



UNGEI Global Advisory Committee Asia-Pacific Technical Meeting
11 – 12 June 2008, Kathmandu, Nepal
Group 6, 11 June 2008

What do we know about this issue? What are the knowledge gaps?

- Children affected by conflict. Has come as a challenge. Pakistan has faced the same issue. Particularly some specific area, issue is becoming more.
- Inclusive Education, caste system is strong, teachers attitude. HIV affected children is increasing, social stigma is allowing them to be away from mainstream schooling. Out of school Population data, quality of education affects children. How useful it is for the society?
- Bringing the knowledge of stakeholders and participants in debate, example in Bangladesh. Documenting impact of education. much different then the perception of policy makers.
- Small invisible groups, HIVAIDS, street children, child labour etc are not in the statistical data. There is the process which should be taken care of. understanding of problem which addresses the processes, this is the reason we don't get the required results.
- Community based EMIS, we have to make those children visible, we go to schools to highlight them, you get answers to all those questions. **Solution:** Village education register. Birth certificate.
- Children enrolled in schools and work by skipping schools., Very high repeater rates. Any study on teacher's understanding of gender. Studies on Biased behaviour of teachers. **separate class rooms are good for teachers.**
- Teacher mastery of primary school curriculum. cannot really properly write themselves. Capacity of teachers to communicate with children. **We usually talk about policy gender mainstreaming.**
- **Why are all administrative matters working in private sector but not in government. where we have women in management and the system work.**

How is gender integrated in quality issues, and institutional structures and processes?

- In service education is really poor, nobody is taking them seriously. Teacher education should be empowering and transformative.
- Teachers engagement with supervisor in terms of quality enhancement, teachers have shown progress. **Sustained engagement,** Governments and donors have no patience to deal with that. **Induction of more women teachers in education system. Induction of women in the administrative cadre of education institution.**
- Recruiting women teachers into the service at points where they can advance.

What are some good practices in the region? And elsewhere?

- Equality of opportunities in the system, compensatory mechanism should be setup, reserving positions for women. Non caring systems for teachers. Policy has to be proactive. Bangladesh,



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boys and men are encouraged to enroll girls and retain them. We have gone to such extent of Gender budgeting. Aggressive recruiting needed.

- **Some times the policies look good they can in practice have created further in equities and equality.** Bring teachers from local level. Tailor making of training
- **In order to address the issue of transition, upgraded schools in partnership. girls were using the option, due to rigid rules, partners had to draw out. Bring in outsider to sensitize the teachers and include local context into training.**
- Government and private education should follow similar education system. private has become a private club.
- Training of young men and women for leadership has brought significant. changes.
- Involving the PTA in all school management, monitoring the schools, campaigning, and resource mobilization.
- Empowered children in Africa, through girl clubs and girl-boy clubs.
- Child friendly schools, importance comes in when govt brings in standards at national level, channeling their resources in reaching the communities.
- School enrichment programs, youth programs, summer schools they have had a huge impact on changing attitudes of the teachers.
- Teachers should change (mindset, build them up, self esteem, Mastery, Nurture, aptitude), Financial benefits,
- Establish linkages with other sectors or line agencies (Nutrition etc)
- ECD to Post primary education. (same contents for boys and girls)



How to address gender inequalities more efficiently?

Main messages

1. Teachers should be valued and their attitudes transformed; teachers education needs a change in paradigm
2. Advance women and girls from ECD to post secondary needs to be part of holistic strategy
3. Same type of education needed for girls and boys (so girls do not go to inferior schools); same differentiated teaching-learning might be needed.
4. Establish meaningful relationship/support mechanism beyond the education sector.
5. Life skills need to be a part of education at all levels not just secondary.