Japan Education Forum Ⅱ

Collaboration toward Greater Autonomy

In Educational Development

February 8, 2005
Hitotsubashi Memorial Hall,
National Center of Sciences Building, Tokyo

Organized by:

Ministry of Education, Culture, Sports, Science and Technology (MEXT)

Ministry of Foreign Affairs (MOFA)

Hiroshima University

Tsukuba University.

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Index

1

Remarks by Taizo Muta, President, Hiroshima University

Background and Objectives

The need to promote basic education in developing countries is widely recognized by the international community through its acceptance of the common goal of *Education for All (EFA)*. Governments of both developing and developed countries as well as international organizations are actively engaged in realizing this goal, elaborated in the *Dakar Framework for Action* and the *UN Millennium Development Goals*. The Japanese Government announced its new aid policy in this area, entitled *Basic Education for Growth Initiative – BEGIN*, at the G8 Kananaskis Summit in June 2002, and has actively supported the realization of EFA.   A set of core institutions in Japan has been established on a nationwide scale to bring the relevant experiences from Japan's own education development to bear on the cooperation effort.

The Japan Education Forum (JEF) was established in March 2004 as part of this new cooperation initiative by the Japanese Government. The purpose of JEF is to provide an opportunity for in-depth exchanges on the relevant experiences of developed and developing countries and to serve as a platform for constructive discussions on new and innovative ways to promote educational development and cooperation. The Forum is intended to focus on the importance both of developing countries achieving greater autonomy in educational development and of international partners supporting such efforts toward self-reliance. It should also serve in the future as a means for relating Japan's own experience in educational development and its possible application to cooperation programs on the basis of the studies being conducted by the core institutions.

JEF II, this year's Forum, will focus on the specific topic of "Promotion of Girls' Education: Viewpoints from Developing Countries," while maintaining the overall Forum theme of "Collaboration toward Greater Autonomy in Educational Development." The choice of this topic for the Keynote Speech and the Policy Panel is based on the fact that the year 2005 is the target year for eliminating gender disparity in primary and secondary education under the Dakar Framework for Action, and the UN Millennium Development Goals. The Forum concludes with an Issues Panel that will feature five school principals from developing countries and from Japan. Their schools have each achieved high quality education in spite of difficult economic and social conditions. They will deliberate on "Education Development and Policy from Teachers' Perspectives."

PROGRAM

9:00～ **Registration**

10:00-10:20 *Opening Session:*
Opening address: Ryu Shionoya, Senior Vice-Minister of Education, Culture, Sports, Science
and Technology, Japan
Opening address: Ichiro Aisawa, Senior Vice-Minister of Foreign Affairs, Japan

10:25-11:10 *Keynote Lecture***:**
"Girls' Education: The view from South Africa"
Her Excellency Ms. Naledi Pandor
Minister of Education, Republic of South Africa

11:10-11:40 *A Japanese Perspective:*
"Japan's Experience in Promoting Girls' Education and Current Challenges"
Prof. Michiko Kanda
President of the National Women's Education Center, Japan

11:40-11:50 **Question and Answer**

12:00-13:00 **Break（Lunch）**

13:15-15:30 *Policy Panel***:**
"Promoting Girls' Education: Viewpoints from Developing Countries"

Moderators:
Ms. Ann Therese Ndong-Jatta, *Director, Division of Basic Education, UNESCO (Former
Minister of Education, Gambia)*
Dr. Kazuo Kuroda, *Associate Professor, Graduate School of Asia-Pacific Studies, Waseda
University, Japan*
Panelists:
Dr. Jeanne d'Arc Mujawamariya, *State Minister for Primary and Secondary Education, Rwanda*
Dr. Rosa-Maria Torres del Castillo, *President of an NGO (Former Minister of Education, Ecuador)*
Ms. Masuda Benth-E Quadir, *Deputy Secretary, Ministry of Primary and Mass Education, Bangla*
Dr. Mercy Tembon, *Senior Education Specialist, Human Development Network, The World Bank*

16:00-18:00 *Issues Panel***:**
"Education Development and Policy from Teachers' Perspectives"

Moderator:
Prof. Akira Ninomiya, *Professor, Graduate School of Education, Hiroshima University*
Panelists:
Ms. Sylvia Artigas Jara, *Headmistress, Liceo 7 de Providencia (Secondary School), Chile*
Ms. Chilukuri Subba Lakshmi, *Supervisor, Primary School, Sri Suraj Bhan D.A.V. Public School,
India*
Mr. Wycliffe Ogutu, *Head Teacher, St. Georges Primary School, Kenya*
Mr. James Nicholas Buretta, *Headmaster, Lyamungo Secondary School, Tanzania*
Mr. Shigeyuki Terai, *Principal, Mansei Primary School, Japan*

18:00-18:15 *Closing Session*
Remarks by Prof. Taizo Muta, President, Hiroshima University

18:30-20:00 **Reception**

Opening Session

Greetings by **Ryu Shionoya**
Senior Vice Minister of Education, Culture, Sports, Science and Technology

I would like to express my sincere gratitude to all of you for taking time out of your busy schedules to attend the Japan Education Forum II. On behalf of one of the organizers, the Ministry of Education, Culture, Sports, Science and Technology, I would like to extend a warm welcome to all of you.

It is our great pleasure and honor to have with us Her Excellency Ms. Naledy Pandor, Minister of Education of the Republic of South Africa. I understand that the Republic of South Africa has been endeavoring to promote girls' education and successfully reducing gender disparities. As "Promotion of Girls' Education" is the main theme of this forum, we are extremely grateful to her for giving us a lecture and sharing with us her country's experiences. We are also honored to have Prof. Michiko Kanda with us today. As President of the National Women's Education Center (NWEC), Prof. Kanda will give a lecture on behalf of NWEC, which has worked for improving girls' education in Japan. I am sure that their lectures will provide important input for the discussions of this forum.

I would also like to express my gratitude to the two moderators of this forum, Ms. Ann Therese Ndong-Jatta, Director of the Division of Basic Education of UNESCO, Dr. Kazuo Kuroda of Waseda University, and Prof. Akira Ninomiya of Hiroshima University, as well as to the panelists, from Japan and abroad, who are engaged in promoting education in various ways.

This forum aims at supporting autonomous development of education in developing countries in order to achieve "Education for All," which the international community is now united to promote under the leadership of UNESCO. The theme of this second forum is "Promotion of Girls' Education," which is one of the six goals of "Education for All."

Needless to say, as every country has a different social, cultural and religious background, there is no single remedy that applies to all countries for promoting "girls' education." Education, however, is a human right that all people are equally entitled to. I earnestly hope that this forum will produce fruitful results for promoting education so that all children in the world will be able to receive education regardless of gender at the earliest possible date.

The sub-theme of today's forum is "Education Development and Policy from Teachers' Perspectives." We must make constant efforts to improve education, in accordance with the changes in the times and in society. In Japan, we have started "school meetings" in order to get the opinions of many teachers, parents and students. I myself visited a local elementary school the other day, and I would like to make the most of what I have learned through the dialogues when I work for future educational reform.

In this way, the financial approach is not the only way to improve education. Having dialogues with schoolteachers and obtaining people's understanding and support in local communities produces significant results in improving education. I would like to thank the principals who have come from different countries to share with us many unique activities.

In educational development, it is most important for us to respect sustainability and ownership in carrying out activities, under the strong leadership of the governments of developing countries, and by joining hands with teachers and local people. I close with my sincere hope that this forum will provide a good opportunity for many participants from Japan and abroad to deepen their understanding of the importance of sustainable educational development and of the critical role of international educational cooperation to support this purpose. Thank you.

Greetings by **Ichiro Aisawa**
Senior Vice Minister for Foreign Affairs

I would like to express my sincere gratitude to all of you for making time to attend the Japan Education Forum II today. On behalf of one of the organizers, the Ministry of Foreign Affairs, I would like to extend a warm welcome.

The purpose of this forum is to provide a platform for discussions among developing countries and donors on how to promote autonomous educational development in developing countries in order to achieve the goals of "Education for All" promoted by the international community. The main theme of the JEFII is "Promotion of Girls' Education," which is critical for achieving "Education for All." In this regard, it is our great pleasure to have with us Her Excellency Ms. Naledi Pandor, Minister of Education of the Republic of South Africa, Dr. Jeanne d'Arc Mujawamariya, State Minister for Primary and Secondary Education of the Republic of Rwanda, Prof. Michiko Kanda, President of the National Women's Education Center and other distinguished participants, who are making notable contributions to the improvement of girls' education in different countries.

New ODA Charter and Mid-Term Policy

Learning from its own experience of the post-war development supported by foreign countries, Japan has been providing official development assistance (ODA) in order to contribute to peace and the development of the international community. In today's world, more than 1.1 billion people are still suffering from poverty, and global issues of the environment and water are worsening. We believe it is our duty as a member of the international community to address these issues through ODA and thus contribute to the world.

In this light, the ODA charter was revised in 2003 for the first time in eleven years. The new ODA charter targets "poverty reduction" as one of its high priorities and has included the perspective of "human security" in its basic policies. "Human security" aims at "protection" of people against various threats and "empowerment" that enables people to address threats for themselves. In order to take concrete steps to implement the new ODA charter, Japan invited opinions from a wide range of people and just issued a new mid-term policy last week. A major objective of the mid-term policy is to contribute to the achievement of the Millennium Development Goals (MDGs) by implementing the ODA even more effectively and efficiently.

Importance of Basic Education and Girls' Education

The purpose of education is to develop human resources that will lead social and economic development and to empower individuals by cultivating their skills to the full so that they will be able to protect themselves from different threats. In this way, education can contribute greatly to poverty reduction and human security. In today's world, however, there are still more than 130 million children who are deprived of educational opportunities. The Dakar Framework for Action for achieving "Education for All" and the United Nations' Millennium Development Goals (MDGs) say, "Eliminate gender disparity in primary and secondary education by 2005," but even today, nearly 60 percent of the children who are deprived of education are girls.

Specific Activities of Japan

Japan announced "BEGIN: Basic Education for Growth Initiative" at the G8 Kananaskis Summit in 2002 and has been actively providing assistance in the area of basic education, focusing on access to education, its quality and the improvement of management. Under the initiative of BEGIN, Japan provided about 42 billion yen (about 340 million dollars) of assistance in the area of basic education through bilateral assistance and through international organizations in fiscal year 2003. Among the programs are activities to improve access to education by building schools and by providing water and sanitary facilities to facilitate girls' education at schools.

Because of last year's earthquake off the coast of Sumatra and the resulting tsunami in the Indian Ocean, many children have lost their parents, and they are exposed to various risks such as human trafficking and cruel child labor. We must protect these children and support them so that they will be able to go back to school as soon as possible. In this respect, Japan has been collaborating with relevant international organizations to implement "Children Support Plan for Tsunami Victims" focusing on protecting children from human trafficking and assisting children's survival by taking measures against infectious diseases.

I hope that this forum will be a good opportunity for the participants to exchange views and start working together to make "Education for All" a reality, and particularly, to eliminate gender disparity in education. Thank you.

Keynote Lecture

Her Excellency Ms. Naledi Pandor
Minister of Education, Republic of South Africa

The Honorable Ms. Pandor holds an M.A. in education from the University of London and an M.A. in Linguistics from the University of Stellenbosch. She has worked as a teacher in England and Botswana, and a Senior Lecturer at the former University of Bophuthatswana and at the University of Cape Town. In 1994 she became M.P. and in 1999 she was appointed African National Congress whip. Has been in the current position since May 2004.

"Girls' Education: The View from South Africa"

Naledi Pandor

Minister of Education, Republic of South Africa

Good morning, everybody, and thank you very much to the chairperson for the very kind introduction. It is indeed a great pleasure to be with you this morning. I would like to thank the colleagues from the Ministry of Foreign Affairs as well as the Ministry of Education, Culture, Sports, Science and Technology for being with us this morning, particularly the Ministry of Education in Japan for providing the support for the conference of this nature.

Today I will address important issues relevant to educational development, and particularly relevant to educational development in our continent, Africa, where we face the challenge of ensuring that women and girls enjoy the opportunity for access to as well as success in education.

I have submitted to the organizers a written paper, which I understand has been translated and will be provided to you during the course of this conference. In order not to repeat myself, I have chosen to extract what I believe are the core issues from my paper, issues which are relevant to the challenge of advancing girls' education, and which relate particularly to South Africa initiatives in this regard.

First, I think it's important to say that the subject of girls' education is an important one for all our countries, because none of us have got it right as yet. It's particularly important for the millions of girls in developing countries who are denied education everyday. I think as we discuss the subject today, we must also remind ourselves that the biggest challenge to succeeding in educating girls exists outside education. It exists in our families. It exists in our community arrangements. Because the barriers to the access of girls emanate from the social context in which girls find themselves, it is not merely a matter of government policy. It's a matter of how we raise our sons, how we raise our daughters, and the kind of attitudes our societies have to girls and women. So we must look within in order to elaborate externally.

Second, South Africa is a very new democracy, 10 years old only, with a very progressive constitution. As I indicate in my paper, we had apartheid for many decades in our country. Apartheid by its nature gave white people the predominant position in our society, but primarily gave white males predominance in our society. If you look at the pictures of the previous cabinets of South Africa, you will see only white males. There was a woman appointed for the first time in the middle of the 1980s, but generally apartheid society and apartheid oppression was male in character, was white in character, was middle aged in character. That has now changed completely. We now have a very progressive and an exciting constitution. We have made many positive strides in girls' education, but we cannot claim to have fully addressed the challenge. A great deal more needs to be done and I sure refer to that in my remarks.

A third important point is that it seems to us that in order to begin to address the empowerment of girls and women, our country has to take the step of changing the social and political character of our society. What do I mean by that? Our constitution states that all persons are equal. It also has a clause that makes education a right to be enjoyed by all, including others who have not had the opportunity for education. But in addition, our constitution extends several rights to women, political rights to women, and our new democracy creates the opportunity for women to participate fully in public institutions in our society. So for the first time we have large numbers of women in parliament; we have women as school principals. We have women as vice chancellors of

higher education institutions. We have women heading parastatals. We have women business executives in South Africa.

So our social institutions acknowledge and give status to the issue of empowerment of women. We also have established statutory bodies that promote the rights of women. We have a commission of gender equality. We have an office in the Office of the President on the status of women with a minister in the presidency as its head. We also have made financing credit available to women who wish to engage in business activity, and an important element as well, is that we have begun the process of reforming the negative customary law that negate the women's equality in our society.

So the essential point I am attempting to make is that you cannot pursue access to education without addressing the social and political barriers that impact on women's empowerment. So we have addressed all these in South Africa. Some with success, others without full success for women, but many particularly in the customary law area still imposing a barrier in social terms, because our male society is not ready in the traditional setting to make the kind of shift that is necessary.

Fourth, education has played a leading role in this process of transformation. With the inclusion in the constitution of the right to education, parents suddenly began to realize that they should send girls to school. Once there was a public statement, children, girl children receive the attention of their families and began to have admission to our schools. So today in South Africa, girl children enjoy full access to school, and while in school, they receive additional support from our education authorities to build their confidence and ability. Our success here lies in a strong and visible advocacy for gender equality. It has helped to move South Africa toward becoming, becoming, not yet, but toward becoming a society that will reflect equality between genders.

A fifth point is that part of our strategy has involved affirmation of women and girls in legislation. Women have to see themselves present in our laws. If you create a board, and you don't specify its composition, that there must be equality, women will never be included in that board. So your legislation must make affirmative references to gender.

We have also, as part of our strategy, focused on encouraging and supporting girls to succeed in the non-traditional disciplines in education. Because in many of our societies, yes, girls have access, but they become the nurses, they become the primary school teachers, they become the social workers, and males remain the engineers, the physicists, the chemists, the biochemists, the genetic micro biologist and girls never have access to those opportunities. We are encouraging girls to focus on math and science, and to aspire to be engineers, to be accountants, to be businesspersons. Our success has been noteworthy in many of these areas. Regrettably at the moment, looking at the statistics of the professions, we have noted, that very few young women are pursuing information technology and computer science. So while in engineering, medicine, micro-biology we have progressed, information technology and computer science remain, excluding disciplines. So it's a area we believe must be examined.

Now, the increased participation of girls in school means we have succeeded in getting girls into school. But what we find is that while we have a large and significant enrolment of both boys and girls in school, we notice that in higher education we still do not have young women entering the core critical disciplines in sufficient numbers. And this is the core area that we have to focus upon. One of the participation statistics that we have noted is that, once you have democracy, there is increase enrolment in education. Once you have peace and the absence of conflict, there in increase enrolment of girls in education. What it indicates is what the vice minister of education just now spoke of, the fact that the context of peace supports girls' advancement in education. A context

of conflict denies girl's opportunities to enter education. We have realized that the promotion of peace, human security, and democracy is vital to girls succeeding, because the girls and women are often the victims of war and suffer the most negative consequences during situation of conflict under dictatorships and national emergencies. I think as we deal as the world with the outcome of the Tsunami disaster, we have to look at whether the girls are receiving adequate support, because if we neglect, we will find a regression in those countries that have most been affected by the Tsunami, and that it is girls who will suffer the negative consequences.

Access to education has also been increased and supported by our government's ability to fund education. So if you don't provide funding girls do not get access. It's very important for government to ensure adequate financing so that girls have the access that all of us aspire toward. We have increased funding in education in South Africa from R31 billion in 1994 to R65 billion in the last financial year of 2004, a massive growth but a necessary one, if we are to succeed in ensuring access. We have, as a middle-income developing country, one of the highest levels of investment in education of any country of comparable economic size to our own. But I think it's honest to also say, that despite the excellent positive features, we have a number of negative aspects that I believe require consistent and focused attention, if we are to sustain the early successes that we have made.

First, many girls in rural communities living in families that have no education, find themselves not helped by our positive policies. Girls or the children with illiterate parents are not getting the opportunity for education. Therefore the issue of adult literacy is becoming increasingly important.

Second, we still need as I have said to improve success rates in mathematics and science.

Third, the majority of our learners in South Africa attend school in terrible infrastructure. And this distracts from their real potential to succeed. We still have thousands of children in South Africa schooling under trees. We have thousands of schools in very luxurious conditions, but those schools are often not opened to the majority who are poor. So there is a need to ensure that we improve the infrastructure so we can improve quality.

Fourth, HIV positive status and AIDS sickness are causing a serious national challenge to girls in our country. There are early signs that girls are the ones who have to assume the caring burden in AIDS affected homes.

Fifth, abuse and sexual violence against girls is a serious problem in many of our schools and many of our communities. And we need to confront it, to protect our young women.

Sixth, from our statistics it seems that girls do not have equal access to early childhood education. And therefore, because of this lack of the preparedness in the early stages, it would seem some of the dropout rates we do see may be related to this inadequate preparation for learning. So we need to really ensure that girls also enjoy the opportunity as young children of access to early childhood education.

I believe that each of these challenges requires specific responses. For the rural communities that have no basic literacy, I believe South Africa must engage very vigorously in a literacy program for adults. We cannot afford to have adults who are illiterate in our country. And we have to move speedily to address this. We are addressing the math and science access question. We have development programs for teachers, we have an excellent partnership with Japan, where we are being assisted in supporting our teachers to improve their science and mathematics teaching abilities. And many partners are assisting us, including Japan, with the provision of more classrooms and better schooling facilities for our children. On the issue of HIV and AIDS, we have a vigorous school based education campaign directed at the young people and directed at the educators. We also have to assist many of the poor children who attend our schools. We have a very large national school nutrition

team, to provide food to the most needy children in schools in our most needy communities in South Africa. And it is interesting how this has improved retention in school as well as academic performance.

We believe as well that the effort to increase girls' success in education goes beyond the work in the classroom. Our education department has led an active girl's movement campaign that includes girls from Kenya, form Zimbabwe, from Namibia, from Botswana and Uganda. Through this program, financed by South Africa, and assisted by UNESCO, it is our intention to build a network of young women empowered for success, and encouraged to build African women networks. Our empowerment program organizes girls' summer camps and provides access to training for these young women, allows them to meet women who are role models in our society, so that they have role models to aspire toward. It allows focused discussions by young women, and allows them the opportunities to discuss and plan their future. So that you don't leave girls empowerment to just academic learning in a class room setting, they are also the empowerment related to the program and campaign of this nature that we address.

We have also identified that you cannot have girls empowerment as something that is limited to succeeding at the school level. It has to translate into support in higher education. Because if you have women who've all completed school, but very few who have degrees, you have not really altered the make up of your society. So we have higher education scholarships particularly for girls to support them in study, especially in the critical field of engineering, science and technology. And this scholarship program is beginning to show real success.

I believe there is still a great deal that South Africa needs to do in order to ensure that women are truly empowered. For example, I am particularly worried about what I have seen in the schoolbooks that our children read. Our curriculum content doesn't sufficiently treat women in a respectable manner, doesn't accord with the constitutional provision that we are equal. Many of the books in our schools - and I am sure in many of your schools - show the traditional roles of women, women as mothers in the home, men outside fixing up the car, boys with the father fixing up the car, girls in the kitchen with the mother. This is the kind of literature that is in our school that's our girls we are trying to empower are using, so the image they are getting of themselves is to plan to be a woman in the kitchen. Not plan to be a doctor, not plan to be an engineer; that is something that males plan for.

So I believe that the curriculum must be altered in order to reflect the kind of aspiration for young women that we have. I believe that we need to use a gender lens to look at our teaching material. We need to be saying: does this book, this material, this approach sufficiently address the kind of gender equality that we would want to have in our education system.

I note that in many countries, that we tend to have memorials, museums, etc; we talk about the heroes of our nations. And we always use the terminology like the founding fathers, as though there were no women in society when history was been made. Only men were making history. This is the kind of image we present in our society and to girl children, and I believe this must change. We need to be looking to reflect the totality of our society and the totality of the contributions that persons in our society have made to the world. In fact, I always remind girls in my country that it was a woman who proposed the declaration of human right as a universal set of rights. And I noted it wasn't a man, but she was hardly acknowledged for those contributions. It was as though a man made that proposal.

So let's change the heroes, and let's have heroines, so that girls see themselves as a part of our histories. I believe the curriculum revision issue presents a wonderful opportunity to all, to do more research into our countries and to involve young women in material development, to set them on a path of shaping our societies in

new ways. So that they produce learning materials that are gender sensitive and that truly reflect the full makeup of our world.

I believe that the universities in our country need to do more in this regard, because many of them perpetuate gender inequality. And if you look at the number of universities in the world that offer Women's Studies, you will find actually very few.

So there is a great deal in the intellectual domain that we need to do in order to promote gender equality. Over all, South Africa has begun to show positive outcomes in the area of girls' education. I welcome the success, but I believe it's the beginning. We cannot be complacent on the basis of our early successes. Our challenges are significant. There are still thousands of girls who are victims of apartheid and who have had no educational opportunity. Today they are adult women in our society and we must find a way of addressing their need.

We also must ensure that the energy directed at gender equality doesn't exclude the other gender, boys. Because you cannot have disempowered boys as a result of empowered girls; you must have true gender equality; you address men and women, boys and girls. So we must ensure that boys are not marginalized in our keen desire to pursue the success of girls.

We also, in our keenness to pursue our science, technology and commerce, should not forget to focus on the arts, on the social sciences and on other skills in technical skill areas. We tend to be blinded by engineering, science and technology. Then you don't develop the classical writers who are female and so on. So I believe we must be careful that we don't end up without women social scientists; it will be terrible to have men defining social science on their own.

So I believe the arts and humanities are the areas that we must ensure we focus upon. We also must evaluate and monitor development. One of our weaknesses I believe on the African continent is data capture, data analysis, and the basing of policy on real research. So I believe the development we are beginning to see in our country requires careful research scrutiny. We require ongoing evaluation in order that we monitor progress and ensure that it continues to achieve the ideals that we have aspired.

We have set up a research team, to formally assess our progress of gender equality through education. I hope that the team's report will assist us in improving our efforts, and in developing further interventions in South Africa.

In conclusion, this brief outline then is an indication of the kind of steps that South Africa has taken. I should say we are doing this in partnership with other countries on the continent. Because we believe South African we shouldn't benefit our selves only. We became free because many of our countries on this continent supported us and worked with us to achieve our freedom. So we are very committed to working with the rest of countries on the continent to ensure that finally we break this blight on our society, which is inequality of women.

Thank you very much for your kind attention.

A Japanese Perspective

Michiko Kanda
President of the National Women's Education Center, Japan

Prof. Kanda worked for the Institute for Science of Labour and for the Institute for Marine Labour after graduating from the Ochanomizu Women's University. She later moved to Toyo University, progressing from Lecturer, Assistant Professor, Professor, and then to President of the University. For the past 40 years, she has taken an active role in establishing an effective and practical theory in women's studies. Has been in the current position since April 2004.

Japan's Experience in the Promotion of Women's Education and Current Challenges

Michiko Kanda

President of the National Women's Education Center, Japan

Introduction

I am very pleased and honored to be here today and to be given an opportunity to speak to you as a keynote speaker at "the 2nd Japan Education Forum."

The National Women's Education Center, of which I am currently president, was established in 1977. As you know, following an initiative of the United Nations, the world has been committed to the realization of gender equality since 1975. As an integral part of this initiative, the Japanese government has established the NWEC, responding to requests from many women, including diet members and women's organizations. Since then, the Center has been a base of learning; addressing women's issues and promoting gender equality.

To promote gender equality, we have implemented various programs; including women's empowerment, learning that is conducive to solving problems concerning women's issues, organizing training programs for leaders and other personnel involved in women's education, conducting specialized research and surveys, collecting and offering information, and promoting a wider networking in the related areas.

The theme of today's forum is "Eliminating Gender Disparity in Women's Education." This has to be looked at from the perspective of gender equality and an approach from this perspective means that it is a human rights issue, as well as an individual human development issue. Indeed, it may even be viewed as a social development issue.

For the development of any society, it is indispensable that both men and women be independent; free to develop themselves, demonstrate their abilities and take part in activities that contribute to the building of that society. Clearly, education is crucial to achieving this goal. Equal access to education forms a foundation for approaching equally to status and the development of skills and competence.

In answering the question "How has Japan promoted education for women?", I would like to begin by reviewing what has been achieved and then consider current challenges.

Experiences in Promoting Women's Education

1. Promotion of Women's Education in the First Phase

When we look at the spread of women's education in Japan, in my opinion, it can be roughly divided into two phases. The first phase is from 1872, when the national school system was introduced and modern schooling started, through 1945, when World War II ended. In this phase, women's education was essentially focused upon elementary education.

(1) Elementary Education – Women's Education Promoted and Expanded by Incorporating Education at Home and in the Community

Panel 1 shows the change in school enrollment rates in Japan. The bottom line shows the enrollment rate for girls. The top line shows the enrollment rate for boys and the middle line represents the average. Gender disparity is evident here. While the male enrollment rate reached 65%, 10 years after the start of the formal school system, only 37% of girls were attending in 1892, 20 years later. In the same year, the male enrollment rate was 72%. The gap was substantial.

By 1898, the female enrollment rate had increased to above 50%. In 1907, when 6-year compulsory education was introduced, the enrollment rate exceeded 95% for both boys and girls.

This is the stage, in my opinion, that elementary education became truly national; 35 years after the system started. Initially, enrollment levels for girls were considerably lower than those for boys but over time, steadily increased and eventually the levels were equal.

In the backdrop of this process, there was a mindset regarding education linked to the views on roles of women; school education was not necessary for women who would, after all, be accommodated in the family in the future. When considering the skills necessary for sewing and cooking, it was believed that girls could acquire and learn such skills by simply assisting with household chores. Therefore, it was mainly mothers who taught girls, through domestic affairs, how to sew and cook. For dress clothes making, it seems that there were often a place in communities, similar to private schools, *juku*, for teaching people how to sew such clothes.

In schools, from the outset of the formal system, education focused on "Western-style" modern knowledge acquisition. There were fundamental differences between what was being taught at school and what had been done in ordinary life. For most people, the content of the school curriculum was of little value and served no practical purpose.

The government vigorously pushed forward and attempted to spread compulsory education. While putting efforts in convincing parents of the value of education, the government employed a method of incorporating material, that had been directly relevant to the home or community, into the school curriculum. For instance, they established a "sewing department" and hired female teachers to promote women's education, promoting the perception that school was helpful and functional for girls.

For those children who had to work at home taking care of younger siblings and therefore unable to attend school, a school or a class was provided for them where they could baby-sit and study. In this way, they took measures that addressed the living situations of pupils.

As a result, elementary education in Japan, while promoting equal education for both for boys and girls as its fundamental policy, promoted female enrollment from the standpoint that education should be provided consistent with society's established division of labor according to gender. It incorporated the traditional method of providing education into the modern school system.

Shortly after this period, industrialization accelerated. Lead by the textile industry, working places for women as laborers expanded. To work there, a school education became necessary. When formal education reaches a certain level in society, what is learned at school becomes necessary for daily life. Literacy is one example. At some point, elementary education proceeds to the stage where it becomes indispensable for living in a society. It was in such a stage when the standardized, 6-year education became compulsory.

There is one more thing I would like to add as a backdrop for promotion of women's education. It is relevant to the historical development of secondary education for girls, which I am going to talk about next. Mainstream, secondary education for girls, was precisely that - girls' high school (Koto jogakko). It was not not compulsory but was positioned above the elementary level.

In 1899, at a stage when the enrollment rate in elementary education exceeded 50%, a "Girls' High School Order" was promulgated. Although the girls' high school was given the title 'high school', the term of study

being four years, it stood on an equal footing with the boys' junior high school. This girls' high school was created as a mainstream for women's education and so promoted. Four years after the promulgation of the Girls' High School Order, a powerful policy was introduced to establish at least one girls' high school in each prefecture. In reality, many girls' high schools were established during that period. In addition, the quota was increased every year, but in spite of that, there were more applicants than quota places. In 1903, the nationwide competition rate to enter the girl's high school was 1.5 times.

In this way girls' high school, or girls' secondary education, developed alongside elementary education. To proceed to this secondary education, the completion of elementary education was a prerequisite. Therefore, the increase in the number of people who wished to proceed to secondary education led to the dissemination of elementary education.

(2)Secondary Education-Taking -Taking root of double-linear type education according to gender and role model of women

What was secondary education like? Essentially it was a girls' high school that assumed the role of providing secondary education for girls. I believe that the education provided by the girls' high school helped to make the modern, Japanese, family model as well as establish a female role model which took root as a result of this double-linear-type education according to gender. Following the creation of this secondary education, a school system became double linear according to gender, meaning that boys went to junior high schools, and girls went to girls' high schools. There was a way for boys to proceed to university after graduating from junior high school but girls could only go to vocational schools. Except for a few universities that accepted female students as an exception, opportunities for university education were closed to women. In this way, from the secondary education, there was an educational system differentiated according to gender. Besides the education of women was placed at a lower level.

Girls' high schools, which were the mainstream of girls' secondary education, indeed the mainstream of women's education, were named "high school" in spite of the fact that it was actually a lower secondary education, as I mentioned earlier. Generally speaking, the initial idea was that it was considered to be the culmination of women's education. The purpose was "to offer a higher general education necessary for women with the goal to become a good wife and wise mother in the middle-class and upper society."

It means in terms of roles, the role of a "house wife", was based upon the idea of a division of labor by gender. In terms of principle, the nurturing of good wives and wise mothers were mainstream in women's education.

This double-linear education system according to gender which suppressed the educational level of women was interlocked with the academic levels of a husband and wife at home and lead to the formation of the "prewar-type family" model in which labor is divided in such a way that the husband is responsible for maintaining livelihood and the wife is responsible for domestic affairs and child rearing. The academic level of the wife is one stage lower than that of her husband in this model.

Girls' high schools with these characteristics prevailed extensively, as I stated earlier. In 1942, slightly less than one out of every four elementary school graduates proceeded to a girls' high school.

Through the girls' high school education system, a division of labor according to gender roles developed and a sense of rank between men and women permeated and took root in daily consciousness and daily life.

2 Development of Women's Education in the Second Phase - Education Based upon an Egalitarian Education System

Let us now have a look at the second phase. During the second phase, the first phase education system underwent significant change. After World War II, there were major changes both in principle and system. The double-linear-type education system according to gender was abolished. Instead, a coeducational system and equal access to educational opportunities was established. During this phase, reforms were made rapidly, one after another.

Following the compulsory six-year elementary education, the three-year junior high school, which was the lower secondary education, became compulsory. The enrollment rate had already reached more than 99% in 1948. This high enrollment rate was presumably influenced by the spread of education during the prewar period. Panel 2 shows the enrollment rate for upper-secondary education, 3-year high schools, as well as that for higher education. The chart is not easy to read, but the top line shows the rate of students that go on to high schools.

In terms of the rate of students who went on to high schools, there was again a difference between boys and girls in the beginning. In 1950, it was 36.7% for girls, and 48.0% for boys. However, by 1975, the situation had emerged that most students went on to high schools and even now this situation continues. When we see these figures, we find the same feature: that boys precede and girls follow and overtake, which was the pattern with elementary education during the first phase.

Furthermore, in the case of higher education, the percentage of students proceeding to university was 5.0% for girls and 13.3% for boys in 1955. The situation did not reach equality until 1975 when the girls' percentage was recorded at 12.7%. This indicates a twenty-year lag in the higher education system based on gender.

After this, the lag gradually became smaller. However, the situation was identical in that boys preceded and girls caught up later. Where this lag comes from requires another analysis. If we include junior colleges, the situation differs slightly but I will not elaborate on this point here. To summarize, opportunities for education appear to be offered openly and equally but a gender disparity exists in practice. The tendency that education levels go up while boys precedence is common both in the first and second phases.

Even when we examine parents' expectations, the tendency still exists that they expect a higher level of education for their boys than their girls. This, I believe, is not merely because of the fixed conception on boys, but also stems from differences in usefulness, practicality and the pragmatic benefits for boys and girls provided by education.

In this way, opportunities to proceed from elementary education up to higher education are provided without gender bias in Japan and there is no gender disparity in terms of quantitative access to education during either the compulsory stages (elementary and lower-secondary education) or upper-secondary education.

However, there is gender disparity actually observed in higher education today. Let's look at how the development of an education system with these characteristics is connected to gender equality by considering the present situation and challenges for the future.

Current Challenges
1. Gender Equality Now
In Japan, the Basic Law for a Gender Equal Society was established in 1999. Accordingly, the government developed basic plans and is promoting gender equality.

Please take a look at Panel 3.   It shows a Human Development Index conceived and published by the United Nations Development Program.   It is a calculation based upon average life expectancy, educational level, adult literacy rate, enrollment rate and national income per capita.   Japan is in the ninth place.   On the other hand, when it comes to the Gender Empowerment Measure, based upon the ratio of earned income for men and women, the percentage of female professional and technical workers, the percentage of female administrators and managers, and the percentage of parliamentary seats occupied by women, Japan is in the 38th place.

Panel 4 shows the percentage of female parliamentary members.   The largest percentage being that of Sweden (45.3% - close to a half) but Japan is the second from the bottom (7.3%).   This is exactly what we are in Japan.

Furthermore, Panel 5 shows the percentage of female managers in private companies. The percentage of female managers is certainly increasing.   However, the highest percentage is concentrated on the subsection chief level; and when it comes to the level of department directors, it remains as low as 3.1%.   Let's see how Japanese women compare with women in other countries regarding managerial positions.   This is the figure.   Japan is on the left at the end.   While the percentage of female workers stands at 41%, the percentage of female managers is only 8.9%.   Compared with other countries like the U.K., Japan is, in a sense, underdeveloped.   What about in the case of education?   In school education, including elementary, junior high and high schools, female teachers occupy a high percentage of positions.   However, as the stage of schools goes up, the number of female teachers decreases.   The fact that female principals and vice principals are extremely low in number is quite obvious from this chart.

To address the situation, the government is stepping up its efforts in assisting women in forming and enhancing their careers and in assisting women to challenge proactively.   Their efforts focus on educational and learning opportunities directly offered to women.   Measures incorporating various policies are being initiated.

In promoting the participation of women in society, what underlies and influences trends are social stereotypes expected be assumed according to gender; the conventional wisdom that men are responsible for work and maintaining livelihood, and women are responsible for family care and child-rearing.   As I have explained earlier, from the start of the modern school education system all the way through to the early 1970s in the second phase, this norm had been the rationale for the existence of women's   education.   In the postwar period, it was a policy designed to establish equal relations based upon the division of work according to gender.   However, since the idea existed for a long time, it penetrates and takes root in our consciousness, real life, and social systems.

This shows how the life situation of men and women differs on average (Panel 6.) As is shown here, second from the left on this chart is "wage work", third is housekeeping, child-care and nursing.   These numbers clearly show the lifestyle of men and women.   Men spend most of their time engaged in wage work and women spend most of their time housekeeping and caring for children.   How is this reflected in levels of consciousness?   This figure shows a comparison among nations.   The top row is Japan, followed by Korea, America, Sweden and Germany.   The part indicated in red that says "somewhat agree," is public's perception regarding the division of work in society.   This clearly shows a perception that the division of work according to gender is extremely high in Japan compared with other countries.   To some extent, that perception has been accomplished or influenced by women's education since the prewar period, although I think the word 'accomplishment' may pose some questions. It is possible that a pronounced division in labor according to gender is a feature of Japanese society.   Why it is so strong is not only attributable to the prewar education system but also to the structure of the perception of the division of labor according to gender roles in Japan.   Unfortunately, I do not have enough time to elaborate on

this.

The education system also influenced perceptions about ability; abilities directly related to professions, including science, technology and managerial positions were not expected from women at all.   There were few opportunities to enhance such abilities.   Obviously, that was why abilities were not developed in turn affecting and confining the ambitions of women.

Panel 7 shows the specialties of female students at university.   Though the situation is changing gradually, the tendency of female students to major in science or engineering is extremely low from these figures.   In terms of educational principles, educational content is freely available to them and that female students can choose any major they like, but their personal ambitions are formulated by society itself and influence the development of bias regarding course choice.

What I Think Women's Education Should Focus on - Going Forward
So far, I've recounted the path Japan took in promoting women's education and pointed out problem areas. It is necessary to provide opportunities for education in equal measure so that all girls can receive both basic and succeeding education to the extent that they are motivated.   It is the role of society and national government to provide the mechanisms necessary to achieve it.

However, when we take a look at the standard curriculum in Japan, we see that it is not merely a quantitative issue but also a question of what kind of education should be provided.   This is obvious in my view when observing the processes underpinning the development of education for women in Japan.

I believe that empowering women to be autonomous, to fully demonstrate the abilities each individual woman has and to take part in building society on an equal basis with men should be among the fundamental characteristics of and rationales for women's education.   I cannot touch upon specifically today what kind of education should be given but I would like to mention two things related to this.

First I just mentioned three points as objectives and pillars of women's education.   In fact, postwar Japan committed itself to working towards these goals but each objective was generally managed separately.   For example, they treated the development of skills and social participation separately.   This resulted in skill development that did not lead to autonomy, and autonomy separated from social participation.   This lack of coordination was ineffective from the viewpoint of relations.   I believe it is important for women's education in the future to consider these three aspects as interlocked.

One final comment on 'how education should be provided' to improve education for women: these goals cannot be achieved exclusively by schools.   When considering 'the development and fostering of skills' for example, a stereotyped view of gender abilities and roles permeates the fabric of our lives illustrating the close relationship to family and communities.

Therefore, it is necessary for teachers, parents and adults in the community to be involved.   At school, at home and elsewhere in the community, programs should be coordinated and collaboration encouraged to promote education for women from now.

The education of Japanese women was expanded and broadly applied during the Meiji period through school education embracing a variety of activities that had been undertaken both at home and in the community, as I explained to you.   What happened as a result of this?   The situation has emerged that everything related to

education is entrusted to schools.   As a result of that, criteria for children's values have been swept into our evaluation of school education.   In a society where academic achievement is stressed, evaluation based on academic performance becomes common both at home and in the community and there is no longer a place to give credit to children who have skills other than academic achievement.   I think this is a big issue for the Japanese education system.   The fact that there is no room for children is not merely a physical issue, but implies to a one-sided evaluation converged in school education.

The challenges facing women's education illustrate the need for all teachers, parents and adults to share in the realization of the goals and the provision of education.   To achieve this, it is necessary for adults involved in education to be sufficiently competent.   Therefore, it is essential that adults acquire teaching skills and abilities. In other words, it is life-long education.

To offer learning opportunities for adults so that they can become skilled in various fields, women-related facilities and Women's Centers were established in conjunction with the policy of 1975.   There are as many as 400 such places in Japan where non-formal learning for adults is conducted.   The National Women's Education Center functions as a national center, establishing networks with Women's Centers throughout Japan and offering opportunities and places for learning.   We would also like to carry out projects focusing on these issues.   Going forward, we would like to expand our role not only within Japan but also globally as a national center and as a learning center to support and promote women's education.

I am convinced that women's education contributes not only to education for women but also improves education as a whole. Thank you for your attention.

1 **Changes over time in school enrollment rates in Japan (elementary school)**

(%)

Introduction of 4 years of compulsory education

Introduction of 6 years of compulsory education

- Average
- Boys
- Girls

1873 1875 1877 1879 1881 1883 1885 1887 1889 1891 1893 1895 1897 1899 1901 1903 1905 1907 1909 1911 1913 1915 1917
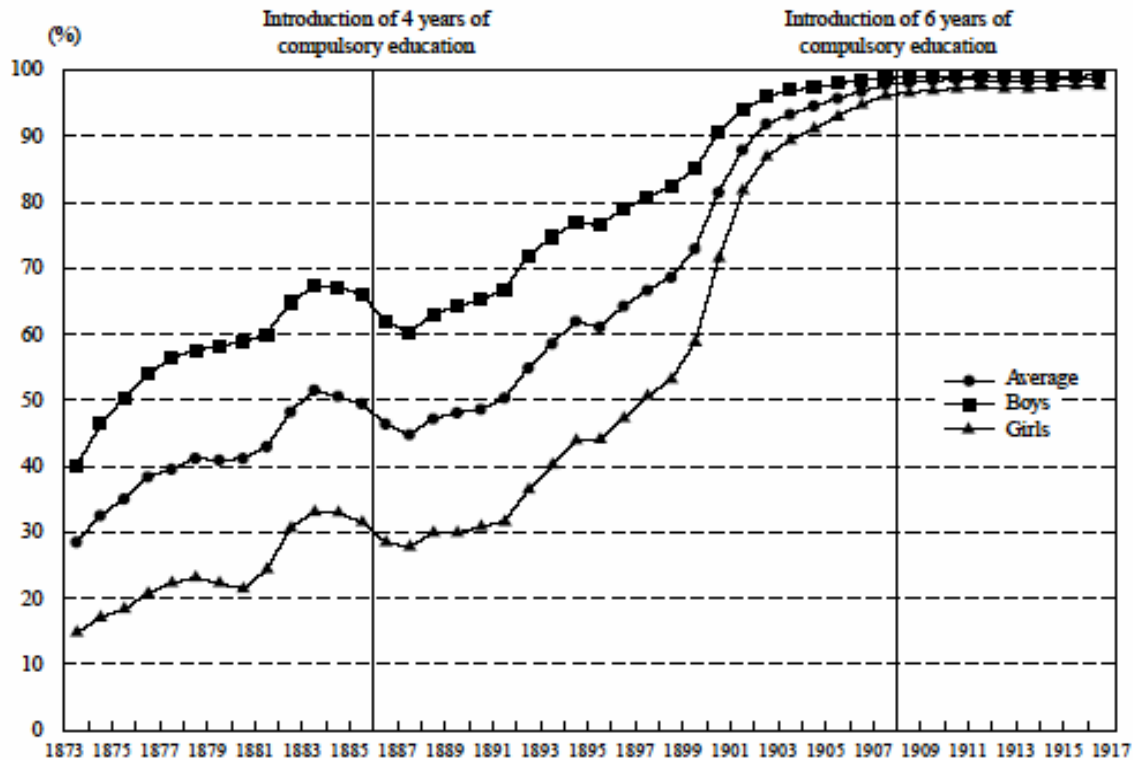
Source: Data from the Ministry of Education

2 **Enrollment rate for each school category**

(%)

High school, etc.

Women
Men

University (Undergraduate level)

Community college (Female students only)

Graduate school

1950 1955 1960 1965 1970 1975 1980 1985 1990 1995 2000 2003 (Year)
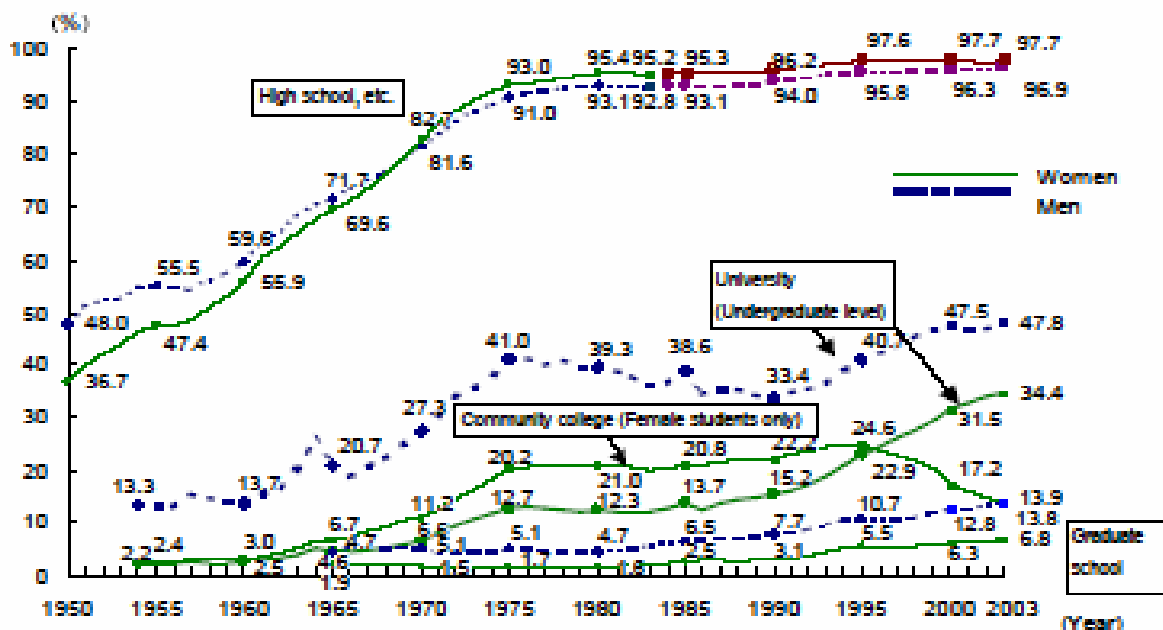
(Notes) FY2003 Annual Report on the State of Formation of a Gender-Equal Society, Cabinet Office, 2004

22

3

	● HDI (Human Development Index)				**● GEM** (Gender Empowerment Measure)	
	Country	**HDI**			**Country**	**GEM**
1	Norway	0.956		1	Norway	0.908
2	Sweden	0.946		2	Sweden	0.854
3	Australia	0.946		3	Denmark	0.847
4	Canada	0.943		4	Finland	0.820
5	Nederland	0.942		5	Nederland	0.817
6	Belgium	0.942		6	Iceland	0.816
7	Iceland	0.941		7	Belgium	0.808
8	USA	0.939		8	Australia	0.806
9	Japan	0.938		9	Germany	0.804
10	Ireland	0.936		10	Canada	0.787
11	Switzerland	0.936		11	New Zealand	0.722
12	UK	0.936		12	Switzerland	0.771
35	Seashell	0.853		35	Botswana	0.562
36	Estonia	0.853		36	Croatia	0.560
37	Poland	0.850		37	Philippines	0.542
38	Hungary	0.848		38	Japan	0.531
39	St.Christopher and Navis	0.844		39	Hungary	0.529
40	Bahrain	0.843		40	Dominica	0.527
41	Lithonia	0.842		41	Bolivia	0.524

4 Percentage of female parliamentary members

- Sweden
- Germany
- The United Kingdom
- The Philippines
- The United States
- Japan
- South Korea

45.3
32.2
17.9
17.8
14.3
7.3
5.9

(%) 0

1970　1975　1980　1985　1990　1995　2000　2002 (year)
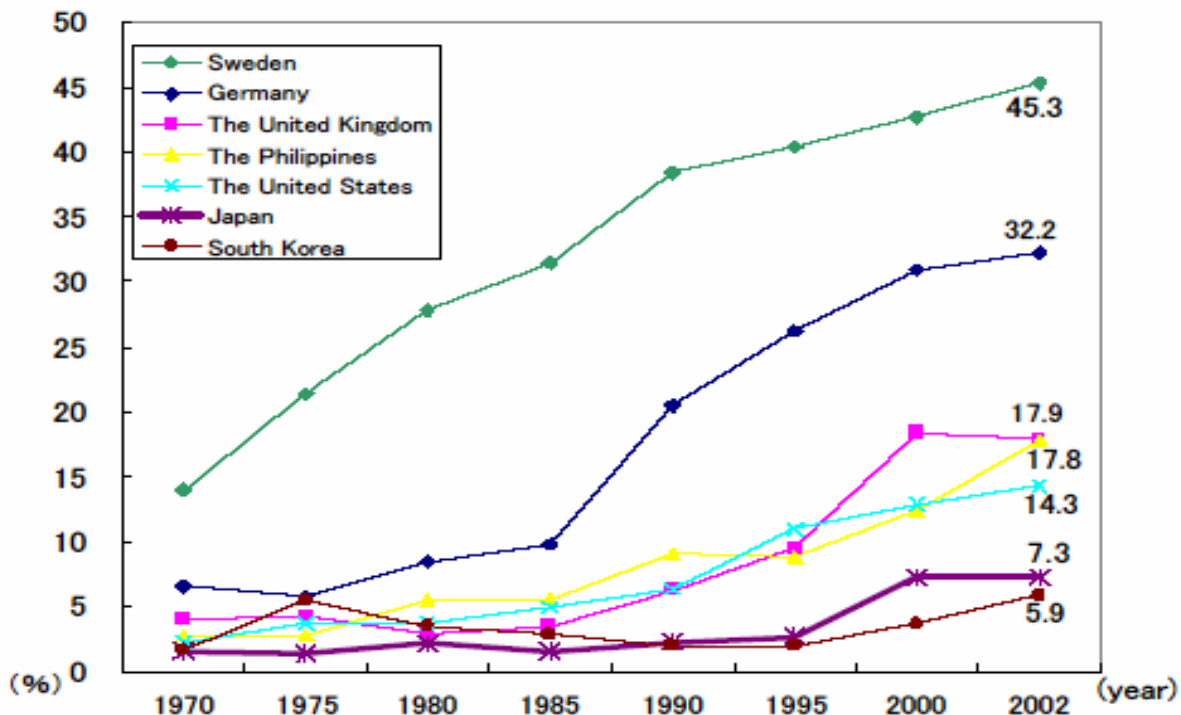
(Notes) 1.　　　The data were collected from IPU (Inter-Parliamentary Union) documents.

2.　The figures for the Philippines represent female congresspersons in the Lower House under bicameral legislature up to the 1978 election, female congress members under the unicameral system from the 1978 to the 1987 elections, and female Lower House members under bicameral legislature since the May 1987 election.

3.　The figures for Germany only cover female parliamentary members in West Germany up to 1985

Percentage of female managerial-level workers by job title
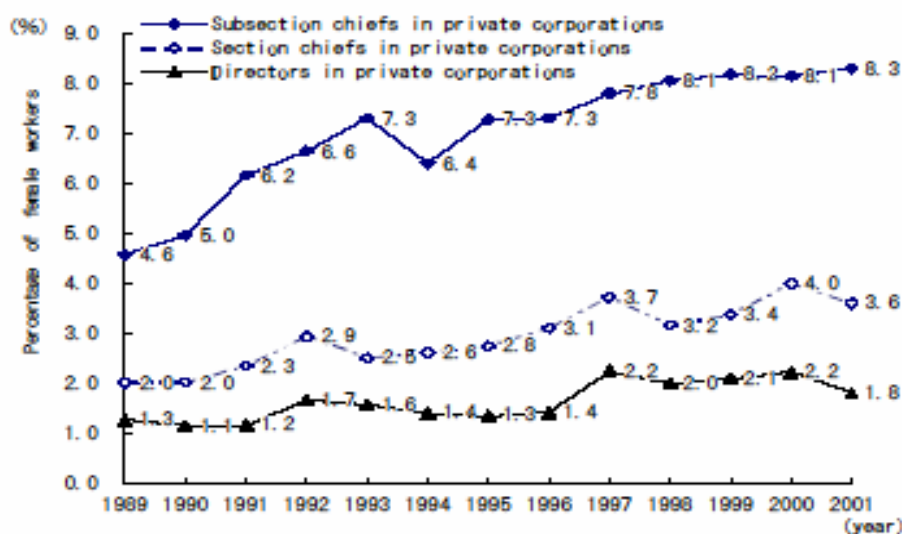
(Note) The data were collected from the Ministry of Health, Labour and Welfare, "Basic Survey on Wage Structure."

Working hours for wage is longer for men and housekeeping and child care hours is longer for women. (2001)   Unit : hour : minutes

		Sleep/Meal	Wage Work	Housekeeping/ Child care/Nursing	Leisure
Weekday	Female	11:58	3:28	3:44	4:50
	Male	11:36	7:02	0:25	4:57
Saturday	Female	12:26	2:05	3:55	5:35
	Male	12:15	4:13	0:49	6:43
Holiday	Female	12:57	1:13	3:45	6:05
	Male	12:56	2:07	0:57	7:59

"The average of people over 15 years old, unemployed and employed
"Basic Survey on Social Life"

(Notes) NWEC Summary Statistics "Women and Men in Japan 2002-2004"

The percentage of women who major science and engineering is low.   Unit:1000 people(%)

Year		Human science	Social science	Science	Engineering
1975	Female	120(36.2)	53(15.0)	7(2.0)	3 (0.8)
	Male	87 (6.7)	635(49.0)	43(3.3)	331(25.5)
2001	Female	277(29.4)	281(29.8)	22(2.4)	48 (5.0)
	Male	135 (8.8)	704(45.5)	66(4.3)	416(26.9)

"The total of all majors is 100 % for female and male respectively.

(Notes) NWEC Summary Statistics "Women and Men in Japan 2002-2004"

【Question and Answer】

Question 1

Tomohiro Nakagaki (MOFA)

Prof. Kanda spoke of the improved education since the Meiji period in Japan and highlighted past issues. One question I have however concerns the role of universities and colleges specifically for women. What are the roles at present played by these institutions which are confined to female student enrollment?

Michiko Kanda（National Women's Education Center, Japan）

I feel girls' high schools and women's universities hold a role of great importance today because there still remain women's issues even though we try to achieve gender equality. The problem is who is going to take the initiative. Of course we would like men to aid in this effort however it must be taken up by women first. To change society, we need to nurture girls who build a system and society in which gender equality is achieved.

Question 2

Musa Mohamed Omer Saeed (Sudanese Ambassador)

We have a completely different problem in Sudan. Many companies prefer to hire women and they are already occupying many positions. This is despite the fact that there are company laws in Sudan which give rights to females for which men are not entitled. For example, a female can refuse a transfer to another area for family reasons so she can choose not to accept being transferred to work in a rural area. Also, she is entitled to paid maternity leave. However, companies are very interested in employing women as they are more diligent than male workers who frequently change employers and are not as attentive. Thus, opportunities for employment are widely open for women in Sudan.

Naledi Pandor（Republic of South Africa）

The employment policies in our countries must acknowledge that it is important for society to support these policies. So I think the employer is practicing discrimination. We had a situation in which a woman took a company to court because after being offered a senior level position they discovered that she was pregnant and then they demoted her. The reasoning was that she was going to have to go on leave. So she referred back to the constitution clause that states equality which relates to status. Therefore the virtue of being pregnant does not mean you should be discriminated against. Employment policies must be addressed to equity and a wide range of areas has to give life to the aspiration of equality. Those employers who say they won't employ women are perpetuating discrimination and the legal framework has to address that. You should have equal pay for equal work and our societies are structured in such a manner that gives government the responsibility to see that this is so.

Question 3

Ann Therese Ndong-Jatta (UNESCO)

I listened with keen interest to these two presentations. There were certain similarities in comparing how this problem is being tackled from two broad perspectives…one of a developed country and the other of a developing country. Both looked at the issue of gender stereotyped roles. Both spoke to the issue of legislation. However, I haven't heard much about monitoring the implementation of these legislative acts. In Japan it seems that we are still grappling with the issues of differentiation of roles. The mind set is there so how do we change it? For developing countries learning from the Japanese experience, where do we stand? What lessons do we draw? What kind of guidance and advice on this process based on your experience in South Africa can you give to UNESCO? For 3rd world girls' education what can we learn from the Japanese point of view based on their experience? How do we bridge this gap or will we ever be able to get there? Illiteracy,

family education, how do we deal with these issues? You still have the problem. What advice would you give?

<u>Naledi Pandor（Republic of South Africa）</u>

My brief response is that we look to UNESCO to advise us. That is quite a serious response because I think the development agencies need to be collecting best practices and assisting us. Much of what we do is experimental and I was also struck with how much of what we experienced was voiced by Prof. Kanda. The excitement is that we have done it in 10 years whereas it took much longer in the case of Japan. So it is exciting. Don't assume that society has changed. Monitoring is absolutely important as it is a real analysis of progress. Our legislation is inspirational but you have to achieve in practice the legislative actions.

<u>Michiko Kanda（National Women's Education Center, Japan）</u>

I believe it is quite a wide spread custom and thus practices and awareness are very difficult to change. It cannot be pressured from above. Therefore adult education and adult learning at the same time as girls' education must be conducted. We have had the experience among teachers, some of whom are very progressive, find acceptance only by a certain segment of students. Thus some students still believe in gender differentiation and will not be able to receive the benefits these teachers bring. There is a gap between family and school and children are the victims. We have to avoid such a gap of awareness and look at people's awareness in daily life. To bring about that kind of gradual change the adult is indispensable. Women centers are created for this purpose. I think our brochures are distributed and we provide education to teachers and social education to those adults who gather at our centers. This approach will not immediately be effective but we would like to coordinate our activities with the school and community. Monitoring and evaluation is a buzzword in Japan today and we have to provide self, 3rd person, and MEXT evaluations so we are monitoring ourselves.

Question 4
<u>Gilbert O. M. Onwu</u> (University of Pretoria, Naruto University of Education)

In identifying the challenges, I will throw the cat among the pigeons. Recently the President of Harvard University commented that women's participation in science failed to succeed due to the dearth of women qualified. Do you think that there are some disciplines that are gender specific? To a lesser part it has to do with cerebral research however is there some indication that certain disciplines are gender dependent?

<u>Naledi Pandor（Republic of South Africa）</u>

That statement is a testimony of America's progress with equality in society. Only within the last decade they have elected an African-American woman Senator. However, I don't think we can take that statement as reflecting on women's ability in science. We need to look at the reason for the poor performance. Failing at fairness is America's dismal success at equality. This relates to the manner in which we interface with young women. Teachers tend to discourage girls to fields in which women have struggled to gain access and tend to encourage boys as they see the possibility for success. There is a whole host of educational and societal reasons that relate to this. We've begun to crack the wall because of a particular focus, scholarship, which allows for support to each other through the battle, because it is a battle. When women enter some fields, the first thing that occurs is that the Professor looks at her as if she were from Mars. There is a whole host of reasons. Young women can succeed at anything given adequate opportunity and support. The task for us is to create opportunity and allow women to believe they are equal to anything and once they show their mettle our continent will advance.

26

Policy Panel:

"Promoting Girls' Education: Viewpoints from Developing Countries"

Moderators:

Ann Therese Ndong-Jatta
Kazuo Kuroda

Panelists:

Jeanne d'Arc Mujawamariya
Rosa-Maria Torres del Castillo
Masuda Benth-E Quadir
Mercy Tembon

Moderators and Panelists

Ann Therese Ndong-Jatta

Director, Division of Basic Education, UNESCO

Ms. Ndong-Jatta holds an M.Sc. in Educational Leadership from Vanderbilt University. She began her career in 1980 as a teacher and has played important roles in the Gambian Ministry of Education. She has given keynote addresses for many international conferences and became Minister of Education in 1999. Took up her current duties in September 2004.

Kazuo Kuroda

Associate Professor, Graduate School of Asia-Pacific Studies, Waseda University

Dr. Kuroda holds a Ph.D. in Education and Development Sociology from Cornell University. He worked at the Overseas Development Council (1996-1997) and then at the Center for the Study of International Cooperation in Education, Hiroshima University (1997-2003). His specialization is research methodology in the study of educational development.

Jeanne d'Arc Mujawamariya

State Minister for Primary and Secondary Education, Republic of Rwanda

Dr. Mujawamariya completed her Master's and Bachelor's degrees from the Russian People's Friendship University and holds a Ph.D. in Chemistry from the Indian Institute of Technology, Roorkee. She lectures on physical chemistry and kinetic chemistry at the National University of Rwanda and has published several papers in international journals.

Rosa-Maria Torres del Castillo

President of an NGO

An educator, linguist and social activist with extensive teaching, research and advisory experience in several countries, Dr. Torres del Castillo was Pedagogical Director of the National Literacy Campaign in Ecuador (1988-2000) and served as Senior Education Advisor for UNICEF (1991-1996). She is the former Minister of Education and Cultures of Ecuador.

Masuda Benth-E Quadir

Deputy Secretary, Ministry of Primary and Mass Education,
People's Republic of Bangladesh

Ms. Benth-E Quadir holds a Master's degree in Economics from the University of Dhaka. She joined the Bangladesh Civil Services in 1984 and worked under the Ministry of Posts & Telecommunications and the Ministry of Women & Children Affairs. She has been involved in various activities to promote women in development.

Mercy Tembon

Senior Education Specialist, Human Development Network, The World Bank

Dr. Tembon holds a Ph.D. in Economics of Education from the University of London. After working at the Institute of Development Studies in Sussex, she joined the World Bank in 2000 as a Senior Education Specialist in the Africa region. She has published widely on various educational issues in the area of gender and development.

[Moderator's Opening Remarks]

Kazuo Kuroda
Associate Professor, Graduate School of Asia-Pacific Studies,
Waseda University

In the last six to seven years I have conducted much research in developing countries which has been somewhat of a difficulty as a male researcher. Today in this panel we have the best and strongest members as is evident in the program pamphlet as well. I happen to be included in this panel just to strike the right balance so I think this is a bonus of being a man. But on a serious note the issue of promoting girls' education has to be a concern of both females and males.

The structure of this panel will be to first have some comments on the structure of this session from my co-moderator Ms. Ndong-Jatta of UNESCO. This will be followed by a ten minute presentation from each panelist and then we will open up the discussion to include questions from the floor. The topic is to share experiences in each region. Not only in the context of the school but in the community as well. Furthermore, we are in the year 2005 which is the target year for eliminating gender disparity in primary education under the Dakar Framework for Action and the UN Millennium Development Goals. So we would like to keep those things in mind as we discuss the spread of girls' education. Ms. Ndong-Jatta please.

Ann Therese Ndong-Jatta
Director, Division of Basic Education, UNESCO
(Former Minister of Education, Gambia)

From the speakers this morning we are all fired up. We know there is a problem. We have a situation of over 113 million children without any form of opportunity for education. We have enrollment that is very skewed in favor of boys. But in Latin America and the Caribbean the problem is more of boys' education. So this policy panel is very important for us to strike the balance between boys and girls but more specifically focusing on actions.

Problems that have been in the majority are those concerning the girls who are not in school. In the case of Africa over 40 million children are out of school and 2/3rds are girls. And as we listen we begin to have a better understanding of the problem. It is a crime against children and humanity. We have a situation where there is great imbalance by virtue of the type of systems that we have. So what policies do we have for promoting girls' education in most parts of the globe but also including boys' education? Tackling the problem at schools will really get us to overcome the problem.

Perhaps study in a more holistic sense is also necessary and we should look not just within

the schools but towards what we can do outside of school. How can we help to clear that mindset creating the imbalance if the adults who are supposed to help are not there to provide the values? Not just reading and writing but a whole way of life for socio-economic development. We need a policy that would ensure peace and democracy. We know that in a situation where there is conflict you cannot tackle girls' education.

Even when the school talks about it, we still have the cultural mindset in society as described by Prof. Kanda of girls working inside the home and men outside. Yes policies can provide access but they need to have an economic impact. Countries should really assume the driving seat. This reform is not one that is coming from outside. The speakers this morning highlighted the fact that we need to be sure that change takes place but it may be a gradual change. We need to collectively walk towards it, females and males.

UNESCO looks forward to building bigger partnerships in this drive to change and monitor the change. It is one thing to get started but it is another to sustain it. This is the decade for sustaining development. All of this must impact on the type of policy we have for girls' education. Policies have to consider the gaps that exist. We have to really be certain that we understand this information-gap. What type of data do we have and where are we? There will be a human capacity gap if we do not have the people to do it we simply won't get there. Now we will hear first-hand what is happening in the various countries represented and from the World Bank to see what resources are being targeted. We need to have a highly interactive discussion so at the end of the day we can go back to our ministries and work at restructuring. We need to ask ourselves, do we have the partnership to ensure that the process is really going to benefit all and be sure of sustainable peace and development?

Jeanne d'Arc Mujawamariya
State Minister for Primary and Secondary Education, Rwanda

Thank you very much. This is a great opportunity for me to thank the Japanese government for inviting the Rwandan people to participate to this forum. I also thank the participants who came here to support the promotion of girls' education, especially the South African Minister of Education. The developing country view point I will talk about is that of Rwanda. This presentation discusses different challenges in girls' education. My task now is very easy because it is a discussion which has already been started by the two keynote speakers. I think many countries in Africa are facing similar challenges. Two of them I consider important are the high level of poverty and the high level of illiteracy, especially among women. Some developing countries in Africa have as much as 70% of their population living under the poverty line. The key innovation for improving education is the promotion of girls and women. Education should be improved especially in the rural areas in those developing countries. The right education for girls and women with the proper knowledge and skills can make a real difference in the social and economic conditions in developing countries, but the promotion of girl's education still faces challenges.

The first challenge we have mentioned is the high level of poverty.   A second problem is that girls are not participating in school.   Even when they have opportunities for school, they don't attend. A third problem is that boys tend to be given priority when resources are not sufficient for all children. The opportunity costs of education for girls tend to be high because of social or economic activities in which they must engage.   The photo below shows the situation of Rwanda, where girls are not attending school, and instead earn money for their families. When boys are going to school, girls are earning money. The fourth problem is inheritance of cultures and early marriage. This is unfortunately the same pattern for poor illiterate families in other developing countries. The fifth challenge is abuse, such as sexual abuse, raping, etcetera, as has told by a keynote speaker, the Honorable Minister of South Africa. One reason for gloom for children in school is the distance from home to school.   That is why I think the school should be near the community, rather than have children go a long distance to the new school.

The major challenge we face is HIV/AIDS and sickness. Evidence shows that girls and women are more exposed to HIV/AIDS, and this affects girls' education because they are the ones who are tending to those sick people. They are the ones who are not going to school because they have to remain home to look after children when their parents are in hospital. The school environment is also not friendly to girls' education. For example, in Rwanda, study shows that many schools are not friendly to girls' education. It is common in developing countries to have more than 60 children in one class room. Despite the infrastructure we have there, even you can find those 60 children under the trees. Some time we have a problem that when the class is crowded they prefer to move from the classroom to an under-tree classroom.

Teachers are also not friendly to girls' education. Teaching methodologies are not gender sensitive. Teachers consider the classes as homogenous groups but tend to encourage boys more than girls, and girls lose as a result. The lack of encouragement makes girls and their younger sisters to not be motivated to move to the next level. That is why girls need role models in participating in science and technologies. Girls are told that science and mathematics are for boys, but I know from my experience that all children are born the same. In biology we study brain for your mind; we never study brain for men and women.

The table below shows the girls participation in Rwanda. For example, in the second cycle of secondary school, (from secondary 4 to secondary 6), you can see the numbers. Genocide legacy is not listed. The genocide legacy in Rwanda has been a challenge to many girls attending school. Despite so many households headed by children, there is a lack of girls' education, but we are still pursuing some strategies. Politically, for example here you see the picture, when the President of the Republic himself invited children to speak out because children know better than we do what they all need. That is why every year we have a children's summit, so then they can speak out about what they need, and how they find the government's help for them. There are many strategies that we can use, including role models to encourage girls to engage in science or to engage in art, to perform well, to go to school, and to remain there. In the last picture, you can see that the first lady of Rwanda is encouraging girls to go to school. That is why she has foods scholarship for girls who perform well, so then we can play as role models for those girls.

No country and no institution can manage to solve the mentioned problems alone. Partnership between different development partners is greatly needed. That is why such international commitments like the Japanese Education Forum II is very encouraging and is a commendable example. That is why we are enjoying participating in such forum. Thank you for your attention.

Rosa-Maria Torres del Castillo
President of an NGO (Former Minister of Education, Ecuador)

My presentation will refer to Latin America and the Caribbean, a wide region comprising 33 countries, where Spanish and Portuguese (in the case of Brazil) are the two main communication languages. The presentation follows the questions that were given to us by panel organizers.

1. The experience of dealing with gender inequality in basic education in Latin America and the Caribbean

First of all, it is important to clarify some of the terms used in this question and in the very title of this panel. I will refer specifically to gender, basic education, and developing countries.

Gender refers not only to girls/women but to both genders: men and women. The clarification is particularly relevant in the case of Latin America and the Caribbean, where educational inequality is in fact an issue that affects both genders.

Basic education, as proposed at the World Conference on Education for All (Jomtien, Thailand, 1990) and ratified in the World Education Forum a decade later (Dakar, Senegal, 2000), is not equivalent with primary education. As officially defined in UNESCO's revised International Standard Classification of Education (ISCED), in 1997, basic education comprises primary education and lower or junior secondary education, that is, at least 9 or 10 years of schooling. Often, basic education is reduced to primary education; moreover, primary education is reduced to four years of schooling. This is the case of the Millennium Development Goals, and of the EFA Fast Track Initiave promoted by the World Bank, which mentions Education for All (EFA) but in reality takes the Millennium Goals for education as a reference. Thus, over the past 15 years, the aspirations and goals for education have been reduced rather than expanded.

Developing countries is a term used by international agencies and by industrialized countries to refer to countries in the South, but it is a term we do not use for ourselves. In fact, we are not developing; we are becoming more dependent; our external debt is huge and continues to grow; unemployment, poverty and social inequalities are becoming more extended in most of our countries. Over the past ten years there are 22 million additional poor in the region; middle classes, which used to be important in several Latin American countries, are getting thinner or disappearing altogether, joining the so-called "new poor".   "Alleviating poverty" is damage control,   not development. Following IMF and World Bank regulations, governments prepare "National Poverty Allevation Strategies", rather than National Development Strategies.

Gender equality in terms of enrollment was achieved in this region since 1970s, that is, over three decades ago. All regional and national studies and evaluations on student achievement in our region show that the most important factor contributing to educational inequality is not gender but poverty, students' socio-economic background. Poverty has become so widespread that "focusing on poverty" has become nonsense, a massive endeavor. The second most important source of educational discrimination is zone of residence, urban or rural; rural education has been virtually abandoned. The third factor of discrimination is ethnicity, whether you belong to a subordinated indigenous group. Gender is the fourth factor, much less relevant than the other three mentioned. Age is not mentioned as a factor, but in fact it is a major and increasing source of discrimination. Paradoxically, when lifelong learning is adopted as the new paradigm for education and training policies, the age of potential

learners is being reduced in countries in the South, adults are abandoned, and policies and cost estimations focus on children only as if children lived by themselves, without parents, families and communities.

If we take <u>access to the school system</u>, we have the following regional scenario:
– pre-primary education: there is gender parity, except in Haiti, Jamaica, Bahamas and El Salvador, where girls predominate.
– primary education: there is gender parity, except in Brazil, Guatemala and Nicaragua, where boys predominate.
– secondary education: there are important differences among countries. Girls predominate in most countries. Boys predominate only in Bolivia and Guatemala.

So, contradicting usual international policies that establish a focus on girls, assuming the predominance of boys in schools, in our region there are more girls than boys enrolled in all levels of the school system. (This is also true in several Asian and African countries, including Rwanda, present in this same panel). In our region, Bolivia and Guatamela are the only two countries where boys' enrollment predominate over girls'.

In terms of <u>school repetition and and drop out</u> generally boys are left behind more than girls at all levels. But it is true also that girls apparently have less chances to continue studying if they repeat a grade, thus implying a discriminatory attitude against girls by both teachers and parents. (This repetition pattern vis a vis girls has also been revealed in some countries in Africa and in the Middle East).

In terms of <u>learning</u> in schools - which is the purpose of education and what really matters - girls are doing better than boys at all levels, and especially in reading and writing. As we all know, boys generally do better than girls in mathematics. National, regional and international tests (Latin American Laboratory for the Evaluation of Educational Quality-LLECE 1997, PISA, TIMMS) confirm these trends not only in Latin America but elsewhere.

With regards to <u>completion of primary education</u> - a goal now activated by the Millennium Development Goals (2000-2015) – Latin America and the Caribbean has a very low record: only one third of students that enroll in first grade complete the primary education cycle. Of course, there are important differences among countries: for example, girls predominate in Honduras, Nicaragua and the Dominican Republic, while boys predominate in Bolivia and Peru.

Gender inequality or equality in education goes far beyond conventional quantitative school indicators such as the ones described: enrollment, retention, completion, academic achievement. At the core of gender educational inequality there are gender-biased expectations, norms, attitudes and practices towards education in general and inside the school system specifically. Studies conducted in several countries show that girls and boys are treated differently in school and in the classroom, both of them in discriminatory ways. Not only male but also female teachers have discriminatory attitudes against girls, at home with their children and in the classroom with their students. Male teachers have discriminatory attitudes against female teachers and often have higher salaries. There are few men teaching in primary schools and almost none in pre-primary schools. From a feminist angle, this may be seen as a victory, but it is also problem, a new type of problem. Boys need male role models in schools, too, especially those who do not have a father at home (single-parent families headed by women proliferate and grow in Latin America and the Caribbean). As in most parts of the world, it is mothers, not parents, who participate in school matters and monitor their children school life and work. Adult illiteracy and literacy are also gender-biased throughout the world and in our region specifically: the regional illiteracy rate is 13% (an estimated 44 million people), and 55% of them are women; at the same time, literacy centers and literacy classes

are filled with women, while very few men attend, they need special motivation and efforts to join the classes.

In sum, in the case of Latin America and the Caribbean:
- Gender is not the most important source of education inequality.
- Gender discrimination operates both ways, with boys and with girls, and it engages different dimensions in each case.
- Gender equality goes far beyond quantitative indicators such as school enrollment, retention, completion and even academic achievement.
- Illiteracy remains the main field of discrimination against women in the region and this has an overall impact on girls' and women's discrimination in education and in society.

2. Eliminating gender disparity and achieving gender equality

There are several studies on gender issues related to education in Latin America and the Caribbean. As elsewhere, educated girls and women are less subordinate than they would be if they had no education. In many countries women also predominate in tertiary education. Women are choosing careers and jobs that were considered "male" only a few years ago, and are active in modern fields such as the ones related to modern Information and Communication Technologies (ICT). We have many women in leadership positions at all levels, in government, in congress, in social movements, in the civil society and in the private enterprise.

Women constitute the immense majority of pre-school and primary school teachers, and this is undoubtedly a major gain when compared with countries where women lack access to education and therefore to the teaching profession. However, this poses also a contradiction. The feminization of teaching has contributed to lowering the salaries and the status of the teacher profession.

Today, it would be fair to say that boys and men are in a particularly disadvantaged position both in terms of education and in terms of job and income opportunities. That is why, for us, concern with gender equality means today paying attention at both sides of the gender divide, and develop gender-sensitive policies for both women and men.

3. What goals and policies should be followed after to the year 2000 to eliminate gender inequality?

It is important to learn from available knowledge and past experience, in order not to repeat the same mistakes. Among others:

➢ Gender inequality is a long-embedded issue in societies; dealing with it implies a sustained educational, cultural and ideological struggle. "Eliminating gender disparity in primary school and secondary school" by 2005 and 2015 respectively, as stated in the Education for All (1990-2000-2015) platform and the Millennium Agenda (2000-2015), is unrealistic, as revealed by recent experience.
➢ Educational goals cannot be fixed from the top and from outside, and cannot pretend to be global. Goal-setting must be planned, monitored and evaluated in each country, by national actors and by society at large, not by international agencies.
➢ There is no "one size fits all" formula that can be applied to "developing countries" in general. Each country and region is specific, and has a unique blend of problems, possibilities and resources.
➢ Adopting a holistic understanding of gender inequality:
- all of them are related to socio-economic inequality, at both national and world level. It is the current global economic model that is enhancing inequalities and exclusion;
- it includes both genders: men and women
- it runs across the entire school system.

➢   Adopting a positive approach: the goal is not to eradicate illiteracy but rather to make everyone literate; not to alleviate poverty but to ensure human rights to all; not to reduce repetition and dropout in school, but to ensure learning for all, etc.

➢   Adopting an inclusive approach: dealing not only with girls but also with boys, not only with individual students but with the family and the community as a whole. Everyone must be included, whoever is left behind must be reached: girls and boys, children and adults, in rural and in urban areas.

➢   Adopting an intergenerational and cross-instituional gender effort vis a vis education, in this case the triangle girl-child, mother and female teacher, in order to break the vicious circle of female discrimination.

➢   Integrating children's education and adult education within a lifelong learning framework, within and outside the school system. It is essential to integrate and complement formal, non-formal and informal education and learning, identifying and taking advantage of all learning opportunities in everyday life.

Masuda Benth-E Quadir
Deputy Secretary, Ministry of Primary and Mass Education, Bangladesh

Background

Bangladesh is a country with an area of 147,570 sq. kilometers and a population of 130 million. It has a population of 880 persons per sq. kilometer which is the highest in the world. The female comprises almost half of the population. But the male dominated society confines female in social superstition, oppression and discrimination. Earlier, there was a social and national tendency to keep women away from the national development. On the basis of perception, female education is needed only for family welfare, child care and domestic welfare. The situation has gradually changed. The gross enrollment rate at the primary level is now 97%. In 1971, independent Bangladesh inherited a very poor picture and education system. Starting from the first five year plan in 1973 and onward the GOB was framed and arrangements were made to bring a large number of population as well as female under the umbrella of formal education and inspire them to pursue education from primary to higher and professional levels.

The world conference on Education for All (WCEFA) held in Jomtien, Thailand in March 1990. The conference notion was Education is a fundamental right and urged the nations to intensify their efforts to address the basic learning needs of all. The conference adopted the world declaration on Education for All and Bangladesh was a signatory to the world declaration. The conference also approved the framework for action.

Following the WCEFA and its framework of action Bangladesh prepared its first national plan of action on EFA. In view of financial constraints Bangladesh set its goal slightly lower to those of world declaration. In 1990, the world had 127 million children who had no access to education and 960 million illiterate adults. During that period Bangladesh had a school aged child population of 17.02 million. In 1991, 75.6% of the children about 12.87 million enrolled in primary school. The completion rate was low and the dropout rate was high. Bangladesh took prompt action to realize the goals set in the world declaration. Among them introduction of compulsory primary education all over the country in 1993, started off a social mobilization camping on Basic Education in April, 1992 by the Prime Minister, Food for Education program to get the children of marginal families to enroll in schools, free of cost textbooks for children, launching of a well designed integrated Non-formal Education Program to meet the learning needs of diverse group.

Bangladesh has participated in the world education forum in Dakar, April 2000, where the decade of UN Girls Education Initiative (GIE) was launched as a part of the ongoing Education for All movement. Out of the six goals of Dakar Declaration, two goals emphasis on girls' education. These two goals were: a) to ensure that all children with special emphasis on girls and children in difficult circumstances have access to and can complete free and compulsory primary education of good quality by 2005; and ii) to eliminate gender disparity in primary and secondary education by 2005 and achieve gender equality in education by 2015. The government commitment was to achieve EFA goals by 2000 were:

- to increase gross enrollment
- to reduce dropout rate
- to increase literacy rate
- to improve basic learning competencies
- To increase the girls enrolment and to reduce the gender disparity.

Situation of Girls Education in Bangladesh

1. Pre-primary /early learning (children in age group 3-5)

Virtually there is no structure or organized initiatives to prepare children for schools. Early learning and stimulation aspects of early childhood development are not systematically practices among a majority of Bangladeshi caregivers.

Table 1: Percentage of children participation in early childhood education in1998 and 2000

	Total	Female	Male
Children participating in Early Childhood Education in 1998.*	22.4	23.6	21.3
Children participating in Early Childhood Education in 2000.**	24.6	26.1	23.2

* Source: PMED, 1999   ** Source: UNESCO, 2003

Table 1 reveals a poor participation in early childhood education in Bangladesh. It also indicates that the percentage of participation is increasing. Girl's participation in pre-primary education has risen from 23.6% in 1998 to 26.1% in 2000. The percentage in total indicates that about 75% of children (age group 3-5) are not getting early childhood education. This has a very negative impact on children's cognitive development with a result in low level of appropriate school preparedness. The assumptions behind this are the following:

- Due to social tradition from birth girls child is treated inferior to the boy- receiving less food, care and also basic needs.
- Often the girl is deprived of her basic right to receive basic formal education and instead required to engage in household work.

Due to lack of social mobilization about the importance of early learning skills among the general mass, people thinking about pre-primary education prevails that it is almost same as of primary schools.

At present Bangladesh Government has no educational program for the children below primary school age group. Only a few number of NGOs and private initiatives are prevailing which one is very early stage. Moreover, private initiations incur cost and these facilities are limited in the urban area only.

2. Primary Education (Grade I-V)

Access to primary education over the last twenty years has increased steadily. The gross enrolment rate has risen from nearly 60 percent in 1980 to 73% in 1990 and 97.5% in 2001. In absolute numbers, in the last two decades, primary school enrollment has increased more than double. It stood at 17.6 million in 2002 while it was 12.05 million in 1990 and 17.25 million in 1995. The progress in enrolment in primary education are shown in table 2.

Girls, gross enrollment has risen from 64% in 1990 to around 98% in 2001 while boy's gross enrolment during the same period has increased from 76 to 97 percent (DPE 2002). The completion rate is 67 and 69 percent for girls and boys respectively in 1998 (PMED 1999). This translates into approximately 1.82 million boys (out of 9.734

Table 2: Gross Enrollment Rate in Primary Level

Year	6-10 Population	Enrollment	Gross Enrolment %
1996	18,505,701	17,580,416	95.0
1997	18,861,583	18,031,673	95.6
1998	19,079,888	18,360,642	96.2
1999	18,307,265	17,621,731	96.3
2000	18,296,312	17,667,985	96.6
2001	18,114,198	17,659,220	97.5
2002			

Source: Directorate of Primary Education, Bangladesh Nov. 2003.

million) of primary age children out of school in 1998.

Gradual Increase of Enrolment

Bangladesh has achieved commendable success in increasing enrolment and attendance and reducing dropout rates. The enrolment at the primary level of education stood at 17.6 million in 2002, while it was 12.64 in 1991. The illustration in the table 3 shows that the ratio of boys and girls has reached to parity. The gradual change of boy girl ratio can be observed in the following table.

Table 3: Number of Children Enrolled in Primary Schools and Percentage of Boys and Girls

year	Number of students in million			% of Students	
	Total	Boys	Girls	Boys	Girls
1991	12.64	6.91	5.73	54.7	45.3
1993	14.07	7.53	6.54	58.5	46.5
1994	15.18	8.05	7.13	53.0	47.0
1995	17.28	9.09	8.19	52.6	47.4
1997	18.03	9.36	8.67	51.9	48.1
1998	18.36	9.58	8.79	52.2	47.8
1999	17.26	9.07	8.56	51.4	48.6
2000	17.67	9.03	8.64	51.1	48.9
2001	17.66	8.99	8.67	51.0	49.0
2002	17.568	8.84	8.72	50.3	49.7

Source: Directorate of Primary Education, Bangladesh, Nov. 2003.

Table 4: Net and Gross Enrolment Rate among total group of Primary aged Children

Status	Boys	Girls	Total
Net Enrollment (6-10 years)	81.1%	84.3%	82.7%
Gross Enrollment (6-10years)	112.8%	113.1%	113.0%
Never Enrolled (6-10 years)	14.8%	9.9%	12.4%

Source: UNICEF Progotir Pathey, 2003

The above table illustrates the gross enrollment rate is around 113% for boys and girls and the net enrollment rate is approximately 83%. The girls' enrollment 84.3% against 81.1% for boys indicates the higher percentage of girl's enrollment. The out of school children of 6-10 years is lower in girls which also indicate that girl's enrollment is increasing.

Table 5: Five year Cycle Completion and Dropout Rate

Year	Completion Rate %	Drop out rate %
1991	40.7	59.3
1994	51.3	38.7
1995	52.0	38.0
1998	65.0	35.0
1999	65.0	35.0
2000	67.0	33.0
2001	67.0	33.0
2002	68.0	32.0

Source: Directorate of Primary Education, Bangladesh, Nov. 2003.

Table 6: Drop out rate of all types of primary school children, 2001

Grade	I	II	III	IV	V
Dropout rate	9.4%	6.9%	9.3%	10.7%	3.6%

Source: Ministry of Primary and Mass Education, Child Education and Literacy Survey, 2002

3. Secondary Education Grade (VI – X)

The graduates of the primary school constitute the population eligible to enter secondary schools. Out of population of 123.851 million, 16.815 million are in the secondary school age (census 2001). Approximately 8.76 million children are in Junior High School age group   (Gr. VI- VIII, 14 to 15+ and approximately 8.05 million children are in secondary school (Gr. IX- X, 14-15+). About 55 percent of the girls who are in secondary level drop out before completing level X. However the girls' enrollment rate is higher than boys in junior secondary level and boys and girls' enrollment rate is same in   secondary level as shown in the following figure:

50 percent of the total children in the age group 11-13+ are enrolled in Junior High School (grade VI – VIII). That means 50% children (age between 11-13) do not enroll in secondary school. Out of enrolled children the statistics shows that girl's enrollment (54%) is higher than that of boys (46%). The enrollment percentage of girls and boys is same in the secondary level (grade IX – X), age group 14 - 15+but the rate of enrollment is low, 32% of the total children.

Table 7: Enrollment Ratio in Jr. Secondary and Secondary by Sex, 2001

Grade Level	Girls	Boys	Total
Junior Secondary (level VI – VIII)	54%	46%	50.23%
Secondary (level IX – X)	50%	50%	32.33%

Drop Out and Completion Rate:

19.8 percent of enrolled children dropout from school in junior secondary level. Approximately 80% of enrolled boys and 83% of enrolled girls complete their study in junior high school. In the secondary level, 49% of enrolled boys and 45% of enrolled girls complete their education of secondary level. In junior secondary level the drop out rate of girls is lower but in secondary level it is higher. The completion rate of junior secondary level in case of girls is higher on the other hand the completion rate of secondary level for girls are lower than the boys.

Table 8: Drop out and completion Rates in Secondary level by Sex, 2001

	Drop out rate			Completion rate		
Grade Level	Girls	Boys	Total	Girls	Boys	Total
Junior Secondary	17.2%	22.4%	19.8%	82.8%	79.6%	81.2%
Secondary	54.8%	51%	52.9%	45.2%	49.0%	47.1%

4. Higher Secondary Education

Around 2.70 million boys and 2.58 million girls are in the higher secondary school age (census 2001).

Statistics reveals that only approximately 17 percent of boys and approximately 11 percent of girls in this age group enroll higher secondary level.14% of the total children in the age group 16-17+ are enrolled in Higher Secondary Education (level XI-XII). That means 86% children do not enroll in Higher Secondary Schools in this age group. Out of enrolled children 62% are boys and 38% are girls. Approximately 43% of enrolled pupils drop out from higher secondary level. Approximately 56% enrolled boys and 59% of enrolled girls complete their study in Higher Secondary Education. The figure indicates, around 44% and 41% boys and girls dropout from Higher Secondary level respectively.

Table 9: Enrollment, Drop out and Completion Rate at Higher Secondary level (age group 16-17)

	Boys	Girls	Total
Enrollment	17.25%	10.73%	14.04%
Dropout rate	43.9%	41.5%	42.7%
Completion rate	56.1%	58.5%	57.3%

Government Intervention to Promote Girls' Education

In order to promote female education in Bangladesh, various programs have been undertaken in both

primary and secondary level. These are:

1. Stipend program
2. Promotion of female teachers
3. Setting up of new types of schools and learning centers.
4. Curriculum revision
5. Facilities for girls and
6. Social mobilization and communication intervention.
7. School Attraction Program.

1. **Stipend Program**

A) Primary level

- **Food for Education Program**

    Food for Education was first introduced in 1993 and was financed by the Government to compensate opportunity cost of poor parents for sending their children to school. This program covered about 27% area of the country and 2.2 million disadvantaged students were brought under the program (40% of the students, identified from each school as poor students, is entitled to receive 15 kg wheat or 12 kg rice if he/she is the only child of the family in the school and 20 kg wheat or 16 kg rice if there are two children). Each beneficiary child, regardless of gender, was required to achieve 85% attendance and secure 40% mark in the annual examination. With this program, one study finds that attendance has increased 14.7 % (Hossain and Yousuf, 2001).

- **Stipend Program**

    Stipend program started in the Primary School at the end of 2000. Under this program, mothers of poor students were provided monthly stipend at the rate of Tk. 100 for one child studying in school and Tk. 125 per month for sending two children to school. This program covers all the area (except city corporation area) of the country. Beneficiaries under this program comprise 5.5 million (approximately). 40% of poor students who maintain 85% attendance per month and 40% mark in the annual examination are eligible to get the stipend. This program has a very positive impact on the number of enrollments in schools. It is more beneficial for the girls' enrollment which has been remarkably increased. Parents tend to consider sending their child to school with a view to earning some extra money which sometimes appears to be better and more than the wages they could earn as child labor.

B) Secondary Level

- **Female Stipend Program at the Secondary and Higher Secondary Level**

    To increase the enrollment and to prevent the girls drop out from the post primary education level, Government launched the Female Stipend program at secondary and higher secondary level in1994.Under this program female student who score 45 %marks in the annual examination and maintains 75% attendance in classes and remain unmarried is eligible to receive stipend. Fulfillment of these criteria helps to improve quality of education and population control through delayed marriage. In the Upazila all kind of institutions comes under the program. The stipend covers cost of school fees, textbook, stationary, uniforms, shoes and transport also.

    Following the introduction of stipend program, the female enrollment at the secondary level has increased significantly. Presently for every hundred students enrolled at the secondary level, there are 53 female students against 47 male, while the situation was just opposite in 1995. During 1980, the male female ratio in the secondary level enrollment was 74 percent and 26 percent. The stipend program has contributed in increasing female enrollment and decreasing the dropout rate at secondary level.

2. Promotion of Female Teachers

The role of female teachers is very important in increasing girls enrollment in the schools. The Government has made policy to recruit more female teachers (60%) in the primary schools to increase girls participation. The academic qualification is relaxed for women in the recruitment process. After the recruitment the teachers have to be trained at primary training institute (PTI) which offer one year certificate in education (C-in-Ed.).

In the 1980's the promotion of female teachers in primary schools was below 20 percent. At present 60% of vacancies in the teaching position reserved for women candidates. This policy has raised the number of female teachers to 34 percent in government primary schools. As the trained shows the number of female teachers has steadily increased for these two decades, contrary to male teachers. There are more than 61,008 female teachers in government primary schools out of a total of 162,090 teachers in 2001(DPE, 2003).

Table 10: Number of Teachers at Primary Level by Sex and Institution Type in 2002.

Category of schools		Teachers				
	Number of school	Number of teachers	Female	%	Male	%
Government	37,617	162,090	61,008	37.6	101,082	62.4
Non-government	21,399	85,121	24,451	28.7	60,670	71.3
Others	19,056	73,483	29,911	40.7	43,572	59.3
TOTAL	78,126	320,694	115,370	36.0	205,342	64.0

The above table illustrates the status of female teachers in primary schools.

With a view to increasing the proportion of female teachers in the secondary level to the extent of 30% in the rural secondary schools, a project titled "Program to Motivate, Train and Employ Female Teachers in Rural Secondary Schools" is under implementation. This project has so far awarded 6,800 fellowships for B.Ed. training to women. In 2002, over 650 teachers have been appointed in various private schools. Moreover, female technical polytechnic institutes were set up for promoting technical and vocational education for girls.

3. Establishment of New Schools

Satellite schools and community schools were established by the GOB to bring the school nearer to the door steps to the children, who cannot travel to the main school. 5000 schools under this program were set up by 2001. Satellite schools are managed by voluntary female teachers selected locally through the school management committee. Students after completing grade II from this school are admitted to the primary school. The girls' enrollment in these schools is more than boys. The rate of attendance in this school is almost 100%. The teachers get salary from the government.

4. Curriculum Revision

A competent and life skill based curriculum was introduced since 1992. This revised curriculum reflects the issue of Gender Parity, health, nutrition, population, environment, life skills and other needs of the society. Series of text books and teacher's guide books were developed.

5. Facilities for Girls

Girls and female favorable supports are being given to education by insuring latrine construction and rehabilitation, and the sinking of tube wells. In many schools government has made provision of separate sanitation facilities for girls. In 1999-2000 government instructed all schools to make provision for one separate

latrine for girls' students and female teachers and the other one for boys and male teachers. Under Primary Education Development Program II separate sanitation facilities will be provided for fifteen thousand schools.

6. Social Mobilization and Communication Interventions

The interventions included formation of Compulsory Primary Education Committees at ward, upazila, district and national level; advocacy meeting to raise awareness regarding education; mothers rally; courtyard meetings; student brigades; strengthening of school management committees and parent teachers associations, national primary education week observance, etc. TV, radio, newspaper, etc also have been used to create demand of girls' education. Meena communication initiative, a special project for the promotion of the rights of the girl child, has played an important role to raise awareness about the rights and importance of girls' education.

In addition to the efforts above, there are also programs to promote gender parity especially in the secondary education.

Besides the government initiative the NGOs focus their efforts on children who have never enrolled or who have dropped out of formal schools. Apart from the formal education program the following programs are being designed and implemented:
- BRAC Non-formal Primary Education for 8-10 year old children,
- BRAC Basic Education for older children. In this program 1.1 million children have enrolled, among them 67% children are girls.
- UNICEF supported Early Childhood Development Project (2001 – 2005). It includes equal focus on creating equal opportunities for both girls and boys.
- UNICEF supported Basic Education for Hard to Reach Urban working Children, 60% of them are girls (Govt. program).
- A two year non-formal education course has been designed and implemented for working children of which 50% are girls).
- World Bank and SDC assisted "Reaching out of School Children (ROSC)" project for hard to reach and dropout children for both rural and urban children. (Govt. Program).
- Shisu Kallan Trust schools is an another program for working   and hard to reach children.

7. School Attractive Programs

Brief Enumeration of Related Laws to Protect and Promote Girls Education

The Constitution of the People's Republic of Bangladesh
In articles 19 (Equality of opportunity) & 28 (Discrimination on ground of religion), women have been granted equal rights. Meantime, the responsibility of the state of implementation has also been recognized.
1990 The Compulsory Primary Education Act:
Women's participation in the committees is encouraged.
1994 National Child Policy:
To ensure free and compulsory education for the girls up to grade seven.
1997 National Women Development Policy:
To raise literacy rate of the women and root out discrimination between man and woman in respect of literacy rate and other facilities. To make education for the girls free up to grade XII.
2000 National Education Policy:
Aims and objectives 12: To remove the gender disparity in education irrespective of nationality, religion and caste
2003National Education Commission:
Recommendations for gender disparity. More vocational and technical education for girls.

This program aims to motivate students to go to school regularly and make the students friendly towards one another. A feature of this program is to provide poor students, particularly girls with educational materials such as schools uniforms, sports equipments and nutritious food. About 0.4 million children were benefited under this program. The rate of dropouts decreased remarkably in the areas under the program.

Elimination of Gender Disparity

A number of criteria offer a picture of an improving position regarding Gender Equity.

- A commitment to the collective of gender disaggregated data has been a vital tool in monitoring program of girls' participation in schools, the hiring of female primary school teachers and assessing the effectiveness of programs designed to achieve these goals. ????
- The Government policy to appoint more female teachers (60% of the total post reserved for female at the primary level, and 30% at the secondary level in rural areas) has had a significant impact in reducing Gender Disparity.
- Impressive progress has been achieved in expanding basic and elementary education since 1990s. Girls' enrollment is now at par with that of boys as indicated by a rise in the gross enrolment ratio to 97%. In fact there is no significant difference by gender in terms of enrollment ratio. It can be said that gender parity in Primary level is successfully attained and maintained.
- Similarly in secondary education level, gender parity in terms of enrollment (50% boys and 50% girls) has been achieved. This can be attributed to the government's policy for supporting girls. Since the emergence of the country, government has long made an effort to promote the girls' education.
- Elimination of discriminatory concept about males and females from the curriculum and introduction of concepts about gender equality in the text book of primary level attributed to the Government's policy towards Gender Equability in the society also.
- Payment of stipend money to mother empowers women and indirectly helps them to participate in decision making process.
- Recording the name of both mother and father at the time of enrollment at schools and college aims to bring equality in Gender.

Whether the effort to eliminate educational gender disparity is actually affecting to achieve gender equality:

However, while the pace of improvement is social and education indicators over the last decade in Bangladesh has been impressive, this improvement is not often been accompanied by gender equality.

- Literacy rate among the women is still low.
- Violence against women and girls persists.
- The female disadvantage in child mortality has remained persistent.
- The goal to increase the proportion of women teachers at the primary level has met some success but still falls well short of the goal of 60%.
- Female-male gap in acute malnutrition has increased.
- Gender disparity prevails in the working place- disparity in wages still persists

Even of those existence , increased enrolment and reduced dropout of girls students in secondary schools have positive impart in eliminating general gender disparity.

Future Policy for Promoting Girl's Education

- A greater emphasis is required on secondary schooling for girls especially since the social returns to female education accrue at the post primary level.
- Regions with high concentration of poverty should be addressed on priority basis. Stipend or other forms of incentives should be extended to the girls of those areas.

- The low literacy rates of women require urgent attention. Non-formal education should be an integral part of education policy particularly targeting women outside the formal system.
- The content of education will be more relevant to the practical needs of the rural girls. Life skills and vocational education program should be included in overall primary and sect oral program of education.
- Time Fame Action Plan to reduce disparity in education sector.
- Gender and equality training for teachers school management committees and others working in the education system needs to be extended
- More advocacies, more social mobilization programs in the tribal and disadvantaged area. Stipend and other school attractive program have attracted many poor families, but it should have been communicated widely among the families of disadvantaged and remote areas.

Source:

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Mercy Tembon

Senior Education Specialist, Human Development Network,
The World Bank

Promotion of Girls' Education: Looking Back and Steps Forward

Education is key to achieving the Millennium Development Goals (MDG) and the education of girls is at the center because it facilitates the achievement of the other goals. As aptly summarized by Larry Summers (1992), there is no investment that is more effective to combat poverty and achieve the development goals than educating girls. Yet, the goal to eliminate gender parity in primary and secondary education, preferably by 2005, and in all levels of education in all levels of education by 2015 is far from the reach of many developing countries.

Achieving the gender parity in education is imperative because missing the goal is costly. A recent analysis of data from 45 developing countries revealed that countries which do not reach the gender equity goal by 2015, will experience 0.1- 0.3 percentage points slower per capita growth rates; 0.1-0.4 more children per woman; an increase of 14 per 1000, on average in the mortality rate of children under five and an increase of 2.4 percentage points in the prevalence of children under five years who are underweight. (Dina Abu-Ghaida and Kalsen, 2004).

Significant progress has been accomplished in all regions towards achieving gender parity in enrolments at the primary and secondary levels. Gross enrollment rates for primary girls in low-income countries for example, have gone from 52% to 88% over a thirty-year period. The gender gap in developing countries decreased from 8.4 percentage points in 1990 to 6.4 percentage points in 2000 for primary schooling and from 14.6 percentage points to 11.8 percentage points at the secondary level (UNESCO GMR, 2003). However, progress has been uneven. Many low income countries are off track. In 2002, out of 73 low-income countries for which data are available, only 11 had achieved universal primary education, 11 were on-track and 51 were off-track toward reaching universal primary education by 2015.

During this time the discourse on girls' education has shifted in a variety of ways. For example, (i) international awareness of the importance of girls' education and the need for gender sensitive analysis in the education sector reached unprecedented levels in the early 1990s; (ii) advocacy for a shift from the theory of identifying barriers to girls' education to the practice of implementing concrete actions on the ground was widespread in the mid 1990s; (iii) the number of networks and partnerships between agencies to promote girls' education particularly in developing countries was unparalleled in the late 1990s; (iv) there is now a profound understanding of the array of factors that account for gender disparities in education and the strategies that work to address them.
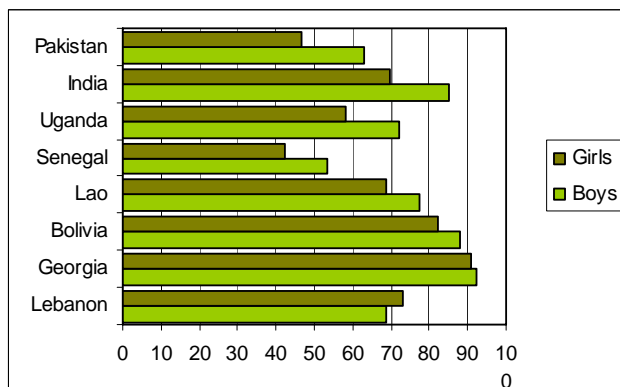
Challenges

If the Millennium Development Goals for universal completion and gender equality by 2015 are to be achieved, four remaining challenges will require concerted effort. First out of school children and dropouts present a major constraint to achieving universal primary education. Millions more children drop out of school in the early grades, most of them before becoming literate. Overall, 104 million children aged 6-11 remain outside the school system. Almost 60% of these children are girls and 75% live in sub-Saharan Africa and South Asia. The average years of schooling completed varies from 3.5 years in sub-Saharan Africa to 6.1 years in Latin America and the Caribbean to 9.7 years in transitioning economies. Of currently enrolled primary school students,

150 million are estimated to drop out before completion, with at least 60% of these being female.   Figures 1 and 2 illustrates the gender gap between boys and girls in primary completion rates.   The gender gap ranges from 16.2% in Pakistan to -4.3% in Lebanon.   If efforts are not increased to reduce the number of   out of school children/dropouts and girls in particular, the next generation of illiterate adults, like the current one, will be predominantly female.

Regional Primary Completion Rates
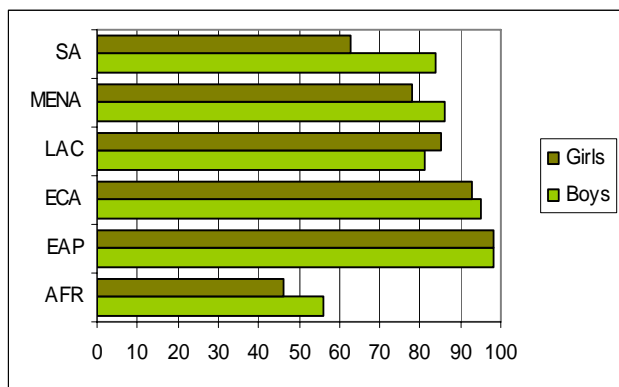
Primary Completion Rates, Selected Countries

Second, gender gaps in enrolment and progression from primary through secondary and tertiary offers an even larger challenge. According to the UN Millennium Development Goal taskforce, only 30% of secondary school aged girls are enrolled in sub-Saharan Africa, while just 47% are enrolled in South Asia. If we look exclusively at enrollment, the pattern that emerges for many countries is similar to that of Guinea where in 2002, girls represented 43% of all enrollments at the primary level. At the secondary level, the proportion of girls dropped to 27% and at the tertiary level, it plummeted 12%. Furthermore, only 22% of 118 countries studied by UNESCO are expected to reach gender parity by 2015.

While there are clear benefits that accrue to women who have attended primary school, the most important benefits in terms of fertility rates, lower infant mortality, lower maternal mortality and increased income all kick in at the secondary level and beyond. In Kenya, for instance, child mortality drops from 123 per 1000 births for mothers with no education, to 118 for mothers with primary school education and 60 for mothers with secondary education.   In Brazil, the numbers move from 119 when mothers have no education to 67 for primary education and 37 when mothers have a secondary education.   In Guatemala, the numbers decline from 101 per 1000 births to 71 for mothers with primary education and 28 for mothers with secondary education.   In developing countries, girls with no education marry, on average, at 17.5 years. With primary education, the average age of marriage increases to 19 and with secondary education, to 22.

The rapid spread of HIV/AIDS also hinders attainment of education for all and gender parity goals. Half of all persons newly-infected with HIV/AIDS are between the ages of 15 and 24—secondary school age in many developing countries—and of this group, women are twice as likely to be HIV-positive as men.   Furthermore, in the 15-19 year old age group, in the worst-affected areas of sub-Saharan Africa, 5-6 girls are infected for every boy infected. Moreover, girls who have avoided infection are impacted by acting as either a caregiver to infected family members or as an orphan.   Education is crucial to preventing the continued spread of HIV.   Studies across Africa show that HIV spreads faster amongst uneducated girls, and that girls who stay in school are far more likely to be virgins, than their counterparts who drop out of school.

While it is important, of course, to pay attention to what is happening to girls at the primary level, it is certainly not enough to be limited to that level particularly if one wants the girls to reach their full potential and optimize the benefits of their education.   Much more needs to be done at the post-primary levels.   Few donors

are, by deliberate choice giving any support to girls' education at higher levels of the education system where the most important benefits in terms of fertility rates, lower infant mortality, lower maternal mortality reside as demonstrated above.

Third, poverty is the single largest factor that causes gender disparities in education. Poor girls are far less likely than girls from wealthier families to be in school. The persistent nature of gender disparities in education in developing countries is exacerbated by the failure to understand the relationship between poverty, adverse cultural practices and schooling (Colclough, Rose and Tembon, 1998). Out-of-school children are overwhelmingly from poor households, in poor countries and the majority of such children are girls, both because of direct and indirect costs of schooling. Poorer households may depend more than the rich households on the labor of their children in order to supplement household income either directly on the farm or in the market place or indirectly by children undertaking household tasks which liberate adult labor for other remunerated work.

The gendered characteristics of non or under enrolment are determined further by cultural practice phenomena which cause rationed enrolment opportunities to be unequally allocated between boys and girls. These are phenomena which cause rationed enrolment opportunities to be unequally allocated between boys and girls. These cultural practices operate in the domains of the household, the school, the labor market and the society as a whole. Gender roles in society change the balance of incentives for girls and boys to attend school. In societies where the main leadership roles in local and national life are occupied by males, where marriage of girls occurs at a much younger age than boys, where conventional opinion encourages women to see their future as being centered on the home and the family, the incentives for girls to attend and to perform well in school are less than those for boys.

Girls' enrolments have been found to have increased disproportionately to boys' particularly when poverty related systemic or gender-neutral interventions are implemented. For example the abolition of school fees at the primary level, the supply of school places for all children in Malawi, Uganda, Tanzania, East Timor has led to a disproportionate increase in enrolments for girls. The presence of a primary school in a rural community in Benin, increased the proportion of girls in school by 25 percentage points and that of boys by only 8 percentage points.

Finally, girls in developing countries are also performing at much lower levels compared to boys than girls in developed countries. For instance, three international assessments of reading who girls in developed or middle income countries outperforming boys at statistically significant levels—32 out of 32 countries in PISA 2000, 42 out of 42 in PISA 2003, 35 out of 35 in PIRLS 2001. But this widely-documented advantage for girls shows up in only 1 of 19 countries of Francophone Africa (PASEC) and 4 of 18 tested countries from Eastern and Southern Africa (SACMEQ). This learning gap has received virtually no attention in the education policy dialogue or in terms of prioritizing education investments, as gender advocates continue to focus on access.

Far too many education specialists have accepted, at least implicitly, the argument that if we get girls into school, they will be exposed to the same conditions of learning like the boys and the rest will take care of itself. Research studies in schools and classrooms of many developing countries have been found to be environments of discouragement particularly for girls. These studies have revealed that boys tend to get more attention from the teachers than girls, girls are encouraged to maintain the 'good girl' image of being quiet and invisible in the classroom than boys, boys are perceived to be more analytical than girls, and boys are often given responsibilities of power and authority such as the class monitor while girls assume responsibilities that are related to domestic tasks. The result of all these discriminatory acts is the exclusion of girls from a friendly learning environment and their exposure to poor quality that eventually produces the poor performance of girls that we observe in learning assessments. Getting girls into schools does matter, but what happens once they get into the classroom is paramount. A key aspect to address this issue would be to develop educational policy that is grounded in classroom practice.

The above observations suggest that the time has come to revisit the conventional wisdom in terms of how we address the issues of girls' schooling around the world. It is time to consider a new paradigm for supporting girls' education in developing countries. We need to identify ways of scaling up efforts to ensure that the gender equality goal can be met by 2015, by broadening the focus of attention in such a way that: (i) attention on increasing access to primary   also includes post-primary levels of education; (ii) provides far greater attention to quality aspects and the learning gap between boys and girls, (iii) moves from advocacy-based to implementation-based interventions and (iv) that takes into consideration the emerging challenges of AIDS within the context of an increasing number of orphans and vulnerable children.

Moving Forward.

The good news is that over the years we have learned a lot about the constraints to education and have a better understanding of policies and strategies that have worked in overcoming them. The opportunities for promoting girls' education and accelerating progress towards achieving the gender parity goal are at unprecedented levels. Enthusiasm to achieve the Education for All goal is steadily increasing. More and more governments have demonstrated strong political will and commitment to do what it takes, the donors and richer countries in the international community have expressed a strong desire to support countries with good policies.

The Education for All Fast Track initiative (EFA-FTI), a global partnership between country governments and donors was launched in June 2002 to support low income countries accelerate progress towards quality universal primary education.   Out of the 23 countries invited to participate in the FTI, 13 country sector plans have been endorsed. These countries are receiving support either directly from the donor countries, or through the Catalytic Fund and the Education Program Development Fund, to implement their gender responsive policies. It is envisaged that more country plans will be endorsed in 2005.

Let me conclude by saying that achieving the EFA/MDG goal of gender parity at the primary and secondary levels by 2015 presents daunting challenges but the prospects are much better today than they have ever been since the EFA movement was formally launched EFA in 1990.

【Question and Answer】

Kazuo Kuroda（Waseda University）

It seems that the key words we have been hearing are non-formal education and concerns that gender disparity in secondary education may be more difficult than primary education as well as many other issues, such as roles of society and adults, which were raised in the presentations from the panelists.

Ann Therese Ndong-Jatta,（UNESCO）

I believe we have been taken through a long range of issues from the country level to a regional perspective and a multi-national perspective. It is very clear that some progress has been made however my question is are we not left with more problems than solutions? We need to move on. Especially from the last presentation we are looking at education as an investment. How much of what you have do you invest? If there is equity what is the impact? Is it happening? We have the challenges but we have also been told they are not insurmountable. We have poverty and illiteracy especially concerning women. As if these problems are not big enough already we now also have the HIV/AIDS factor that seems to pull us back. But it also looks as if we have another problem in how are we coping with the internal inefficiencies, repetition rates, drop-out rates, and the 1/5th or 1/6th of students who end up as illiterates. Let me open the floor to all of you to see if together we can look at how to register more hope in all these efforts.

Question 1
Unidentified participant

I have two questions. First, you said that girls' education will reduce the fertility rate so that women do not have more children. Why is that positive? Second, if indeed the classroom is hostile to girls wouldn't it be better to have single cell schools?

Question 2
Yumiko Yokozeki (JICA)

I feel quite anxious as we are supposed to have resolved gender disparity by 2005 at the elementary level and it is already 2005. By 2015 we have to achieve equality at the secondary level. How can we achieve this? It looks like many of the countries have been successful in achieving equality at the primary level and some girls are doing much better. We would like both boys and girls to do better. But the secondary task will be much more of a challenge. For example a magic bullet providing for the abolition of fees and uniforms was possible at the primary level in some cases but at the secondary level I think it is a bit more complicated due to the costs of boarding school which is so very high I wonder how they can afford it?

Question 3
Samuel Murinda (from Zimbabwe, Research fellow at University of Tsukuba, Japan)

My question is to any of the panelists. We see that most parents in the developing countries including even the poorest parents do send their kids to school. Especially for primary education whether they are girls or boys. But it is actually the system that removes these children from school. Most parents do their best to send children to school but the education system removes these children. How far would you agree with that statement? Secondly, Dr. Tembon mentioned I think a political wheel which changes what we are discussing here today. Conferences and gatherings did not start today. 20 or 40 years ago they started but since we are failing to learn from history we are being forced to repeat it. Let's have an example of a country like Cuba, a very poor country, but the literacy rate is 100%. Although that is not exactly the problem we are talking about here today, it appears that government systems could be successful tomorrow if they want to be but they do not want to do this.

Question 4

Takashi Hamano (Ochamizu University, Japan)

Now 2015 challenges and goals are to be met so we have to consider girls' education in this context. We have seen the 2005 efforts and should be making an assessment of what progress has been made to date. There has been importance given to girls' education but the target is to be achieved by 2005 and it has not been achieved yet although we are already in 2005. We have to try and look back and monitor the progress and establish what kind of efforts will be necessary to achieve the 2015 goal. However, this monitoring is not a question but merely my comment. We have not been able to achieve the 2005 goal. What were the reasons for non-achievement? Was it a lack of effort or was the goal set in Jomtien and Dakar too ambitious?

Question 5

Unidentified participant

I have a question for Dr. Torres in the Latin America and Caribbean region where excluding 2 countries the educational standpoint is that boys' education is lower than girls so that in the context of gender parity the problem lies in boys' education which I found to be quite interesting. If that is the case how are you addressing the problem? How can we achieve two different goals since you are facing a new dimension?

Mercy Tembon（The World Bank）

The reduction of fertility is a good thing if there is an imbalance between the rate the population is growing and the rate the economy is growing. In many areas the population growth rate is much higher than the economic growth rate. This means that you are producing more children than you can give a good education to so developing countries have produced far more than the economists can handle. That is why controlling the fertility rate is a good thing.

No one is advocating that single sex schools are a bad thing. If the issue is having single sex schools and getting them to perform better so be it. I wouldn't brush off the question of encouraging single-sex schools as nobody is advocating that they shouldn't be a good thing. But in any case it is important to think about costs and benefits.

Masuda Benth-E Quadir（Bangladesh）

I would like to address the question raised by JICA representative as to promote girls education and reduce gender disparity by establishing girls hostel at the secondary level. In fact girls hostel near the school or in school compound ensure safety accommodation of girls. It reduces the possibility girls to be abused on the way to school. It ensures better environment and increase promotion of girls' education at the secondary level. In Bangladesh we have almost gender parity in enrollment in secondary level. Government initiatives like female stipend program, construction of PTI hostel and girls hostel in the secondary level promotes the enrollment of girls in schools. In most of the rural areas in Bangladesh girls in the secondary level do not have to pay tuition fee. They are also provided textbook out of cost. This female stipend program has very positive impact in promoting girls education.

Rosa-Maria Torres del Castillo （NGO）

I believe we need to transform several statements into questions. We really need to rethink our mentalities. The major challenge is to transform the school system. It is poor for both girls and boys. What kind of school are we offering? It is said that any school is better than none but I don't know. Today we have 95% enrolled in primary school but only 1/3rd of these students are reaching completion. School is expelling children and not families. We have such a poor quality education in our region I'm not sure we are doing the right thing by just enrolling students. We are in a situation where schools in our countries have become restaurants. They eat in the schools and many of the social problems of society are now the main role of schools. Schools formerly were to

teach however social problems have infiltrated in such a way this is no longer the main focus. This is the major issue. We know of examples where the more money you spend the more education you have. However, although Cuba is a poor country, they have the highest literacy rate in the whole region. Furthermore, UNESCO found that Cuba attained the highest scores of all countries for both public and private education. Cuba can have the best results and still be a country that is harassed and has many difficulties. The political will in Cuba in education has been there for over 5 decades. The focus is on learning achievement. I'm not sure it's a good thing that girls are achieving better than boys because they are in bad schools. What does it mean to be a good teacher in the schools we have today? Is it to deliver the curriculum or is it to challenge the prescribed curriculum? I don't want to make fun of this but we are faced today with paradoxes with what our kids are learning. They are bored in school. Poor and rich becomes irrelevant. The school does not relate to real life. To give a metaphorical example, I was watching TV with my son and the station changed from a color movie to a black-and-white movie. My son expressed that going into school for him feels like moving from a color world to one that is only black-and-white. The problem we face both women and men regardless of gender is the need to motivate people to learn within and outside the schools.

Jeanne d'Arc Mujawamariya （Rwanda）

Although some systems may be responsible for removing students from the schools, in our society this is not the case. In Rwanda we have an administrative role to punish parents who do not send their children to school. The problem in Rwanda is the illiteracy of parents. In the completion of primary and secondary schools, we have achieved gender equity. We are facing problems at the university level but again I can come back to society. When a girl finishes secondary school and wants to go to university society starts to say who will marry that girl? Who will marry her if she is pursuing such a high level of studies? The parents are asked, "Who will marry your girl?" I received a PhD and I also got married. Thus, I can say that again it comes back to society. Society is the hindrance to girls' education.

Ann Therese Ndong-Jatta, （UNESCO）

I think this is getting very interesting. What is the role of schools? What is the role of the home? What's the role of the community? When we talk about political will it is not only the government. Cuba is poor but it has a policy that has eliminated illiteracy. We can reach the conclusion that if parents are educated, they will then be able to support the home. This is especially true when the mothers are educated so that they can influence society and eliminate stereotypes of gender roles such as the women remaining in the home and the men working outside of the home. If both parents are educated the better but if the woman is educated it is even more interesting for her children. We must tackle illiteracy not just poverty.

Question 6
Beniko Nagao (Tokyo University, Japan)

Thank you distinguished panelists. I have a feeling education for girls is very important but before that I'd like to go back to what the Minister of Education and Prof. Kanda said this morning. One woman was given a promotion and demoted for pregnancy and this was deemed illegal and Prof. Kanda mentioned that it is always boys who advance first and 10-20 years afterwards the girls catch up. When I heard these two points the problem is in the current societal framework which is more advantageous for boys who are thus provided with such greater advantage and we women are educated to adapt to the current societal framework. In the matter of health, I have researched gender sensitive medicine and in this field we have some data that in fact men and women are more different than we think. We support from data what we have felt in that we are different and we now have numbers to support these allegations. Men from adolescence to old age will change in one linear line but women experience life in four stages of identity with crisis moments in the life of a woman. Now we have a system created for men and are we going to fit well into the society framework that is meant for men? Collaboration and

partnership are keywords as well as having a holistic approach. Translating that to the education frame what is going to happen? We need a more interdisciplinary approach. What is man, what is woman, if in fact we are not a miniature man but we are women? So gender sensitive medicine experts can be brought in and their viewpoint could be introduced and we should educate people as to what a woman is. It's not fitting for women to be in a male dominated framework so I think we should nurture ways in which we can reexamine the current societal framework.

Question 7

Taiji Hotta (Hiroshima University, Japan)

I visited Cote d'Ivoire a few years ago and was in a very poor village in which the issue for those parents is that they have to have the girls stay at home because the parents themselves need to work the farm. What is the importance for farmers of the incentives you mentioned for sending girls to school? What kind of incentives do they recognize?

Jeanne d'Arc Mujawamariya （Rwanda）

Prof. Nagao didn't ask a question but gave a comment. As she said we need an interdisciplinary approach and I agree that one is necessary. If we want education for all it is for all children not only for girls. What is the problem? Why are girls not educated like boys? And the second question pertained to what are the incentives to send daughters to school. For those families the role model is provided by girls who went to school. They should see what women who went to school are now doing and this should encourage those families who do not want to send their daughters to school. If I do something for my mothers and sisters I will be a role model for that family. We should encourage advocacy for such families.

Rosa-Maria Torres del Castillo （ NGO）

As for gender specific approaches, the challenge is how do we make schools more sensitive to difference in general. Gender is one difference but what about age, culture, or language? Discourse on diversity has not yet touched the school system. Not through teacher training or a whole society policy creating international agencies. We need to buy into the idea that we need to deal with diversity. If we took seriously what all the international tests systematically state across cultures, girls always do better in language and boys do better in mathematics. If the schools would take this seriously it would mean we need to work with them differently. The schools don't deal with it. They are too busy doing many other things. Policy makers are dealing with general things and not the didactics. I think the question about education in general is to determine what is going on with education and for what purpose. We are having a lot of problems to explain to our own children why they need to go to secondary school for today you can be a PhD and drive a taxi in the Latin America and Caribbean region. No matter how qualified you are, no matter if you are a woman or a man, there simply are no jobs. Economic literacy is not enough and it may be 12 years or more before we will be able to break the cycle of poverty. In the Latin America and Caribbean region it doesn't matter. The social incentive for education is gone. The social mobility is gone and our children see it. We need to rethink and determine the purpose of education. It is no longer for employment in order to become rich and result in social mobilization. Today this problem is across the board. It's the same for children and youth. It's about this goal setting. Who sets those goals by 2015? Who says? Japan in the morning presentation showed us a historic progress and you are still struggling. This is a long cultural struggle so how can it be achieved in 5 years or even 10 years? We need to critically rethink this goal setting. It was postponed already for 15 years. I think each country needs to decide how we need to proceed.

Ann Therese Ndong-Jatta, （UNESCO）

How do we strike the balance so that nobody gets lefts behind? No child gets left behind. Education for what? Is it for employment? Social mobility? For human security? For peace and democracy? Take it back to the socio-political context. Today we talk about terrorism and those who mastermind it are very intelligent. Education

for what?

Masuda Benth-E Quadir（Bangladesh）

Gender specialist used to define gender in the other way. According to them 'a boy is boy and a girl is a girl' this is some thing created by God. A girl will become mother and a boy will become father this is decided by God. But when it is said that a girl shall remain in the house, feed the children, cook for the family this is called gender. It is a superstition and created by men in the society. This is called gender discrimination. Only education can reduce this disparity. I was in Washington few months back and an elderly intellectual told me that when he talked to a man he address them 'you' but when he talks to me he reserves some honor. He wanted to know the reason behind it. I said this is gender discrimination. Even though I am the younger one he still feel uncomfortable to address me 'you.' When farmers send their girls to school this is because of social mobilization in the society. The girls feel inferior to boys this because of superstition in the society. It happens in my country also the girls are treated inferior to the boys because society is used to think that boys will be educated and later they will earn for patents. Girls will remain in the family. So I want to say again that only education that can bring change in the society. Yes we can also mobilize advocacy if we think about its necessity to promote girls education.

Mercy Tembon（The World Bank）

I really don't have much to say other than to highlight the point that there is a very big difference between education and schooling. People make the mistake of equating schooling to education. Education starts before a child is born and is present at home before the child goes to school. What we are advocating is that people should be properly educated not just in the 3Rs but in fitting properly into society. Societal norms are established but what are we saying if you want to bring it down to gender? Gender differences we cannot change but the contribution of men and women to societal development is the same irrespective of their bodily constitutions. Equality in education is giving people the equal opportunity to contribute. If you want to look at the incentives to send a child to school, there is every incentive. On my continent, Africa, every problem we have is due to education. That is a typical example of the result of poor education and it is very important that we do not make this mistake. If you have a good education, you have to be employed. Education just creates more opportunities. We have been brainwashed to thinking the main employer is the government. We cannot create employment. All we know is that the public sector is very small but the private sector is laid back because the government is not employing. We have a bigger issue in feeding the students from the school system into work. A paradox for developing countries is that they are endowed with raw materials but incapable of moving it into processed materials so they are dependent on developed countries. Thus the problem is with education, schooling, and the world of work. Drawing the line between these dots is where I see our challenges. Why is it important to enable women to play an equal role as men? We will place the world at a disadvantage if half of the world is not participating. I am an advocate for education, schooling, and gender equality, but we should move beyond access. Opening one door and going out another is not really preparing you for what is in the world out there. We need to create the ability to do things for ourselves. The discourse is very broad but the point I really want to make is that there should be a distinction between schooling and education.

Ann Therese Ndong-Jatta,（UNESCO）

It is a very complex discourse. We need to place education in our own realities. You have opened another bag of worms. Look at outcomes, relevance. I'm being asked the question "education for what?" Now we are beginning to ask global questions. Developing countries that do not have the ability to process raw materials haunts us at the education level and now we are grappling at the primary and not even able to move to the secondary. In regards to gender we are still grappling with primary issues of understanding the differences. Still it's not about gender but how do we move on? We must turn a little bit now to issues not only at the country level

but also to looking at how global level international cooperation will be able to respond. What are we not doing right? What type of support are we giving? Developing countries received bad advice from multi-lateral cooperation development partners. What are we going to do to change and eliminate this condition? How will we establish peace and democracy? Now, on to the final round of questions.

Question 8
Samuel Murinda (from Zimbabwe, Research fellow at University of Tsukuba, Japan)

I thank you for a 2nd chance to contribute. I would like to disagree. Education is a right. There are no concrete incentives. It is a right. Going back to the Argentine example it is better that we have taxi drivers with PhDs than not. It is like a passport. You keep it at home until you need to travel. I think our main objective is that education is valuable. Education for what? We must not bring this into the discussion.

Question 9
Max Stevens (Melbourne University, Australia)

I'm thinking of how we can move our young people out of the old "black-and-white" world and into the "color" world. As we focus on literacy and numeracy it's not "black-and-white" literacy but rather the investment governments are going to need to make in teacher education. They need to learn for themselves and move away from the expectation of failure.

Question 10
Unidentified participant

Most of the questions we are raising are fundamental and philosophical questions. Why do we educate? I think we should educate people to fit into their roles in society. So the question then will be what is the role of women in society? And men? Are those roles the same or different? Is the role of a woman exactly the same as the role of a man? Are we not going to end up with the problem of an eye trying to be an ear? Together they form the body that works as a complete unit. What is the role of man in society and what is the role of woman? We need more fundamental research on this. All girls get education but as Dr. Torres said we have no work for them. Girls have the education we want them to have but at the end of the day what do they have? We need to tackle these questions.

Ann Therese Ndong-Jatta, （UNESCO）

If we start with education as a right then the values are there.

Question 11
Yasuko Minoura (Ochamizu University, Japan)

In the panel there was a mention that early marriage was detrimental to girls' education. If this rigidity in the cultural custom of marriage can be relaxed then the birth rate can be reduced in one specific way. Although this is outside of school education, it is very relevant to girls' education. In order to delay early marriage what are the social measures needed to delay marriage for girls? What would be a holistic approach?

Closing comments
Kazuo Kuroda （Waseda University）

The JEF meeting is to hear your expectations and critical comments on Japan is doing. Promoting girls' education and eliminating gender disparity are major goals in Basic Education for Growth Initiative announced by Prime Minister Koizumi at the G8 Kananaskis Summit in 2002. As we have been addressing this matter, we would very much like to hear the panelists' final expectations, comments, or perceptions of efforts taken by Japan.

Mercy Tembon （The World Bank）

Gender equality in education is imperative. The challenges are there but they are surmountable.

Masuda Benth-E Quadir（Bangladesh）

Gender parity in the primary and secondary level by 2015 is only possible if the poverty is addressed properly in the developing countries. Parents always find opportunities cost more to educate boys rather than the girls. But we have to change this aptitude; we have to change the environment. It is child who should be educated, not boy or girl. This feeling has to be developed, and this is our commitment today.

Rosa-Maria Torres del Castillo （ NGO）

There are 2 things. First, is the right to education and the second is the question of what is education for today? We need to rethink those questions. The right to education in today's world from my perspective is that it has to mean the right to learn and furthermore this includes the right to learn throughout life. The right to education throughout life. The second thing is that we need to discuss what education is for in various different contexts. I would like to give my view on "education for what" in this highly inequitable world with huge gaps. "Education for what" needs to mean at least 2 things: first, to learn to learn and this includes autonomous learning, pleasure for learning, and "color" world schooling; second, to learn to change yourself in order to change the environment of the world. We need to change this world.

Jeanne d'Arc Mujawamariya （Rwanda）

Education is comparative to life. It is a right to everybody. The role of male and female is to compliment one another. Developing countries will never move from where they are now if one of the two, male or female, is left behind. Girls and boys should move together.

Ann Therese Ndong-Jatta, （UNESCO）

Education is a right. It should be the guiding principle. "Education for what" as has been mentioned is to know how to learn to learn but it is also to learn to be able to do something for ourselves, our community, for our nation, and for the world at large so we will be able to repackage this world which is currently not fit for human beings. In learning to learn we must work on learning to live together. This world is in conflict because people cannot live together. No one should be left behind. Women and men, boys and girls, must all be on board to ensure that education is a right. Let's move together so that everyone gets an education which will really make you a different person. Memorizing only to regurgitate is useless. We must go through a process so that we don't look down on other people but see that humanity is one. We are all human beings and our blood is red. There is no white blood or black blood. If we put meaning into our curriculum to seek value in life, that is worth everything. If people learn to live together the little we have we can share. We would be able to create equitable distribution of the resources of this earth and be better people. Education as a right is necessary so people can live better. Whatever you are able to do, small or large, please do so but in any case we must level the playing field and this is the responsibility of the international agencies. We must not turn on those that are not so endowed because they have been robbed. We must ensure not only to eliminate gender disparity but also to bring meaning and relevance to the education we provide for our youth.

Issues Panel:

"Education Development and Policy from Teachers' Perspectives"

Moderators:

Akira Ninomiya

Panelists:

Sylvia Artigas Jara
Chilukuri Subba Lakshmi
Wycliffe Ogutu
James Nicholas Buretta
Shigeyuki Terai

Moderators and Panelists

Akira Ninomiya

Professor, Graduate School of Education, Hiroshima University, Japan

Prof. Ninomiya has headed the Center for the Study of International Cooperation in Education and International Student Center, Hiroshima University. He has been Assistant to the President of Hiroshima University on International Affairs and Director of International Affairs since April 2000. His area of study is comparative and international education.

Sylvia Artigas Jara

Headmistress, Liceo 7 de Providencia (Secondary School), Republic of Chile

Ms. Jara won a Fulbright Scholarship for study in the University of Michigan (1967-1968) after graduating from Universidad Catolica, She has been a head teacher in disadvantaged areas and currently represents Chile in the Latin American community of Heads of the International Baccalaureate.

Chilukuri Subba Lakshmi

Supervisor, Primary School, Sri Suraj Bhan D.A.V. Public School, India

Ms. Lakshmi holds a Master's degree in Economics and a Bachelor's degree in Education. She has 20 years of teaching experience in science and English and has concentrated on primary education as a means for eradication of illiteracy, particularly to the weaker sections.

Wycliffe Ogutu

Head Teacher, St. Georges Primary School, Republic of Kenya

Mr. Ogutu holds a B. Ed. from Kenyatta University. He taught English and Kiswahili in primary schools and has served as Principal of primary schools in both urban and rural areas for over twenty years. He is also the current General Secretary, East African Capital Cities Federation of Primary Schools Head Teachers Associations.

James Nicholas Buretta

Headmaster, Lyamungo Secondary School, United Republic of Tanzania

Mr. Buretta holds a B.A. from the University of Dar es Salaam. He was a secondary school teacher of English and history for 15 years and has been a headmaster of secondary schools in the rural areas of Tanzania since 1994. Has served as Chairman of the Tanzania Heads of Secondary Schools Association-Kilimanjaro Region.

Shigeyuki Terai

Principal, Mansei Primary School, Kumamoto Prefecture, Japan

Mr. Terai began his career of teaching mathematics at Kugino Junior High School in the rural part of Kumamoto in 1974 after graduating from Kumamoto University. He subsequently taught at various other junior high schools within the prefecture. Has been in the current position since 2003.

Akira Ninomiya

Professor, Graduate School of Education, Hiroshima University

We will now begin the Issues Panel. The time given to us is only two hours and as you can see we have 5 panelists as well as myself so 6 people will have to discuss within that frame. Before that we would like to introduce to you the panelists from abroad through presentations on what is a good school. We can't see all the schools by ourselves so the presentations will be a way to address these issues. Also for the purpose of this forum we have invited a Japanese Principal from Kumamoto Prefecture.

In the brochure, the purpose of this panel has a clear description. We will concentrate on two messages: First, schools in developing countries sometimes don't have toilets or they conduct classrooms under a tree. That may be a bias that we all have. As educational experts that may be another bias so we would like to hear a rebuttal from the developing countries. Second, it seems we label schools as effective when their children become successful. The World Bank has several issues concerning the topic of effective schools and Japanese schools are not on the list. In our understanding what is an effective school? Probably in the research by Harvard University, a good principal is one who saves the environment through correlated elements but in the case of developing countries what kind of model is that? We are very much interested in this. We call them all effective schools but there may be different areas in which they excel so the environment may be very important. So that's something we want to learn in this panel discussion.

Now then we wrote educational development as the theme. We go to developing countries through JICA and JBIC or under UNESCO and we come across better schools and we want to see better teachers. This is the continuation from the earlier panel. What leads to good education? Ms. Ndong-Jatta said that this panel should clarify the contents of those words. We all have different ways of defining those terms. So how are we approaching this basic question of the education for girls?

The principals on the panel are all teachers. Thus the question "education for what" is a relevant question. Furthermore, education development is closely related. We have a Japanese audience and we can learn from the experiences of developing countries which I think is the sole expectation. Now here ends my brief introduction and in the interest of time I will not introduce each and every panelist. Rather you will find Japanese and English materials in your brochure and I will now ask that the panelists introduce themselves. Let us begin with Ms. Sylvia Artigas Jara, Headmistress in Chile for more than 20 years.

Sylvia Artigas Jara
Headmistress, Liceo 7 de Providencia (Secondary School), Chile

Today's reality has set new challenges for education, government policies, and teachers have been compelled to make the necessary changes to improve the education system. Chile has not been the exception.

First, it will be given an introduction to the Chilean educational structure. Then, the Ministry of Education description and its faculties, also it will be talked about the national division of the Chilean educational system, the Chilean educational reform and it will end with Liceo 7 history and description. Ministry of Education:

It deals with educational issues at a national level. Every program, plan, project, evaluation and reform that involves the whole country is originated in the ministry. The ministry is organized in secretaries which deal with the regional level. There are 13, one for each region of Chile. They calendar the school year, rule and inform the community. They supervise and deal with all the regional schools.

Chilean law made compulsory the 12 years of school education. 8 years of elementary school and 4 of high school. This is how the ministry divided the school education.

The teachers are paid by the ministry helped by the municipality. The pedagogical guidance comes from the ministry and the administration comes from the municipality.

Within the educational structure after the ministry and the secretaries there are provincial offices. They are in charge of districts within the region. They deal with the technical, pedagogical and administrative issues of the educational system at their level. At the end of this educational ladder we have the Department of Education of each municipality. They are in charge of all the public schools in theirs districts. These public schools are free of charge for the elementary students. The secondary ones pay around 7 dollars for registration each year. The government approved a law which allows the schools to charge an extra 12 dollars monthly fee to improve the supplies for the school students.

The Corporaciones de Educación (Educational Corporation) and its Department of Educations administrate and provide the schools with teachers. They also offer training programs for teachers and administrate the school system. They do it either through seminars, workshops, courses or scholarships to other countries.

What has implied the reform in reality for schools? In my municipality, Providencia, which is one of the wealthiest in Chile, we have more resources than others so our possibilities are a lot more than in the poorest districts of Chile. Providencia has 5 coeducational elementary schools and 5 high schools which are either for boys or girls only. One of the Major's main concerns is education, so he tries to provide as much as possible for education, culture in general and social problems.

The Chilean government is working on one of its more ambitious project. It is restructuring of the Chilean Educational System through its Ministry of Education. This project started in 1990 under the name of Educational Reform.

The last three governments started to introduce new educational policies to revert the crisis the Chilean Educational System is going through.   It showed at different levels as a budgetary one as well as the teacher's performance due to lack of motivation.   The Ministry of Education wants to create a new type of schools.

All these new policies are supposed to be the foundation of the reforming process started on the mid nineties.   The most important changes introduced were:

1.   An improvement Program for low income elementary level schools (P900).   Since   1990 this program is trying to help the 10% poorest and worst results primary schools; so the students get the basic learning skills at those levels: reading, writing, basic math.

2.   A program to improve the quality and equity of elementary school level education (MECE básica).   This program broadens the books and classrooms and libraries given by the government.   They also tried to enlarge the pre-school education in the poorest areas.

3.   Liaison Project.   This project considers the implementation of state of arts computer technology in the schools.

4.   Education Improvement Project (PME).   Each community makes its own project out of a diagnosis.   They participate in a regional contest and the schools receive funds and didactic helping projects.

5.   The Quality and Equity rural schools improvement project.   (MECE RURAL) It pursuits to overcome the professional confinement the teachers live in those areas and to adapt to curriculum to a multilevel class and the needs of each particular rural area.

These programs have considerately improved the subsidized education, stressing the updating of teacher's knowledge and teaching techniques, promoting collective work among teachers.   This allows the pedagogical decentralization, a better school administration and better teacher's training.

The Educational Reform is based on four basic pillars.

1.   Pedagogical innovation and improvement programs.

This includes all the programs that have been implemented to bestow the schools with the necessary pedagogical means and promote innovation at all levels; books and other resources and programs.

2. Teacher's professional development.

This is trying to improve the working conditions for teachers and to prepare not only the teachers that are working at the moment, but also the ones that are training to be teachers.   They are also improving their income and using incentives to motivate them to get better results.

3.   Curriculum Reform.

The main objective is to update the syllabus and aims of pre-school, elementary and high school education.   The aim is to develop a quality education with the latest pedagogical trends and to update the educational programs according to the needs required in our modern society.   They are introducing changes to decentralize the school curriculum.

4.   Full schedule day.

This is a program that is organizing the school day into a full day schedule which also implies to hire teachers for longer hours and to build the new school facilities in almost every school around the country.

The most important issues in this reform are:

-   quality
-   equity
-   efficiency

Quality means that education is considered as an individual and collective social progress.

Equity means that this quality education must get to all children, and this means as well, greater support for poorest areas of the country.

Efficiency means specific support that must be shown in results and actual support to the poorest

communities.

The Chilean Educational Reform is one of the most ambitious, innovative programs of developing the key transversal objectives in education in the last decades.

The key transversal objectives aim to the main issues in education. It refers to skills, attitudes, values and behavior that are expected from the students as well as their full development as human beings. (Intellectually, personally, socially and ethically speaking).

These objectives must be regarded within the school curriculum.

They are trying to develop a conscious critical human being so they look at every day reality, aware of its faults and willing to change them and have a harmonious coexistence. It also tries to go over the student's habits and behavior that are not coherent to these aims. The ethical issues that want to be introduced refer to justice, solidarity, cooperation, respect to others and nature.
(Puig, 1995 "Transversability of Ethical and Civic Education" Ministry of Educational and Science. Madrid, Spain. (pp. 9-10) basic glossary.

Trying to introduce the ethical issues on education is aiming to develop a curriculum that worries about all aspect in the child's potentials. This educational project wants to foster an educational identity.

This educational reform invites us to develop basic human values which implied to develop the children's compassion. This will help them through out their lives to guide them, and make them confident human beings. These character traits help the learning process and help them through out their lives.

This reform has created collective learning and reflection among teachers and students, allowing valuable feedback which has helped to decentralize the learning activities and the educational cognitive orientation. This is part of the objective, to teach the students to 'learn to learn'. This also helps that new teaching techniques are applied within the new technologies available for the learning process: new books, computers, internet and all the new technology available.

This reform is working on equity because its starts saying we are all equal and deserve equal opportunities, and the richness of learning comes from our differences.

The educational reform is full of great challenges and tasks. It offers many opportunities to the people involved in education, especially to the educational authorities at all levels, from the ministry to school level. It is a deep change that requires a lot of effort and thorough complex process which will require time and effort from the people involved in it and the community as a whole. They believe that only this year 2005 the educational reform will be fully working.

Liceo 7 is the school where I am the headmistress. It is a girl's high school that holds girls from 14 to 18 years old. I have a student body of 1340 students that come from 42 different districts in Santiago. Some are from very low income families and with everything implied in such reality. Our school has been very successful, ranking among the highest scores in national tests, which is why most of our students pursue further their studies at universities.

The departments of education of the different municipalities help teachers with workshops, seminars and tries within their possibilities to improve education in their municipality. In my municipality there are some agreements signed with other places like Singapore, Ankara, Chicago and recently Israel. The idea is that the teachers are exposed to other realities and they become enriched by this interchange of methodologies as well as ideas to face the class and teaching. The municipality is very worried about the poorest students from Providencia, so they have a social program that offers 100 lunches and some uniforms to students as well as

dentist services that are charged in relation to their parent's income. GPA (General Parents Association) also provides some help with another 100 lunches, uniform, books and money for transportation when needed. Parents freely contribute with some money for these programs.

Liceo 7 has 2 counselors who are always in contact with the students, taking care of them and their families as well as the school problems. When the counselors can not solve their problems, they are sent to the municipality psychologists free of charge. They also try to help students to pursue further their studies.

Girls are reinforced with extras classes on some subjects to improve their grades. Pregnant girls have special treatment within the class to help them keep studying.

High standards and values are part of our educational system and in our school we try to make them part of our curriculum on every subject. Each month a certain value is specially worked, for example honesty.

Liceo 7 is the only public school in Chile that offers the International Baccalaureate. It has been a great challenge and experience for us. Our Student's body can not afford to pay any school that offers this program, so it is a great opportunity to offer it to students of low income families. Parents pay 150 dollars for the 2 years the program last, though poor girls are given scholarships.

This is an overview of the structure of the Chilean educational system and a bit of Liceo 7 reality.

Chilukuri Subba Lakshmi

Supervisor, Primary School, Sri Suraj Bhan D.A.V. Public School, India

Distinguished Dignitaries,

I indeed feel honoured to make the presentation before the august gathering on the 'Education Development and Policy from Teacher's Perspective and the practices followed in achieving quality education by my School.

Mahatma Gandhi, the Father of the Indian Nation defined education as the all round drawing out of the child, body, mind and spirit. Education for the all round development of child should cover all aspects of development - physical, mental, social, emotional, aesthetic, moral and spiritual.

Aim of Education

Today in the modern world, the aim of education is to develop a balanced personality; the balance should be in the physical, moral and social traits of the child. As you are all aware that India is the largest democratic and secular country known for its diversity in religion, caste, language and culture. Hence, one of the important purposes of education is to develop a feeling of oneness. Education should aim at promoting social and national integration. Therefore, Human resource development has been assigned a key role in India's development strategy.

Role of Education

Education forms a powerful instrument in bringing this into reality and acts as an 'Agent of Change'. Education has an intrinsic value for the development of society and helps in the achievement of a better social order. Education is a critical input in human resource development and is essential for country's economic growth. Though the major indicators of socio-economic development, namely, the growth rate of economy, birth rate, death rate, infant mortality rate (IMR) and the literacy rate are all interconnected, the literacy rate has been the major detriment of the rise or fall in the other indicators. There is enough evidence in India to show that a high literacy rate, especially in the case of women, correlates with low birth rate, low IMR and increase in the rate of life expectancy. The recognition of this fact has created awareness on the need to focus upon literacy and elementary education programmes, not simply as a matter of social justice but more to foster economic growth, social well being and social stability.

Education Development & Policy

In any country, Education policy and progress have to reviewed in the light of the goal of national development and priorities set from time to time. The emphasis has to be on quality improvement, a planned & more equitable expansion of educational facilities and focus on education of the girls. In the case of India, the Government has decided to make free and compulsory education for all children up to the age of 14 years as a Fundamental Right.

The education policy should lay stress on "removal of disparities in education along with an attempt to equalize education opportunity by attending the specific needs of those who have been denied equality so far". The Policy should recognize the need to respond to the nation's varied linguistic, religions and socio-cultural heritage. The disabled children , girls, minorities and children living in remote rural areas are to be identified as needing extra attention.

A uniform structure of school education has to be adopted by all States (Provinces) without variations in admission age to class 1, medium of instruction, public examinations, teaching in local languages & English, number of working days in a year, academic sessions, vacation periods, fee structures, compulsory education, etc., in order to strengthen the literacy standards as this has direct bearing on economic development .

Elementary Education

The elementary education has to be given the highest priority as it provides the basic skills which the pupil use throughout their life, such as reading, writing & arithmetic, moral values as well as the rights and duties of citizenship.

In order to achieve 100% percent   literacy in the age group of 6-14 years, appropriate measures should be taken for universal access, enrolment and retention. This can be achieved with the cooperation of the Central government, the States, local bodies, teachers, parents, NGOs, academic institutions and above all the Community and the children themselves, which ultimately results in a transparent and broad-based education. Further it also results in significant increase in the number of children completing elementary education and simultaneously increase the demand for secondary education.

In India, the Government has launched a special educational programme called 'Sarv Shiksha Abhiyan', meaning "Movement to Educate All" which aims to achieving at universalization of elementary education in partnership with the States by the year 2010, without compromising on quality. Systematic mobilization of the community and creation of an effective system of decentralized decision-making are essential pre-requisites for the achievement of the objectives of this programme.

Some of the initiatives for achieving the universal access, enrolment and retention would include:
- District and local level primary education programme;
- Emphasis on decentralized planning and management;
- Improved teaching and learning materials;
- Programmes for nutritional support to primary education through mid day meals particularly to weaker sections;
- Provision of school uniforms & books;
- Good sanitary conditions and drinking water; etc.

Greater literacy and basic education help individuals to make better use of available economic opportunities.

Secondary Education

The Secondary School acts as a bridge for vocationalization and higher education.   As the students are in the age group of 14 to 18 years, the curricula should emphasise on vocationalization and employment oriented courses, expansion and diversification of open learning system, re-organization of teacher training and greater use of new information and communication technologies including use of computers.   At this level, talent   search examination should be organized for identifying talented students and awarding scholarships, incentives, specially for weaker sections from rural and urban areas.

The Governments should take initiative to develop model schools in par with the quality of education imparted by the Private schools.   In India, the Government has promoted 'Navodiya Vidyalayas' from classes 6 to 12 as model schools for providing quality education to talented children.

Vocational Education

Secondary education is an important terminal stage in the system of general education because it is at this point the youth decides on whether to pursue a higher education, opt for technical training or join work force.

The aim of vocational education is primarily to prepare individuals for jobs. There is a need to establish linkage between the secondary education and appropriate vocational courses. A properly planned and effectively implemented vocational education system shall enable the un-employed youth to take up useful employment. The vocational courses should be demand and need based, keeping in mind the constantly changing requirements of the technologies and industries.

Higher and Technical Education

While school education is an important and critical factor, we have to go beyond elementary and secondary education. As there is a growing problem of un-employment in developing countries, vocationalization of curriculum is necessary. A bridge between the educational system and work place should be provided. The modern economy, which is the knowledge-economy requires highly educated people. It needs to have high quality scientists, professionals and managers. For running a knowledge society and technology-intensive economy, institutions of higher education of the highest quality are to be promoted.

Science & Technology

In order to strengthen the economic and social development of the country, the main focus should be on:
- strengthening of application oriented research and development for technology generation;
- promotion of human resource development (encouraging bright students to take up science as career);
- encouraging research in and application of science & Technology for forecasting, prevention and mitigation of national hazards;
- harnessing science and technology for improving livelihood, employment generation and environment protection;

Adult Education

Adult Education or continuing education programmes allow adults to continue their formal education or develop a particular skill. Courses range from elementary reading and arithmetic to advanced commercial, technical and professional training. Adult education improves in imbibing the values of national integration, conservation of environment, women's equality , observance of small family norms. In turn this will give much dividends in increased productivity, improvement in health care, family stabilization and general betterment of social and political life of the community. A firm view needs to be taken on the content and reach of the adult literacy programme through the skills of continuing education and distance education. It has to be ensured that all the neo-literates do not lapse into illiteracy. Equally important will be the need to enhance the opportunities for their vocational training to enable them to earn a living after they have achieved literacy.

Empowerment of Women

Women should be given due importance for the up-liftment of the society by :
- providing equal importance in education and free education up to college level;
- reservation to the extent of one third of the majority in the government;
- credit mechanism for small and medium industries organized by women, etc.

Value-based Education
- Strengthening of culture and values among citizens;
- Sensitize students, parents, teachers and community to inculcate universal & eternal values oriented towards unity and integrity of the country;
- Envisage the elimination of obscurantism, religious fanaticism, violence, superstition and fatalism;
- Promotion of Value-based education to primary children inculcating societal, cultural and spiritual values including the millennium development goals set for water, sanitation, health and hygiene;

- develop the Students as "Agents of Change" for community development and harmony and thereby the Society as a whole, by orienting them through their participation in various School programmes

Strategy for Drop-outs from School

A large number of children drop-out of school because of reasons relating to the school environment. These include the attitude of teachers, irrelevant curriculum, sub-standard & un-interesting teaching, teacher absenteeism, corporal punishment, poor school infrastructure, in-ability to cope with pace of learning, lack of parental support in case of first generation learners and mal-adjustment, etc. Girls form the majority of drop-outs in all categories. Whether the children are dropping out because of the need to work or high cost of education, the emphasis should be on involving the community in motivating the parents to bring their children back to school so that they are in a position to complete their school education. For the children who have already dropped out, suitable alternative education systems such as bridge courses, remedial teaching should be provided so that they can be main-streamed into the formal system.

Appropriate measures should be adopted for improving class room environment by providing infrastructure facilities, sufficient teachers, teacher learning materials as well as construction/improvement of schools.

Teacher's Role in the development of the Child

It is the "TEACHER" who ultimately has to carry the responsibility of rendering the knowledge to the children. The role of a teacher will be that of a "facilitator or guide" who should be able to provide the right kind of learning experience and environment to children, through active interaction to develop basic skills of observation, collection of information and drawing of inferences and conclusions to enable them to learn on their own. The teacher has an important role in promoting aspects other than just the intellectual development in the students. To foster social development of children, the teacher should plan activities for students that will make them learn to work and play together to foster the spirit of sharing and co-operation. The teacher's positive attitude towards the children would encourage the emotional aspect and motivate them toward further achievements. The teacher has to participate in the class room activities with the students. When group interaction becomes charged with emotion, the teacher has to maintain a neutral and understanding role. The teacher has to develop problem-solving skills, promote planning and execution of projects. The teacher has to see that every child has attained the prescribed essential leaning outcomes in all the subjects and focus on competencies in regard to all aspects of the child development. This requires competency. A competent teacher should have mastery of the subject, assigned to teach, in addition to the proficiency in planning, instruction, evaluation and management.

Teacher Development – Institutional In-service Training

The teacher training programmes have to be of the utmost priority in any educational curriculum. The orientation in general and re-orientation at regular intervals for the teachers to up-date their knowledge & skills, improve the quality of the teaching methods, school administration, innovative ideas, etc need to be done so that they are able to adapt to the changing times and upgrading their skills from time to time. This needs greater stress as this generally happens to be a neglected area. This process benefits the whole staff and make use of teachers experiences. The values the teachers get by this process include sense of responsibility, concern for the well being of the others, vision, creativity, concentration, self-confidence, organizing ability.

Concept of Effective Schools and

Practices followed by my School

Effective Schools

Teaching is a complex activity that requires making pedagogical judgments to improve and reform

education. From the teacher's point of view, the effective schools should promote the following scenario in the overall development of child's personality to compete themselves in the present changing times:

- ❖ Child centered education;
- ❖ Academically rich programmes with work experience;
- ❖ Instructions that promote student learning (setting of high standards & monitoring for its achievement);
- ❖ Value-based education;
- ❖ Positive school atmosphere;
- ❖ Physical development;
- ❖ Foster collegial interaction;
- ❖ Effective staff development;
- ❖ Practicing shared leadership;
- ❖ Foster creative problem solving;
- ❖ Regular continuous evaluation;
- ❖ Corrective and remedial measures;
- ❖ Involvement of parents and community and thereby promoting Family Centered Education;
- ❖ Students as 'Agents of Change' for Community Development and Communal Harmony; and
- ❖ Learning Resource Center wherein the learning process will be in the center for each subject area and not classroom oriented.

Practices followed in the School

The School wherein I am employed, has been practicing the above concepts within the frame work of the educational development policies. The School has 100% percent pass-out of Students, no drop-outs, rather increase in enrolment. The School has succeeded in achieving the quality education & skills to the students for shouldering the responsibilities of the scientific age supported by the values and culture of the ancient era. This practices followed in the school are detailed as below:

My school in India has its content and processes of education designed keeping in view the developmental needs of the pupil and capability for learning at different stages;

The day in the school starts with an Assembly in the morning where in all the learners gather in one place. The Assembly starts with Prayer, learning new quotations, news headlines for the day followed by general announcements and instructions.

Home-teacher meets the students after the Assembly and lays emphasis on health & hygiene, punctuality and sense of responsibility. She also discusses with students about their problems

Extra-curricular activities like dance, music, art, craft, dramatics, participation in various clubs like Social Studies, Science and Mathematics enhance the creativity among the students.

We have a House-system wherein the students interact vertically among themselves in different levels of the school like Elementary, Middle and Secondary. Inter-house competitions like Debate, Quiz, Poetry and general awareness are held every week to inculcate confidence, creativity and competitive spirit.

My school provides a comprehensive plan of various sport activities, both team and court games in order to keep the youngsters physically fit, healthy and mentally sound.

Nature study visits, environmental awareness, personal hygiene and health programmes are also a part of school curriculum to increase the scientific temper in the students.

Feeling of national integration and unity is created among the students by celebrating various religious and national festivals.

Quotes from Scriptures and Sayings of Great Men are displayed on the school bulletin boards..

Exhibitions are held periodically on various current and scientific issues such as water, sanitation, public health, hygiene, life histories of eminent personalities, etc.

Our students are trained for Leadership and Management qualities for prompt and effective decision making with a problem solving approach.

Evaluation is an integral part of education. We undertake remedial teaching for the weak students. Teachers are in touch with parents to improve their quality. Counseling is undertaken for the correction of behavioural problems in the students.

In total, our curriculum facilitates the individual development. I am indeed very proud to say that our students leave the school after finishing the senior certificate with high societal, cultural and spiritual values and with a good academic record.

To conclude, I would like to say that we are making schooling more Joyous, Learning Meaningful and education a wise investment.""

This is further elaborated activity-wise in the enclosed Annexure.

Conclusion

The key theme of the national educational policy should be imparting of quality education at all stages of education and the pursuit of excellence. Capacity building at all levels is also an essential need to make the educational programmes sustainable. The Education Policy should emphasize the Evaluation as an integral part of teaching and the learning process. The system of teaching differs with individual perceptions of the teachers and these perceptions should have positive frame of mind, development oriented, value based and futuristic. Every School should perform as an "Effective School", which will ensure a sustained development of human resource potential which ultimately shall result in economic development of the country. To conclude, Education is the fundamental right for all with an all round development and is viewed as an integral part of the national development.

Wycliffe Ogutu
Head Teacher, St. Georges Primary School, Kenya

INTRODUCTION

Quality is meeting or exceeding the expectations of specified users. In our context, we strife to provide quality goals, aims and objectives of education as spelt by the Education Policy. Successful implementation of the policies in Kenya is measured by annual national examinations for the final level classes administered by Kenya National Examination Council (KNEC), an independent body. The competition among schools to excel in KNEC examinations has greatly biased the implementation of Kenya's education to be examination oriented.

As quality standards determine the growing sales of consumer goods or services, education also demands adherence to rigorous and consistent quality standards in the development and imparting of skills and knowledge that meet the stated national goals, aims and objectives.

Kenya is a "Developing" country by world economic standards and indeed any other standards hereby applicable [*spare maybe athletics where even Japan is threatening the Kenyan track supremacy*]. High levels of socioeconomic deprivations, political instability, ignorance, ravages of disease, hunger and a whole plethora of other debilitating vicissitude characterize a developing country. With this background, you can appreciate why the Government of Kenya (GoK) has underlined education to be a key to mitigating the unfortunate social standards. However, acute lack of resources makes it difficult to maintain an efficient implementation of quality education.

FORMULATION OF EDUCATION POLICY IN KENYA

The Education Policy in Kenya is provided for in the Laws of Kenya under the Ministry of Education Science and Technology Act and influenced by International bodies of which Kenya is a member.

Education policy guidelines in Kenya are derived from the education provisions of the Education Act - 1968 revision. By this Act, the Ministry of Education Science and Technology is mandated to structure the education system; and guideline for the planning of training, employing, deploying and remuneration of teachers. As a beacon for standards it has adopted a relevant vision of "Quality Education for Sustainable Development".

Under this Act, the Education policy makers have deployed about three educational structures since independence. In the current 8-4-4 system of Education, policy makers are still smarting from the numerous challenges that have dogged the system since introduction.

The Government of Kenya (GoK) recently appended her signature to the recommendations of the Millennium Development Goals of the United Nations Organization; Universal Primary Education (UPE) by 2005 and Education for All (EFA) by 2015. The GoK also subscribes to the deliberations of the Jomtien-Thailand [1990] world conference on Education for all and subsequent World Education Forum held in Dakar Senegal in 2000.

Policy statements drive the education system in Kenya. Implementers most often are left high and dry in regard to interpretation, method of implementation and sourcing for resources required to implement policy. In the past, with difficulties, local communities helped fund various policy requirements through fundraising to build

classrooms, buy desks and chairs and so on. However, the new government has banned fundraising making it even difficult to avail resources to meet policy requirements.

CHALLENGES TO IMPLEMENTING EDUCATION POLICY IN KENYA

Barely one year in office, the new government, on 6th January 2003 launched the Free Primary Education (FPE) program. The FPE program requires all primary school going aged children to enroll in a school of their choice and receive class one through to eight education without parents or guardians paying in any form. Within one week of launching the program, schools capacity countrywide were outstripped with many children being taught under trees without any teaching materials. Implementation continues to struggle. Lack of infrastructure, teacher and pupil facilities, few teach-to-pupil ration and other resources has led to the criticism of whether logical strategy had been considered before adopting the FPE.

An excerpt from the FPE handbook by MOEST asserts;

"*The government has removed <u>major obstacles</u> that hinder children of school going age from <u>accessing</u> and <u>completing</u> primary education as is the case in many urban slums, rural areas and the arid and Semiarid lands [ASAL]*"

(FPE MOEST Handbook (2003) pg.2)

Quickly one discerns that this summation focuses more on;

(i)   Major obstacles.

(ii)   Access and completion

It is thus a gross presumption since a cardinal question arises: Does the equation balance in favor of quantity as opposed to quality!

WORKING TOWARDS AN EFFICIENT EDUCATION SYSTEM

Characteristics of an efficient education system

Quality standard education emanates from an efficient education system. An efficient education is characterized by:

- *High completion rates among students*.

  Kenya has various problems that stop pupils from completing schools. Key among these includes early marriage (particularly for girls), early pregnancies, lack of funds to buy school resource materials, nomadic life in ASAL regions, rampant child labour and so on.

- *Low repeater rates among students*.

  A number of pupils stay in the same class longer because they do not pass to go to the next class or family disruption that causes them to stay away from school for long periods.

- *Equity in participation*.

  Education in Kenya suffers gender inequality. Some communities prefer to educate boys and not girls. Wealthy families tender to access a higher quality education than poor families. Some religions forbid secular education.

Implementing the forgoing qualities will churned out individuals who are able to perform effectively as per the goals, aims and objectives of an education system.

Requirements for efficient curriculum implementation

Curriculum implementation is the core business of education. Effective implementation requires the following resources:

- Sufficient personnel.
- Sufficient equipment and supplies.

71

- Sound administration policy.

Many a times, policy requirements do not expressly support these requirements. Instead, policy guidelines present constraints, which strangle the provision and development of quality education. The implementing officers; the head teachers, and classroom teachers who handle front-line work, have limited options to think the whole sorry mess through and come up with a home grown solutions. Those with weak backbones sit back, adopt a wait and see attitude afraid to rock the boat - the key reason for a none standarlized education system throughout public schools.

Policy requirements in Kenya today call for an implementation of a uniform curriculum within the public schools, whether rural or urban. This poses a big challenge for the implementers.

KEY IMPEDIMENTS TO EDUCATION IN KENYA

Implementing principals face significant challenges in bringing harmony between policy directives and the existing conditions in the school. The following is a narration of these impediments:

(i) *A uniform curriculum for schools in the nation.*

Rural Kenya enjoys an alien environment to urban areas. The exposure of children in rural Kenya is rich in regional cultures, practices, and values while urban children are exposed to technology, a mixture of local and Western cultures, and values. Since western practices greatly influence curriculum development, the urban child has an advantage in all subjects more especially in English, Kiswahili Languages, and Sciences.

In addition, parents in urban areas are not only literate but have a better income per capita and therefore afford better school infrastructure and facilities that lack in rural schools. This poses a very interesting challenge to curriculum developers, with the urban child enjoying the advantage.

Teachers in urban school have ready access to refresher courses and further studies. They are therefore more informed and better equipped to handle education matters compared to their counterparts in rural schools.

Rural versus urban schools.

Rural schools as mentioned seem disadvantage with a number of factors. Key among these include; pupils walking long distances (up to thirty kilometers one way, in sparsely populated areas) to school, outdated cultures that favour boys over girls, who at times halt their education to tend to family chores – such as nurturing their young siblings while the mother provides for foods and so on.

It is common in the economically challenged areas to ask a seven year old what meal he had before coming to school and be met with an honest, resounding and resigned -"Nothing". Many parents in the rural areas cannot afford one square meal a day. Nutritional needs for these pupils are greatly wanting. To counter this and maintain children we had to source for and identify none-governmental organizations (NGOs), well-wishers to provide feeding programs leading to regular attendance and improved performance.

Urban pupils are not without their fair share of problems. Key among these includes:

◊ *Emotionally disturbed pupils from single parent families.*

Pupils born of single parents (particularly females out of marriage) are traditionally discriminated. Fellow pupils scorn such children calling them illegitimate. You can imagine how difficult it is for such children to concentrate on their studies.

Worse, many such single parents are commercial sex-workers whose moral uprightness is

72

wanting and therefore expose their children to negative experiences too early. The children do not concentrate adequately in school programmes and hence their performance is poor throughout schooling years.

◊ *Indiscipline caused by drug abuse.*

High financial burdens among underprivileged parents make them engage in brewing and sell illicit drinks and hard drugs at home. Children misuse the experience and get involved in drug consumption at a tender age. They fail to actively participate in educational activities as they come to school already drugged to spend a good time dozing off.

The girl child abuse is enhanced as drugged patrons who release their emotions on them. Early pregnancies result, even contraction of sexually transmitted diseases. Such young, innocent children despair to work for a better future. Local government administration educates people in public meetings on the dangers they expose the children to due to drug abuse with little success.

◊ *Indiscipline of a violent nature especially from children from slums and abused homes*

Children from slum and abused environments acquire social experiences which expose them to undesirable behaviour. They are exposed to raw crime, frequent fighting among couples and neighbours and so on.

Housing in slums is so dense, close together and up hazard. It does not offers proper sanitation, privacy between couples and their children or basic social amenities. Our school has introduced sessions where both children and their parents are counseled on the need to accept their socioeconomic circumstances and live within their realities. Such parents are constantly reminded to provide an environment conducive to education for their children. It is usual for schools to persistently urge government administration to provide security and peace for these families.

Rural and urban pupils experience the following impediment factors to curriculum implementation:

◊ *Gender disparity*

Affected mostly both in the rural and urban setting is the girl child; in lower primary, boy-girl enrolment ratio is almost equal. However, by mid-primary there is a marked imbalance in favour of the boy child both in number and academic performance. Reasons are that the wider Kenyan society, especially the rural one and those afflicted by poverty view the girl child as a liability and the boy child as an asset. So children's right is more directed towards boys than girls. This includes inheritance of property, ready funding for education and so on. The practice leads to lack of motivation for equal opportunities in life like working hard in class, aiming to occupy high social status and so on.

Progressive schools, such as ours, have adopted assigning girls more responsibility tasks and assist them to perform these tasks efficiently. Such strategies appoint girls as prefects and make them work in competition with boys who are equally appraised and encouraged. Successful women in society, such as our Nobel Prize laureate Prof. Wangari Maathai are brought in to share their experiences and their areas of interest, to motives the girls. The children also visit successful firms and business operated by women. The girl child thus finds herself;

◊ *Feelings of rejection and failure to coalesce among school administrators.*

Introduction of FPE, saw an influx of pupils particularly to leading, well performing public schools. Our school enrolled one hundred pupils per class. We have three streams with a traditional

seating capacity of fifty per stream. Some old parents in the school pulled out their children to the high cost private schools fearing a possibility of a compromise in education standards resulting from the increased teacher: pupil ratio.

My school has introduced double shifts where one group attends school from 08:00 hours until 12:00 hours while the second shift commence at 14:00 hours until 17:00 hours. Teachers do more work but manage to accommodate a fair class size per shift. School management committee have hire part-time teachers to relieve regular teachers, particularly in correcting pupil scripts.

◊ *Numerous orphans of AIDS.*

Our teaching staff and school management has taken a keen interest in the welfare of our AIDS orphans. They source for assistance to provide clothing and other school requirements for these children. Our school has approached potential sponsors to pay for children who excel in public examinations and are admitted in public schools. In school they are assigned duties and assisted to perform appropriately. Their identity is usually protected to avoid harassment and discrimination.

(ii)   The requirement that all teachers teach all subjects.

The Kenya primary syllabus offers children twelve subjects. Of these, seven used to be examined, and currently five are examined. Examinable subjects are English Language, Lugha ya Kiswahili, Mathematics, Science, Geography History Civics and Religious Education (GHC-RE). Those taught but not examined are: Home Science, Agriculture, Music, Art and Craft, Physical Education, Business Education, and HIV & AIDS.

Government policy and practice has it that a teacher handles all twelve subjects without specialization. While the practice eases the preparation of the school timetable, adequate coverage in terms of depth and width more often than not lacks.

(iii)   The freeze on recruiting teachers straight from college.

The Kenya Civil Service is blotted. As a result, the multilateral lenders froze financial assistance to finance salaries until it is properly restructured. The GoK in 1998 halted recruitment of Civil Servants including teachers. The pupil-teacher ratio was high, about fifty-to-one, and has worsened with the introduction of FPE to about sixty-five-to-one in urban areas and even higher in rural areas.

(iv)   Requirement for parents to provide curriculum material-modified by FPE-2003.

The new government is committed to providing necessary education materials but limited by sufficient funds to finance this noble wish. Multilateral donors, including the Government of Japan have provided short-term funding but more needs to be done for the dream to become a reality.

In the past, parents paid minimal fees to schools to cater for these items. Schools still had problems availing sufficient curriculum materials. With the GoK banning all levies to schools, the situation has worsened.

(v)   Set daily periods for a school day.

With the curriculum covering wide regions of subjects and subject matter, lack of number of teachers and infrastructure, it is a real nightmare running and efficient school year – starting with each day!

(vi)   The top-down procedure of policy directives.

Various education forums have pointed out that the root cause for the decay in Kenya's education is government directives that are primarily politically driven. For instance, the government in the late seventies introduced free school milk program at short notice throwing the entire government planning machinery into disorder. The current FPE program is also in line with this tradition.

(vii)   The war of attrition between teachers' welfare union and the government.

KNEC examination results were poor for public schools countrywide in 2002. The reason was primarily a teachers' strike over a salary deal agreed on seven years earlier was yet to be implemented! To date, teachers' salaries are yet to match the package agreed upon by the stake holders in the last century.

Thus the struggle continues with rhetoric by both parties demoralizing teachers, pupils, and parents alike.

More so, teacher remuneration is uniform whatever one's performance. It is not thus possible to reward performance. Indeed, teaching is considered a "noble" job in Kenya.

To keep the morale of the teachers high, we also had to approach the same willing stakeholders to provide tokens to be given to teachers who had performed exceptionally well during prize giving days. Though this has been challenged once again by policy but it does improve the lot of teachers hence motivating them to work hard. For they have owned bicycles, which improve on their time management-, they arrive in time and work without anxiety of going home too early.

The list of socioeconomic, political, and environmental factors affecting the quality standards of education is long. The challenged can be illustrated by these questions; "How do you convince a boy or girl who has come of age, the importance of education when she/he is witnessing;

◊ Illiterates/ semi-literates members of society owning posh homes and cars courtesy of political patronage or opportunism?"

◊ Jobless university graduates reduced to beg in the streets of major towns where low cadre workers such as bicycle taxi (rickshaw) riders afford their basic needs?"

◊ Parents who prefer to educate a dependant orphans to his /her children?"

Research suggests that more than 50% of Kenyans live below the poverty line with more than 70% still live in the rural areas. Within these rural areas, we also find those found in the ASAL areas and those from agriculturally poor regions and the poor.

Before FPE, parents were required to provide curriculum materials such as course books. We note that people who respond readily to change needs are those who need it least. Those who are rich adjust fast for they already have the money. To help the poor rural parents we instituted two intervention measures;

◊ Parents were asked to pool resources among close neighbours to buy course textbooks and shared by their children. This arrangement gave access of one textbook five to six pupils.

◊ At instances, parents bought relevant resource materials for teachers who in turn prepared relevant notes and wrote them on the chalkboard for pupils to duplicate in their exercise books.

This ingenuity allowed better syllabus coverage and improved performance in comparison to well equipped schools.

WHAT WE HAVE DONE IN MY SCHOOL

To counter the fore mentioned socioeconomic factors that hinder effective implementation of quality standards of education our school has put in place the following:

(i) *Sensitizing parents during meetings on education policy, changes, and challenges.*

The school management committee continues to invite ministry of education officials to attend school parents meetings and be slotted in to address parents on education policy, changes and challenges; to stress the fact that education is not simply for salaried employment but rather that it is for life and change and self employment.

(ii) *Inviting role models in the areas to talk to pupils with preference to those they are acquainted with.*

At certain times, we identified, among parents and local people, various role models who had succeeded either as farmers, business people or salaried people to help drive home the idea that survival opportunities are wide and open.

(iii) *Giving girls more positions of responsibilities in the school.*

Providing girls with equal leadership opportunities in school and ensuring enabling environment for performance of such responsibilities- like appointing them as prefects and co-coordinators and speakers at various school functions.

(iv) *Talking to and rewarding learners who have done well.*

(v) *Appointing learners with exceptional qualities from disadvantaged backgrounds to leadership positions.*

(vi) *Striving to know individual children by developing a rapport with them.*

(vii) *Plotting the progress of each child for display in class in continuous assessment tests.*

(viii) *Identifying needy children and sourcing sponsors, bursaries well wishers etc for them.*

School administration and management committee regularly identifies and acts on serious emerging issues. The issues are recommended to local religious organizations like National Christian Council of Kenya, Muslim Association of Kenya, and so on for partial sponsorship. Local businesspersons and wealthy individuals also provide material assistance in form of clothing, books, and learning materials.

School parents also sponsor needy pupils with old uniforms and use funds to buy their various needs relating to schooling.

Former students who were now in employment give book donations, especially library books. Some have donated desks and chairs for current pupils.

Bookshops and uniform distributors who supply our school also have helped equip our school library, provided games items like balls, playing kits and notice boards.

Some parents provide foster parenting for orphans and extremely poor children.

(ix) *Seeking legal help for children who experience abuse.*

The school management committee has a seating a legal counsel who undertakes all legal issues of the school.

(x) *Establishing a strong Parents Teachers Associations and school management committees that follow up recommendations.*

(xi)   Encouraging members of staff to attend seminars, workshops, short courses on matters pertaining to gender issues, guidance and counseling and other educational courses.

(xii) Adopting and school-sponsoring some needy pupils.

(xiii) A strong functional guidance and / counseling office.

CONCLUSION

In conclusion, may I praise the part played by the Government of Japan and Japanese agencies such as JICA in assisting various projects in our country. May I continue to appeal for your assistance in areas you are able to provide our school. The challenges of implementing quality standard education in a developing country are daunting. You can appreciate that my role is more that of a father than a head teacher. My enjoyment in your beautiful country and your warm hospitality, is hampered by the wanting faces of young children whose future is my sole responsibility. It is in this regard that, on behalf of my school, the parents and children, I appeal to you to donate used computers with relevant educational software (in English), a network printer and a heavy duty photocopier, books, especially story books and standard textbooks, and possibly an equipped classroom or two if this is not too much to ask.

Finally may I thank you for presenting me this noble opportunity to be here today with you. It is an experience that for sure I will appreciatively share with my grand children in years to come. May I also say that I look forward to hosting you, one day, in our country. As you already know our country is blessed with beautiful flora and fauna, many kind of wild animals and scenic views such as Mt. Kenya, Lake Victoria, the Great Rift Valley and many others

Thank you. Thank you. Thank you so very much.

<p style="text-align:center">James Nicholas Buretta</p>
<p style="text-align:center">*Headmaster, Lyamungo Secondary School, Tanzania*</p>

INTRODUCTION:

The United Republic of Tanzania realizes that quality Education is the pillar of National Development, for it is through education that the nation obtains skilled manpower to serve in various sectors in the nation's economy. It is through quality education Tanzania will be able to create a strong and competitive economy, which can effectively cope with the challenges of development and which can also easily and confidently adapt to the changing market and technological conditions in the region and global economy.

The structure of the Formal Education and Training System in Tanzania constitutes 2 years of pre-primary Education, 7 years of primary Education, 4 years of junior secondary (ordinary Level), 2 years of Senior Secondary (Advanced Level) and up to 3 or more years of Tertiary Education. Specifically, the education system has three levels, namely: Basic, Secondary and Tertiary Levels.

The Government has initiated a series of policies and reforms in the education sector with the aim of ensuring that ALL children have equitable access to a good quality Secondary Education. No child should be denied the opportunity to participate in Education because of poverty, gender, disability, or because of school facilities, materials or teachers.

Secondary Education In Tanzania.

Secondary Education refers to post – primary formal education offered to persons who will have successfully completed seven years of primary education and have met the requisite entry requirements.

The aims and objectives of secondary education are:
- To consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level;
- To enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs obligations;
- To promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language;
- To provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;
- To prepare students for tertiary and higher education, vocational, technical and professional training;
- To inculcate a sense and ability for self – study, self-confidence and self- advancement in new frontiers of science and technology, academic and occupational knowledge, and skill,;
- To prepare the student to join the world of work.

All these objectives can't be achieved without provision of quality education to the stake holders. On that ground provision of quality education is one of the important issues of my concern at my school. In this school I have succeeded in providing quality education in spite of difficult economic and social conditions.

<p style="text-align:center">A: HOW THE SCHOOL HAS ACHIEVED HIGH QUALITY EDUCATION
(PRACTICE AT MY SCHOOL)</p>

Various strategies and circumstances have been set to ensure that quality education is provided to the learners in their six years of secondary education.

<p style="text-align:center">78</p>

These include the following:-

- **A WELL STATED SCHOOL MOTTO, VISION,ACTION PLAN AND THE HEDMASTER'S** CALENDAR

  The school motto is EDUCATION FOR DEVELOPMENT which means people will improve their standard of living through quality education. The Vision of the school is to provide quality education which will enable students not only to go on with further studies but also to be productive and self reliant in future. The school Action plan indicates processes which will be involved in solving various problems in the school so as to enhance provision of quality education. The Headmaster's calendar's shows what the headmaster and other education stake holders in the school should do everyday. Time Management is highly observed in the school.

- **PROPER SCHOOL MANAGEMENT/ADMINISTRATION**

  There is smooth delegation of power and follow up. At the top there is the Head of school working hand in hand with the school Board. The Head is assisted by two second Masters one dealing with administration issues while the other one deals with the academic affairs. Down to the chain, you find various committees such as Academic Advisory committee, self Reliance committee, and school cleanliness and school Maintenance committees. Under these committees there are subject departments with their heads then students' government and the rest of the school community.

  There is a high respect of collective leadership which involves ; parents, students, teaching and non- teaching staff, school Board, the neighboring community and other stake holders in decision making.

  The school administration practices management by walking around rather than staying in the office or all the time for the purpose of monitoring and evaluating all the activities which are conducted in the school.

  We have various democratic meetings such as staff meetings, school Board meetings, All workers meetings, school council meetings etc.

  The school administration tries its level best to assist teachers in solving their problems such as making a follow up of their salaries and promotions.

  The Head of the school is the model in all activities, for example he teaches English and General studies also he has written two editions of General studies for Advanced learners to solve the problem of shortage of text books in the school.

  There is daily inspection of the teaching and learning processes in the classroom done by the Head of school.

  There is effective communication between the school and the Ministry and the local government as well as the community.

  There is proper use and control of financial resources with the spirit of transparency.

- **MOTIVATION AND CAPACITY BUILDING**

  The school Motivates teachers, students and parents. Motivation to the teaching and non teaching staff provision of letters of appreciation to the hard working staff members.

  Promotion

  The school provides lunch to the teaching and non-teaching staff

  There is in-service training.

  Teachers attend in and out school seminars and workshops

  Motivation to the students:

  Provision of letters of appreciation

Provision of special certificates to the best performers in academics, discipline, smartness.etc.
Organizing study tours
Promotion and facilitating sports and games.
Motivation to the parents.
Provision feedback through Parents Academic Progress Report forms
School as an open system. There is smooth communication system between the school and the community.

- **TEACHING AND LEARNING ENVIROMENT**:
The teaching and learning   environment has been made conducive by using   the following ways:-
There is sensitization and mobilization of the community towards the improvement of the   school infrastructure, students lunch,   school fees just to mention a few.
Planting of trees in order to increase the school beauty.
Environmental cleanliness and conservation which involve students and teachers. Each student has his/ her special area to attend. There is annual cleanliness competition whereby the   winners are awarded.

- **THE USE OF PART TIME   TEACHERS GUEST/GUEST SPEAKERS**
There is a shortage of teachers to both ordinary level and advanced level classes. The school tries to solve this problem by using the part-time teachers who are paid through the school self Reliance fund. On top of that specialist guest speakers   are invited when need arises.

GUIDANCE AND COUNCELING COMMITTEE
The committee provides its service to the slow learners and remedial teaching is provided accordingly.
It provides education against HIV/AIDS to both the staff and the students. That is through the teaching of family life education.

- **PROMOTION OF GIRLS'EDUCATION**
The school administration and the teachers encourage girls in their studies because it is observed that girls perform poorly in academics especially in mathematics and science subjects.

- **SHARING OF TEACHING AT DEPARTMENTAL LEVEL**
The teachers of various departments exercise sharing of teaching especially when they deal with difficult topics.

- **SPORTS AND GAMES**
  Due to the fact that healthy body carries health mind, the school promotes and facilitates sports and games. All students, are encouraged to participate in sports. We have strong school teams of football, netball, volleyball and in door games.

- **LIBRARY**
As teaching and learning resource, the library is for accessing information, knowledge and skills. The school has a small library where students and staff members are encouraged to go and read.

- **CONTROL OF TRUANCY AND ABSENTEEISM**
We control the problem of truancy and absenteeism through students'
Attendance register.

Teaching and non-teaching staff attendance books and Class journals.

PROPER TEACHING METHODOLOGY
The teaching and learning process is two way traffic which involves both the teacher and the students. Thus the process focuses the learners.

- **PUNISHMENT**

Corporal punishment is not very much encouraged   in this school   instead Guidance and counseling dominates so as to create a friendly atmosphere in the process of delivering quality education.

- **DISCIPLINE**

  In order to provide quality education discipline of both students and staff member is very much observed.

- **SCHOOL FEEDING**

Students excel in academics because of the food which the school provides to them. "Sound mind in the sound body" school feeding is part of   school curriculum.

- **APPLICATION OF KNOWLEDGE FROM THE COURSE ATTENDED IN JAPAN IN 2003**

The knowledge which I got from Japan in 2003 through the secondary Education Development Training course is applied to enhance education reforms not only at my school level but at the national level for the purpose of promoting access, equity, equality   quality Education and Management.

- **EVALUATION**

Assessment of performance in academics is done though:

Weekly tests, Monthly tests, Midterm examinations, Terminal examinations,

Annual examinations, Pre-national examinations and National examinations.

B. PRESENT SITUATION

  Apart from the achievements, there are problems which hinder the effective provision of   quality education and therefore   need to be addressed.

- Size of the class being   big.
- Pupil – teacher ratio is still big
- Shortage of teaching and learning materials, laboratory equipment, and chemicals, text books, computers etc.
- Shortage of infrastructure
- Shortage of teachers
- Teachers are still not well   paid by the government
- No enough in service training to improve teacher quality
- Poor performance of girls particularly in mathematics and science subjects.
- English language as a medium of instruction is   problem to some students and teachers.

FUTURE PROSPECT

The school intends to continue providing quality education which is relevant to the present world of globalization despite of the economic and social hardships the country faces.

Shigeyuki Terai
Principal, Mansei Primary School, Japan

1. Introduction

   Our Mansei Elementary School run by the town of Oguni in Aso County, Kumamoto Prefecture, is a small backcountry school set deep in the mountains, where all 30 of our pupils have organized a "Green Children's Club" and are involved in various activities. Because the entire enrollment is only 30 pupils, the school is taught in the combined class method where two grades study in one classroom and share a homeroom teacher. There are no water and sewage works of the sort cities, towns and villages operate, and the school and the households of the hamlet rely on spring water piped from the nearby mountains for running water. I think this illustrates just how blessed our school district is with the abundance of nature. One might ask how could such a small mountain school of only 30 pupils even participate in international cooperation. However, the children have found a way to contribute internationally with ingenuity that was beyond reach of most adults, and I am here to present to you some of their activities.

2. The "edible fern" and "pickle" donation drives: Volunteerism funded by locally produced delicacies

   1) The beginning

   This happened one day seven years ago when I was putting a poster on UNICEF up in the school hallway. When the school kids asked me what this was and I found myself explaining what UNICEF did, they began to say, "We want to contribute in someway also by having a donation drive." The children were leaning toward pooling their allowances for a donation, but when I suggested that donating the money received from parents was not the same thing as self-achievement, the children wondered if their way was right. As a result, the children decided to make their own money instead of pooling it from the allowances they received.

   2) Failure at first

   The kids came up with numerous ideas including digging for bamboo shoots in the mountains and growing vegetables for sale at the morning market to raise the money, but nothing ever became of this. For the first two years, the compromise was going to the big city, standing in the shopping district and canvassing adults passing by for donations to UNICEF. Consequently, the children were left feeling half-fulfilled for not having earned their own money.

   3) The first "edible fern" donation drive with help of the local community

   In the spring of the third year, a local farming household invited the school kids to experience the gathering of edible fern shoots, which is a type of wild vegetable picked in the meadows along the mountainside. I thought this was a great opportunity and began talking about what the children had been thinking and doing over the past two years, and was greeted with enthusiasm in sponsoring the first "edible fern" donation drive, which turned out to be resoundingly successful.

   In the "edible fern" donation drive, children gather edible ferns in the meadows, cook it, and sell it for donation with the help of the local farmers. Proceeds from the first drive were donated to the children's assembly of the Lake Toya Hot Springs Elementary School as relief from the Mt. Usu volcano in Hokkaido erupting. Proceeds from the second drive were donated to the children's assembly of the Miyake Village Elementary School children as relief from volcanic eruptions having caused the evacuation of Miyake Island. These first two drives charted the roadmap for the children making their own money.

4) The kids start looking overseas

One day a newspaper article on Chris Moon, an Englishman who was injured while deactivating landmines and left with an artificial arm and leg, and how he had entered the Super (100km) Caldera Marathon in Kumamoto Prefecture caught my eye, and the schoolchildren and I had the opportunity to view a video of him running in the event. We learned from this event that landmines remained littered and buried throughout the world, and furthermore that every day there were people falling victim to this hazard.

The children decided from the third edible fern donation drive to donate proceeds to an elementary school in Cambodia run by Mr.Emu Bown. The elementary school, likewise our school in Japan, is located in the backcountry of Cambodia in an area with no electricity, running water and sanitation. And as one might expect, the area until recently had no school either. But because there were children in the village, a school was needed, even though the area remained littered with landmines. Mr.Emu Bown, who is himself a landmine victim, decided that eliminating the harm from landmines had to begin with educating the children and together with his wife started a elementary school even without aid from the government and began teaching.

Profits from the third edible fern donation drive were sent to this school to fund the purchase of schoolroom desks and chairs. In the fourth year, proceeds from the fourth drive were sent to finance the digging of a well. That was also the year our schoolchildren began leasing fields to plant and grow "Daikon," or Japanese white radishes, and to harvest and process them for sale as "Takuan" pickles in raising funds for a so-called "Takuan" donation drive. This school year marks the fifth "edible fern" and second "Takuan" donation drive, and the money being earned for overseas donation has already been earmarked explicitly for Mr. Emu Bown's school.

3. From an elementary school in the mountains, to the world, and for the future
   1) The educational agenda in this day and age

This day and age of rapid progress in science and technology and the shift toward computerization and internationalization strongly demands education and other social service fields undergo a quality transformation and improvement. School educators have had to re-examine the functions schools ought to serve and how schools ought to behave amid diverse changes in the makeup and values system of families and communities. Moreover, bullying, nonattendance of school, juvenile delinquency beginning at a younger age, and schoolchildren lacking exposure to social experiences have become a serious social problem giving rise to numerous issues educators must quickly and appropriately resolve in continuing to offer impressionable children the guidance they need in developing well rounded personalities.

I think the role of an educator these days is to stimulate and emphasize a child's self-motivation to learn and ability to voluntarily adapt to social change; that is, nurturing in them the courage and practical skills needed to thrive on living so that they can grow up self-aware and responsible as Japanese citizens participating in an international community.

   2) School and community integration: Education involving a global perspective

A child's education, I think, is not limited to the school but also involves many learning experiences gained from living every day with one's family and as part of a global community.
But in today's Japanese society, the population aging and giving birth to fewer children has watered down the interaction children experience within the nuclear family and with people in general, and resulted in a severe degradation in the ability of families and local communities to educate their children. According to an old Japanese proverb, "the three houses in sight of one another are one's closest neighbors," and the Japanese have a tradition of helping and cooperating with each other as a group. Of course, raising the children was at one time

also an activity the entire community took part in.

Japanese government has strongly called for schools, households and local communities to join in partnership, but without some form of catalytic interaction bringing the three together, there can be no real partnership. What follows is a concrete example of how we have risen to this challenge in our school.

The Mansei School District ISO Committee is a group comprised of the social clubs for the elderly, women's associations, volunteer fire brigades, neighborhood leaders, the school's booster club, PTA, teachers and Green Children's Club, and junior high school and high school students within our school district. Most of the social gatherings within our school district participate in this committee that organizes various activities having to do with the environment.

Furthermore, everybody in our hamlet participates in the school's track and field day and cultural festival, and our school newsletters are delivered to every household in the hamlet. We also invite people from our community as guest teachers to speak as part of the classroom time scheduled for comprehensive learning.

I feel schools from now on need an open house mentality of existing together with the local residents as sort of a community center.

3) Educational value of the edible fern and Takuan donation drive

Education is helping children to build character that is well balanced in morality, intellect and health, and not merely cramming them full of textbook knowledge and skills. I think the Japanese educational system needs a period of re-examination and to be redirected toward nurturing children with the ability to adapt to rapid changes in society and thrive on living. Moreover, I think the main element of the ability to thrive on living lies in having a well-rounded personality. A well-rounded personality has many attributes, which may include an inspired and impressionable heart, self-discipline and compassion for others, and the spirit of cooperation, and I am convinced when looking at the current state of Japan and the world that there is no task more important than educating the children to have well-rounded personalities.

Our school's donation drive had a small beginning. But it has grown and developed to the point our schoolchildren work hard to gather edible fern sprouts from the meadows, scrub white radishes clean in ice-cold spring water and design banners for selling the produce, and in the process acquire experience and appreciation of nature, communal living, community service and learn valuable lessons on global understanding. Our pupils have developed a work ethic and sense of achievement by enduring the toil and hardships of earning their own money and have certainly learned more about their own character and personality than from merely attending class. I firmly believe that the edible fern and Takuan donation drives have given our pupils a comprehensive lesson in appreciating nature, communal living, gaining social experience, volunteerism and global understanding.

4) The future requirements of school education

Japan is currently suffering from an increase in crimes and incidents with little regard for the lives and rights of fellow human beings, and this has become a major social problem. My opinion is school education ought to be founded on instilling respect for the lives and rights of others in our children and raising them to have well-rounded personalities.

Furthermore, I think the main departure from the past is Japanese compulsory school education now pays emphasis on teaching the children the basic skills and aptitudes for living in a society of lifelong learning, and more respect for the individuality of students. Such a shift also requires schoolchildren to change their stance from a passive style of learning to an active style of learning. Teachers need to offer curriculums in which students

learn to solve problems instead of merely memorizing facts and figures, and value hands-on learning experiences for students to become more self-motivated in their studies. What we need to instill in children is good study habits.

In respecting individuality, we need to assure each child grows up with a sense of self-respect, and honor the character, individuality, positive traits and potential in each student.
Furthermore, I think children also need to acquire ingenuity, originality, creativity in building something new, and internationality for participating in the global community.

5) Some thoughts on educational philosophy and professional ethics as a principal responsible for running a school

I strongly believe education is about love and humanity. Those of us who work in education must foremost feel a sense of pride in being involved in a wonderful and vital profession in which one human being passes knowledge on to another. Moreover, I think the foundation of school education is love for humanity. True education is not possible without an underlying love for the children, the people and the local community. For example, television and radio can contribute to more knowledge but can often run into obstacles communicating the moral and compassionate aspects of that knowledge. In other words, there will always be a need to promote school education that is founded on a relationship of trust between the schoolchildren, guardians and the local community.

It is also important to recognize a school is an organization that cannot be effective if teachers work outside of a team in disorderly fashion, and requires teachers to coordinate with each other and have a shared set of values in teaching the children. Our school's donation drive became a sustained and continuous activity only when the entire teaching staff chose to recognize and embrace the idea of one enthusiastic teacher, and when the embracing of that idea spread to the guardians and to the community at large, and became an activity involving not only the school but also the entire school district in responding to a global need.

4. In closing

The world is made up of many communities and many countries, each populated with children. Each part of the world may have a different type of government with a different type of educational administration, but all are obligated to provide some form of education so long as there are children. Some schools like ours are located deep in the mountains while others may be in remote islands. There may even be districts with no schoolhouse or electricity and running water for that matter. Yet, I think the one biggest resource capable of overcoming these physical obstacles in bringing education to the children is people. I firmly believe there will always be enthusiastic teachers to somehow give the children a wonderful learning experience suiting the needs and requirements of their community, no matter how poor the physical educational surroundings may be.

Japan now has instant access to world events and through television, newspapers and the internet. Still, there remains a long divide between simply learning the facts and developing and understanding.

Our school is set deep in the mountains and may not be situated with the ideal physical surroundings for teaching international understanding. Yet we chose to get involved by planning and sustaining a grassroots activity.

The children who attend our school are hardworking and industrious, and are always active and doing something from the moment they arrive before classes begin, to during classes, lunch recess and after school. They also have the encouragement, support and cooperation of the local community. The children are proud of

their school and full of confidence in leading a vibrant and happy school life.

Currently, the world faces numerous problems on a global scale having to do, for instance, with the environment, population and food supply. No single country can overcome these problems. What we need, I think, is for the children inheriting our future in each country to truthfully understand what is at stake, foster mutual cooperation, correspondence and partnership with one another, assess what they can do in each country to participate, and engage in activities best suited and needed in their communities.

【Questions and Answer】

Akira Ninomiya(Hiroshima University)

We have been listening to the various principals and this leadership issue reminds me of the President of Hiroshima University who has as a motto "sharing the vision." I also think that the starting point of leadership is having a shared vision. This shared vision can also be seen in the international efforts conducted through children's volunteer activities as described by Principal Terai. All the panelists had the opportunity to visit Japanese schools prior to this forum and Headmistress Jara was able to visit the school Principal Terai represents.

There may be an occupational hazard in being a school principal, as they have the habit of talking too much about their schools and although that is the source of their enthusiasm, I don't know if we have allowed enough time to make two rounds of questions from the audience. However, I will now ask that we extend our discussion to include those in the audience.

Question 1

M. A. Samino (Ministry of National Education, Indonesia)

I have a question for Principal Lakshmi from India. Your school is already serving students with disabilities. My question is do you mainstream these students into regular classes or do you offer special classes? If they are in the regular classes, do they have a different curriculum?

Question 2

Kinya Shimizu (Hiroshima University)

You have spoken about various examples and experiences in trying to form effective schools. When we say effective, there must be a standard for evaluating effectiveness. If we share one standard, what kind of abilities did the children improve through these many kinds of programs? In other words, because of such and such program, children were able to improve what ability? What kinds of capabilities were enhanced?

Chilukuri Subba Lakshmi (India)

We have two types of disabled students. First, we have 10-12 blind students in different grades who come to school and are mainstreamed into the regular classroom. They take notes in Braille which is then translated into English and they bring back these sheets to the teacher. We also have special sports facilities for the blind students and we also give them a modem with the computers so that they can work with the computers. Also we have 3 ADD students who are mainstreamed into the regular classes because the number is not too high and we can train them with the regular school students. We are able to manage successfully with those students.

James Nicholas Buretta(Tanzania)

Any competent head of a school needs to set a vision. And that vision should be known to the entire school community. Effective schools should produce effective and competent children who will have knowledge, skills, and abilities, to solve their day-to-day problems. In my case, the problems which I have already pointed out, for instance guidance and counseling and the maintenance of discipline can be attained through creating a clean school environment. This continual inspection of the cleanliness of the school environment is aiming at getting children to have the ability to transform the undeveloped economy in Tanzania.

Wycliffe Ogutu(Kenya)

If I understood the question well it is asking whether we take care of children with special abilities and in this case would refer to children that are either gifted in learning or slow in learning. Maybe the more dangerous is the slow learner. In my school we have to know our children very well both at class level and the school level in general. So we would know if a child has a problem that needs attention. Remedial classes are always given after

lunch from 1:30-2 and such children are put in small groups and given the necessary assistance. If need be on Saturday from 8-12 their parents are requested to make arrangements for their travel to school and the teachers come and give them the necessary attention. As for children who are gifted,　when it comes to the classes that are being held, they are given more exercises to complete so when they finish early enough they still have more work while others are given the normal exercises. Otherwise because of personnel we do not separate the gifted from the normal but we provide for keeping them actively busy during the normal teaching time. When a child is participating in debate or public speaking and other out of class activities, we have days set for such activities so they choose which club they want to go to and we encourage those that are talented to go to the clubs in which their talents are met. If it is sports we recruit them into school teams and encourage them to coordinate in groups outside of the school.

Sylvia Artigas Jara(Chile)

Competency is related to learning to learn. In our school, students are given opportunities to be creative, sensitive, and reflective. Universities recruit these students so competence is related to those things and attitudes.

Question 3

Ann Therese Ndong-Jatta (UNESCO)

Policies are translated into programs at the school level. How do you respond to the policies at the school level? For example, concerning girls' education in Tanzania, what do you do as Principals to make it happen? You are faced with a problem in that you do not have enough girls or boys are not doing well in language…what are you doing to make the policy happen?

Question 4

Tachibana (Hiroshima University)

Wars and conflict give rise to situations in which students don't have enough to eat. I can't personally relate to this, so my question is as an educator, what is the poverty you have experienced as an educator and not as a country? What is the poverty in your mind? How do you feel about poverty in your own experiences?

Chilukuri Subba Lakshmi(India)

Poverty is not having food to eat, or shelter, but if it comes to educational poverty it means being illiterate.

Wycliffe Ogutu(Kenya)

My own definition of poverty is failing to get the equipment you need to complete your goal. So when in our context we talk about poverty it may not be financial but our inability to provide some of the items to meet our educational goals. I don't know if this is the correct time to answer on girls' education? Our country and rural areas maybe need to try more to help the girls catch up with the level the boys reach and that's why we've had to invite successful people who come from the community to come and address the schools. We use these people as examples to motivate the girls or we appoint girls to positions of responsibility and after appointing them we support them. However in Nairobi there are so many single parents who are female that it is not an issue at all if you ask a child who their parents are they will openly tell you I have only my mother. So they don't consider themselves as inferior. In last year's results for grade 8, the first 15 children were girls in that situation. So there is very little need for special promotion other than to encourage them to work hard.

James Nicholas Buretta(Tanzania)

As regards the promotion of girls' education, it really is a problem that the girl students are not as good at mathematics in comparison to the boys. And I think there are a number of things which we do. First, is the policy

of not expelling girls who become pregnant without dealing with the person who has caused the pregnancy. The government is taking measures that whoever causes that problem is taken to a court of law so that this habit of impregnating women is stopped. Then second the curriculum continued to have stereotyping however now it has been reviewed and I think that problem will end this year. The infrastructure of my school in the 1990s did not provide toilets for the girls but the boys had these facilities. The problem arose that the girls were not coming to school so what I did was to construct toilets for the girls and now they are very confident and they come and we do not have a problem. In mathematics where the girls are not performing well what I do is as there are teachers who are female teaching mathematics and science, I use those teachers to encourage girls through counseling. For example they can say that they are women just like the girls and they passed the national examination so through that counseling experience the girl students tend to perform better than before. Coming to the second question on poverty from my perspective, it can be defined as a lack of the basic needs for any human being. These would be deprivation of an education, food, and shelter. All this can be defined as poverty.

Shigeyuki Terai (Mansei Primary School)

At the outset materially we became affluent and in that process we have lost many things. Here I would like to stress that today in Japan we hear news of children who kill somebody else or children who are killed, parents who are killed, and human rights are no longer treated as precious. So the poverty that we suffer in Japan is spiritual poverty. Past traditions in Japan are not 100% good but honesty and caring for others, respect for others, and consideration, these are good practices and customs from the past. I don't say that all traditions are good but good tradition, such as diligence, honesty, consideration for others, and respecting others, should be respected and maintained or otherwise I am afraid Japan may perish one day. This may be an exaggeration. What kind of capability do you wish your children to acquire? The power to survive or live is what we are trying to make children acquire. A well rounded personality by acquiring these skills with a sense of fulfillment, that is my belief. Furthermore, this is not something that is forced from the teacher but rather in the case when we give contributions to the needy, this is done in such a fashion that we do not look down upon people who are poor when we make a contribution. We make a contribution in order to enhance ourselves.

Closing comments

Sylvia Artigas Jara (Chile)

This has been a very good experience and I congratulate Principal Terai as I was in his school and I was really astonished with that school. This is the first time that I have been to Hiroshima University and Japan and thus it has been a very important and good experience for me. As for this forum, it is really very important because it gave us knowledge of all the countries we have been talking about today in regards to education and I offered what I could about my own country. It's been a long time since I've used English so please excuse me for that.

Chilukuri Subba Lakshmi(India)

Thank you so much and I feel very honored to be able to make this presentation. In the future I hope all the countries can work together in cooperation with understanding to develop educational levels to remove the disparity in gender because it is always there especially when it comes to the rural areas in comparison to the urban areas. We have created great female scientists in our large Indian cities and thus the same scenario should also come to the rural areas.

Wycliffe Ogutu(Kenya)

I share the concern that everybody has for the development of the child. We want our children to get the best quality education and I think countries like Japan have assisted us and I think we need assistance to make us more self reliant and help us to move in that direction. Thanks to all the organizers of today's forum, we have rich

things to report home.

James Nicholas Buretta(Tanzania)

I deeply appreciate the informative forum we had today. I recommend this important forum for the coming years be extended from one day to two days due to its' significance. I would like to request that Japan and UNESCO and other development partners continue to assist Tanzania and particularly at my school where funds will be used as directed.

Shigeyuki Terai (Mansei Primary School)

Yesterday after having dinner with the 4 principals, I woke up at 5 to revise my summary presentation. Education is deeply related to economic factors and government. A lot depends on what they think about education. If it is for the building of a nation, we have to nurture person and the people in the government must be aware of that. Early on education must be enriched, for leaders and educators. Japanese teachers have a strong mission for teaching academics. They are enthusiastic and wonderful but overall improvement is necessary as some teachers do become involved in scandalous events or they fail. So although my school is located in the mountains, it is a very good facility. If a child from my school would transfer to an urban area such as Tokyo, or if a pupil transferred to our school, we can handle it. Lastly, school education is supported by the sensitivity of each teacher and we should be sensitive to pupils' demands. What is important is how we nurture children, which is not an ideological issue, but a practical issue. I was energized by today's meeting and although our school is involved in a very small international effort we can imagine the recipients of our aid. I will be back in school tomorrow so I thank you for this wonderful experience to share with my students.

Akira Ninomiya(Hiroshima University)

Today we heard about schools which may not necessarily have a good environment but their Principals have produced wonderful results. Indeed they are producing remarkable results so if you feel they are running effective schools please give them a round of applause. Within each country private schools can be found in rich communities and their environment is blessed. But in comparison these schools do not have the materials or the books necessary so that is their reality. These schools may be exceptional schools so we have to make sure that all schools in the world become effective schools. From those schools international channels between people can develop and we can learn from each other. Developed countries can learn from donor countries and international success stories have to be transmitted. How can we translate those success stories to other countries? Although there are indigenous conditions which do not allow for directly transplanting approaches, the teaching process will not suffer as long as there is good preparation on the recipient side. Each country can learn from the framework of international education as we have a lot of experts in today's audience. This forum is hosted by MOFA and MEXT and so I hope it will develop strongly and firmly.

With that we will close this issues panel.

Closing Session

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Remarks by Taizo Muta
President, Hiroshima University

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Your Excellency, Ms. Grace Pandor, Minister of Education of the Republic of South Africa, distinguished guests and participants, it gives me great pleasure to address you at the closing of the Japan Education Forum II on behalf of the four organizers. I would like to express my sincere appreciation to all of you for having taken time out of your busy schedules to attend this forum.

It is my great honor and pleasure to see the Japan Education Forum II conclude so successfully as the inauguration forum did last year. I would like to express my heartfelt gratitude to all the participants from Japan and from overseas for your generous support and cooperation.

Two important topics of international educational cooperation were dealt with at this Japan Education Forum II.

One was "promotion of girls' education in developing countries," which was the main topic of the keynote speech and the policy panel. The year 2005 is the target year set by the Dakar Framework for Action and the Millennium Development Goals "to eliminate gender disparity in primary and secondary education." Therefore, as the international community is focusing its attention on this topic, we felt it would be quite timely to take up this theme at this forum. I believe this forum was extremely fruitful in that it provided a venue to initiate discussions on this theme and in that we were able to exchange views on practical matters in order to eliminate gender disparity, focusing on the viewpoints of developing countries.

The other was the teachers' perspectives discussed at the new issues panel. Principals who are directly engaged in the education of students every day at school in developing countries shared their opinions and thoughts with us regarding educational development, educational policies and educational cooperation. The participants' opinions hit home with us in many ways. We strongly felt that the discussions here must produce concrete results in order to address the teachers' concerns and expectations. The underlying theme of this forum was "Collaboration Toward Greater Autonomy in Education Development." I believe this collaboration must be such that it will turn out many more principals like our participants.

The Japan Education Forum is held annually on the theme of international educational cooperation with the purpose of making practical proposals to the world. The forum must not be just a "talking forum." The new issues panel of the inauguration forum of last year had extremely lively discussions on the "Roles of Universities in the Development of Basic Education in Developing Countries." As a result, two practical initiatives were launched.

One of them is the actual implementation of the "partnership initiative to assist the development of basic education in developing countries, where several universities in developed countries collaborate with a local university or universities in each country." Last year in October, Hiroshima University invited experts on educational cooperation to Hiroshima from Japanese and American universities and from donor organizations. As a result of the discussions at the seminar, we decided to launch an experimental program in two or three countries in Asia and Africa. Please read the summary report of the seminar included in the handouts.

The other initiative is related to the activities to "initiate a movement toward autonomous educational

development through the joint efforts of universities in Africa." This was also one of the focal points of discussions at today's new issues panel. This initiative will actually start this month in the form of joint research on policies to support basic educational development by uniting universities and ministries of educations in four African countries, with the cooperation of the Japan International Cooperation Agency (JICA), UNESCO, United Nations University and Hiroshima University.

We believe that human resources development provides the basic foundation for social development. Our philosophy is that education helps resolve wars, conflicts, environmental degradation, violation of people's security, poverty and other issues, and ultimately contributes to the creation of a peaceful society. Japan has established the Center for the Study of International Cooperation in Education at Hiroshima University and the Center for Research on International Cooperation in Educational Development at the University of Tsukuba in order to carry out practical research on international cooperation to support autonomous educational development in developing countries and to contribute to the creation of a peaceful society.

Hiroshima University, which experienced atomic bombing, has five guiding principles, and the first one is "pursuit of peace." In order to put this guiding principle into practice in our educational and research activities, we are carrying out various initiatives. Among them, the creation of peace through international educational cooperation is given a high priority. In this regard, this forum plays a significant role in providing a tangible step toward that goal.

The discussions at this forum were full of valuable suggestions, which will no doubt have a great impact on educational cooperation. Supported by the Ministry of Education, Culture, Sports, Science and Technology and the Ministry of Foreign Affairs, Hiroshima University as well as the University of Tsukuba will continue their efforts to serve as centers in Japan to contribute to the educational development of developing countries.
Last but not least, I would like to thank all the participants once again. I would also like to express my deepest gratitude to the Japan International Cooperation Agency and the Japan Bank for International Cooperation for their generous support. In closing this forum, I sincerely hope that the success of today's forum will provide a solid basis for the continuation of this annual forum and that the international educational cooperation of Japan will further develop and produce fruitful results. Thank you.

Japan Education Forum Ⅱ