons with no vested interest in the organization
- **Disclosed:** findings made available to all stakeholders and published for the wider community.

The over-arching principle is of **continuously improving performance**. The **diagram above** shows a model which includes input from the Social Audit process, in which the school improvement plan has the key issue of girls' education as a main focus.

Social Accounting and Audit - the Three-Step Process

Getting ready ... to take the Three Steps

- 1 ... **understanding what social accounting and audit is** and being clear about why you want to do it and what benefits you will get from it ...
- 2 ... examining **what you already do** and the information you are already collecting ...
- 3 ... ensuring that there is a **commitment** within your organization ...
- 4 ... making sure that the whole process is **manageable** and being clear about who will do the work and who is responsible for what ...
- 5 ... ensuring that you have the necessary **resources** to devote to it; and finally ...
- 6 ... making the **decision** to proceed with social accounting.

Step One: Social, Environmental and Economic Planning

- 1 ... have an agreed **Mission** ...
- 2 ... have identified the **Values** which guide your organization ...
- 3 ... have clear **Objectives** ...
- 4 ... have identified all **Activities** which reflect what you do to achieve Objectives ...
- 5 ... understand who are the **Stakeholders** whom you affect and who can affect you; and finally ...
- 6 ... identify the **Key Stakeholders** whom you must consult.

Step Two: Social, Environmental and Economic Accounting

- 1 ... deciding and managing the **scope** of your social accounting ...
- 2 ... agreeing the **indicators** which will allow you to report on performance ...
- 3 ... deciding what **quantitative and qualitative data** to collect and how ...
- 4 ... deciding how to report on **environmental and economic** impacts ...
- 5 ... finalizing your **social accounting plan**; and finally ...
- 6 ... **implementing** the social accounting plan.

Step 3: Social, Environmental and Economic Reporting and Audit

- 1 ... draw up the **social accounts** ...
 - 2 ... have them **verified** through the discussion at the Social Audit Panel
 - 3 ... **disclose** (and discuss) the findings ...
 - 4 ... **use** the findings and recommendations to **drive forward improvement/ inform development planning**; and finally ...
- ... REPEAT THE CYCLE**

Evaluation

Evaluation is a necessary tool for determining the degree of success of initiatives, and for use in future planning, as discussed during a Round Table led by **Elaine Unterhalter**, **Ted Freeman** and **Ramya Subrahmanian**. However, it is essential to be clear of what is to be measured when evaluating.

In terms of the extent to which education systems promote girls' education, it is necessary to ask what exactly is to be achieved, and how to evaluate it. For example, gender parity can be measured as a quantitative measure of access, but equality is a journey, not an end-point - and the definition grows and adapts as societies change. 'Substantive equality' takes this concept further, recognizing unequal starting points, processes and resources - so opportunities and treatment have to be taken into account, not just outcomes.

An earlier question in the meeting was 'Is there such a thing as an ideal girl-friendly school, and, if there is, what would it look like?' And is there a girls' education, different from boys'? Elaine Unterhalter suggested that there would seem to be three domains to consider:

- The intrinsic value of education - education for girls is valuable in its own right, and should enable girls to feel comfortable with themselves, enable them to articulate for themselves what they want from education
- The instrumental value of education - into the labour market, political participation, access to range of social benefits, preparation for social change
- **Redistributive issues** - recognition of the equal worth of all people; ways in which girls might be discriminated against and an analysis of this background; recognition of rights - a dynamic concept of rights at the heart of the child-friendly school, two aspects of which are negative freedoms (freedom from fear, abuse, violence, discrimination, ...) and positive freedoms (freedom to enjoy education, public health, clean air, ...).

Which of these three domains is prioritized in evaluation processes will depend on the context of each country.

Evaluation is - or should be - a tool with particular application in piloting. There have, however, been many pilot projects in the countries of the region which have no proper experimental design, costing or evaluation. It has often been the case that pilots are funded by donor agencies within projects, with evaluation being managed by foreign or local consultants. However, as SWAps become more prevalent and the use of international technical consultants reduces, ministries must begin to take more control of the monitoring and evaluation process.

Ministries need to improve their technical capacity for evaluation, and develop a culture of using the results positively - often government officers are reluctant for evaluations to show that a pilot has not been effective, since this can reflect badly on their careers! Evaluation is becoming a key tool for guiding the progress of programme approaches and should not be run by external agencies.

Communication

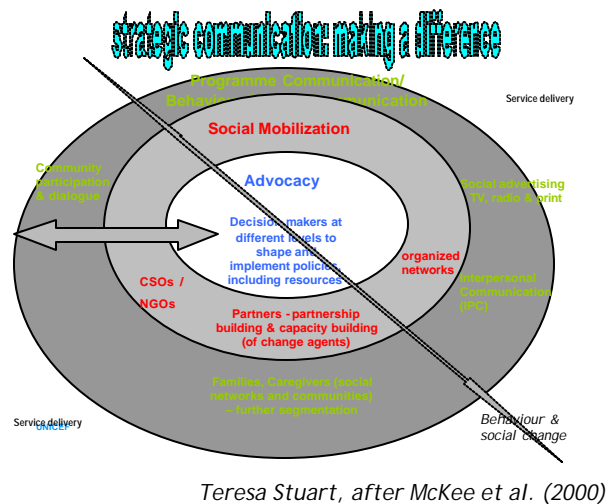
Perhaps the most powerful overarching tool for advocacy of girls' education is **Communication**. Communication can be used for social mobilization; to influence public opinion, policy deliberations, implementation and services; and to promote behaviour change - knowledge, attitudes and beliefs, practices, and skills.

Strategic communication

Outcomes of a targeted communication strategy for girls' education, as presented by **Teresa Stuart**, might be:

Advocacy

- Political leaders, educators, other duty bearers manifest political commitment and political will for EFA
- Policies, institutional environments, educational services are conducive to girls and resources allocated for girls
- Standards and indicators are in place for mainstreaming gender equality and quality learning systems
- Increased funding is available to support EFA.



Social mobilization

- People create and receive community support and services to encourage families to send their girls to school
- People make effective use of public services for children, youth and women
- Community supports infrastructure for a protective environment, improved health and nutrition, incentives, life skills and vocational training
- Research and evaluations report gender parity, no gaps in NER, GEI, more partnerships and projects that foster values of gender equity, quality and performance.

Behaviour change communication

- Parents, caregivers, teachers are informed, able to understand and believe in the benefits, are skilled and motivated to help girl children enjoy their rights especially to education
- Families change their mindset and socio-cultural norms in favour of girls' education
- Parents know how, where and from whom to access services for boys and girls and women
- Girls go to school, stay in school, are given equal treatment, enjoy quality education and complete schooling
- Greater appreciation of children's rights by families.

Strategic communication has the power to:

- Catalyse social change and development
- Empower individuals
- Cultivate positive social norms and values
- Unleash previously unheard voices
- Foster gender equality and women's empowerment
- Promote community learning and building

... and more.

Networks for sharing information

In recent years, following the 1990 World Conference on Education for All in Jomtien, and the subsequent 2000 World Education Forum in Dakar, several networks and other initiatives have been launched to promote and communicate issues of girls' education. Some of these were described by **Mita Gupta**. One of the most successful has been the Forum for African Women Educationalists (FAWE), established in 1992. Its goal is to increase access and retention and improve the quality of education for girls and women, and it has been instrumental in advancing the agenda on gender equality at country level.

In January 2000, the Asia-Pacific Conference on EFA 2000 Assessment took place in Bangkok, and adopted the following Agreement:

It is essential to eliminate systemic gender disparities, where they persist, amongst girls and boys, throughout the education system - in enrolment, achievement and completion; in teacher training and career development ; in curriculum and learning practices and learning processes.

This requires better appreciation of the role of education as an instrument of women's equality and empowerment.

GENIA – Activities/Outcomes

- Gender training at national and provincial levels
- Demand for Gender Toolkit/Gender-responsive EFA plans guidelines
- Gender analysis and research
- Involvement in the EFA planning and implementation processes

Mita Gupta

Subsequently, the **Gender in Education Network in Asia (GENIA)** was established by UNESCO with the support of DFID and DANIDA, with member countries Cambodia, Kazakhstan, Kyrgyzstan, Lao PDR, Mongolia, Nepal, Pakistan, Tajikistan, Thailand, Uzbekistan and Vietnam. Its aim is to promote gender equality in education. A network of Gender Focal Points has been established in the Ministries of Education of the member countries.

The United Nations Girls' Education Initiative (**UNGEI**) was launched in April 2000 at the World Education Forum in Dakar by United Nations Secretary-General Kofi Annan. UNGEI is a partnership that embraces the United Nations system, governments, donor countries, non-governmental organizations, civil society, the private sector, and communities and families. UNICEF is the lead agency and Secretariat for UNGEI.

UNGEI is designed to contribute to the elimination of gender discrimination and gender disparity in education systems through action at global, national, district and community levels. The Initiative brings together existing resources at the country level and uses them more efficiently and effectively. UNGEI starts with countries committing themselves to take action. It then focuses on areas of intervention that are known to produce results, are supported by a consolidated effort of all development partners and build on good practice and experience.

Patricia Moccia described the UNGEI 2005 **GAP (Gender Achievements and Prospects in Education) Review**, which is a year-long, multimedia assessment of achievements, challenges and new directions in girls' education. The Review takes stock of programmes in the field along with campaigns to mobilize support for the right of all children to complete their basic education. There is stakeholder negotiation at every level. GAP will report at the end of 2005.

Country presentations

Two country presentations showed how commitment to girls' education can work in practice. In **Bangladesh**, education has been identified as a key to development, with emphasis on girls' education. Gender parity has been almost achieved, with girls making up 49% of school enrolments, while at primary level more girls than boys enrol. There are, though still gender differences, with boys still outperforming girls. Only 36% of the teaching force is female. The new PEDP-II education development programme (a sub-sector SWAp) has objectives to: increase primary school access, participation and completion in accordance with the Government's EFA and other policy commitments; improve the quality of education provision for all children; improve the quality of students' learning and achievement; improve educational opportunities and provide for inclusive education for all primary age children; promulgate and advance key educational reforms.

In **Nepal**, there is a low women's literacy rate, more than 40% of schools do not have any female teachers, fewer than 10% of head teachers at primary level are female, there is a 12% NER gender gap at primary level, and only 30% of primary teachers are female. In order to redress these imbalances, Nepal has embarked on a series of actions in its latest programme, EFA 2004-09:

- Following up the 2001 Gender Audit of Education
- Gender Mainstreaming Exercise in MOES/DOE in central, district and school level
- Girls' Education Strategy Paper developed with involvement of wider partners
- Female representation in each committee related to education - PTA, SMC, VEC, DEC
- Partnership with NGOs/INGOs and UN agencies.
- Policy of two female teachers in each school
- Focus on gender perspective in curriculum, planning and targeting (there is provision for 20% of the curriculum to be developed at local level)
- Incorporation of gender equity concerns in teacher training packages
- Preparation of Children's Educational Charter
- School management transfer to community
- Block grants to schools
- Government allocation to education is 16% of the total national budget, of which 60% goes to the primary sub-sector

- Introduction of performance-based allocation- indicators include enrolment percentage of girls and proportion of female teachers
- Focus on school improvement programme which includes physical facilities as well as school environment; girls and dalit enrolment are major criteria for physical construction
- School Feeding Programme - 1) in areas where the nutritional status of the children is low; and 2) extra incentives for the parents.

Future plans include:

- Introduction of girls' education fund
- Introduction of Enrolment Campaign and 'Welcome to school programme
- Provision of female education volunteers
- Provision for constructing temporary classroom spaces
- Scholarship for 50% girls and all dalits at primary level and incentives at secondary as well.

Summary of Theme 4

Presentations on gender mainstreaming highlighted that gains made in girls' education are still vulnerable - it will take another generation before they are embedded.

Specifically targeting girls' education and systemic mainstreaming have been seen as complementary approaches within a framework of mainstreaming gender not just in education but in society as a whole. In practice, mainstreaming has resulted in domination of a quantitative approach and gender units being set up with little power or resources.

Gender budgeting and social auditing are two important but currently under-utilized tools for furthering girls' education. Whereas gender budgeting tends to be focused at the central, policy-making level, social auditing is a locally managed self-evaluation tool which focuses on social issues, e.g. girls' equity. Key components of social auditing are stakeholder involvement and independent verification.

The need for evaluation as a tool for determining the level of success of initiatives, and for use in future planning, was stressed. In terms of the extent to which education systems promote girls' education, it is necessary to ask what exactly is to be achieved, and how to evaluate it. There are perhaps three domains to consider: the instrumental value of education; the intrinsic value of education; and redistributive issues. Which of these three domains is prioritized in evaluation processes will depend on the context of each country.

There have been many pilot projects in the countries of the region which have had no proper experimental design, costing or evaluation. Ministries need to improve their technical capacity for evaluation, and develop a culture of using the results positively.

Perhaps the most powerful overarching tool for advocacy of girls' education is **Communication**. Communication can be used for social mobilization; to influence public opinion, policy deliberations, implementation and services; and to promote behaviour change- knowledge, attitudes and beliefs, practices, and skills.

Networks have been established in recent years for furthering girls' education - most notably GENIA and UNGEI within South Asia.

Background Papers

Bangladesh Country Papers, *Progress of Education in Bangladesh; National Level Partner's Activities 2003 & 2004.*

Meena Acharya, *Engendering the Budgetary System for the Education Sector.*

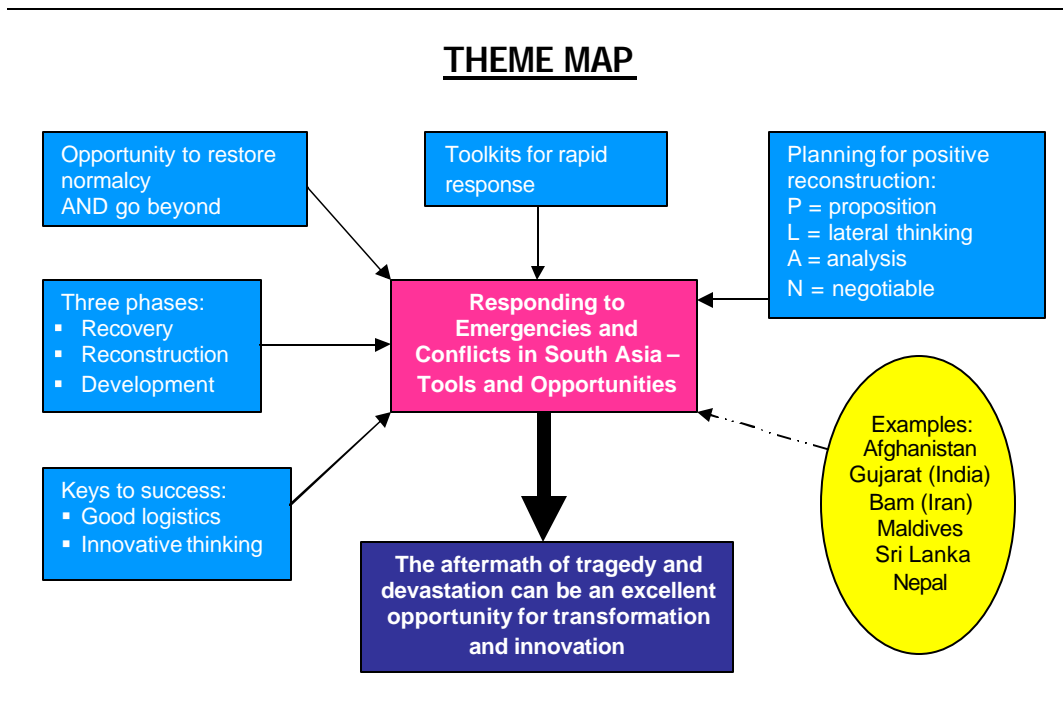
Mita Gupta, *Sharing Information - How Can Networks Help?*

Ramya Subrahmanian, *Mainstreaming Gender for Better Girls' Education: Policy and institutional issues.*

Roger Catchpole, *Social Audit - Can it help girls' education?*

THEME 5

RESPONDING TO EMERGENCIES AND CONFLICTS IN SOUTH ASIA - TOOLS AND OPPORTUNITIES



General Outcome: An understanding of the specific issues for girls during and following emergencies and conflicts, and an awareness of the available tools and how they might be utilized for positive change.

The scale of the tsunami disaster on 26 December 2004 was unprecedented in the region in modern times. However, this is not to minimize the devastation throughout the region in recent years from conflict and other emergencies. Indeed, almost all countries in the region suffer from one or the other. This session looked in some detail at the conflicts and emergencies that have taken place in recent years, and at how the countries deal with them, including how education systems respond.

Out of tragedy and devastation can come opportunities for positive change.

Harvesting silver linings

The presentation by Cream Wright drew the attention of the meeting to the fact that almost anywhere in the world there is an emergency waiting to happen, including both natural disasters and conflicts. Usually there are warning signals which can be heeded or ignored. 'Normalcy' has drawbacks that impede change through stagnation and resistance to innovation; however, ministries should not assume that normalcy will continue, and should plan for emergencies within the system. All emergencies present opportunities. It is crucial to think and act differently - to be willing to change. The priority is to restore normalcy, and to go beyond that - to innovate and make breakthroughs.

Key Lessons From Emergencies

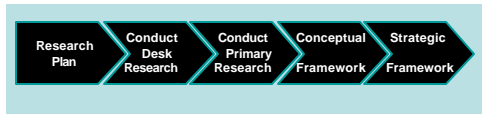
- **Local Coping Mechanisms exist, and they matter**
(Engage and build on them - not by-pass them)
- **Emergencies are also a crisis in 'worldviews'**
(Questioning of beliefs, rationality and norms)
- **Increased risk taking: opportunity/vulnerability**
(Open to suggestions and ready for innovations)
- **Restoring hope is central and key to recovery**
(Beyond saving lives, give a reason for living)
- **Education restores rhythm of daily life and hope**
(Afghanistan, Angola, Liberia, Gujarat, Bam)

There are some key lessons that can be learnt from emergencies as shown in the **box above**. The keys to rapid and successful return to school are good logistics and innovative means of delivery, always bearing in mind the need to maintain quality in terms of both short-term immediate needs and longer term meaningful learning experiences - and these can equally apply to regions of 'silent emergencies', where educational needs are still not being met.

Planning as a tool for positive reconstruction

The role of planning in the reconstruction process was highlighted by **Garry Whitby**, using the example of opportunities arising from the tsunami experience in the Maldives. In whatever circumstances, planning and implementation should follow typical processes, as shown in **the diagram**:

Typical Strategic Planning Process



Typical Implementation Process



Garry Whitby

Key elements of a plan are:

Proposition - suggestions for a way forward, but based on **Lateral thinking**, after **Analysis of issues and the situation**, but it should remain **Negotiable**.

It is particularly important to involve all local stakeholders in the planning process, through a combination of interviews and focus group discussions.

Implementation of interventions post-emergency can be classified in three phases: recovery, reconstruction and development, with the development phase providing the longer-term opportunities for positive change:

Phasing of interventions

Phase	Activities	Timing
Recovery (schools operational)	Needs Assessment Clean-up, Water Tanks Re-equipping schools Temporary Structures Minor repairs	Largely Complete 3-6 Mths
Reconstruction (schools to former condition)	Major structural repairs New classrooms Painting, Toilets, Boundary wall construction	6-24 Mths
Development (creating child friendly environments)	Teacher Development/Resource Centres, Review of Policy Education Materials Development New schools on safe islands Labour only contracts	12- 48 Mths

Notes: Suitable for small-scale contractors; suitable for community contractors

Garry Whitby

It is important to remember that physical reconstruction is not enough - there must be new thinking, new goals for positive change, together with effective programmes of training and monitoring and evaluation.

Kits for Rapid Educational Response

Two UNICEF response kits that have been sent to the region to help with rapid return to education were described by **Pilar Aguilar**.

The **School-in-a-Box** has been used by UNICEF since the mid-1990s and was originally developed by UNICEF and UNESCO to provide basic education to hundreds of thousands of children who had been displaced by the events in Rwanda in 1994 and were living in refugee camps. It contains supplies and materials for a teacher and up to 80 students, if taught in double-shift classes of 40. In addition to the basic school supplies, such as exercise books, pencils, erasers and scissors, the kit also includes a wooden teaching clock, plastic cubes for counting and a set of three laminated posters (alphabet, multiplication and number tables). The kit is supplied in a locked aluminium box; the lid can double as a blackboard when coated with the special paint included in the kit.



Using a locally developed teaching guide and curriculum, teachers can establish makeshift classrooms almost anywhere. The purpose of the kit is to ensure the continuation of children’s education in the first 72 hours of an emergency. The contents of the kit are not culturally specific and should be supplemented by locally purchased products, such as books in local languages, toys, games and musical instruments. Components of the school-in-a-box kit have been adapted so that they can be used anywhere in the world. Exercise books for example are printed without margins, so that children who write from left to right or from right to left can use them. The three posters are printed with spaces, in which the teacher can either draw, or write the numbers and letters in the local language.

The **Recreational Kit** is a more recent development, created as a result of an appreciation that play is an effective trauma therapy for children displaced by war and natural disasters. The kit is suitable for up to 40 children, who can participate in team sports and games under the guidance of a teacher. It includes balls for several types of games, coloured tunics for different teams, chalk and a measuring tape for marking play areas and a whistle and scoring slate. The composition of this kit has been a challenge, because of regional and cultural differences in children’s sports activities and games. To ensure that the Recreation Kit lives up to the targets for girls’ education in UNICEF’s Medium Term Strategic Plan, a gender analysis of the kit is currently being commissioned.

- Meet the demand for infrastructure (school buildings, safe learning space) and the resources (teachers, curriculum, teaching-learning materials) simultaneously
- Continue attention to development of policies, administrative and management capacity.
- Strengthen the role of communities and schools
- Implement and scale up activities quickly
- Develop capacity
- Further mobilize resources, accelerate project development finalization processes and move to rapid implementation.

The earthquake in **Gujarat** on 26 January 2001 affected 2000 schools, 8000 classrooms and teachers, and 400,000 schoolchildren. The potential impact, challenges and strategy for restoring primary education **are shown in the diagrams:**

Potential impact

- Fear & stress in children
- Increased risk of drop outs from schools
- Vulnerability from exploitation and child labour
- Low learning achievements
- Loss of academic year 2001
- Child unfriendly environment

Children are most vulnerable in any disaster

Challenges

- Restarting schools by 14th June
- Creating secure & child friendly environment
- Restoring social normalcy and providing psychosocial support
- Access to schools for all
- Ensuring quality basic education
- Community participation in school management

Access to school- a challenge

Strategy for Restoring Primary Education

Phases

- I ▪ Set up temporary schools in 7630 tents awaiting permanent buildings
- II ▪ Initiate educational activities to ensure continuous, uninterrupted learning
- III ▪ Improve quality of education
- IV ▪ Develop schools as agents of change

Future plans in Gujarat include:

- Enhancing participation of girls in education
- Strengthening monitoring of how schools function
- Continuing support for psychosocial interventions
- Refresher training on activity-based teaching
- Capacity building on monitoring quality aspects
- Promoting of drinking water and sanitation facilities and health education
- Constituting and capacity building of Village Education Committees and School Education Committees
- Promoting children's literature programmes

- Linking school activities with life skills.

Bam (Iran) was devastated by an earthquake exactly one year before the South Asian earthquake and tsunami, on 26 December 2003.

UNICEF's initial response was to:

- Provide temporary learning spaces
- Support the reopening of schools and recreational activities.

Beyond the initial response was the resumption of quality education. Special focus was placed on girls, because of:

- Sexual violence, abuse and economic exploitation
- Education not perceived as a priority when urgent basic needs must be met, forced and early marriage seen as a protective measure
- Girls often cannot voice their fear and insecurity or share their hopes and feelings.

Impact of the Earthquake in Bam

- 30,000 people killed (1/4)
- 30,000 people injured (1/4)
- 25,000 houses destroyed (>3/4)
- 200,000 affected (economical, infrastructure)
- More than 60,000 people homeless (1/2)
- 131 schools destroyed (3/4)

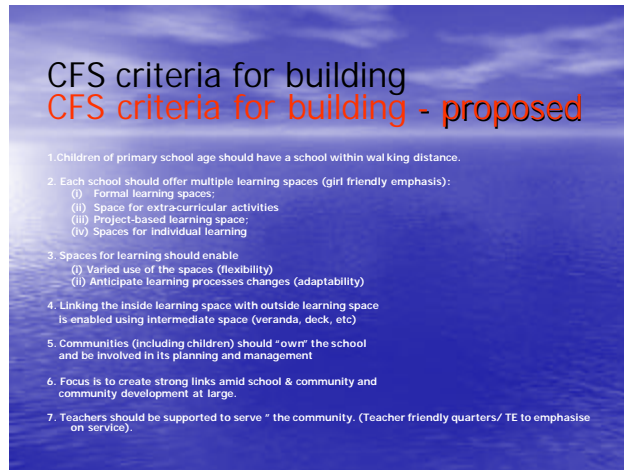


The emergency was seen as an opportunity to make schools girl-friendly:

Access	Quality
<ul style="list-style-type: none"> • Advocate for reviewing national school design • Involve children and the community in the design and construction of schools • Use limited space after emergency for linkages to ECC and NFE/Recreation Centres, and community activities • Provide access to 'mobile' education and recreation • Collect, manage and analyse data (link to EMIS) • Establish and strengthen tracking system for out-of-school children 	<ul style="list-style-type: none"> • Advocate for girl-friendly schools - soft and hard components package • Improve teachers' motivation • Provide extra-curricular courses • Review educational and recreational materials • Support participative, child-centred and gender-sensitive teaching methods • Strengthen children's participation in schools • Strengthen community involvement in planning, management and M&E of educational activities • Establish self study hours and catching-up classes • Support school environment and learning materials for meeting the needs of disabled children.

Sri Lanka is one of the countries in the region that was already dealing with a long-standing conflict and was then struck by the tsunami. Strategies were already in place for protection of girls; for example, girls' safe environment is considered when rehabilitating school buildings damaged in the conflict.

Following the tsunami, the Sri Lankan government's response included: establishment of a Children's Desk / Emergency Education Desk; support for all children back to school (or at least some learning environment) by the end of January as the most effective remedy in helping children cope with the enormity of the catastrophe; mainstreaming of psycho-social response through the education system for supporting children, teachers and families; planning for reconstruction of destroyed infrastructure, incorporating child/girls' friendly criteria from UNICEF (see diagram).



The tragedy has been seen as an opportunity to:

- Develop a broad vision on how to improve the national education system and make it even stronger than it was prior to the tsunami
- Draw up guidelines and standards for the relocation and construction of (innovative child-centred/girl friendly) schools in the longer-term construction effort (fully equipped with adequate water, electricity, sanitation facilities, fencing and road access).

The **Maldives** already had in place a pilot project, funded by UNICEF, to develop twenty-two child-friendly schools. The limitations of typical schools were : emphasis on facilities rather than learning; students' movements constrained; teacher as the centre of learning; textbook oriented lessons; lack of communicative and social skills. The tsunami has been used as an opportunity for positive change, and the child-friendly initiative has consequently been introduced nationwide:

- Schools are child-friendly spaces
 - ... with child-friendly resources
 - ... and child-friendly teachers
- Children learn at their individual pace and in their own time
- Emphasis on communication skills
- Involvement of communities
- Reconstruction is in the direction from inside the classroom with focus on hygiene education and special needs, to outside with landscape gardening.

Finally in this theme, an extract of a film from **Nepal**, 'Schools in the Crossfire', showed vividly the impact that a conflict can have on schools, and on the children, teachers and community when teachers and pupils are targeted. Some teachers are killed by the state; others by insurgents - teachers are especially vulnerable when they work in areas with a large insurgent presence yet are government employees, and consequently are distrusted by both sides. At the same time, schools are targeted by insurgents as recruiting grounds for their cadres.

The message was that children should not be deprived of their right to education, but schools simply cannot operate effectively under such conditions. It is one thing to declare schools as Zones of Peace; it is quite another to persuade all sides to respect this. Strategies are needed for promoting education in areas of conflict, but it is a problem that is wider than just the education system - commitment is needed from all sectors and at all levels.

Summary of Theme 5

The overwhelming message of this theme was that out of tragedy and devastation can come opportunities for positive change, as highlighted by several country presentations. All emergencies present opportunities. It is crucial to think and act differently - to be willing to change. The priority is to restore normalcy, and to go beyond that - to innovate and make breakthroughs.

The key role of planning in the reconstruction process was highlighted. Implementation of interventions post-emergency can be classified in three phases: recovery, reconstruction and development, with the development phase providing the longer-term opportunities for positive change.

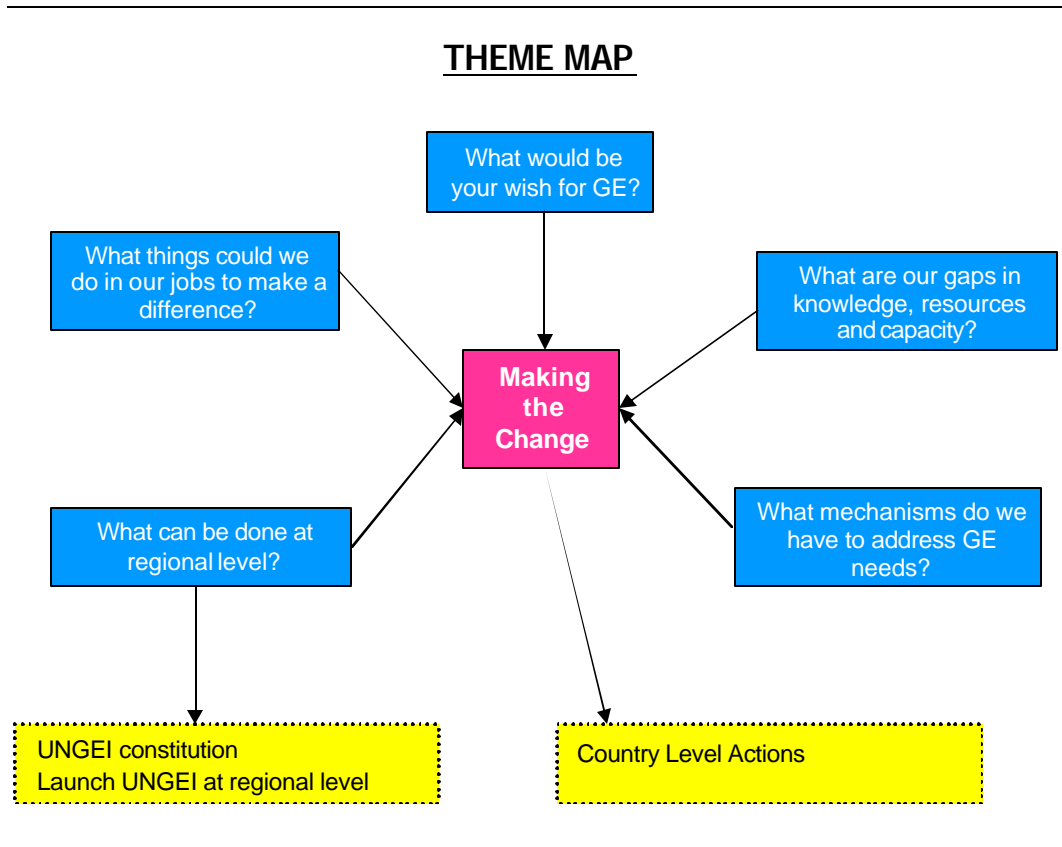
Two rapid educational response kits have been developed by UNICEF: the School-in-a-Box, designed to ensure the continuation of children's education in the first 72 hours of an emergency; and the Recreational Kit, created as a result of an appreciation that play is an effective trauma therapy for children displaced by war and natural disasters.

The inter-Agency Network for Education in Emergencies (INEE) has developed a set of 'Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction'. Although they were developed for emergencies, the standards are equally applicable to non-emergency situations.

The keys to rapid and successful return to school are good logistics and innovative means of delivery, always bearing in mind the need to maintain quality in terms of both short-term immediate needs and longer term meaningful learning experiences - and these can equally apply to regions of 'silent emergencies', where educational needs are still not being met.

THEME 6

MAKING THE CHANGE



General Outcome: A way forward on the specific issues relevant to girls' education in each country.

The final theme of the meeting explored what specific steps would need to be taken by individual countries, as well as at the regional level, to accelerate girls' education. Delegates were divided into eight country groups and one regional group. Country groups were diversely represented by government personnel, UNICEF, NGOs and INGOs, academics and specialists. The regional group was represented by UNICEF Headquarters and Regional Office for South Asia (ROSA), UNESCO, ILO, donors and INGOs. The aim of the group - work was to give delegates an opportunity to reflect on the specific issues surrounding girls' education in each country and in the region, and to engage in dialogue on how these issues could be addressed.

Country groups were asked to focus their discussion on five main questions:

1. What three things could we do in our jobs by the end of 2005 to make a difference to girls' education?
2. If we each, from the perspective from which we see things, had one wish for the education of girls, what would it be?
3. What are the gaps in our knowledge, research, resources and capacity to do it?
4. What mechanisms do we have or want to put in place in order to address the needs of girls and their education across various sectors and activities?
5. What do we need to do at regional level to support countries to do what they identify?

The regional group discussed what action could be taken at regional level to promote girls' education - specifically through the launch of the UN Girls' Education Initiative (UNGEI).

The responses of each group are detailed in Table 3 and summarized below. While many are context-specific, there are certain commonalities across groups, as well as activities proposed by individual countries that may be relevant to all.

1. Three things we could do to promote girls' education by the end of 2005

Responses to this question were mixed and reflected the different stages countries have reached in terms of promoting the girls' education agenda. Nepal, for example, emphasized the need for an advocacy campaign to secure high level political commitment to girls' education, whereas Bangladesh stressed implementation of existing plans - suggesting that the commitment was already there - and proposed action on other related areas such as non-formal education and interventions for out-of-school youth. Afghanistan and Maldives shared a commitment to mapping and analysis of gender disparities in education so that planning could be more effective, while Sri Lanka proposed consultations at provincial/district level on the issue of girls' education.

Several countries also emphasized the need for reform or strengthening of systems: India pledged at least 80% utilization of available resources; Nepal proposed initiating a gender budgeting exercise in support of girls' education; Pakistan stressed the need to improve skills and mechanisms for data collection and disaggregation at the district level.

Other commitments made by individual countries that may be of more general relevance or applicability include providing vocational training for girls (Maldives), recruiting more female teachers (India), and establishing separate water and sanitation facilities in all schools (Bhutan).

2. One wish for girls' education

In response to this question, an overwhelming majority of countries emphasized political will and commitment, as well as functioning and accountable systems to implement strategies. There was also an emphasis on ensuring correct and accurate data (Pakistan). Maldives took a somewhat unique stance in emphasizing more females in top decision-making positions, recognizing that this may be a contributing factor to the prioritization of girls' needs and rights at policy level.

3. Gaps in knowledge, research, resources and capacity

Research - groups stressed the need for formative or action-oriented research that is closely linked to policy development and implementation. There is a need to identify which are the most effective strategies to promote girls' education, and which are the best ways to implement strategies. Nepal and Sri Lanka also emphasized the need for research into existing cultural practices and expectations vis-à-vis girls' participation in education so that strategies (and materials - Maldives) are locally appropriate. Bangladesh raised the important point that cross-cutting issues must also be identified in order to develop a holistic response to the issue. Afghanistan sought strategies to 'jump-start' the girls' education agenda, reflecting its lower starting level. Bhutan emphasized the need to research progression of girls through the school system, which is likely to be important for all countries. The form in which data was collected and analysed was also specified: India, particularly, emphasized the need for disaggregated data so as to 'name and shame' states.

Resources - some groups emphasized a need for more resources, especially financial resources, for school building, teacher training and salaries, and educational supplies (Afghanistan, Maldives). Other groups (Nepal) suggested that resources were sufficient but needed to be specifically allocated for girls' education, and more closely monitored to ensure that they were being properly used.

Capacity - groups stressed the need for capacity-building schools, communities, governments and media to promote girls' education. Some groups (Bhutan, Nepal) emphasized the need for greater regional interaction and support to increase capacity.

Other gaps/needs raised include: gender budgeting and a sound financial assessment of the costs of not educating girls (India); a framework for a gender audit in education (Pakistan); and communication strategies for the promotion of girls' education (Pakistan).

4. Mechanisms needed to address the needs of girls and their education

The resounding emphasis was on mechanisms to promote inter-sectorality. Some countries suggested how this might be done: Bangladesh proposed the creation of an inter-sectoral task group under the Prime Minister's office, represented by

government, NGOs, Civil Society and academics; Nepal suggested establishing inter-sectoral working groups at national regional, district, VDC and school level.

There was also an emphasis on mechanisms for advocacy, particularly through the media (Maldives, Sri Lanka), as well as mechanisms to ensure better supervision and monitoring of gender in education (Maldives). India raised a point relevant to all countries that there should be sufficient provisioning for elementary/secondary schools to absorb primary school graduate girls- failure to do so may mean that primary level gains are lost.

Afghanistan differed from the other country groups by placing significant emphasis on social mobilization. The group proposed involving youth and NGOs to bring about attitudinal change towards girls' education at the community level, and mobilizing young graduates as volunteer teachers - both of which may be applicable in other country contexts. Afghanistan also emphasized the need to form mechanisms for networking and information sharing, which are explored in greater detail below.

5. Regional level support required

Several groups emphasized creation of a South Asian 'Working Group' for sharing ideas and expertise for the advancement of education for all, particularly the education of girls, which would be supported by ROSA. This is one of the key objectives of the UN Girls' Education Initiative (UNGEI) which was discussed in the regional group. Some countries also emphasized financial support (Afghanistan, India). It was also proposed that action research should be conducted - or coordinated - at regional level, and that instruments should be identified to address school-level violence (Nepal).

Nepal stressed the need for greater regional accountability through SAARC, while India suggested establishing a number of new networks at regional level such as a South Asian equivalent of the successful FAWE network in Africa, consisting of high-level female ministers and intellectuals, as well as a Regional Federation of National Forums for Women's Education. India also proposed restarting the Global Movement for Children at the regional level.

Regional Group discussion

The regional group discussion centred around the UN Girls' Education Initiative (UNGEI) and on how this could be launched at the regional level. It was proposed that a regional UNGEI group would be constituted. This would be coordinated by UNICEF ROSA, which will appoint someone for this task. It was decided that ROSA would convene an event to bring all relevant partners into the UNGEI group. In the meantime, all those present would familiarize themselves with the Operational Guidelines (currently in draft form) and ROSA would initiate the drafting of a regional UNGEI business plan in preparation for a full launch.

Table 3 Groupwork responses

1. What three things could I/we do in our jobs by the end of 2005 to make a difference to girls' education?

Afghanistan	Bangladesh	Bhutan	India	Maldives	Nepal	Pakistan	Sri Lanka
Mapping of disparities in girls' education in Afghanistan (gender, regional, social and resources)	PEDP-II off the ground with emphasis on quality and equity - including checking PSQL (Primary School Quality Level) list against girl-friendly criteria	Accelerate implementation of CFS	Basic learning conditions for most deprived regions and sections (focus groups etc.); access	Gender analysis of the education sector	Advocacy campaign for high level political commitment to girls' education strategy and action	Upgrade girls' middle school access (teachers, resources for <u>relevant</u> learning)	Revisit GOSL/ UNICEF work plans. Focus on emphasized areas (national and district) in implementation (under EFA)
Sub-national programming to reduce disparities in above areas within a reasonable timeframe	Approval and implementation of the Bureau of Non-Formal Education	Separate water and sanitation facilities in all schools	At least 80% utilization of available resources	Sensitization and training of education professionals and parents	Strengthen partnership for civil society support for girls' education	Improved district-based data (mechanisms, skills, disaggregation) for planning	Consultations - provincial/ district focusing on theme
Enabling environment to draw girls into schools	Planned interventions for out-of-school children	Build more teachers' quarters in remote schools	Massive recruitment of female teachers and in-service/ pre-service training package	Introduce vocational education for girls	Initiate gender budgeting exercise in support of girls' education	Increased focus on holistic basic education inc. ECE and Youth	Educational vision/ strategic plan to focus on priority (link to first note above)
						A communication strategy for girls	
						Strengthening civil society participation	

2. If we each, from the perspective from which we see things, had one wish for the education of girls, what would it be?

Afghanistan	Bangladesh	Bhutan	India	Maldives	Nepal	Pakistan	Sri Lanka
Give all girls of Afghanistan what they have lost during 30 years		More resources and policy of compulsory basic education	Political will at the highest levels (Prime Minister and Chief Ministers)	More females in top decision-making positions	Political support and social consensus and system readiness to accelerate girls' education strategy	Get the data right with all service providers	Quality and relevant education - to lead a 'quality' life whichever level they end up with
						A functioning system with clear vision, standards and accountabilities	
						More predictability (systemic)	

3. What are the gaps in our knowledge, research, resources and capacity to do it?

Afghanistan	Bangladesh	Bhutan	India	Maldives	Nepal	Pakistan	Sri Lanka
<ul style="list-style-type: none"> ▪ Resources Money for school building, teacher training and educational supplies and salaries ▪ Research and knowledge Alternative approaches for jump start and proven strategies 	<p>PSQL action-research to identify strategies to implement effectively</p> <p>Addressing cross-cutting issues to develop a holistic gender strategy</p>	<p>Research on progression of girls through the school system</p> <p>More resources</p>	<p>Using disaggregated data to name and shame states!</p> <p>National certification process in place</p>	<p>Lack of human and financial resources</p> <p>Locally appropriate training materials</p>	<ul style="list-style-type: none"> ▪ Knowledge Classroom/school culture practices on girls' participation in schools ▪ Research Action research ▪ Resources Allocated to priority girls' education ▪ Capacity Capacity exists (some regional support –) ▪ Knowledge Comparative efficiency of intervention instruments, e.g.: <ul style="list-style-type: none"> – incentives – pro-girl policies ▪ Research Formative research with loop into policy development ▪ Resources Donors to track impact ▪ Capacity Build capacity within government 	<p>Mechanisms for building common approach (understanding of roles/ enabling environment)</p> <p>Communication strategies</p>	<ul style="list-style-type: none"> ▪ Resources <ul style="list-style-type: none"> – Awareness of the need among decision makers – Traditional: social systems; exams; expectations ▪ Research <ul style="list-style-type: none"> – Academic and not much action oriented – Need to be utilized in day-to-day/ policy making

Afghanistan	Bangladesh	Bhutan	India	Maldives	Nepal	Pakistan	Sri Lanka
		More regional interaction	Identify key grey areas where there is a need for studies	Lack of information sharing	<ul style="list-style-type: none"> ▪ Knowledge Examine capacity of schools to respond to different learning styles: – socio-economic – Mother tongue ▪ Research Action research ▪ Resources Conditionality on public service expenditure: teaching needs to be revisited ▪ Capacity Capacity within system/ partnerships 	District-based planning and budgeting	<ul style="list-style-type: none"> ▪ Capacity Overall capacity-building required (government, community/ media)
			Gender budgeting	Inappropriate job placements		Developing a framework for gender audit in education	
			Opportunity costs of not educating girls				
			Sound national assessment of children's learning in place				

4. What mechanisms do we have or want to put into place in order to address the needs of girls and their education across various sectors and activities?

Afghanistan	Bangladesh	Bhutan	India	Maldives	Nepal	Pakistan	Sri Lanka
Involvement of youth and non-governmental organizations to bring about change in attitude of parents and communities towards girls' education to create secure learning spaces	Inter-sectoral task group with governmental, NGO, civic society, academics' representation under Prime Minister's Office	Legislation for compulsory basic education	Existing frameworks to be effectively operationalized (NPEGEL - MAHILA SAMAKHYA - KCBV(?))	Intersectoral coordination	Mechanism to fine-tune: establish inter-sectoral Ministry/DOE level working groups at national, regional, district, VDC, school level	District-based design, through government and CSOs, of inter-sectoral linkages for girls' ed/ gender (Dept of Ed/ Lit/ SW/ Labour/ Com Dev) through the Dist Coord office to influence in turn systems policy at provincial and federal levels for optimum impact	Lobbying in all related sectors for the requirement as a national need for development: – media – training – through ad. material
Introduction of social services (all university graduates to work as teachers voluntarily)			Strengthening PRI's role in VEE (specially for girls)	Supervision and monitoring – gender	Intra-ministerial coordination		
Formation of Regional network and data banks of agencies and organizations with their expertise and willingness to support other activities			Strengthening mainstreaming mechanism from alternative sts → formal schools	Advocacy through media and policy forums	Re-establish Education/Donors Coordination Group		
			Sufficient provisioning for elementary schools to absorb the primary graduates girls				

Afghanistan	Bangladesh	Bhutan	India	Maldives	Nepal	Pakistan	Sri Lanka
			Networking and convergence across sectors				

5. What do we need to do at regional level to support countries to do what they identify?

Afghanistan	Bangladesh	Bhutan	India	Maldives	Nepal	Pakistan	Sri Lanka
Capacity building	Formation of a South Asia Working Group to share ideas, experience/ expertise for the advancement of education for all with particular emphasis on girls' education with UNICEF and its partners as facilitators		Secure funds for girls' education in the Region		Action research	As Bangladesh	Priority - focus - justified among leaders as a need in South Asia (by UN)
Financial support			Support the creation of a South Asia FAWE (high level - women ministers and intellectuals network)		Education watch		Through data from country/ local levels
			Regional Federation of National Forums for Women's Education		Instruments to address school level violence - Psycho-social support		Share current impacts seen
			Restart the Global Movement for Children		Regional accountability - SAARC		Spread global considerations
			UNICEF ROSA to support a regional consultative group on Girls' Education				Work with countries and networks enhanced

Regional group

- Constitute regional UNGEI group UNICEF facilitator
- Convene an event to bring partners into the group
- Familiarize with Operational Guidelines
- Draft regional UNGEI business plan.

Resources Available on Girls' Education Jan/Feb 2005

GIRLS' EDUCATION - THE SITUATION

1.1 Outcomes

Books, reports, articles

1. Gender and education for all: the leap to equality; EFA global monitoring report, 2003/4; summary report
2003
UNESCO
<http://unesdoc.unesco.org/images/0013/001325/132550e.pdf>
2. Education for all: The quality Imperative; EFA global monitoring report, summary and full report
2005
UNESCO
http://portal.unesco.org/education/en/ev.php-URL_ID=35874&URL_DO=DO_TOPIC&URL_SECTION=201.html
3. Education for All 2000 Assessment: thematic studies
2001
UNICEF
<http://unesdoc.unesco.org/images/0012/001233/123332e.pdf>
4. Education for All: is the world on track? EFA global monitoring report, 2002
2002
UNESCO
<http://unesdoc.unesco.org/images/0012/001290/129053e.pdf>
5. Teach a child: transform a nation
2004
Basic Education Coalition
<http://www.basiced.org/index.php>
6. Women as educators, and women's education in E-9 countries
2000
Vollmann, W., and S. Garza Morales; UNESCO
<http://unesdoc.unesco.org/images/0012/001213/121365eo.pdf>
7. Education for All: Teacher Demand and Supply in South Asia
http://www.campaignforeducation.org/resources/Nov2003/EI_TeachersAsia1103.pdf

8. Quality with Equity: The Primary Education Agenda, (Education Watch Bangladesh Report 2003/4).
2005
M. Ahmed and S.R. Nath, Dhaka: Campaign for Popular Education

Useful websites

1. UNICEF
www.unicef.org
2. UNESCO
www.unesco.org
3. UNGEI
www.ungei.org

1.2 GE and MDGs

Books, reports, articles

1. EFA in South Asia: analytical study on Dakar Goals; series
2004
UNESCO New Delhi and Regional Bureau for Communication and Information in Asia and the Pacific
2. The Millennium Development Goals and the United Nations Girls Education Initiative A
Guidance Note to UN Country Teams
2002
UNESCO
http://www.unesco.org/education/efa/know_sharing/flagship_initiatives/ungei_guidance.pdf
3. Progress to gender equality in education
2004
Jackie Kirk and Stephanie Garrow - UNESCO Centre, University of Ulster, UK
<http://www.id21.org/zinter/id21zinter.exe?a=10&i=InsightsEdu3Editorial&u=42008df9>

Useful websites

1. Millennium Development Goals
www.developmentgoals.org
2. The United Nations Girls' Education Initiative
<http://www.ungei.org>
3. The Millennium Project
<http://www.unmillenniumproject.org/>
4. Islamabad declaration on Education For All

http://www.unesco.org/education/efa/news_en/27.05.03_declaration_islamabad.shtml

5. The six Dakar Goals
<http://www.campaignforeducation.org/documents/The%20six%20Dakar%20goals.doc>

1.3 Measuring indicators

Books, reports, articles

1. Guidelines for implementing, monitoring and evaluating: gender responsive EFA plans 2004
UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific
<http://unesdoc.unesco.org/images/0013/001378/137866e.pdf>
2. A scorecard for tracking girls' education in the commonwealth - Beyond Access 2005
www.ioe.ac.uk/efps/beyondaccess
www.ungei.org
3. A scorecard on gender equality and girls' education in Asia, 1990-2000
Unterhalter, E., R. Rajagopalan, C. Challender
<http://k1.ioe.ac.uk/schools/efps/GenderEducDev/Asia%20Scorecard%20final%20Dec%208%2004.pdf>

Useful websites

1. Commonwealth Secretariat
<http://www.thecommonwealth.org>
2. GEMS: Girls' Education Monitoring System
<http://www.educategirls.com/>

1.4 GE and Children's opinion

Books, reports, articles

1. Quality Education for All from a Girl's Point of View
http://www.unicef.org/publications/pub_qualityeducation_en.pdf
2. We want our say. Children as active participants in their education 2003
R. Klein; Save the Children UK
3. Consulting pupils. A toolkit for teachers. 2003
Macbeath, J., H. Demetriou, J. Ruddock & K. Myers; Cambridge

4. Consulting pupils. What's in it for schools?
2004
Flutter, J., and J. Ruddock; London

2. GIRLS IN A CHANGING ENVIRONMENT

2.1 Effective practices

Books, reports, articles

1. What works in girls' education: evidence and policies from the developing world
2004
Herz, Barbara, Sperling, Gene B. ; Council on Foreign Relations (USA)
http://www.cfr.org/pdf/Girls_Education_full.pdf
2. Good practices: gender equality in basic education and lifelong learning through CLCs;
experiences from 15 countries
2003
Pant, Anita P. ; UNESCO Office Bangkok and Regional Bureau for Education in Asia and the
Pacific
<http://unesdoc.unesco.org/images/0013/001316/131633e.pdf>
3. Taking flight
2001
Mathur, Ratna; UNESCO Principal Regional Office for Asia and the Pacific (Thailand)
<http://unesdoc.unesco.org/images/0012/001222/122257eb.pdf>
4. EFA: policy and planning: Lessons from Sri Lanka
<http://www.dfid.gov.uk/pubs/files/educationfora1ledpaper46.pdf>
5. Closing gender gaps in education: lessons from good practice
2004
EFA Global Monitoring Report Team - UNESCO
<http://www.id21.org/zinter/id21zinter.exe?a=17&i=e1efa1g2&u=42008df9>
6. Promising Practices and Implications for Scaling up Girls' Education
2004
Commonwealth Secretariat, in partnership with UNICEF India
www.thecommonwealth.org
7. Getting Children Back to School: Case Studies in Primary Education
SAGE Publications India
www.indiasage.com

2.2 GE and child labour

Books, reports, articles

1. Indigenous and Tribal Children: Assessing child labour and education challenges
2003
P.B. Larsen; IPEC/ILO
2. Combating Child Labour ... through Education
2004
U. Sarkar; ILO
3. The invisible children
http://www.campaignforeducation.org/resources/May2004/eng_brochure_for_web_A4.pdf
4. Challenging child labour education and youth action to stop the exploitation of children
http://test.sit.edu/publications/docs/clea_challenge.pdf
5. Child Labour and the Right to Education in South Asia: needs versus rights
2003
Kabeer, N., G.B. Nambissan and R. Subhramanian (ed.). New Delhi: Sage Publications.
6. Education for all and children who are excluded
2000
Bernard, Anne K; UNESCO
7. Child Labor and Schooling Decisions in Urban and Rural Areas: Comparative Evidence from Nepal, Peru, and Zimbabwe
2005
World Development, Vol. 33, Issue 3, March

Useful websites

1. International Programme on the Elimination of Child Labour: IPEC (ILO)
<http://www.ilo.org/public/english/standards/ipec/>
2. UNICEF
http://www.unicef.org/girlseducation/index_focus_exploitation.html

2.3 GE and protection

Books, reports, articles

1. Girl Education / Prevention of Trafficking Girls
<http://www.unesco.org/kathmandu/education/preventionOfTraffickingGirls.php>

2. Accelerating Progress in Girls' Education
http://www.unicef.org/publications/ENGLISH_ic.pdf
3. A safe place? Tackling sexual violence in the education sector 'Beyond victims and villains: addressing sexual violence in the education sector'
 2003
 Judith Mirsky, the Panos Institute, London
<http://www.id21.org/zinter/id21zinter.exe?a=3&i=e5jm1g1&u=42008df9>
4. Unsafe schools: A Literature Review of School-Related Gender-Based Violence in Developing countries
 2003
 USAID
5. Stop violence against girls in schools
 ActionAid
<http://www.actionaid.org/docs/ActionAidViolenceBklt.pdf>
6. Corporal punishment in Schools in South Asia
 2001
 UNICEF ROSA
7. A reference kit on violence against women and girls in South Asia
 2001
 UNICEF ROSA

2.4 GE and health, nutrition, reproduction and watsan

Books, reports, articles

1. School Feeding Works for Girls' Education
 2001
 WFP
http://portal.unesco.org/education/en/file_download.php/d84f7ac73402f92284cbf3d57e5e2bd5School+feeding+works+for+girls+education.pdf
2. Accelerating Progress in Girls' Education
http://www.unicef.org/publications/ENGLISH_ic.pdf
3. Defeating hunger and ignorance: food aid for the education of girls and women
 2000
 Bouya, Alphonsine; Paris; UNESCO/World Food Programme Cooperation

4. School Feeding Handbook by WFP
http://portal.unesco.org/education/en/file_download.php/05e2db407bc870a59572a5eb8b1b0f2fSF+Handbook.pdf
5. Food for Education Indicator Guide
 2001
 Bergeron, G. and J. Del Rosso; Academy for Educational Development
<http://www.pronutrition.org/files/Food%20for%20Education%20Indicators%20Measurement%20Guide.pdf>
6. Basics on SSHE
 Lizette Burgers
<http://www.irc.nl/page/462>

Useful websites

1. UNICEF
http://www.unicef.org/girlseducation/index_focus_water.html
2. WFP
www.wfp.org
3. IRC International Water and Sanitation Centre
<http://www.irc.nl/>

2.5 GE and HIV/AIDS

Books, reports, articles

1. Planning for Education in the Context of HIV/AIDS
 2000
 Michael J. Kelly; Fundamentals of Educational Planning series, number 66
2. Media backgrounder: AIDS and girls' education
 2004
 Global Coalition on Women and Aids
http://www.unaids.org/html/pub/una-docs/gcwa_education_02feb04_en_pdf.pdf
3. Learning to survive: How education for all would save millions of young people from HIV/AIDS
<http://www.campaignforeducation.org/resources/Apr2004/Learning%20to%20Survive%20final%202604.doc>
http://www1.worldbank.org/education/efafti/documents/GCE_aids_report.pdf
4. Education and HIV/AIDS: A sourcebook of HIV/AIDS Prevention Programs.
 2003
 World Bank
<http://www.schoolsandhealth.org/Sourcebook/sourcebook-complete.pdf>

5. Education and HIV/AIDS - a window of hope
http://www-wds.worldbank.org/servlet/WDS_IBank_Servlet?pcont=details&eid=000094946_02043004023371
6. The Sound of Silence. Difficulties in Communicating on HIV/AIDS in Schools
 2003
 ActionAid, London
7. HIV/AIDS and Education: A Strategic Approach
 Oct 2002
 UNESCO
<http://unesdoc.unesco.org/images/0012/001286/128657e.pdf>
8. Empowering girls to beat HIV/AIDS
<http://www.girlsrights.org/factsheets/Empower%20Girls%20web%20version.pdf>

Useful websites

1. UNICEF
http://www.unicef.org/girlseducation/index_focus_aids.html
2. UNAIDS
<http://www.unaids.org/en/default.asp>

3. FINANCING GIRLS' EDUCATION

Books, reports, articles

1. Beyond Primary Education for All: Planning and Financing Secondary Education in Africa (SEIA)
 Keith M. Lewin
http://www.cis.vu.nl/Projects/index.cfm?home_file.cfm?fileid=6DDA5E36-60B4-40FF-9C9E8A73DE224A3F&subsectionid=64685D33-486A-459F-86AD524789264FAD
2. Making quality basic education affordable: what have we learned?
<http://www.unicef.org/girlseducation/files/costs.pdf>
3. Advocacy brief: impact of incentives to increase girls' access to and retention in basic education
 2004
 Ridley, Ann; Bista, Min B.; UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific
<http://unesdoc.unesco.org/images/0013/001378/137807e.pdf>
4. User fees in primary education: World Bank
http://www.campaignforeducation.org/resources/Jul2004/EFAcase_userfees.pdf

5. Reaching the poor: the costs of sending children to school
<http://www.dfid.gov.uk/pubs/files/reachingthepoor-edpaper47.pdf>
6. Achieving Schooling for All: Budgetary Expenditures on Education in Sub-Saharan Africa and South Asia
 2000
 Christopher Colclough and Samer Al-Samarrai; World Development
<http://www.id21.org/zinter/id21zinter.exe?a=51&i=e1cc1g2&u=42008df9>:
7. Girls' Education, making investments count
<http://www.unicef.org/publications/Investmentgirlsirlsed.pdf>
8. A review of demand-side financing initiatives in education
http://www-wds.worldbank.org/servlet/WDS_IBank_Servlet?pcont=details&eid=000112742_20031103154746
9. Meeting education development goals: simply a question of money? Achieving education for all: how much does money matter?
 2002
 S. Al-Samarrai; Institute of Development Studies
<http://www.id21.org/zinter/id21zinter.exe?a=34&i=E1sa1g2&u=42008df9>
10. Funding agency contributions to Education for All
 2000
 Bentall, C., Peart, E., Carr-Hill, R., & Cox, A.;
http://www2.unesco.org/wef/en-leadup/findings_funding%20agency%20summary.shtml
11. Bangladesh Primary Education Stipend Project: A descriptive analysis.
<http://www1.worldbank.org/education/pdf/BangladeshStipend.pdf>
12. The effect of schooling incentive programmes on household resource allocation in Bangladesh.
 2000
 Arends-Kuenning, M., and S. Amin. (Population Council Working Paper 133, New York)
13. Partnerships for girls' education
http://publications.oxfam.org.uk/oxfam/add_info_011.asp
14. The Education Fast Track Initiative: A Global Campaign Review of progress, and recommendations for reform
<http://www.campaignforeducation.org/resources/Nov2003/GCEActionAidFTIreport.pdf>
15. EFA: The lessons of experience; The impact of policy in 20 case studies.
http://www1.worldbank.org/education/pdf/efa_lessons.pdf

Useful websites

1. World Bank Education
<http://www1.worldbank.org/education/>
2. Overseas Development Institute
www.odi.org.uk
3. Education for All (EFA) - Fast Track Initiative
<http://www1.worldbank.org/education/efafti/>

4. TOOLS FOR GIRLS' EDUCATION

Books, reports, articles

1. Gender in Education Network in Asia (GENIA) - A Toolkit for Promoting Gender Equality in Education.
2004
UNESCO
<http://www.unescobkk.org/index.php?id=322>
2. Accelerating Progress in Girls' Education
http://www.unicef.org/publications/ENGLISH_ic.pdf
3. Local Solutions to Global Challenges: Towards Effective Partnership in Basic Education - Final Report.
2003
Netherlands Ministry of Foreign Affairs
[Http://www.adeanet.org/biennial2003/papers/9A_JointENG_final.pdf](http://www.adeanet.org/biennial2003/papers/9A_JointENG_final.pdf)
4. Addressing the barriers to Girls' Education
<http://www.unicef.org/girlseducation/files/BarrierstoGE.pdf>
5. Starting now, strategies for helping girls completing primary
http://www.dec.org/pdf_docs/PNACK223.pdf
6. Multisectoral support of basic and girls' education
<http://sage.aed.org/>
7. Multisectoral strategies for advancing girls' education: Principles & Practice
http://www.dec.org/pdf_docs/PNACM664.pdf.
8. Practicing gender analysis in education
2003
Leach, F.; Oxfam
www.oxfam.org.uk/publications

9. Gender manual: a training guide for development policy makers and practitioners.
2002
Derbyshire, H.; DFID
10. Community Partnerships in Education: Dimensions, Variations and Implications
Mark Bray; the World Bank
http://www2.unesco.org/wef/en-leadup/findings_community%20partnerships%20summary.shtm

Useful websites

1. The Commonwealth Secretariat
<http://www.thecommonwealth.org>
2. International institute for educational planning
<http://www.unesco.org/iiep/>

4.1 Mainstreaming gender

Books, reports, articles

1. Gender sensitivity: a training manual for sensitizing education managers, curriculum and material developers and media professionals to gender concerns - empowerment of women farmers
2004
Aksornkool, Namtip
<http://unesdoc.unesco.org/images/0013/001376/137604eo.pdf>
2. Gender, Education and Development: Beyond Access Project, Resource Pack for Teachers
<http://ioewebserver.ioe.ac.uk/ioe/cms/get.asp?cid=7746>
3. UNESCO: Guidelines for Implementing, Monitoring and Evaluating Gender Responsive EFA Plans
2003
http://www.unescobkk.org/ips/ebooks/documents/genderEFA/EFA_full.pdf.
4. New solution? Can a sectoral approach to education meet international targets? Sector Wide Approaches to Education: A Strategic Analysis
1999
Ratcliffe, M. and Macrae, M. UK department for International Development, Education Division
<http://www.id21.org/zinter/id21zinter.exe?a=58&i=4amr1&u=42008df9>
5. The GMS Toolkit
http://publications.thecommonwealth.org/publications/html/DynaLink/cat_id/33/category_details.asp

6. Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A Handbook for Policy-makers and Other Stakeholders
Naila Kabeer, Commonwealth Secretariat and IDRC
<http://www.ids.ac.uk/ids/pvty/pvpub2003.html>
7. Making Sense of Gender in Shifting Institutional Contexts: Some Reflections on Gender Mainstreaming
IDS Bulletin, October 2004
Ramya Subrahmanian, Institute for Development Studies
<http://www.ingentaconnect.com/content/ids/idsb/2004/00000035/00000004/art00015;jsessionid=11ejds3ow7mlp.victoria>
8. Strengthening national capacities in implementing gender responsive EFA plans in Asia; A capacity building project for Ministries of Education to mainstream gender in EFA policies.
http://portal.unesco.org/education/en/ev.php-URL_ID=34145&URL_DO=DO_TOPIC&URL_SECTION=201.html
9. Conducting a Gender Review In Education:
<http://www.unicef.org/girlseducation/files/review.doc>
10. Mainstreaming Gender through SWAps in Education
October 2000
Overseas Development Institute
www.odi.org.uk

Useful websites

1. Gender Mainstreaming in UNESCO
http://portal.unesco.org/en/ev.php-URL_ID=3160&URL_DO=DO_TOPIC&URL_SECTION=201.html
2. Bridge: Development and Gender
<http://www.bridge.ids.ac.uk/>

4.2 Gender budgeting

Books, reports, articles

1. Gender budgets: what's in it for NGOs?
Debbie Budlender, co-ordinator of the South African Women's Budget Initiative
http://www.oxfam.org.uk/what_we_do/issues/gender/gad/gender_budgets.htm

Useful websites

1. The Commonwealth Secretariat
<http://www.thecommonwealth.org>

4.3 Social audit

Books, reports, articles

1. Social Accounting and Audit: manual and CD
Available through: info@cbs-network.org.uk.

Useful websites

1. Social Audit Network
<http://www.socialauditnetwork.org.uk/>

4.4 GE and communication and networks

Books, reports, articles

1. Capacity-Building Matrix Tips from successful national coalitions on how to build and use networks for advocacy work.
http://www.campaignforeducation.org/resources/Sep2003/ANCEFA_capacity0903_EN.pdf

Useful websites

1. UNESCO - Gender in Education Network in Asia (GENIA)
<http://www.unescobkk.org/index.php?id=40/gender/genianetwork.htm>

5. EMERGENCIES IN SOUTH ASIA

Books, reports, articles

1. Education in Emergencies and for Reconstruction: a developmental approach.
Pigozzi, M.J.
<http://www.unicef.org/girlseducation/files/EducEmerg.PDF>
2. Education in Emergencies
2001
Save the Children UK
http://www.campaignforeducation.org/resources/Oct2001/SCF_Emergencies1001.doc
3. Global survey on Education in Emergencies
2004
Bethke, L. and S. Braunschweig; Women's Commission for Refugee Wopmen and Children
http://www.womenscommission.org/pdf/Ed_Emerg.pdf
4. The Role of Education in Protecting Children in Conflict
2003
Nicolai, S. and C. Triplehorn; Humanitarian Practice Network Paper no. 42
<http://www.odihpn.org/pdfbin/networkpaper042.pdf>

5. Planning Education In and After Emergencies, Fundamentals of Educational Planning
2002
Sinclair, M.; UNESCO IIEP
www.unesco.org/iiep/eng/publications/pubs.htm
6. Children, Education and War: Reaching Education for All (EFA) Objectives in Countries Affected
by Conflict
2002
Sommers, M.; World Bank
<http://www.org/static/DOC15001.htm>
7. Co-ordinating Education during Emergencies and Reconstruction: Challenges and
Responsibilities
2004
Sommers, M.; UNESCO IIEP
8. Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction
2004
Inter-Agency Network for Education in Emergencies
<http://www.ineesite.org/standards/default.asp>
9. Emergency tactics: education in crisis situations 'Education in situations of emergency and
crisis: challenges for the new century'
2001
K. Bensalah, M. Sinclair and F. Hadj Nacer, UNESCO
<http://www.id21.org/zinter/id21zinter.exe?a=38&i=E1kb1g1&u=42008df9>
10. Guidelines for Education in Situations of Emergency and Crisis
2003
K. Bensalah; UNESCO
<http://unesdoc.unesco.org/images/0012/001282/128214e.pdf>
11. Critical issues in education for all: gender, parity, emergencies - A report from the IWGE
2003
UNESCO. IIEP; International Working Group on Education
<http://unesdoc.unesco.org/images/0013/001336/133647e.pdf>
12. Children, education and war : reaching Education for All (EFA) objectives in countries affected
by conflict
Worldbank
http://www-wds.worldbank.org/servlet/WDS_IBank_Servlet?pcont=details&eid=000094946_02091704130527

13. Education, conflict and international development
2003
Alan Smith, DFID
<http://www.dfid.gov.uk/pubs/files/edconflictdev.pdf>
14. The Two Faces of Education in Ethnic Conflict
2000
Bush, K. and Saltarelli, D., UNICEF Innocenti Research Centre, Florence, Italy
15. Learning for a Future: Refugee Education in Developing Countries
2001
Crisp, J. Talbot, C. and Cipollone, D.B. (eds) Geneva, UNHCR .
16. Education in Emergency Toolkit
S. Nicolai, Save the children UK
<http://www.reliefweb.int/rw/lib.nsf/db900SID/LHON-5VGJUQ?OpenDocument>

Useful websites

1. UNICEF
http://www.unicef.org/girlseducation/index_focus_emergencies.html
2. Inter-Agency Network for Education in Emergencies
<http://www.ineesite.org/>
3. Global Information Networks in Education
<http://www.ginie.org>
4. UNHCR
<http://www.unhcr.ch>
6. **MAKING THE CHANGE IN GIRLS' EDUCATION**

6.1 GE and the way forward

Books, reports, articles

1. Action to promote girls' education
2000
Forum for African Women Educationalists
www.fawe.org
2. The challenge of universal primary education
DFID
<http://www.dfid.gov.uk/pubs/files/tspeducationsummary.pdf>

3. Gender equality in basic education
2002
Craissatti, Dina
<http://unesdoc.unesco.org/images/0012/001281/128121e.pdf>
4. Educating girls, transforming the future
http://www.unicef.org/publications/pub_girlsed_en.pdf
5. Accelerating progress on girls' education - Towards robust and sustainable outcomes
<http://www.unicef.org/girlseducation/files/AccelerationStrategy.doc>
6. Achieving universal primary education by 2015 - a chance for every child
http://www-wds.worldbank.org/servlet/WDS_IBank_Servlet?pcont=details&eid=000094946_03082204005065
7. A fair chance: attaining gender equality in basic education by 2005
2003
N. Swainson, Global Campaign for Education
http://www.campaignforeducation.org/resources/Apr2003/Fair0403_EN.pdf
8. Girls' education; the key to the future (video)
UNESCO
mail to: uie-lib@unesco.org to obtain copy
9. Education for All: An International Strategy to Put the Dakar Framework for Action on Education for All into Operation
2002
UNESCO Paris
<http://unesdoc.unesco.org/images/0012/001266/126631eo.pdf>
10. Strategies for girls' education
UNICEF
http://www.unicef.org/publications/files/English_Version_B.pdf
11. The gender gap in basic education: NGOs as change agents.
2000
Wazir (ed).; Sage publications, New Delhi

Useful websites

1. UNICEF
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9. Education Dialogue (Journal which seeks to provide a space for debating issues central to education in South Asia);
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Padma Sarangapani, Bangalore
10. Gender equality in education: A select annotated bibliography
2001
Hulton, L. and Furlong, D. Education Division DFID
11. Factsheet on Education
2005

DFID

<http://www.dfid.gov.uk/pubs/files/education-factsheet-jan05.pdf>

12. Factsheet on Gender
2004
DFID
13. Beyond Access
Aikman, S and E. Unterhalter,
October 2005
14. The Oxfam Education Report
www.oxfam.org.uk/educationnow/edreport/report.htm

Useful websites

1. United Nations Girls' Education Initiative
www.ungei.org
2. Millennium Project
<http://unmp.forumone.com/>
3. UNICEF
<http://www.unicef.org/girlseducation/index.html>
4. Academy for Educational Development
<http://www.aed.org/>
5. Strategies for Advancing Girls' Education
<http://sage.aed.org/>
6. Save the Children
<http://www.savethechildren.org/education/girls.asp>
7. Eldis: Gateway to development information
<http://www.eldis.org/education/index.htm>
8. Global Campaign for Education
<http://www.campaignforeducation.org>
9. Canadian International Development Agency
<http://www.dac-evaluations-cad.org/>
10. Education International
www.ei-ie.org

ANNEXES

**ANNEX 1
KEYNOTE ADDRESS**

**Carol Bellamy
Executive Director, UNICEF**

Accelerating Girls' Education in South Asia in the Post-tsunami Environment

Let me talk about girls' education in South Asia in the post-tsunami environment.

The first weeks of this new year have shown us both the destructive power of nature and the transformational power of collective human action. In a rare moment of international common cause, we have seen the very best of humanity in a global experience few of us will ever forget.

We have all been inspired by the humanitarian outpouring of these last weeks. But now, as the news cameras are packed up and the crews leave the beaches of Asia, it is to us to take lessons from this most dramatic of emergencies and apply them to our efforts on behalf of the children of the world. It is to us to make the connection between our pre- and post-tsunami worlds as we continue in our work of ensuring the rights of every child to live healthy and educated lives, free from violence and fear, protected from abuse and exploitation.

So, what have we learned from the tsunami experience?

We have learned

That the world is not a heartless place. Far from it. People can be moved to act on behalf of those beset by tragedy: we saw men and women, girls and boys in every country rush to donate money, to share their time and their talent, to mobilize their friends and families to action.

We have learned

That compassion fatigue is a myth. When given a specific and concrete way to help, people did not turn away from suffering, but instead rushed to provide comfort and support to those pained by loss and grief.

We have learned

That no one person, one agency, or one country can hope to be successful in providing relief on their own. In the face of massive destruction, it has been the coordinated response of governments, agencies, the private sector, communities and individuals that has worked best to restore, rebuild and rehabilitate the tsunami-affected regions. And, what's more, we have learned that young people themselves are vital to those efforts.

We have learned again

That restoring schools quickly is a vital part of an emergency response. Functioning schools allow children a safe haven in the midst of an emergency and a chance to make sense of the chaos they have witnessed. They allow parents a sense of hope as they go about reconstructing their lives; and communities a locus for the coordination of services.

And finally we have learned

That the development compact can work. As devastating as were as the immediate effects of the tsunami, strong infrastructures have allowed countries to control the spread of disease and to re-open schools. Decisive government action has re-united families and protected children from exploitation. Donors have stepped up to their responsibilities.

I know there was some discussion as to whether this meeting of technical experts in education should go on in the wake of the tsunami. I applaud those who made the decision that it should and applaud those of you who have taken the time to attend. Especially in light of the last minute change of venue.

It is a most tragic irony that within the international reactions to the tsunami emergency we might have found what was missing in our decades-long efforts to ensure every child their right to an education. We have been discussing this issue for what seems like forever and we have set goal after goal, not meeting the first one, moving it back another decade; not meeting the next one; moving it back yet again.

And in the process, the international community and individual countries have lost more than face and credibility. They have lost the lives and contributions of millions of young girls. Denied their right to an education, the young girls of South Asia have been married before their time and had babies before their bodies and minds were ready for them to be mothers. As a result, many thousands have died in childbirth each year. Many thousands more have been kept from full participation in their communities.

For the poorest young girls, condemned to lives without an education, abuse and sexual exploitation has become their norm, HIV/AIDS their increasingly common fate.

We have already lost millions of young women since the first international commitments to education for all were made. Now in 2005, in the first test of the world's commitment to the Millennium Development Goals, many would say that we are about to fail again to meet the global goal of gender parity.

My message to you is that we must simply refuse to accept such a preventable tragedy. As we refuse to accept that young children can be abducted from their schools and camps with impunity and without accountability, as we refuse to accept that young children can be sold into sexual slavery, as we refuse to accept that HIV/AIDS cannot be stopped, so must we refuse to accept that still another generation of young girls should be condemned to a life without an education.

In every one of your discussions over the next several days here and in your continuing work after you leave here, I urge you to take heed of the lessons of the tsunami.

First, the world is not a heartless place. Those of you tasked with monitoring the lives of children with and without an education, must bring that information to the wider public discourse. Do not be tentative about this; do not wait until you have the perfect answers to why girls are being denied. It is not whether the cause is tradition, culture, gender discrimination, economic. It is each of these alone and all of these together.

Second, enlist the broader community in your efforts to get every girl into school by embracing and advancing the concept of schools as safe havens and child friendly spaces, where the right of every child to learn and grow and play is respected. Reach out to civil society organizations, to the private sector, to children themselves. Encourage them in their shared responsibility. As we learned in the tsunami, when called upon and allowed to participate, people will rise to meet challenges that would otherwise remain unmet.

Third, work together, together, and together. Did I say, together? The days and values of competing organizations are of another era. Whether through UN reform or the UN Girls Education Initiative, agencies, NGOs and other partners must work together to find every child out of school, create the social conditions to get them into school, and ensure the school environments that will allow every child to thrive and grow to their full potential. Surely we can refine our interventions and strategies, and surely some are better than others; but do we really think there is a strategy waiting to be invented, or discovered? It is time, in the words of Nike, to 'just do it'.

Fourth, as you rebuild the schools in the tsunami-affected regions, take the opportunity to strengthen the school experience for children throughout the region. Train more teachers to be gender sensitive, develop child-centred curricula, and teach in a more participatory way. The strength of any region's schools is the measure of the strength of the region.

And finally, development agencies and governments must step up, on both sides of the compact, on behalf of the young girls of the world. Girls will not be able to claim their right to an education without government commitment and donor support.

As I get ready to move from UNICEF and onto my next work on behalf of children, I do so with a mixed sense of pride on how far we have come on behalf of girls' education and frustration on how far we still have to go.

There was a time not long ago when people would ask 'why girls education?' I think we have answered that one: because it's their right, a right that is being systematically denied, and the losers are girls, their families and development.

There was also a time not long ago when people would ask, 'But what are we to do?' Again, I think we have answered that one. Pick up any one of the reports outside - they will tell you what is needed to get girls to complete their education.

And so now I leave you with the question, 'Why not?' With all we know, with all we have learned, why do we continue to live in a world where girls and boys are kept from their most essential right to an education. I leave you to answer that one.

For us at UNICEF, there are no acceptable answers, no more excuses. If the world can mobilize so quickly and effectively against the forces of nature, it can surely mobilize quickly and effectively to make sure that every girl and boy will be in school before the year is out.

I wish you good luck in your work this week.

Thank you.

ANNEX 2 DECLARATIONS AND CHARTERS FOR EDUCATION

Universal Declaration of Human Rights, 10 December 1948

Article 26: 'Everyone has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory.'

Convention on the Rights of the Child, 20 November 1989

Article 28: 'States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all.'

Millennium Development Goals

By 2015 all 189 members of the UN have pledged to achieve the following goals:

- Achieve universal primary education: Ensure that boys and girls complete a full course of primary schooling.
- Promote gender equality and empower women: Eliminate gender disparity in primary and secondary education preferably by 2005 and at all levels by 2015.

EFA Dakar Goals

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

SAARC Summits and the Social Charter 2004

11th SAARC Summit: The Heads of State or Government recognized that access to quality education was an important element for the empowerment of all segments of society, and undertook to develop or strengthen national strategies and action plans to ensure that all children particularly the girl child have access to quality primary education by 2015; and to improve levels of adult literacy by 50 per cent by eliminating gender disparities in access to education as envisaged in the Dakar Framework for Action on Education for All adopted by the World Education Forum held at Dakar in April 2000.

12th SAARC Summit: Social Charter

- '... states reaffirm the importance of attaining the target of providing free education to all children between the ages of 6-14 years. They agree to share their respective experiences and technical expertise to achieve this goal';
- 'States Parties also affirm the need to empower women through literacy and education recognizing the fact that such empowerment paves the way for faster economic and social development. They particularly stress the need to reduce, and eventually eliminate, the gender gap in literacy that currently exists in SAARC nations, within a time bound period.'

Programme

MEETING ON ACCELERATING GIRLS' EDUCATION IN SOUTH ASIA: 2005 AND BEYOND

7–9 February 2005
Amari Watergate, Bangkok, Thailand

MONDAY, 7 FEBRUARY

- | | |
|----------------------|---|
| 08:30 – 09:30 | Arrival and Registration |
| 09:30 – 11:00 | Inaugural Session
<i>Chair: Omar Abdi</i> |
| | “Rollcall” – A One-Minute Film |
| | Welcome / Opening
Cecilia Lotse, Regional Director, UNICEF |
| | <i>Chair: Cecilia Lotse</i> |
| | Keynote Address
Accelerating Girls' Education in South Asia in the Post-Tsunami Environment
Carol Bellamy, Executive Director, UNICEF |
| | Setting the Scene
Susan Durston, Regional Education Adviser, UNICEF ROSA |
| | Launch of Photo Book
Carol Bellamy, Executive Director, UNICEF |
| 11:00 – 11:30 | TEA / COFFEE BREAK |

Programme

THEME 1: GIRLS' EDUCATION – HOW ARE WE DOING?

General Outcome: Documentation of the progress of the region towards gender parity, identification of the barriers inhibiting progress and introduction of issues that will be discussed throughout the meeting.

11:30 – 13:00

Chair: Cecilio Adorna

Lead Paper: Progress Towards the MDGs – A Fair Deal for Girls
Cream Wright, Chief of Education Cluster, UNICEF New York

Indicators For Measuring Progress – What Do They Show Us?
Elaine Unterhalter, Institute of Education, University of London

Plenary Discussion

13:00 – 14:00

LUNCH BREAK

14:00 – 15:30

Beneath the Numbers: Engendering Quality With Equity
Manzoor Ahmed

Meeting the Unexpected – Conflicts and Natural Disasters. Addressing Issues for Girls
Pilar Aguilar, UNICEF HQ

Plenary Discussion

15:30 – 16:00

TEA / COFFEE BREAK

16:00 – 17:30

Chair: Suomi Sakai

General Outcome: Learning from children's own experience how they can influence their own education and how education can be empowering for girls, and consideration of ways of institutionalising their voice in education systems.

Why Ask Children? Children's Involvement in Managing Their Education
Clive Hedges, Save the Children, UK

Listening to Children: Drama Video / Résumé of Activities since their Consultation
Students Partnership Worldwide

Volunteering – Empowerment for Girls – Listening to Experiences
Volunteers / Students Partnership Worldwide

Response from the Floor

19:00 – 21:00

Reception / Dinner
Hosted by: UNICEF Regional Office for South Asia

Programme

TUESDAY, 8 FEBRUARY

08:45 – 09:00 **Résumé of Previous Day**
John Evans, Chief Rapporteur

THEME 2: GIRLS IN A CHANGING ENVIRONMENT – HOW CAN WE MEET THEIR NEEDS?

General Outcome: *Recognition of the importance of establishing a conducive and protective environment for girls that takes into account their particular educational needs.*

09:00 – 11:00 **Chair: Pushpa Jayakody**

Lead Paper: The Protective Environment Framework for Children
Serap Maktav, UNICEF R OSA

Child Labour and Education – The Issue for Girls
Urmila Sharkar, ILO Regional Office, Bangkok

Country Presentation
India: Incentives for Girls' Education

Country Presentation
Bhutan: Meeting the Need – Children in Remote Communities
(Schools Close to Home and Multigrade Teaching)

Plenary / Response Panel

11:00 – 11:30 **TEA / COFFEE BREAK**

11:30 – 13:00 **Chair: Aishath Didi**

Reproductive Health Issues
Naveeda Khawaja, UNFPA

Nutrition and School Feeding
Judit Katone-Apte, World Food Programme

Girls & HIV/AIDS
Sun Gang, UNAIDS Regional Support Team, Bangkok

What Has Infrastructure Services Got To Do With Girls' Education in South Asia?
Presentation by Garry Whitby, Strategy and Development Consultant, based on a paper by Mark Harvey, DFID Nepal

Plenary Discussion

13:00 – 14:00 **LUNCH BREAK**

Programme

THEME 3: FINANCING THE GIRLS' EDUCATION AGENDA

<i>General Outcome:</i>	<i>Consideration of the extra costs of girls' education vs long-term benefits to families and society in general in the context of EFA and MDGs.</i>
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14:00 – 16:00

Chair: Cecilia Lotse

The Costs of Girls' Education: Meeting the Imperative

Amarjeet Sinha

External Partnerships for Basic Education – Which Models Work?

Ted Freeman, Goss Gilroy Inc.

Donor Panel – Policies on Girls' Education, Priorities and Modalities for Funding

16:00 – 16:30

TEA / COFFEE BREAK

16:30 – 18:00

Chair: Maurice Robson

Communication – What Can It Do?

Teresa Stuart, UNICEF ROSA

Sharing Information – How Can Networks Help?

Mita Gupta, UNESCO Bangkok

The GAP Project

Patricia Moccia, UNICEF HQ

Programme

WEDNESDAY, 9 FEBRUARY

08:45 – 09:00 Résumé of Previous Day
John Evans, Chief Rapporteur

THEME 4: DO WE HAVE THE RIGHT TOOLS?

General Outcome: *A re-examination of the potential of existing approaches and consideration of new tools, in recognition of the fact that acceleration of girls' education is needed.*

09:00 – 10:30 **Chair: Suzanne Allman**

Lead Paper: Mainstreaming Gender for Better Girls Education – Policy and Institutional Issues

Ramya Subrahmanian, IDS Sussex

Country Presentation

Bangladesh: PEDP-II

Country Presentation

Nepal: Gender Mainstreaming in the Education Sector

Gender Budgeting

Meena Acharya, Senior Economic Adviser to SAHAVAGI NGO

Social Audit

Roger Catchpole, Inspector, Office for Standards in Education, UK

10:30 – 11:00 **TEA / COFFEE BREAK**

11:00 – 12:30 **Chair: Suzanne Allman**

Evaluation – Which Tools Are Best?

General Outcome: *A reassessment of evaluation as a planning tool for making choices and deciding on investment priorities.*

Round Table

Elaine Urterhalter

Ted Freeman

Ramya Subrahmanian

Education For All: The Quality Imperative

Sheldon Shaeffer, Regional Director, UNSECO, Bangkok

Plenary

12:30 – 13:30 **LUNCH BREAK**

Programme

THEME 5: RESPONDING TO EMERGENCIES AND CONFLICTS IN SOUTH ASIA – TOOLS AND OPPORTUNITIES

<i>General Outcome:</i>	<i>An understanding of the specific issues for girls during and following emergencies and conflicts, and an awareness of the available tools and how they might be utilised for positive change.</i>
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13:30 – 16:30

Chair: Samphe Lhalungpa

DVD from the Maldives

Round Table: Tools for Emergency Response

- **Rapid Assessment – Instruments and Experience from the Field (Sharing from Gujarat, Maldives)**
- **Kits and Guidelines for Immediate Response**
UNICEF
- **Analysis and Strategic Planning for the Education Sector**
Garry Whitby (Consultant to the Maldives) and UNICEF Maldives

Experience from Gujarat and Bam

UNICEF India and Katrin Imhof, UNICEF Iran

(TEA / COFFEE WHILE WORKING)

Chair: James Jennings

Emergency as an Opportunity for Positive Change

Cream Wright, UNICEF HQ

Maldives: Child-Friendly Schools

Afghanistan: After 'Back to School' – Challenges and Sustainability

Sri Lanka: Continuous Disaster – Challenges in Sri Lanka

Video: Schools in the Crossfire

Schools as Zones of Peace: Working in Ongoing Conflict

Programme

THEME 6: MAKING THE CHANGE

<i>General Outcome:</i>	<i>A way forward on the specific issues relevant to girls' education in each country, and partnerships at regional and country level.</i>
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16:30 – 18:00

Chair: Anoja Wijeyesekera

Charting the Path – Issues, Opportunities and Partnerships

Susan Durston, Regional Education Adviser, UNICEF ROSA

Country Group Work

- **What is Important for Us? – Ranking Exercise**
- **Moving Forward – Three Key Steps**
- **Defining Capacity-Building Needs**

(Each country will use this session to define a way forward, utilising new ideas as well as existing good practice. The session provides opportunities for countries which identify similar issues to combine their discussions.)

Group Feedback

18:00 – 18:30

South Asia – Making the Gains – The Need Now for Action

Cecilia Lotse, Regional Director, UNICEF Regional Office for South Asia

FINAL REMARKS AND CLOSING

LIST OF PARTICIPANTS

MEETING ACCELERATING GIRLS' EDUCATION IN SOUTH ASIA: 2005 AND BEYOND 7-9 February 2005, Bangkok, Thailand

KEYNOTE SPEAKER

1. Ms. Carol Bellamy
Executive Director
UNICEF

GOVERNMENT

ISLAMIC STATE OF AFGHANISTAN

2. Dr. Enayetullah Aman
Deputy Minister
Cadre and Administration
Ministry of Education
3. Mr. Sayed Noorullah Murad
Head of International Relations and NGOs
Ministry of Education
4. Mr. Abdul Ghafar Orfanzada
General Director
International Relations Department
Ministry of Economics
5. Mr. Abdul Wakil Hanifi
Manager, Development Budget and External Relation Unit
Ministry of Finance

PEOPLE'S REPUBLIC OF BANGLADESH

6. Mr. Abdus Salam Khan
Additional Secretary
Ministry of Primary and Mass Education
Building No. 6, Bangladesh Secretariat, Dhaka 1000
Dhaka

LIST OF PARTICIPANTS

7. Mr. Khandker Shahidul Islam
Secretary - Office of the Prime Minister
Government of the People's Republic of Bangladesh
Old Sangsad Bhaban, Tejgaon
Dhaka

8. Mr. Manzoor Hasan
Deputy Executive Director - BRAC
66 Mohakhali Commercial Area
Dhaka

KINGDOM OF BHUTAN

9. Mr. Tenzin Rondel
Under Secretary
Department of Multilateral Affairs
Ministry of Foreign Affairs

10. Dr. Pema Thinley
Secretary
Ministry of Education

11. Ms. Leki Wangmo
Programme Officer from the Department of Aid & Debt Management
Ministry of Finance

12. Mr. Dochu
Project Officer
Planning and Policy Division
Ministry of Education

REPUBLIC OF INDIA

13. Ms. Kirti Saxena
Director (Education Division)
Planning Commission

14. Ms. Renu Sobti
Sr. Reserach Officer (Education)
Planning Commission

REPUBLIC OF MALDIVES

15. Ms. Jameela Ali
Superintendent of Education

LIST OF PARTICIPANTS

Ministry of Education

16. Mr. Ibrahim Ismail
Director – General
Ministry of Education

KINGDOM OF NEPAL

17. Ms. Usha Dixit
Ministry of Education and Sports

18. Mrs. Ram Pyari Shreshta
Ministry of Education and Sports

ISLAMIC REPUBLIC OF PAKISTAN

19. Dr. Rukhsana Zia
Director of Directorate of Staff Development
Lahore, Punjab
Pakistan
Email: ziarukhsana1@hotmail.com

20. Dr. Baela Raza Jamil
Idara Taleem-o-Aghahi (ITA)
2nd floor, Cricket House
20 Jail Road, Lahore - Pakistan
Mobile: 0300-8439829
Phone: 92-42-7535270
Fax: 92-42-7535271
Lahore, Pakistan
Email: baela@itacec.org, and itacec2000@yahoo.com

21. Mr. Talib Hussain Talib
Chief Education Section
Planning and Development

MULTI-LATERAL AGENCIES

WORLD BANK

22. Mr. Mark LaPrairie
Education Specialist
Human Development Sector, South Asia Region
The World Bank
1818 H Street, NW
Washington DC 20433
USA

LIST OF PARTICIPANTS

Ph. 202 – 458 – 5641
Fax: 202 – 522 - 3408
Email: mlaprairie@worldbank.org

COMMONWEALTH SECRETARIAT

23. Ms. Stella Manda
Chief Programme Officer- Education and Gender
Social Transformation Division of the Commonwealth Secretariat
Marlbrough House, Pall Mall
SW 1Y 5HX
London
E-mail s.manda@commonwealth.int

INGOs

PLAN ASIA REGIONAL OFFICE

24. Dr. Hoa Phuong Tran
Regional Education Advisor
Plan International Asia Region
2nd floor, Na Nakorn Building
99/349 Chaengwattana Road
Thungsonghong, Laksi
Bangkok 10210, Thailand
Tel: 66 2 576 1972-4
fax: 66 2 576 1978
E-mail: hoa-phuong.tran@plan-international.org

SCF

25. Ms. Emmanuelle Abrioux
Regional Education Adviser
SC UK South and Central Asia
Kopundole, Lalitpur, Nepal
Tel: 977-1-5523924
Fax: 977-1-5527266
Email: emmanuelle@scfoscar.org.np

DONORS

CANADIAN CO-OPERATION OFFICE (CCO)

26. Ms. Nancy A. Strickland
Field Coordinator
P.O. Box 201 Thimphu

LIST OF PARTICIPANTS

Bhutan (Asia)
Tel/Fax: 975-2-322109 (R) 322776
Email: Canada@druknet.bt

NORWAY

27. Ms. Vedeld Marit
NORAD/Norway
Email: marit.vedeld@norad.no

28. Ms. Inger Sangnes
First Secretary
Royal Norwegian Embassy, Dhaka
Bangladesh

NETHERLANDS

29. Mr. Kees B. van den Bosch
Social Development Adviser (Education, Gender & HIV/AIDS)
Royal Netherlands Embassy
6/50 F, Shantipath, Chanakyapuri
New Delhi 110 021
India
Tel: 91-11-26884951 Ext: 219
Fax: 91-11-24103089
Email: kees-vanden.bosch@minbuza.nl

GTZ

30. Mr. S. Muralitharan
National Director
GTZ/Basic Education Sector Programme(BESP)
Ministry of Education
Isurupaya, Battaramulla
Sri Lanka
Ph. 94 - 11 - 4407714
Email: gtzbsp@sltnet.lk
Personal email ID: muralithar2002@yahoo.com

RESOURCE PERSONS

UNICEF

31. Dr. Cream Wright
Chief of Education

LIST OF PARTICIPANTS

UNICEF NYHQ	
32.	Ms. Pilar Aguilar Programme Officer – Emergencies UNICEF NYHQ
33.	Ms. Teresa Stuart Communication Officer UNICEFBangkok
34.	Ms. Lizette Burgers Project Officer - WES UNICEF India
35.	Dr. Katrin Imhof Project Officer - Education UNICEF Iran
ILO	
36.	Ms. Urmila Sarkar Child Labour and Education Specialist ILO Regional Office for Asia and the Pacific 11 th Floor, United Nations Building, Rajdamnern-nok Avenue Bangkok – 10200, Thailand Tel: +66 22 881234, +66 22 881 713 E-mail: sarkar@ilo.org
37.	Ms. Mita Gupta Programme Officer- Basic Education and Gender UNESCO Bangkok Email: m.gupta@unescobkk.org
SC/UK	
38.	Mr. Clive Hedges Research & Development Officer SC/UK England Programme Email: c.hedges@savethechildren.org.uk
UNFPA	
39.	Ms. Naveeda Khawaja Adviser – Advocacy, BCC and ASRH UNFPA Country Technical Services Team for

LIST OF PARTICIPANTS

South & West Asia (UNFPA CST)
Kathmandu, Nepal
Tel: 977 – 1 - 5523880 / 5523315
Email:

UNAIDS

40. Dr. Sun Gang
Intercountry Programme Development Advisor - UNAIDS
South-East Asia and Pacific Intercountry Team
Ninth Floor, United Nations Building
Rajadamnern Nok Avenue
Bangkok 10200, Thailand
Tel: (66) 0-2288-1272
Fax: (66) 0-2288-1092
Email: gangs@un.org

WFP

41. Ms. Anette Kirkeboe
Targeting Officer
WFP
Munsudong, Pyongyang
D.P.R. Korea, P.O. Box 27
Tel: Off. 850-2-3817219, Res. 3817639

UNESCO

42. Mr. Sheldon Shaeffer
Director
UNESCO Office Bangkok and Regional Bureau for Education
Sukhumvit Road, Bangkok
Postal Code 10110
Work Phone (66 2) 391 8474
Cellular Phone 66 1 922 0369
Fax 66 2 391 0866
E-Mail s.shaeffer@unescobkk.org

INDEPENDENT RESOURCE PERSONS

43. Dr. Ramya Subrahmanian
Research Fellow
Institute of Development Studies

LIST OF PARTICIPANTS

	University of Sussex Brighton BN1 9 RE, UK (in India: 00-91-11-51632598 or 00-91-98113-97616) Tel: +44-(0)-1273-606-261 Fax: +44-(0) 1273-621-202 E-ail: R.Subrahmanian@ids.ac.uk
44.	Dr. Manzoor Ahmed Bangladesh Email: amahmed40@yahoo.com
45.	Mr. Ted Freeman Managing Partner Goss Gilroy Inc. Canada E-mail: tfreeman@ggi.ca
46.	Dr. Meena Acharya Economist Nepal Ph. 4472405, 4410379 E-mail: mna@enet.com.np
47.	Ms. Elaine Unterhalter IOE, 20 Bedford Way London Tel: 0207-254 980 (Res.) Mobile: 0793-9525085 Email: E.Unterhalter@ioe.ac.uk
48.	Mr. Roger Catchpole Ti Kevran, Port Lane North Hill, Launceston, Cornwall, PL15 7NT, UK Tel: 01566 782 587 Res. Tel: 0044 1566 782 587 Email: rogercatchpole@laoupole.fsnet.co.uk
49.	Mr. Garry Whitby UNICEF ROSA Consultant for UNICEF Maldives Email: gwhitby@deloitte.co.za

LIST OF PARTICIPANTS

UNICEF PARTICIPANTS

NYHQ

50. Ms. Patricia Moccia
DOC focal point for Girls' Education

UNICEF REPRESENTATIVES IN SOUTH ASIA

51. Ms. Anoja Wijeyesekera
Bhutan

52. Mr. Cecilio Adorna
India

53. Mr. Tom Bergmann
Maldives

54. Ms. Suomi Sakai
Nepal

55. Mr. Omar Abdi
Pakistan

56. Mr. Edward Chaiban
Sri Lanka

AFGHANISTAN

57. Mr. Samad Ghafoori
Project Officer - Education

58. Mr. Pradeep Kumar
Senior Advisor to the MOE

BANGLADESH

59. Mr. James Jennings
Chief – Child Dev. & Education
Mobile: 0171882590

60. Dr. Golam Mustafa
Team Leader – ECD Project

LIST OF PARTICIPANTS

BHUTAN	
61.	Mr. Pawan Kucita Project Officer
INDIA	
62.	Dr. Suzanne Allman Chief – Education
63.	Ms. Aarti Saihjee APO - Girls' Education
64.	Dr. Yogendra Mathur State Representative Gujarat
65.	Dr. Satish Kumar State Representative Rajasthan
66.	Ms. Satya Umasree Project Officer – Education (Madhya Pradesh)
MALDIVES	
67.	Ms. Aishath Mohamed Didi Programme Officer
NEPAL	
68.	Mr. Samphe Lhalungpa Chief – Education Section
69.	Ms. Sumon Tuladhar Project Officer – Education Email: stuladhar@unicef.org
PAKISTAN	
70.	Dr. Maurice Robson Chief – Education Section
71.	Mr. Fiaz A Shah Project Officer – Education

LIST OF PARTICIPANTS

SRI LANKA

72. Ms. Pushpa Jayakody
Chief – Education

OTHER PARTICIPANTS

73. Ms. Angela Chen
Regional Project Director
Health & Human Development Global Programs
Education Development Center, Inc.
Bangkok, Thailand
Ph. +66 (0) 2664 2535
Fax: +66 (0) 2664 2539
Email: achen@edc.org

74. Ms. Prawena Bamsakul
Project Assistant
Education Development Center, Inc.
Ph. +66 (0) 2664 2535
Fax: +66 (0) 2664 2539
Email: eap@edu.org

STUDENTS PARTNERSHIP WORLDWIDE (SPW)

75. Mr. Ravindra Shakya
Country Director
76. Ms. Kaajal Pradhan
Asst. Prog Officer – Facilitator
77. Ms. Purnima Shrestha
Volunteer

UNICEF REGIONAL OFFICE FOR SOUTH ASIA

78. Ms. Cecilia Lotse
Regional Director
E-mail: clotse@unicef.org
79. Ms. Susan Durston
Regional Education Adviser
E-mail: sdurston@unicef.org

LIST OF PARTICIPANTS

80.	Ms. Serap Maktav Regional Child Protection Adviser Email: smaktav@unicef.org
81.	Mr. Pawan Tuladhar Assistant IT Officer Email: ptuladhar@unicef.org
82.	Ms. Pushpa Chhetri Programme Assistant Email: pchhetri@unicef.org
83.	Ms. Kesang Bajracharya Logistics Co-ordinator Email: kbajracharya@unicef.org
84.	Mr. John Evans Chief Rapporteur Email: john@jjedserv.com
85.	Ms. Sarah McMillan Rapporteur Email: sarahmc@mos.com.np
86.	Ms. Sabita Thapa Rapporteur Email: sabitathapa@yahoo.com
87.	Ms. Esther van der Woerd Rapporteur, Email: ejvdw@yahoo.com