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Girls' and Women's Education

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SUMMARY REPORT



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Acknowledgement

The organizers of the International Seminar on Girls' and Women's Education would like to express their sincere gratitude to all delegates from 14 countries in Africa and Asia, who travelled to Beijing, P.R. China, and participated fully in the discussions and field visits held from 1-5 September 2015. Thanks are also extended to all speakers and experts from P.R. China and abroad who shared their precious knowledge and experiences, as well as engaged in discussions with other participants. Positive feedback was received from the participants following the event, and it is hoped that the present report captures well the experiences and reflections that were shared between participants and experts during the seminar.

The organization of the seminar was also an example of a close-knit collaboration at work, among UNESCO Headquarters, the National Commission of the People's Republic of China for UNESCO, UNESCO-INRULED and Beijing Normal University. The commitment of their representatives and all teams involved was invaluable. The cooperation with UNESCO staff from field offices in Cambodia, Ghana, Ethiopia, India/Sri Lanka, Myanmar, Nepal, Uzbekistan, as well as with colleagues in Bangkok and Beijing and at UNESCO-IICBA, is also greatly appreciated.

The organizers are very grateful to the HNA Group and the Hainan Cihang Foundation, for their support to the organization of the seminar and their participation in the opening ceremony, and beyond this, for their support to the establishment of two projects under the UNESCO-HNA Group Funds-in-Trust to promote gender equity in education in African and Asian countries, particularly for girls and women.

This report is based on notes by Dr. Liu Jing (UNESCO-INRULED), Mr Abdulghani Muthanna (international student from Yemen, Beijing Normal University), Ms Aurora Sze-Ming Cheung (UNESCO Nairobi), Ms Lay Cheng Tan (UNESCO Bangkok), and Mr Adrien Boucher (UNESCO Headquarters).

Last but not least, participants and organizers alike have greatly appreciated the continuous support and attention provided by student volunteers of Beijing Normal University. Their availability and commitment around the clock were key to the success of the seminar.

Introduction

The International Seminar on Girls' and Women's Education was the first activity implemented under the framework of the UNESCO-HNA Group Partnership, which was formed in February 2014. The international seminar also marked the official launch of the two complementary projects established under the UNESCO-HNA Funds-in-Trust (HFIT), namely, "Enhancing the quality and relevance of education for adolescent girls in Africa and Asia through gender-responsive teaching and learning", and "Enhancing Girls' and Women's Right to Quality Education through Gender Sensitive Policy Making, Teacher Development and Pedagogy in South, Southeast, and Central Asia."

The two projects aim to support African and Asian countries to accelerate their progress in achieving gender equality in education, with particular focus on gender-responsive teacher training and professional development. The projects will be implemented over a period of five years, for a total budget of USD 5 million. Together, they will directly benefit seven countries in total, in Africa (Ethiopia and Ghana) and in Asia (Cambodia, Myanmar, Nepal, Sri Lanka and Uzbekistan). Principal institutional partners and beneficiaries of the project will be national ministries of education, teacher training institutes, secondary schools, and relevant education centres in the target countries. The ultimate beneficiaries of the project are the adolescent girls in the critical transition period (aged 10-18 years old) transitioning from primary to lower secondary and progressing through secondary education, as well as their parents, families, and community members.

In order to create synergy between these two new projects funded under the HFIT, and the current UNESCO-Chinese Funds-in-Trust (CFIT) project – Harnessing Technology for Quality Teacher Training in Africa – being implemented in eight African countries (i.e. Côte d'Ivoire, Ethiopia, Congo, the Democratic Republic of Congo, Liberia, Namibia, Tanzania and Uganda), representatives from CFIT countries were invited to participate in the international seminar and share experiences with their counterparts in the HFIT countries.

The international seminar was therefore an opportunity to promote inter-regional experience-sharing in the areas of girls' and women's education. Its overall goal was to strengthen the information and knowledge base on experiences related to the promotion of girls' and women's education, between African and Asian countries participating in the projects under the HFIT and the CFIT.

The following sections present main information that was shared during the seminar's sessions and field visits, and that originated from the exchanges between the speakers and the participants.

Section 1: Summary of sessions

Tuesday 1 September 2015 (Day 1)

Opening ceremony and official launch of the UNESCO – HNA Group Funds-in-Trust (HFIT) projects

Welcoming remarks

Texts of all speeches are provided as annexes. Speakers were as follows:

- Mr Dong Qi, President of Beijing Normal University and Director of INRULED
- Mr Chen Wenli, Vice-Chairman of Board, HNA Group Co. Ltd
- Ms Eunice Smith, Officer-in-Charge, UNESCO Beijing Office
- Mr Hao Ping, Vice Minister of Education of P.R. China, President of the 37th General Conference of UNESCO

Introduction to the seminar

By Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO Headquarters

Ms Hayashikawa briefly presented key information about the UNESCO-HNA Group partnership and the two projects being launched. She introduced the seminar's objectives and expected outcomes, as well as its format and the programme. Roles that were expected of all participants were also presented.

Annex 9 summarizes information presented by Ms Hayashikawa (note: this document was not presented at the seminar but is shared for easy reference).

Session 1: Contextualizing the discussions on gender equality in education, with an international overview and the experience of China

Presentation: Gender Equality in Education: Progress Made Over the Past 20 Years

By Ms Zheng Xinrong, Professor, Faculty of Education, Beijing Normal University

Ms Zheng noted the tremendous progress in ensuring girls' education since the Fourth World Conference on Women in Beijing held 20 years ago, including in China where the situation was at that time what can be observed today in some countries in Africa. Based on her personal observations, Ms Zheng indicated that China has been actively engaged in the international arena, catalysed by initiatives undertaken by international agencies such as UNESCO and UNICEF. China has reduced gender inequality in education, under the strong leadership of the government, with 4% of GDP currently allocated to education and laws to support girls and women enacted.

While specific attention has been paid to girls' and women's education, it is also necessary to emphasize the need to work with men as well. One of the first steps to facilitate the acceptance of women in high-level positions, e.g. school principals, is to ensure that this is supported by male colleagues and it is important to demonstrate that women have the ability to do the job well. The speaker cited a project (China-UK Southwest Basic Education Project) which trained female teachers and school heads in rural schools in the Southwestern part of China, which brought about positive results.

The speaker indicated that China's new priority is gender equality in employment and at the household level. Even though girls may have the same level of educational attainment as boys, they are still disadvantaged due to gender stereotypes.

Presentation: Global status and trends on gender equality in education – an overview

By Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO Headquarters

- For a copy of the PowerPoint presentation, please see Annex 10

At the outset of her presentation, Ms Hayashikawa indicated that there has been progress since 2000 as indicated by data and statistics. However, statistics sometimes masks the big picture and distorts reality. To uncover the real picture, she explained that we need to look at three dimensions of gender equality: 1) gender equality in terms of access to education; 2) gender equality in terms of the performance of male and female students when they are in school; and 3) gender equality regarding what is happening after graduation: what girls and young women do when they leave the education system and what roles they play in society. These three dimensions are important to consider when discussing gender equality.

The speaker discussed the progress that has been achieved in the legal and policy contexts in many countries, where measures have been taken to eliminate discrimination against women, and where women are entitled and allowed to participate in all spheres of the society, especially in leadership positions. Ms Hayashikawa indicated that discrimination in education has been tackled and reduced, but attention is still needed, including with regards to women's literacy in many countries.

Different cases were mentioned: a) the case of Ghana demonstrating how girls are disadvantaged at several levels (including their transition to the lower-secondary education level); b) the case of Cambodia where female students are disadvantaged in terms of access and completion of primary education, and c) examples of gender biases found in teaching and learning materials.

Ms Hayashikawa highlighted other issues as well, such as the rising number of out-of-school children, and the fact that girls are the first to be excluded. She also indicated that progress in gender parity is not translating in a visible and sustainable manner into equality outcomes in society at large, and that many challenges persist within the education system itself.

Among interventions that are needed, the presenter highlighted the need to pay attention to the training of teachers, so they develop gender-responsive attitudes and practices, and to the support to female teachers in particular, so they can act as positive role models for girl students.

Presentation: Promoting gender equality in education in China

By Mr Wang Dinghua, Director General, Department of Basic Education, Ministry of Education of P.R. China

Mr Wang presented the experience of China in promoting gender equality in education. He indicated the various achievements that have been observed in reducing gender disparities, including a constant increase in the participation rate of girls and young women at all levels of education, the reduction in female illiteracy rate and efforts that have been made to provide skills training to adolescent girls and young women. There are also more female teachers now than in the past.

Specific measures were mentioned: the support provided to female teachers in rural areas, the building of toilets for girls and the provision of free meals at school. Teaching and learning materials have also been reviewed to eliminate gender stereotypes.

The presenter also highlighted some persisting issues, such as the social norms and values that favour boys over girls, leading to higher dropout rates for girls and a large number of out-of-school girls in the country.

Mr Wang indicated that the government is leading additional initiatives to continue addressing gender inequality in education. This includes mainstreaming gender into the annual education action plans, working with other ministries such as the Ministry of Finance to avail of necessary funding to target disadvantaged groups, and working in cooperation with international development partners, such as UNESCO and UNICEF to promote gender equity.

Session 1: Questions/Answers

Several participants took the floor and highlighted similarities between the case of China and their own country. The following issues were raised during the discussions between participants and the three speakers:

- **Violence in and around schools**

Mr Wang noted that violence is a serious issue, which can be observed in countries around the world. China is therefore not an exception, but he indicated that measures are taken to report on and act immediately when violence occurs in schools. Ms Zheng added that school bullying is monitored indeed, and that violence has been observed between girls and within boarding schools where children are not under their parents' supervision. Ms Zheng hoped that the Ministry of Education could fund research on violence in and around schools, and indicated that actions can be taken, for instance, to encourage local male education officers to have a more positive attitude towards girls and girls' education.

- **Funding for literacy programmes**

In China, initiatives to increase literacy rates among women are supported by local education plans, for which specific budgets are allocated. Literacy courses are also offered with subsidies provided by the State to make up for the salary loss when learners are away from work.

- **Reaching out to disadvantaged girls**

The Ministry of Education works with different partners, including the All-China Women's Federation, to increase education opportunities for girls, in particular those from disadvantaged background. The use of ICT has also been instrumental in providing education opportunities to girls in a flexible way. A cascade inspection system is also in place to monitor dropout rates. If children are reported to have dropped out of school, local education officers are to be blamed, resulting in increasing pressure on them to do their best to ensure that children, including girls, remain in schools.

- **Bridging the gap between policy and implementation**

A participant from Ethiopia indicated that a secret for success is the commitment of political leaders as well as of teachers. In Ethiopia, concrete policies and rules are in place to promote a gender-responsive education system. However, challenges are observed in the implementation of these policies. In response, Ms Zheng referred to several initiatives that have led to tangible results, such as the provision of subsidies to women to enter the teaching profession, and the provision of crash courses for women with secondary level education in order for them to become teachers. She also recalled that the provision of free lunches in schools helps increase participation rates, including that of girls.

- **Improving teachers' skills**

A participant from Nepal asked in what ways China has dealt with teachers' skills, in particular for creating a child-friendly environment in schools and in the classroom. Ms Zheng indicated that ample

opportunities are available, including through reforms of the curricula for teachers' practices to be more child-friendly. She noted that challenges still persist, China being a big country with differences between regions, but improvements can be sought through collaboration between the government and other stakeholders, including families and communities.

Field visit

Presentation: An introduction to All China Women's Federation (ACWF)

By Ms Mu Hong, Director-General, International Department, ACWF

The speaker began by reviewing the status of women in China and reported that husbands and wives have equal rights, which is a recent achievement. Ms Mu Hong also reported that women's employment rate keeps rising dramatically in China. Women run 25% of the businesses in China. Further, 25% started their online business. At the same time, women in rural areas have taken up leadership positions. The number of women leaders in society is increasing day by day, which is a benefit for society at large.

Regarding mortality, there has been a decrease in the rate by 7.16 deaths per thousand in 2014 in China due to improvement in healthcare. Most importantly, the government of China put gender equality high on the agenda and recently, many strict laws protecting women have been enforced.

As the largest women's organization in China, the All China Women's Federation (ACWF) has been working hard to advocate for the education of women. The Federation collaborates closely with many different associations. The Federation has a top-down structure and has many sources of income through its attached services, such as a travel agency, a publishing house, or five star hotels, etc.

The Federation has implemented numerous projects to support personal and professional advancement of women. In 2009, ACWF implemented the Micro Finance/Credit Project for women and allocated 250 million Yuan to support university internships for young women. A skills training programme in agricultural technology was also implemented and benefitted 5.4 million women. Nationwide, around 1,000 workshops for women have been conducted. In particular, there are strong supports to empower women in science and leadership roles. For instance, there was a 10 percentage increase of the female winners in the National Outstanding Young Scientists Award in 2011, which is one of the outcomes of the work done by ACWF. With the aim to provide medical treatment for underprivileged women and children in poverty-stricken areas, the "Health Express for Mothers" project was launched by ACWF in 2003. So far, it has distributed more than 2,000 mobile clinic vehicles fitted out with medical equipment and benefitted 39 million people across China.

ACWF has worked with many other international and regional organizations and organized various workshops, seminars and conferences dedicated to empowering women for sustainable development.

Questions/Answers

Three questions were raised by participants to the presenter.

Question 1: How are women motivated in the first place? How did you finance women's movement?

Ms Mu Hong indicated that women have great potentials that are not well recognized by society. When given the opportunity, women become highly self-motivated. She asserted that one should never forget that when women do well, the whole society also performs well. The Federation raises

funds from many different foundations and donors. It also has its own income coming from its hotels, travel agency, and publishing house, etc.

Question 2: Are there any challenges in empowering women? How do women balance their work and house work?

Ms Mu Hong replied that challenges still exist, especially in rural areas. Disparities prevail between rural and urban women; the Federation is working hard to bridge the gap. Meanwhile, to address the challenges to women's employment, the Federation is taking initiatives to create equal job opportunities for women and men. In this regard, the government needs to provide more support including infrastructures to help women do well in raising children and serving the society.

Question 3: While setting up your projects for women in different provinces, what was the attitude of men towards this?

Ms Mu Hong indicated that the local women's federation and individual woman would explain the project and convince their husbands, parents or children that their participation would support and benefit not only themselves but also the whole society. Most men in China are open-minded and welcome such ideas with open arms. In most cases, they are supportive of women.

Visit to the Smart Learning Institute, Beijing Normal University

Divided into two groups, the participants visited the Smart Learning Institute of Beijing Normal University, during which they learnt that the Smart Learning Institute was established in March, 2015 to serve as an experimental platform comprising scientific technology development and education. The institute has built up cooperative relationship with many stakeholders. For example, it works with 101.com (an internet application company) to develop more individualized online courses for teachers and students.

Main objectives of the Institute:

- Enabling students to study in intelligent ways and independently;
- Creating new models that focus on nurturing talents.

Main fields of research of the Institute:

- Cloud computing in education: virtual experimental platforms;
- Intelligent sensors and digital labs;
- Building subject knowledge of ontology;
- Students' learning characteristics in digital environment;
- Collection of data from different stakeholders and the use of such data in education.

Main tasks of the Institute:

- Inviting and employing well-known international and local scholars;
- Partnering with new media consortia;
- Cooperating with smart city industry alliances to carry out researches;
- Inviting speakers for smart learning (15 speakers have been invited so far).

Currently, the Smart Learning Institute is in partnership with the New Media Consortium to produce "Horizon Report China", which will be ready next year.

The participants were then invited to a display of technological devices that can be used for teaching and learning either in schools or at home.

Wednesday 2 September 2015 (Day 2)

Session 2: Gender equality in education: Regional perspectives and the context of the post-2015 education agenda

Presentation: Gender equality in education: an international overview and regional perspectives (Africa)

By Ms Rita Bissoonauth, African Union / CIEFFA

- For a copy of the PowerPoint presentation, please see Annex 11

Ms Bissoonauth defined gender equality as a very serious issue related to social justice. She explained that it is beyond finding the numbers of female learners in schools. Rather, it is about the quality of services provided through education (quality of education). The presenter discussed the challenges facing African countries. A situational analysis shows that only 69% of countries will achieve universal primary education (UPE) by 2015, and African countries seem to focus on UPE but not so much on universal education at secondary school level. She also mentioned early pregnancies and marriage as strong barriers to girls' continuing education. Social and political conflicts in African countries also contribute to girls' dropping out of schools and discontinuing of education.

The presenter also demonstrated that the African Union is working on conducting in-depth case studies in five different African countries with regards to girls' education, in collaboration with UNESCO. Finally, she underlined that empowering African girls is a necessity and should be achieved at a fast speed. This will lead to the decrease of many conflicts happening at schools in general and in the society in particular. Improvement of girls' education is an expected outcome of AU/CIEFFA's African Union (International Centre for Girls' and Women's Education in Africa) strategic plan for 2015-2017.

Gender equality in education in Asia-Pacific

Ms Justine Sass, East Asia and Pacific UNGEI Co-Chair, UNESCO Bangkok

- For a copy of the PowerPoint presentation, please see Annex 12

The presenter started by highlighting that the Asia-Pacific region is vast and diverse, so it is difficult to generalize the situation. Reviewing the data at a sub-regional level helps to provide a clearer picture, although even within sub-regions there is significant variation. She went on to report that gender parity has been achieved or is close to being met in primary education in most countries as shown by the data. South and West Asia made the most progress between 1999 and 2012, but significant differences exist. For example, Sri Lanka had already achieved parity in 1999 in primary school, while in Afghanistan, gender disparities have not yet been eliminated by 2012. In secondary education, there has been a general movement towards gender parity in countries in East, South and West Asia, and achieved or almost achieved in most countries in Central Asia. Progress has been made at secondary school level to redress gender disparities at the expense of girls, but gender disparities at the expense of boys in secondary education are observed in some countries including Bangladesh, Bhutan, and Mongolia. Inequalities are also evident within countries – dissecting data along poverty lines shows that the poorest girls are most likely never to have attended school. Findings from the region further underline the need to pay closer attention to hidden disparities, such as the variation in female enrolment rates in urban and rural areas and the role that ethnicity and socio-economic status play in girls' education. Ms Sass indicated that many barriers to education exist for girls in the region, including child marriages and early pregnancies.

Ms Sass recalled that gender equality is a more complex notion than gender parity and harder to measure. It requires moving beyond counting the numbers of boys and girls in school to exploring the

quality of girls' and boys' experiences in the classroom and school community, their achievements in education institutions and their aspirations for the future. This includes enhancing the number and quality of teachers, including female teachers; reforming curricula and textbooks to remove gender bias; and making classroom practices more gender-sensitive through training. Recent years have seen a growing focus on gender-based violence in the wider school environment.

One indicator often used to measure progress toward gender equality is the proportion of female teachers. Increasing the presence of female teachers has been shown to have a positive effect in countries where girls face disadvantage in participation in education. In places where women are under-represented in the teaching profession in secondary education, adolescent girls are denied important role models. There are significant variations in this indicator in the region in primary and secondary education, with many countries having lower proportions of female teachers at secondary education levels.

Achieving gender equality in education also indicates that there are minimal disparities in outcomes, including those reflected by measures of achievement. Ms Sass shared data examining different measurements, and showed that the disadvantage of girls in learning outcomes is underestimated when only school-going children are considered. These challenges follow women and girls into the labour market where the productive potential of women remains untapped in many countries. Meanwhile, women generally earn less than men in every sector. Ms Sass concluded by sharing that while significant progress has been made to narrow the gender gap, more work is needed to achieve gender equality in education and gender-just societies in the region.

Gender equality and the post-2015 global education goal "Education 2030"

Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO Headquarters

- For a copy of the PowerPoint presentation, please see Annex 13

The presenter emphasized how important it is to learn from the process of implementing actions towards the EFA goals and the MDGs in producing new policies/aims for education, particularly for girls' education. The MDGs had a narrow focus on access to primary education in the poorest countries, which diminished the perceived relevance of the global goals, including EFA, to middle income and developed countries. EFA is still an "unfinished business", hence there is continuing relevance.

After mentioning the important outcomes of the World Education Forum (WEF) in Incheon, Republic of Korea (19-21 May, 2015), Ms Hayashikawa presented the expected targets of the Education 2030 agenda. The overall objective of Education 2030 is to ensure inclusive and equitable quality education and promote life-long learning opportunities for all. The Incheon Declaration, which is the outcome of the WEF, and the Framework of Action of Education 2030, which will be discussed and adopted at the General Conference in November 2015 in Paris, have made specific reference to gender equality in education. Some of the strategies identified in the Framework of Action include reviewing education sector plans, budget, curriculum, textbooks, etc.; putting in place gender-sensitive measures to ensure teaching and learning are equal for girls and boys; ensuring environmental safety for all; and collecting indicators from multiple sources, including from EMIS.

Session 3: Gender equality in education: experiences from countries participating in the CFIT and HFIT projects

Participants were divided into four groups for in-depth discussion on their own country's progress and challenges in achieving gender equality in education.

In order to best capture information shared by participants, country summaries were produced by participants upon the organizers' request after the meeting (see section 2 of the report).

Field visit

Center for Teacher Education Research, Beijing Normal University

Mr Guoyuan Sang, Associate Professor at the Center of Teacher Education Research, BNU

After presenting an overview of the Center, its academic research areas and achievements so far, as well as partnerships developed within China and with other countries, Mr Sang was engaged in a discussion with the participants. Main points discussed were as follows:

- **Training of teachers in poor/remote areas**

There is a shortage of trained teachers in certain regions of the country, in specific fields in particular. Only a small portion of teachers go to teach in remote areas after graduating from universities. To address this, the government put in place incentives for teachers to work in these remote and often poor areas, by providing special allowances and subsidies. Teachers working in a remote area for a certain period of time are more easily promoted and are in a better position to become government teachers for instance. Distant training courses have also been set up to train teachers at primary and middle school levels. There is a programme under which some teachers from the cities go work in remote areas for a limited period of time while teachers in remote areas can also benefit from in-service training provided in Beijing and other cities.

- **Teachers' standards**

The presenter confirmed that standards are in place for the certification, recruitment and professional development of teachers. He mentioned that female teachers being a majority in the profession, when candidates with equal competencies compete, the male candidates will be preferred in some cases.

- **Promoting gender equality in and through teacher training**

Mr Sang indicated that perceptions of teachers' own beliefs and practices vary between rural and urban areas for instance. He noted that most teachers think they are quite gender-sensitive, but they do not demonstrate very strongly their intention for promoting gender equality. There is even high probability that some teachers discriminate against girls. To explore and address these issues, the Center supports teachers' research and observation capacities. Gender issues have also been integrated into their training programmes.

The presentation and further discussion were followed by a visit to the School of Continuing Education and Teacher Training, a branch of BNU.

Thursday 3 September 2015 (Day 3)

Session 4: Transforming teaching and learning processes to become gender-responsive

Transforming teaching and learning processes to become gender-responsive

Ms Patience Awopegba, UNESCO IICBA

- For a copy of the PowerPoint presentation, please see Annex 14

In her presentation, Ms Awopegba addressed three key areas:

1. Knowledge, skills and competencies needed to develop and implement a gender-responsive pedagogy;
2. UNESCO/IICBA's contribution to addressing gender in educational/teacher training institutions;
3. The need to adapt/review school curriculum, textbooks and teaching materials to ensure gender-responsiveness.

After explaining why it is important to address gender issues in education, the speaker presented three main characteristics of gender-responsive pedagogy:

- Emphasis on teaching and learning processes;
- Training of teachers on practical skills for relating to male and female learners within the classroom and in the school environment;
- Training of the school management team by targeting school managers to create a gender-sensitive environment.

Ms Awopegba indicated that carrying out gender-responsive pedagogy is the responsibility of education institutions in general, and teacher education institutions in particular. They should mainstream gender into education/teacher policies, plans, curricula, pedagogy, research and communication processes to ensure gender sensitivity.

The speaker presented some of the work that UNESCO has been conducting to address gender inequalities in education and in teacher training and pedagogy in particular. This includes developing a Guide for Gender Equality in Teacher Education Policy and Practices, which introduces a gender perspective to all aspects of teacher education and training. Ms Awopegba also provided detailed information about activities and results of a project coordinated by UNESCO IICBA, aimed to retain girls in lower secondary schools and to increase their learning outcomes, in Ethiopia from 2012-2015.

Building a gender-responsive education

Ms Jinghuan Shi, Professor, Institute of Education, Tsinghua University

- For a copy of the PowerPoint presentation, please see Annex 15

The speaker started by indicating that gender education is a global issue that has already been discussed for a few decades. Since it is not easy to address such an issue, problems still exist and continue to appear. However, with the collaborated efforts of international agencies and governments, the problems will vanish and gender education will gain strengths and high quality.

Ms Jinghuan Shi stressed that education can make a difference in the lives of human beings and this difference is always positive. She also attaches great significance to learning from successful experiences of other countries regardless of their economic or political situations. Further, she emphasized the importance of sharing one's experiences with other countries that need support. In

addition, the presenter believed in the importance of partnerships as a strong way to tackle many educational dilemmas with a particular focus on gender equality in education.

Above all, the presenter mentioned that it is hard to tackle the issue of gender equality as there are many schools where good teachers exist while many other schools do not have such good teachers. Such schools' teachers need further training and it is the responsibility of the state to train them and provide them with knowledge that enables them to deal with issues concerning gender education.

Ms Shi proposed seeing the world through the eyes of girls and women. She believes that girls and women have great things to offer to the whole world and it is high time to engage them in participation and leadership on a stronger basis. By giving girls and women such an opportunity, she believes that both sexes can benefit a lot while seeing different issues through the lens of girls and women.

By the end of the presentation, the presenter made valuable remarks that could be taken into consideration with the aim to reach gender equality in education:

- The main function of education is to contribute to the socialization and development of all human beings;
- There should be strong motivation towards the improvement of girls' education on the part of policy makers and key implementers;
- Gender awareness should exist first and must be strengthened in the teaching and training contexts;
- A strong focus should be attached to the attainment of quality education and what quality education is in the eyes of girls;
- It is necessary to empower young women with remedial education that helps them and other members of society lead better lives;
- Schools' availability, infrastructure, safety and health, staff and management, curriculum and teaching-learning materials, teaching pedagogies are all important elements that must be considered for succeeding in the promotion of gender education and gender equality.

Session 5: Developing gender-responsive learning environments

Developing gender-responsive learning environments

Ms Justine Sass, East Asia and Pacific UNGEI Co-Chair, UNESCO Bangkok

- For a copy of the PowerPoint presentation, please see Annex 16

Ms Sass began by emphasising that a gender-responsive education system is crucial to ensuring that learners of all ages and of all genders have access to quality and relevant educational opportunities. The speaker focused on factors linked to the learning environment that have an impact on our ability to achieve gender equality in education, including:

- Long distances from home to school, especially in rural areas;
- Lack of good infrastructure, particularly in rural areas;
- The higher numbers of male teachers in many schools, especially in leadership positions;
- The presence of gender bias in both enrolment and employment;
- The existence of corporal punishment;
- The presence of sexual harassment and insecurity in and around schools.

Ms Sass then emphasised that achieving gender equality in education requires addressing the different needs of girls and boys and ensures their enrolment, participation and achievement in the learning environment. It involves restructuring the culture, policies and practices in education to meet

different needs and capacities of learners. The speaker highlighted the need for using a gender lens to address:

- School availability and infrastructure: Policies to increase the availability and adequacy of school infrastructure, including increasing the supply of schools and girls-only schools. Improving school facilities can, in some contexts, have a disproportionate benefit for girls. Improved sanitation within schools improves adolescent girls' participation because concerns about privacy, particularly during menstruation, can be a barrier to school attendance.
- School staff and management: The presence of female teachers can allay parents' fears of security issues and help increase demand for girls' schooling, particularly in countries where cultural and social barriers to girls' enrolment exist, especially in rural areas. The State should also enforce regulations that lead to the fair recruitment, professional development and advancement of women.
- School safety and health: School-related and gender-based violence is one of the worst manifestations of gender discrimination and seriously undermines attempts to achieve gender equality in education. Steps should be taken to prevent and address incidents of violence, and promote respectful relationships. Efforts should also be made to re-integrate learners who have left schooling earlier, including adolescent mothers.
- School curriculum and materials: Curricula can encourage children to question gender stereotypes and promote equitable behaviours. Conversely, discriminatory gender norms conveyed in textbooks can damage children's self-esteem, lower their engagement and limit their expectations. Curriculum units should make sure that materials are gender-balanced and promote gender equality.
- Teacher pedagogy: Teachers' attitudes, practices and differential expectations of boys and girls in class can reproduce gender stereotypes and affect girls' and boys' motivation, participation and learning outcomes. Teachers should be trained in gender-responsive pedagogy including lesson planning, teaching, classroom management, and performance evaluation so that boys and girls are given equal support to develop their skills and participate in the classroom.

Child-friendly school: Focus on inclusive education

Mr Zheng Zengyi, Former Deputy Director, Department of Basic Education, Ministry of Education of P.R. China

- For a copy of the PowerPoint presentation, please see Annex 17

Providing data on the enrolment of children in schools in the country, Mr Zheng noted that the Compulsory Education Law of China focusing on inclusive education and equality in education endorsed in 1986 was a key factor for the attention paid to the enrolment of girls at all levels of education, especially in primary education. Many provinces have achieved greater rates of enrolments for compulsory education and the government also provides students in need with subsidies. For instance, the government of Shenyang City is very attentive to the renovation of schools and there is a plan for renovating 100 schools every year. In the past three years, 300 hundred schools were renovated in Shenyang City, Liaoning Province which accounts for fifty percent of the whole number of schools in that city.

It is estimated that around RMB 1.9 billion will be invested in the Promotion Programme of A Hundred Schools in a consecutive 3 years, which was initiated in Shenyang City with the integration of CFS idea from UNICEF. Around 80% of the funds to schools in rural areas will be provided by the city government and the rest 20% from the district or county government. The programme schools in urban areas will be supported by the city government with a 70% fund allocation and by local county government providing the rest 30% fund.

The presenter concluded by referring to some factors of success for the implementation of education policies that promote inclusion:

- Reflecting and attending to the needs of the society;
- Empowering the members of society and involving them in the planning and implementation processes of those policies;
- Efficient planning, administration, and monitoring of the budget;
- Commitment of the states to sustaining the support and achievement of the planned strategies/policies for the people who elected and trusted them.

Questions/Answers

The session gathered quite a few comments and questions from participants.

Mr Zheng Zengyi indicated that CFS standards had been developed through a consultative process and were available in English for further information. Schools built with these standards became a model for the construction of all schools in China.

Participants and the two presenters also agreed that gender disparities and biases are not limited to the classroom or the school, but go beyond the school environment. Interventions therefore need to be implemented outside of schools.

There was also a general common understanding and agreement that teachers are key in ensuring a gender-responsive and inclusive environment. Training and sensitisation on issues of children with disabilities for instance should be provided in pre-service and in-service teacher education. More teachers equipped with knowledge and skills to cater for varied students' needs should be deployed.

The specific issue of school-related gender-based violence (SRGBV) was raised again. Research was undertaken in selected countries, but the evidence is still lacking, and reporting of incidents should be made more systematically. It is also important that issues, especially when they are sensitive, be looked into. Ms Justine Sass recalled that issues should never be left untouched because they are new: if we do not ask questions and conduct researches, they will always be new. Attention has been given to SRGBV by international development partners and to some extent by governments, but more investments for researches on the issue are needed to collect and show evidence of what works and what can be done.

Session 6: Enhancing gender-responsive learning environments through the use of ICTs

Enhancing gender-responsive learning environments through the use of ICTs (Africa)

Mr Solomon Andargie, Project Officer, UNESCO IICBA

- For a copy of the PowerPoint presentation, please see Annex 18

Mr Andargie highlighted the gender gaps in ICTs and the factors behind these gaps:

- Male dominance of ICTs across the globe;
- Gender gap in access to mobile phones: in Africa, a woman is 23% less likely to own a mobile phone than a man.
- Gender gap related to use of Internet: men spend most of their time in playing games and catching up with news or viewing multi-media. Women, in contrast, tend to spend more time on social networks, making purchases online and email.

Mr Andargie also mentioned two main challenges facing the application of ICTs in educational contexts:

- Most of the policies focus on access to ICTs but the integration of gender is very limited;
- The participation of girls in STEM (sciences, technology, engineering and mathematics) subjects is very low.

Enhancing gender-responsive learning environments through ICT

Ms Chen Weiling, Deputy Director, Division of Educational Resources in Basic Education, National Centre for Educational Technology, Ministry of Education of P.R. China

- For a copy of the PowerPoint presentation, please see Annex 19

The speaker mentioned the national plan for ICT in education (2011-2020) and presented some projects and policies the government of China has implemented for the improvement of gender equality in education through the use of ICTs.

Application and the potential of Beidou technology in the field of education

Mr Wang Yan, Chairman of Board China's Compass Satellite International Application Holding Co. Ltd

- For a copy of the PowerPoint presentation, please see Annex 20

Many projects were displayed and one great achievement was the Beidou Navigation Satellite System. The speaker highlighted the achievements and advancements in the application of ICTs in education in China.

Questions/Answers

During the discussion that followed, it was indicated that progress has been made in countries where the China Fund in Trust Project (CFIT Project) has been carried out, with teacher training institutions equipped with ICT facilities.

Session 7: Skills development for out-of-school girls

Alternative education for out-of-school girls in China

Mr Liu Yonggon, Professor, China Agricultural University

- For a copy of the PowerPoint presentation, please see Annex 21

Mr Liu defined that those children who did not finish nine years of compulsory education are known to be out-of-school children; a definition that is very important in the outset. The presenter went on to show some statistical data concerning school enrolment and drop-out rates:

- Primary school enrolment is 99%, which means that the out-of-school children rate is just 1%;
- The drop-out rate during the transition from primary to secondary education is 10%;
- The dropout rate in middle schools is 3-5% on average, among which 30-40% exist in poor areas;
- Estimated annual increase in the number of out-of-school children is 3 million;
- Estimated number of out-of-school girls is 5 million.

At the same time, the speaker proposed that out-of-school girls are mainly concentrated in the rural areas of the West and Southwest of China. This is due to the huge gap between the educational resources in urban and rural areas. There are also many factors for girls to remain out of school in China. For example, schooling is expensive and parents lack the financial resources to support their children's education.

Despite the great advancements of education in China, especially the inclusion of girls in education, there are, according to the speaker, many challenges facing gender equality in education and out-of-school children, including:

- Difficulties to find and reach them;
- Difficulty to change the attitude of parents on values of girls' education;
- Difficulty to assess children's needs on alternative education;
- Difficulty in providing alternative education to out-of-school girls;
- Who should pay for the alternative education of out-of-school girls?
- Employment market that does not offer equal job opportunities.

To conclude, Mr Liu referred to the Spring Buds Project that has been successful in China so far. He also proposed that tackling the issue of out-of-schools girls requires changing the mind-sets and attitudes of the community members, and strong intervention and support of the government for vulnerable girls in all areas.

Skill training for out-of-school girls in the last decade in China: trends and challenges

Ms Lili Zhang, Professor, Beijing Normal University

- For a copy of the PowerPoint presentation, please see Annex 22

In the early 2000s, the issue of girls dropping out of school was still a serious problem in the remote and poor areas, especially in regions with minorities. A survey in 2005 showed that 80% of the 3,000,000 dropout students were girls. However, national policies and measures, especially the free tuition fee policy, have enhanced the implementation of compulsory education since 2006.

In the Chinese Standards of Child-friendly School, Ms Zhang indicated that there is a dimension named Inclusiveness and Equality relating to the following aspects:

- Safeguarding children's equal rights to attend school;
- Showing respect for students' differences and diversity;
- Creating a teaching and learning environment that supports gender equality.

The speaker noted that more attention has been paid to the issues of migration and the education of children who are left behind by their parents in the process of rapid urbanisation. In particular, this issue has been affecting girls who face more challenges in protecting themselves.

Ms Zhang added that education in China generally suffers from a lack of relevance to vocation and life, and the lack of gender awareness in education results in the prevalence of patriarchal thoughts, which prevents girls from developing agency and motivation to create their own future.

The speaker then presented activities and results of two projects:

- ACWF/DFID Partnership in Advocacy and Skills Training for Poor Adolescent Girls (2002-2005);
- The Non-formal Education Program by UNICEF and CAST (The China Association for Science and Technology).

To conclude, the speaker recalled that issues related to out-of-school girls have changed from drop-out to self-protection and the narrowing of career development opportunities. Due to the lack of gender perspective, stereotypes and discrimination could not be challenged by the public. Moreover, in some cases, they have been reinforced. Ms Zhang then recommended that assistance from international organizations, NGOs, philanthropic projects, and government agencies should be effectively utilized to gradually break down gender barriers.

Skills development for out-of-school girls

Mr Qutub Khan, Professor, Adviser to INRULED

- For a copy of the PowerPoint presentation, please see Annex 23

The speaker presented the following facts:

- 57.2 million girls were out of school according to the UNESCO UIS databank, 2011: out of which 23% have dropped out of school, 43% will never enter school, and 34% might start schooling later;
- It is reported that sub-Saharan Africa houses the largest portion of the out-of-school children in the world;
- Those young out-of-school children are poor, rural, and have no access to education;
- The issue of out-of-school girls needs to get tackled as it leads to improvement of family income, health, and critical thinking and decision making;
- The growth of economy would become faster when gender balanced education is offered;
- Educated girls and women can live longer if they know how to take care of their bodies and minds, and care for their children and their children's future;
- There are gender gaps in both quality and quantity education and urgent actions should be taken and implemented.

Mr Khan also mentioned some reasons why girls are left behind, such as:

- High cost of schooling for girls, especially in the private sector that offers better quality education;
- Less motivation is given to girls (from most of the community members);
- Early teen pregnancy and early marriage in many states;
- The presence of violence in many contexts;
- Lack of child/girl-friendly schools and teaching methodologies;
- Lack of training programmes and financial support.

Furthermore, the speaker suggested taking immediate actions to improve girls' education:

- Early childhood education should be carefully established and strongly supported mainly by the government;
- A stronger focus should be given to basic education;
- It is better to design curricula and materials that focus on providing girls with skills relevant to jobs;
- Creating environments to attract better investments in knowledge and creativity is very crucial;
- It is necessary to provide intermediation services for female workers and firms to transform skills into actual employment and productivity;
- Let the girls and women be part of the decision-making processes;
- A systemic and systematic review of education system based on the lens of girls and women should take place.

In addition, Mr Khan suggested particular skills to be possessed by girls, as follows:

- Motivation for personal goals;
- Executive functioning skills;
- Independent living-skills and self-esteem and self-reliance;
- Academic and managerial skills;
- Physical fitness and healthy habits;
- Emotional awareness, reflection, and regulation;
- Social skills;
- Relationship skills and values;

- Moral behaviour and personality development;
- Spirituality and a purposeful life.

The presenter also mentioned some measures that should be taken to improve the livelihood through education, as follows:

- They should encompass demand-side and supply-side factors altogether;
- They should adapt complementary mechanisms integrating training, job research, and involvement of the private sector;
- Improving access to lands, credits, productive inputs, and advisory and information services.

Questions/Answers

The time for discussion following the presentations was limited, but several participants managed to share their ideas and comments on the theme of the session. As for the reasons for out-of-school children in China, Mr Liu and Ms Zhang pointed out that socio-economic, cultural and geographic differences contributed to this phenomenon. According to the panellists, there are generally two reasons: (1) Influenced by traditions or their own understanding of education, the parents sometimes do not have the awareness to support their children to continue their education; and (2) In some underdeveloped areas with a scattered population, the school distance is considered too far from home and that increases the likelihood of dropout.

Session 8: Wrap-up: Strengthening South-South cooperation for advancing gender equality in education

All participants worked in groups of three or four countries to discuss common challenges, strengths and opportunities for advancing gender equality in education.

Results of these discussions are presented in Section 3 of this report.

Section 2: Country status and trends

This section includes summaries of the national context of each country that was represented at the international seminar, as it relates to the achievement and promotion of gender equality in education. Summaries were produced by each country delegation, and collected by the organizers through email, in the weeks that followed the organization of the seminar.

Cambodia

In Cambodia, the total population in 2014 is around 15 million, including 51.5% female. Cambodian boy and girl children have equal chances of accessing primary education (50.5%-50.3%). Girls have better chances of completing primary school than before and surpassed boys in gross enrolment at the lower-secondary level in 2014 and have better completion rates, but drop-out rates remain higher than boys (MoWA, 2014). The Education Congress Report 2015 (MoEYS 2015) demonstrates that girls' access to higher education remains significantly low as compared to boys. The literacy rate among young adults and older of women is still lower than men in all areas.

Even though gender parity at pre-primary and primary levels has been achieved, enrolment challenges remain, particularly in rural and remote areas. More school buildings and teachers in the remote and disadvantaged areas are needed. Furthermore, the limitation in deployment and promotion of motivated teachers, the school environment, and the society's mind-set related to female promotion in both public and private institutions, and family obligations including marriage and taking care of the family constitute a strong barrier to ensuring gender equality and equity in education, and increase the risk of girls dropping out of school.

Based on the government's policies related to gender equality and equity, providing scholarship especially to girls, improving the quality of education, increasing year by year the budget allocation to gender mainstreaming programme in terms of inserted the subject into school curriculum and training to implement at national and sub-national levels, expanding the lower secondary schools to nearly all districts, promoting the policy on child-friendly school, etc., positive achievements have been made, but significant challenges remain.

To address the challenges, Cambodia needs to take necessary actions to reduce the gender gap to increase the ability of the girls and women to participate in national development more efficiently, through improving: the quality of qualified, trained and motivated teachers, girl-friendly school environment and facilities for teaching and learning, better access to tertiary and higher education, and better quality and relevant non-formal education to develop employability and entrepreneurial skills for young girls and women.

Congo

Au Congo, les garçons et les filles ont les mêmes droits d'accéder à une éducation. Le système éducatif comprend trois cycles : primaire, secondaire premier et deuxième cycle en enseignement général et technique ainsi que supérieur. Il y a une législation qui fixe l'éducation obligatoire jusqu'à l'âge de 16 ans sans distinction de sexe.

Quelques défis qui affectent différemment les garçons et les filles au Congo :

- Les pratiques sexuelles entre les garçons et les filles à partir du secondaire, entraînant ainsi une irrégularité dans l'apprentissage et l'abandon de l'école à cause des grossesses ;

- La sécurité de l'environnement scolaire, l'éducation morale et civique afin d'éliminer les violences en milieu scolaire ;
- Les écoles de proximité ne sont pas suffisantes dans certaines zones urbaines et rurales ;
- Le manque des installations scientifiques dans certaines écoles secondaires ;
- Le faible taux d'enseignantes dans certaines zones reculées à cause du manque des logements ;
- Les cantines scolaires financées par le PAM ne sont pas appuyées par le gouvernement ;
- Pas de recrutement automatique des enseignants en fin de formation.

La situation au Congo s'est améliorée ces dernières années par l'engagement de la politique du gouvernement, par certaines mesures, dont les suivantes :

- L'organisation d'ateliers et de séminaires sur les révisions des programmes et des manuels scolaires afin d'intégrer la notion de l'égalité des genres ;
- La distribution gratuite des manuels scolaires ;
- L'amélioration des conditions des recherches des étudiants, dans le cadre de la coopération sud-sud; la Chine a construit une grande bibliothèque universitaire ;
- Le gouvernement poursuit sa politique concernant la construction des infrastructures scolaires : tableaux bancs moderne, salles de classe, toilettes)
- Le déploiement des centres de rescolarisation et d'alphabétisation pour réduire le taux d'analphabétisme qui est estimé entre 17 et 18%, et de 23% des femmes, d'après le recensement général de 2007.

Côte d'Ivoire

En Côte d'Ivoire, les garçons et les filles ont des chances égales d'accéder à une éducation et un apprentissage à l'école. La politique générale de l'Etat dans le secteur Education/formation a pour objectif d'une part d'assurer un accès égal à l'éducation, et d'autre part d'éliminer l'analphabétisme féminin.

La Côte d'Ivoire a connu de réels progrès dans l'équité de genre en matière d'éducation cependant des défis persistent pour une accélération de la scolarisation des filles dans les domaines suivants :

- accès des filles à l'école ;
- survie scolaire des filles (rétention et achèvement) au niveau tant du primaire que du secondaire premier cycle ;
- protection des filles à l'école ;
- coordination des initiatives et du financement durable de l'éducation des filles.

La situation s'est plutôt améliorée. L'éducation est au cœur de la politique ivoirienne, la problématique de l'égalité de genre est le socle de son projet de société. Des mesures d'ordre général ont ainsi été prises :

- Accroissement de l'offre éducative ;
- Intensification de la politique de gratuité pour donner la chance à tous les enfants y compris celle d'aller à l'école ;
- Suppression des obstacles liés à l'inscription à l'école primaire ;
- Développement des cantines scolaires et valorisation des initiatives communautaires.

Democratic Republic of Congo

Le Gouvernement de la République Démocratique du Congo a adopté en mars 2010, le document de stratégie de développement de l'enseignement primaire, secondaire et professionnel 2010/2016 dont l'objectif général est de construire un système éducatif inclusif et de qualité.

Le Plan Intérimaire de l'Education qui opérationnalise la stratégie, avait comme objectif général d'atteindre la scolarisation primaire universelle en permettant à tous les enfants de bénéficier d'un égal accès à l'éducation primaire complète, gratuite et de qualité.

Ceci montre à suffisance que filles et garçons ont des chances égales d'accéder à une éducation et un apprentissage à l'école.

La Constitution consacre le droit à l'éducation des filles. Plusieurs actions sont menées avec l'appui de nos différents partenaires dont l'UNICEF au début de chaque année scolaire pour l'inscription des filles et des garçons à l'école.

Aujourd'hui, les parents ont compris le bien fondé d'envoyer tous les enfants à l'école.

Les défis à souligner qui affectent différemment les garçons et les filles résident dans les diverses réalités sociales et économiques qui expliquent les faibles performances scolaires des filles ainsi que leur sous-scolarisation dans certaines provinces du pays :

- Le mariage précoce des filles et des grossesses non planifiées constituent un défi majeur pour la scolarisation de celles-ci.
- La RDC a connu une longue période d'insécurité ayant constitué un frein pour la scolarisation des enfants en général et des filles en particulier.
- Le revenu relativement bas des ménages ainsi que le nombre d'enfants par famille (5-6) sont des éléments aggravants. Les parents ont tendance à privilégier les garçons au détriment des filles à qui sont confiés les travaux ménagers et champ.

Dans les villes, une certaine amélioration est perceptible particulièrement dans les quartiers nantis.

Dans les quartiers périphériques et à la campagne, la pauvreté, la dislocation, le manque d'encadrement des parents ont une incidence néfaste sur la scolarisation des filles.

Ethiopia

The Ethiopian government made quite encouraging efforts towards gender-responsive educational planning and earmarking up to 2% of the education budget for the promotion of girls' education. Girls, particularly at the middle and high levels, still have less chance than boys in accessing, learning and successfully completing their education.

The three key challenges that are affecting girls and boys differently in accessing education are:

- Socio-Economic Challenges

Poverty is the root cause. Low-income families require children's labour for household work. Poor families are not able to spend money for their children to cover the direct and indirect costs of education.

- Socio-Cultural Challenges

Girls have less time and fewer opportunities for school due to domestic chores including fetching water and collecting firewood. Families tend to favour boys' education rather than girls'. Furthermore, the prevalence of harmful practices (such as early marriage, abduction, rape, etc.) is still high.

- Institutional Challenges

Weak institutional capacity, leadership and commitment are key bottlenecks. There is a lack of gender-sensitive physical facilities in school learning centres. Gender equality issues have not been well integrated and addressed in the strategies, rules, regulations, programmes, plans, and activities. Most education personnel have not received training on gender-responsive pedagogy. Serious shortage of women in teaching, academic leadership and management impedes them from being role models and mentors.

The situation of gender equality in education has been improving over the years. During the implementation period of the National Growth and Transformation Plan (GTP I 2010-2015) and the Education Sector Development programme (ESDP IV, 2010-2015), the government has taken serious institutional and organisational measures in advancing gender equality. The institutional measures include building schools near rural villages and improving girls-friendly learning environment and community engagement remains to be improved.

Ghana

Given the priority accorded to girls' education, in 1997, a dedicated Girls' Education Unit (GEU) was established in the Basic Education Division of the Ghana Education Service, with the policy objective of bridging the gender gap and mainstreaming gender issues in Ghana.

With regards to girls' and boys' access to education and learning at school, the latest EMIS data (2014/2015) provides a snapshot on access at various levels.

- The Kindergarten (KG) level, with a GPI of 1.04 (2013/2014) indicates a disparity against the boys which means gender parity is yet to be achieved at this level. Nationally, 49.7% of girls are enrolled with access to public KGs standing at 50.4%, an increase of 1.47%, relative to 2013/2014 and access to private KGs standing at 49.6%.
- At the primary level with a GPI of 1.0 nationally, Ghana has practically achieved gender parity in primary education. With the exception of Eastern Region (GPI 0.98), all other regions have a GPI of 0.99. Public primary schools account for 48.7% and private schools for 49.8% of the enrolment.

- At the Junior High School (JHS) level, though parity is yet to be achieved, the 2014/15 academic year recorded a favourable increase in the Gender Parity Index from 0.95 to 0.96. In deprived districts, a similar trend was noticed. Nationally, girl's enrolment increased from 48.1% in 2013/2014 to 48.3% in 2014/2015. Public schools enrolment increased from 47.1% to 47.6% and private schools enrolment from 50.2% to 50.7% respectively. GPI stands at 0.96, up from 0.95 in 2013/14. Large regional disparities still exist. Upper East and Upper West Regions witness a GPI of 1.05 and 1.04 respectively while Greater Accra Region recorded the lowest rate at 0.88.

Generally, there has been an improvement in girls' access to education. While gender parity has been achieved at the primary level, it is yet to be achieved in KG and JHS levels. However, the 2014/2015 figures indicate a significant improvement in Ghana's efforts at achieving gender parity at the basic school level.

Achievement, access to and participation, retention, and transition rates from one level to another remain key challenges affecting girls' education.

Addressing anti-girl-child socio-cultural beliefs and practices; girls' low self-esteem; gender biases in school/classroom practices; gender division of labour in school, at home and community levels; inadequate teaching and learning materials leading to poor teaching and learning outcomes; general negative attitude of teachers; child labour; teenage pregnancy; early marriage; lack of girl-friendly school environment; misuse of contact hours by teachers; and poor performance may hold the key to improving girls' achievement in education.

Myanmar

Myanmar has a long tradition of educating both its boys and girls and, according to the Ministry of Education (MoE), girls comprise 51% of all children attending basic education schools (2015-2016 AY). According to the Myanmar Population and Housing Census 2014, 51.8% of the population in Myanmar is female. Of the 8,461,477 children over five who are in school, the proportion of males and females is close to proportional; by age 15, girls are slightly more likely to be in school than boys, while overall participation rates at this age remain low, at 45.1 per cent and 43.5 per cent, respectively (Population Census 2014).

While overall there is evidence that Myanmar has attained gender parity, some analysis has noted that elements of gender disparity may vary somewhat throughout the country, based on geographical and socio-economic circumstances. For example, UNICEF reports that, based on the census data, 51% of girls in the poorest quintile receive less than four years of education.

The number of female teachers greatly outweighs the number of male teachers in Myanmar. Reports from the Comprehensive Education Sector Review in Myanmar (2012-2015) estimated that only 18% of primary teachers are men (8% in urban primary) and 13% at secondary level (10% in urban secondary).

There has only been a limited amount of research in Myanmar as to why participation rates of boys and girls vary in different parts of the country or why the teaching workforce is predominantly female. Indeed, data on gender and education is still limited. One challenge in this regard is that Myanmar's current Education Management Information System (EMIS) is highly paper-based with capacity limitations for meaningful data analysis, although improvements are expected in the next two to three years through the development of a sector-wide, integrated and decentralized EMIS. There is also little knowledge on gender and gender auditing among teachers, parents, communities and education stakeholders. The concept of providing gender-sensitive support services to boys and girls in school and an overall knowledge of gender concepts is still lacking within school communities; this may, in turn, affect the teaching-learning environment in schools.

The National Education Law (2015) in Myanmar describes free and compulsory primary education for basic education and the intention is to eventually expand this to other levels of schooling as well. The government introduced free primary education in 2013-2014, free middle school in 2014-2015, and free high school in 2015-2016. In the Non-formal Education (NFE) sector, an equivalency program for primary level is being implemented and the middle school-level equivalency program curriculum has been developed.

Namibia

In the overall policy framework in Namibia, boys and girls have equal chances of accessing education and learning at school. Immediately after independence, Namibia adopted the education policy for all that includes broad goals such as access, democracy, quality, equality and lifelong learning. Basic education became compulsory for all children until the age of 16, and later free textbooks and stationery for primary education were provided. Admission and enrolment campaigns are also run for parents to register their children at primary schools of choice.

Despite these opportunities, challenges are still manifold, including insufficient government and donor funds for the necessary facilities, and poor parental involvement. Gender-awareness issues are not incorporated in the school and university curricula and the coordination of gender awareness issues are fragmented. There are insufficient scholarships offered to girls and vulnerable children. Only a few pre-primary classes are allocated at government schools. Most are privately run by communities, which poses a challenge to quality education. Learners at these pre-schools are taught by unqualified teachers.

Over the years, the situation has improved. There are multiple initiatives contributing to these improvements, including the per capita funding for vulnerable children and orphans to be admitted in private schools. Mobile schools for the nomadic were introduced to ensure that boys and girls remain in school. The teenage pregnancy management policy allows pregnant girls to attend school until a month before delivery and requires them to be back at school immediately if possible. FAWENA (Forum for African women educationist) in Namibia is supporting needy children (both boys and girls) with toiletries and uniforms. Universal primary education grants are offered to all primary schools. About 50% of girls have gone through pre-primary education before entering primary schooling. Free Secondary Education will be introduced in Namibia in 2016 and all government schools are provided

with free textbooks and stationary. A feeding programme is offered to rural pre-primary and primary schools; it is also extended to primary schools at informal settlements. Literacy classes are offered free of charge to adult learners and about 84% of entrants are women. Government has availed funds for students to study abroad and 80% of the 217 students studying in China are women. The Ministry of Gender Equality and Child Welfare offers skills training. And finally, Namibia has an Inclusive Education policy in place.

Nepal

Nepal has achieved significant improvement in gender parity in school education (1-12). The GPI in GER for Basic (Grade 1-8) and Secondary (Grade 9-12) education is 1.08 and 1.01 respectively (Flash Report 2014/15, DoE). The analysis of education data shows that a slight gender disparity exists at the disadvantage of boys in basic level. Introduction of various scholarships and incentive schemes through Department of Education (DOE) contributed significantly to increasing girls' participation.

Although gender parity in school enrolment (Grade 1-12) has been achieved at the national level (GPI 0.98), girls in remote districts, in the lowest income quintile, and from vulnerable population groups face barriers accessing, participating and completing education. The issue of gender equality in education, especially with regard to internal efficiency and learning achievement is a huge challenge. The female teachers also represent only 39% of the total teachers (GPI 0.63) at basic level. Further analysis reveals that the percentage of female teachers decreases in upper levels of education. There is still a need of equitable numbers of female teachers in schools.

The achievement of girl students is affected because most are engaged with household chores and spend comparatively more hours than their male siblings. In order to ensure good performance of the girls in schools, both boys and girls should be treated equally in their homes.

The share of enrolment at basic level in institutional schools is 15.57% (girls 13.32% and boys 17.89%) (DoE, 2015). Further, out of each 100 children in institutional schools only 43 are girls compared to 57 boys. This clearly indicates that girls are less likely to enrol in institutional schools than boys.

Hence, the norms and values of communities in general and the attitudes of parents and teachers in particular have to be altered to enable an adequate learning environment in school and at home for both boys and girls.

Sri Lanka

With regard to the MDGs and EFA, the goal of eliminating gender disparities in access to both primary and secondary education has been to some extent achieved in Sri Lanka. A number of initiatives have supported gender equality – the Constitutional provision (1978) of equal rights without discrimination on the grounds of sex, and the ratification of the Convention on the Elimination of All Forms of Discrimination Against Women, as well as universal franchise and equal rights to contest elections in 1931, and equal access to free education and health services have all contributed to promoting gender

equality in Sri Lanka. In 1997, an attempt was made to remove gender stereotyping in school text books, introduce gender sensitisation into the curricula at school level and in teacher education. Even though economic constraints continue to be a barrier to promoting equal educational opportunities for boys and girls, free education has been a major agent of progress toward gender equality and poverty reduction. Around 96% of schools have been co-educational for decades. Girls from most socio-economic strata have had relatively extensive access to education.

Transition rate from primary to secondary is 0.99. Male students start dropping out from schools towards the end of the primary cycle due to various reasons. There is a trend that female students carry on with higher studies very often than not. However boys have a better rate of securing jobs after passing the Ordinary Level examination (after 11 years of schooling) or Advance Level examinations than girls.

At senior secondary levels in rural areas, girls lack opportunities to access science education. Therefore, in some areas qualified girls do not enter the A/L science stream due to issues such as long distances from home to schools, and lack of protection.

Due to social and cultural constraints, even if girls are well-educated, they sometimes find difficulties in securing well-paid jobs, especially in the private sector because girls are not permitted generally to work late hours, and due to issues related to maternity leave and so on. Collectively the aforementioned factors have restricted girls' education and women's empowerment in Sri Lanka.

Tanzania

Gender Equality in Tanzania can be assessed by comparing the chances of accessing different levels of education and learning for both boys and girls. However, there is no serious gender disparity at lower levels of education in terms of access to education and learning. Discrepancy is observed at higher levels.

Current data on enrolment rates suggest equal chances for both boys and girls at pre-primary and primary levels. Inequality is however observed in secondary and higher levels, where girls' enrolment is generally lower than that of boys. Beyond secondary levels, females' participation in education is lower than that of boys.

There is a general understanding that some norms and cultural practices as well as certain gender aspects influence negatively the learning process, particularly among girls. These include early pregnancies and household chores that directly affect attendance of girls in schools.

The observed gender disparity in access to education and learning can be attributed to the following:

- Children are expected to assist in various household chores whereby more girls than boys are tasked with many day-to-day household chores;
- In some rural locations, schools are located at unfavourable distances from homes of some individuals. Girls are less tolerant in enduring these hassles of going to school compared to boys. In addition, girls are vulnerable to gender-based violence including raping;
- Early pregnancy for girls causing them to drop out of school;

- Few female teachers who can be of help to girls when in need;
- Girl-unfriendly infrastructures that support the biological and social needs of girls.

Generally, Gender Equality in Tanzania has improved through various initiatives by the Government, NGOs and the International organizations. Efforts to formalise re-entry of girls who drop-out from school due to pregnancy are underway.

Uganda

Uganda has made significant progress in promoting girls' and boys' education through policy, programmes, strategic partnerships, and interventions impacting girls' and boys' enrolment, retention in school, completion and benefit from the education system at different levels.

Through Universal Primary Education, the number of girls accessing education at primary school entry has increased to 50 percent, while Universal Secondary Education (USE) and Universal Post Primary Education Training (UPPET) increased secondary school enrolment with girls constituting 46 percent. At BTVET level, enrolment of girls increased by 46 percent. At the university level, there has been an increase in girls' enrolment partly due to the affirmative action scheme of 1.5 additional points to girls in public universities.

Concerning remaining challenges, there is a gap between policy and practice due to limited awareness and use of existing policies to promote girls' and boys' education in Uganda.

Existing gender gaps at critical education access points denote that girls' representation decreases at the later levels of the education system due to factors like high school dropout rates, low value attached to girls' education and sexual abuse. For example, while primary enrolment indicates gender parity, other levels such as secondary, tertiary and BTVET reflect barriers to entry.

Early sex and teenage pregnancy are among top contributory factors to high school dropout rates for girls. 35% of teenage girls are pregnant or have already had their first child.

There is lack of a child-friendly school environment, which affects both girls and boys. The majority of the young girls and boys lack life skills to negotiate through life challenges, largely due to the gendered socialization they are subjected to.

Overall, the situation has improved due to the formulation of various interventions for education in Uganda like the National Strategy for Girls' Education, which harmonises its roles and activities; and those of its partners in educating the girl child. The strategy provides a framework for narrowing the gender gap in education by promoting girls' education, as a form of affirmative action. It emphasises full and equal participation for girls in education and acts as an action plan highlighting the roles of different stakeholders in the sector. An example is training of stakeholders on gender sensitive pedagogy, menstruation management, creating safer schools.

Uzbekistan

There is a special attention to women's education in Uzbekistan. It has found a legal foundation in the Constitution of Uzbekistan, Decree on Education and National Program of Training Employees, which form the base for educating and promoting their talents. In particular, the government has paid special attention to preparing girls who reached puberty, to lead a family life by providing reproductive health facilities, supporting their talents and special skills. In realisation of such works, continuous and non-stop principles applied at all levels of education and accepted clear point system.

But, according to a research themed Education – Foundation of Future prepared jointly by the Ministry of Public Education and the Ministry of Higher and Secondary Specialised Education, the number of women employed in education administration at all levels in national, regional and district levels is far less than that of men. This trend can also be observed in the top managerial positions of the other sectors of the economy.

Although few gender disparities exist in the first nine years of schooling, they emerge after Grade 9, thus affecting girls aged 15 and older. As highlighted in the ESP, this is particularly true in academic lyceums, in which only 42.6% of students are girls. At tertiary level, the gender gap is more notable, with the Gross Enrolment Ratio (GER) standing at about 0.7 (UNESCO, *World Atlas of Gender Equality in Education*. 2012.), or 41% as per UNDAF Uzbekistan for 2016-2020. Existing policies on admission to the higher education institutions, cultural practices and some traditions, including relatively early marriage and gender stereotypes, comprise the main specific barriers to girls continuing to study past secondary level, particularly in rural areas. In addition, there exists horizontal segregation of young women and girls, who are concentrated in vocational colleges, lyceums and higher educational institutions that specialize in teacher training and health care professions such as nursing. In turn, this leads to a higher concentration of women in these lower-paid sectors of the economy.

The reason for that lies in incapability of educated womenfolk to get employed compared to men. This is because parents consider that fiscal budget spent to women education are less profit returnable, and it affects family budget. Official statistics show existence of problems at higher levels of education, improvements are needed in solving the gender problem at higher educational institutions in Uzbekistan.

Based on all above mentioned, we advise the following:

- To continuously monitor, study real condition and analyse women's education;
- To work out plans to develop women's education prosperously;
- To form a mechanism for developing the monitoring of women's education;
- In association with mahalla (a small unit of principality), organise special education programmes for home women and organise lifelong learning;
- To initiate reconsideration of the policies and financing regulations towards increasing participation of women in tertiary education;
- To organise non-governmental and non-commercial institutions to develop women's education;
- To form special courses to prepare supervisors who help to promote women's education;
- To pay a special attention in developing reproductive culture which enhances women's physical condition and health;
- To take prophylactic activities which can prevent early marriage at secondary special and higher educational institutions;
- To organise various events directed to defending women's rights.

Section 3: The way forward

This section presents the reports of discussions held in groups during Session 8: *Strengthening South-South cooperation for advancing gender equality in education*.

GROUP 1: Côte d'Ivoire, Cambodia, Ethiopia, Tanzania

Common challenges

- Perception of parents and the society especially in rural areas (girls cannot compete with boys)
- Low number of women administrators (supervisors, inspectors and educational leaders)
- Economic choices
- Early marriage
- Limited government financing capacities for girls' education initiative
- Lack of training of teachers and teacher trainers in TT institutions
- Limited understanding of gender equality
- School environment not being gender-sensitive/ Harassments
- Gender and disabilities (children with disabilities are out of school)
- Limited girls' participation in mathematics and science
- Land ownership

Common strengths

- All countries have policies on gender equality that were developed by engaging all the stakeholders/actors
- School infrastructure improvements (good class-rooms, toilets, etc.)
- Technical and financing support from multiple partners for work and advocacy
- Government and political leaders are increasingly engaged in girls' education
- Advocacy and awareness efforts (incentivise, motivate the girls, positive role models)
- Globalisation and international common agenda, cooperation between the countries, for the labour market

Common measures observed to address an issue relating to gender equality in education

- Zero pregnancies in school
- Textbook revision
- Strengthening of child protection, particularly for girls
- Strengthen non-violence in schools
- Schools established close to villages to reduce the distance and to increase security
- Increase mobilisation and engagement of mothers and women for girls' education
- New policy for female teachers' deployment in rural areas showing women role models
- Increase the number of female teachers at all levels through affirmative action for selection/attracting women teachers
- Seminars for sharing best practices
- School feeding programme
- Establishing quota/priorities for female teachers

Opportunities for south-south cooperation for gender-responsive teaching and learning

- Strengthen the capacities of the gender working groups
- Accommodation for female teachers in rural areas
- Building of upper secondary schools for girls with ICT facilities
- science facilities for every secondary school

- In addition to scholarships, provide soft-loans from local donors in Cambodia, for girl students to pursue higher education in science and maths
- Expand life skills training in the school curriculum
- Functional literacy and skills development programme for out-of-school girls and women

GROUP 2: Congo, Myanmar, Ghana, Uganda

Common challenges

- Inadequate budget for gender, and gender-responsive budgeting and financing
- Violence or political instability across many countries
- Urban and rural differences, distances to schools
- Culture/social norms, e.g. for girls to look for water
- Limited awareness of gender equality in education
- Languages (limited multi-lingual education)
- Government accountability, documentation, monitoring and sustainability of initiatives
- Gender-responsive curriculum and implementation
- Getting to scale –limited geographic coverage on initiatives
- Limited teacher training on gender-responsive pedagogy
- Limited life skills education among girls (self-awareness, self-esteem) including support to menstrual hygiene management
- Multisectoral cooperation with the education sector
- Efforts in education, but need for broad advancements in gender equality in society

Common strengths and measures observed

- Governments have signed on to international commitments and conventions and set up national policies (but implementation is an issue!)
- Gains in gender parity in primary education
- Achievements made but how to sustain them
- Some good examples of teacher education, training on pedagogy on gender (taking to scale is a challenge!)
- Curriculum analysis for gender bias, and processes initiated for textbook revision in many settings and materials developed

Opportunities for south-south cooperation for gender-responsive teaching and learning

- Learn from China example of moving towards domestic investments
- Joint advocacy across countries to create awareness of gender equality in education, including through the regional economic communities and other opportunities to share good practice to promote sustainability
- Promote public-private cooperation
- Leadership exchange programmes across countries for girls/women and cooperation across teacher trainers/colleges to build capacity among teachers
- Use ICT platforms to share examples of good practice and build capacity
- Learn about countries that have strengthened policy implementation
- Curriculum integration of gender issues with common milestones across participating countries

GROUP 3: Democratic Republic of Congo, Nepal, Liberia, Ethiopia

Common challenges and strengths

- Policy makers are not trained on how to prepare gender-responsive policy
- Fragmented programming approach leading to unsustainability
- Curriculum and teacher training are not gender friendly /sensitive
- Gender disparity: social and cultural belief
- Insufficient number of teachers, fewer female teachers
- Learning spaces are not gender friendly; insufficient numbers of girls' toilets
- Funding gaps
- Use of ICT

Common measures observed to address an issue relating to gender equality in education

- Commitment towards gender equality at the political level
- Separate policies/strategies with regards to gender-responsive teaching and learning such as girls strategic paper, equity strategy (Nepal)
- Provision of female teachers in each school, participation of women in school management committee/governing board
- Training/orientation on gender-responsive pedagogy to teachers and programme implementers
- Education budget is increasing over the years
- Provision of in-service teachers

Opportunities for south-south cooperation for gender-responsive teaching and learning

- Experiencing /Knowledge-sharing
- Cooperation between countries within and outside the region
- Networking among teacher training institutions
- Common programming among countries
- Documentation and sharing of promising practices

GROUP 4: Uzbekistan, Sri Lanka, Namibia

Common challenges

- Policies are not effectively implemented/or not implementable
- Need for periodic policy review
- Lack of co-ordination mechanisms between ministries and other relevant stakeholders related to gender sensitivity
- Policies are not gender-sensitive
- Lack of specific gender infrastructure requirements
- Lack of competent teachers to address vulnerable students
- Mismatch between teacher training and policy provisions
- Early marriage and teenage pregnancies
- Long distances to attend schools

Common strengths

- Availability of free and compulsory education (not less than 16 years of age) in most countries
- Monitoring of out-of-school/drop-out children; in some cases stringent legislation to ensure regular attendance

- Free textbooks, stationary and uniforms as well as free meals for indigent students provided in most countries
- Majority of teachers/principals and high level officials are female due to special policies, i.e. affirmative action, parity in salaries despite gender differences

Common measures observed to address an issue relating to gender equality in education

- Affirmative action policies
- Directives have been made to ensure that more females are high-level decision-makers
- Life skills teaching which includes addressing gender-sensitive issues, i.e. nurturing respect for each gender group and including reproductive and sexual education
- Incorporating stringent measures against child marriage and rapists

Opportunities for south-south cooperation for gender-responsive teaching and learning

- Recent establishment of a South Asia Teacher Training Institute (UNESCO category II centre) in Sri Lanka to share and implement best practices within the region and between the regions
- Conducting international seminars to share best practices at the regional level including field visits
- Online networking mechanisms and forum discussions
- Design South-South tools for conducting gender audits and resolving gaps

Conclusion

After the seminar sessions were concluded, two parallel meetings were organized with the UNESCO teams and the delegates of countries where the HFIT projects will be implemented. The objective of these two meetings was to take stock of lessons from the seminar and discuss the planning of the inception phase of each of the two HFIT projects. Several decisions were made to ensure that implementation of both projects can begin at the earliest possible.

As intended, the seminar was an opportunity for delegates from several countries in Africa and Asia, participating in the CFIT and HFIT projects, to learn from each other and discuss opportunities that can be taken up to ensure that national education systems become more gender-responsive, so that boys and girls have equal opportunities in and through education. It is hoped that experiences and lessons shared throughout the seminar can benefit all.

Annexes

- Annex 1: Agenda
- Annex 2: Guidelines
- Annex 3: List of participants
- Annex 4: Results of the seminar evaluation (through forms collected from participants)
- Annex 5: Speech by Mr Dong Qi, President of Beijing Normal University and Director of INRULED
- Annex 6: Speech by Mr Sun Mingyu, Board Member of the HNA Group Co. Ltd. and Deputy Chairman of Board, Hainan Cihang Foundation
- Annex 7: Speech by Ms Eunice Smith, Officer-in-Charge, UNESCO Beijing Office
- Annex 8: Speech by Mr Hao Ping, Vice Minister of Education of P.R. China, President of the 37th General Conference of UNESCO
- Annex 9: Introduction by Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO Headquarters
- Annex 10: *Global status and trends on gender equality in education – an overview*, by Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO Headquarters
- Annex 11: *Gender equality in education: an international overview and regional perspectives (Africa)*, by Ms Rita Bissoonauth, African Union / CIEFFA
- Annex 12: *Gender equality in education in Asia-Pacific*, by Ms Justine Sass, East Asia and Pacific UNGEI Co-Chair, UNESCO Bangkok
- Annex 13: *Gender equality and the post-2015 global education goal “Education 2030”*, by Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO Headquarters
- Annex 14: *Transforming teaching and learning processes to become gender-responsive*, by Ms Patience Awopegba, UNESCO IICBA
- Annex 15: *Building a gender-responsive education*, Ms Jinghuan Shi, Professor, Institute of Education, Tsinghua University
- Annex 16: *Developing gender-responsive learning environments*, by Ms Justine Sass, East Asia and Pacific UNGEI Co-Chair, UNESCO Bangkok
- Annex 17: *Child-friendly school: Focus on inclusive education*, by Mr Zheng Zengyi, Former Deputy Director, Department of Basic Education, Ministry of Education of P.R. China
- Annex 18: *Enhancing gender-responsive learning environments through the use of ICTs (Africa)*, by Mr Solomon Andargie, Project Officer, UNESCO IICBA

- Annex 19: *Enhancing gender-responsive learning environments through ICT*, by Ms Chen Weiling, Deputy Director, Division of Educational Resources in Basic Education, National Centre for Educational Technology, Ministry of Education of P.R. China
- Annex 20: *Application and potential of Beidou technology in the field of education*, by Mr Wang Yan, Chairman of Board China's Compass Satellite International Application Holding Co. Ltd
- Annex 21: *Alternative education for out-of-school girls in China*, by Mr Liu Yonggon, Professor, China Agricultural University
- Annex 22: *Skill training for out-of-school girls in the last decade in China: trends and challenges*, by Ms Lili Zhang, Professor, Beijing Normal University
- Annex 23: *Skills development for out-of-school girls*, by Mr Qutub Khan, Professor, Adviser to INRULED

Annex 2: Guidelines

Tuesday 1 September 2015 (Day1)

8:30 – 9:30		<i>Registration</i>
		Opening ceremony – Official launching of the UNESCO – HNA Group Funds-in-Trust (HFIT) projects Moderator: Mr DU Yue, Chinese National Commission for UNESCO
9:30 – 10:10		Welcoming remarks <ul style="list-style-type: none"> • Welcoming Speech by Mr Dong Qi, President of BNU and Director of INRULED • Speech by Mr CHEN Wenli, Vice-Chairman of Board, HNA Group Co. Ltd • Speech by Ms Eunice Smith, officer-in-charge, UNESCO Beijing Office • Speech by Mr HAO Ping, Vice Minister of Education of the People’s Republic of China, President of the 37th General Conference of UNESCO
10:10 – 10:30		Introduction to the seminar Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO HQ
10:30 – 10:50		<i>Coffee break</i>
		Session 1: Contextualizing the discussion on gender equality in education, with an international overview and the experience of China Moderator: Mr Libing WANG, Chief (APEID), UNESCO Bangkok
10:50- 12:30		<i>The aim of the session is to build a common understanding on gender equality in education and discuss progress made in promoting gender equality in education as well as persisting challenges globally and in China.</i> <ul style="list-style-type: none"> • Panelists: <ul style="list-style-type: none"> ○ Ms ZHENG Xinrong, Professor, Faculty of Education, Beijing Normal University ○ Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO HQ ○ Mr WANG Dinghua, Director General, Department of Basic Education, Ministry of Education of P.R. China • Exchange with participants in plenary
12:30 – 14:00		<i>Lunch</i>
		Field visit
14:00 – 15:00		An introduction to All China Women’s Federation (ACWF) by Ms MU Hong , Director-General, International Department, ACWF Venue: Jingshixuetang
15:40 – 17:00		Visit to Smart Learning Institute, Beijing Normal University
18:00 – 19:30		<i>Reception hosted by Chinese NATCOM, BNU and INRULED</i>

Wednesday 2 September 2015 (Day2)

		<p>Session 2: Gender equality in education: Regional perspectives and the context of the post-2015 education agenda</p> <p>Moderator: Mr Tirso Dos Santos, Head of Office, UNESCO Accra</p>
09:00 – 10:00		<p><i>The aim of the session is to discuss progress made in promoting gender equality in education as well as persisting challenges in Sub-Saharan Africa and Asia and the Pacific. It will also discuss the post-2015 education agenda (Education 2030).</i></p> <ul style="list-style-type: none"> • Speakers: <ul style="list-style-type: none"> ○ Ms Rita Bissoonauth, African Union / CIEFFA ○ Ms Justine Sass, East Asia and Pacific UNGEI Co-chair, UNESCO Bangkok ○ Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO HQ • Exchange with participants in plenary
10:00 – 10:20		<i>Coffee break</i>
		<p>Session 3: Gender equality in education: experiences from countries participating in the CFIT and HFIT projects</p> <p>Moderator: Mr Tap Raj Pant, Programme Specialist, UNESCO Kathmandu</p>
10:20 – 12:20		<p><i>Following up on Session 2, the aim of the session is to discuss progress made in promoting gender equality in education as well as persisting challenges, in each of the countries participating in the CFIT and HFIT projects.</i></p> <ul style="list-style-type: none"> • Experience sharing among participants in groups • Reporting back and discussion in plenary
12:20 – 13:20		<i>Lunch</i>
		Field Visit
14:00 – 15:00		Centre for Teacher Education Research, Beijing Normal University Venue: Jingshixuetang
15:40 – 17:10		School of Continuing Education and Teacher Training, Beijing Normal University
18:00 – 20:30		<i>Dinner and Visit to Exhibition Hall of Beijing Normal University</i>

Thursday 3 September 2015 (Day3)

		<p>Session 4: Transforming teaching and learning processes to become gender-responsive</p> <p>Moderator: Mr Sardar Umar Alam, Head of Office, UNESCO Yangon</p>
9:00 – 10:30		<p><i>The aim of the session is to discuss how gender in education is addressed in teacher training institutions and the knowledge, skills and competencies needed to develop and implement a gender-responsive pedagogy. The session will also discuss ways of adapting/reviewing school curriculum, textbooks and teachers materials.</i></p> <ul style="list-style-type: none"> • Speakers: <ul style="list-style-type: none"> ○ Ms Patience Awopegba, Programme Specialist, UNESCO IICBA ○ Ms SHI Jinghuan, Professor, Tsinghua University • Experience sharing among participants in plenary
10:30 – 10:50		<i>Coffee break</i>
		<p>Session 5: Developing gender-responsive learning environments</p> <p>Moderator: Mr Santosh Khatri, Programme Specialist, UNESCO Phnom Penh</p>
10:50 – 12:30		<p><i>The aim of the session is discuss how a gender-responsive learning environment can encourage girls' access to, participation in, and continuation of education, and promote gender equality. It will also discuss steps the education sector can take to prevent and address school-related gender-based violence.</i></p> <ul style="list-style-type: none"> • Speakers: <ul style="list-style-type: none"> ○ Ms Justine Sass, Regional adviser for HIV/AIDS, UNESCO Bangkok ○ Mr ZHENG Zengyi, Former Deputy Director-General, Department of Basic Education, Ministry of Education of P.R. China • Experience sharing among participants in plenary
12:30 – 14:00		<i>Lunch</i>
		<p>Session 6: Enhancing gender-responsive learning environments through the use of ICTs</p> <p>Moderator: Ms Yumiko Yokozeki, Director, UNESCO IICBA</p>
14:00 – 15:30		<p><i>The aim of the session is to discuss and explore the role/potential of ICTs in expanding and facilitating access to and enhancing the quality of teaching and learning for women and girls.</i></p> <ul style="list-style-type: none"> • Speakers: <ul style="list-style-type: none"> ○ Ms CHEN Weiling, Deputy Director, Division of Educational Resources in Basic Education, National Centre for Educational Technology, MOE ○ Mr Wang Yan, Chairman of Board China's Compass Satellite International Application Holding Co. Ltd ○ Mr Solomon Andargie, Project Officer, UNESCO IICBA • Experience sharing among participants in plenary
15:30 – 15:50		<i>Coffee break</i>

		<p>Session 7: Skills development for out-of-school girls Moderator: Mr WANG Li, Deputy Director, INRULED</p>
15:50 – 17:30		<p><i>The aim of this session is to investigate the issue of out-of-school girls and the challenges for them to receive compensatory education, and explore how skills development can help them improve their livelihood.</i></p> <ul style="list-style-type: none"> • Speakers: <ul style="list-style-type: none"> ○ Prof. LIU Yonggong, China Agricultural University ○ Prof. Qutub Khan, Adviser to INRULED ○ Prof. ZHANG Lili, Beijing Normal University • Experience sharing among participants in plenary
18:00-19:00		<i>Dinner</i>

Friday 4 September 2015 (Day4)

		<p>High-level Event Chair: Mr HAO Ping, Vice Minister of Education of the People's Republic of China, President of the 37th General Conference of UNESCO Venue: Diaoyutai State Guesthouse</p>
10:30 - 11:30		<ul style="list-style-type: none"> • Meeting with the leaders <ul style="list-style-type: none"> ○ Reports by three representatives of the seminar <ul style="list-style-type: none"> - Ms Socheata SOEUR, Under Secretary of State, Ministry of Education, Youth and Sport - Ms Sharon Mercy Malinga Higenyi, Tutor, Shimoni Core PTC - Ms Catherine NUTSUGAH-MIKADO, Director, Girls' Education Unit, Ghana Education Service ○ Remarks by Ms Irina Bokova, Director-General of UNESCO ○ Speech by Ms PENG Liyuan, First Lady of P.R.China and UNESCO Special Envoy for the Advancement of Girls' and Women's Education • Group photo • Gift exchange
12:30 – 14:00		<i>Lunch</i>
		<p>Session 8: Wrap-up: Strengthening South-South cooperation for advancing gender equality in education Moderator: Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO HQ</p>
14:00 – 15:30		<p><i>The aim of the session is to reflect on the previous sessions and on the outcomes of the high-level forum/panel on female leadership, and to further discuss on how to strengthen South-South cooperation for promoting gender-responsive teaching and learning and ultimately advancing gender equality in education.</i></p> <ul style="list-style-type: none"> • Group work • Reporting back and discussion in plenary
		<p>Closing ceremony Moderator: Mr Libing WANG, Chief (APEID), UNESCO Bangkok</p>
15:30 – 16:00		<p>Closing remarks</p> <ul style="list-style-type: none"> • Remarks by Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO HQ • Remarks by Mr WANG Li, Deputy Director of INRULED
16:00 – 16:20		<i>Coffee break</i>
		<p>HFIT projects country follow-up planning meeting</p>
16:20 – 18:30		<p><i>The aim is to discuss the follow-up activities under the projects in Africa and in Asia with the UNESCO's project team from all offices represented.</i></p> <ul style="list-style-type: none"> • Break-out into two groups for each project's planning: <ul style="list-style-type: none"> ○ Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO HQ ○ Mr Libing WANG, Chief (APEID), UNESCO Bangkok
19:30 – 21:00		<p><i>Reception hosted by UNESCO (Venue: ZHAOLONG Hotel, No.2 Gongtibeilu, Chaoyang District, Beijing)</i></p>

Saturday 5 September 2015 (Day5)

		Cultural visit
07:00-20:00		<i>The Great Wall The National Stadium (Bird's Nest/Olympic Stadium) The Forbidden City Xiushui Market</i>

Annex 2: Guidelines

Introduction

We are very pleased that you are participating in the International Seminar on Girls' and Women's Education. This event is organized in particular to celebrate the launch of two new projects by UNESCO Headquarters and UNESCO Bangkok, with support from the HNA Group.

These guidelines are meant to facilitate your preparation and participation in the seminar and in discussions that will be held on themes related to the promotion of girls' and women's education, in your country and across regions of Sub-Saharan Africa and West, South and South-East Asia.

For more information about the background and objectives of the seminar, please refer to the concept note.

The seminar will be held over five days and will comprise eight sessions together with field and cultural visits. These guidelines focus on discussions that will be held during the eight seminar sessions.

Your role in the seminar

Throughout the seminar, you will have the opportunity to share your views and experiences with other participants coming from 14 different countries in Africa and Asia. To do so, experts on different topics will make presentations, and you will be invited to speak with the experts and with other participants, either in plenary discussions or in small groups.

Be a kick-off speaker or a wrap-up speaker!

To ensure that each participant has a voice, and that discussions are lively throughout the seminar, we are calling for volunteers to be kick-off speakers or wrap-up speakers.

Kick-off speakers will intervene very briefly (5 minutes maximum) after a presentation has been made. They will share their thoughts and experiences on a topic addressed in that presentation. Then the rest of participants will be invited to react and share their own thoughts and experiences.

Wrap-up speakers will intervene very briefly (5 minutes maximum) at the end of each session, and will share their reflections on the preceding discussions.

Please let us know in advance if you would like to be a kick-off or wrap-up speaker.

Seminar sessions: organization and content

You are encouraged to read carefully through the information below, before the seminar takes place. In particular, you can start thinking and make notes about the several issues that are highlighted in each textbox. This will help you prepare for the discussions with other participants.

Session 1: Contextualizing the discussion on gender equality in education, with an international overview and the experience of China

Date: Tuesday 1 September

Time: 10:50-12:30

Summary: The aim of the session is to build a common understanding on gender equality in education and discuss progress made in promoting gender equality in education as well as persisting challenges globally and in China.

Modality: A panel discussion will be organized. It will be followed by a discussion with participants in plenary.

Issues to be raised and discussed with participants:

- What does gender and gender equality in education mean?
- Why is it important to promote gender equality in education?
- Do boys and girls have access to quality education equally across the world?
- Where do we stand today? In the world and in China? Has the situation improved over the years?
- Where/What are the most persisting challenges?
- What are some of the key measures to achieve progress?

Session 2: Gender equality in education: Regional perspectives and the context of the post-2015 education agenda

Date: Wednesday 2 September

Time: 09:00-10:00

Summary: The aim of the session is to discuss progress made in promoting gender equality in education as well as persisting challenges in Sub-Saharan Africa and Asia and the Pacific. It will also discuss the post-2015 education agenda (Education 2030).

Modality: Presentations will be delivered. They will be followed by a discussion with participants in plenary.

Issues to be raised and discussed with participants:

- Do boys and girls have access to quality education equally across the two regions?
- Where do we stand today? Has the situation improved over the years?
- Where/What are the most persisting challenges?
- What can explain the gaps in achieving gender equality in education between different regions?
- What are some of the key measures to achieve progress?
- What is the "Education 2030" (post-2105 education agenda) and how does it differ from EFA? How is gender equality addressed in "Education 2030"?

Session 3: Gender equality in education: experiences from countries participating in the CFIT and HFIT projects

Date: Wednesday 2 September

Time: 10:20-12:20

Summary: Following up on Session 2, the aim of the session is to discuss progress made in promoting gender equality in education as well as persisting challenges, in each of the countries participating in the CFIT and HFIT projects.

Modality: Participants will break into groups that will be assigned by the organizers. One person per group will be assigned as a rapporteur, and will report back on the group discussion (main points) in a plenary session.

Each participant is asked to prepare a short oral presentation to be delivered in his/her group.

You are invited to share your thoughts and experiences in response to the following issues:

- In your country, do boys and girls have equal chances of accessing education, and learning at school?
- What challenges can you highlight, that are affecting boys and girls differently?
- Has the situation improved or worsened over the years? How and why?
- What are your recommendations for making progress towards full gender equality in education, in your country?

Session 4: Transforming teaching and learning processes to become gender-responsive

Date: Thursday 3 September

Time: 09:00-10:30

Summary: The aim of the session is to discuss how gender in education is addressed in teacher training institutions and the knowledge, skills and competencies needed to develop and implement a gender-responsive pedagogy. The session will also discuss ways of adapting/reviewing school curriculum, textbooks and teachers materials.

Modality: Presentations will be delivered. They will be followed by a discussion with participants in plenary.

Issues to be raised and discussed with participants:

- What is a gender-responsive pedagogy/teaching?
- How can teachers be trained to create a learning environment that benefits boys and girls equally?
- What knowledge, skills and competencies do teachers need?
- What policies can be put in place to facilitate such training of teachers?
- How can curricula, textbooks and teacher materials be reviewed and adapted?

Session 5: Enhancing gender-responsive learning environments through the use of ICTs

Date: Thursday 3 September

Time: 10:50-12:30

Summary: The aim of the session is to discuss and explore the role/potential of ICTs in expanding and facilitating access to and enhancing the quality of teaching and learning for women and girls.

Modality: Presentations will be delivered. They will be followed by a discussion with participants in plenary.

Issues to be raised and discussed with participants:

- How can ICTs be used to expand access and enhance learning, for both boys and girls?
- What does it mean to have a gender-responsive ICT policy and practice in education?
- What are the challenges in integrating ICT in education and what could be the impact on girl's and women's education opportunities?

Session 6: Developing gender-responsive learning environments

Date: Thursday 3 September

Time: 14:00-15:30

Summary: The aim of the session is to discuss how a gender-responsive learning environment can encourage girls' access to, participation in, and continuation of education, and promote gender equality. It will also discuss steps the education sector can take to prevent and address school-related gender-based violence.

Modality: Presentations will be delivered. They will be followed by a discussion with participants in plenary.

Issues to be raised and discussed with participants:

- What are the most pressing issues and challenges regarding learning environments?
- Why is it important to create a gender-responsive learning environment?
- What are elements of a gender-responsive learning environment?
- What steps can be taken to prevent and address gender-based violence in and around schools?
- What measures have been taken to address these issues in different contexts?

Session 7: Skills development for out-of-school girls

Date: Thursday 3 September

Time: 15:50-17:30

Summary: The aim of this session is to investigate the issue of out-of-school girls and the challenges for them to receive alternative education, and explore how skills development can help them improve their livelihood.

Modality: Presentations will be delivered. They will be followed by a discussion with participants in plenary.

Issues to be raised and discussed with participants:

- Why is the situation of out-of-school girls an important issue to tackle?
- How can out-of-school girls be supported to access, stay and complete education?
- What types of education services can be made available to them?
- What sets of skills do they need to improve their livelihood?
- What measures have been taken in certain contexts that can help the; improve their livelihood through education?

Session 8: Wrap-up: Strengthening South-South cooperation for advancing gender equality in education

Date: Friday 4 September

Time: 14:00-15:30

Summary: The aim of the session is to reflect on the previous sessions and on the outcomes of the high-level forum/panel on female leadership, and to further discuss on how to strengthen South-South cooperation for promoting gender-responsive teaching and learning and ultimately advancing gender equality in education.

Modality: Participants will break into groups that will be assigned by the organizers. One person per group will be assigned as a rapporteur, and will report back on the group discussion (main points) in a plenary session.

Issues to be raised and discussed with participants:

- What common challenges, and strengths, between all or some of the participating countries have been highlighted throughout the seminar?
- What common measures have been taken in some of the participating countries, to address a specific issue relating to gender equality in education?
- How can South-South cooperation be used to promote gender-responsive teaching and learning?

Useful resources

- *A Guide for Gender Equality in Teacher Education Policy and Practices*, UNESCO, 2015
<http://unesdoc.unesco.org/images/0023/002316/231646e.pdf>
- *GENIA Toolkit for Promoting Gender Equality in Education*, UNESCO Bangkok, 2009
<http://www.unescobkk.org/education/gender/resources/genia-toolkit/>

Annex 3: List of participants

COUNTRY REPRESENTATIVES

Country	Name	Title / Institution
African Union	Ms Rita BISSEONAUTH	African Union / International Centre for Girls' and Women's Education in Africa (CIEFFA) Coordinator
Cambodia	Ms Socheata SOEUR	Under Secretary of State, Ministry of Education, Youth and Sport
	Mr Sovanna SIENG	Director, National Institute of Education
	Mr Sopheak SAM	Deputy Director, Teacher Training Department, Ministry of Education, Youth and Sport
Congo	Ms Blandine POOS	Directrice de l'école normale des Instituteurs (ENI) de Brazzaville, Ministère de l'enseignement technique et professionnel de la formation qualifiante et de l'emploi
	Mr Fabrice Christian Lebel NZINGOULA	Enseignant de l'informatique à l'Ecole Normale des Instituteurs Brazzaville, Ministère de l'enseignement technique et professionnel de la formation qualifiante et de l'emploi
	Mr Pierre NGANONGO	Enseignant d'informatique à l'école normale d'instituteurs d'Owando, Ministère de l'enseignement technique et professionnel de la formation qualifiante et de l'emploi

Côte d'Ivoire	Ms Dehipieu Jeanne KOPIEU NEE SEKOUE	Sous-directrice de l'Education Pour Tous; Responsable de la politique de l'intégration du genre, Ministère de l'Education Nationale et de l'Enseignement Technique
	Mr N'Goran Evariste DJE	Professeur de lycée (Physique-Chimie) Ingénieur en Informatique, Responsable division technique CNRPN Formateur-CFIT des TIC, Ministère de l'Education Nationale et de l'Enseignement Technique (MENET)
	Ms Flavie Celestine PITA	Professeur de CAFOP Abidjan, Auteur de module de formation CFIT
DRC	Mr Jovin MUKADI TSANGALA	Conseiller du Ministre chargé de la Coopération Internationale, Ministère de l'Enseignement Primaire, Secondaire et Initiation à la Nouvelle Citoyenneté
	Ms Régine Ntumba Tshibangu KABEDI	Inspecteur Général Adjoint chargé de l'enseignement primaire, au Service National de formation (SERNAFOR)
	Mr Simon NSILA	Inspecteur Général Adjoint chargé de l'enseignement primaire, au Service National de formation (SERNAFOR)
Ethiopia	Ms Mahtem Amare MESFIN	Faculty Dean, Kotebe University College
	Ms Birknesh Tesema DEGAGA	Gender Mainstreaming Coordinator, Oromia National Regional State Education Bureau

	Ms Abebech Negash KAHSAY	Director, Teachers and Education leaders Development Directorate, Ministry of Education
	Ms Elizabeth Gessesse GEBREZGI	Director of Gender Directorate, Ministry of Education
	Ms Elizabeth Amare GEBEREAB	ICT instructor at HCTE (CFIT beneficiary TTI)
	Mr Temesgen Melaku KASSA	Lecturer at BDU, CFIT management team member at BDU
Ghana	Ms Catherine NUTSUGAH-MIKADO	Director, Girls' Education Unit, Ghana Education Service
	Ms Elizabeth Akua AMOAKOH	Principal, Ola College of Education
Liberia	Mr Zack Boy CARANDA	IT Officer / Trainer
	Mr Abraham Teaby WOART	IT Officer / Trainer
Myanmar	Ms Myat MyatWai	Principal, Mawlamyine Education College, Ministry of Education
	Ms Myint Myint Thu	Principal, Pakokku Education College, Ministry of Education
	Ms San San Myint	Head (Academic-Science), Yankin Education College, Ministry of Education
Namibia	Ms Dutte Ndamona SHINYEMBA	Regional Director of Education, Arts and Culture, Oshana region, Ministry of Education, Arts and Culture

	Ms Christa Henriette ALEXANDER	Lecturer Integrated Media and Technology, University of Namibia, Faculty of Education - Khomasdal Campus
	Mr Allen Mukelabai CHAINDA	Lecturer Integrated Media and Technology, University of Namibia, Faculty of Education - Katima Mulilo Campus
Nepal	Mr Dilliram RIMAL	Director General, Department of Education
	Mr Bharat Raj TRIPATHEE	Under Secretary, Nepal National Commission for UNESCO
	Mr Bodh Kumar KHANAL	Deputy Director, National Centre for Educational Development
Sri Lanka	Ms P.M.A.S. PANDITHASEKARA	Director of Education (Primary Education Branch), Ministry of Education
	Ms Hemamala Kumari GAMAGE	President, Mahaweli National College of Education
	Ms Violet ARIYASINGHA	President, Wayamba National College of Education
Tanzania	Ms Hellen Alli LIHAWA	Assistant Director – Teacher Education Unit, Ministry of Education and Vocational Training
	Ms Fausta Paul FARAAY	ICT Tutor, Tabora Teachers College
	Mr Menard Johnson SIKANA	ICT Tutor, Monduli Teachers College
Uganda	Ms Harriet KAGEZI	Senior Education Officer, Gender focal point, Ministry of Education, Science, Technology and Sports

	Mr Francis OMOO	Tutor, Nakawa VTI
	Ms Sharon Mercy Higenyi MALINGA	Tutor, Shimoni Core PTC
Uzbekistan	Ms Nodira EGAMBERDIEVA	Head, Department of Pedagogy, Tashkent State Pedagogical University
	Ms Dildorakhon GANIEVA	Head, Department of the English Language, Ferghana State University
	Ms Rumiya SULEYMANOVA	Chief Legal Adviser, Ministry of Higher and Secondary Specialized Education

CHINESE GOVERNMENT

Name	Title / Institution
Mr HAO Ping	Vice Minister of Education of China; President of the 37th General Conference of UNESCO
Mr DU Yue	Secretary General, National Commission for UNESCO
Mr. ZHOU Jiagui	Deputy Secretary-General, National Commission for UNESCO
Ms YU Xiaoping	Director of Education Division, National Commission for UNESCO
Ms GE Siying	Programme Officer, National Commission for UNESCO
Ms JIA Nan	Programme Officer, National Commission for UNESCO
Ms CHENG Kang	Programme Officer, Chinese National Commission for UNESCO

UNESCO

Name	Title / Institution
Mr Qian Tang	Assistant Director-General for Education, UNESCO
Ms Yumiko YOKOZEKI	Director, UNESCO IICBA
Ms Patience AWOPEGBA	Programme Specialist, UNESCO IICBA
Mr Solomon Andargie AMARE	Project Officer, UNESCO IICBA
Ms Maki HAYASHIKAWA	Chief, ED/TLC/LTR, UNE SCO Headquarters
Mr Adrien BOUCHER	Associate Expert, ED/TLC/LTR, UNE SCO Headquarters
Mr Libing WANG	Chief, APEID, UNESCO Bangkok
Ms Lay Cheng TAN	Programme Officer, APEID, UNESCO Bangkok
Ms Justine SASS	Regional Adviser for HIV/AIDS, UNESCO Bangkok
Mr Santosh KHATRI	Programme Specialist, UNESCO Phnom Penh
Mr Tap Raj PANT	Programme Specialist, UNESCO Kathmandu
Ms Himali JINADASA	Country Focal Point for Sri Lanka, UNESCO Delhi
Mr Sardar Umar ALAM	UNESCO Yangon
Ms Aurora Sze-Ming CHEUNG	Consultant, UNESCO Nairobi

Mr Tirso DOS SANTOS	Director, UNESCO Accra
Mr Samuel ASNAKE	UNESCO Addis
Ms Eunice Smith	officer-in-charge, UNESCO Beijing Office

UNICEF BEIJING OFFICE

Name	Title / Institution
Ms Margo O’Sullivan	Chief of Education and Child Development Program, UNICEF China Office
Ms GUO Xiaoping	Education Specialist for Basic Education, UNICEF China Office
Mr WANG Xinggen	Consultant, UNICEF Office for China

CHINA-ASEAN CENTER

Name	Title / Institution
Mr Tri Purnajaya	Director, Education, Culture and Tourism Division of China-ASEAN Center
Ms SUN Xuejing	Education Officer, Education, Culture and Tourism Division of China-ASEAN Center

HNA Group Co., Ltd.

Name	Title / Institution
Mr CHEN Wenli	Vice-Chairman of Board, HNA Group Co. Ltd
Mr WANG Jia	Department of Social Responsibility, HNA Group Co., Ltd.
Ms YU Shudi	Department of Social Responsibility, HNA Group Co., Ltd.

PARTICIPANTS FROM CHINA

Name	Title / Institution
Mr YANG Xiaochun	Department of International Cooperation and Exchange, MOE
Mr WANG Dinghua	Director-General, Department of Basic Education, MOE
Ms ZHENG Xinrong	Professor, Beijing Normal University
Ms SHI Jinghuan	Professor, Tsinghua University
Ms ZHANG Lili	Professor, Beijing Normal University
Mr LIU Yonggong	Professor, China Agricultural University
Mr ZHENG Zengyi	Former Deputy Director-General, Department of Basic Education, MOE
Ms CHEN Weiling	Deputy Director, Division of Educational Resources in Basic Education, National Centre for Educational Technology, MOE
Mr SHI Zhongying	Professor, Beijing Normal University
Mr LI Jiayong	Associate Professor, Beijing Normal University
Mr HU Biliang	Professor, Beijing Normal University
Ms TENG Jun	Associate Professor, Beijing Normal University
Ms WANG Xiumei	Director, Office of International Exchange and Cooperation, BNU
Ms. MU Hong	Director-general of the International Liaison Department of the All-China Women's Federation

Ms. ZHAO Hongju	Deputy Director-general of the International Liaison Department of the All-China Women's Federation
Ms. ZHOU Yuyi	Staff of the International Liaison Department of the All-China Women's Federation
Mr WANG Yan	Chairman of Board China's Compass Satellite International Application Holding Co. Ltd

INRULED

Name	Title / Institution
Mr Dong Qi	President of BNU and Director of INRULED
Mr ZHOU Zuoyu	Vice-President of BNU and Executive Deputy Director of INRULED
Mr WANG Li	Deputy Director, INRULED
Mr ZHAO Yuchi	Administration Officer, INRULED
Ms LIU Jing	Programme Coordinator, INRULED
Mr QI Xinjian	Programme Coordinator, INRULED
MS GE Yi	Administration Assistant, INRULED
Ms XIAO Shuzhen	Programme Officer, INRULED
Ms QIN Hangyin	Programme Officer, INRULED
Ms ZHOU Zhiqin	Information Officer, INRULED
Mr REN Chao	IT Officer, INRULED
Mr Qutab Khan	Adviser of INRULED

Ms CAI Yanyan	Intern, INRULED
Ms REN Mengying	Intern, INRULED
Ms WANG Di	Intern, INRULED

Annex 4: Results of the seminar evaluation (through forms collected from participants)

In total, 44 evaluation forms (in English and French) were collected from: 20 representatives of a teacher training institution (TTI), 15 government representatives, four respondents who identified as representatives of both a TTI and a government, and four UNESCO staff members.

One respondent did not indicate the organization he/she represents.

The information collected reflects the following, as per questionnaire items:

Item 1: The purpose of the seminar was clearly stated.

- All respondents agreed (2) or strongly agreed (42).

Item 2: The background documents provided by the organizers were useful.

- All respondents agreed (13) or strongly agreed (31).

Item 3: The plenary and group work sessions were an opportunity for me to share my knowledge and experiences relating to gender equality in education.

- A majority of respondents agreed (19) or strongly agreed (23).
- Two respondents disagreed, citing the limitation of discussion time.

Item 4: The plenary and group work sessions helped me to understand challenges and how these could be addressed even if I cannot solve them right away.

- All respondents agreed (25) or strongly agreed (19).

Item 5: The plenary and group work sessions will help me to bring more focus in the work I do.

- All respondents agreed (16) or strongly agreed (28).

Item 6: The duration of the seminar was appropriate.

- A majority of respondents agreed (22) or strongly agreed (18).
- Two respondents disagreed, citing the limitation of discussion time.
- One respondent strongly disagreed, citing the limitation of discussion time.
- One respondent did not provide feedback.

Item 7: Logistics

- The communication prior to the seminar was satisfactory.
- All respondents agreed (13) or strongly agreed (30).
- One respondent did not provide feedback.

The practical information provided to participants prior to the seminar was helpful.

- All respondents agreed (16) or strongly agreed (27).
- One respondent did not provide feedback.

Overall, the arrangement of the logistics was satisfactory.

- A majority of respondents agreed (9) or strongly agreed (33).
- One respondent disagreed, citing the limitation of discussion time.
- One respondent did not provide feedback.

Item 8: Overall, the seminar was...

- **very good**, according to 36 respondents.
- **good**, according to seven respondents.
- One respondent did not provide feedback.

Item 9 refers to the organization respondents represent. Information is provided at the beginning of this summary.

Item 10: What kind of follow-up to the seminar would you like to see (at global, regional, national level)?

Overall, respondents suggested that follow-up be made at all levels: global, regional and national. Such follow-up work could include holding regular events, to provide opportunities for country representatives to report on actions taken and persisting challenges. Online sharing of experiences and initiatives was also recommended. More specifically:

- At global level, the development of benchmarks and the setting of common targets for a South-South cooperation model were recommended; a high-level event to ensure commitment and ownership at the highest levels of decision-making could be organized: respondents indicated that the issue cannot be addressed at their own level only.
- At regional level, work plans and action plans should be encouraged; creation of regional networks was recommended.
- At national level, effective planning, implementation, monitoring and evaluation (including gender auditing) were recommended; creation of national networks was recommended.
- One respondent indicated that the teacher training curricula in each participating country should be planned according to the proposals made during the seminar.
- One respondent recommended the development of an online monitoring tool, to be used annually – and annual reports would be produced.

Item 11: Any other comment?

- Many respondents were thankful for the organization of the seminar, through which knowledge, skills and values were gained. Respondents expressed their gratitude towards the organizers, and the many volunteers who provided critical support.
- A vast majority of respondents pointed to the lack of time for discussion. More days should have been allocated to allow for experience sharing and learning (10 days in total were recommended by several respondents).
- One respondent recommended the creation of a committee made of representatives of UNESCO and P.R. China, who would visit the countries represented at the seminar. Such visits would provide the committee with a clear picture of the situation, and funding needs would then be assessed.
- Arrival in Beijing could have been arranged at earlier dates, to allow participants to rest before the start of the event, so they could contribute more to the discussions, and towards the outcomes of the seminar.
- Importance of visiting more schools (primary, secondary, tertiary levels) was raised, in particular to observe the practiced teaching methodologies.
- Better correlation would have been appreciated between the concepts that were presented and discussed during the sessions and the experiences and practices that were observed or referred to during the field visits.
- Issues were raised regarding the languages used: for future events, inclusion of French-speaking panelists, separation between English and French speakers, and availability of all documents in both languages would be recommended.

Annex 5: Speech by Mr Dong Qi, President of Beijing Normal University and Director of INRULED

Mr Hao Ping, Vice Minister of Education; Ms Eunice Smith , Officer-in-charge of the UNESCO Beijing Office; Mr Cheng Wenli, Deputy Chairman of Board of HNA Group Co,Ltd; distinguished guests, representatives, ladies and gentlemen,
Good Morning,

“Isn’t it a delight to meet friends from afar?” Today, it is a great pleasure to have our distinguished experts and honourable friends to be together with us at Beijing Normal University (BNU). On behalf of BNU and UNESCO INRULED, I would like to extend my warmest welcome to all that are present here today.

On this occasion, we are honoured to have representatives from both UNESCO headquarters and 11 regional and country offices or institutes, as well as 14 country representatives from Africa and Asia, joining us for a common goal.

Women act as an unneglectable driving force for human development and play an increasingly important role in all areas of the society including politics, economics, culture and education. There is a Chinese saying that “a good woman benefits three generations”. In household settings, women may benefit the whole family and such positive influences may well last for several generations. As a writer puts it: “A woman with a mind possesses considerable strengths”. It is education that empowers women to participate fully in all spheres of our society.

However, the reality is stark. According to the Education for All Global Monitoring Report 2013-2014, two-thirds of adults lacking basic literacy skills are women by the year 2015 despite concerted global efforts to bring down the total number to 741 million. In a sample of 15 West African countries, 12 countries reported youth female literacy rate of less than 50%, which means that it might take the efforts of another generation to bring down the literacy rate to zero. The status quo is equally challenging in Asia: West Asia and South Asia are among the top regions severely challenged by gender inequality.

In this regards, more emphases should be put on girls’ and women’s education in Asia and in Africa. We have noticed that among the seven UNESCO-proposed targets for education in the Post-2015 development agenda, the first four are set “with particular attention to the most marginalized” or “with a special focus on achieving gender equality”. Education for women and girls are essential for achieving social justice, human dignity, social harmony and sustainable development. Ms Irina Bokova, Director-General of UNESCO appeals that “we must support women’s empowerment as a transformational force for human rights, for economic growth, for sustainability and place gender equality at the heart of all development efforts”. In view of this, the HNA Group Co. Ltd established the “HNA Fund-in-Trust (HFIT)”. I would like to take this opportunity to extend my sincere gratitude to the HNA Group for their generous financial support to this programme.

As we know, since the foundation of the New China, women and girls who are denied their right to education obtained education opportunities in a short period of time. During that era, Beijing Normal University also contributed to this transformative process.

Beijing Normal University has an honoured history of more than a hundred years. With its strength in teachers’ education, education science and basic learning in both arts and sciences, BNU endeavours to become a comprehensive world-renowned research-oriented university with its own specialties. Our university possess distinctive education programmes with clear strengths. It not only has an all-inclusive

curriculum, refined structures of courses, but also leads the way domestically in aspects such as talent cultivation, researches, social services and international exchanges.

Meanwhile, one of the predecessors of BNU is Peking Women's Normal University and such heritage is carried to today. Female students accounts for over 60% of the student body among undergraduates and the figure stands at 70% for master students. The high proportion of female students is a distinctive feature that differentiate BNU from other higher institutions. In over a century, BNU has cultivated a large number of female teachers and education practitioners who are in the forefront of educating the next generations in all parts of China. Every year, the active student clubs team up as volunteer teachers to teach in the remote and poverty-stricken regions in China. Within our education department, a research centre was set up for ethnicity education and cultural diversity with a focus on women's education and social development. In 2008, the Ministry of Education decided to relocate International Research and Training Centre for Rural Education (INRULED) that is originally based in Baoding, Hebei Province to BNU. Education for girls and women, as well as social development are important research themes for the Centre.

The status of women in a society is one of the important indicators for social development. It is the responsibility of the international community to safeguard the interests of women and girls, to advance gender equality and to promote harmonious development of the society. Let's contribute more of our efforts to build a better future for the humanity. And I hope with the help of HNA Group and with the joint efforts of BNU and UNESCO INRULED, we will be able to do our share to advance education for girls and women in all African and Asian countries present here today.

Last but not least, I wish a big success of the Seminar and wish you all a pleasant stay at Beijing Normal University and in China.

Thank you very much!

Annex 6: Speech by Mr Sun Mingyu, Board Member of the HNA Group Co. Ltd. and Deputy Chairman of Board, Hainan Cihang Foundation

Distinguished guests, ladies and gentlemen,

Good morning,

I am greatly honoured to attend the launching ceremony of the “UNESCO-HNA Group Funds-in-Trust” Project to promote education for girls and women in Asia and Africa on behalf of the HNA Group.

HNA Group was founded in 1993. In the past two decades, it prospered against the backdrop of China’s reform and opening up, developing into a conglomerate encompassing core divisions of aviation, holdings, capital, tourism and logistics. In 2014, HNA Group reaped a total revenue of over RMB 150 billion, ranking the 464th on the 2015 Fortune Global 500.

HNA Group has taken the fulfilment of corporate social responsibility (CSR) as one of its development strategies. With a corporate belief in “do something for the society and for others”, HNA Group has spent more than RMB 900 million on its charitable activities to date. While supporting the mandates and programmes of International Organizations such as UNESCO, UNICEF and UNFPA, HNA has also initiated its own programmes including “HNA Brightness Action”, “HNA Benevolence Wells for Hainan Arid Areas” and “HNA Send Love Home”. In 2012, HNA Group was awarded “South-South Award - Corporate Social Responsibility” by the United Nation for its 8-year programme named “Brightness Action” that treats patients with cataract for free in poverty-stricken areas.

In 2010, HNA Group set up a private foundation, the Hainan Province Cihang Foundation and donated 20% of its equity to the Foundation in 2013, making it the largest single shareholder of the Group. The Foundation has become an important charity platform for HNA Group to fulfil its social responsibilities to pay back to the society.

The right to education is a basic human right. However, there are at least 31 million out-of-school girls and 34 million adolescent girls drop out of school worldwide. Compared with boys, girls have less access to education. Less than one third of the developing countries worldwide achieved gender equality in education for middle schools. Moreover, two-thirds of the 774 million adults lacking basic literacy skills are women.

The partnership between UNESCO and the HNA Group on Education for Girls and Women in Asia and Africa originates from a common belief in promoting human happiness and world peace. In the coming five years, the HNA Group will donate USD 5 million in total to UNESCO via the Hainan Province Cihang Foundation to promote education for girls and women in Asia and Africa. The funding for the first phase of the programme, which is USD 1.2 million, was already put in place.

The United Nations Universal Declaration on Human Rights states that “everyone has the right to education”. Girls and women are indeed entitled to the right to education as their basic human right. UNESCO has made admirable endeavour to advance equal rights to education for girls and women. HNA group is honoured to work jointly with UNESCO to support girls and women worldwide, especially those of Asian and African countries, to obtain equal education opportunities, further paving the way to gender equality in education.

With concrete actions, the HNA Group also hopes to appeal to more private enterprises and the general public to pay more attention to education for girls and women, to support quality education for them, and to contribute to the process of advancing human happiness and world peace.

Thank you very much!

Annex 7: Speech by Ms Eunice Smith, Officer-in-Charge, UNESCO Beijing Office

Mr Hao Ping, Vice Minister of Education, Chairperson of the Chinese National Commission for UNESCO
Mr Dong Qi, President of BNU and Director of INRULED
Mr CHEN Wenli, Vice-Chairman of Board, HNA Group Co. Ltd
Distinguished participants and resource persons from abroad and China,
Ladies and Gentlemen,
Good morning!

As the Officer-in-Charge of the Beijing Cluster Office, I am honored to join you this morning and to welcome you to Beijing and to this International Seminar on Girls' and Women's Education.

I have been asked by Mr. Qian Tang, UNESCO's Assistant Director-General for Education to deliver a few opening remarks on his behalf. Mr. Tang will join the Seminar later in the week.

First of all, I wish to express sincere thanks to our hosts, the Ministry of Education, the Chinese National Commission for UNESCO, Beijing Normal University and the International Research and Training Centre for Rural Education (INRULED), for their impressive and efficient organization of the Seminar, and their wonderful hospitality. UNESCO is grateful for their close cooperation on and support to the various programmes and projects in education, especially for the co-organization of the international seminar starting today.

I wish to also convey my special gratitude to the HNA Group and the Hainan Cihang Foundation, for their support and cooperation to promote girls' and women's education through the new partnership, the UNESCO-HNA Partnership for Girls' and Women's Education.

My warm welcome is extended to the distinguished participants from 14 countries in Africa and Asia. I know that some of you have travelled from very far and so I hope you had a bit of rest and some time to prepare for this seminar.

In particular, I am happy to recognize the participants from the 8 countries of Africa participating in the Chinese funds-in-trust project on "Harnessing Technology for Quality Teacher Training in Africa". It is a great achievement to be able to bring together all the countries participating in this project and the two new projects under the UNESCO-HNA partnership. Such an effort should contribute to bringing closer synergy between these major projects funded by our China partners.

Gender equality is one of the two global priorities of UNESCO, together with Africa. Ensuring that girls and young women have access to and complete quality education is at the heart of our effort to achieve the right to education for all, and ultimately to contribute to the building of an inclusive and equitable society where gender equality is a reality.

To this effect, I am very happy to see the two new projects being launched today that have been established under the UNESCO-HNA Partnership for Girls' and Women's Education. The Partnership was formed in February 2014, in support of UNESCO's *Global Partnership for Girls' and Women's Education: Better Life, Better Future*, which was launched by our Director-General Ms. Irina Bokova in 2011.

These two new projects together will support African and Asian countries – which some of you are representing – in accelerating progress in achieving gender equality in education, with particular focus on gender-responsive teacher training and professional development.

As many of you may be aware, the global education community gathered in Incheon, Republic of Korea in late May of this year for the World Education Forum (WEF), discussed the post-2015 education agenda (also known as “Education 2030”). Countries and the global education community as a whole expressed their commitment to the proposed **Sustainable Development Goal (SDG 4)**, to “Ensure inclusive and equitable quality education and promote life-long learning opportunities for all”. Target 4.5 of this Goal specifically refers to eliminating gender disparities in education and ensuring equal access to all levels of education.

This international seminar is not only important because the two new projects would be launched but also because it gives us a valuable opportunity to revisit our past accomplishments and lessons in promoting girls and women’s education opportunities, and redefining our vision, strategies, policies and practices on gender equality to, in and through education in light of “Education 2030”.

Over the next 4 days, I understand that you will be discussing and exchanging experiences, knowledge and ideas on various issues affecting girls’ and women’s education opportunities and gender equality. As this is not a training workshop but a seminar, you are all here to learn from each other, to serve as experts and learners at the same time.

I am glad to see many UNESCO colleagues from HQs, Field Offices, and IICBA (the International Institute for Capacity Building in Africa) present here as resource persons and to contribute to the discussions with the participants from Africa and Asia. The diverse mix of participants in this seminar is remarkable and I am certain that you will enjoy a very rich discussion and learning experience.

I hope that you will have very active and fruitful deliberations and exchange, and wish you all the best for a successful seminar.

Thank you.

Annex 8: Speech by Mr Hao Ping, Vice Minister of Education of P.R. China, President of the 37th General Conference of UNESCO

Mr Dong Qi, President of Beijing Normal University,
Mr Chen Wenli, Vice-chairman of the Board of Hainan Airline Group,
Ms Eunice Smith, Acting Director of UNESCO Beijing Office

Dear participants,

Ladies and Gentlemen,

Good Morning!

It's a great pleasure for me to attend this important seminar on girls' and women's education. Please allow me to welcome all the participants from Asia and Africa to Beijing!

I would like to thank the Beijing Normal University for hosting the event. I also wish to extend my congratulations to the UNESCO-Hainan Airline Partnership for launching its first activity.

Ladies and Gentlemen,

Education is a fundamental human right for both women and men. Girls' and women's education is particularly important to promote the right to education for all and to achieve the post-2015 development goals, because gender equality is the foundation for the creation of sustainable and peaceful societies.

UNESCO has been committed to promoting gender equality as a global priority through and in education systems. Significant progress has been made in expanding access to education for girls and women over the last decade. Girls' enrolment rate in primary education has been increased to 88% at global level, and steady improvements in enrolment in secondary education have been achieved. - 2 -

Despite such progress, women still have less access to education, and therefore to decent job and quality life. Especially in developing countries and in rural areas, girls continue to make up the majority of out-of-school children, and women still represent two thirds of the adult population who lacks basic literacy and numeracy skills.

Ladies and gentlemen,

I would like to emphasize that gender inequality in education is not only a concern of girls and women, nor of developing countries. It is of global significance and of everyone's business. This May, ministers and senior officials of education from over 130 countries gathered in Incheon, Korea, at the 2015 World Forum for Education, and made commitment to ensuring that all people, especially girls and women, have access to equitable and quality education and are provided with lifelong learning and training opportunities by 2030.

At that Conference, as the vice-minister of education of China, I had the honour to share with all participants that China has achieved the EFA goals in 2011, with realization of gender parity in primary and secondary education. As you know, there are 260 million students in 514 thousands schools and institutions in China. In ensuring education for such a population of students, 15 million Chinese teachers have made invaluable contributions with love and dedication.

Dear participants,

The respect for teachers is traditionally rooted in the Chinese culture. China also has a long-standing partnership with other developing countries in Asia and Africa in supporting educational development by teachers' exchange and training. The UNESCO-HNA partnership for girls and women's education, formed last year, aims to set up and finance projects in your countries to accelerate the progress in

achieving gender equality in education, as a way to cultivate human resources and to shape the societies for tomorrow.

The Chinese government attaches an important attention to the seminar, which serves as a platform of dialogue for future cooperation. I've noticed that you all come from countries of the projects of Hainan Fund-in-Trust (HIFT) and China Fund-in-Trust (CIFT) where they have been and will be implemented. Madam Professor PENG Liyuan, the First Lady of China and Special Envoy for Girls and Women's Education of UNESCO, and Madam Irene Bokova, Director-General of UNESCO, will meet with you in 3 days. I'm confident that our joint efforts will contribute to building good examples of South-South cooperation for promoting gender equality, education for all and sustainable development.

To conclude, I wish the seminar a great success and I wish all participants a good stay in Beijing!

See attached PowerPoint slides for the following:

Annex 9: Introduction by Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO Headquarters

Annex 10: *Global status and trends on gender equality in education – an overview*, by Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO Headquarters

Annex 11: *Gender equality in education: an international overview and regional perspectives (Africa)*, by Ms Rita Bissoonauth, African Union / CIEFFA

Annex 12: *Gender equality in education in Asia-Pacific*, by Ms Justine Sass, East Asia and Pacific UNGEI Co-Chair, UNESCO Bangkok

Annex 13: *Gender equality and the post-2015 global education goal “Education 2030”*, by Ms Maki Hayashikawa, Chief of Section (ED/TLC/LTR), UNESCO Headquarters

Annex 14: *Transforming teaching and learning processes to become gender-responsive*, by Ms Patience Awopegba, UNESCO IICBA

Annex 15: *Building a gender-responsive education*, Ms Jinghuan Shi, Professor, Institute of Education, Tsinghua University

Annex 16: *Developing gender-responsive learning environments*, by Ms Justine Sass, East Asia and Pacific UNGEI Co-Chair, UNESCO Bangkok

Annex 17: *Child-friendly school: Focus on inclusive education*, by Mr Zheng Zengyi, Former Deputy Director, Department of Basic Education, Ministry of Education of P.R. China

Annex 18: *Enhancing gender-responsive learning environments through the use of ICTs (Africa)*, by Mr Solomon Andargie, Project Officer, UNESCO IICBA

Annex 19: *Enhancing gender-responsive learning environments through ICT*, by Ms Chen Weiling, Deputy Director, Division of Educational Resources in Basic Education, National Centre for Educational Technology, Ministry of Education of P.R. China

Annex 20: *Application and potential of Beidou technology in the field of education*, by Mr Wang Yan, Chairman of Board China’s Compass Satellite International Application Holding Co. Ltd

Annex 21: *Alternative education for out-of-school girls in China*, by Mr Liu Yonggon, Professor, China Agricultural University

Annex 22: *Skill training for out-of-school girls in the last decade in China: trends and challenges*, by Ms Lili Zhang, Professor, Beijing Normal University

Annex 23: *Skills development for out-of-school girls*, by Mr Qutub Khan, Professor, Adviser to INRULED



International Seminar on Girls' and Women's Education

Beijing, China, 1-5 September 2015

INTRODUCTION

Seminar objectives and expected outcomes

- Marking the official launching of the two projects -

Overarching Goal:

To strengthen the information and knowledge base on experiences related to the promotion of girls' and women's education, between African and Asian countries participating in the projects under the HFIT and the CFIT.

Expected Outcomes:

- Key issues related to gender and gender equality in education discussed, and a **common understanding** of these issues shared;
- Persisting challenges in promoting gender equality in education, and ways to address them, in particular through **teacher training**, identified and discussed;
- Ways to strengthen **South-South cooperation** for promoting gender equality in education identified and discussed.

The UNESCO-HNA Partnership for Girls' and Women's Education

- Partnership formed in February 2014
- In support of UNESCO's Global Partnership for Girls' and Women's Education: Better Life, Better Future.
- Objectives of the UNESCO/HNA Partnership:
 - a. Improve/expand access for girls to all levels of education through targeted policies and interventions, especially for adolescent girls that are hardest to reach;
 - b. Improve the quality and relevance of basic and secondary education to ensure that girls, especially adolescents, stay and achieve and transition smoothly through the education levels and to the world of work;
 - c. Eliminate school-related gender-based violence (making learning environments and access to these safe for girls and boys).

The two UNESCO-HNA Funds-in-Trust Projects

1. *Enhancing the quality and relevance of education for adolescent girls in Africa and Asia through gender-responsive teaching and learning*
 - To strengthen global and regional advocacy, networking and communication to ensure girls' right to education
 - Project countries: Ethiopia and Ghana
2. *Enhancing girls' and women's right to quality education through gender-sensitive policy-making, teacher development and pedagogy in South, Southeast and Central Asia.*
 - To develop national capacities for gender-sensitive teacher policy formulation, as well as build the capacities of teacher trainers and trainees, school leaders and teachers to promote gender-sensitive teaching and learning environments and practices
 - Project countries: Cambodia, Myanmar, Nepal, Sri Lanka and Uzbekistan

The Seminar Programme

Day	Morning	Afternoon
Day 1 (1 Sept)	Opening ceremony Session 1: Contextualizing the discussion on gender equality in education, with an international overview and the experience of China	Field visit
Day 2 (2 Sep)	Session 2: Gender equality in education: Regional perspectives and the post-2015 education agenda Session 3: Gender equality in education: experiences from countries participating in the HFIT and CFIT projects	Field visit
Day 3 (3 Sep)	Session 4: Transforming teaching and learning processes to become gender-responsive Session 5: Developing gender-responsive learning environments	Session 6: Enhancing gender-responsive learning environments through the use of ICTs Session 7: Skills development for out-of-school girls
Day 4 (4 Sep)	High-Level Forum: Panel on female leadership in education	Session 8: Wrap-up, Strengthening South-South Cooperation Closing ceremony
Day 5 (5 Sep)	Cultural visit	Cultural visit

Seminar Format & Your Role

- Please read carefully the "**Guidelines for Participants**"
- Each session will have resource persons to introduce the session content
- Participants – we are calling for volunteers to serve in each session as:
 - "**Kick-off**" **Speakers:** to make brief intervention and response of 5 mins following the presentations by resource persons
 - "**Wrap-up**" **Speakers:** to share one's reflections and provide a brief summary of the session discussions at the end of each session

Questions & Comments

Thank you ~ Merci ~ 謝謝

International seminar on Girls' and Women's Education (Beijing, China, 1-5 September 2015)

Session 1: Global status and trends on gender equality and education – an overview



Maki Hayashikawa, UNESCO
1 September 2015

How far have we come since 2000?

- **Gender equality TO:** Gender parity at primary education level achieved in 101 countries (up from 91 in 1999) out of 161 with data in 2011.
 - in lower secondary level, 66 countries out of 160 achieved parity
- **Gender equality IN:** Girls performance improving, sometimes outperforming boys...
 - Retention, completion, transition, etc.
 - Learning outcomes in STEM subjects, particularly in Southeast Asia
- **Gender equality THROUGH:** Political participation of women is increasing
 - 46 countries had more than 30% of members of parliament women (as of Jan 2014)

Progress in the legal and policy context

- Girls and women's right to education: a fundamental human right guaranteed by international normative instruments, notably:
 - 1960 UNESCO Convention against Discrimination in Education (CADE), notably [Articles 1-5](#)
 - 1966 International Covenant on Economic, Social and Cultural Rights, [Article 13](#)
 - 1979 Convention on the Elimination of All Forms of Discrimination against Women, [Article 10](#)
- 40 Member States, out of 58 reporting Member States provided specific information on the status of girls and women's education (8th Consultation of CADE).
- Explicit references on girls' and women's right to education in national legal and policy frameworks show positive trends and progress.

But clearly not enough...

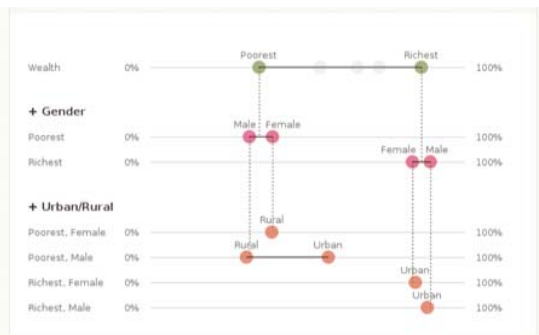
- 2005 gender parity target as missed by 94/149 countries.
- In 27 countries, 9 out of 10 of the poorest young women have not completed primary school
- By 2015, 56% of countries will achieve parity in lower secondary education, but there will still be 31 countries with severe gender disparities.
- 781 million adult illiterates – 2/3 are women: a proportion unchanged for 20 years!
- Gender disparities happens at multiple levels and complex



Gender disparities persist across different levels

Primary completion rate, 2011

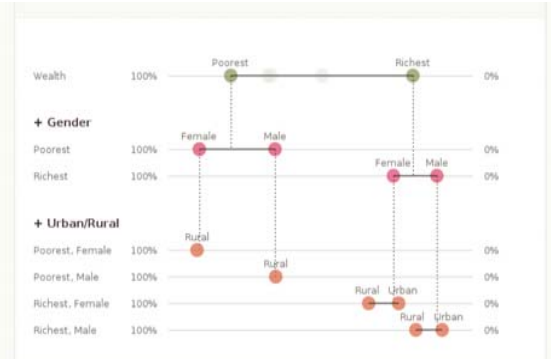
Case: Ghana



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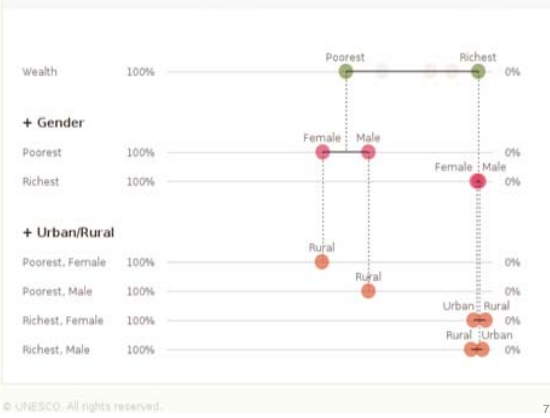
Less than 4 years of schooling (20-24 years old)

Case: Ethiopia (2011 data)



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Case: Cambodia (2010 data)
 Less than 4 years of primary education (20-24 years old, 2010 data)



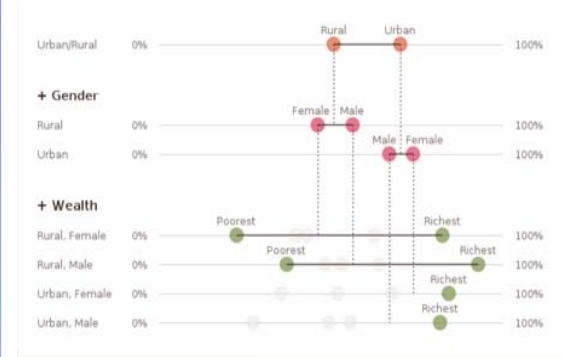
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Transition to Lower Secondary Education
Case: Ghana (2011)



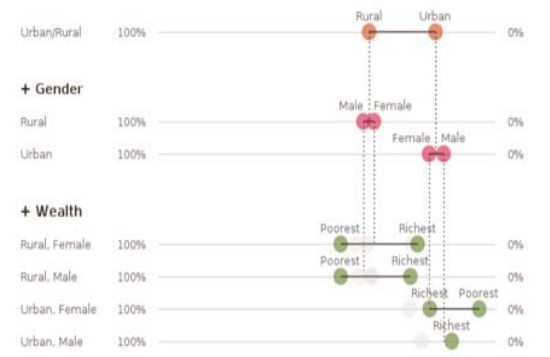
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Transition to Lower Secondary Education
Case: Nepal (2011)



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OOS Adolescents (Lower Secondary)
Case: Ethiopia (2011)



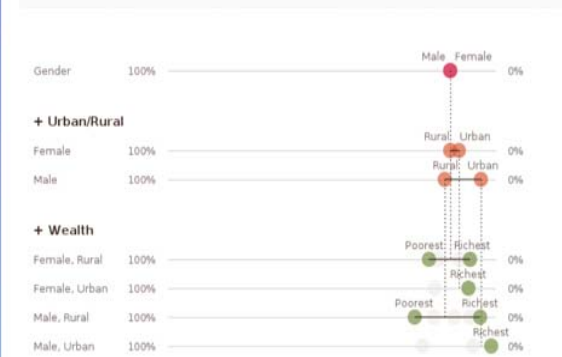
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OOS Adolescents (Lower Secondary)
Case: Cote d'Ivoire (2011)



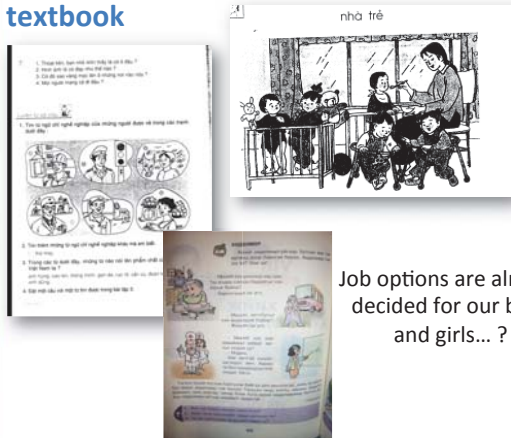
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OOS Adolescents (Lower Secondary)
Case: Cambodia (2010)



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Gender bias persists clearly... Inside a textbook



Job options are already decided for our boys and girls... ?

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Out-of-School Children & adolescents – girls are the first to be excluded (GMR 2015)

- Number of out of school children and adolescents is on the rise, totaling 124 million in 2013.
 - Sub-Saharan Africa: 56% (or 9.3M) of out-of-school girls will never start school, compared to 41% of out-of-school boys.
 - South and West Asia: 80% of out-of-school girls in are unlikely to ever start school, compared to 16% of out-of-school boys

Source: UIS/GMR Policy Brief, July 2015

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Gender equality THROUGH education: gender gap persists in the broader outcomes

- Progress in gender parity is not translating in visible and sustainable manner into equality outcomes:
 - On average, only 1 in five (20%) parliamentarians is a woman
 - Globally, women hold only 17% of ministerial positions
 - Only 13 out of 193 heads of government are women.
- Gender equality is not only an issue for developing countries but is a global concern:
 - Sex differences in math scores for OECD countries was 10.5 points while for non-OECD countries it was 5.4%
 - Women's hourly gross earnings was on average 16.4% below those of men in European Union (2012)
 - Among OECD countries, Rep of Korea had the biggest gender wage gap at 37.4% in 2012 (2011 OECD average 14.8)

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With current pace of progress and trends

- Many countries will still not have reached gender parity by 2015
 - In Yemen, 92% of the poorest young women have not completed primary school, compared to 47% of the poorest young men.
- Girls from the poorest families in sub-Saharan Africa are expected to achieve lower secondary education completion only in 2111.
- The poorest young women in developing countries may not achieve universal literacy until 2072.
- The gender targets in education set for 2015, the ultimate goal of which is gender equality in education, will not be achieved.

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What needs to be done??

- A comprehensive multi-sectoral approach to girls' and women's education
 - Many obstacles girls' and women's education opportunities are non-education factors
- Increased attention to transition from primary to lower secondary education
- Alternative pathways and second chances for adolescent girls (OOSA)
- Increased attention to teacher training for gender equality to, in and through education



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Focus on teachers for gender equality to, in and through education

- Teachers are agents of change and transformation
- Female teachers are role models esp. for adolescent girls
 - Increase in female teachers improved girls' access to and achievement in education in 30 countries (GMR2014)
- Gender mainstreaming in curriculum and textbooks have limitations
 - Teachers could be the only source of knowledge and information in the classroom
- Institutionalizing gender training in teacher education and training – initial training and in-service – has positive longer-term impact

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Are teachers “gender neutral”-being?

- Teachers are not a “uniform group”, nor are they ‘neutral’ beings.
- A simple fact: teaching force is composed of both male and female teachers!
 - But rarely policy-makers talk specifically about “male teachers” and “female teachers”.
- Teachers, as individuals or as a collective group, also have diverse issues and concerns, and their roles, status and quality are affected by various socio-cultural and economic (and political) factors
- As such, gender issues strongly affect the nature of professional development, career opportunities and status of teachers, especially female teachers.
- So, while teachers can play a key role in promoting gender equality in education, gender issues in the teaching profession need to be understood and addressed as well.

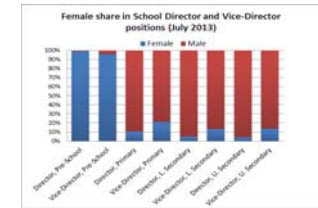
Female teachers – where are they? (School year ending in 2011, %)

Sub-regions	Pre-primary	Primary	Secondary (total)
World	94	63	52
Arab States	90	57	46
Latin America & Caribbean	96	78	58
North America & Europe	94	84	60
East Asia & Pacific	96	63	51
South & West Asia* (2008)	95	46	35
Sub-Sahara Africa	79	43	30

Source: GMR 2013/14; & *UIS Education Digest 2010

More female teachers may be good, but feminization of teaching profession takes place at the lower cycle of education

Case: Female share in education sector in Cambodia



Female share in selected leadership positions in MoEYS (2008-2013)

Leadership position	2008			2009			2010			2013		
	Total	Female	% Female	Total	Female	% Female	Total	Female	% Female	Total	Female	% Female
Director General	4	0	0%	5	0	0%	5	0	0%	5	0	0%
Inspector General	1	0	0%	1	0	0%	1	0	0%	1	0	0%
Institute Director	2	0	0%	3	1	33%	4	1	25%	4	1	25%
Deputy Director General	18	2	11%	28	1	4%	35	1	3%	38	1	3%
Deputy Inspector General	2	1	50%	2	1	50%	2	1	50%	2	0	0%
Institute Deputy Director	12	2	17%	12	0	0%	12	0	0%	10	0	0%

Need to focus on female teachers, gender-responsive teacher policies and practices

- There is evidence to show a correlation between the number of women teachers and girls' enrollment.
 - In contrast, in countries where women constitute only 20% of teachers, there are far more boys than girls entering school.
- Female teachers also face gender-based discrimination and challenges
 - Lack of professional and career development
 - Double-burden of work and domestic chores
 - Management/Leadership dominated by men
- Teacher policies should take into account the gender issues of teacher training, recruitment, deployment and professional development.



Thank you!
 Merci!
 謝謝!



Gender equality in education: An international overview and regional perspectives

Dr Rita Bissoonauth
AU/CIEFFA Coordinator



Introduction

- Gender equality in education remains a serious issue of social justice
- Gender equality is a more complex notion than gender parity and harder to measure.

It requires moving beyond counting the numbers of boys and girls in school to exploring the quality of girls' and boys' experiences in the classroom and school community, their achievements in education institutions and their aspirations for the future



Situational analysis –International

- 69% of countries will achieve gender parity in primary education by 2015. In Ethiopia and Senegal, education policies targeting girls have reduced the gender gap
- Gender disparity is found in a greater number of countries in secondary education than in primary
- In Brazil and Tunisia, disparity has widened at the expense of boys, with increasing dropout among boys



Situational analysis –International

- The OECD's 2012 Social Institutions and Gender Index (SIGI) shows that since 2009 many non-OECD countries have made promising progress in tackling discrimination against women and girls.
- The number of countries with specific legislation to combat domestic violence more than doubled, from 21 in 2009 to 53 in 2012, and 29 countries established quotas for women's political participation



Situational analysis –International

- Girls' labour continues to be a major barrier to accelerating progress towards achieving gender parity and equality in education. The root cause of this is deeply related to girls' expected gender role within their families and societies

Although many countries have strengthened legislation banning early marriage, its prevalence across countries in 2012, at an average of 17% of women married between 15 and 19 years of age, remains unacceptably high



Situational analysis –Africa

- In Africa millions of children, particularly girls, are still denied the right to education and are unable to access the knowledge, skills and capabilities necessary to take an empowered and equal role in society.
- In 47 out of 54 African countries, girls have less than a 50% chance of going to secondary school
- At school, girls continue to face **discrimination** and abuse which threatens to undermine the potentially transformative power of the education they receive

Situational analysis –Africa



- Only 7 in 10 children who begin primary school in sub-Saharan Africa will stay in school until the last primary grade. Girls are more likely to drop out, with rates as high as 59% in Ethiopia and 57% in Liberia.
- Across sub-Saharan Africa less than ¼ of secondary school-aged girls are enrolled in secondary education.
- Rates are nearly 1/3 lower in conflict-affected countries, and the gender parity gap is widening

Case studies AU/CIEFFA with UNESCO



- AU/CIEFFA in collaboration with UNESCO is preparing in-depth case studies in-depth case studies of countries providing education to diverse groups of learners, with special emphasis on girls' education in the five regions in the African continent. Choices of Member States to be involved in these case studies were made by RECs based on certain specific criteria.
- This case study compilation will contribute to bridging the gap amongst practice, research and policy in this area and will contribute to the global knowledge data base for inclusive approaches to teaching and learning.

AU/CIEFFA Strategic Plan 2015-2017



The AU/CIEFFA strategic Plan for 2015-2017 includes four key strategic priorities:

1. Legal framework for Rights of girls and women in schools and universities
2. Gender-responsive curricula in schools and universities
3. Retention of girls in schools
4. Documentation, advocacy, communication and publications

The key strategic priorities stem from Agenda 2063 and discussions with partners.

EMPOWERING AFRICAN GIRLS AND WOMEN: KEEPING GIRLS IN SCHOOLS



Purpose :

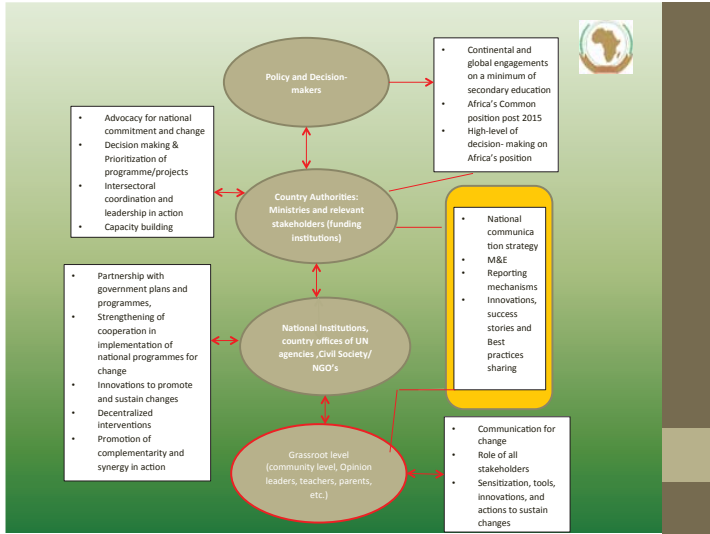
1. Develop an in-depth understanding of the key factors influencing the teaching and learning processes in educational institutions in African Union Member States
 2. Develop interventions that can lead to an expansion and improvement in girls' education from policy down to grass roots levels, known as a value chain.
- Our project will take into account the whole process right from the policy makers to the grassroots levels. A monitoring and evaluation mechanism will be established to ensure that results have been attained.

Specific Objectives of project

- Outline the type of learning environments in schools and universities (gender-friendly and gender-sensitive)
- Identify gender-sensitive teaching practices and their influence on the teaching-learning process
- Analyse gender power relations in different social contexts of girls and women in households, communities, schools, universities
- Map out a general scenario on barriers to girls' education in Africa, including aspects of accessibility, safety, hygiene, security
- Develop specific interventions to improving and expanding girls' and women's education in the continent

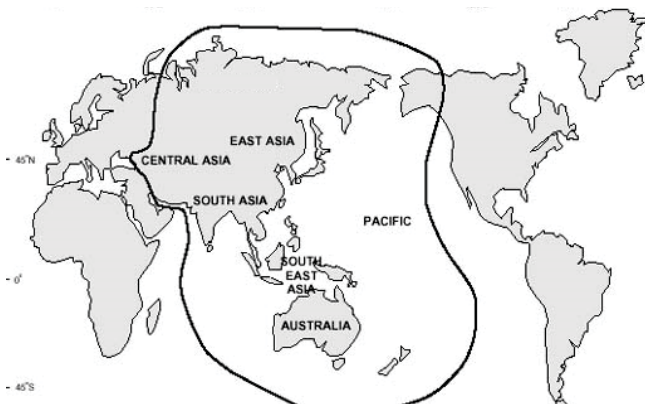
Expected outcomes

1. Improved girls' education as a result of interventions that can contribute to enhanced gender equality
2. Emergence of a new generation of educated girls and women who are able to participate in political social, cultural, economic and technological spheres
3. Change in attitudes and better gender relations at community and societal levels



Gender equality in education in Asia-Pacific

Justine Sass, UNESCO Bangkok
East Asia Pacific UNGEI Co-Chair



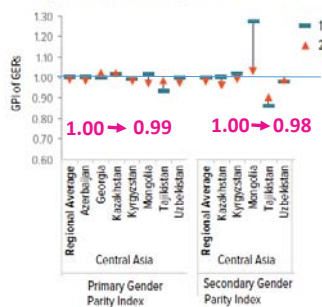
In East Asia and the Pacific (EAP), gender parity in primary education was achieved/close in 2012 in nearly all countries; and in 13 of 22 countries in secondary education

Figure 4: Gender parity indices in the primary and secondary gross enrolment ratios, 1999 and 2012



Source: EFA Global Monitoring Report 2015: Education for All 2000-2015 achievements and challenges

Figure 4: Gender parity indices in the primary and secondary gross enrolment ratios, 1999 and 2012

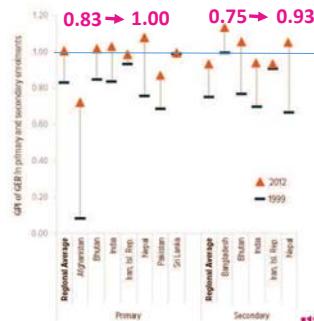


In Central Asia, gender parity in primary and secondary education was achieved/close in 1999 for most countries; situation for boys improved significantly in Mongolia

Of all regions, South and West Asia, made the most progress in reducing gender disparities in primary and secondary enrolments, although with country variations

Gender disparities at the expense of girls have reduced significantly; however boys have become disadvantaged in other countries in this sub-region

Figure 4: Gender parity indices in the primary and secondary gross enrolment ratios, 1999 and 2012



Source: EFA Global Monitoring Report 2015: Education for All 2000-2015 achievements and challenges

Inequalities within countries...

The poorest girls continue to be most likely never to have attended school...



Source: EFA Global Monitoring Report 2015: Education for All 2000-2015 achievements and challenges



Many barriers to education exists for girls and women...

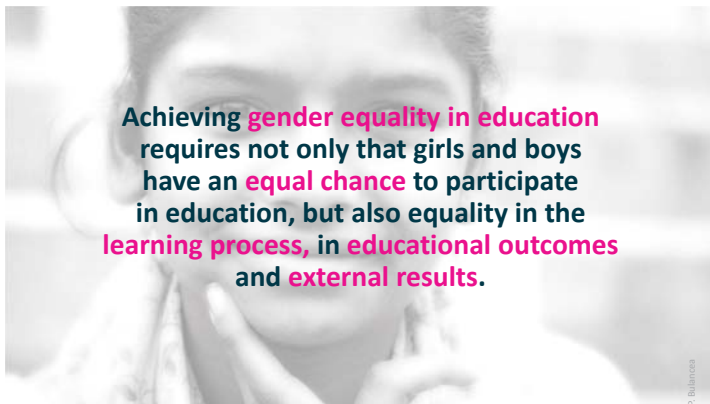
Despite legislation prohibiting **child marriage**, more than **one-third** of young women are married by 18, and **1 in 8** married by 15.

South Asia has seen the most significant reductions in **child marriage** but rates still remain high. In **Bangladesh**, **3 out of 4** young women are married by 18.



Child marriage is associated with an increased risk of **early pregnancy**

...as well as **sexually transmitted infections** (e.g. HIV) **gender-based violence** and **low educational attainment**



Proportion of female teachers

- East Asia and the Pacific: **primary**: 63%; **secondary**: 51%
- Central Asia: **primary**: nearly 90%; **secondary**: 69%
- South and West Asia: **secondary**: 39%



Gender parity in learning outcomes... Reading (2012)

Girls outperform boys in reading in every participating country and economy, with varying gaps.

Country/Territory	Difference in score (Boy-Girl)
Australia	-34
China-Hong Kong	-25
China-Macao	-36
China-Shanghai	-24
China-Taipei	-32
Indonesia	-28
Japan	-24
Kazakhstan	-37
Malaysia	-40
New Zealand	-34
Republic of Korea	-23
Singapore	-32
Thailand	-55
Viet Nam	-31

Source: OECD (2014), *PISA 2012 Results: What Students Know and Can Do – Student Performance in Mathematics, Reading and Science (Volume I, Revised edition, February 2014)*, PISA, OECD Publishing.

Gender parity in learning outcomes... Mathematics (2012)

In most participating countries in Asia-Pacific, **boys** outperformed girls in mathematics although most with limited differences.

Exceptions are in Malaysia, Singapore and Thailand where **girls** outperform boys.

Source: OECD (2014), *PISA 2012 Results: What Students Know and Can Do – Student Performance in Mathematics, Reading and Science* (Volume I, Revised edition, February 2014), PISA, OECD Publishing.

Country/Territory	Difference in score (Boy-Girl)
Australia	12
China-Hong Kong	15
China-Macao	3
China-Shanghai	6
China-Taipei	5
Indonesia	5
Japan	18
Kazakhstan	0
Malaysia	-8
New Zealand	15
Republic of Korea	18
Singapore	-3
Thailand	-14
Viet Nam	10

Gender parity in learning outcomes... Science (2012)

The **gender gap in science performance** has remained unchanged from PISA 2006 to PISA 2012.

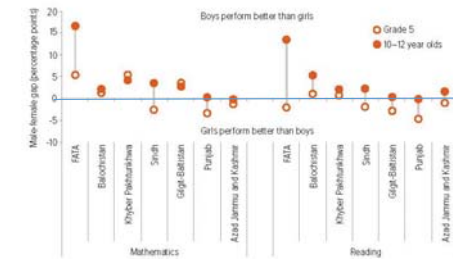
Boys tend to outperform girls in many countries, *with the exceptions of* Indonesia, Kazakhstan, Malaysia and Thailand.

Source: OECD (2014), *PISA 2012 Results: What Students Know and Can Do – Student Performance in Mathematics, Reading and Science* (Volume I, Revised edition, February 2014), PISA, OECD Publishing.

Country/Territory	Difference in score (Boy-Girl)
Australia	5
China-Hong Kong	7
China-Macao	-1
China-Shanghai	5
China-Taipei	1
Indonesia	-3
Japan	11
Kazakhstan	-9
Malaysia	-11
New Zealand	5
Republic of Korea	3
Singapore	-1
Thailand	-19
Viet Nam	1

In poorer settings, girls continue to face disadvantage in achievement

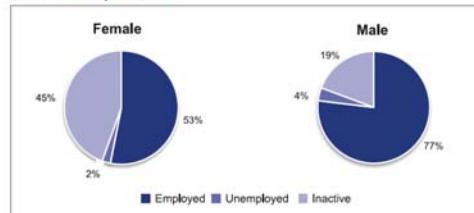
Gender gap in two learning indicators, grade 5 students and children aged 10–12 years, rural Pakistan, 2014



The disadvantage of girls in learning outcomes is **underestimated** if we consider only those in school

Gender parity in labour market outcomes

Figure 2.1. Distribution of female and male working-age populations by main economic activity, Asia, 2009



The **productive potential of Asian women** remains relatively untapped.

Source: ILO, Trends econometric models, October 2010.

* Employed includes wage/salary earners, employers, own-account workers and contributing family members

Source: Asian Development Bank, ILO. 2011. *Women and labour markets in Asia: rebalancing towards gender equality in labour markets in Asia*.

Gender parity in labour market outcomes

Gender wage gap:

Women in East Asia and the Pacific earn less than men in nearly all sectors in all countries in the region.

Source: World Bank, 2012. *Toward Gender Equality in East Asia and the Pacific. A Companion to the World Development Report*.



Source: World Bank staff estimates using household income and expenditure surveys.

In summary...

- Notable progress in narrowing the gender gap; disaggregated data reveal significant disparities between and within countries.
- Girls continue to be disadvantaged in primary education in Cambodia, Lao PDR, Papua New Guinea, and Thailand.
- Gender inequalities in transition from pre-primary to primary, primary to secondary, secondary to tertiary, and school to work.
- Child marriage and adolescent pregnancy critical factor in girls' low education attainment in many countries.
- Boys' disadvantage also emerging, including underachievement and completion of education in many sub-regions.
- More work needed in Asia-Pacific to achieve gender equality in education, and gender-just societies.



International seminar on Girls' and Women's Education (Beijing, China, 1-5 September 2015)

SESSION 2: GENDER EQUALITY AND THE POST-2015 GLOBAL EDUCATION GOAL "EDUCATION 2030"



Maki Hayashikawa, UNESCO
2 September 2015

The starting point: learning from the lessons of EFA and MDGs

- Parallel MDG and EFA: narrowed the agenda to access at primary level
 - Neglected other key areas of education
- Focus was on poorest countries
 - Diminished perceived relevance of EFA to middle income and developed countries
- EFA remains unfinished – continued relevance
 - New agenda need to go beyond current goals
 - Define measurable targets and indicators

World Education Forum (WEF)

- In Incheon, Republic of Korea, 19-21 May 2015
- Thematic Debate on Gender Equality and Education (by UN Women, UNFPA, UNESCO and UNGEI)
- Parallel session on gender equality, inclusion and equity
- Incheon Declaration adopted
- Framework for Action of Education 2030 reviewed.



"Education 2030" – vision and principles

SDG 4: **"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"**

- Education is a fundamental human right and is a **public good**
- Aspirational, transformative and holistic, an integral part of the broader post-2015 development agenda.
- Must have **universal** relevance and **rights-based**, ensuring **equity and inclusion**.
- Particular attention to **gender equality** and to overcoming all forms of discrimination in and through education.

Where is gender in the Education 2030?

In the "Incheon Declaration":

Para 8. We recognize the importance of **gender equality** in achieving the right to education for all. We are therefore committed to supporting gender-sensitive policies, planning and learning environments; mainstreaming gender issues in teacher training and curricula; and eliminating gender-based discrimination and violence in schools.

Para 10. We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education... We further commit to ensuring that all youth and adults, **especially girls and women**, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities...

SDG 4 Target 4.5

Target 4.5 : By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

- No equivalence to EFA Goal 5 or MDG 3
- Gender equality as fundamental principle and mainstreamed in all targets
- Essentially a multi-issue target – gender, equity, inclusion
- Main attention on "access".
- Indicators to measure the target are still unclear.

Some issues remains...

- **The risk of quantitative targets/indicators: “We have no gender issues in education”** – how to move “from access to equality”.
- Changing and diversifying nature of gender disparities
 - Increasing incident of boy drop outs in secondary education
- Need to pay attention to neglected dimensions of gender in education
 - Secondary education : unique challenges faced by adolescent girls
 - Teachers – implications of feminization on professionalization
 - Finance – absence of gender-responsive budgeting
 - Safe environment – increasing cases of gender-based violence

7

Some issues remains...

- **Measuring** gender equality outcomes in education:
 - Lack of data to monitor and track educational gains on broader social & economic outcomes
 - Impact of ICTs in education – access, use and application – on girls’/women’s learning outcomes and empowerment
- **Indicators** will be the key...
 - Need to have both quantitative and qualitative/ process indicators to measure gender equality to, in and through education

8

Framework for Action of Education 2030

Strategies proposed for gender equality:

- Review education sector plans, budgets, curricula and textbooks to ensure that they are free of gender stereotypes, bias and discrimination resulting from social attitudes and practices and economic status.
- Put in place gender-sensitive measures to ensure that teaching and learning has equal impact on girls and boys, women and men,
- Put in place special measures to ensure the personal security of girls and women in and on the journey to and from education institutions.
- Ensure the use of multiple sources of data and information, including from EMIS and relevant school and household surveys, to facilitate monitoring of social exclusion in education.

9

Thank you!
Merci!
謝謝!

10



Transforming Teaching and Learning Processes to Become Gender-Responsive

Presentation at the international Seminar on Girls' and Women's Education – Beijing China, 3 September 2015

By *Patience Awopegba (PhD)*
Programme Specialist
UNESCO-IICBA
Addis Ababa
Ethiopia



Highlights of Presentation

- Highlight the knowledge, skills and competencies needed to develop and implement a gender-responsive pedagogy
- Examine UNESCO/IICBA's contribution to addressing gender in educational/teacher training institutions
- Raise issues on needs to adapt/review school curriculum, textbooks and teachers materials to ensure gender responsiveness.



Why gender in education?

- Gender equality is a **priority on the international development agenda**
- Teachers play a **central role in transmitting values, knowledge, and the development of human potential and skills**
- Education of girls and women, boys and men is **essential for improving their living conditions**
- Gender sensitivity **creates a positive multiplier effects** on personal, social and economic development of any people



Why gender in education contd.

- Education, especially of girls and women, is one of the most **effective investments** for peace and sustainable development
- Contributes to quality teacher education by ensuring that girls and boys, women and men are treated **equally and have equal access** to learning opportunities
- Education develops the **potentials and feeling of empowerment to achieve dreams, and contributes to social, cultural, political and economic development**



Gender Responsive Pedagogy (GRP)

What is GRP?

- It emphasizes on **teaching and learning processes**
- **Training of teachers on practical skills for relating to male and female learners** within the classroom and in the school environment
- Training of the school management team by **targeting school managers to create a gender sensitive environment**



Why GRP?

The need to address many challenges such as:

- Persistence of gender inequality
- Widespread gender based inequity
- Continued exclusion of girls and / or boys from the educational system due to lack of gender sensitivity
- The inadvertent perpetuation of inequality through the teaching / learning process when gender is not mainstreamed and the personnel in the educational sector are not sensitised



Gender mainstreaming requires

- A transformation in:
 - The culture of teacher education institutions
 - accountability, and
 - teaching and learning processes
- Developing gender responsive teaching & learning materials
- Ensuring the use of gender responsive language in the classroom
- Gender responsive classroom setup



UNESCO's stance on gender in education

- Advocates for **education as a basic human right and gender equality is fundamental to its full realization**
- Promotes gender equality in and through education so as to ensure that everyone has **equal access to learning opportunities**
- Promote **fair treatment** in the learning processes, **equitable outcomes** and **advancement in all spheres** of life



Who should carryout GRP?

It is the responsibility of:

- the education institutions in general, and
- teacher education institutions in particular to mainstreaming gender into:
 - Education/Teacher policies**
 - plans**
 - curriculum development,**
 - pedagogy**
 - research**
 - communication processes** to ensure gender sensitivity



UNESCO' Contribution to ensuring GRP

UNESCO produced the **Guide for Gender Equality in Teacher Education Policy and Practices** as a tool to introduce the gender perspective to all aspects of teacher education and training, notably:

- policy and planning,
- budgeting,
- curriculum development,
- **pedagogy and instructional materials,**
- support services, and
- monitoring and evaluation



Indications of Gender Biases

- Through language that reveals the belief that girls cannot perform as well as boys, or that boys should not allow themselves to be outperformed by girls academically
- When girls are discouraged from taking certain subjects or pursuing certain careers considered to be exclusive for boys
- When assertive girls are reprimanded for behaving as boys or boys who openly shed tears are cautioned to stop behaving like girls
- When teachers are not able to identify practices that favour one gender over another, and which stems from the application of gender biased curricula



GRP Approach

- Establish a baseline on gender disaggregated participation rates
- Collect enrolment, achievement and completion data on a trimester and annual basis using designated tools.
- Annual reports on changes recorded (if any) to share with government, education managers as evidence of their level of appreciation or value placed on GRP



Gender Responsive Pedagogy

The case from IICBA/ Italian projects

- **Project title**
Retaining Girls in Lower Secondary Schools and Increasing their Learning Outcomes
- **Target country or region**
Ethiopia, (Afar and Benishangul Gumuz Regional States)
- **Implementing partners**
 - Afar Regional Education Bureau, Ethiopia
 - Benishangul Gumuz Regional Education Bureau, Ethiopia
 - The Ministry of Education of the Federal Democratic Republic of Ethiopia
- **Project starting date** 28, March 2012
- **Project Completion date** December 31, 2015



The Problem

The Afar and Benishangul Gumuz regional states:

- Considered as emerging regions due to relatively lower levels of development in comparison with other regions in Ethiopia
- Low access to education for both sexes
- Increase in gender disparity in academic achievements
- Higher national drop-out rate and poor performance of girls than boys, especially in secondary schools



Objective of the project:

- Reduce the dropout rate of girls in the six pilot schools by 20 % at the end of the project period of 2015
- Improve the learning achievement by 15 % for girls in the regions (performance at the Ethiopian General Secondary Education Certificate Examination (EGSECE)).



The project has three major components

- Capacity building of school teachers, school management staff in the pilot schools, and of teacher educators in the teacher training colleges in the two regions, in gender responsive pedagogy (GRP),
- Establishing a community based Girls Education Support Structure (GESS) in order to advocate for the promotion of education of girls in the locality
- Setting up viable and sustainable income generation activities (IGAs) to cater for indigent female students



More Actions taken

- Training was conducted for school teachers, school managers and other personnel in the six schools from the two regions on gender responsive pedagogy (GRP)
- Girls Education Support Structure (GESS) was created and members trained on gender and advocacy
- Establishment of income generation activities (IGAs) such as School Cafeteria; Cattle fattening; Grinding mill; and photo copier, printing and writing services were put in place



More Actions taken

- Women role models were invited to share their experiences with the girls in the school to motivate them
- Members of the Girls Education Support Structure (GESS) mobilized stakeholders and conducted back-to-school campaigns to raise awareness on the importance of girls' education to parents during Parents' day at the beginning of school and mid-year break
- Awareness creation programs on Gender Based Violence (GBV) conducted for 2,400 students



Results include:

- Academic achievement of girls in the pilot schools improved
- Meeting with parents improved the school attendance for grade 9 girls
- Due to resources mobilized by GESS members, some schools abolished registration fees for these students
- The GRP training workshops capacitated the teachers and school administration staff in making the teaching and learning process gender responsive



More results:

- Some schools are beginning to take corrective measures to ensure the school environment is girl friendly
- Members of GESS mobilized resources from the community and from NGOs to meet the educational needs of poor female students in one of the schools (Assossa high school)
- The project ensured gender sensitivity in tutorial programs, club activities, and the teaching and learning processes
- The schools have created and use their own code of conduct to prevent gender based violence (GBV) in the school compound



More results:

- In some cases, the class resumption time shifted from 7:30 to 8:00 am to accommodate female students coming from far distances after carrying out domestic work
- Girls coming from long distances were assigned to the morning shifts so that they can reach home before night fall
- Sanitary materials were distributed to indigent girls
- A separate room for girls to change their sanitary pads and to take rest if they feel ill during menstruation.



More results:

- An assessment conducted to establish reasons for absenteeism showed teenage motherhood and economic factors (especially during market days) as key.
The school is now arranging make-up classes for these girls
- In one of the schools, the Girls Education Support Structure (GESS) members and the PTA mobilized the community to construct separate toilet for girls
- Some positive externalities of the GRP and GESS benefited the grades 11 and 12 students in Assossa high school. Out of four students who joined a medical school, three of them were girls.



More Actions

- Given the focus on gender responsive pedagogy and gender sensitive school environment, **the scholastic achievements of the female students improved.** In Wombera, the highest score among girls was 94.10% in 2013, which was 5% higher than in 2012
- In Worer, **the enrolment rate for grade 9 girls nearly doubled** (from 123 in 2012/13 to 212 in 2013/14)
- **Reduced dropout rates**-In Asayita, for example, the percentage of dropouts for the year 2012/13 was 17.6%, and this reduced to 2.5% in 2013/14 academic year. This indicates a 10% reduction



Challenges

- Delays in the purchase and distribution of the IGA materials
- Disagreements between regional Education Bureau and a high school on what IGA should be implemented
- Mid-term evaluation was delayed because of delays in procurement of IGA
- Given the mandate of IICBA, the challenge is that of mobilizing resources to popularize and scale up the project



Way forward

- Need to address issue of sustainability of results
- Popularize the project results for the improvement in the quality of learning outcomes of girls and boys
- Identify & network with partners to document and popularize the good practices learnt



Food for thought

- "Genius without education is like silver in the mine."
Benjamin Franklin (too many of our girls and boys fall in this category)
- "A teacher affects eternity; he can never tell where his influence stops. "
Henry Adams (if so, lets give GRP to teachers so that our next seminars or conferences will be to celebrate results)



**Thank you for
your attention**
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Building a Gender-Responsive Education

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Pursuing Gender Equality (GE) : A Global Issue

UNDP:
Human Development
Report 1995

- The most persistent of the (disparities) has been gender disparity, despite a relentless struggle to equalize opportunities between women and men.

World Bank:
World Development
Report 2000-2001

- While political and legal equality between men and women have increased in most regions, it takes effort and perseverance to **change people's gender values and beliefs**.

UNESCO:
Education Strategy
2014-2021

- Globally, reaching gender parity remains a challenge in many countries, but it should be stressed that the goal is not only about making sure equal number of boys and girls enter and progress through school. It is also about **assuring equality in their learning processes and out comes**.

See the world (education) through women's eyes

◆ The year of 2015 marks the twenty anniversary of the Beijing World Conference on Women, bringing renewed focus and energy to the efforts to empower women.

- The World Conference on Women was held in Beijing in 1995. I chaired a NGO session on Girls' education.

- "To see the world through women's eyes". Why and how?
- What about "to see education through girls' eyes". Why and how?

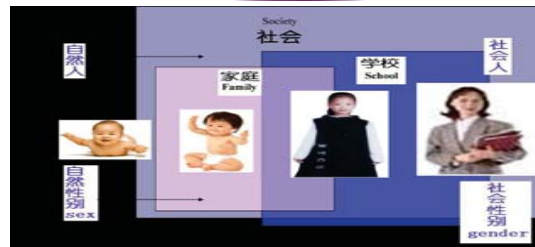


Girls at home, boys at school in poor family

The elder sister dropped out school in early grade to work in the field supporting her younger brother to study, a poor family in a mountain village in Western China



Girls (Women) are Socially (Culturally) Nurtured



Function of Education: socialization and culturalization of human beings

children growing up in a gender stereotyped environment



Gender messages from children's reading materials



Schools keep the gender stereotypes

Girl students in sewing class



Boy students in machine repairing class



Reflections: the role and motivation of girl's education (1)

the political mode

- ◆ **major concerns:** girls as future political forces, equal right by law and official documents
- ◆ **basic strategies:** using political powers and movements
- ◆ **strong points:** government concern and commitments, legislation outcomes,
- ◆ **constrains:** uneven and unsteady development, overlook issues and factors other than political ones

the economic mode

- ◆ **major concerns:** girls as future labor force, the direct contributions to economic development
- ◆ **basic strategies:** more material and financial input,
- ◆ **Strong points:** convincing, easy to be understood and accepted,
- ◆ **Constrains:** near sighted, utility-oriented, girls and their own needs are missing,

Reflections: the role and motivation of girl's education (2)

the cultural mode

- ◆ **Major concerns:** girls as future wives and mothers, educating girls for future generations
- ◆ **Basic strategies:** adding housework related activities in school,
- ◆ **Strong points:** practical accepted,
- ◆ **Constrains:** strengthen the stereotyped role of girls

the mode with gender awareness

- ◆ **Major concerns:** girls as independent individuals with full human rights
- ◆ **Basic strategies:** empowering girls with education
- ◆ **Strong points:** targeting girls, showing the concerns of gender equality and equity
- ◆ **Constrains:** not been widely understood and accepted, far reaching

Increasing gender awareness in teacher training

- ◆ **Teaching and learning goals:** empowering (girl) students
- ◆ **Teaching method:** involving (girl) students
- ◆ **Teacher-student relations:** caring (girl) students



China Education News Center, www.y6.com.cn

Good teachers (education) in children's eyes



Developing gender-responsive reading materials



Empower young women with remedial education

Life skill training for the female adolescents who dropped out schools in early ages



Facing new challenges

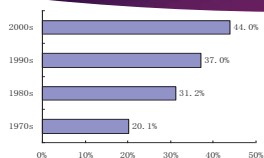
- ◆ Digital gap: new challenges for education.
- ◆ Girl students and women teachers should be encouraged to use ICT in their teaching and learning.



Young women Professor Xiao in Tsinghua University Taught on MOOC. 92,758 students from 201 countries took her class in 2014 with 4330 ce



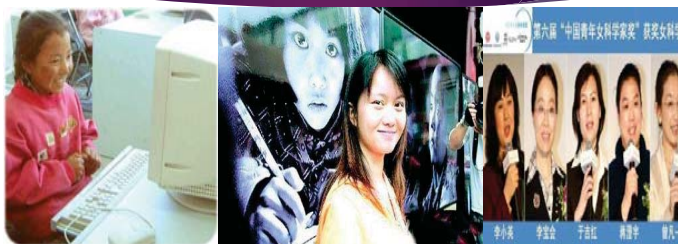
Women students in top research university in China



Women students in Peking University within the 30 years.

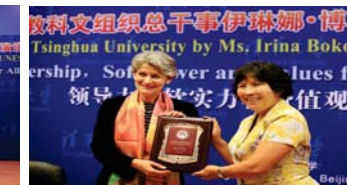
- ◆ Women students in Physic Department of Peking University took 12.7% in 50s, 20.2% in 60s, 39.5% in 70s, 15.9 in late 80s, but reduced to less than 10% in 2009.
- ◆ Women Students in Physic Department of Nanjing University reduced from 37% in 70s to 8% in early 21 century.

Education can make a difference...



Journey toward a better future for all

"We need holistic approaches to education and lifelong learning – where no girl or boy is left behind." –Irina Bokova, DG of UNESCO at Tsinghua University, June 2014

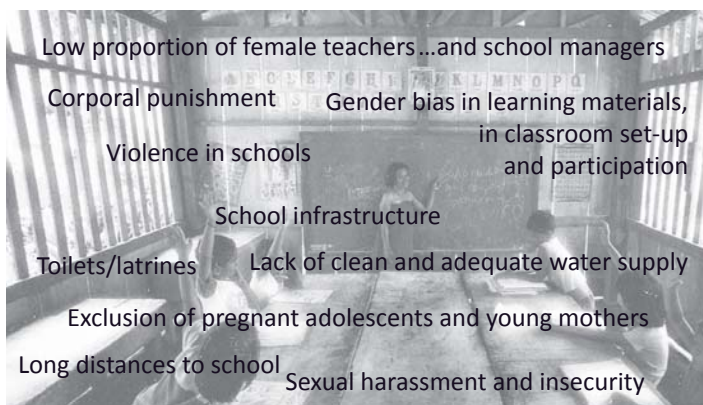


Thanks



Developing gender-responsive learning environments

Justine Sass, UNESCO Bangkok



A gender-responsive education system is...

Good for **learners**

Good for **the system**

Good for **schools ...** and

Good for **societies**



Gender responsive learning environments aim for academic, social and physical environments in schools and surrounding communities that are free from **gender bias, gender discrimination** and **gender-based violence** and **where gender equality** is promoted.

Use a **gender lens** on:

- School availability and infrastructure
- School staff and management
- School safety and health
- Curriculum and learning materials
- Teacher pedagogy



School availability and infrastructure

- **Reducing distances to school:** Building schools in underserved communities has helped overcome **distance-related barriers** to girls' education, as have **increased measures to enhance safety** on the way to and from schools

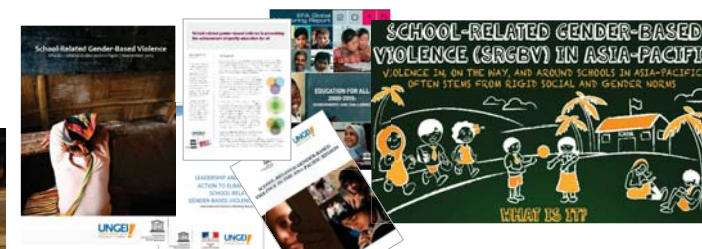
School infrastructure:

- Adequate, **clean water and sanitation** (menstruation hygiene management)
- Separate and safe **toilets/latrines** for girls and boys
- Classroom facilities and set-up that give equal opportunities for **participation and interaction**
- Efforts to identify and address school "hot spots" for **gender-based violence**



School health and safety

- Policies and reintegration programmes for pregnant girls and adolescent mothers
- Increasing evidence base and action on school-related gender-based violence (SRGBV)





School staff and management

- Gender equality in the **governance, management and operation** of the school
- Recruitment of **female teachers** to encourage girls' enrolment and retention
- Equal opportunities for **professional development and advancement**
- Establishment of **oversight committees** to enforce school codes of conduct and respond to incidents of SRGBV



Curriculum and learning materials

- Removing **gender bias and discrimination**, stereotypes in curriculum and learning materials through **gender audits** of textbooks
- **Equal access** to learning resources, and equal orientation to all subjects
- **Gender inclusion in curriculum** addressing gender roles, violence, sexual and reproductive health, challenging gender stereotypes and power structures
- **Comprehensive sexuality education and HIV education**
- Linked to **extra-curricular activities** (clubs, sports, leadership opportunities)



Teacher pedagogy

- **Equal development of learners' potential and abilities** in classroom
- Supporting **balanced participation** in classroom activities
- **Gender-responsive lesson planning**, considering materials, methods, learning activities, and classroom set up and interaction, and assessments of learning outcomes
- **Pre- and in-service training** can equip teachers to improve diversity in teaching practice



What has worked?

School availability	Safety to/from schools	In Iraq , 'walking buses' ensure girls are safe on their way to and from school, with trained adults escorting acting as 'driver' and 'conductor'
School infrastructure	Water and sanitation	India built more latrines in 2000s, which resulted in increased girls' enrolment.
School safety and health	SRGBV	Focal teachers were assigned in DRC to assist targets of violence and make referrals to services.
	Early pregnancy	Cash transfers in South Africa , coupled with supportive laws, are keeping pregnant girls and adolescent mothers in schools.
School staff & management	Recruitment policies	In Nepal , the share of female primary teachers rose from 23% in 1999 to 42% in 2012.
Curriculum and learning materials	Gender-inclusive curriculum	In Uganda , an interactive online comprehensive sexuality education curriculum led to significant positive effects on non-coercive sex.
Teacher pedagogy	Professional development	Mexico's 2013–2018 national education plan promotes a gender-sensitive approach to teacher education.



建设爱生学校注重全纳教育

Child-friendly School: Focus on Inclusive Education

郑增仪
Mr ZHENG Zengyi

2015、9、3
Sept. 3, 2015

一、中国基础教育的基本情况

1. Basic education in China

二、中国爱生学校标准制定和推进

2. Criteria and advancement of child-friendly school in China

三、对全纳教育的理解和实施

3. How to understand inclusive education and its implementation

一、中国基础教育的基本情况

1. Basic education in China

中国是一个发展中国家
China remains a developing country

中国有13亿人口
China has a population of more than 1.3 billion people

从学前教育到大学教育在校生共有2.5亿
There are 250 million in-school students in different educational levels: from pre-school education to tertiary education

所以：中国是一个人口大国、教育大国；
我们正在努力成为教育强国、人才强国。
任重道远！

That is why: China is still a populous country with a large education population.

We are trying to empower the nation through education and human resource development, but it's a long way to go.

中国基础教育的基本情况 Basic Education in China

· 中国基础教育包括：学前教育、义务教育（小学、初中）、高中教育。
· Basic education in China is divided into: pre-school education, compulsory education (primary and lower secondary), and upper secondary education.

一、学前教育

1. Pre-school education

· 全国共有幼儿园20.99万所；在园幼儿(包括附设班)4050.71万人；幼儿园园长和教师共208.03万人；

· There are 209,900 kindergartens all around the country, covering 40.5071 million children and 2.0803 million principals and teachers.

· 学前教育毛入园率达到70.5%。

· The gross enrollment rate of pre-school education reaches 70.5%.

5

中国基础教育的基本情况 Basic Education in China

二、义务教育 2. Compulsory education

· 共有义务教育阶段学校25.40万所；
· There are 254,000 schools in the compulsory education level,

· 在校生1.38亿人；专任教师912.23万人；
· covering 138 million students and 9.1223 million full-time teachers.

· 九年义务教育巩固率92.6%。
· The survival rate of nine-year compulsory education reaches 92.6%.

6

中国基础教育的基本情况 Basic Education in China

1. 小学 (1) Primary schools

·全国共有小学**20.14万所**；
·There are 201,400 primary schools,

·在校**生9451.07万人**；小学专任教师**563.39万人**；
·covering 94.5107 million students and 5.6339 million full-time teachers.

·专任教师学历合格率**99.88%**。
·The rate of those teachers with qualified degrees reaches 99.88%.

7

中国基础教育的基本情况 Basic Education in China

2. 初中 (2) Secondary schools

·全国共有初中学校**5.26万所**(其中职业初中**26所**)；
·There are 52,600 lower secondary schools all around the country, including 26 vocational schools.

·在校**生4384.63万人**；
·The number of in-school students is 43.8463 million.

·初中阶段毛入学率**103.5%**；
·The gross enrollment ratio of lower secondary schools reaches 103.5%.

·初中毕业生升学率**95.1%**。
·The transition rate of secondary school graduates reaches 95.1%.

·初中专任教师**348.84万人**；初中专任教师学历合格率**99.53%**；
·There are in total 3.4884 million full-time teachers in lower secondary schools with 99.53% of those teachers holding a qualified degree.

·生师比**12.57:1**。
·The student-teacher ratio is 12.57:1.

8

中国基础教育的基本情况 Basic Education in China

3. 普通高中 (3) High schools

·全国普通高中**1.33万所**；
·There are 13,300 high schools all around the country,

·在校**生2400.47万人**；普通高中专任教师**166.27万人**；
·covering 24.0047 million students and 1.6627 million full-time teachers in total.

·专任教师学历合格率**97.25%**。
·The rate of those teachers with qualified degrees reaches 97.25%.

9

二、中国爱生学校标准制定和推进 2. Criteria and advancement of child-friendly school in China

二、中国爱生学校标准制定和推进 2. Criteria and Advancement of Child-friendly School in China

爱生学校倡导的“以儿童为中心”“以儿童权利为本”，实施“全纳教育”，促进儿童全面发展的基本理念，与我国基础教育所倡导的面向全体学生、以学生为本、鼓励学生生动活泼和主动积极地全面发展的思想是完全一致的。

The child-friendly school (CFS) promotes inclusive education through child-centred, rights-based approaches. Significant relevance of CFS's advocacy of children's all-around development echoes the ideas of China's learner-centred basic education for all students, encouraging the vigorous, positive all-around development

二、中国爱生学校标准制定和推进 2. Criteria and Advancement of Child-friendly School in China

2001年，中国教育部开始与联合国儿基会开展“爱生学校”(Child-Friendly School)的合作项目。

In the year of 2001, the Ministry of Education in China started its cooperation with UNICEF on the CFS project.

最初是在广西等三个省的七个县中开展活动；
The CFS pilot was first carried out in 7 counties of three under-developed provinces - Guangxi, Chongqing and Inner Mongolia.

后来扩大到中国西部地区的十省二十个县；
The project has later been extended to 20 counties in 10 provinces/autonomous regions in China.

2010年开始在东、中部的省会城市、直辖市实验推广。
Since 2010, the CFS project has been implemented in more economically developed areas: capital cities of those provinces in Eastern and Central China, and municipalities.

12

爱生学校实验、标准制定和国家标准制定实施
CFS Pilot Project and the Setting of the Project and National Criteria

第一个阶段（2001年-2005年）：开展爱生学校基本理念和实践的培训活动

Phase I (2001-2005): To organize training programmes focusing on the basic concepts and practices of CFS

第二个阶段（2006年-2010年）：制定中国爱生学校标准

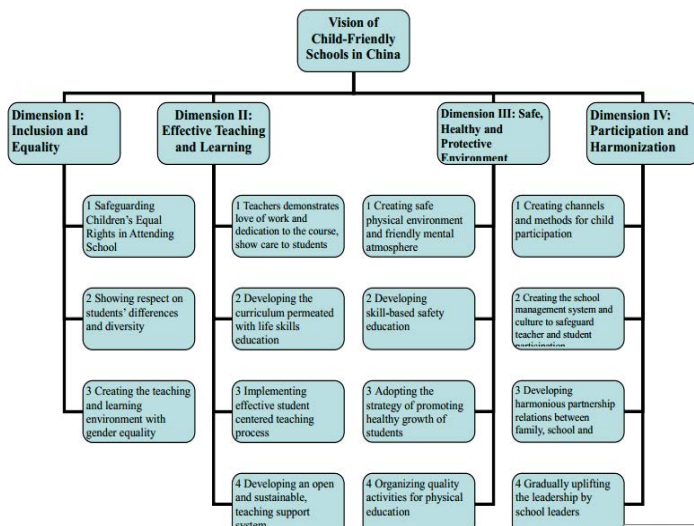
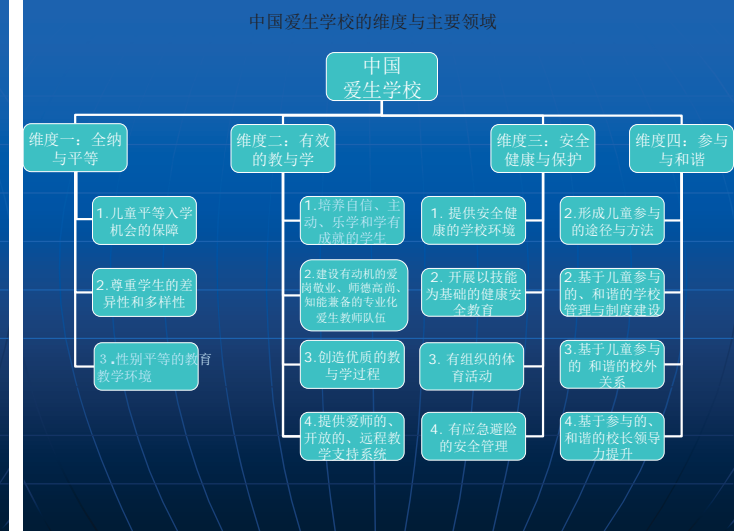
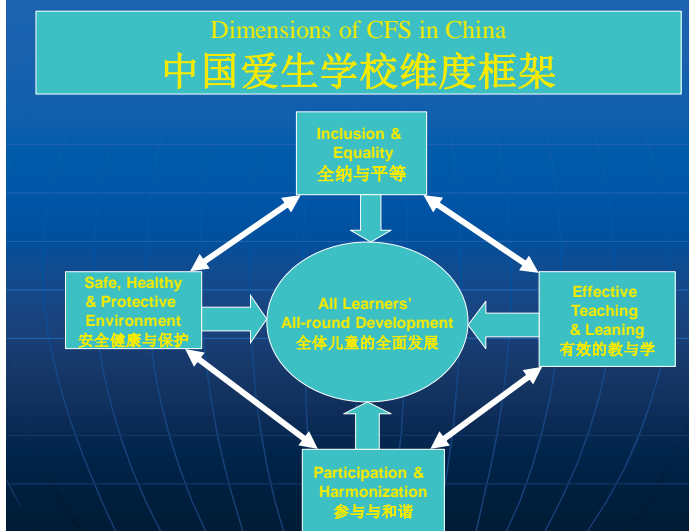
Phase II (2006-2010): To establish the criteria for CFS in China

第三个阶段（2009年—2014年）：在东、中部部分省会城市使用推广

Phase III (2009-2014): To extend the project to capital cities of some provinces in Eastern and Central China

第四个阶段（2014年8月）形成国家文件：《义务教育学校管理标准》在全国实施。

Phase IV (August, 2014): To set national standards – the implementation of the Compulsory Education School Management Standards.



三、对全纳教育的理解和实施 3. How to understand inclusive education and its implementation

《义务教育法》和全纳与平等
Compulsory Education Law of China and Inclusion & Equality

- 总则第四条：“凡具有中华人民共和国国籍的适龄儿童、少年，不分性别、民族、种族、家庭财产状况、宗教信仰等，依法享有平等接受义务教育的权利，并履行接受义务教育的义务。”
- Article 4 All children and adolescents who have the nationality of the People's Republic of China and have reached the school age shall have equal right and have the obligation to receive compulsory education, regardless of gender, nationality, race, status of family property or religious belief, etc.

《义务教育法》和全纳与平等
Compulsory Education Law of China
and
Inclusion & Equality

- 中国从80年代提出在全国普及9年义务教育，到2010年实现了在全国普及9年义务教育。学生免除学杂费、书本费，生活困难的还给予生活补贴。
- In the 1980s, China set the objective of universal nine-year compulsory education across the country, and made the achievement in 2010. No tuition or miscellaneous fees shall be charged for provision of compulsory education. Students from poverty-stricken areas shall enjoy subsidies.



高度重视女童入学

High Priority to the Enrollment of Girls

爱生学校标准中特别提出：制定保障教育公平的制度，通过宣传栏和校园网等多种形式进行宣传，不让一名学生因学习、家庭、身体、性别等因素而受到歧视。

The CPS standards specifically pointed that, to establish a system which can guarantee education equality, to advocate the concept of the system through bulletin boards and school network, and to avoid discrimination against any student, regardless of their academic performance, family status, physical conditions and gender.

小学学龄儿童净入学率达到99.81%；

The net primary school enrollment ratio of the children in the official age group reaches 99.81%.

其中，男童净入学率为99.80%；女童净入学率为 99.83%；女童高于男童 0.03个百分点。

Among them, the net enrollment ratio of boys is 99.80%； while the ratio of girls is 99.83%； with 0.03% higher than the boys.



一、全纳与平等
Inclusion & Equality

· 公平对待每一名学生

· Treat every student equally

· 主要做了以下四项工程：

1. 外来务工人员子女学校综合改造工程。
2. 百所学校提升工程。
3. 阳光分班工程。
4. 特教学校改造工程。

· The four main programmes:

1. Comprehensive reconstruction of the schools for migrant children
2. Renovation of 100 schools
3. The sunshine programme on class grouping
4. Reconstruction of special needs schools



进城务工人员随迁子女和农村留守儿童 Migrant Children and Left-behind children

- 全国义务教育阶段在校生中进城务工人员随迁子女共1294.73万人。
- 在小学就读955.59万人；
- 在初中就读339.14万人。
- There are 12.9473 million migrant children in the age group of compulsory education. Among them,
- 9.5559 million study in primary schools; and
- 3.3914 million in lower secondary schools.
- 全国义务教育阶段在校生中农村留守儿童 2075.42万人；
- 在小学就读1409.53万人；
- 在初中就读665.89万人。
- There are 20.7542 million left-behind children in rural areas who are in the age group of compulsory education. Among them,
- 14.0953 million study in primary schools; and
- 6.6589 million in lower secondary schools.

1. 外来务工人员子女学校综合改造工程 Comprehensive reconstruction of the schools for migrant children

- 对接收外来务工人员子女较多的200所中小学校进行综合改造。
- Reconstructing more than 200 primary and secondary schools which enroll a large number of migrant children.



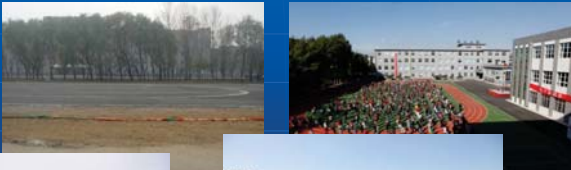
1. 外来务工人员子女学校综合改造工程 Comprehensive reconstruction of the schools for migrant children

- 市教育局共投入2.2亿元
- The city-level education bureau has invested RMB 220 million (about USD 35 million) for the programme.
- 改造项目包括新建塑胶操场、校舍维修改造、新建专用教室、校园绿化, 购置教学设备、校园文化建设等。
- The reconstruction included a new plastic playground, school dormitory renovation, new functional classroom, school greening, new teaching equipment and campus culture.



1. 外来务工人员子女学校综合改造工程 Comprehensive reconstruction of the schools for migrant children

改造前的操场
Before



改造后的操场
After

2. 百所学校提升工程 Renovation of 100 schools

旨在进一步提高义务教育整体发展水平

• The purpose of the programme is to further improve the development of compulsory education

- 从2012年开始
- Started from 2012
- 每年提升100所学校
- To renovate 100 schools each year
- 三年共提升300所, 提升学校总数达到全市的50%
- In the past three years, 300 schools in total have been renovated, which account for 50% of the schools in the whole city.



2. 百所学校提升工程 Renovation of 100 schools

预计总投入19亿:

- 对涉农县区, 提供80%的资金支持
- 对城区, 市里提供70%的资金支持

An estimation of RMB 1.9 billion (about USD 310 million) will be invested in this programme.

- In rural areas, the government funds will provide 80% financial support.
- In urban areas, the government funds will provide 70% financial support.



2. 百所学校提升工程
Renovation of 100 schools

2012年，新建塑胶跑道5.4万平方米、蓝排球场1.3万平方米、硬覆盖1.1万平方米等。

In 2012, the construction includes 54,000 square meters of plastic running tracks, and 13,000 square meters of basketball and volleyball courts, with the actual acreage of 11,000 square meters.



3. 阳光分班工程

The sunshine programme on class grouping

- 解决新生入学择班、择师的问题
- 坚持公平、公正、公开原则

——To solve the issues of class grouping and selection of teachers when the first graders enroll in the school
——To adhere to the principle of equality, justice and openness.

3. 阳光分班工程

The sunshine programme on class grouping

具体步骤:

首先由家长代表在技术人员的指导下，当场操作软件进行随机编班，并打印分班后的学生名册，编好序号；
再组织新任的班主任当众抽取分班后学生名册序号，确定任教班级。

Procedures:

First, with the guidance of technical supporter, the representatives of parents operate the software to start the randomized class grouping, print out the final name list of the students who have been grouped into different classes, and numbered them.
Then, the teachers in charge of each class will randomly choose the student number in public to determine which class they will teach.

3. 阳光分班工程
Class grouping in public



特殊教育

Special Education

- 全国共有特殊教育学校2000所；在校生39.49万人；
 - 其中，视力残疾学生3.41万人；
 - 听力残疾学生8.85万人；
 - 智力残疾学生20.57万人；
 - 其他残疾学生6.67万人。
 - 专任教师4.81万人。
- There are 2000 special needs schools all over the country, with 394,900 in-school students;
The number of children with visual impairment is 34,100;
The number of children with hearing impairment is 88,500;
The number of intellectually disabled students is 205,700;
The number of students with other disabilities is 66,700.
The number of full-time teacher is 48,100.

特殊教育
Special Education

- 普通小学、初中随班就读和附设特教班招收的学生3.80万人；
- 占特殊教育招生总数53.78%；
- There are 38,000 students with disabilities enrolled in ordinary primary and lower secondary schools, or in a separate special needs class within the school, which account for 53.78% of the students in special education.
- 在校生20.91万人；
- 占特殊教育在校生总数的和52.94%。

4. 特教学校改造工程

Reconstruction of special needs schools

我市将特教学校改造工作申报为市政府办实事项目
The city government declared the reconstruction of special needs schools as a model programme that has satisfied the needs of the citizens.

- 全市预计投入7000余万元：
— 新建三所学校：

An estimation of RMB 70 million (about USD 11.4 million) will be invested.

- To build three special needs schools.



4. 特教学校改造工程

Reconstruction of special needs schools

——按国家标准完善所有特教学校普通教室、专用教室（分为康复训练类、技能培训类和其他类）、生活用房（学生宿舍、食堂、浴室）、办公用房等设施设备。

—— In accordance with national standards, the programme has improved the infrastructure and equipment, such as the building of ordinary classrooms, functional classrooms (rehabilitation training, skills training, etc.), living areas (student dormitories, cafeterias and public bathhouses), and administration areas.

结束语

Conclusion

爱生学校项目在中国实验和实施已经有15年之多。从最早是在西部农村贫困地区实施，旨在让每一个适龄儿童、特别是女童能够接受9年义务教育，保障他们的受教育的权利。

It's been more than 15 years since CFS began its pilot project in China. The starting point was in poverty-stricken rural areas in Western China, aiming to guarantee every school-aged children, especially girls, can receive nine-year compulsory education and to guarantee their rights to education.

结束语

Conclusion

随着项目的推进，制定爱生学校标准，旨在办好每一所学校。改善学校的设施设备；提高教育教学质量；保证给学生提供一个安全和谐的学习生活环境

Along with the development of the CFS project, the aim was to establish CFS standards to run every school properly; to improve the infrastructure and equipment; to advance education quality; and to provide a safe and protective environment for each student to live and study in.

到现在变成义务教育学校管理的国家标准，旨在推进中国基础教育均衡发展，实现教育公平，提高教育质量。

Nowadays, the standards has been declared nation standards for compulsory education school management. It's expected to promote a balanced development of basic education in China, to realize education equality and to improve education quality.

谢谢！

Thank you!


 International Institute for Capacity Building in Africa (IICBA)

Enhancing gender-responsive learning environments through the use of ICTs

Presentation made at the international Seminar on Girls' and Women's Education – Beijing China

By Solomon Andargie, Project Officer, IICBA

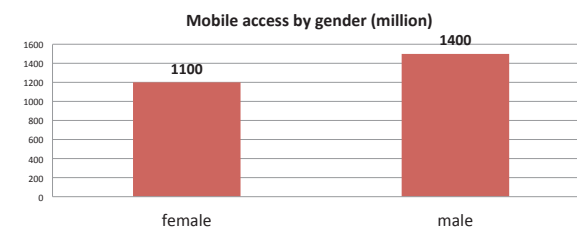
3 September 2015

1. Gender gaps in ICTs

- There is a common trend of **male dominance** of ICTs across the globe.
- A **'gender digital divide'**- identified in the lower number of women accessing and using ICT than men.

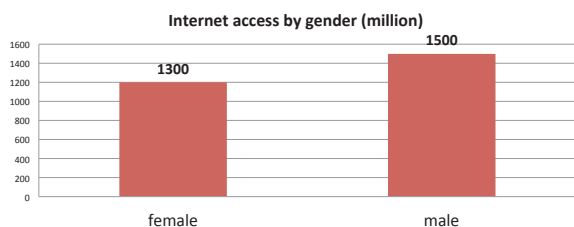
1.1. The gender gap in access to mobile phones

- 300 million **global gender gap** in mobile phone access
 - A woman in Africa is 23% less likely to own a mobile phone than a man.



1.2. The gender gap in access to Internet

- **Gap related to access** : A total **global Internet gender gap** of 200 million
 - In developing countries, 16% fewer women than men use the Internet. There are twice as many men as women on the Internet in Sub-Saharan Africa



1.2. The gender gap in access to Internet

- **Gap related to patterns of use**: Men spend more time than women in 'gaming, catching up on news, and viewing multi media. Women, in contrast, tend to spend more time on social networks, making purchases online, and email.

2. Enabling learning for women and girls through ICT

- ICT brought with it a huge potential with it to change **where and how learning takes place**.
- ICTs opened up unprecedented possibilities for **life-long learning**, especially for rural girls and women.
- Studies show that **girls become more focused** than boys once they are effectively introduced to the use of ICT.

3. The Challenges

- The policies and programs **focus on access** to ICTs.
- A range of school networking projects were initiated in African countries since 1990s but the **gendered integration is limited**.
 - Eg. Ethiopia, 1265 schools are networked, access central database but without gender component.
- Girls' **participation in STEM** is low.

4. Gender-Responsive Learning ICT environment

- The policies and practices respond to the **differentiated experiences** of girls in education and in using ICTs.



4. Gender-Responsive....

- The training of teachers emphasize also the **development of gender sensitive pedagogical skills** to meet gender differential needs in the use of ICT.



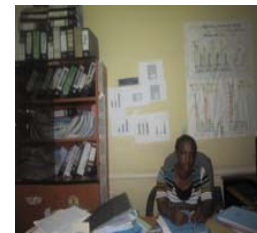
4. Gender-Responsive...

- Early intervention programs in science and technology **target young girls** as well with the aim of increasing the number of women in ICT careers



4. Gender-Responsive...

- **ICT facilities, classrooms and seats** are enough for both boys and girls.
- **Gender development and counseling services** are adequately available in learning institutions.



4. Gender-Responsive...

- The situation of **ICT related safety and security** in learning institutions is well maintained.
- **Public access computing venues** as part of public libraries are set up to enable greater access to Internet services for women and girls.

5. Food for thought

Gender gaps in education and use of ICT are holding women and girls back from tapping their potential. Education and ICT plans should be designed to benefit females and males equally.

Thank you

Merci

謝謝

Enhancing Gender-responsive Learning Environments through ICT



CHEN Weiling
National Center for Educational Technology
P.R.China

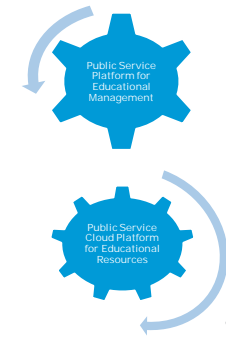
Contents

- 1 Background
- 2 Full-coverage of Digital Resources for External Teaching Sites Project
- 3 One Teacher, One Class

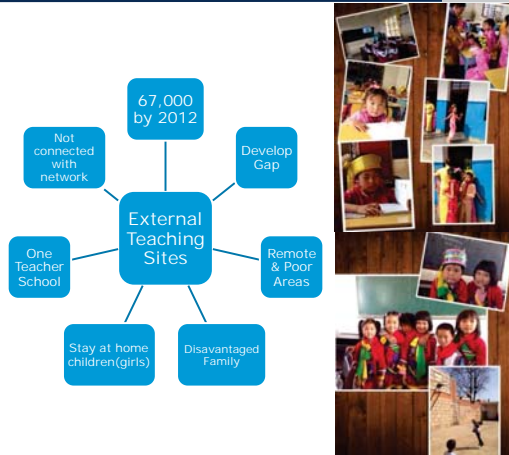
Background

❖ National Plan for ICT in Education(2011-2020)

- 网络学习空间 人人通
Connecting Students in Cyber Learning Space
- 优质资源 班班通
Connecting Classes with Digital Resources
- 宽带网络 校校通
Connecting Schools through Broadband Network



Full-Coverage of Digital Educational Resources for External Teaching Sites Project (2012 - Now)



Option 1



Equipment List:

- 1.Satellite Receive Equipment
- 2.Set top box with built-in computer
- 3.TV/ Electronic White board /Projector
- 4.Digital Camera

Option 2



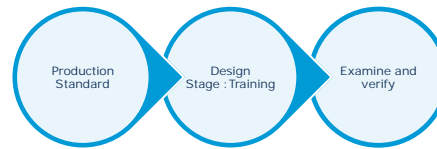
Equipment List:

- 1.Satellite Receiving Unit
- 2.Satellite Receiving card
- 3.Multimedia computer /Projector
- 4.Digital Camera

Full-Coverage of Digital Educational Resources for All External Teaching Sites Project (2012 - Now)

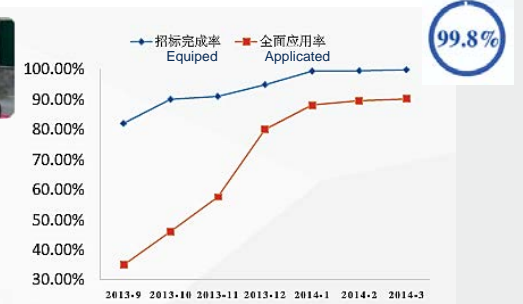


Full-Coverage of Digital Educational Resources for All External Teaching Sites Project (2012 - Now)



Gender-responsive content

Full-Coverage of Digital Educational Resources for All External Teaching Sites Project (2012 - Now)



Center Government: ¥350Million
Local Government: ¥200Million

Priority of ICT in Education for Ministry of Education



One Teacher, One Class
National Activity of Best Teaching Practice with ICT for Primary & Secondary School Teachers

一师一优课 一课一名师 One Teacher, One Class



Activity Procedure

一师一优课 一课一名师 One Teacher, One Class

王鹤
辽宁省-抚顺市-新抚区 抚顺市实验小学
发布时间: 2014-12-14 21:37
优秀等级: ★★★★★ 平均4.41分
评价(105) 阅读(87595人)

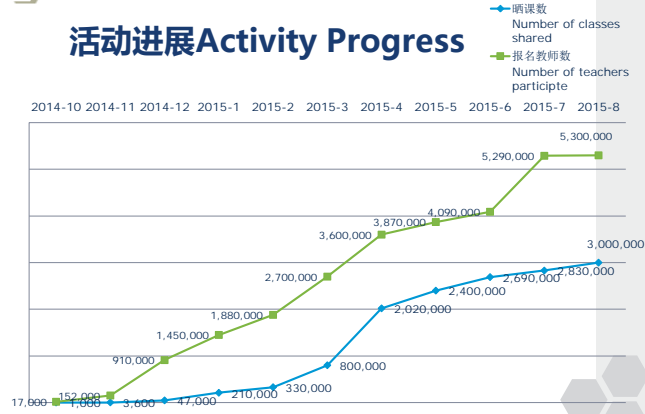
教学设计 第一学时 我要点评

Unit 3 Things I like to do 课时设计 课堂实录





活动进展 Activity Progress



2014年度“一师一优课、一课一名师”活动“优课”评价指标

评价指标	权重	着标描述	分值			
			优秀	良好	一般	差
教学设计	10	教材与学情分析准确、全面；教学目标明确、具体、可操作，体现三维目标和整体要求；重点、难点处理符合学情认知规律；情境与活动设计能自行解决。	9-10	7-8	5-6	0-4
	10	教学如导如授、过程流畅、结构清晰；课堂容量适当，时间布局合理。	9-10	7-8	5-6	0-4
教学过程	10	教学组织形式多样、方法有效，引导学生自主、合作、探究学习；呈现和评价及时恰当。	9-10	7-8	5-6	0-4
	10	面向全体，注重差异，学生参与面广；突出学生主体性和教学互动性。	9-10	7-8	5-6	0-4
	10	熟练、合理地应用信息技术设备；应用信息技术支持学生自主学习、课堂交流和教学评价。	9-10	7-8	5-6	0-4
教学技能	10	应用数字及资源改变教学内容呈现方式，帮助学生理解、掌握和应用知识。	9-10	7-8	5-6	0-4
	10	学生参与兴趣浓厚，积极主动，参与度高，在参与活动中获得知识技能，课堂气氛活跃有序。	9-10	7-8	5-6	0-4
	10	完成既定教学目标，使不同层次学生都能基本掌握学科课程的知识。	9-10	7-8	5-6	0-4
技术规范	10	能够对学生在学科思维、实践能力和情感态度等方面得到有效发展。	9-10	7-8	5-6	0-4
	10	课件界面设计合理，信息完整，语言规范；课件运行正常，链接准确；视频剪辑内容完整，画面清晰，声音同步。	9-10	7-8	5-6	0-4

Evaluation Index

For all students; Consider difference and diversity; All students participated ...

Support students with different levels...

+ Gender Responsive



Thank You!





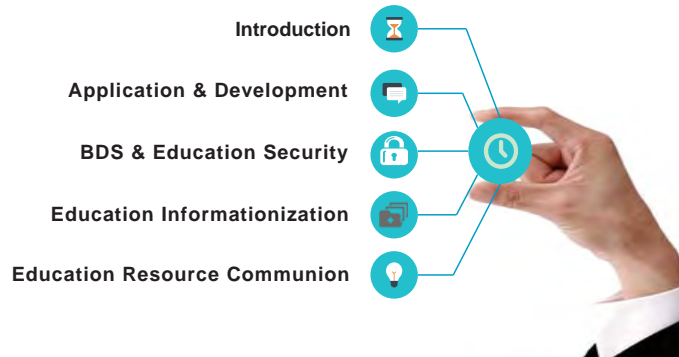
Application & Potential of Beidou Technology in the Field of Education

Wang, Yan

Chairman of Board China's Compass Satellite International Application Holding Co. Ltd

Sep. 2015

Content



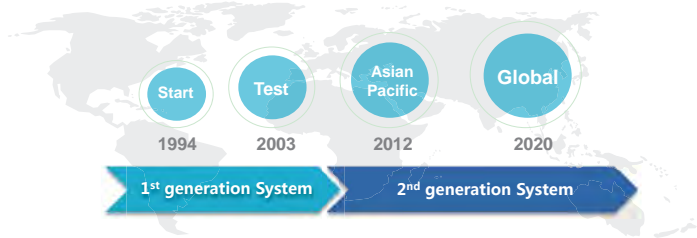
Introduction

Introduction

1

Beidou Navigation Satellite System

- Beidou Navigation Satellite System (BDS) is a global satellite system developed by China. It is one of the four satellite navigation service suppliers in the world.
- BDS provides all weather, all time services with high accuracy, reliable positioning, navigation and timing services. It has short message communication ability, and regional navigation, positioning and timing function.



Introduction

1

1st vs. 2nd Generation System

System	1 st System	2 nd System
Service Period	Until 2003	Until 2020
Range	East longitude 70°~140° North latitude 5°~55°	2012 Asian Pacific 2020 Global
Satellite NO.	3	35
Location Mode	Two way	Two way + One way
Position Accuracy	Horizontal 100 meter Standard 20 meter	Horizontal 10 meter Enhance 1 meter

Introduction

1

Advantages



Position and communicate without the support of other networks, to achieve all weather, all time, full coverage of communication services.

It plays an important role in adventure travel, disaster monitor, emergency rescue and other special occasions.

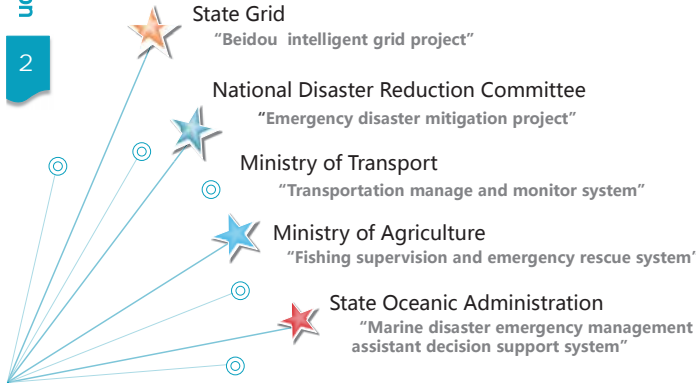
2 Part

Application & Development

Application

2

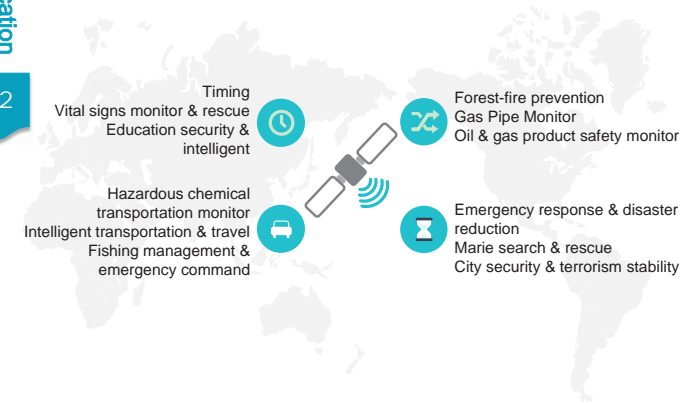
Major Government Project



Application

2

Application



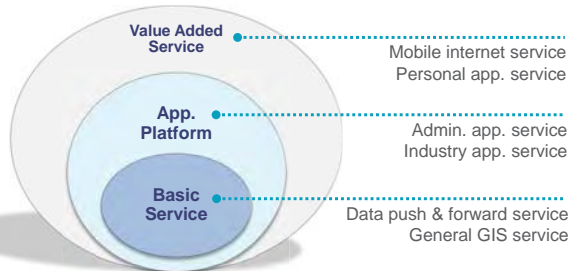
Development

2

Development



From R & D intensive to service intensive.
From single to comprehensive service.



Development

2

Beidou Data Valley

Digital City



Qinhuangdao Demonstration Project



Civil Industry Base

- Hardware & product D. Center
- Equipment Manufactory Center
- Industry Incubation Center
- Training & Exchange Center

Beidou Data Valley

- Big Data Center
- App. Show Center
- Monitor Service Center
- Tech. Support Center
- Software D. Center

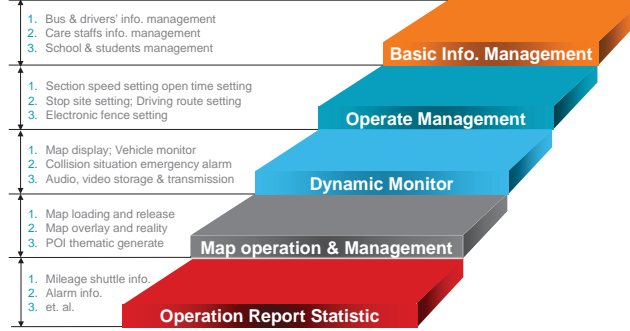
3 Part

BDS & Education Security

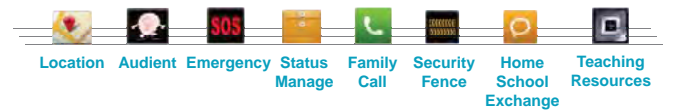
School Bus Safety Service Platform



School Bus Safety Service Platform

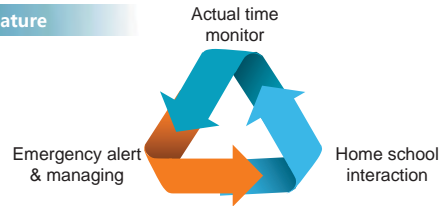


Beidou Intelligent Student Card



Beidou Intelligent Student Card

Solution & Feature



Safety & Management Request

- | | | |
|--|--|---|
| Student request
School bus & Public bus
Family call & emergency call
Notice & homework, feedback
Test report manage | Parent request
Position & safety issue
Emergency contact
Health & grow up report
Manage & payment | School request
Position & safety issue
Responsibility divide
Feedback & communication
Student status & promotion
management |
|--|--|---|

Beidou Intelligent Student Card



BDS cloud platform monitor center

- ✓ Reality precise position
- ✓ Footprint inquiry & playback
- ✓ Safety fence & alarm
- ✓ SOS rescue and emergency handle

Learning resources platform

- ✓ Integrate high quality electronic teaching materials, promote initiative, collaboration, research, and autonomous learning material.
- ✓ Massive data process; resource storage.
- ✓ To build and manage teaching resource library, and quick upload, search & filed.



Beidou Intelligent school bag



Scientific de-pressure protection

According to the children's growth, bone size, strictly on the basis of advanced concept of human body engineering, reduce shoulder neck pressure

Transportation Safety

High reflection improves the visibility and safety of the child at night
Protect children head when fall

Emergency call

Reverse communication on time.
Emergency call just one button away.
Track child anytime within the passed three months.
Close range warning, custom own range, off range alarm.

Custom design

Environmental recognition function;
Parents listen mobile APP, to identify children surrounding sound, recognize surrounding environment.
Support android 2.2 and above system; iOS6.0 and above system.

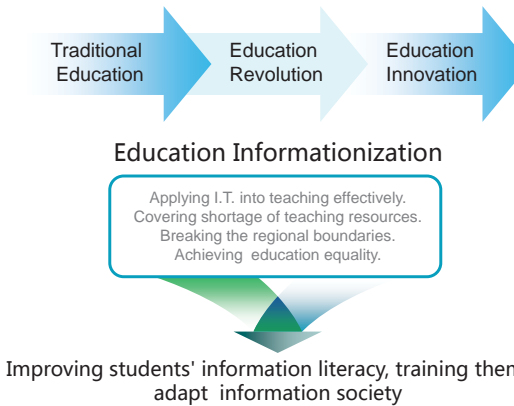


BDS & Education Informationization



Education info. - Status & Meaning

Education
4



Education Informationization is a certain trend

Education
4



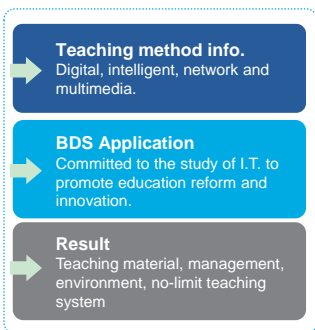
- E.I. is important content and direction of education revolution. It has been incorporated into the new generation of education field in the world.
- UNESCO and Chinese government together held the first international education informationization conference in Qingdao.
- The conference adopted the world's first declaration of information and communication technology in the field of education – the Qingdao declaration.



- The declaration pointed out: the significant development of information and communication technology is rapidly expanding internet connection, which makes the world more close connected.
- In order to achieve comprehensive and equitable education in 2030, we must pay attention to the status and influence of E.I., and promote the integration of information technology and teaching.

Research result & Future goal

Education
4



Humanized teaching content
Bring the new age into teaching system.

Share and Fair

Education
4

- One time standard, one space coordinate.
- Precision timing and satellite data transmission link.
- Exchange of teaching materials and experience.
- Advantage teaching faculty exchange and integration.
- Teaching information data collaboration and service.

Sharing time & space

BDS communication link as a backup channel for the transmission of Internet data to provide security services for online education system

Fair education

To provide opportunities for children and children in developing countries to receive equal education



BDS & Education Resource Communion

Uneven Global Education Development



1. When developed countries study education reform, some developing countries does not have reading material and teaching material etc..



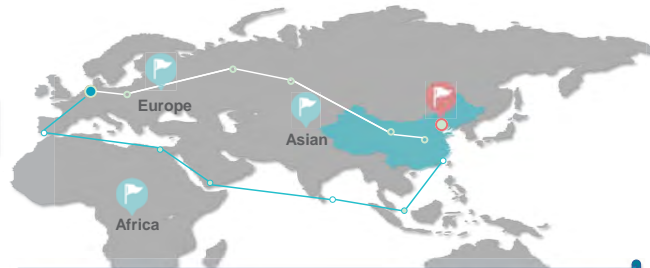
2. British education and children's affairs VM Liz Pietrus said: "I hope to learn from Shanghai mathematic and science education, it is important for British future."

3. International Student Assessment Project Shanghai project team responsible person Zhang Minxuan said: "Basic education doesn't complete education system. We should learn advanced education, professional education from UK and other developed countries."



Education Development Trend

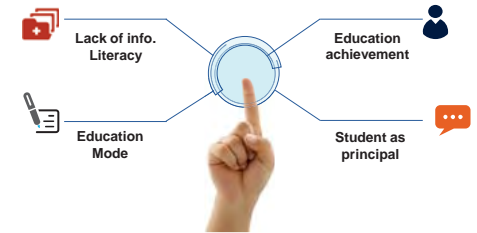
Various regions have different political structure, economic base, industrial development, and cultural background. Each region has distinct difference in education level and trend.



"Three people walk together, which must have someone to be my teacher. I learn a lesson of their advantages, and take a lesson of their disadvantages."

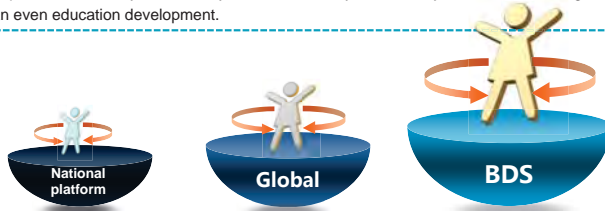
Education Resource Regional Big Data Center

"Universal education for the global detection report (2013 - 2014)" pointed out that in 650million primary school age children, there are more than 250million children doesn't have reading, writing, and calculating skills.



Education Resource Regional Big Data Center

- Using modern information network to achieve sharing quality education resources by distance learning, also promotes even education development in a wider range. It could build abundant educational resources communion data center.
- To achieve global education resources sharing, with the help of I.T. to shorten the gap between country with country, and between city with countryside, as a result to get an even education development.



Building national data center of education resource

Data collect Resource sharing Interconnection & interworking

Analysis & research Decision & guidance

Begin with safety Begin with Beidou positioning

- Beidou position service applied in education field, including school bus safety, intelligent student card and other products. It has widely used in city, province, and some department of China. As a result, it has a positive effect on school experience for school-age children.
- Education resources regional data center plan should be based on coordination of various countries, and carried out the relevant standards, exchange agreements and rules. Therefore, it needs to coordinate and operate by a unified department.



Beidou position service can play an important role in seconds, so I advocate

Education resource global sharing begin with safety, begin with Beidou position service.

Thanks !

中国北斗
China Beidou

关注教育
Concern Education

智慧科技
Intelligent Technology

造福人类
Benefit Mankind



- 1、全球教育发展的不均衡 —— “数学是体育老师教的”
- 2、教育发展的趋势 —— “取长补短和相互融合”
- 3、教育资源共享 —— 教育资源区域大数据中心构想
- 4、教育资源共享 第一步：从安全开始，从北斗位置服务开始



1、全球教育发展的不均衡 —— “数学是体育老师教的”

最近，BBC纪录片《我们的孩子足够坚强吗？——中国式教学》火遍网络。针对英国普遍的学生数学成绩较差的情况，部分网友发出了“数学是体育老师教的”的调侃。其实在2014年2月，英国教育和儿童事务部副部长莉兹·特鲁斯女士为团长的英国教育代表团一行今起访华，莉兹·特鲁斯团长就表示过：英国人历来对数学和科学的热情不高，希望能向上海的数学教育和科学教育“取经”，这对英国的未来很重要。

有独无偶，国际学生评估项目PISA的上海项目组负责人张民选却谈到：“基础教育不是教育的全部。欧洲和美国的高等教育远比中国的发达。我们更要向英国在内的西方发达国家学习高等教育、职业教育等。”

当发达国家在研究教育改革、评价体系以及素质教育时，一些欠发达国家的学生没有教材、课本或课外读物等。基础教育成为造成社会分化与差异的一种重要原因。



2、教育发展的趋势 —— “取长补短和相互融合”

取长补短和相互融合是全球化背景下教育均衡发展的趋势。世界五大地区北美、欧盟、亚太、南美、非洲（撒哈拉以南地区）因其政治结构、经济基础、产业发展、教育观念、文化背景等不同导致教育水平和态势存在明显差异，呈现多极化特征。北美地区起步早，整体水平处于领先地位。欧盟相继提出的一系列计划很大程度上推动各成员国教育的发展，充分体现了欧盟各国教育一体化发展的趋向。亚太地区表现出极富特色的发展态势，其教育的主要特征在于严谨和不断的探索创新。南美各国教育发展虽然存在瓶颈，但这并未阻碍南美各国紧跟教育发展的步伐。非洲（撒哈拉以南地区）教育整体水平在21世纪虽有显著提高，但仍面临重重困难。



3、教育资源共享 —— 教育资源区域大数据中心构想

保证每个孩子都有机会接受高质量的教育成为全球各地区教育发展的重点，然而“全球学习危机”正在涌现。首先，联合国教科文组织发布的《全民教育全球检测报告（2013 - 2014）》指出，在全球6.5亿小学适龄儿童中，依然有至少2.5亿人没有学到基本的读写和计算技能。其次，发展中国家普遍认识到，因数字鸿沟产生的学习者信息素养的缺失和不足，导致了学习者获取信息的机会具有明显差异，从而阻碍了学习者信息素养的培养，妨碍学习者未来体面就业所需各种技能的培训。第三，即便是在经济发展水平较高、信息技术发展水平较好的发达国家和地区，技术环境支撑下的教学模式也并未充分体现以学习者为中心，各种教学模式在很大比例上仍然以教师为中心。因此，缩小数字鸿沟、加强技术环境下的学习设计才能进一步完善“全球学习危机”的境况。

利用现代信息网络，通过远程教育，实现优质教育资源的共享，也是促进更大范围内教育均衡发展、协同发展的一个捷径。利用现代教育网络建设丰富的教育资源共享数据中心，实现全球范围内优质教育资源共享，借助信息化来缩短国域之间、城乡之间的教育差距，实现真正意义上的均衡发展。



3、教育资源共享 —— 教育资源区域大数据中心构想

中国教育部门在“十二五”已经致力于“三通两平台”的规划，教学资源平台和国家级的教育资源数据中心已经在建设当中，各省级、地市级、县级和学校间的教学资源共享已经发挥了重要的作用，为全面、均衡的发展基础教育产生了积极的作用。将这种模式放大到全球的范围来应用，在各个国家建立教育资源的国家大数据中心，并通过互联网以及北斗等其他通信方式进行互联互通，必将为全球的教育协同发展和均衡发展发挥关键的作用。



4、教育资源共享 第一步：从安全开始，从北斗位置服务开始

北斗位置服务在教育领域的应用等，包括校车安全、智能学生证等项目，已经在中国部门省份和地市进行着广泛的应用，并对学龄儿童的求学安全产生了积极的作用。

教育资源区域大数据中心规划建设需要根据各个国家在统一的协调下，进行相关标准、交换协议和规则的拟制，因此需要由一个统一的部门进行协调和运作。

而北斗位置服务能够在短时间内发挥重要的作用，因此，我倡导：

教育资源全球化共享从安全开始，从北斗位置服务开始。

Alternative Education for Out-of-School Girls in China

Prof. Liu Yonggong
China Agriculture University
Sep.3rd, 2015

CONTENT

Situation

Situation of out-of-school girls in China

Reason

Reasons that girls give up their school education

Challenge

Challenges for providing alternative education to out-of-school girls

Consideration

Considerations for providing alternative education to out-of-school girls

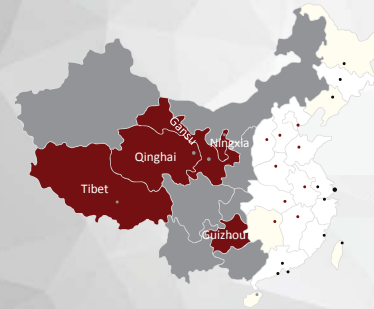
01

SITUATION

Situation Estimated number of Out-of-School Children and Girls

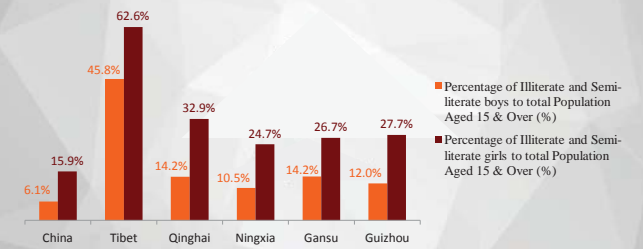
- Definition : children who didn't finish the 9 years compulsory education are defined as out-of-school children
- Primary School enrolment rate: >99%
- Drop out rate of primary school: 1%
- Drop out rate from primary to secondary school: 10%
- Drop out rate of middle school: 3-5% in average, 30-40% in poor areas
- **Estimated annual increase of out-of-school children: ca. 3.0 million**
- **Estimated total number of out-of-school children: 10 million?**
- **Estimated out-of-school girls: 5.0 million?**

Situation Geo-Distribution of Out-of-school Girls in China



Out-of-school girls mainly concentrated in rural areas of the west and southwest in China.

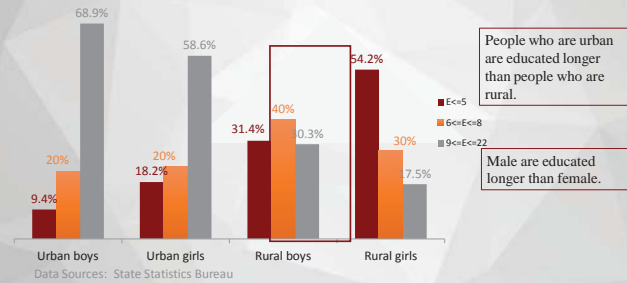
Situation Illiterate and Semi-Literate Population Aged 15 and Over by Sex and Region in 2004



Data Sources: Ministry of Education of China

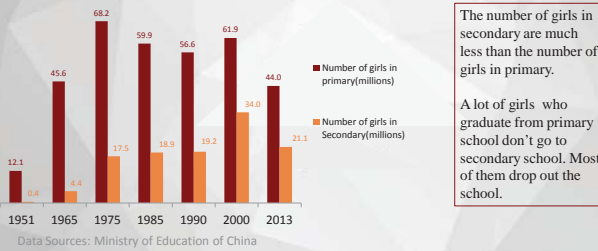
Situation

The educated years(E) of distinguishing urban and rural, gender



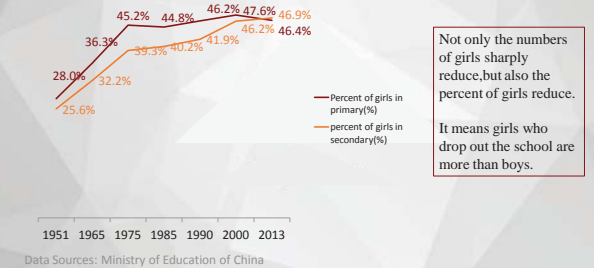
Situation

Number of girls in primary and secondary



Situation

Percent of girls in primary and secondary



Situation

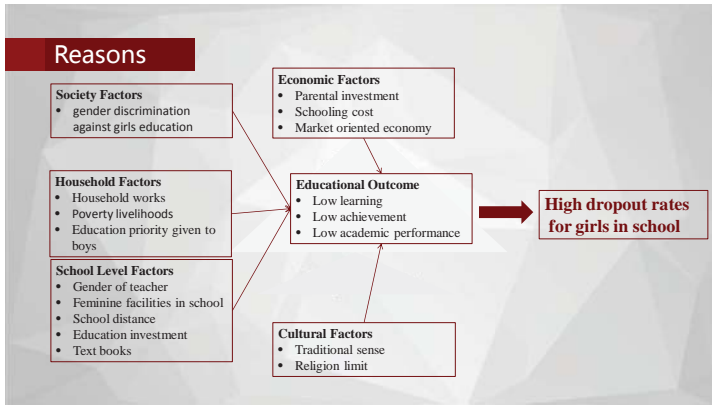
Impacts of girls dropping off school

- ▶ **Employment**
Out-of-school girls have little opportunities to get a good job. They always go to the manufacturing factories.
- ▶ **Income**
The income is related to the employment. Out-of-school girls get the lowest salary in these factory.
- ▶ **Weaker position in the family**
Less educated women have weaker position in decision making, finance management in the family
- ▶ **Children's Education**
Out-of-school girls are limited by their education. So they can give the limited teaching to their children.
- ▶ **Misled**
Out-of-school girls are easily misled to be a victim.

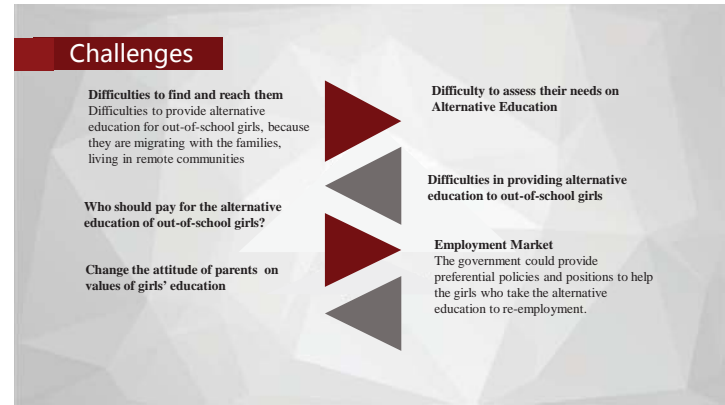
02
REASONS

Reasons





03 CHALLENGES



04 CONSIDERATIONS



Model Case

Spring Buds Project

- China Children and Teenagers' Fund
- From 1989 to now
- Contents:
 - One-on-one Assistant
 - Establish Spring Buds School
 - Practical Skills Training
- Achievement:
 - Until to 2007, Help more than 1700,000 girls back to school, more than 400,000 girls participate practical skills training



Consideration

1 Government

- Distribution of optimizing educational resources to reduce the burden of the out-of-school girls
- Enhance the promotion of education law
- Expand employment channel

2 Society

- Society focus on out-of-school girls to provide more flexible donation activities
- Strengthen the influence of social persuasion for out-of-school girls accepting alternative education.

3 School

- To improve the feminine facilities in school
- According to the characteristic of girls' physiology and psychology to arrange the classes and training

Consideration

4 Family

- Change the view of pro-son bias
- To attend some parents education and training

5 Self

- Take education seriously
- Establish self-confidence

6 Religion

In terms of minorities, strive for the support of religious people.



Boys' education is good for a family, moreover girls' education is good for a nation.

Skills Development for
Out-of-School Girls in China
THANK You

Skill Training for Out-of-School Girls in the Last Decade of China: Trends and Challenges

Lili Zhang, Beijing Normal University
September 2015

Girls as a National Target



Poster for the Girl Care Campaign
Loving Today's Girls for the
Nation's Future

主要内容 Outline

- 一、背景 Background
- 二、校外女童教育的实践与经验 China Practice and Experience
- 三、挑战 Challenge
- 四、思考 Reflection

背景 Background

1、女童失辍学问题 The drop-out issue for girls

本世纪初，女童入学率不高，在偏远山区尤其是少数民族地区，女童的失辍学问题还比较严重。

In early 2000s, the issue was still serious in the remote poor areas, especially in the minority regions.

A survey in 2005 showed that among 3,000,000 dropout students - 4/5 (80%) are girls.

背景 Background

2、女童的保护与发展问题 Girls protection and development issues

随着普及义务教育力度的加强，如“两免一补”等政策的实施后，失辍学问题得到缓解。从国家政策层面加强学校教育中的性别平等指标监测，如“爱生学校”标准纳入性别指标，这些措施起到了明显的控辍保学作用。National policies and measures had enhanced the implementation of compulsory education, especially the free tuition fee policy from 2006.

2010年底，小学女童入学率已高出男童0.05%。普通初中和职业初中女生比例分别达到47.21%和47.62%。（数据来源中国教育部）In 2010, the enrollment rate of girls was higher than boys, and the percentages of girls in junior secondary schools and vocational schools reach 47.21% and 47.62%.

In the Chinese Standards of Child-friendly School, there is a dimension named Inclusiveness and Equality (2006-)

- Safeguarding children's equal rights to attend school
- Showing respect for students' differences and diversity
- Creating a teaching and learning environment that supports gender equality

校外女童教育的实践与经验 China Practice and Experience

但是随着城市化进程的加快，流动儿童和留守儿童的受教育问题凸显。另外，经济发展和新媒体的广泛应用，给女童教育问题带来一些新的挑战。With the rapid urbanization, migration and left-behind children's education were paid more attention. Girls faced more challenges in protecting themselves.

而且，传统性别观念对女童自主性的影响依然明显。Education in China in general suffers a lack of relevance to vocation and life, and the lack of gender awareness in education results in the prevalence of patriarchal thoughts which prevents girls to develop agency and motivation to create their own future.

1、跨部门合作，通过研究、培训和宣传倡导增强全社会对校外女童的关注和支持：中英大龄女童项目

Case 1: ACWF/DFID Partnership in Advocacy and Skills Training for Poor Adolescent Girls (2002-2005)

Partnership in Advocacy and Skills Training to address the development needs of poor girls

Case 1: ACWF/DFID Partnership in Advocacy and Skills Training for Poor Adolescent Girls (2002-2006)



Target population

- Ages: 13—18 years adolescent girls
- Educational levels: drop out from primary schools or secondary schools
- Family economic situation: the poorest families
- Special difficulties: handicapped, minority, single-parents or with other difficulties

Baseline survey and needs analysis

- Survey among 1540 girls in three townships
- Interviews with girls and various stakeholders

Table 1 The educational levels of students in different economic backgrounds

Years of education	Poorest (%)	Relatively poor (%)	Relatively rich (%)	richest (%)	总计
illiterate	7.56	3.23	1.99	0.00	3.90
1-3 grades	22.67	14.52	3.97	3.03	12.67
4-6 grades	44.77	45.16	34.44	37.88	40.94
Junior secondary and above	25.00	37.10	59.60	59.09	42.50

Girl children's basic needs:

- Expectations for future: to be wealthier and to enable their parents to live a better life.
- Psychological needs: complex mentality of a combination of strong will, anxiety and hope.
- Awareness of rights and interests: afraid of being cheated and lack of skills to adapt to the new environment from village to city.
- Information needs: 48.19% of the families surveyed have no television sets.

Training courses

- Applied language and mathematical skills
- Applied life skills
- Applied livelihood skills



校外女童教育的实践与经验 China Practice and Experience

2、从校外女童的实际需求出发，开展针对性的培训活动

Provide training for skills based on the needs of out-of-school girls

案例2：联合国儿基会与中国科协非正规教育项目

Case 2: The NON-formal Education Program by UNICEF and CAST (The China Association for Science and Technology)



Case 2: The Non-formal Education Program

Stage 1: 校外女童集中偏远农村地区，基于社区开展实用生计培训。In 1980s, providing livelihood training for girls in rural villages.

Stage 2: 基于校外青少年学习中心，进行具有一定性别敏感性的非正规教育。In 1990s, organizing non-formal education for rural out-of-school children (boys and girls) through the Learning and Information Center established in villages. Girls special needs were considered sometimes.

Stage 3: 针对流动青年农民工进行调研，开发《女孩的生活技能》培训教材。From 2008, conduct survey for needs assessment of migrant young women, develop life skill training materials and deliver training.

Stage 4: 因为流动校外女童难以组织，转而进入到正规教育体制，尤其是职业学校。Recently, it's difficult to arrange training for migrant youth due to their tight working schedule and different location. The targeted group was lost and the training has to be organized in schools, especially vocational schools, and the target group became students including girls and boys.

女孩生活技能培训的四大版块 Life Skill for Girls: The four training modules



Self-cognition, self-protection,
inter-personal communication, occupational planning

女孩生活技能微信订阅号 WeChat APP for Life Skill Training for Girls



Training in Anding, Gansu Province



左图：青海幼师班
Qinghai: girls in the major of pre-school education in a vocational high school

右图：内蒙古童梦圆青年营
Innermonglia: Youth camp



学生自画像：青春期男孩女孩的特点
Drawing: the characteristics of adolescents



学生自画：青春期的感情变动
Drawing: special feeling between a adolescent boy and a girl



培训者培训：对性骚扰问题的问题树分析
Teacher training: problem tree analysis about why many girls been sexual assaulted keep silent



校外女童教育的实践与经验 China Practice and Experience

3、通过技能培训帮助校外女童实现就业：NGO组织(如农家女文化发展学校)、各地妇联等To help rural girls to find a job through training organized by NGOs, market and local government organizations



Farmer Female Culture Development Center

挑战 Challenge

1、应试教育大背景下初中高年级阶段女童隐形失学。The invisible drop-out issues in the last year of junior secondary schools due to the examination-oriented school education

2、校外打工女孩流动性强、分散特点使预期的培训难以开展。Migrant girls work and live isolated from each other and they don't have enough free time, thus it's difficult to organize training for them.

3、女童职业发展被动窄化，处在劳动力市场末端、就业境遇不容乐观。Young girls have lower salary compared with their male counterparts, and they are in the lower levels in the labor market, their career development is usually not satisfactory.

4、社会转型的影响以及以新媒体的广泛使用，对女孩自我认知和自我保护等提出了新的挑战。The social changes and the wide use of social media add new challenges for rural girls, for example, internet love...

失辍学问题

职业发展的被动窄化

自我保护方面的新问题

校外女童教育问题已从失辍学逐渐转向职业发展的被动窄化和自我保护方面出现的新问题。但是，由于社会性别意识的淡薄，人们缺乏对后者的关注，这使得社会更容易满足于女童教育已经取得的数字化的面上的成果，而遮蔽了由来已久的由于性别偏见和就业歧视带来的女孩弱势地位的加剧。

Issues related to out-of-school girls have changed from drop-out to self-protection and the narrowing career development opportunities. Due to the lack of gender perspective, stereotypes and discrimination could not be challenged by the public. Moreover, in some cases they have been reinforced.

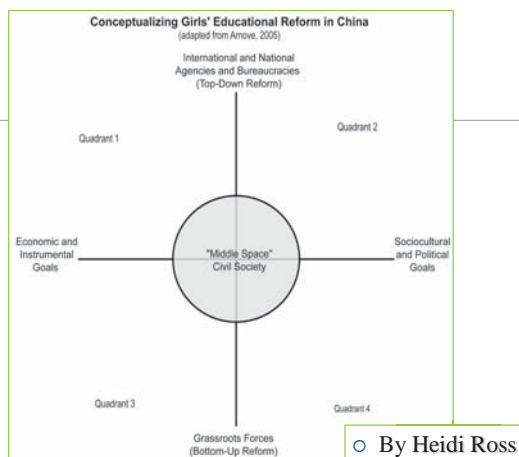
思考 reflection

校外女童教育的责任人是谁？
Who should be responsible for out-of-school girls education?

校外女童教育如何利用新媒体？
How to make a better use of new media?

如何保障校外女童教育的持续性和有效性？
How to sustain the project of out-of-school girls education?

校外女童教育培训如何具有性别敏感性？
How to make the training to be gender sensitive?



总之，校外女童教育的有效开展，要充分利用国际组织、公益项目、政府部门等多方力量的有效互动，逐步打破性别藩篱，结合时代特点和年轻世代表现出来的新特点，在持续细密的实践中，探知方向、得以发展。

Utilize effective assistance from international organizations, NGOs, philanthropic projects, and government agencies to gradually break down gender barriers.

立基社会性别视角，提升基本生活技能
With gender awareness, enhance life skill for out-of school girls

谢谢！ Thank you for your attention!

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Session 7

Skills Development for Out-Of-School Girls

International Seminar on Girls' and Women
Education

Beijing Normal University
September 1-5, 2015

Inside



- Out-of-School Children – Some Facts.
- Why is the situation of out-of-school girls an important issue to tackle?
- How can out-of-school girls be supported to access, stay and complete education?
- What types of education services can be made available to them?
- What sets of skills do they need to improve their livelihood?
- What measures have been taken in certain contexts that can help improve their livelihood through



Out-of-School Children – Some Facts

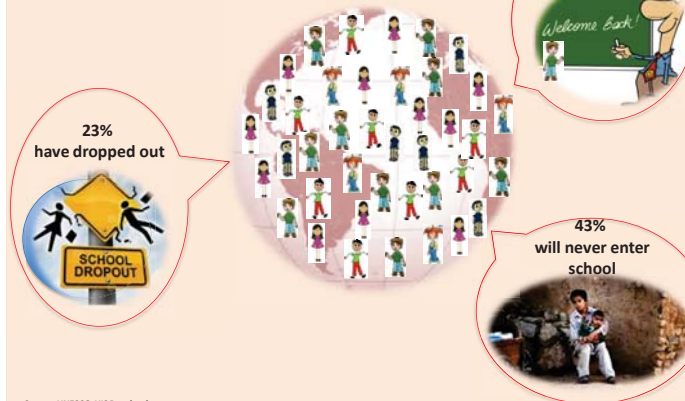
57.2 Million
Children (2011)



are out-of-school.

Source: UNESCO-UIS Databank

57.2 Million
Children (2011)



Source: UNESCO-UIS Databank

57.2 Million
Children (2011)

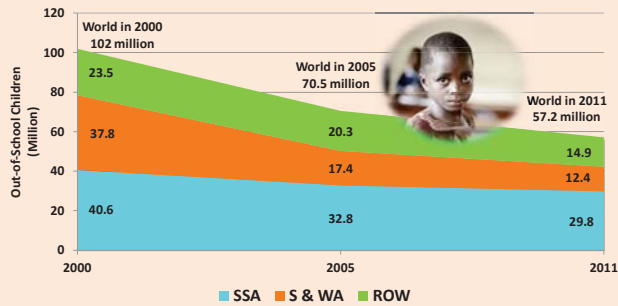


Progress in reducing this
number has all but stopped.

Source: UNESCO-UIS Databank

Sub-Saharan Africa homes the largest number of out-of-school children

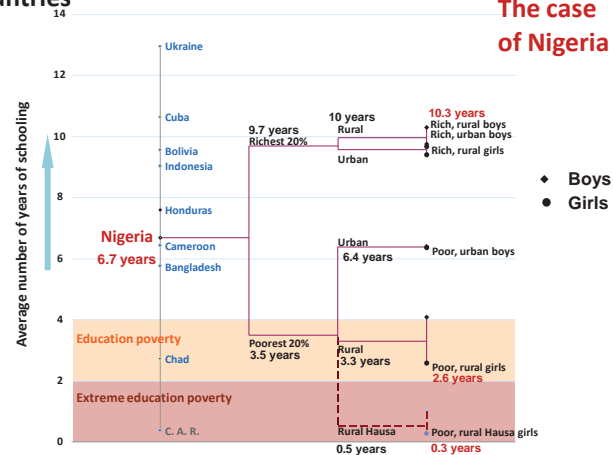
(Out-of-School Children: 2000-2011)



Source: UNESCO-IIS Databank

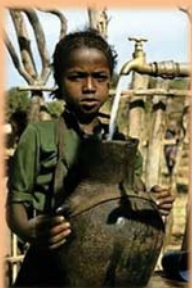
Education marginalization – inequalities within countries

The case of Nigeria



Source: UNESCO-IIS Databank

Who are they?

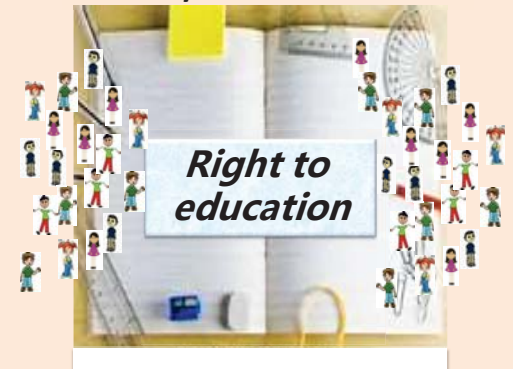


They are poor



Living in rural areas

Though no fault of their own, they are denied the



Sub-Theme I



Why is the situation of out-of-school girls an important issue to tackle?

Lack of girls' education limits prospects, decreases family income, reduces health, puts them at risk of trafficking and exploitation, and limits the economic advancement of entire country.

Girls Denied Education Worldwide



Educating a girl has a transformational effect that changes communities and societies:

- More educated girls and women aspire to become leaders and thus expand a country's leadership and entrepreneurial talent.
- Economic growth is faster when girls (and boys) learn.
- More equal education means greater economic empowerment for women through more equal work opportunities for women and men.

- More educated girls and young women are healthier—and as adults they have healthier children.

- More educated mothers have more educated children, especially daughters.

- More educated women are better able to protect themselves and their families from the effects of economic and environmental shocks.



Sub-Theme II



How can out-of-school girls be supported to access, stay and complete education?



Gender Gaps in the Quantity and Quality of Education still persist

Gender Gaps in Quantity

- The largest gender gaps in enrolment are in the poorest countries.
- Countries in Sub-Saharan Africa, Middle East, and South Asia are home to the widest gender gaps in enrolment.
- The girls who face multiple disadvantages are farthest behind.

(Education lags most significantly among people who face multiple sources of disadvantage, not only income poverty, but also place of residence, disability and/or ethno-linguistic background).



Gender Gaps in the Quantity and Quality of Education still persist

Gender gaps in Quality

- Overall learning levels are low, but girls do worse in math and boys in reading.

(Female empowerment looks both at cultivating the “power within” (belief in self-work, self-respect and self-acceptance), the “power to” (ability to make choices and influence others).

Progress We Can Build On

Current enrolment rates for children and years of schooling completed for adults still show gender gaps, but overall, women in developing countries have gained relative to men with respect to education.

Building on Civil Society and Political Momentum

In the last quarter century, grassroots-level action has been promoted and amplified into national policy debates, donor strategies, media campaigns, multilateral action, and initiatives of increasingly high-profile global advocates.



Why Girls are behind?

- Schooling is more costly for girls.
- Restricted space and expectations limit girls' ability to reap the returns to education.
- Early marriage and teen pregnancy keep girls out of school.
- Pervasive school-related violence harms millions of girls and young women.



What is Working: Evidence on Addressing Girls' Education

- Girl-friendly infrastructure.
- High-quality and gender-sensitive curricula and learning materials.
- Great teachers: programmes that train, support, and motivate teachers.
- Safety in schools and freedom from violence.
- Cost-reducing mechanisms.

Sub-Theme III



What types of education services can be made available to them?

Taking Action on Girls' Education

Taking action on girls' education should not be confined to the halls of government offices or multilateral institutions.

Civil society networks, business leaders, media organizations, academia, social enterprises, philanthropic communities, and individual global champions all have a role to play.

Taking Action on Girls' Education

- Give girls a strong foundation through early childhood development (ECD)

ECD programmes build the technical, cognitive, and behavioural skills conducive to high productivity later in life. Successful interventions emphasize, among other areas, nutrition, stimulation, and basic cognitive skills.

- Focus on Basic Education

Income-related gaps can be narrowed through interventions to reduce the opportunity cost of schooling for girls, such as conditional cash transfers.

- Provide them with job-relevant skills

Skills that employers actually demand, or that they can use in launching their own business.

Taking Action on Girls' Education

- Create an environment that encourages investments in knowledge and creativity

Promote innovation-specific skills and investments to help connect women with ideas, as well as risk management tools that facilitate innovation.

- Promote flexible, efficient, and secure labour markets

Provide intermediation services for female workers and firms to transform skills into actual employment and productivity.

- Lean in with Girls' and Women's Leadership

Undertake specific initiatives that are well positioned for engaging diverse actors, including: women's groups, technology companies, media partners, transparency, education NGOs, and government education planning departments.

Taking Action on Girls' Education

- Build Strong Girl Leaders

A girls' leadership initiative that simultaneously provides opportunities for girls to develop the soft skills so crucial for their success. Provide role models and networks that help shift social perceptions and norms around girls' education and gender equality.

- Develop Girl-generated Data

Girl-generated data having the potential to radically change the power dynamics, with girls themselves generating regular information about their circumstances, needs, and achievements that is translated into digestible and timely insight for policymakers, civil society actors, community leaders, and educators.

Taking Action on Girls' Education

- Focus on Systemic Reform with a Gender Lens

Develop an education system where good schools are a reality, including for marginalized girls, necessitates systemic reform in many of the countries where girls are behind.

- Design for Education Hotspots Leaders

International donors and multilateral institutions focus increased attention on hotspot countries, in particular in countries stuck in an education bog where girls' education progress has stalled.

- Focus with a Gender Lens

Applying a gender lens to the process of sector plan development — including sector analysis, plan preparation, and plan appraisal.

Sub-Theme IV



What sets of skills do they need to improve their livelihood?

Skills for Girls

Skills	Characteristics
Motivation for personal goals	Initiative, engagement, willingness to try new things, persistence, work ethics, commitment and a drive to pursue interests and personal development.
Executive functioning skills	Planning ahead; organisation; execution and completion of projects; informed decision-making; judgement; concentration; and self-monitoring.
Independent living skills and self-reliance	Self-management with regard to money, cooking, laundry; public transportation; and job experience.
Academic skills	Basic skills to achieve age-appropriate educational goals; intellectual curiosity; study habits; and value on learning.
Physical fitness and healthful habits	Value and self-care in relation to exercise, sleep, eating, health maintenance.

Skills for Girls

Skills	Characteristics
Emotional awareness, reflection and regulation	Recognition and appropriate expression of feelings; empathy for others; ability to control impulses; and coping with negative emotions.
Social skills	Ability to size up interpersonal situations; cooperation with others; communication skills; conflict resolution skills; gaining perspective; and accurate self-appraisal in groups.
Relationship skills and values	Ability to maintain relationships over time; friendship development; conversational ability; balancing needs of self and other in romantic relationships; and intimacy skills.

Skills for Girls

Skills	Characteristics
Moral behaviour, integrity and character	Standing up for what's right; conscientiousness; and responsibility for oneself and for the less fortunate.
Spirituality and a purposeful life	Ability to accept and cope with adversities; emotional resilience; drive for a meaningful life; and a value on reflection and growth over time.

Sub-Theme V



What measures should be taken to improve their livelihood through education?
Agenda Beyond 2015

Measures for Livelihood



Measures to improve girls' and women's livelihoods should, to the degree feasible, take a comprehensive approach.

They should:

- Encompass demand-side and supply-side factors.
- Adapt complementary mechanisms that integrate:
 - ❖ training,
 - ❖ job search,
 - ❖ involvement of the private sector.
- Improve access to:
 - ❖ land,
 - ❖ credit,
 - ❖ productive inputs,
 - ❖ advisory services and information.

Addressing the Unfinished EFA Agenda



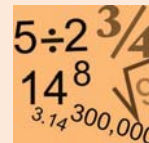
Pretty close to achieving quantitative targets – have come a long way - **but not there yet.**

Need to address intra-country disparities – regions, social groups, minorities, migrants, urban deprived, differently-abled ...

Needs disaggregated action and targeted investment - difficult groups, difficult areas...



Setting the Beyond 2015 EFA Agenda: Orchestrating for the Future



Move beyond counting numbers – getting children to school is not enough – what do we do in the school- Learning and exclusion are not unrelated subjects – **focus on the phenomenon of “silent exclusion”.**

Education – what we offer - in harmony with changing demands and expectations of the globalized knowledge society.

Pursuing a Transformative Goal – not mere expansion but **create new pathways inside and outside the school.**



Setting the Beyond 2015 EFA Agenda: Orchestrating for the Future

Towards creating a **New Generation School**



Schools as **Inclusive Learning Spaces** that value diversity.

Developing ‘learning to learn’ skills – adaptive to fast changing demands of the Work Place.

Integrate **Work Place Skills** in School Curriculum – ability to move seamlessly between work and learning.

Education beyond the boundaries of school and college – towards life-long learning - **Towards a new framework for youth literacy and adult education.**

Elements of the Agenda for Policy and Action

Back to the Drawing Board

Return to the **drawing board** for reforming Curriculum and Teaching.

Increased focus on Learning is critical – But mere external testing may not aid improved teaching and learning – may undermine initiatives for change and innovation.



Look at learning in a more holistic manner and contextualized - not simply as test scores.

Elements of the Agenda for Policy and Action



Teacher Holds the Key – invest in improving the quality of the teacher – shortage of **quality teachers** is a global problem –

New paradigm for Teacher Preparation.

Need for a Global Mission on Teachers – Teaching and Teacher Education

Elements of the Agenda for Policy and Action



Integration of Technology – **Equity and Inclusion** cannot be achieved without this – Technology for All – the motto.

*“Exclusion from technology places those concerned at a disadvantage in the coming “information society.” It creates an ever larger rift between high society, between high technology and the modernization of the elite on the one hand, and the marginalization of the majority of the population on the other. **The haves will be able to communicate around the globe. The have-nots will be consigned to the rural backwater of the information society.**” (UNESCO Commission on Culture).*

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Elements of the Agenda for Policy and Action



Expand the meaning and scope of girls' education to **women empowerment and gender equality.**

An unfinished Agenda that has to be brought to central focus.



Focus on Young Women and their development.

Elements of the Agenda for Policy and Action



- For the marginalised groups, typical primary school may be too late to begin.

ECCE, Nutrition, Health and School Participation – emerging as critical factors.

- The current level of emphasis on preschool education and child care is not adequate.
- **Recognize vast Linguistic diversity** that characterize our countries – let that be an asset not a handicap – need **fresh thinking on language of learning.**



Elements of the Agenda for Policy and Action



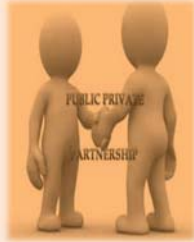
Revisiting the Framework of Educational Planning.

Replace Demand-Supply orientation with **Child Rights and Entitlements Perspective.**

Evolve benchmarks and local norms – strengthen decentralised action – involve the community.

Undertake research to identify problems – tracer studies.

Elements of the Agenda for Policy and Action



Crafting a **new dynamic framework for Public – Private Partnership.**

Need to learn new ways of relating – mobilising/investing private resources for public cause.

Value addition is the focus – not replacement for public investment.

Elements of the Agenda for Policy and Action



South-South collaboration has remained **rhetorical.**

This has left tremendous human resource potential within the developing countries (particularly in E-9 countries) untapped.

Developing countries have failed to benefit from the fast growing economy – changing economic balance.

Elements of the Agenda for Policy and Action



Build institutional capacities to envision and strategize action – has to happen in every country – **minimise learning from external consultants.**

Create empirical knowledge base on education.

Make Investment to develop High End Human Resources who can innovate, lead and take on new challenges.

Growing up in a pluralistic world



Capability and right attitude to ‘live together’ in a world underscored by cohabitation of multiple perspectives of religion, culture, language and ideology.

Learning to live together is not just a contingency goal for meeting the emergent political, social and economic situation in the world.

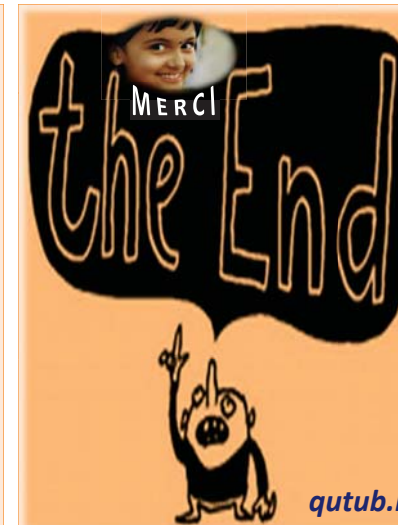
In the shrinking world with high migration and urbanization, pluralism and multi-culturalism will be the rule not an exception.

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A 15 year old girl speaks.....



“I am the first child of my parents. I have a small brother at home. If the first child were a son, my parents might be happy and would be confident as their future is assured by having a son. But I am a daughter. I complete all the household tasks, go to school, again do the household activities in the evening, and at night only I do my school homework and I study. Despite all the activities, my parents do not give value or recognition to me. They only have praise for my brother, as he is the son. (15-year-old girl from Nepal)”



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ED/IPS/IGE/2016/03/REV