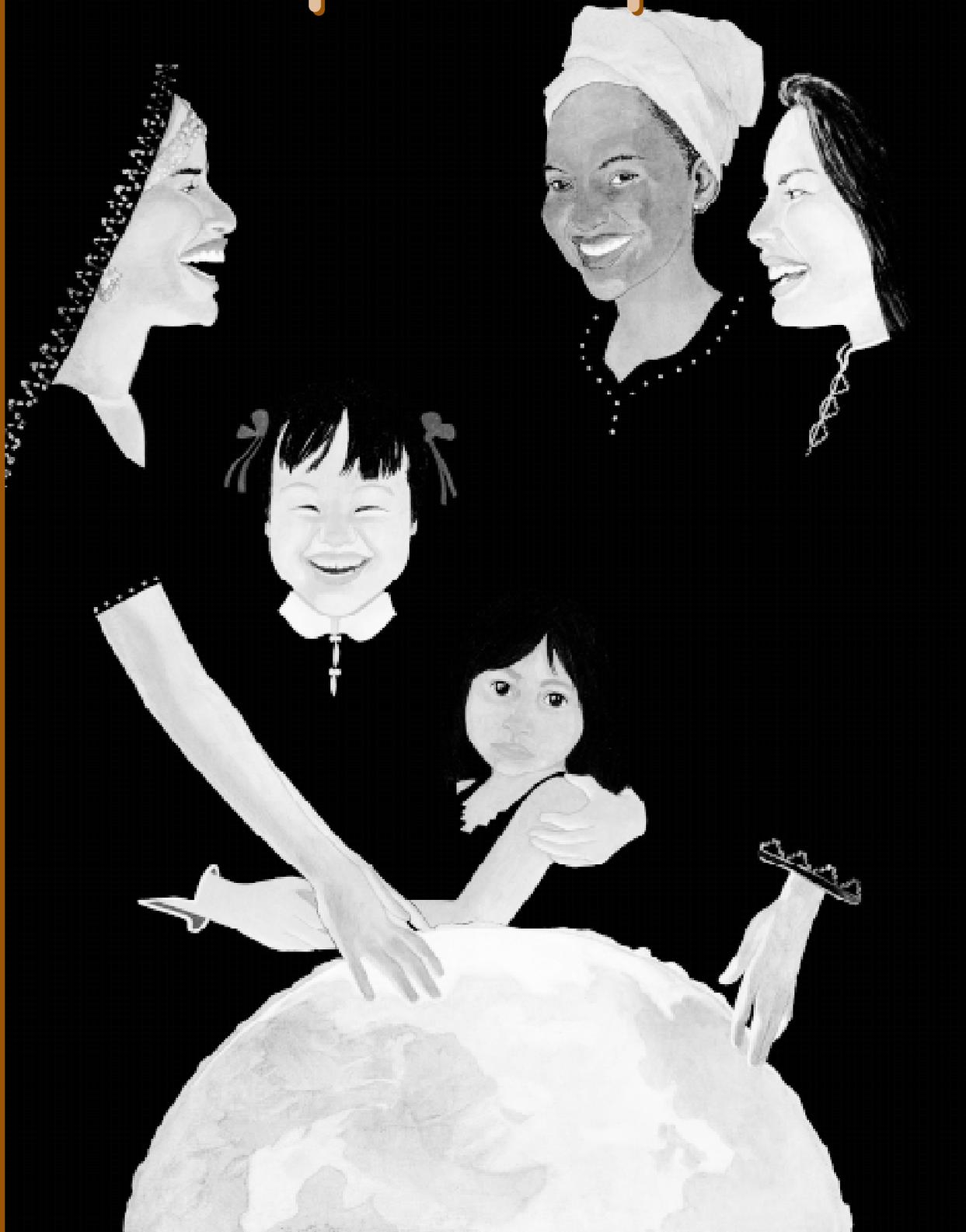


Educating Girls

A Development Imperative



Elina Hartwell

Conference Report
May 6–8, 1998, Washington, DC



Educating Girls: A Development Imperative

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U.S. Agency for International Development



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Contents

Acknowledgments	5
A Message from USAID Administrator Brian Atwood	7

Proceedings

How this conference came about	9
The public sector: negotiating and setting policies and priorities for national development.....	17
The private sector: capitalizing on human resources	25
The media: educating stakeholders and fostering debate	31
Religion: creating broad-based consensus	37
Non-governmental organizations: linking ideas to practice	43

New knowledge

Introduction	51
Child labor: girls at work	53
Monitoring the sustainability of girls' education initiatives	57
Evaluation of programs and policies to improve girls' education	60

Addresses

Hillary Rodham Clinton, first lady of the United States	67
Keiko Sofia Fujimori, first lady of Peru	75
Nana Konadu Agyeman Rawlings, first lady of Ghana	77
Carol Bellamy, executive director of UNICEF	83
Nancy Birdsall, executive vice-president of the Inter-American Development Bank	85
Richard W. Riley, U.S. secretary of education	87
Harriet C. Babbitt, deputy administrator of USAID	89

Country commitments

Zambia	sidebar, 18
China	sidebar, 21
Ghana	sidebar, 27
India	sidebar, 32
Guatemala	sidebar, 33
Vietnam	sidebar, 35
Egypt	sidebar, 39
South Africa	sidebar, 40
Morocco	sidebar, 45
Nepal	sidebar, 47
Laos	sidebar, 48
Afghanistan	sidebar, 49

Case study

Promoting girls' education in Guinea 93

Appendices

Agenda 97

Delegates 105

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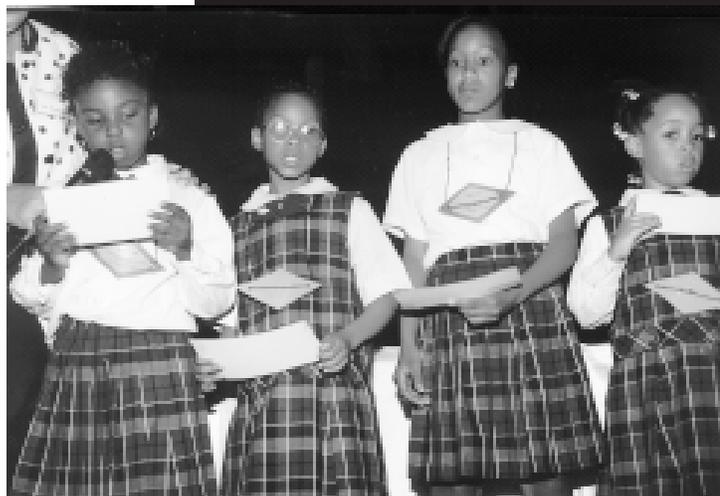
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A Message from USAID Administrator Brian Atwood

Educating Girls: A Development Imperative was a remarkable conference, and I would like to thank our cosponsors at the Inter-American Development Bank, UNICEF, the Delegation of the European Commission, the Lewis T. Preston Education Program for Girls, and the World Bank for helping us make it such a resounding success. The more than four hundred distinguished delegates and speakers from over forty countries included first ladies, education ministers, members of parliament, judges, business executives, policymakers, religious leaders, education experts, and—quite memorably—schoolgirls themselves.

It was a special honor to welcome First Lady Hillary Rodham Clinton, whose advocacy and leadership have greatly benefited USAID's programs. It was Mrs. Clinton who announced USAID's girls' and women's education initiative at the World Summit for Social Development in Copenhagen in 1995. Addressing the international community on that occasion, she said, "No single factor contributes to the long-term health and prosperity of a developing nation more than investing in education for girls and women."

It was equally an honor to welcome First Lady of Peru Keiko Sofia Fujimori and First Lady of Ghana Nana Konadu Agyeman Rawlings, U.S. Supreme Court Justice Sandra Day O'Connor, U.S. Secretary of Education Richard Riley, and Deputy Secretary of the Treasury Lawrence Summers.

At the conference on girls' education, participants shared experiences, lessons, new knowledge, and ideas on improving the prospects for educating girls worldwide. In the plenary and expert sessions, country planning meetings, and informal conversations in the hallways, country and sector leaders recognized the development imperative of educating girls and understood that nations cannot advance socially and economically if they do not provide quality education programs for girls as well as boys.

An important feature of the conference was that ample time was set aside for country delegations to plan new ways of working together to put into practice some of the ideas learned at the conference. At the end of the conference, country delegations affirmed their commitment to improving girls' education by announcing specific goals that they will pursue over the next few years.



USAID

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Eliminating the gender gap is vitally important, but even more important is ensuring that *all* girls worldwide complete primary school.

The conference provided an opportunity for participants to celebrate the significant increases that have been achieved in girls' enrollment over the past decade. Despite impressive accomplishments, however, recent studies indicate that in many parts of the world the gap between girls' and boys' enrollments has not only persisted, but has widened. Indeed, today, 25 percent of the world's girls are not attending school. Eliminating the gender gap is vitally important, but even more important is ensuring that *all* girls worldwide complete primary school.

Educating Girls: A Development Imperative will prove to be an important milestone marking a point when leaders from all over the world learned new approaches from each other, developed a new understanding and commitment to the value of educating girls, and began to change policies to achieve these goals.

How this conference came about

Why educating girls is a “development imperative”

Parents, communities, and nations have long recognized that providing their children with basic skills, knowledge, and values is essential to their individual welfare and collective wellbeing. Throughout the world, countries are working to ensure education for all: governments are expanding systems of primary education; churches, mosques, and synagogues have established schools often noted for their quality and outreach; and remote and impoverished villages have constructed schools and funded teachers from their meager resources.

It is clear that few want their children to remain unable to read or write. But often, both in countries that have achieved universal primary education and in those struggling to achieve it, an important group of children is forgotten or ignored: girls. Of the 110 million children who are not enrolled in school, 60 percent are girls. In some countries, three-quarters of the children not in school are girls. While the world’s forty poorest countries have made advances in expanding primary education over the past twenty-five years, boys still outnumber girls in the classroom by almost one-quarter. The disparity grows at higher levels of education: for every one hundred boys in secondary school there are seventy-five girls, in tertiary education sixty-four girls. Three-quarters of the world’s one billion illiterates are women.

Common sense and thirty years of research show that by not educating girls, society is shortchanging them, their children, and itself. Educating girls, particularly at the primary and lower secondary levels, is one of the most productive investments that society can make in terms of its social and economic development. Growth accounting studies have demonstrated the correlation between an educated female populace and a country’s gross domestic product.

Educating girls initiates a process of intergenerational poverty reduction that contributes to both family welfare and household income. Educated women are more likely to find employment, earn higher wages, and be more economically productive; have fewer children but increase the chances of both maternal and child survival; have healthier families through better nutrition and health practices;

Some facts about girls’ education:

- Nearly half—50million—of out-of-school children are in South Asia; 10 million are in West Asia.
- In Africa 50 percent of adult women are illiterate; in South Asia 41 percent are illiterate; less than 20 percent in Latin America.
- Sub-Saharan Africa and West Asia suffer from the highest gender gaps in primary school enrollment; in sub-Saharan Africa there are 68 girls enrolled for every 100 boys.
- India has the highest number of out-of-school children; one fourth of the 6-11 age group is out of school, with over 50 percent of that being girls; three of five Indian girls will never finish primary school.
- Worldwide, girls’ mean achievement level is 40 percent lower than that of boys.



Master of Ceremonies Sally Shelton-Colby, Assistant Administrator, Bureau for Global Programs, USAID

A girl's ability to read and write can make the difference in whether she obtains or generates remunerative employment, plans her family, and provides the necessary nutrition and hygiene to keep her children healthy.

and ensure that their own children—daughters and sons—are educated, initiating a “virtuous cycle” that contributes to the wellbeing of future generations.

Educating girls is a *development imperative* that society—public and private sector agencies, religious organizations, NGOs, the media, funding agencies, communities, and parents—can no longer afford to ignore. Not only must girls have the same opportunities for schooling as boys, but they must receive the quality primary education essential to their own welfare and that of their families and countries. Girls' education is not just a theoretical ingredient of national development and economic growth; nor is it the unique concern of governments and funding agencies who watch the “bottom-line” of the national development “balance sheet.” It is *all* of society's concern.

The primary stakeholders in a girl's education—and those who will experience its benefits most directly—are the girl, her family, and her community. A girl's ability to read and write can make the difference in whether she obtains or generates remunerative employment, plans her family, and provides the necessary nutrition and hygiene to keep her children healthy. But it is also the girl's family and community who will bear most immediately the costs associated with schooling. Households will pay various out-of-pocket costs, such as tuition and fees, books and supplies, and uniforms and transportation. And they will pay in opportunity costs, such as time lost to household labor or sibling childcare while the girl attends school or studies; and in emotional costs, such as concern about her safety and security in school. In poor countries where the supply of schooling is not assured, communities will make significant financial contributions toward school construction and operations. The balance of these private costs and benefits as experienced by a girl's family and community, and their ability to pay, ultimately determine whether she will enroll in school and how far she will progress.

With the recognition of the tremendous development benefits realized by educating girls has come an appreciation of the web of constraints and barriers to schooling girls. Some of these barriers may affect both boys and girls more or less equally, e.g., families might not be able to afford the direct or indirect costs of schooling any of their children. Or government may have an insufficient national education budget, may not enforce child labor laws, or may not provide basic infrastructure such as roads, water, sanitation, or transportation that will enable children to attend school. Other barriers, however, are especially disadvantageous to girls, including

deeply held cultural, religious, social, and political values about the roles girls and women should play in society. Eliminating the barriers to girls' education that spring from these beliefs will require individuals and organizations who lead the cultural, religious, social, and political institutions to become active participants in recognizing the causes of and implementing solutions to these problems. Experience shows that the most effective solutions are those that address multiple barriers to girls' education rather than those that address a single barrier. For example, if a barrier to girls' education is insufficient classroom space, but an equally or even more powerful barrier is the community's concern for girls' safety on the way to and while in school, a program to build more classrooms without a concomitant program to address parents' safety concerns will not be effective.



Many countries and organizations have devised innovative strategies and programs to address and alleviate the myriad obstacles to girls' education, ranging from school construction, gender awareness training, and separate latrines to tuition waivers, scholarships, and social marketing campaigns. Yet no matter what the program or intervention, some key lessons have emerged:

- Girls' education programs are most effective when they fit within a country's national development agenda and strategy.
- Efforts to improve girls' education cannot be separated from the reform of basic education, which in many countries is essential to laying the groundwork for the equitable and efficient use of educational resources. However, girls' education issues must be integrated throughout the education reform effort, not isolated to a single program.
- Efforts to improve girls' education must be "owned" by a country's citizens, not just by the government or donors, if they are to be effective and sustained. This ownership must be shared by *all* groups in society—the public sector, the business community, religious organizations, and NGOs.

Since everyone benefits from girls' education, everyone is responsible for ensuring that girls enroll and persist in primary school

The public and private sectors are not equally capable of addressing the same problems—each has comparative advantages in areas where they may be more capable of taking the lead—but both are responsible for working toward the goal of improving girls'

Efforts to improve girls' education must be "owned" by a country's citizens, not just by the government or donors, if they are to be effective and sustained.



Guatemalan school girls visit UNICEF's Voices of Youth computer station.

Indeed, during the conference, country delegations did formulate and present plans to increase girls' educational participation and to create or further partnerships and joint activities with the various sectors and diverse actors.

education. For example, government may be better suited to facilitating national dialogue, establishing national education priorities and policies, and directing public resources than is the private sector. On the other hand, the business sector may be better able than government to articulate the types of skills required by the country's economy as it develops, pilot innovative approaches to providing education, and promote and observe fair labor legislation and practices. Likewise, religious leaders may be comparatively better able to rally interest in the issue of girls' education, guide public opinion and behavior to support girls' education, and inspire society to place the common

good over private interest. The media can make girls' education a national issue by reporting on the benefits and costs, the activities and initiatives underway, and the policy under discussion. Finally, NGOs and funding agencies may be uniquely suited to supporting a country's efforts to develop its education policy, build community capacity, and link parents with policymakers.

Underlying the conference on girls' education was the idea that current efforts by actors in all sectors to improve girls' education, while beneficial (and necessary), could be even more so through the development of partnerships that would allow the players in the various sectors to agree on what the problems (and potential solutions) are that girls face in obtaining an education, coordinate activities, share costs, collaborate on research, and improve communication among all the stakeholders in a country's education system.

The conference aimed to strengthen partnerships and generate national commitments

The goal of this conference was to strengthen partnerships among the many actors who are working to meet the challenge of girls' education and to generate explicit national commitments to increase girls' educational participation worldwide. By engaging traditional and nontraditional partners in a dialogue about girls' education, conference organizers hoped to begin the process of developing a multisectoral plan for how best to support girls' education. Specifically, the conference aimed to

- build linkages, partnerships, and means of collaboration between the public and private sectors;
- examine the roles, responsibilities, relationships, and activities of the public sector, private sector, religious leaders, NGOs, communities, and media to support girls' education;

- identify, showcase, and learn from leaders in all sectors who are promoting education improvement efforts;
- present new knowledge on cost-effective and sustainable approaches for increasing girls' educational opportunities;
- encourage countries to design innovative ways to increase the number of girls in school—using local means and resources; and
- focus media attention on efforts to expand girls' education.

Participants included leaders from the public and private sectors of more than forty countries

Over four hundred senior representatives of the public and private sectors from forty-two countries in Africa, Asia, the Near East, and Latin America attended the conference. Reflecting the objective of bringing together disparate groups and mobilizing leaders worldwide, the participant list was diverse. Participants included government officials and other influential leaders; leaders from the world's religions; CEOs of businesses and foundation presidents; heads of prominent NGOs; well-known journalists and representatives of major media organizations; and university deans and other academics.

Country delegations were structured to include representatives from government, business, religious and academic institutions, philanthropic foundations, NGOs, media and entertainment agencies, and international funding agencies. The country delegations numbered as many as twenty people to ensure that all sectors were included and to give impetus to country-level action planning. In Peru, Guatemala, and Morocco, publicity surrounding the selection and preparation of the delegation increased national attention on and interest in the issue of girls' education. In Guinea, the task of forming the delegation and holding meetings before departing for Washington, D.C., increased national enthusiasm and interest in girls' education. Press conferences held in many countries helped delegations focus on and articulate the problems confronting girls in their countries. Preconference meetings helped delegates determine their priority information needs for the conference.

Distinguished guests addressed the delegates and participated in the plenary and expert sessions

Three first ladies—Hillary Rodham Clinton of the United States, Nana Konadu Agyeman Rawlings of Ghana, and Keiko Sofia Fujimori of Peru—addressed the delegates and participated in the deliberations. USAID Deputy Administrator Harriet C. Babbitt, UNICEF Executive Director Carol Bellamy, and Inter-America Development Bank President Enrique Iglesias opened the conference. In addition to the



Conference participant making a “country commitment” at the final plenary session.

The conference program involved participants in thinking about four specific questions: 1) What roles can government, the private sector, the media, the religious community, and NGOs play in ensuring that girls' educational needs are met? 2) How can families and communities be supported in their efforts to increase girls' school participation? 3) What strategies are most cost effective and sustainable in increasing girls' school participation? And, 4) What approaches most effectively improve the educational experience and learning environment for girls?

first ladies and the country delegations, several distinguished guests from the U.S. public and private sectors served as moderators and panelists: Secretary of Education Richard Riley, U.S. Supreme Court Justice Sandra Day O'Connor; Deputy Secretary of the Treasury Lawrence Summers; Voice of America Director Evelyn Lieberman; IDB Executive Vice President Nancy Birdsall; Bank of America General Manager Michael Evans; National Council of Negro Women President Dorothy Height; General Secretary of the National Council of Churches of Christ Joan Brown Campbell; and *Washington Post* columnist Judy Mann.

Finally, the subject of the conference itself—girls—did not go unrepresented or their voices unheard. Five young indigenous girls from villages in the Guatemalan highlands interacted with participants and the media. Messages from other young girls from around the globe expressing their aspirations and desire for schooling were shared with participants. Between sessions participants viewed video clips of girls from around the world; the World Children's Chorus serenaded the group; and Washington, D.C., school children read messages sent by girls from distant countries. Children's Express, a group of young student journalists, interviewed participants and shared their views of the conference, its proceedings, and its results. UNICEF's *Voices of Youth* computer station allowed participants to engage in on-line discussions with young people from over eighty countries and provided a learning and discussion forum for primary and secondary school students.

The conference program and organization helped focus participants on four broad issues affecting girls' education

The conference program engaged participants in thinking about four specific questions: 1) What roles can government, the private sector, the media, the religious community, and NGOs play in ensuring that girls' educational needs are met? 2) How can families and communities be supported in their efforts to increase girls' school participation? 3) What strategies are most cost effective and sustainable in increasing girls' school participation? And, 4) What approaches most effectively improve the educational experience and learning environment for girls?

The conference was scheduled over a three-day period—May 6, 7, and 8, 1998. Half-day segments were devoted to the roles different sectors could play in promoting girls' education as well as how they could form partnerships with other sectors and groups to further girls' education objectives. Each segment was opened with a plenary session for the entire group, followed by concurrent expert sessions.

The conference agenda may be found at the end of this publication. Throughout the conference, country delegations were encouraged to meet informally in preparation for delegation caucuses planned for the last day of the conference, during which country delegations would formulate action plans to present at the final plenary. Several country groups that shared various common issues met to exchange ideas, compare experiences, and brainstorm. For example, the large Benin and Guinea delegations consulted with each other, as did the delegations from Morocco and Guatemala, the result being cross-country as well as cross-sectoral collaboration.

At the closing plenary, representatives from country delegations queued up to make brief presentations on their countries' action plans. These plans listed specific policy changes and programs their countries would undertake and outlined plans for continued collaboration. These presentations are interspersed throughout this document.

The three days of the conference were punctuated by several highlights and innovations. Hillary Rodham Clinton delivered the keynote address, and the first ladies of Ghana and Peru spoke about their countries' efforts to promote girls' education. Their speeches are reproduced in the latter part of this report.

Both print and telecommunication media were used to keep participants abreast of sessions they could not attend and provide additional information on girls' education strategies and approaches. A conference newspaper, *Girls' Education Watch*, was issued daily, which provided coverage of plenary and expert sessions, interviews with participants, features on country programs, and provocative editorials. A conference web page was established at Global Vision Incorporated's web site; it featured the Women's Feature Service daily newspaper and information about the conference.

The conference results exceeded expectations

The results of the conference exceeded the expectations of its planners. The cross-fertilization of ideas and experiences promises to yield positive benefits for girls' education in the future. The conference provided the opportunity for decisionmakers to meet with each other, share their ideas, and work on a common issue. Country delegations from each region met with delegations from other countries. Delegates met with people working in other sectors as well, eager to learn about experiences with partnerships, especially between government and civil society organizations. The very process of creating multisectoral country delegations resulted



Conference participant making a "country commitment" at the final plenary session.

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Conference participant making a “country commitment” at the final plenary session.

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in new insights and awareness of potential collaboration. In Egypt, for example, representatives of the religious sector reported they had never considered that they might play a role in girls’ education. In Mali, the media were surprised to be considered part of the solution to girls’ education, not just vicarious reporters. The interest in girls’ education generated by the preconference activities of the Guinea delegation was so high that following the conference, the delegation held a press conference in Conakry to relate its experiences and its commitment to advancing girls’ education. The delegation also conducted briefings on the conference at public fora for national groups, who responded with commitments to develop and finance specific girls’ education projects.

Comments during and after the conference made it clear that participants appreciated that girls’ education is not the sole province of education ministries. Representatives from the various sectors, however, did not shy away from expressing some of the frustrations and distrust they had in working with those in other sectors. For example, some participants from the public sector asserted leadership authority in basic education, although they indicated they welcomed participation from the private sector. Some business sector representatives expressed alarm that they would be expected to foot a disproportionate amount of the education budget, while others accused the business sector of short term vision and self interest. Some praised NGOs for their innovative programs, but also chastised them for not developing locally sustainable programs and for occasionally valuing their institutional identity over the interests of the communities they serve. Some community activists pleaded for greater capacity-building efforts so that they could approach the government as an equal partner. Participants recognized the influential role religion plays in governing social policy and behavior as well as in providing schooling. For many, it was the first time religious leaders had been included in a discussion of education and social policy, not just girls’ education. The media’s dual role was acknowledged as both chroniclers and activists in girls’ education. The Uganda delegation shared how the media had turned from critics to champions of girls’ education, once they had been acquainted first hand with the problems that kept girls from school.

There were many more speakers at the conference on girls’ education than time available to hear them. But the excitement and determination to continue the discussion and further develop the partnerships forged at the conference were palpable. This report is but one mechanism to help sustain the energy catalyzed by the conference.

The public sector: negotiating and setting policies and priorities for national development

Throughout the twentieth century, education has been recognized by most countries as a critical factor in a nation's wealth and wellbeing, and not one that can be left to the vagaries of private markets. Around the world, governments have tried to ensure that the widest range of children have access to basic education so that they may acquire the knowledge and skills essential to social and economic development. However, faced with burgeoning populations and growing demand for public education, many governments find they are unable to meet the educational needs of all their children, especially girls.

Governments and funding agencies are beginning to acknowledge the importance of the private sector's involvement in providing universal, quality education by supplementing public education resources, delivering education services, and pioneering programs for girls and other hard-to-reach or vulnerable groups of school age children. Two opening plenary sessions on the role of the public sector provided the foundation for a dialogue about how governments can form partnerships to encourage and support private sector initiatives for girls' education. Discussion centered on whether government alone should be responsible for ensuring girls' participation, what its role should be vis-à-vis other partners, and what the roles for agencies other than ministries of education should be.

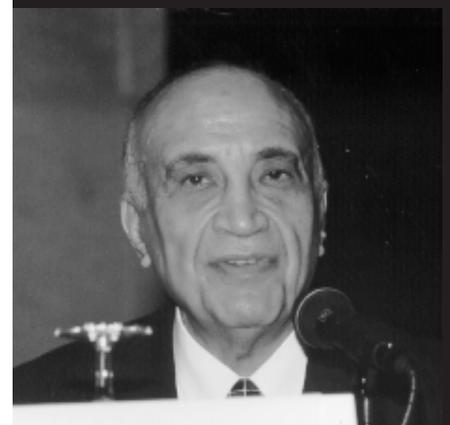
The respective roles of the public and private sectors in education

Panelists in the first plenary session, all ministers of education, spoke about their governments' programs to educate girls and experiences working with the private sector. Several principles about the respective roles of the public and private sectors emerged from these presentations. Panelists were united in their view that government alone is not sufficient to respond to the "development imperative" of educating girls. However, they also agreed that the public sector should play a leadership role in providing and regulating education services, as it is charged with safeguarding public welfare. Minister Mia Amor Mottley from Barbados noted that the close link between levels of education and safety, security, economic growth, and health for all citizens requires public sector oversight of education. As

Questions panelists considered:

Plenary session

- How can the "private sector" contribute to "public interest"?
- What is the government's role and what is the private sector's role in educating girls?
- What are some instances of public-private collaboration on issues affecting girls' education?
- What can governments do to encourage private sector participation?
- What are the constraints to government collaboration with the private sector?
- Is there a role for government agencies other than ministries of education in promoting girls' education?
- How have other agencies supported and promoted girls' education?
- Are particular agencies suited to specific activities?
- How has the ministry of education encouraged other agencies' support and promotion of girls' education?



Hussein Kamel Bahaa Eddin,
minister of education, Egypt

My name is Christopher Zulu. I represent the delegation from Zambia. We are grateful indeed to have had a chance to participate at this conference. From this workshop we have actually agreed to take home and put into immediate effect the following: We are going to create a forum for the exchange of ideas between the government and the private sector on the needs and collaboration for the girls' education. We are also going to look into the possibility of creating an enabling environment through policies whereby we offer incentives to all organizations that will be supporting the girls' education. We are also going to step up advocacy and education of the private sector on the need for girls' education. As regards partnership with nongovernmental organizations, we already have some establishments in place, and we will strengthen these partnerships. We shall insure that the private sector will get incentives such as tax rebates for those that will be supporting girls' education, because we believe that every good turn deserves another. As for the media, we shall ask our media to generate public debate for the sake of creating awareness among the public on girls' education. And we will ask the print media to come up with a number of positive articles that will highlight the issues affecting our girls. These are some of the major issues that we have taken from this conference.

education benefits all of society, investment decisions should not be left to the marketplace, particularly because the private sector—especially business—is often driven by the short term perspective of profitability rather than long term investment in national development.

Mottley argued that only governments could provide the legislative framework to support and enforce education policies of equal access to education for girls and boys. The public sector sets the climate for civil rights and the “respect for all” that is fundamental to all children receiving a basic education and being treated with dignity and consideration in school. Mottley's comments underscored earlier remarks by U.S. Secretary of Education Richard Riley, who had pointed to the importance of legislation in the United States on education policy and girls' education. Riley said that Title 9, which was enacted twenty-five years ago in the United States, has improved girls' access to education to such a large degree that today females form the majority of many college and university enrollments.

The public sector determines policy and prioritizes the use of resources

All the panelists stressed the idea that setting education policy is an essential role of the public sector. An important aspect of education policy is the level of investment of resources devoted to education from the public coffers. Mottley pointed out that the massive resources required to provide universal education necessitates that government play a major role in developing the policies governing expenditures. Egyptian Minister Hussein Kamel Bahaa Eddin said that Egypt's weak economy had precipitated an education crisis that kept many children—especially girls—out of school. Government commitment to education resulted in increased public expenditures for education, rising from 28 million pounds in 1980 to 14.8 billion pounds in 1997, and resulting in the construction of 8,100 new schools. In a later plenary session, First Lady of Ghana Nana Konadu Agyeman Rawlings reemphasized the centrality of public resources in providing basic education, stating that “some families in Ghana are too poor to buy the few necessities that are required for schools.”

In addition to providing the bulk of education finance, there was general agreement that the public sector should establish policies governing who benefits from these resources. In many countries, girls are excluded from schooling or are not provided equal

opportunities for education. The public sector has an important role in developing and implementing affirmative action policies. In Egypt, where parents often prefer single-sex schools for their daughters, the government built several schools for girls. Eritrea's Minister Osman Saleh said that his government recently provided buildings for girls' secondary schools. Consequently, girls' primary school gross enrollment in Eritrea grew from 36 to 52 percent. In Ghana, the recently introduced Free Compulsory Basic School Program has reserved 50 percent of its scholarships for girls.

The public sector conducts research...

Panelists agreed that the public sector should also take the lead in conducting research and defining the problems and objectives in education. Guatemalan Minister of Education Arabella Castro indicated that education research undertaken by her government had allowed it to identify and better understand the problems girls face, and thus work with the private sector to formulate policies and craft solutions to address the low participation rate of indigenous girls in Guatemala's primary schools.

... engages in policy dialogue...

Promoting policy dialogue, engaging the private sector's interest and involvement in education issues, and encouraging public-private sector partnership is also a key responsibility of the public sector, panelists also agreed. Examples of such activities have occurred in the United States, where one public sector initiative to increase family involvement in education has grown from 40 member groups to 3,800 organizations that focus on literacy. In Eritrea, the government launched a social marketing campaign involving traditional and religious leaders, communities, and the emerging business sector. Castro said that by legalizing parent organizations, the Guatemalan government supported girls with special scholarships and grants and galvanized parental support for education. Bahaa Eddin said that in Egypt, the government launched an "adopt a school" program that resulted in more girls' schools being built.

... and works in partnership with other sectors to promote education

Despite their emphasis on the public sector's primary responsibility for education, the panelists concluded that "government cannot go it alone." Private sector participation is essential, but the consensus defined its role as a supportive one.



Enrique Iglesias, president, Inter-American Development Bank



Nineth Montenegro, member of congress, Guatemala

I'm from a small village in Cameroon. I'm 15 years old and in Class Six in our village primary school. I entered primary school at age 10. I wish to enter secondary school next year if I pass my exams. My parents are farmers. My mother works too hard. She goes to the farm, cooks, washes dishes, and takes care of us. I have two sisters and two brothers. My brothers are in junior primary while my sisters are still infants. My dream is to become a nurse. I hope to have enough money to build a good house for my family. I also wish to take care of my sisters and brothers. But I know it is not easy to realize my dream here. First, my family does not have enough money to send me to school up to the university. Second, my mother especially doesn't see any use in my education. She says that it is a waste of time, there is meager family money for her, and women are made for marriage. The priorities go to my brother. I usually stay at home to help my mother when she has a lot to do. Some days I'm even taken from class to go to the farm with her to look after my sisters. I am still young and the boys harass me. I'm very much afraid to get pregnant and drop out of school like some of my cousins and friends. There are many young girls like me in my village. We all dream to become doctors, nurses, or teachers. We think that boys and girls should be given the same opportunities to realize their dreams. Despite everything, I hope to realize my dream.

—letter from Sandree Miamzi, age 15, Cameroon



Sandra Day O'Connor, associate supreme court justice of the United States

Bahaa Eddin said that it was in the business sector's self-interest to support education if it wanted to develop the skilled manpower it required. He added that a flourishing market economy provided a sound economic base on which to expand and improve schools for all children. However, Saleh pointed out that in some countries the underdeveloped private sector constrained public-private sector partnerships. Subsequent audience comments added that the private sector is vast and heterogeneous, comprising many different groups with different agendas, concerns, and abilities. Distinctions must be made between parents, families, and communities, for-profit businesses, benevolent associations and NGOs, and religious groups in order to determine appropriate roles and contributions. For example, the role of NGOs is generally not to provide funds, but to inform, mobilize, and organize communities, while businesses may be better placed to serve as funding sources.

How the public sector views the private sector's role in girls' education

The panelists identified three areas for private sector involvement in education, agreeing that 1) contributing financial resources, 2) designing and testing innovative projects, and 3) helping implement education initiatives were the major roles of the private sector. Mottley said that, at a minimum, businesses must accept adequate levels of taxation to allow the state to provide free education to build a base for future skills training that will directly benefit business. In addition, the private sector may assume supplementary funding responsibility for additional basic education facilities and services. The business community in Egypt, for example, assisted school expansion and girls' education by underwriting the construction costs of more than fifty girls' schools. The private sector can also help meet special financial needs for such things as school maintenance and equipment. In Barbados, the government concluded that it must rely on the private sector for assistance in infusing technology into mainstream education. The private sector can also assume major financial responsibility for higher levels of technical training for workers. Mottley pointed out that globalization has introduced

increased competition, requiring more investment in training and upgrading workforce skills. This, she said, is an area in which the private sector can collaborate with governments.

Garnering social support and demand for education, including government policies, is another area for private sector involvement in education. Working with influential members of society or grassroots organizations will facilitate communication between government and communities and permit government to be more responsive to parental concerns about education investment decisions. In Guatemala and Eritrea, the governments benefited from the special influence and status of religious and community leaders to overcome cultural resistance to girls' education. In Barbados, the government looks to the private sector to help reshape and "rationalize" the curriculum by engaging in a dialogue about their particular needs for skills and abilities.

Supporting students through mentoring programs and scholarships is another venue for public-private collaboration. While government attempts to meet the needs of all students, some groups may not receive the attention they require. Scholarships for disadvantaged girls is an example of individualized assistance and encouragement the private sector has provided to vulnerable children. For example, private sector organizations and businesses in Guatemala raised funds for scholarships for girls and developed special programs to benefit them. The Guatemalan government has also developed a scholarship program that now reaches forty thousand girls. This program is being implemented through a public-private partnership.

How other public sector agencies can support girls' education

Girls' education is the highest return investment a society can make both economically and socially, according to Deputy Secretary of the U.S. Treasury Lawrence Summers. Summers introduced the second plenary session, which was on government's expanded role in promoting girls' education. Equal status of women in law and society was identified by each panelist as critical to in-



Lawrence Summers, deputy secretary, U.S. Treasury

I am Lianning Li. I am director general of the Department of Basic Education, Ministry of Education, in China. As a follow-up, we will make girls' education a priority-of-priorities area in UPE. First, a national high level conference on UPE will be held this year. Girls' education will be highlighted in this conference. Second, we will strengthen the network among governmental and nongovernmental organizations and the other sectors. Third, to further promote the role of the media in the promotion of girls' education, we will organize well known journalists to cover girls' education. We will promote nonprofit public advertising. Fourth, we will try to provide courses on women and girls' education in teacher training institutions. We will try to provide free textbooks that will be reused by other girls. Finally, we shall strengthen the cooperation between international organizations and private enterprises.



Mia Amor Mottley, minister of education, youth affairs, and culture, Barbados.



Osman Saleh, minister of education, Eritrea

creasing girls' educational participation, and the government's responsibility is to ensure that such a supportive environment exists. U.S. Associate Supreme Court Justice Sandra Day O'Connor stated, "A key measure of civilization is the status of women," and added that girls' educational status is a function, as well as a reflection, of larger society and government commitment to democratic ideals.

Panelists agreed that it was essential to nonministry-of-education agencies' agendas—as well as their own responsibility to 50 percent of their citizens—to promote girls' education. Minister of State for Gender Affairs in Zimbabwe Oppah Rusesha said, "As long as women do not participate in the decisionmaking, we will continue to have serious problems." Four types of actions undertaken by other government agencies to support girls' education were identified by the panel:

- 1) *Constitutional law and the legal system* lays the foundation for girls' education. It is essential to recognize women's rights and equal protection under the law in national constitutions. South Africa Parliamentarian Naledi Pandor related how the Constitutional Court recently ruled in favor of female teachers who sued to receive benefits equal to those of male counterparts, and in favor of pregnant secondary school students who had not been allowed to sit for their final school leaving exams. O'Connor noted that the law and legal rulings may not be enough to ensure the equal status of women. Without the support of public opinion and sentiment, any law or legislation can be undermined and ignored. "Change, whether it is achieved by legislative action or by the courts, has a much better chance of succeeding when it is led by public opinion," she said. Educated women, she continued, are necessary for the social activism that will shape public opinion, and cited U.S. examples of women's right to vote and protection from sexual harassment.
- 2) *Oversight of gender issues*—before public policy is formulated as well as when it is codified and enforced—is also a role for other government agencies. In Zimbabwe, a parliamentary gender committee reviews legislation for gender bias. The South African Constitution mandates public participation and discussion in all policymaking to ensure that all views are heard, including that of women.
- 3) *A national policy framework that supports women and girls* must knit together all sectors and ensure a coherent whole so that

policies and programs to support girls' education are not undermined. Guatemala Congresswoman Nineth Montenegro pointed to her country's "Code of Youth" as a means of uniting the disparate elements of national policy. The code addresses many issues affecting youth that may limit their schooling, such as child labor. In South Africa, the government has established fair labor policies and policies against domestic violence and sexual harassment that can negatively affect both a girls' motivation to pursue schooling and her family's ability to support her education. Legislative bodies and government agencies have also directly supported girls' education by setting education policy. In Zimbabwe, national policy is aimed at "equalizing and expanding" access to schooling; in South Africa, Curriculum 2005 has been revised to eliminate gender bias and a scholarship program has been established for women in higher education.



Naledi Pandor, member of parliament, South Africa

- 4) *Special programs supported by noneducation ministries* that are aimed at alleviating the various ways in which women struggle can also further girls' educational participation. For example, the simple provision of water and electricity in poor neighborhoods increases the chances of a girl receiving an education. In South Africa, the government encourages "community policing" in a campaign against domestic violence. In Zimbabwe, the Ministries of Social Welfare and Gender Equity have created programs to assist girls from impoverished families and to integrate women in all activities and organizations.

Some challenges that lie ahead

Ensuing discussions also revealed some of the skepticism and highlighted the challenges in forging public-private partnerships. Some private sector representatives expressed concern that government claims of partnership were merely a ruse to extract more funds from the business sector to top-up government education budgets. But while government representatives acknowledged public expenditure is not sufficient, they also pointed to other, nonmonetary support from the private sector. Said Daoyu Wang, from China's Ministry of Education, "We are trying to mobilize all sectors to support education in their various ways," including as mentors, as spokesmen for education, and as advocates for increased government budgetary support for girls' education. Other delegates felt that the unequal status, resources, and capacities of government and communities could impede real

and productive partnership. “We must first think of how we are going to build capacity of communities before they can be effective partners,” said one delegate. Nonetheless, delegates concluded that change will only occur in girls’ education when communities become real partners.

Working with influential members of society or grassroots organizations will facilitate communication between government and communities and permit government to be more responsive to parental concerns about education investment decisions.

The private sector: capitalizing on human resources

Why the private sector should take an interest in education

Education creates the human resources that fuel economic and social development and create conditions for the growth of the private sector. Because the private, or commercial, sector's success contributes to (as well as depends on) the level of a country's development, the conference organizers believed it was important to invite private sector leaders to share their experiences in promoting girls' education, learn from the experiences of others, and expand participants' awareness of how the private sector can form partnerships to help nations address the issue of girls' education.

In her remarks at the conference opening, Carol Bellamy, executive director of UNICEF, also noted the correlation of a country's development level with the status of its women, adding that the development of the private sector is closely affected by the quality of education and the number of girls receiving it. And in the plenary session on how the *public* sector can contribute to girls' education, Mia Amor Mottley, minister of education from Barbados said that her government is already engaging the private sector in improving the country's education system. Her government is asking the private sector to provide classroom technology and to assist with the revision of the national curriculum to assure that schools provide the education the private sector needs its employees to have.

Private sector partnerships can be formed with community-based organizations

Panelist Michael Evans, general manager of the Bank of America, opened the plenary session on the role of the private sector with the stark observation that there were no women on the panel. Evans suggested that the dearth of women representing the private sector at the conference is emblematic of the problem he has been working to address through his bank's activities in support of girls' and women's education. These problems include a lack of candidates for corporate positions due to social and institutional barriers to women's advancement. Evans said, however, that the private sector is not as likely to respond to legislated social changes as it is to "economic reality." For example, in the United States, businesses need to market their products to an increasingly diverse society in which women and minorities are

Questions panelists considered:

Plenary session

- What has your organization done to promote girls' education?
- How has your organization benefited from taking on such a challenge?
- How did you interact with the government to promote girls' education?
- What advice would you offer to others contemplating private-public partnerships?
- What lessons have you learned?

Expert session on private-public partnerships

- What is the process of creating a constituency for girls' education?
- What challenges did you face in creating a constituency?
- Which sectors are part of your constituency?
- What has your constituency achieved for girls' education?

Expert session on how foundations support and shape policy

- How does your foundation support girls' education?
- What was your most effective program or policy to support girls' education?
- Have you formed partnerships with other organizations or government institutions?
- What lessons learned can you share with those working to partner with foundations to promote girls education?

The most important point for education in Pakistan—and of girls in Pakistan—is to wipe out the difference between a boy and girl in the minds of parents because our parents do not feel it necessary to educate girls. The people of the village should be made to understand that it is not bad to educate girls. If a boy is educated, his knowledge will help him only, whereas if a girl is educated, she can illuminate the whole house with her light of knowledge.

—letter from Pakistani school girl

making more purchasing decisions than they have in the past. Thus, the business community will need to hire people in their marketing departments with close knowledge of these populations in order to reach out to them.

The Bank of America's education projects are primarily in the United States, but Evans said he thought the bank's work could be adapted to almost any context around the world. Evans focused on a high crime, gang-infested urban area of California, where he believed that the environment could be improved—thus making the area more suitable for the bank to invest—if its women were able to play leadership roles. Evans decided that the bank could help women gain influence in the community through education that led to employment opportunities, specifically in computer literacy, a skill that is in high demand by potential employers. In addition to increasing opportunities for employment, another advantage of computer-based learning, Evans noted, is that it can encourage girls to “feel freer to explore, extend out, and not be concerned whether they're wrong.”

The bank enlisted church-based organizations to set up computer learning centers and asked other corporations to donate materials and money to operate the centers. The results were dramatic: girls taking the after-school courses raised their grades an average of 35 percent. The success was much more than academic, according to Evans; the girls' self-esteem and confidence also improved. According to one of the program's graduates, “I gained the confidence to go to work. I was made not to feel less than anyone else.” This girl obtained a computer-based

job. Evans' bank used the success of the initial program to leverage another corporate sponsor, Levi Strauss, to set up a second computer learning center. The project has now been expanded to other cities in California.



Michael Evans, general manager, Bank of America

According to Evans, there were three factors that were especially important to the learning centers' success. First was the bank's partnership with community-based organizations. The identification of an appropriate organization, such as a church or youth center to sponsor the learning center, helped establish credibility with the

community and bring in appropriate students. Second was what Evans called the “pre-work” done with the organizations to prepare them to operate the centers. By receiving training and advice on matters of facilities, processes, and staff, the organizations were encouraged to contribute to and sustain the initiative. Finally, Evans said it was very important to keep track of results, because a successful program can generate follow-on programs or similar initiatives from other private sector organizations. “To say ‘we’ve achieved this level of improvement in educational performance’ is a tremendously important argument,” Evans noted.

For organizations looking to form partnerships with the private sector, Evans suggested that organizations approach corporations “that need a strong image boost” with their proposals. Evans said that another method that has proved successful is to approach a small business such as a local gasoline station and ask it to donate a small percentage of sales in support of a local girls’ education project.

Partnerships may also include players from other sectors

Madhav Chavan, advisor, Industrial Credit and Investment Corporation of India (ICIC) said that while his organization is equitable in its hiring and promotion policies—seven of the company’s top fourteen executive positions are held by women—the company had, nevertheless, not been doing enough to promote girls’ education, especially at the elementary level.

Noting that the city of Mumbai (formerly Bombay) is a leader in India’s efforts to liberalize the economy, Chavan thought that Mumbai should also set an example in creating partnerships to ensure that every child goes to school. The problem in India, Chavan said, is that the education system is organized very bureaucratically, with very little accountability provided to communities. A consequent problem is a lack of community willingness to participate in new initiatives. In addition, India’s education system is not “productive,” Chavan said. For example, despite Mumbai’s \$70 million per year investment in primary education, 25 percent of the city’s fourth graders cannot read.

Chavan involved the ICIC in a partnership with UNICEF, the local government, and the community. The partnership promoted the idea of setting up preschool centers on a large scale and founded 1,700 centers, staffing them with 1,700 semiliterate women “who had come forward on their own... and made the initiative their own

My name is Florence Daaku, director of the Basic Education Division in Ghana. In addition to pledging to what was said for Africa in general, the Ghana delegation is making these declarations as well. The implementation of government’s new program aimed at attaining free compulsory and universal basic education by the year 2005 has strengthened its commitment to educating girls. This program has the backing of our 1992 Constitution, which makes basic education the birthright of every child, irrespective of geographical location, ethnicity, sex, or religion. We have put a number of strategies in place and we have prepared a policy document on the education of the girl child so we know exactly where we are going, and there are a lot of donors who have come on board to support us. But there are a few areas that we need to look at more closely with regard to the subjects treated at the workshop. They are the following: The role of the private sector in promoting girls’ education and, two, making communication more effective in advancing girls’ education. On the whole, the workshop has been very useful, enriching, and stimulating. It has vindicated the stand of the Ghana government on the education of the girl child. We are going back more convinced about our commitment towards the promotion of the education of the girl child.

We the girls love to continue studying and become useful to our country, beginning from our parish and each one of our communities. But it is very difficult for us, as we have to help our parents with the house tasks. Even with these difficult conditions, we have been attending school since we were six, seven, or eight, depending on our parents' decisions, as they are the ones who have to pay all the expenses. In the community, the only schools available are elementary schools, where we have become aware that education is very important. So some of us travel to study in the town parishes or in the city. As a girl, I recommend all girls who have the chance to study to take advantage of it, since someone who studies always has better opportunities in life.
—letter from Maria Ximena Sanchez, age 12, from Honduras



Mario Morales, director, Foundation for Rural Development, Guatemala.

movement,” Chavan said. The partnership is now encouraging the formation of a national alliance of agencies to take the initiative nationwide.

The private sector may choose to promote girls' education through industry-sponsored foundations

Mario Morales, director of the Foundation for Rural Development in Guatemala, described how his organization, which is funded by the coffee industry, has been supporting rural development. Using results of research conducted by the coffee industry, the foundation is implementing a plan to “create a different view for the economic future of the nation” as well as to double coffee production over the next ten years. To accomplish this goal, the foundation identified several areas of action, including improving education to increase human capacity, safeguard the environment, and contribute to national economic development.

Morales said that Guatemala's human resources are currently underdeveloped, but noted that Guatemalans have suffered more than thirty-five years of civil war, where, “instead of investing in schools, we spent... our resources on weapons and army bases.” Now that Guatemalans are following a different road, Morales said, the foundation is focusing its education efforts on illiteracy and technology.

The foundation has formed a partnership with the Guatemalan government and the National Coffee Association on the “Let's Educate Girls” initiative, which has three large programs: a scholarship fund, the *Escuela Unitaria* community schools program, and a social marketing campaign to promote girls' education. In a public-private partnership, the foundation administers the Guatemalan government's scholarship program, which currently supports 36,000 girls in over 2,600 schools. Morales expects that by the year 2000 over 100,000 scholarships will have been funded. The scholarships are funded by the government, while program administration is paid by the Coffee Association. The *Escuela Unitaria* model promotes teachers' and communities' active participation in the education process in 320 rural one-teacher schools. And the social marketing campaign supports technology fairs and radio broadcasting to promote the value of girls' education. Every Sunday, for example, a talk show-like program is broadcast in Spanish and twelve other native languages. *Tacita con Café* uses informal conversation to motivate parents and families to support education for their children, especially girls, throughout the school year.

Morales said the foundation also encourages the media to promote girls' education and the coffee producers to include messages on the importance of girls' education in their advertising campaigns. Morales concluded by noting that "every time I visit rural communities, I get this overwhelming feeling when I see housewives—who may well be illiterate—using their business capacity at the local market. I wonder if they had been offered, as young girls, the opportunity to attend school, whether these women would be the ones selling our coffee in international markets." Morales called on the private sector to contribute to girls' education in a more ongoing and organized manner. "The private sector cannot afford not to get involved," he said, because "the education of our children is not only the responsibility of our government, but of all of us."

Other ways the private sector might contribute

In the discussion that followed the plenary speakers' presentations, one delegate spoke with concern of the danger that participants might begin believing in the "thousand-points-of-light way of doing things." "Lots of do-good projects won't take care of our educational needs," he said, suggesting that the private sector could be much more effective in promoting girls' education if it worked to influence macroeconomic policy, e.g., structural adjustment, external debt, etc., which have much farther reaching effects.

Another participant reminded the private sector that it plays a role in creating poverty and cutting off girls' access to education through the use of child labor. Child labor also includes girls who stay home and work in the house, the participant said.

Areas of consensus and looking ahead

The discussion made it clear that the private sector may work in different ways in different countries to promote girls' education—through direct service provision or partnerships with community-based organizations, foundations, and government offices. However the private sector becomes involved, its contribution can make government's work in education considerably more effective. For example, the private sector can call government's attention to a successful pilot project or initiative it has undertaken or supported, and can encourage government itself to join the partnership. In a comment very reminiscent of those made for the roles of nongovernmental organizations in the promotion of girls' education, Chavan said that the private sector "can invest and experiment, which very often



David De Ferranti, vice president, human development, World Bank



Madhav Chavan, advisor, Industrial Credit and Investment Corporation of India

government cannot do.” He concluded saying, “As ultimately the citizens pay for the nonperformance of government, the private sector can help make the government more accountable as well as develop models that government can replicate on a large scale.”

The media: educating stakeholders and fostering debate

In addition to holding plenary and expert panel discussions on the role of the media in advancing social issues, conference organizers recognized the pivotal role of the media by integrating communications into the conference at several other levels. First, journalists from many countries were invited to the conference in recognition of their roles as partners in the effort to advance girls' education. Second, the conference media relations program conducted outreach to media from the home countries of delegates and the United States, and media with international and regional reach. Finally, journalists at the Washington bureaus of media organizations from delegates' countries conducted numerous interviews, thus enhancing the visibility of the delegates and their efforts to promote girls' education upon their return home.

In the plenary session on how communications approaches can be more effective in advancing girls' education, journalists from the newspaper, television, and radio segments of mass communications spoke about the roles their media can play. In addition, Phyllis Piotrow from the Johns Hopkins Center for Communications Programs spoke about utilizing communications in the context of broader campaigns.

The media can make clear the benefits of girls' education

Some of the suggestions made in the plenary session included engaging the media as partners in the effort to make clear the economic benefits of educating girls and women, and getting more girls to go to school, stay there longer, and achieve more. Delegates suggested some strategies to achieve these goals, beginning with identifying committed people in the media. (Because men with daughters often become strong advocates for girls, delegates cautioned against overlooking male journalists.)

Delegates discussed combining media power with community mobilization, and linking community, professional, and village activities with media outreach. They also suggested engaging different sectors of society in promoting girls' education, including government, the media, business, and religious communities. For example, religious leaders might educate the community about religious interpretations of the importance of educating girls and women, and these messages could be included in the media program.

Questions panelists considered:

Plenary and expert sessions

- How have communications approaches helped advance girls' education in your country?
- Were your communications efforts conducted in partnership with business, government, or religious and community organizations?
- Are there ongoing and long term communications efforts underway to sustain advances in girls' education in your country?
- What lessons have you learned from your communication initiatives?
- What is your advice to those who want to use communication strategies to advance girls' education?



Judy Mann, journalist, *The Washington Post*

I'm Rita Verma, a member of Parliament from India and the leader of the Indian delegation. We have had three days of fruitful deliberations. The opening day's panel mentioned three important parameters regarding girls' education: access, quality, and equality. I would like to add another parameter: that is, basic human values. According to Indian traditions, a woman must be given proper education, education that liberates the soul. India has a rich cultural tradition of girls' education which has got to be reflected here. However, the subject of girls' education is vast and complicated. To take up this huge responsibility, all concerned—that is, bureaucrats, NGOs, politicians, and policymakers—should work together closely. The Indian delegation reflects this thought. However, for quite some time to come, government shall have to accept leadership and primary responsibility in this field. In our country, major corporate houses are also involved in primary education, but their efforts are scattered. There is a growing feeling that these efforts have to be more focused. The role of media in a democratic country like India is invaluable help in making a system accountable to the people. All participants in the programs of education, educating the girl child, are influenced by the media.



Phyllis Piotrow, Johns Hopkins Center for Communications Programs

Dorria Sharf El-din, deputy production sector director and news announcer for Egyptian Television, suggested involving different types of media in the campaign to deliver repeated messages about girls' education to target audiences. For instance, short and long films can dramatize the challenges women face in obtaining an education. Television networks can be

persuaded to incorporate messages into soap operas. Radio producers can be encouraged to invite religious leaders who support girls' education to participate in radio programming. And popular musicians can incorporate messages into their songs.

More broadly, delegates suggested that the media help give girls a voice by developing articles and programming to teach girls a sense of self—self-responsibility, self-confidence, self-esteem, and self-worth—and to encourage them to understand and make choices.

The plenary session was followed by four expert sessions that featured communications experts and journalists from around the world. Three sessions enabled conference delegates to learn how to use different types of media, and one session focused on how to plan a communications campaign.

The effects of marketing efforts need to be measured

In the session on how effective communications campaigns can be shaped, Mauricio R. Bertrand from the Inter-American Development Bank and Passy Kourouma from Guinea's Ministry of Pre-education advised delegates, based on their experience, of the importance of measuring the effect of television spots or other communications interventions with the target audiences, and thus learning more about what is working with the audiences. The higher the number of effective messages delivered by various media to a target audience, the greater the changes in attitudes and behaviors—such as support for girls completing school, they said. Higher numbers of messages can be effectively delivered using the “multichannel approach” (combining the use of different media in the same campaign). Some effective campaigns have relied on partnerships with the media, entertainment celebrities, and sports figures to get

the message to target audiences. Successful AIDS and reproductive health campaigns have utilized musicians and songs, actors, soap operas, and teledramas that use positive role modeling and other forms of communications.

Panelists said that financing a communications campaign is difficult from the standpoints of infrastructure and implementation. Enlisting the private sector can be difficult in some countries. One way of doing so is to build partnerships to finance projects. One suggestion was that international donor financing might be combined with in-kind contributions from a production house to produce a high quality television miniseries. Alternatively, the business community could be encouraged to contribute once the economic benefits that will accrue to it from educating girls have been effectively demonstrated.

Effective communications projects are highly focused

According to Zikani Kaunda, a representative of an NGO in Malawi, changing attitudes, beliefs, and behaviors is a slow, nonlinear process that includes four steps: 1) awareness of the desired change and its benefits, 2) a positive attitude toward the behavior change, 3) adoption of the change, and 4) advocacy for others to adopt the change. With girls' education, for example, teachers should be targeted and led through the four steps so that they come to believe that girls and boys must have identical educations and become change agents. Media experts must also take into account differences between urban and rural populations. Parents in these areas, for example, often have different attitudes and behaviors towards girls' education, but both should be sensitized to its benefits.

Conference participants suggested that the campaign should be operated at the national and regional levels. At the national level, campaign partners should be identified and trained. At the regional level (which includes rural areas), the campaign should target areas with the lowest rates of girls' enrollment and persistence and identify and train



Dorria Sharf El-din, deputy production sector director and news announcer, Egyptian Television

My name is Roger Sandoval and I speak on behalf of the Guatemalan delegation that represents government, Congress, the private sector, nongovernmental organizations, and international cooperation agencies. And we are committed to five basic points: The first one is to eliminate gender stereotypes from school material. The second one is to make society aware of the importance of the active participation of women, especially in the educational process and its benefits. The third one is to promote our experience and to generate opinion exchanges through the communications media. The fourth one is to promote an increase of the national budget dedicated to education, especially for girls. And the last one is to coordinate the efforts and integrate the activities between the different sectors and the different institutions that participate on the education of our country's people.

As a girl child, my appreciation—my aspiration, hope, and dream—is to become a well-trained and qualified lawyer. This cannot be fulfilled if I am not supported by someone who can think like me and know that girls can also succeed in what is seen as a man’s profession. I wish to become a lawyer who will defend the defenseless—those who are not financially strong and therefore cannot afford to secure themselves. My parents are not well-to-do and therefore cannot support me to achieve my goals. I would not have been writing this essay as I should have dropped out of school in Class Seven, but my parents could not afford to pay my national primary school examination. Some of the difficulties I encounter are insufficient books and good food, both needed to be healthy and improve my academic work. If I become ill, I will not be able to attend regularly.
—letter from Jenniba, age 13, Sierra Leone

partners and coordinators and enlist media and opinion leaders (such as religious people). The importance of targeting messages to each segment of the population was again emphasized. One expert noted the important role that Imams (muslim leaders) play, citing verses from the Koran that support the importance of educating girls.

Communities should be encouraged to participate more and help persuade the public sector to build more schools, recruit teachers, and strengthen the infrastructure. Asked about the conflict between making people aware of the benefits of educating girls and the lack of means to fulfill expectations, the experts cited the need for citizens to push government to fulfill commitments, while government needs to work in partnership with communities to create realistic expectations.

The experts concluded by noting that increased consciousness brings a desire to change reality—but that creating this consciousness takes time. A successful communications campaign is not a one-time event—there must be a sustained effort.

The expert session on how the mass media can shape public judgment on girls’ education focused on utilization of the mass media. Janet Robb, country coordinator of a girls’ education campaign in Malawi, urged delegates to listen to the people when developing campaign messages, saying, “It’s not just our message; it’s their message.” She suggested conducting focus groups to hear the voices of people who are not sending their girls to school, as it is these community members who know the barriers to educating their girls, what solutions exist, and what their roles and responsibilities are. Robb similarly urged delegates not to approach community leaders with preconceived ideas. “Build a partnership with the community leaders. They must understand we are true partners,” she said. “We are not up and they down. We are speaking at the same level, sharing what we know.” These partnerships should be across both public and private sectors, and include religious leaders and the business community.

The media can shine a light on stereotypes

Judy Mann, a columnist for the U.S. newspaper *The Washington Post*, urged delegates in their communications campaigns to “have the media shine a light on” stereotypes and—once minds are opened up to the possibilities of girls’ education—shine a light on solutions. In addition, she urged delegates to explain that it is in the economic self-interest of parents and the community to give girls the same opportunities as boys.

How does one get the media to shine a spotlight on the issue? Suggestions include finding a sympathetic reporter and working to get the reporter to tell the story of girls' education as it is—and its potential. Then, if the initial reporter is a newspaper journalist, the article could be taken to a radio producer and a television producer so that they might tell the story to even broader audiences. Each step broadens the media's reach to target audiences and engages more reporters in what has become a campaign.

Another expert session examined the question of how indigenous, folk, and alternative communications methods can change attitudes. Representatives of indigenous groups in South America and Africa offered advice to delegates planning communications campaigns, including the need to take into account the cultural values of the society that is the object of the communications campaign. In dealing with the apparent contradiction between cultural sensitivity and promoting change, males must be addressed as “influencers,” and encouraged to “overcome some of the macho traditions” that create barriers to girls' education, they said. Another indigenous leader, José Ancán, said that NGOs sometimes try to communicate new methods of living to his people. “Often, NGOs come with ready-made phrases and think we should parrot what they're saying.... We've noticed that very few people pay attention to this, because our cultural dimensions aren't taken into account.”

The media can give young people a voice

In the fourth expert session on the role of media in moving young audiences towards social change, a panel of young journalists poignantly demonstrated how the media can give young people a voice. Panelists ranged from the producer of international programming for a major cable television network, a South American radio producer, and a photojournalist, to an African newspaper journalist, the editor of a women's magazine, and a journalist from a children's news service. Comments were directed toward ways to give young people a voice through specific media. Television producer Lauren Lazin of the U.S.-based MTV network showed a video that demonstrated how young people can speak for themselves—that is, directly to their peers—about an emotional social issue such as HIV/AIDS. One of the video's messages for young people is that it is okay for them to speak up for themselves.

Francesca Delbanco, a staff writer at *Seventeen* magazine, said that one way for young people to develop a voice is through programs that train them to become journalists. Journalists from the United States and Africa described how young people are developing their

The Vietnam delegation has discussed girls' education and identified some programs and priorities for girls' education. First of all, we would like to highlight girls' education as a priority in the framework of the universalization of primary education from now to the year 2000, and we would like to focus our program on minorities as well as in the rural and highland areas. And in order to do that, we need to improve the awareness of society, the awareness of the community, and especially the awareness of parents, because as a country with a 4,000-year tradition where many traditions such as preferences for the son still remain, we need to improve the awareness of the community and the parents. In order to do that, we need to mobilize communication for parents. And then we also need to do more teacher training. We need to have more women teachers for girls' education, and then we have many programs, but we think that collaboration with UNICEF and World Bank is very crucial for us, and we hope that in the future USAID also will come to Vietnam—and not long but very soon. Then we can have more help and more support for the Vietnam program. After this conference we will organize a seminar on girls' education to discuss and develop the program for girls' education.



Evelyn Lieberman, director, Voice of America

skills as journalists and publishing in general circulation newspapers in their countries. Young people can also speak out on radio programs that reach other young people, as well as broader segments of the population. Magazines and other media can provide young people with space to respond to articles with their own opinions. Finally, images are often more powerful than words, and photos or films of young people on topics such as girls' education can add emotional power to messages.

Religion: creating broad-based consensus

Religion plays an integral role in human development

There was a time when religious agencies were the only institutions providing social care to the world. Religious charities, orders, and missions provided educational opportunities, health services, humanitarian relief, agricultural expertise, and a host of other services to the world's poor. These agencies remained committed to their communities in good and bad times. In Uganda's most turbulent times, when government institutions had virtually collapsed and secular NGOs and donor agencies had withdrawn all their staff, religious institutions remained open and functioning. Though they too lost lives—nuns, priests, and lay members—their commitment never faltered. And for much of the history of apartheid South Africa and preindependence Zimbabwe, religious schools were the sole suppliers of education to the black majority. Missionary schools also offered some of the first educational opportunities available to girls.

There is no doubt that religion influences human development. To ignore its transformative influence—especially when cooperation and consultation, expanding partnerships, and decentralization are the watchwords for development success—is to ignore potentially the most powerful change agent in the world. The conference organizers recognized that the conference could be epoch-making in many ways. Not only would it bring together decisionmakers from the secular world to discuss girls' education, but it would open the door to direct consultation with religious groups about the best ways to promote girls' education.

Religious institutions shape the supply of educational opportunities, condition the demand for girls' education, and shape the kinds of educational opportunities girls are offered. Thus, including religion as a mainstream element of the conference was nearly as important as the fact of holding the conference itself. Stemming from this spirit of inclusion was the decision to include a breadth of religions rather than only the dominant religions.

The complex relationship between religious organizations and the development community

The relationship between the donor organizations and religious agencies has been uneasy at best. On one side are churches and religious organizations that have distanced themselves from their

Questions panelists considered:

Plenary and expert sessions

- What is the place of education in the teachings of your religion?
- How does your religion view the education of girls?
- What are religious groups in your country or community currently doing to promote the education of girls?
- What role do you think religious groups can play to promote the education of girls?
- Have you worked—or could you work—in partnership with government, the private sector, or other organizations to further your vision of why girls should be educated?



Fidelis Mukonori, director, Society of Jesus, Zimbabwe



Tamara Miller, director of Judaics,
District of Columbia Jewish
Community Center

parent organizations to reassure governments and donors that the values they espouse do not influence their work. This separation responds to funding agency concerns about the possibility of conservative views held by world religions, as well as the exploitation of development activities to further proselytization efforts, but has hindered the organizations from forming partnerships with funding agencies. On the other side are faith-based NGOs that have not wished to form partnerships. These organizations neither compromise their beliefs nor accept donor money, providing programming solely with independent or church funds. In maintaining their independence, the groups feel free to criticize donors for what they see as their imposition of secular and material development values on the world. The most useful dialogue that took place at the conference on girls' education occurred between development professionals and representatives of religious groups.

All religions endorse learning

Participants made it apparent that all religions endorse learning and study. For example, Mohammed Fathi Naguib, deputy chief justice and assistant to Egypt's minister of justice, noted that all religions endorse learning and study. Other Muslim speakers pointed out, for example, that *read* is the first word in the Koran and that the Prophet Muhammad, founder of the Islamic religion, sent his followers out to learn from all the peoples of the world. Education, said a Hindu sage, helps us "navigate the river of life." Learning and study are fundamental to Jews, the "people of the Book." The Bahá'í religion has education as one of its core beliefs, stating that independent investigation of truth requires an educated person.

Moreover, very few religious people today say that their belief systems marginalize women or refuse them the right to an education. While their sacred texts may have limited the role that women play in society, which in turn affected the level of education that women were expected to achieve, there has been considerable effort to update these ideas to fit modern needs. While core spiritual teachings of the different faiths have remained surprisingly constant, social teachings have always been subject to the exigencies of the age in which they were promulgated. Rabbi Tamara Miller, director of Judaics at the District of Columbia Jewish Center, noted that the Talmud—one of the earliest religious texts—states that God did not create woman from man's head (that he might command her), nor from his feet (that she might be his slave), but rather from his side—so that she should be near his heart. Most religions have likewise accorded women equity.

Participants noted that contemporary secular feminism also accords women equality. The difference, they said, is that religious equity refers to spirituality but considers women's social roles on earth as complementary to those of men. Secular notions of equality are more concerned with these social roles because they are artificially determined by paternalistic and inegalitarian power structures. This became clear as arguments shifted from the topic of the purpose of civilization as defined by faiths to power and authority in religious institutions. "Having too few women in authority in religious hierarchies leaves men to define the religious agenda," was the criticism of feminists. Joan Brown Campbell, general secretary of the National Council of Churches of Christ, said that the church was no stranger to politics. However, even given the political nature of religious institutions, most religious agencies nevertheless support girls' education.

Religious groups support education for all

Education is not to be limited to boys alone, according to the teachings of the faiths represented at the conference. Muhammad taught both men and women throughout his life, appointed a tutor to teach his wives to read and write, and praised the women of Medina for their love of learning. The Koran itself, noted Imam Moubarakou Daouda of Benin, was collected and organized by a woman. In a similar vein, Swami Adiswarananda, spiritual leader of the Ramakrishna Vivekananda Center in New York, noted that in his religion the deity representing education is a goddess. Robert Henderson, secretary general of the National Spiritual Assembly of the Bahá'ís of the United States, said that Bahá'í writings are perhaps the most explicit on the subject of girls' education. Bahá'ís stand firm on the obligation for girls to be educated, even in preference to boys (since they represent the first trainers of the next generation). The Bahá'í writings also oblige both parents to accept responsibility to educate all their children. Moreover, if parents fail to meet this obligation, the community is empowered to take responsibility for the children's education.

Development experts' view of religion is often narrow

Given that religion—broadly speaking—supports girls' education, the question is why there are widely held perceptions to the contrary. Sister Paulette Curran, headmistress of the Dominican Convent Primary School in Zimbabwe, expressed concern about the goal and purpose of education. She said that secular education all too often drives the young away from the kind of moral values and social constraints necessary to maintain an organized society. This

My name is Nabil Abadir. I am from the NGO community in Egypt. Our participation in the conference has confirmed and enriched the strategies that have been adopted in Egypt some years ago. I would like to reflect upon three main issues: First, the cooperation between different sectors should be continued for the purpose of girls' education. All sectors of society have to fully participate in the formulation of policies geared toward girls' education and in addressing the problems at all levels, including the community-based level. Second is the positive environment that has been established over the past years, which creates room for new initiatives and new programs, such as community schools and one-classroom schools. These new initiatives have taken place in Egypt and were encouraged and even supported by the government. These initiatives have to continue in order to address a very complicated problem, which is also a multisectoral problem. The third point is that we have to continue looking into the quality of education that is being given to the girls and boys in our schools and to improve this quality just as we have improved accessibility.

My name is Naledi Pandor. I'm a member of Parliament from South Africa. A number of delegations from African countries took the opportunity to gather and discuss a set of informal commitments that we wished to make. We committed ourselves to encouraging our governments, NGOs, our communities, and all organs of civil society to agitate for continued and increased investment in basic education as a means of insuring that all children, especially girls, are not denied education due to a lack of resources. We also agreed that we would strive to develop strategies for eradicating poverty, as poverty is currently a major barrier to education access in our countries. Thirdly, we agreed to strengthen and create networks between ourselves in Africa and others elsewhere as a means of sharing expertise, strategies, and successes, and as a vehicle for developing cooperation between ourselves in Africa. Fourthly, we agreed to enhance our participation in multisectoral networks in our countries and networks that exist on our continent in order to communicate our ideals, objectives, and achievements more effectively. This conference has deepened our resolve to pursue equity for girl children. We believe that smaller, regional workshops to discuss this important task will enhance our ability to succeed in meeting the imperative of educating the girl child.

education trivializes moral values or preaches moral relativism, a position none of the churches could countenance. The religious leaders saw the excesses of western civilization as directly linked to the secular education provided in public schools. They saw the erosion of traditional and religious values in developing societies as modernism made its way, via education, into their societies. If educators were to work more closely with religious faiths to improve educational quality, they would find no resistance at all to girls' education.

A second concern of religious leaders had to do with the quality of educational facilities and services and secular society's misunderstanding of why certain religious values should be upheld. In instances where female teachers are lacking, or where a safe and secure environment for girls to receive education is unavailable, girls are not sent to school. This concern has as much to do with the spiritual purpose of girls, as understood by religion, to become future mothers and spiritual repositories for the benefit of their future children, as it does with the necessity to keep them from physical harm. Religious agencies said they had few objections to girls' education as long as religious and educational values like these could be reconciled.

A number of speakers distinguished between divine revelation and human tradition. As one Muslim speaker put it, political, economic, and historical factors have negated the rights that the Prophet intended for women. For example, there are wide differences between the educational attainment of girls in Jordan and Afghanistan. Both are primarily Islamic societies, but where one culture is open to women taking a place in society, the other is firmly closed. As Sharifa Alkhateeb of the North American Council of Muslim Women put it, "The oppression of women has nothing to do with Islam. It is merely cultural."

Reverend Kevin Gallagher, S.J., rector of the *Colegio Inmaculada* in Peru, noted that all religions represented at the conference profess theologies of love, equality, and justice, but "fall short when the word becomes deed." Joan Campbell added that no woman heads a religious denomination.

This interplay between religious, historical, political, and economic forces complicates the challenge facing those who wish to create partnerships with religious organizations. Patriarchal systems were in place long before missionaries arrived in South Africa, remarked Sheila Sisulu, consul general of the South African Mission to the

United Nations. Sisulu said that Christian teachings could have been found to alter those systems; instead, for many years religion and religious schools reinforced a patriarchal, racist, and exploitative economic order. “Religion has thus been both a lever and the rock that must be moved,” she said. However, the church often became a club wielded by secular political agencies with economic expansionist motives, Sisulu continued. The colonization of India and Africa led to great changes in gender roles of women and men. Where traditional agrarian societies had been characterized by relationships of equality between women and men, the colonial need for cheap labor removed men from families and left women at home in subservient roles. As cash economies replaced barter economies, women found themselves even more marginalized. This marginalization of women was not the work of the churches but of contemporary economic models. Indeed, today churches are among the foremost critics of inequalitarian modern economic systems.



Swami Adiswarananda, spiritual leader, Ramakrishna Vivekananda Center

Evidence of change

Many speakers provided evidence of changes in practice. Father Mukonori noted that the Catholic church in Zimbabwe manages sixty-three high schools and that exam results for girls and boys are virtually identical. Perhaps more important, the church’s nonformal education arm offers a second chance for girls who do not succeed in the formal school system. “When a woman bounces back she bounces further. You cannot keep her down,” Mukonori said.

Current activities and future challenges for religious organizations

Religious groups themselves can be a force for policy change. Sammie Moshenberg of the National Council of Jewish Women and Alkhateeb of the North American Council of Muslim Women told of their collaboration in interfaith coalitions lobbying the U.S. Congress on issues where religious differences can be put aside. A delegate from Guinea told of the national working group with representation from Muslims, Catholics, and animists that has made progress in advancing a common agenda for girls’ education.

But the speakers themselves posed challenges to their own traditions. Moshenberg faulted Christianity, Islam, and Judaism for reinforcing patriarchal structures and practices, and for doing little in the policy arena to address issues of gender discrimination. Sisulu

I live with my grandmother in a small village in Mali. I attend grade four of my village's elementary school. I love school and I am doing fine right now. My dream is to become either a teacher or a radio-television spokesperson. I want to have my own car and drive to work every day. My teacher told me that if I wanted to have a good job, I have to work hard because the selection process is really tough. During the last exam I was the third best out of sixty, following two boys. I like to read stories; however, I have difficulties in dictation because I have no personal books and no time to revise my lessons because I have to take care of my small brother, my cousins, and help my grandmother. Many times I arrive to school late and receive warnings from the teacher. I don't know if I will go to school next year because we do not have grade five in our school. Most pupils either drop out or move to the city to continue their studies. If I could stay in my village and finish my studies, I would be very happy because I know everybody here. Girls often marry very young in our tribe, but personally I don't want to stop my education for marriage. Marriage here is very difficult because parents never ask your opinion and very often you are married to somebody who has already two or three wives. I want to avoid that. I think all girls in the world should study hard for a better future because it is the only way to choose what you want to do in your life.

—letter from Bintu Tankar, age 12,
Mali

remarked that she spoke with love of the church-based schools in South Africa that had provided her education. Henderson provided a personal anecdote on the transformation of his concept of masculinity by his faith's emphasis on the father's importance in providing his daughter a good education. Motivated by his beliefs, he invested more time in selecting a good school, participating actively in the school's PTA and, as his daughter grew up, having her accompany him on business trips to broaden her knowledge of the world.

Sisulu challenged the faith groups, nonetheless, to invest in girls the same liberating energy that the churches invested in the struggle for black political rights in South Africa. Sisulu also challenged aid donors and governments to make the same commitment: "It makes economic sense to invest in girls. After all, they outlive boys in our country by ten years."

Finally, the religious speakers emphasized that people of faith need not "stoop" to economic arguments. Indeed, people of faith should not do so, they said, because their faiths' most profound teachings call for changes to broaden girls' opportunities—both within and outside of their religious institutions.

Nongovernmental organizations: linking ideas to practice

How NGOs came to be involved in the education sector

Many organizations contributed to the plenary and expert sessions on the role of NGOs in promoting girls' education. Among the NGOs represented were the Forum of African Women Educationalists (FAWE), the Bangladesh Rural Advancement Committee (BRAC), Mali's World Education, Peru's *Foro Educativo*, and Egypt's Community and Institutional Development. These NGOs and others like them work at all levels—from the community to government—to organize communities, build and equip schools, develop curricula, train teachers, conduct research, and strengthen educational policymaking.

By way of introduction and to provide a context for the discussions, Fay Chung, chief of UNICEF's education section, opened the plenary with a broad definition of NGOs as corporate, business, religious, parental, and community groups engaged in service provision. Chung said that NGOs took on responsibility for education “long before government came into the picture.” In fact, Chung said, government involvement in education is a recent phenomenon that occurred as the industrial and (more recent) technological revolutions created the need for large numbers of skilled workers. The recent movement towards smaller government—decentralization—and the trend toward a bigger role for civil society in development activities has, in Chung's view, led to the need for a reexamination of how NGOs can contribute to the education sector.

Chung said that while education is often viewed as a key factor for the development of the skills and values necessary for citizens to function successfully in a modern society, some states have not been able to shoulder the responsibility for providing universal primary and secondary education to all their citizens. The transformation of the world into a “global village and a global market,” she said, means that what happens in one part of the world affects what happens elsewhere, which is why the lack of universal, high-quality education is now a global problem and an international responsibility of governmental and nongovernmental organizations worldwide.

Chung concluded by saying that a global society entails looking at all aspects of education in a global way. In this increasingly complex context, Chung said, partnerships among civil society, government,

Questions panelists considered:

Plenary session

- What is the most critical role of NGOs in the policy arena?
- What strategies have been most effective in mobilizing support for girls' education?
- How do NGOs coordinate their efforts?
- What are the most significant obstacles to NGO effectiveness?

Expert session on how NGOs shape policy

- What are key successes and failures of NGOs in the policy arena?
- What are the major unresolved policy issues affecting girls' education in your country and how are NGOs working to shape policy in these areas?
- Are all NGOs working toward the same goals?
- What advice would you give to NGOs just entering the policy arena?

Expert session on building capacity and community support for girls' education

- What have been effective methods of involving the community in efforts to educate girls?
- What have been the challenges to generating community support?
- What lessons have been learned to guide NGOs as they work to build capacity for their programs?
- What advice would you give others to build capacity and community support?

Expert session on how effective initiatives are replicated or taken to scale

- Describe a girls' education program that your NGO helped take to scale. Why did it grow? What was the strategy for growth? What partnerships were formed to implement the expansion? How have the goals changed with growth?



Eddah Gachukia, executive director, Forum for African Women Educationalists, Kenya

and communities are now more critically important as well and deserve detailed examination. For example, she suggested that NGOs can learn important lessons from how private business foundations have successfully formed partnerships and undertaken research, engaged in dialogue with policymakers, and experimented with education innovations. Chung said that NGOs can also learn from parental and community organizations, which have much to contribute to children's education and will be particularly influential in defining the future roles educated daughters will play in society.

Experts were asked to consider how policy is formulated and what still stands in the way of educating girls

Plenary speakers focused on how NGOs and governments interact with each other to promote girls' education as well as on what the most important roles are for NGOs to play in influencing government policy decisions. Dorothy Height, president of the National Council of Negro Women, said that attention should focus on how government and NGOs interact and affect each other. Height asked the other panelists to focus on the role that NGOs play in affecting policy, because "policy is what determines whether girls are included in educational systems." She also asked them to consider what has helped promote the education (or the lack of education) of girls. And finally, she asked panelists to "face what *still* stands in the way of assuring girls around the world that they will have an opportunity...to come to their full capacity to be effective as persons, as part of the citizenry, and as part of the global effort for development."

How NGOs can contribute to educational policy making

Eddah Gachukia, executive director of FAWE, said that NGOs devote large—but often unquantified—financial resources to education. Because of their substantial contribution to education, Gachukia said, NGOs should also be active participants in educational policy-making. Even when they are not explicitly asked for their opinions, NGOs should obtain official education documents and analyze them—"put them through the gender screen and make sure they respond to the needs of girls and women," she continued.

Another way NGOs can affect policy, according to Gachukia, is to "popularize the linkage of research to inform policymaking," and to encourage policymakers to introduce directives that are informed by what is actually occurring in schools and classrooms. Another speaker said that NGOs can develop tools and indicators that can



Dorothy Height, president, National Council of Negro Women

improve the likelihood of the successful and sustainable implementation of a policy, inform government of the issues relative to girls' education, and monitor the implementation of policies. When a policy has been announced, NGOs can use their research knowledge to highlight its likely effects on girls, alert government of the need to analyze the policy more fully before implementing it, or suggest that government examine how the policy worked elsewhere.

Gachukia explained that another important role of NGOs in formulating policy is to promote more direct consultation among government, citizens, and communities, or "to trigger public debate." This debate could be facilitated through the media as well, Gachukia said, because the media can spread the message about the importance of girls' education as well as disseminate and solicit feedback on new policies. The debate need not be confrontational or adversarial toward the government, other speakers said. For example, NGOs could support policymakers and discourage them from backing away from sound, but unpopular, policies.

Two examples of how NGOs influenced policies affecting girls

In the expert session on how NGOs shape policy, Luis Carlos Gorriti, coordinator of the Peruvian NGO Foro Educativo, related that the NGO, a group of businessmen, and a private university received financing from the Ministry of Education to examine Peru's primary school practices, curriculum, and materials for gender bias. In Peru, enrollment and completion rates are almost identical for boys and girls, so the group studied such topics as the attitudes and behaviors of teachers towards girls and boys, the images of girls and women and their roles in society as portrayed by textbooks and curricula, and the values toward girls' education imparted by families. Gorriti said that the exercise would have had little meaning if the government had not been willing to reflect on the results and generalize them to all public schools. The experience of Foro Educativo is illustrative of how NGOs can act as partners with government, seeking to assist in the development of a national consensus on an issue.

In the same expert session, FAWE's director narrated the experience of convening a meeting of African education ministers to discuss the high dropout rates of girls due to pregnancy policies that prevented them from returning to school after giving birth. FAWE described an experimental program

I'm Rahma Bourquia, dean of the Faculty of Letters and Social Sciences at Hassan II University. I'm speaking on behalf of the Moroccan delegation. I think we have reached the hardest part of our three days' journey of thinking about girls' education. This hardest part deals with the way of conceiving of and finding the right strategies to address the problem of girls' education. But I think we need to address two kinds of conditions to conceive of these strategies, two levels of commitment. The first level is the international level. We need an international consensus on making girls' education a world education. And if you want to make it a world education, we have to look at what surrounds the problem. We are dealing with developing countries struggling to put their development on the right track, paying the price of structural adjustment policies and heavily constrained by debts. And this is something which needs thinking about—we have to think about it—how to turn the debt as an investment in girls' education. And this is a challenge. We need also to share experiences north-south and south-south. We need to exchange successful models. The second level of commitment is the internal level. We need, of course, an internal consensus. I think the Moroccan delegation represented here constitutes a constituency, and it's committed to involve all the partners and to find the right strategy to open the gates of the schools to the little girls.

I wish to become a doctor in the future, but it is very difficult to give sufficient time to my studies due to my household problems. Before I go to school, I have to complete all my household chores. When I return from the school, I always think about my career to be a doctor. In our village, only the boys can go to school for [higher] studies, but girls are not allowed. Our village thinks that one day girls have to marry and go to other homes, but I want to study very much.

—letter from Rosme Ramachani, age 13, Nepal



Laila Iskander, director, Community and Institutional Development, Egypt

it developed that resulted in completion rates of as high as 95 percent for such girls. Upon learning of FAWE's work, seven of the ministers undertook an analysis of their own countries' situations, and most changed their pregnancy policies to readmit girls after they have given birth. But when FAWE examined the implementation of the new policies, the results were disappointing. The girls still were not being readmitted: communities either did not agree with or were not aware of the new policies, and thus they did not implement them. This experience demonstrated to FAWE the importance of basing policies on sound research, moving beyond advocacy of new policies to ensuring their implementation, and assisting (and encouraging) government to explain new policies to those who will either implement or be affected by them.

NGOs can contribute to policy by testing innovative programs

Quratulain Bakhteari Mirza of the Institute for Development Studies and Practice in Pakistan, said that NGOs should experiment and test out innovations on a small scale that governments may be reluctant to undertake due to a lack of resources, an unwillingness to take risks, or a lack of trust on the part of communities of new government programs. NGOs can help "take this risk factor away from the government" and bridge the gap between government and communities, she said. Mirza cautioned, however, that this mediating role can be very sensitive: NGOs should avoid coming across as reactionary, adversarial, or patronizing, or they risk polarizing communities and creating further mistrust. In the end, Mirza said, the NGO might not be able to deliver on its promises. A delegate pointed out that as small organizations, NGOs have an advantage over government because they can quickly design and implement small experimental programs, evaluate them, modify them, and test them again. They can then call government's attention to the success of the programs and work with government to expand them nationwide.

Underscoring the idea that NGOs should test ideas and innovations on a *small scale*, a panelist cautioned "ambitious" NGOs against trying to act as substitutes for government, which should, in the panelist's view, retain primary responsibility for formulating a policy framework, setting standards, and coordinating national education efforts. But the government's education activities should by no means be limited to education ministry initiatives. Health and social welfare ministries and other agencies should also converse with each other and coordinate efforts. Souleyman Kanté, director of World

Education in Mali, gave an example of how his NGO “infiltrated” the Ministry of Health by contacting NGOs that were working with the ministry and involving them in a project to bring reproductive health issues into a revised curriculum.

Two policy issues that NGOs and government might address in the future

Among the unresolved policy issues that NGOs and government might work together to address, according to the panelists in the expert session on how NGOs shape policy, is how to help young women understand sexuality and sexual development, and how to encourage them to delay pregnancy. While the panelists were aware that governments have tried to introduce family life education into curricula, they also noted that the content is inevitably controversial and often viewed as little more than a cover for the introduction of contraceptives. The panelists and delegates agreed family life education should be an important and “responsible” part of all curricula, but they also recognized an equally compelling responsibility to first build consensus among governments, churches, and parents on how best to proceed.

Deciding the direction girls’ education should take in the future was another policy issue that NGOs were encouraged to start addressing through partnerships with government and the private sector. Girls have needs relating to personal identity, emotional needs at home and at school, and, in poor countries, even survival needs that normally are not considered in most primary school curricula. With school systems’ current focus on “knowledge,” there is little attention to such daily needs in most curricula. Both the state and NGOs could work together to redefine the curricula.

The work of NGOs at all levels of society enables them to promote debate and dialogue and to build consensus

Some of the panelists and delegates in the plenary and expert sessions advocated an energetic role for NGOs in promoting debate among communities and between communities and government, suggesting that it is important for NGOs to give the “voiceless a voice, and to convince the powerless that they have the power, once they organize, to require government to respond to their needs.” Specifically, NGOs can promote the idea of education as a right that extends equally to girls and women as it does to boys and men. “It is up to NGOs to support what is right” and to organize and network effectively, both locally and internationally, said one panelist.

My name is Jay Ram Giri. I'll be speaking on behalf of the Nepalese delegation. I would like to stress that the Nepalese government is committed to providing basic and primary education to all. In this aspect, girls are actually the target group for the government. To provide access as well as quality education for girls is a big challenge. The Nepalese government has prepared a master plan for basic and primary education that employs various strategies to tackle the issue of girls' education. In brief, we will be revisiting existing policies on girls' education and formulating the strategy program for the development of girls' education. This will be in collaboration and cooperation with the private sector as well as the religious groups, which are very active in Nepal. Programs for parents will be created and we will also be providing representation of women on school boards. We are also in the process of providing compulsory primary education gradually throughout the country, and we are also working towards increasing the number of female teachers. At the same time we are increasing access by building new schools nearer to the homes of the children, especially girls, and considering some alternative schooling at the basic level through which they can benefit and undertake development-related activities. These are some of the things we have planned under our strategy plan. The ideas we have acquired here will be incorporated in them.

My name is Khamhoung Sackloklam, director of General Education in the Ministry of Education of Laos. I am speaking on behalf of the Laos delegation, which is composed of representatives from the government, nongovernmental organizations, and the private sector. I am very happy to inform you that our delegation has... learned from our own experience and from the experience of this conference. We have developed some follow-up actions, as follow: One, establish a research center to find out the needs of girls and also to promote the value of girls' education. Two, use mass media to provide information and to encourage women to participate in literacy and health classes. Three, closely link with the Ministry of Education and the Ministry of Labor and Social Welfare to promote education for girls. Four, continue to explore a life cycle approach to girls' education with research institutions, universities, business, private organizations, and NGOs. Five, conduct a series of workshops to gather information about girls' education. Six, improve the existing Education for All committee to further develop the means to improve girls' education. The committee... should work to develop a general set of guidelines and work plans for the promotion of girls' education.

Another way NGOs can promote dialogue and build consensus is by bringing education into the political arena. In Brazil's last election, for example, all candidates were asked not only what their education platforms would be, but how they planned to implement them.

Participants generally agreed that the promotion of education should not be the sole responsibility of NGOs; religious organizations, the private sector, and the media have important roles to play as well. However, as partners in the development process, NGOs can use their strengths in gathering or generating current research results and education resources and transmitting them to governments and communities.

Others suggested that NGOs should work to build commitment and consensus around the main issues, but should not try to tackle too many issues at once. For example, one suggested focus was to encourage change in government attitudes, to encourage government to value and trust the contributions that NGOs can make, and to learn from their experience. Others advised NGOs to work to direct policy toward making education more oriented toward "serving people rather than society," a focus that would require undertaking research to discover the implicit needs of boys and girls and responding to those needs, taking into account regional and ethnic differences.

Replicability of small initiatives requires sustainable models combined with inspiration

In the expert session on how initiatives are replicated, panelists and delegates said that successful replication requires a combination of a sustainable model and inspiration. But at the core of successful replication is the need for community, parents, and local leadership whose resources, talents, and sense of community should be built upon. Replicability requires putting structures in place to spread the "inspiration" of local success stories.



Fay Chung, chief, education section, UNICEF

Two examples of replicability and inspiration

Laila Iskander, director of Community and Institutional Development, related the story of a successfully replicated program in Egypt, the Community Schools Program. The objective of the program is to provide universal, high-quality, affordable, and relevant primary education for girls. The project is succeeding by adopting “girl-friendly” strategies such as locating the schools in the communities where the girls live, employing female teachers from the community, providing scholarships for girls’ enrollment, and raising community consciousness. The child-centered curriculum, developed by experimentation to make it both enjoyable and relevant, uses active learning and views the teachers as facilitators. The project builds on local models and seeks the cooperation of religious institutions and local leadership. Community management structures allow local participation, which has helped develop the demand for quality.

An example of “inspiration” is the Bangladesh Non-Formal Primary Education Project. Faruq A. Choudhury, advisor to the NGO Bangladesh Rural Advancement Committee (BRAC), described the primary education project as a joint effort between the government, BRAC, and other NGOs. Because of BRAC’s work, the government has become increasingly aware of the positive contribution NGOs can make at the local level. Because of BRAC’s widespread presence in the country and its strong community support, when the program came under attack for incorporating singing and dancing into the curriculum, the government saw that the people supported BRAC and intervened to prevent the schools from being burned down. BRAC’s success is due to its strong management structure and its provision of proper training and supervision for teachers. Moreover, BRAC learned from the program as it developed and made changes to it. BRAC frequently consults with parents on items such as school hours, the location of schools near girls’ homes, and the recruitment of local teachers.

Areas of consensus and looking ahead

The consensus achieved in the plenary and expert panel discussions was that more collaboration among NGOs, between NGOs and governments, and between NGOs and funding agencies could help all parties focus on coming to agreement on what the problems are and what the solutions might be. NGOs were urged to remain firmly committed to monitoring and evaluating efforts to improve girls’ education and “doing what is right,” especially when government

My name is Akina Yakubi. I am from Afghanistan. Right now we don't have a delegation from Afghanistan. I'm here on my own in this conference. I would like to tell you that the children of Afghanistan have the right to be educated like every other child. We all talk about how educating girls is very important. Yes, and everyone knows that if we educate a girl, we educate a nation. But what can Afghanistan get if we have educated women? Educated women can teach their kids how to think for themselves. But right now international organizations are not available, assistance is not available, and everybody has pulled out of Afghanistan. Whatever is going inside Afghanistan is not the fault of Afghani woman or children. They are victims. They need help. They need assistance. They cannot do it by themselves. They are looking up to international organizations to help them. Please, I would appreciate it if you would think about them. How are we going to reach those children? How we are going to reach those women? And everybody says, "Okay, we cannot do anything inside Afghanistan. Let them go inside Afghanistan to be killed?" I'm sorry. I'm not a politician; I do not want to get involved in politics. But on behalf of Afghani children, on behalf of Afghani women, I am pleading that they need help, they need assistance, and that's all I have to say.



Quratulain Bakhteari Mirza,
Institute for Development
Studies Practice, Pakistan

policies prove ineffective. NGOs' small size, flexibility, and access to research information and educational resources make them particularly adept at testing out innovative programs that might later be brought to scale. Participants concluded that NGOs are uniquely suited because of their closeness to communities and parents—to building the capacity of communities to analyze and help solve local problems and to encourage communities to engage in dialogue with government.

Applying new knowledge to strengthen girls' education

Each afternoon of the conference, a session on “new knowledge” gave participants the opportunity to hear about new research studies and emerging findings on girls' education. These sessions challenged participants to reexamine their beliefs and approaches to the problem, highlighted cost-effective and sustainable approaches that have been used in girls' education initiatives, and brought the latest research information to leaders and decisionmakers in all sectors to adapt to the situations in their own countries. The three sessions focused on child labor practices, monitoring the sustainability of girls' education initiatives, and assessing the impact of USAID programs and policies to improve girls' education in five countries.

1. Child labor must be controlled so girls can attend school

In the first session on the new UNICEF study, *Girls at Work*, the authors posed a critical challenge that must be met if girls are to gain opportunities for education and full development: exposing the invisible work of girls for what it is—onerous, unmeasured, and undervalued. Furthermore, the use of child labor exacerbates poverty and unemployment by keeping wages artificially low. Countries were encouraged to enact policies that would free girls' time for school.

2. A system to consistently monitor a set of key indicators will help ensure the sustainability of girls' education initiatives

In the second session on the new USAID study, *Monitoring the Sustainability of Girls' Education Initiatives*, the authors presented results of a study whose goal is to create a set of indicators to monitor and measure the sustainability of girls' education initiatives. The study will lead to a monitoring system that is easy to manage, expand, and update using readily available data. The monitoring system will focus not only on the outcomes and benefits of the girls' education initiatives, but also on the long term effects of these initiatives after they have been completed.

3. Despite significant improvements for girls, access and quality are still serious challenges

The final session on new knowledge, *Programs and Policies to Improve Girls' Education*, presented the conclusions of a USAID evaluation

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of girls' education programs in five countries. The study found that USAID's strategic support has fueled policy changes and program initiatives to create more schools and locate them closer to girls; communities have become increasingly involved in girls' schooling, assisted by the organizing efforts of NGOs; and boys have benefited from girls' education activities in every country. According to the authors, however, improving the education of girls remains a serious challenge—girls' enrollment and completion rates are still low and the quality of education programs is seriously deficient. Families are particularly reluctant to invest in girls' education when educational quality is low. The authors argued that it is imperative that governments and donors increase their attention to both access and quality so that the gains experienced over the past decade can be sustained.

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New knowledge: girls at work

New publication on child labor is introduced to participants

Girls at Work explores the relationship between the gender gap in education and the work that young girls do. The authors argue that one reason the gender gap is closing so slowly is that the workload of many young girls affects their access to, participation in, and achievement in education. The vast majority of working girls perform jobs that are hidden, unvalued, and uncounted, and explanations of why they work and should continue to work are embedded in a series of myths that this publication examines and explodes.

Girls' work is onerous, unmeasured, and unvalued

Girls make up the majority of child workers. The nature of their work differs from that of boys but the effects are just as harmful. The tasks that girls carry out impose heavy physical and emotional burdens on them and place serious obstacles in the way of their physical, mental, and social development. In their own households, girls perform domestic chores, often the most undesirable ones. In other people's homes, they work as servants where they are often isolated, abused, ill-fed, and required to be on duty for as long as eighteen hours a day. Others work in the commercial sex industry or on the streets. The isolation in these spheres combined with gender discrimination result in these children becoming essentially invisible.

Girls' work has high economic value but it remains unmeasured and unacknowledged. The fact that girls usually work harder and longer in the home than boys do raises the opportunity cost of their education. When a girl is both unpaid and producing goods for market, the value of her labor is even higher. On the one hand, her labor brings more money into the family; on the other it keeps adult wages low. These factors maintain the social and economic mechanisms that require that a girl's labor remain invisible and that she stay out of school to perform it.

Burdens straining a girl's mental and physical capacity violate her right to healthy development, including her right to education. Responsibilities are a critical part of a girl's development, and these may include helping her family improve its economic status. But, they must be geared to her age and her capacity at that age, and not interfere with her developmental needs, including education.

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School and other educational experiences outside the home are essential for girls to learn to make choices and decisions, rights to which they and all other human beings are entitled. Girls cannot learn all they need to know at home. The perspective that assumes they can reflects a view of a human being as property, owned first by her family and then by her husband and his family. Early marriage is one of the mechanisms that prevents girls from gaining all the educational experiences they need and deserve.

Domestic service can be among the most exploitative and intolerable forms of child labor. Often girls are sent to the homes of others in the belief that they will be protected while they are contributing to the wellbeing of their family. The reality is often very different. Worldwide, millions of children, mostly girls and some as young as seven years old, work as domestic servants. They may be the most vulnerable and exploited children of all, and the most difficult to protect. Even if child domestics are permitted by their employers to attend school, few do. Most educational systems are not structured to accommodate their erratic hours; most schools are too far away or too expensive; and most child domestics are too tired or too burdened to concentrate on their studies.

Girls are discouraged from gaining education

Many factors, including the quality and relevance of the education received, determine whether girls are able to learn successfully in school and to complete their education. It is not surprising that a girl or her family sees little value in education when textbooks, curricula, and teachers demean girls and discourage them from participating, or ignore girls and promote standards that move boys ahead and hold girls back. Not acknowledging this contributing factor within education tends to absolve education from its share of the responsibility for the high and growing dropout rate of girls. Some boys and girls see paid work as more empowering than schools because schools so often do not meet their needs.

Rather than being a waste, quality education enables girls to acquire the knowledge and skills needed for gainful employment. Unfortunately, girls who complete school still are denied opportunities for good jobs due to ingrained societal attitudes and behaviors. This discrimination perpetuates the myth that spending money on girls' education is a waste. Thus, skills development and societal attitudes must be addressed in tandem.

Actions to take to change the situation

- *Collect information on children who are not in school.* Without knowing why children are not in school, it is impossible to determine how education should change to meet the learning needs of all children. Specifically, who are the children, where do they live, and what are their main reasons for not attending school? Research should pay close attention to gender and age-specific information, and should involve families, teachers, girls themselves, and communities.
- *Mobilize key “social actors” to free girls to attend school.* To change attitudes and behavior, social alliances must be built among all strategic partners. Only then can the harmful and invisible work girls do be eliminated, thus enabling them to attend school and attain its full benefits. Serious efforts must be directed toward encouraging parents to allow their children to go to school, which will require working with local governments, school administrators, and teachers, among others.
- *Set and enforce standards for invisible child work.* Setting and enforcing standards will require more than legislation: the legislation must be understood, supported, and enforced by the entire society. Burdens and work hours must be maintained at levels that do not lower a girl’s energy or self-esteem or interfere with her time for school, study, and leisure. Working children should have opportunities to gain education through a variety of approaches.
- *Identify and support local solutions.* Locally initiated, integrated efforts to reduce a family’s reliance on a daughter’s work are critical. There are many experimental programs underway. These examples need to be shared so that families and communities can devise ways of solving the child labor problem that they “own” and that are appropriate to the local context.
- *Enhance the family’s capacity to protect and provide for all its children equally.* To do this, innovative strategies must be found, such as reducing the direct and indirect costs of education, providing families with information and tools to confront the issues affecting their children and to demand that local authorities increase the priority and funding of education opportunities for girls, and involving families more directly in their children’s education.

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- *Improve the quality and relevance of school.* This requires looking at the education system through a “gender sensitive lens” and making many changes. These may include changing texts, curriculum, classroom practices, sanitation facilities, schedules, and teacher education. Affirmative action may be necessary to attract girls to school and to keep them there.

Exposing the invisible work of girls and taking the steps required to free their time for school poses a critical challenge that must be met if girls are to be provided with the opportunity for education and for full development. Embracing this challenge signifies a clear and deliberate choice—a choice for social change that benefits not only girls but all children and society.

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New knowledge: monitoring the sustainability of girls' education initiatives

New study on establishing indicators of sustainability is presented to participants

Under a cooperative agreement with USAID, Juárez and Associates is developing a system to monitor the sustainability of initiatives to improve girls' education. The goals of the study are to create indicators for monitoring the development of sustainable girls' education initiatives and for measuring sustainable results of such initiatives. The work will create a monitoring system that is easy to manage, expand, and update using data that are readily available on the Internet, in periodically published documents, or are routinely collected by USAID. USAID defines sustainable development as a society's capacity to enhance the quality of life within and across generations. Consistent with this definition, the monitoring system will focus on outcomes and benefits from girls' education initiatives and will extend beyond the life of individual initiatives.

The four stages to the work

- 1) Collect data through a review of literature on girls' education and sustainability and through interviews with development professionals in the United States
- 2) Develop indicators for monitoring sustainability and measuring sustainable results of girls' education initiatives
- 3) Conduct in-depth case studies to test the indicators and conducting interviews with development professionals in other countries
- 4) Revise the indicators and corresponding tools based on the case study findings into a system for monitoring sustainability

Indicators of sustainability

At the time of the conference on girls' education, the first two stages of the work had been completed. A review of more than 170 documents and interviews with 40 development professionals in the United States had resulted in the identification of a number of indicators of sustainability where a high degree of consensus existed. The five major categories of indicators, and the specific indicators identified in each category are as follows:

- 1) Initial donor funding is replaced by other economic resources generated through country initiatives

USAID defines sustainable development as a society's capacity to enhance the quality of life within and across generations.

The consensus among participants provided a check on the validity of the indicators. Participants' agreement on the lack of specific measures to track initiative outcomes confirmed the importance of the study.

- Increased percentage of GDP allocated to education budget
 - Increased share of education budget allocated to specific initiatives
 - Increased cost savings through adoption of more efficient practices
- 2) Girls' education performance improves
 - Increased enrollment, completion, and promotion rates
 - Improved achievement scores
 - Improved literacy and numeracy rates
 - Improved quality of girls' education, e.g., equitable class participation and exhibition of more pro-social behaviors in school
 - 3) Human resource capacity is increased to support girls' education
 - Increased number of individuals with experience in girls' education
 - Increased community participation in local schooling
 - 4) An ongoing discourse takes place in which ideas and knowledge about girls' education are expanded and disseminated
 - National policies supporting girls' education adopted
 - Partnerships created within civil society to promote girls' education
 - Increased use of gender neutral terminology in society
 - Politicians elected who support girls' education
 - National dialogue on girls' education created
 - 5) Long-term life changes occur
 - Delayed marriages and pregnancies
 - Decreased birth rates
 - Decreased infant mortality
 - Decreased maternal mortality
 - Increased number of women in work force
 - Increased prevalence of contraceptives

Determining the validity of indicators

These indicators were used in a multidimensional scaling exercise with twenty-seven conference participants. The consensus among participants provided a check on the validity of the indicators. Participants' agreement on the lack of specific measures to track initiative outcomes confirmed the importance of the study. Subsequent work has further refined the indicators. Measures for many of the indicators are available on the Internet and in periodic development agency publications. However,

others must be found in the countries or regions of countries where initiatives have been or are being implemented. Data on life benefits and some education and population statistics can be found on the Internet. Sources for country specific data on budget allocations, organizational alliances and partnerships, information on initiatives—activities and benefits—human resource capacity, and the nature of community participation must be identified overseas, and procedures developed for regular updating.

Next steps

The next step is to carry out field studies in selected countries to determine the availability and update intervals of reliable indicator data. Comparisons of data from international sources, e.g., UNESCO, and in-country sources will be made to assure uniformity. The field sites have been selected based on past and current experience in girls' education, the availability of data prior to the start-up, and timely updates throughout the initiative.

After the completion of the field studies, all the indicators will be examined to determine those that provide a sufficient range of variation to monitor the sustainability of specific initiatives. Once the indicators have been identified and tested, discrete structural measures relating to policy, funding, and partnerships will be integrated with specific outcomes such as student performance, community involvement, and life benefits. The result will be a multilevel index based on valid measures, not subjective judgments.

In addition to assessing change in outcomes and benefits over time, the index and the component indicators can be used to make decisions on time frames, levels of effort, and amount of funding; identify outcomes across a series of different girls' education initiatives; and design new girls' education initiatives.

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New knowledge: programs and policies to improve girls' education

Impact evaluation of USAID's programs and policies

One year ago, USAID's Center for Development Information and Evaluation launched a five-country sector evaluation to examine the effectiveness of the Agency's policies and programs to increase girls' access to primary education, improve the quality of education received, and strengthen primary educational institutions. *Focus on Girls: An Evaluation of USAID's Programs and Policies in Education* synthesized five field studies (Pakistan, Guatemala, Malawi, Guinea, and Nepal), three country desk studies (Egypt, Thailand, Bolivia), and an extensive literature review.

Increased access to school for girls

In almost all countries where fewer than 90 percent of school aged children are in school, the gross primary enrollment rates rose steadily from 1960 to 1991. In many countries, however, girls' enrollments caught up with the pace of boys' enrollments only when boys were almost fully enrolled. Gross enrollment rates in least developed countries stood at approximately 74 percent of boys and 57 percent of girls in 1995. The gender gap—or difference between girls' and boys' enrollment rates—varies greatly from country to country and is generally widest where total enrollments are lowest, in Africa and South Asia. In Pakistan in 1988, when USAID began supporting the education sector in the provinces of Balochistan and NWFP, the unweighted average gross enrollment ratio for girls was 20 percent (only 8 percent for rural girls), while 75 percent of boys were enrolled. By contrast, in some Latin American countries, more girls than boys were enrolled. Today in the two provinces of Pakistan, more than 30 percent of girls are enrolled, a 50 percent increase. In Malawi, girls' enrollments have risen from 54 percent in 1990 to 88 percent in 1996, and boys' enrollments have risen from 66 percent to 100 percent. Guinea has witnessed similarly dramatic increases, from 19 percent of girls in school in 1989 to 36 percent in 1997.

Successful policies and programs respond to the demand for girls' education

The evaluation found strong demand for girls' education in each country it examined. The growth in demand at all levels of society is driven by broad demographic, economic, and social changes. Urbanization, migration, improved health services, smaller families,

Urbanization, migration, improved health services, smaller families, expansion of media and communications, permeation of market economies into remote rural areas, and changing roles of women all have contributed to changing social norms and expectations about educating girls.

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Governments and donors have helped strengthen the demand for girls' education through multisectoral social interventions, economic growth initiatives, community mobilization, support for civil society organizations, information dissemination, investment in communications infrastructure, and expanded policy commitments and resource investments in basic education.

Some of the demand for basic education, especially for girls, is still unmet. But this research made it clear that governments and NGOs can give all girls access to schooling if governments invest adequately and strategically in primary education. The past decade has made it clear that communities will mobilize to support sending their girls to school if the supply of schooling meets their needs.

Supply-side programs improve primary education institutions, investments, and schools

USAID's most successful support for girls' education has emphasized policy dialogue in support of increasing public investment in the education sector and increasing the proportion of that investment directed to basic and primary education and nonrecurrent costs. USAID's policy dialogue has also emphasized the creation and strengthening of government institutions dedicated to primary education and community-based organizations to support local management of the increased number of schools. Additional system strengthening and reform initiatives included developing and implementing educational management information systems, mapping locations of students and schools, supporting school construction, and professionalizing primary education institutions.

Successful policy frameworks to increase girls' access are built on strengthened institutions. Data collection, analysis, and management enables systems to supply schools where they are needed, manage teacher assignments and materials distributions with transparency, and provide governments and NGOs access to data for strategic planning and readjustment of ineffective approaches.

These initiatives benefited all students. Because female enrollment is concentrated in the early grades, however, girls especially

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benefited. Yet the data clearly showed that there is also unmet demand for boys' schooling. These initiatives, by focusing on the needs of vulnerable and excluded children, sharpened the focus on reaching boys as well as girls. The data show that boys' enrollments too increased markedly in every country that undertook a girls' education initiative.

Refining supply-side policies and programs: focusing on girls' access to education

After initial supply-side responses to low enrollments increased schooling for girls in accessible areas, governments and donors began to focus on harder-to-reach girls. Policy initiatives began with active dialogue within and among national and local leadership. Messages about the importance of girls' education were communicated by committed leaders to stakeholders at every level. Increasing girls' participation in education became a familiar idea even in remote communities. Supply-side initiatives were refined and improved as the specific characteristics that make schools attractive for girls became better understood. Policy frameworks were designed to shape and direct investments in schooling so that it was responsive to the needs of girls as well as boys. To accelerate and strengthen the impacts of policy initiatives, programs were implemented to recruit and train female teachers, involve communities in schools, and accelerate increases in girls' access.

Addressing gender-linked factors that shape demand for girls' education

Concurrent with refining supply-side initiatives, governments and donors began exploring the limits and nuances of demand for girls' education in areas where girls' enrollments were still low, typically rural and ethnic areas. Addressing direct costs of schooling has been a very effective approach to increasing girls' access, even in areas where education officials expected culturally based resistance to schooling. Fee waivers, scholarships, and reductions of other school-associated costs such as purchase of uniforms have very effectively increased girls' access to education. The debate now must be not whether they are effective, but where they are needed and how to maximize their cost effectiveness.

Interventions to improve household incomes and lower opportunity costs not directly linked to girls' schooling, such as the introduction of labor saving technologies or microcredit programs, have not consistently increased girls' or boys' education. However, when adult literacy programs for women are

integrated with these initiatives, child education outcomes are positive. In Nepal, the evaluation found that mothers who participated in literacy programs supported their children's education, ensured that their children were given time and support to do homework, and monitored their children's school attendance.

Sexual discrimination, harassment, and assaults by male students and teachers are serious disincentives to sending girls to school. In several countries legislation has been enacted and sanctions have begun to be imposed on offenders. The straightforward strategy of locating schools near students can only be done efficiently when data and information are available to education systems. With data from geographic and education management information systems, governments have begun to respond to parents' demand for schools that are close to girls' homes.

When supply responds to demand, a virtuous cycle of increased demand and improved supply begins to operate. Social norms begin to change and girls' schooling is the typical expectation rather than the exception. This process may be in a second stage of acceleration in communities where decentralization and active community involvement in school management have made local control of threats to girls' security possible.

Community program initiatives, such as the social mobilization campaign in Malawi and the community support program in Balochistan, have catalyzed and strengthened progressive changes in social norms about girls' schooling and women's needs for education in the modern world. In many communities, beliefs about girls' abilities are beginning to match reality—girls are no longer presumed to be incapable of success in school or intellectually inferior to boys. Role models such as female teachers coupled with women's increased legal rights, health services, and formal sector employment opportunities, have contributed to these changes.

Improving the quality of education for girls remains a challenge

Girls' access to school is an issue that people at every level of society understand. In every country in the study, girls, parents, local leaders, teachers, policymakers, and donors all understood the significance of girls' limited access to schooling. They all shared a vision of increased access. Interventions to increase girls' schooling were effective when they were implemented in the context of policies

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Lack of shared vision combined with lack of reliable indicators, data monitoring and analysis, and policy initiatives whose impacts and cost effectiveness have been proven has impeded progress to improve the quality of girls' education.

that clarified the vision and purposes of girls' education, and defined the resources and strategies needed to sustain positive outcomes. In contrast, visions of quality differed within and between countries. This lack of shared vision, combined with lack of reliable indicators, data monitoring and analysis, and policy initiatives whose impacts and cost effectiveness have been proven has impeded progress to improve the quality of girls' education. While USAID has invested in successful pilot programs to improve teacher training, instructional practice, supervision, school administration, curriculum development, materials design, gender equity in these processes, and assessment, the scaling up, replication, and sustainability of these quality initiatives have not been very successful.

Input indicators of quality are not positive in the three countries where primary enrollments have risen sharply. Classrooms are often overcrowded, with undertrained teachers, little supervisory support, and erratic supply of instructional materials. The few studies of instructional quality and outcomes suggest that newly recruited teachers who received "crash courses," condensed versions of certification programs, perform as well as teachers who received full certification training. (Unfortunately, this may reflect ineffective teacher training, but at least compressing the training does not increase its ineffectiveness.)

Output indicators are mixed. Repetition, persistence, and completion data are difficult to analyze and interpret because so many factors besides quality affect them. Although these systems do assess children as they finish primary school, achievement is not measured in the early grades where girls are concentrated. By the time achievement is measured, only the top performing female students are still in school.

Part of the evaluation included testing a sampling of girls from grades 1 to 3 using simple measures of literacy and numeracy. While the results are in no way conclusive, they give an idea of what skills girls are acquiring. By grade 3 most girls in all systems were able to add single digits and read simple sentences with basic vocabulary. However, performance of Malawi schoolgirls lagged behind that of students from other countries, mainly because of the country's tremendous enrollment increases.

While decentralization promises to improve girls' access, no such optimism is possible for quality improvements unless local visions of quality are developed, dialogue about quality is made explicit,

and community capacity to manage schools for improved quality is strengthened. Just as improving girls' access to schools has required strengthened institutions at every level of the education system as well as in communities, improving quality may require changes of similar significance. Today, however, there are few incentives to improve the quality of instruction. Teacher training, curriculum, and instructional materials procedures are unchanged. Quality of teacher and school performance are not rewarded. And impacts—student achievement grade by grade—are not measured or monitored. Costs of current investments for quality appear high since they are concentrated on recurrent costs, mainly salaries.

Access and quality improvements are keys to sustainability

The outlook for sustaining increases in girls' access is mixed. Policy commitments to “education for all”; increased strength of women's voices at the local, national, and international levels; documented impacts of girls' education on health, fertility, productivity, and civil society; strong community demand, which makes girls' education a valuable political commodity; donor inputs and coordination to help countries sustain investments in primary education and girls; strengthened institutions of primary education; and documentation of benefits to boys of girls' education programs all bode well for the sustainability of these positive outcomes.

On the other hand, there are significant threats to the gains that have been achieved. The most critical is poor quality. Low quality diminishes the effectiveness and efficiency of investments to improve access, resulting in high rates of repetition and dropout, and eventually, falling enrollment rates. In these countries, education sector resource allocations are still low and disproportionately allocated to the secondary and tertiary levels. Recurrent costs are high but salaries so low that teachers supplement their incomes by tutoring, which is a negative incentive for quality performance in the classroom. Community capacity building lags behind rapid decentralization. Primary education systems, though stronger than they were ten years ago, are still weak. Corruption undermines efficiency and equity; donor coordination is uneven; and little effort has been focused to developing a common vision of quality.

Conclusions

The increase in girls' participation in basic education during the 1990s has been remarkable. USAID's strategic support, along with that of other donors, has fueled policy changes and program

The increase in girls' participation in basic education during the 1990s has been remarkable. USAID's strategic support, along with that of other donors, has fueled policy changes and program initiatives to create more schools and locate them closer to girls.

Boys have benefited from these activities in every country; their primary enrollments have increased, and in some countries new educational options have been available to them, though developed and funded as part of girls' education strategies.

initiatives to create more schools and locate them closer to girls. The demand for girls' schooling does not appear to be the critical factor limiting girls' enrollment; as the characteristics of schools increasingly meet the needs of girls and their families, enrollments have risen. Communities have become increasingly involved in girls' schooling, assisted by the organizing efforts of NGOs, who have been the bottom-up partners to top-down government initiatives in some of the most successful programs. Boys have benefited from these activities in every country; their primary enrollments have increased, and in some countries new educational options have been available to them, though developed and funded as part of girls' education strategies.

Improving the education of girls remains a challenge. Repetition and dropout rates remain high for many reasons, but until the quality of schooling improves there are likely to remain disincentives to investment for families and education systems alike. With the success of the access initiatives still fresh, it is now imperative that the quality of girls' education improve so that their gains in participation can be sustained.

Presentation by Hillary Rodham Clinton, first lady of the United States

Thank you so much. It is such a great pleasure for me to be here at this conference with all of you who are committed to the education and wellbeing of girls around the world. I'm also pleased to have the first occasion to visit this new, very large building and see this auditorium in action. This is now the second largest building, second only to the Pentagon, so I think it is appropriate that while the Pentagon houses those who strive to keep us safe and secure and keep peace around the world, this building would host a conference about educating girls and building a future that we hope will be peaceful for all children. I hope that we're able to do that through the work that you are doing at this conference and that the results of this conference and what you carry away from it will enable you to be strong voices throughout the world on behalf of young women and girls.

The best description that I've ever read about why this conference is so important did not come from a think tank or a government report or a research study but instead from a college student, a young woman from New Delhi, who gave me a poem she had written about why it was so important that she, being the first young woman in her family ever to go on to college, had that opportunity. Here is what she wrote: "Too many women in too many countries speak the same language of silence. There must be freedom if we are to speak, and yes, there must be power if we are to be heard."

We are here today to make sure that all children have the freedom and the power to make their voices ring as loudly as the seventy-five members of the World Children's Chorus we heard a few minutes ago. And we are here because there are already powerful voices present in this room that are making themselves heard on behalf of education for all children.

Iwant to thank everyone who made this extraordinary event possible, particularly Brian Atwood, Margaret Lycette, Susie Clay, and the entire USAID staff. All over the world I have seen the fruits of the girls' and women's education initiative pioneered by USAID, and I have been gratified to see the work that is being done to put quality education within the grasp of every child.

I also want to thank the cosponsors of this conference—UNICEF, the Inter-American Development Bank, the World Bank, the



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Often when I ask a very simple question, I get the same answer. I ask, "How is it that you are able to accomplish so much?" And the answer usually in one way or another comes back to education.

Delegation of the European Commission, and the Louis T. Preston Education Program for Girls. Thank you all. I too extend a warm welcome to the First Lady of Ghana and the First Lady of Peru. I also wish to welcome all ministers and vice ministers, cabinet officials, parliamentarians, ambassadors, leaders of non-governmental organizations, the media, businesses, religious organizations, and other distinguished guests from the forty-two countries represented here.

As I look out at this impressive gathering, I believe that we are truly at the beginning of a great international effort to give all children access to quality primary and secondary education. As I have been privileged to travel around the world, I have met many, many citizens who are struggling to find their voices in a time of increasing democracy, information, and globalization. I've met with many families who work hard every day just to put a roof over their children's heads and food on their tables for meals. I have visited communities where people have banded together to create healthier, more prosperous opportunities for all who live there.

And often when I ask a very simple question, I get the same answer. I ask, "How is it that you are able to accomplish so much?" And the answer usually in one way or another comes back to education. Education is recognized throughout the world—even by those who themselves have not enjoyed an education as a powerful tool for a child or a family or a whole society to make progress. Education is no longer viewed as a luxury for some but as a necessity for all.

The World Bank has said repeatedly that education provides the highest rate of return of any investment in developing nations. And that is especially true of girls' education because we know that when we educate a girl, we improve the health of women and families. We know that a woman who has had even a single year of education has children that have a better chance of living. We know that as the years of schooling increase, the chances of a child living and living well increase as well. When we educate a girl, we decrease poverty by helping women support themselves and their families. A single year of education usually correlates with an increased income of 10 to 20 percent for women later in life.

In Senegal I visited a small village where education for girls and women's adult literacy programs had been the first steps in helping the village understand how it could work together to create more prosperity, how it could take five hectares of barren land and turn it

into an oasis of green growing products that could not only support the village but be sold in the marketplace.

When we educate a girl today, we also help to create a leader for tomorrow, a leader within the family and community—perhaps a teacher, an engineer, a lawyer, a doctor, a nurse, a mother of a healthy and educated child, a woman who is working hard to make her life and the lives of her family as good as they can be. That's why at international conferences and summits in Paris, Cairo, Copenhagen, and Beijing we have joined together to call for universal primary education. We called for ending disparities between boys and girls that for too long have plagued primary and secondary schools, making it very difficult for girls to attend. And I want to thank all of you who have worked to make the words that appeared on the pages of the declarations from these international conferences living realities.

In developing countries, the primary school enrollment for girls has increased by 50 percent since 1960, and in the poorest countries it has more than doubled during this period. But that is not enough. We have to do more. We have to see that we support governments and NGOs in reaching out to afford access to education to as many girls as possible.

I have seen such activities bearing fruit all over the world. In Bangladesh I visited a school run by the Bangladesh Rural Advancement Committee, an NGO that believes that education, especially girls' education, is a precondition for economic development. Because of that belief, some of the BRAC schools have been burned by extremist groups. But the schools keep being rebuilt, and families keep sending their children to attend.

I also saw where the Bangladesh government is attempting to provide incentives for families to keep their daughters in school. Families get food each week if they send their children, particularly their girls, to school. And to help give girls a chance to go to secondary school, the government actually deposits a small amount of money in a family banking account as long as the daughters attend school.

I have seen the results of President [Yoweri Kaguta] Museveni's promise of universal primary education in Uganda. I have been in classrooms that are absolutely filled with children—70, 75, 80 third graders—a very big challenge to any teacher. But instead of being

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We see success stories everywhere. Yet, right now there are still 100 million children worldwide who are out of school, and two-thirds of them are girls. Nine hundred million people cannot read or write, and 60 percent of them are women. Two-thirds of the children who complete less than four years of primary education are girls, and countless others do not even have access to a primary school, let alone a secondary school.

frustrated, the teachers I have met have been proud, proud because children are coming to school and everyone is working very hard to create the materials and train the additional teachers to meet this challenge, but the overwhelming pride that is felt because for the first time more girls than boys are attending school.

There have also been results in Guatemala where the government and the Foundation of Sugar Producers teamed up to offer small scholarships to girls in rural schools, because they knew that between the first and second grades the dropout rate for girls in those schools was only 1 percent compared to 30 percent nationwide. In another Guatemalan program, afternoon school sessions have been introduced to accommodate girls who must carry out domestic and agricultural work in the mornings.

In Malawi, the villagers were not only asked why girls aren't attending school; they were asked to come up with solutions. And they performed plays and skits, they waived school fees, they took responsibility for enrolling girls in school. And as a result, enrollment increased from 50 to 83 percent.

And in the Community Schools Program in Egypt, the number of girls enrolled in school increased from 2,000 to 35,000, because schools were located closer to homes, making them safer and more accessible. The curriculum was designed so that it was culturally appropriate and approved by village leaders. And girls were trained to be sure that they understood how important this gift of education was, and parents were asked to become actively involved as well.

As we look across the globe, therefore, we see success stories everywhere. Yet, right now there are still 100 million children worldwide who are out of school, and two-thirds of them are girls. Nine hundred million people cannot read or write, and 60 percent of them are women. Two-thirds of the children who complete less than four years of primary education are girls, and countless others do not even have access to a primary school, let alone a secondary school.

Without the ability to read and write or do math, girls will be increasingly left out of the information age, unable to compete to increase their own incomes or contribute to their families and having their own dreams and aspirations shortchanged. So as you attend this conference, starting yesterday and going through today, I hope you will continue to look at solutions, that you will share information

about the best practices from each of your countries that have made a difference in making sure that girls are able to attend schools.

I remember so well being in a small village about forty minutes outside Lahore, Pakistan, where I visited a school that had been built to give the girls in that area primary education. I sat out in the courtyard in front of the school and talked with mothers of children who attended. One mother told me about her ten children—five girls and five boys. Her worry was that she had sent all of her children to school, to primary school, and when her boys graduated from primary school, they had gone on—they had gone to the nearest secondary school, continuing their education. But when her daughters finished the village school, there were no secondary schools nearby for girls, and she was not willing to send her daughters off alone to attend school far away. So she asked me, and she asked all of the officials who were with me, if they could please have a secondary school built for girls near their village.

This one mother spoke, I believe, for countless millions of others. Women who know that their daughters will not live the same lives they have lived, that change is too pervasive, that they have to provide better opportunities so that their daughters will be prepared for whatever the future holds.

As Brian [Atwood] mentioned in his remarks, a recently completed evaluation makes clear the secondary generation of girls' education initiatives must continue to expand access to school, particularly secondary school, but we also must face up to the need to improve the quality of girls' education. Because we've done a good job in reaching parents and telling them they should send their girls to school, we now have many, many girls and many, many boys crowding into the schools that are already available. These schools then face the tremendous challenge of trying to train new teachers, provide basic supplies, and maintain facilities. It is very hard, even for the proudest teacher, to get around to look at the work of seventy-five or eighty 8-year-olds. And because we have so many crowded classrooms, many children get lost in that crowd and many don't even remain to finish primary education. So we have to make a commitment not only to providing access to education but providing access to quality education.

And we cannot think of girls' schooling as something we put in a little box over in a corner. It must be part of the overall educational efforts of all of our countries. We have to recognize that we must

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We have to look at ways of reaching families so that they know how important it is to prepare their children for school and make sure that when those children walk through a school house door they are ready to learn.

educate both boys and girls. We have to recognize that any child who goes without education in today's world may become a drag on the larger society so that it is in our interest to be sure that they all have access to quality schooling.

We also have to look at ways of reaching families so that they know how important it is to prepare their children for school and make sure that when those children walk through a school house door they are ready to learn. We now know from scientific research that the brain develops at an extraordinary pace in the first three years of life. Many of the traditions that we have all followed in caring for babies, holding them, rocking them, singing to them, caressing them, we have done because it was passed on to us generation to generation as to how we should care for a small infant.

We now know that those habits, those forms of attention, are not just a wonderful way to develop a bond between a parent and a child but they actually create brain cells. The more a child is appropriately stimulated, talked to, read to, sung to, that child's brain is then creating more and more connections that will enable that child when he or she is ready for formal academic learning to be able to read better, to be able to do mathematics better.

So we have to reach parents all over the world with this new scientific information, to encourage them to pay attention to their babies; encourage them to space the births of their babies so they have the time and the energy to invest in each child, because by doing so we will better prepare children for the schooling to come.

Now there are many organizations throughout every society that have a role to play. Certainly, the family bears the primary responsibility, and the extended family must support the family in educating girls. But so, too, should religious organizations also understand how important it is to make sure every young girl is able to live up to her God-given promise as well. The media has a role to play in disseminating information such as the importance of the scientific research about paying attention to young babies, and the media also can give us good examples of girls and boys going to school, learning, being able to go out into the world better educated. Businesses can do things like provide scholarships, help support schools, be willing to take the initiative to stand behind the idea of educating all citizens, not only because it is the right thing to do but because it is a way for businesses in all of our countries to have better trained and educated workers and consumers. And certainly

government leaders have to do everything within their power to make it possible for us to have as many good quality schools and teachers everywhere throughout every country.

We also with technology can leap frog over some of the obstacles that would otherwise prevent schooling from being available. In South Africa, I visited a school in Soweto where there were not enough teachers, where there were many children now coming back into the schools with the end of apartheid, and where they were attempting to teach as many children as possible English. So they were using tape recordings that the teacher could monitor but individual students could work with.

In other schools, there is even an effort to try to get one television with transmission that can bring in distance learning so that we could expand the opportunities available even though the teachers are not present.

The computer, which of course is very expensive and in some of the schools I have visited there isn't even electricity yet in the schools, but if a computer can be made available, you can open the world up to students who live very far from any large city or large university if it is possible to provide access to the information age to those students.

So we have to be more creative and innovative in thinking about how we overcome the obstacles to providing for girls' education. I look forward to hearing the results of your deliberations during this conference. I am hoping that the ideas that you will discuss we can disseminate widely throughout the world. And certainly USAID and the United States government want to stand with you in helping to bring to reality our dreams that we will see opportunities for every girl and every boy everywhere in the world to receive a quality education that will enable them to take responsibility for their futures.

Thank you very much.



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Presentation by Keiko Sofia Fujimori, first lady of Peru

Many women between the ages of 14 and 18 in Peru become mothers prematurely. The numbers of teenage mothers are exceptionally high in places where educational facilities are inferior. In the face of all these challenges, the government of Peru has designed an integrated strategy that encompasses actions under various ministries. Right among them is the Ministry of Education, which has direct responsibilities and specific programs aimed at improvement in the quality of education, long-distance education, with a considerable emphasis on gender equity. The national program in sex education includes education for parents, and a wider rate of support in projects.

Also paramount in this effort is the newly created Ministry for the Advancement of Women and Human Development. This new Ministry, which is led by a woman, has worked to remove obstacles that exist from age-old customs and habits that have been inherited. To this challenge must be added the difficulties inherent under development and poverty as well as a third obstacle of a very challenging physical environment of mountains and jungle terrain.

Some 40 percent of the Government of Peru's budget is currently being invested in the fight against extreme poverty in my country. We hope that this enormous effort on the part of the developing country will encourage foreign assistance agencies, many of which are present here today, to react with ever-greater sensitivity to the tremendous problems affecting our development that I have mentioned. Peru is especially grateful for the support provided by the U.S. Agency for International Development. We hope that this support will continue in the same spirit of mutual collaboration and friendship that exists between our two countries.

Within the framework of its national plan for the alleviation of extreme poverty, the government of Peru has recognized the need to protect the Peruvian family. One way to do this has been to establish free health insurance for school-age children. Under this system, the state covers medical expenses that families used to have to pay for themselves. We believe that this school health insurance will have three positive effects. It will help children remain in school. It will promote timely registration for school-age children. And it will have



We believe that school health insurance will have three positive effects. It will help children remain in school. It will promote timely registration for school-age children. And it will have a positive effect on children's learning capacity.

a positive effect on children's learning capacity. Almost three million beneficiaries of this health insurance are girls.

The final purpose of all the above actions is to offer girls and women—whose true human development is our concern—the opportunity to create new ways of learning and their own means to access to knowledge so they will have the possibility to choose. In this way, girls and women can contribute to their own prosperity, that of their family, and of their society. They can also be in charge of their own destiny. To my mind, this is the greatest challenge we have here today.

Young people in my country in general, and young women in particular, wish and deserve access to the best possible education because we know that competence will be a decisive factor for our full incorporation into the country's economic, political, and social life. Peruvian young people seek, above all, peace, health, education, and wellbeing which will lead us to equal opportunities. This is a fair aspiration for our generation coming of age after cruel and difficult times. Thus, my serious commitment as a young woman to the young people of my country, especially its young women and girls, is to help change the culture that still exists regarding girls' education and eliminate all gender stereotypes.

Thank you very much.

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Presentation by Nana Konadu Agyeman Rawlings, first lady of Ghana

Yesterday I had the opportunity to reiterate that we all have commitments, or we should all show commitment to this international forum and to air my thoughts also on the imperative of educating the girl child.

There are several constraints that affect the education of the girl child in Ghana. The constraints to the girl child's education may be social, economic, environmental, or cultural. My focus in this instance is on the social aspect of it—in other words, on the problems that derive from poverty.

This problem is a very complex one, and the complex condition that it creates also brings out ramifications across the other factors—that is, the economic, cultural, the environmental, and others.

For economic reasons, getting girls enrolled in schools represents a major challenge, and for economic reasons also, keeping them in school also poses an even greater challenge. The high dropout rate among female enrollees in our schools effectively negates whatever successes that we might boast about in getting them into school in the first place. So what are the proposed solutions that we have made?

In order to have any hope of meeting the challenges, ladies and gentlemen, we must actually convince the whole community about the necessity of sending the girl child to school and keeping her there—not just sending her to school but actually keeping her there. We must make the community understand the importance of education and the lifelong benefits that it confers on the individual in terms of self-sufficiency, self-confidence, and the other things that come with it, but also the community in terms of enhancing the possibilities of achieving the national agenda and goals.

In addition, we must impress on the girl child herself the crucial importance of attending school. She must believe in it, that it is important to go to school. We must make her understand that education affects the quality of life of the individual as well as the community. For example, in areas of health, nutrition, environment, and good governance you need people to go to school to understand all these areas.



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The objective of the girl child's education must not be limited to mere inclusion and accommodation in the system, but rather it must envisage and provide for the full participation of all females in all aspects of the life of the society. The woman is the main caretaker of the child. She is a principal player in the society. She is also the principal player in the building of the society.

So, ladies and gentlemen, her education is indeed imperative. Moreover, it must not be education without some reference to the real world that we live in but education that relates to the individual, to the society, and to the environment. It must be education that becomes integrated into the society, the conscience, and the world of its recipients.

Ghana's medium- to long-term development program, which we call Vision 20-20, has targets in the areas of women's issues, and these include improving the health and nutritional status of women, enhancing women's access to productive resources such as capital and technology; and increasing female enrollment and achievement at all levels of education. And we are indeed encouraging women from all walks of life to participate actively in politics because that's also a very important aspect of development. That is where the policy is made, so the women must be there to seek elective office.

We're encouraging them to sit on the executive bodies of state enterprises or important state institutions and make full contributions to national affairs. We are encouraging more girls to study science and to pursue higher academic studies. Our experience suggests that because barriers to women's progress include deep-seated prejudices and long-standing practices, it is only where there is strong, high level political commitment and involvement on the part of everybody that real progress is possible.

In Ghana's education reform program—we started in 1987—the government sought to reinforce its commitment to female education by stating unequivocally that the target for admission and retention throughout the country should be 50 percent—50 percent for the males and 50 percent for the females. This appears exclusively in the government white paper on proposals for reforms at the tertiary level.

A second significant policy is the policy that at the basic level, all pupils are to study all subjects. I said this yesterday and I'll repeat it again, that this appears to be in reaction to what used to pertain

before. Before 1986, home science, needlework, and anything to do with housework were studied by the girls alone, where boys studied carpentry and other technical subjects. I'd like to state here that I have three daughters, and the first one, who is 20 years old, started with the new educational reform program in 1987. And each time the girls were ready for the carpentry class, it wasn't the teacher but the boys in the class would tell them, "This is not for you. This is for us, so you leave us and let us do the work."

Now, the second daughter used to get very upset because she was really interested in carpentry; my second daughter started in 1989. The situation has changed a little bit; the boys accept it that she could do carpentry, but the teacher used to tell them, "The girls should go and sit under the shade while I go with the boys." Now, my third daughter is also doing carpentry, and I go to the school and the teachers are actually encouraging them and teaching them what to do.

So we have been through changes where it was unacceptable and now it is acceptable. I go to the school, I see the boys wearing the clothes with their hats and the girls are busy doing the carpentry. I think that this is a step in the right direction.

These subjects have been integrated and are currently known as technical skills and life skills. All pupils, whether male or female, are now obliged to study both. An important step has actually been taken towards the achievement of gender balance in education and in the curriculum. To address the problem of school dropouts due to pregnancy—again, I mentioned this yesterday—a policy has been made to ensure that the pregnant girls who wish to go back to school after their delivery should be admitted so that they can actually complete their education. There has been increased access at all levels of education because of that.

A most significant problem is getting girls to remain in the formal sector, the formal educational system, for as long as possible. In the last few years, we have made significant progress. Far more girls are in school, more are completing their basic education, and at the higher levels, the ratio between the men and the female students is slowly, but steadily, becoming more balanced. There's great improvement in access to education for boys and girls. There's massive investment now in the school facilities at all levels, and the provision of new textbooks and equipment have been supplied. There is new construction of district science centers to serve the schools with poor facilities. There's refurbishment of teacher training

To address the problem of school dropouts due to pregnancy—again I mentioned this yesterday—a policy has been made to ensure that the pregnant girls who wish to go back to school after their delivery should be admitted so that they can actually complete their education.

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facilities. We are building teacher bungalows in the rural areas so that more teachers can actually move from the cities to go and teach the children in the rural areas. We are introducing a more relevant curriculum.

During March, we had a visit from the U.S. President and the First Lady. They visited our country. During the visit, I had the pleasure of showing Mrs. Clinton the 31st December Woman's Movement efforts at educating children. We have established a number of day care centers, as the speaker said, over nine hundred day care centers, but we are closer to a thousand now than nine hundred.

The relationship symbolized my long-standing commitment to education, which I explained to Mrs. Clinton, especially the girl child from the earliest formative years, because we believe that if we are able to catch the children young, we can actually instill in them the importance of education and why they should stay in school.

It is also part of the educational reform system, the new system that Ghana is running, that every child should go to a day nursery or a day care center to be prepared to enter the formal institution. Ghana is at the moment also starting a new program... [that] started in 1996. This program will help support families so that we phase out the payment of fees by parents. We are hoping that by the year 2005 no child will be paying any fees either for school textbooks or whatever for the first cycle of the basic education. This program has been accepted by Parliament and once it is legislated, it's going to make it difficult for parents not to take their children to school.

So a lot of education is being done on this program; a lot of it I have already enumerated, what we are doing—how to get the girl children to school and let them stay in school. So the program, which is free, compulsory, universal basic education, is something that we are very happy about and we hope that it will help address the problems of children not going to school. In other words, education that is functional for the needs of both the individual and the society is what we are talking about.

Mothers, who are the natural and leading models for their daughters, have a crucial role to play in changing traditional attitudes, which in the past have discouraged girls from going to school. As the First Lady of Peru said, an educated woman obviously has a better chance in all aspects of her life, whether it is her health, whether it is in her

economic activity, whether it's in understanding what cultural norms she should throw out to have a better chance of making that work for her. The more illiterate people receive training, the more people we have to change these traditional attitudes. For this reason, the country is also running a nonformal educational system which I think will help to deal with the attitudes that we are talking about.

Ladies and gentlemen, this nonformal system is run by the Ministry of Education in collaboration with a lot of NGOs. The 31st December Women's Movement is also a party to this nonformal education and we hope that together we'll be able to improve on the lives of not just the city people but the rural people and also those who did not have the opportunity or the chance to go to school.

I'd like to thank the organizers for putting this lunch together so that we have the opportunity to explain some of our positions to you and for all those who have assisted us in our country, especially those who have assisted the [31st December Women's] Movement in its drive towards the development of all women of Ghana.

Thank you very much.

I'd like to thank... all those who have assisted us in our country, especially those who have assisted the [31st December Women's] Movement in its drive towards the development of all women of Ghana.

Presentation by Carol Bellamy, executive director of UNICEF

UNICEF is very pleased to be a part of this important event. Education is an inalienable human right, guaranteed under the Convention on the Rights of the Child, among other human rights instruments—and UNICEF has been working to promote the right of universal primary education for nearly forty years. The focus of our efforts is on achieving quality basic education, especially for girls and women in more than 140 countries.

Quality basic education for all is vital to society because it produces people who can contribute to economic and social development. It gives children the chance to become self-sufficient adults with more choices in life—as active citizens, as leaders, as parents, and as workers.

At the same time, the importance of quality education for girls cannot be overemphasized. Education for girls is the key to the health and nutrition of populations; to overall improvements in the standard of living; to better agricultural and environmental practices; to higher gross national product; and to greater involvement and gender balance in decisionmaking at all levels of society. There can be no significant or sustainable transformation in societies unless girls receive the education they need to take their rightful place as equal partners in development.

Only education can equip girls with the confidence to make the most of their abilities; provide a forum for changing attitudes about violence while promoting equality; and help put young women on a path to economic empowerment—a position from which they can better protect themselves from gender-based violence.

There is a direct correlation between the social and economic wellbeing of a country and the status of women and girls. Afghanistan, where I visited recently, has officially banned education for women and girls. Among its numerous health-related problems, Afghanistan also has the highest maternal mortality rate in the world—an estimated 170 deaths per thousand live births. These facts are not unrelated.

In the final analysis, it is what happens in villages and hamlets, districts, and cities that will make a difference in the lives of girls



There can be no significant or sustainable transformation in societies unless girls receive the education they need to take their rightful place as equal partners in development.

UNICEF believes that quality basic education, especially for girls, is the single most essential, cost-efficient weapon we have against the scourge of hazardous and exploitative forms of child labor. Work is one of the major obstacles to girls' education.

and women. But all of us gathered here today have a critical role to play in facilitating supportive actions on the ground. UNICEF's work on behalf of girls' education is based on close collaboration with a range of partners, including governments, multilateral and bilateral agencies, nongovernmental organizations, the private sector, professional associations, communities, parents—and girls themselves.

These partnerships are at the heart of UNICEF's work on behalf of education, whether it is supporting gender-sensitive school programs in Bangladesh and Guatemala; helping parents, teachers and social workers to confront discrimination in Cameroon; recruiting and training female teachers in Pakistan; or helping to renovate and equip primary schools for demobilized child soldiers in Liberia.

Guided by the Convention on the Rights of the Child and related instruments—including the Convention on the Elimination of All Discrimination Against Women—UNICEF is actively pressing governments to examine and understand the discriminatory and sexist attitudes faced by girls and women, and urging them to support programs that promote equity and equality, improved educational standards, and schooling that is relevant to the needs of today's world.

UNICEF believes that quality basic education, especially for girls, is the single most essential, cost-efficient weapon we have against the scourge of hazardous and exploitative forms of child labor. Work is one of the major obstacles to girls' education. Of the estimated 250 million child laborers in the world today, some two-thirds are girls. Girls also make up the same proportion of the 140 million school-age children who are not in school. These figures are not coincidental. This is an urgently important subject, and we look forward to addressing it in detail during the discussions today.

Educating a nation is the nation's job. Governments have accepted the responsibility of ensuring that all children will receive a basic education—but they need support, not only from parents and communities, but from nongovernmental and community-based organizations, including religious institutions. As society moves more toward broader participation from all members and sectors, it is the community-based, grassroots organizations that are emerging as key partners. We are delighted that these kinds of efforts will be a focus of attention during the Conference. I wish you all success in your work.

Presentation by Nancy Birdsall, executive vice president of the Inter-American Development Bank

Join President Iglesias in warmly welcoming you to this reception and to the Inter-American Development Bank. I am particularly glad to be here because today is my twenty-fifth anniversary! Twenty-five years ago I attended my first informal meeting on Women in Development. That was in 1973, the year the U.S. Senate approved the Percy Amendment, mandating that U.S. foreign assistance programs take into account women's needs and contributions. In 1977, the World Bank appointed its first WID advisor. The IDB followed suit in 1987. Consider how much has changed since 1973. This conference reflects how much progress we have made, and how much there is yet to do.

I have three awkward points:

First, educating girls matters more for development than educating boys. It is the key to halting intergenerational poverty, yielding indirect benefits of declining fertility, and healthier, better-educated children. Hard-nosed economic studies make this clear.

Second, market reforms are not gender-neutral. Groups that are less competitively positioned—such as women and children—can be left behind in the new more demanding marketplace. Market reforms are essential to bring the growth that can benefit everyone. But the reform process should not be gender-blind; the historic disadvantages of women should be addressed, not permanently locked in. It is urgent to educate girls so they have the skills needed in today's marketplace.

Third, democracy is at risk when women miss out on education. In Latin America, we are seeing the fruits of educating women in their increasing leadership in public life—in civil society organizations, and increasingly, in government and the private sector. This active participation in public life is critical to making governments accountable, transparent, and effective. Women, once educated, are the best guardians of good government.

This conference is providing an opportunity to share ideas on what to do and experience on how to do it. Let me cite a few of my own favorite, proven interventions:



Market reforms are not gender-neutral. Groups that are less competitively positioned—such as women and children—can be left behind in the new more demanding marketplace. The reform process should not be gender-blind; the historic disadvantages of women should be addressed, not permanently locked in.

We at the IDB pledge not just to lend \$5 billion on primary and secondary education in the next five years, but to lend it well, systematically addressing the *kind* of education and training programs we support and assisting our borrowers in the major challenge of ensuring equal education for indigenous girls.

- subsidize families to keep girls in school wherever girls' attendance is lower
- set up day care programs so teenage mothers and older sisters responsible for the care of their siblings can stay in school
- provide teacher training to avoid sex stereotyping
- revise gender-infected curriculum

Let me end with a word on Latin America and the Inter-American Development Bank. Today's challenges in Latin America—where 30 percent more girls than boys finish secondary school—foretell tomorrow's challenges in Asia and Africa. The issue is no longer *average* enrollment (though in some countries, such as in Central America, girls are much less likely to attend secondary school than boys). The issues are:

- The *kind* of education. Sex-stereotyping prevails. Girls become primary teachers. They still learn sewing instead of welding and electronics. They are not taught to be leaders.
- Indigenous women. In Panama, the illiteracy rate of indigenous women in 1990 was 53 percent, compared to 11 percent for women overall and 10 percent for men overall. The only countries in the region where girls lag behind boys in enrollment are Peru, Bolivia, and Guatemala, all with large indigenous populations.

Recognizing these challenges, we at the IDB pledge not just to lend \$5 billion on primary and secondary education in the next five years, but to lend it well, systematically addressing the *kind* of education and training programs we support and assisting our borrowers in the major challenge of ensuring equal education for indigenous girls.

We can surely complete the task of equal education for girls within another twenty-five years. Let us toast the next twenty-five years!

Thank you very much.

Presentation by Richard Riley, U.S. secretary of education

It is a great pleasure to welcome all of you to the United States on behalf of America's teachers and educators. I extend to all of you President Clinton's warm greetings and I am sure that all of you look forward to hearing the First Lady tomorrow. I have known the First Lady for over twenty years and she is deeply committed to advancing the cause of equality in education. Several weeks ago I had the pleasure of joining President Clinton and the First Lady at the Summit for the Americas. Mia Mottley from Barbados, who is part of our panel discussion today, was there as well.

Education came to be a central part of the Summit of the Americas because the many national leaders who came to the Summit recognized the powerful role that education is playing in fostering democracy and increasing the economic strength of the Americas. Our meeting today is a natural follow-on to that summit and other previous efforts to give many more young people the opportunity to gain an education of quality. In this new education era and in this new global environment, education can no longer just be for the elite or the select. Surely we are at a time when the doors to knowledge need to be open to all—including millions of young women in the developing world.

There are many questions that need to be asked and answered. How do we bring about a "sea change" in expectations that allows people to overcome the cultural and social restrictions that prevent young women from getting an education of quality? How do we provide legal and legislative protections that advance the education of women?

The United States, for example, is now reaping the benefits of laws put in place over twenty-five years ago to increase educational opportunities for women. We have made remarkable progress in closing the gender gap in secondary education, even in specialized fields like the sciences. Women now make up the majority of our undergraduate and graduate students in our universities. Yet, despite these strong educational gains women in America have yet to achieve economic parity with men.

Other questions deserve our attention as well. How do we create new partnerships with our systems of education and non-



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governmental institutions that allow young women to unleash their creativity and enrich their intellects? Four years ago, my department began a modest effort to create something we call the “Family Involvement Partnership in Education.” This effort, which began with just 40 groups from 4 different sectors—community, religious, business, and educational—has now grown to over 3,800 organizations committed to the one common goal of helping families focus in on education with a strong emphasis on literacy.

This effort takes many forms. In Florida, for example, Girl Scouts ages 12 to 14 are taught to be reading tutors using materials from my department. These young women, in turn, act as tutors for younger children in after-school programs. In Tennessee, 20 different churches organized a joint effort to improve literacy—250 volunteers of all different faiths work together to tutor 350 children on a weekly basis.

This same approach is being applied at another level as well. Over nine hundred colleges and universities in the United States are now part of our national effort to improve literacy which we call the “America Reads Challenge.” Six hundred university students, for example, from eight local colleges and universities are now literacy tutors at elementary schools here in Washington, D.C.

I am sure that all of the ministers here today can make a contribution to this dialogue about creating new partnerships.

Presentation by Harriet C. Babbitt, deputy administrator of USAID

I am very pleased to welcome such a distinguished bunch of guests to such an unusual and rewarding gathering of people concerned about education. This gathering reflects some of the best minds and talent from development agencies, private foundations, government, nongovernmental organizations and concerned citizens all working together to ensure that our commitment to girls' education is renewed and strengthened. Together we are prepared to take up the challenge of making universal basic education—and quality education—a reality for girls as well as boys.

If countries want to achieve economic and social development, no investment is more rewarding than educating girls. Educating girls contributes to economic growth, better family health, and stronger and more vibrant civil societies. Yet too often, girls have been the last to be reached by expanding education systems.

The impetus for educating girls—while certainly an easy case to make in terms of economics or standards of living—has a more fundamental source. Education has at its heart the idea that every child should be given a chance to learn and grow. The explosion in demand for girls' education does not come from development agencies, or even from all of the wonderful organizations who are represented here today. It comes from families and communities around the globe who know that education is the path to a better life.

Girls' education yields the highest rates of return on investment in nations throughout the world. Educated women are more likely to find employment, earn higher wages, and be more economically productive. These girls turn into women who participate more in their communities and help ensure the growth of democracy. Girls who are educated are likely to have fewer children and better cared for children. The children of educated parents are in turn more likely to receive an education themselves. Some have called the wonderful effects of education a "virtuous cycle." It is this virtuous cycle that is reducing poverty and shaping future generations around the globe.

Parents, communities, and nations have long recognized that educating their children in basic skills, knowledge, and values is



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USAID's assistance is not expensive. We do not take on the management or the financing of education systems. These tasks remain the responsibility of the countries we assist. But our support can be critical to the many talented educators in developing countries who share our goals. With limited resources, we can and must find a way to assist these countries to establish viable education and training systems.

essential to their individual welfare, collective wellbeing, and national development. No parent wants his or her children to remain uneducated, unable to read or write. For many illiteracy is the shame of lost hope and dreams denied. These are our sons; these are our daughters.

Making basic education a priority should be easy, but it is not. Often, education involves tough choices for developing nations: the reallocation of scarce resources from fragile university systems to primary schools; asking teachers to move from comfortable cities to dusty villages; upgrading the skills of underpaid teachers; and linking their new skills to improved teaching materials.

Precisely because policy and system reform are not easy, donor assistance can be a key catalyst in your efforts. For example, USAID's assistance is not expensive. We do not take on the management or the financing of education systems. These tasks remain the responsibility of the countries we assist. But our support can be critical to the many talented educators in developing countries who share our goals. With limited resources, we can and must find a way to assist these countries to establish viable education and training systems. In the midst of a true revolution of technology and communication, we must also find a way to better use these tools to bolster education.

A recent evaluation of girls' education that was conducted in several countries by my agency has demonstrated that together, governments, donors, and NGOs can declare initial victory in expanding access to girls' education. In virtually all nations, we have learned how to help girls gain access to primary school. Our conference gives us all an opportunity to celebrate this tremendous growth in educational access for girls over the past thirty years.

However, significant challenges remain. We must sustain our efforts to expand girls' access to learning opportunities at all levels, and especially in nations where progress has lagged, in remote rural areas and among ethnic and linguistic minorities. We must work now especially to reduce girls' high levels of dropout and grade repetition. And we must dramatically improve the quality of instruction for girls in order to ensure they will stay in school and learn the skills they need for a lifetime.

The greatest key to ensuring girls complete primary and secondary school is the improvement of educational quality. To improve quality,

broad-based educational reform is essential. This process must include both private and public sectors, municipal, provincial, and central government, nongovernmental organizations, institutions of higher education, religious organizations, businesses, professional associations, and the media. Building a shared approach is essential to ensure that progress made in small-scale programs can be expanded to include all girls.

Just as we must view education within the context of broad reform, we must also appreciate its challenges at the community and household levels. We must keep in mind that it is the family and community who will bear most immediately the costs and financial outlays associated with schooling. Households will pay for tuition, school fees, books and supplies, uniforms, and transportation. And they will pay in opportunity costs, such as the time lost to farm or household labor. In poor countries, where the supply of schooling is not assured, communities will significantly finance school construction and operations. Finally, they will bear the burden of concerns for their children's safety and the quality of the education they receive. Particularly with regard to schooling for girls, these costs may lead families to waiver in their determination to educate their children. Today, sixty million girls still are not enrolled in school.

In the world's poorest countries, boys still outnumber girls in the classroom by almost one quarter. The disparity grows at higher levels of education: for every 100 boys in secondary school there are 75 girls; in tertiary education, there are only 64 girls for every 100 boys. The dropout and grade repetition rates for girls are high and exceed those of boys in most countries. Thus, along with the recognition of the tremendous benefits of educating girls, we have come to appreciate the complex web of constraints and barriers to schooling girls. Education policy and strategies for schooling girls must address these factors. Schools must be made accessible to girls, taking into account their domestic duties and limited time frame. They must be made culturally appropriate and secure. They must be more supportive of learning and more effective in instruction. And they must be made more affordable.

We must build on key lessons of girls' education. Several key points stand out:

- Girls' education programs are most effective when they fit within a country's national development agenda and strategy;
- Efforts to improve girls' education must be linked within the reform of basic education, which is so critical for ensuring both quality and equity. Girls' education issues must be integrated

Efforts to improve girls' education must be linked within the reform of basic education, which is so critical for ensuring both quality and equity. Girls' education issues must be integrated throughout the education reform effort, not isolated in a single program.

throughout the education reform effort, not isolated in a single program; and,

- Efforts to improve girls' education must be "owned" by a country's citizens, not just by the government or donors, if they are to be effective and sustained. All groups in society—the public sector, the business community, religious leaders, and NGOs—must reach a consensus on the problems and the solutions.

Each of us has a role to play in girls' education. For example, USAID has invested more than \$1 billion in basic education during the last decade. We shall continue to place special emphasis upon girls education within all of our programs for basic education, higher education, training, and information technology. Governments can facilitate national dialogue, establish national priorities, and direct public resources. Businesses can articulate the types of skills we require for the workforce, supplement public funding, support infrastructure development, and promote fair labor practices. Religious leaders can rally interest in the issue of girls' education, guide public opinion and behavior to support girls' education, and inspire society to place the common good over private interest. The media can make girls' education a national issue by reporting on the benefits and costs and promoting an open dialogue on these issues. NGOs and funding agencies can support a country's efforts to develop its agenda and implement its strategy for girls' education.

Building this interlocking support is precisely the goal of this conference. We need to step outside of the usual closed consultations of public sector and funding agencies, to engage traditional and nontraditional partners in a dialogue about girls' education, and to begin to develop a "road map" for supporting girls' education.

Over the next three days, we will explore the different roles, responsibilities, and activities of the public sector, private sector, the religious and NGO communities, and the media in order to build the partnerships so critical for taking the next steps. As national leaders and donors, representatives of governments, NGOs, institutions of higher education, and of many religions, we must work decisively to forge a shared vision. We must work together to ensure that all of our girls have access to the best possible learning opportunities. Together we can change the world in ways that will echo throughout the generations. The challenges before us are indeed great, but looking around this room, I am convinced that illiteracy for all children can be exiled to the dustbin of history in our lifetime.

USAID shall continue to place special emphasis upon girls' education within all of our programs for basic education, higher education, training, and information technology.

Case study: promoting girls' education in Guinea

Background on education and development in Guinea

Guinea has some of the lowest indicators of social and economic development of any country in the world. With respect to education, 1990 statistics show that only 28 percent of school age children were enrolled. The overall school enrollment of 1997 is 51 percent (66 percent boys and 36 percent girls). Although 73 percent of the eligible school population lives in rural areas, only 34 percent of rural children are currently enrolled in school. Although the rate of school participation is low for boys, the situation is particularly critical for girls. Given the evidence on the relationship of girls' education to the overall development of Guinea, as well as to its families and communities, the Government of Guinea has made girls' education a national and community responsibility.

USAID and other donor support to the education sector

Beginning in 1990, under the Guinea Education Sector Adjustment Program (PASE), USAID, the World Bank, and the Government of France provided funding and technical assistance support to Guinea's Ministry of Education. (Other donors working in education in Guinea include the African Development Bank, the International Development Association, the European Development Fund, and the United Nations Development Program.) Significant achievements have been made since 1990, including major shifts in resource allocations toward primary education; improved sector planning, budgeting, and management; and redeployment of nearly 2,500 secondary teachers to primary schools.

Under the USAID's Fundamental Quality and Equity Levels (FQEL) and Girls' and Women's Education (GWE) activities, which began implementation in 1997, USAID/Guinea has continued the efforts begun under the PASE by supporting efforts to improve strategic planning and management within the Ministry of Education to increase the quality of primary education in all regions of the country and to increase participation rates in primary schools with a special emphasis on girls and rural children.

Fostering support for girls' education

One of the major actions taken by the Ministry of Education in support of girls' education was the development of a national plan



Significant achievements have been made since 1990, including major shifts in resource allocations toward primary education, improved sector planning, budgeting, and management; and redeployment of nearly 2,500 secondary teachers to primary schools.

The findings from the community consultations and focus groups indicated that communities identified the most important barriers keeping girls out of school: poverty; the high cost of schooling; domestic chores; fear of unwanted pregnancy; and lack of schools near the community.

for addressing the barriers to girls' education and the establishment of an Equity Committee within the Ministry to focus on strategies for increasing girls' school participation. Among the accomplishments of the Equity Committee has been the identification and training of local education promoters in selected communities. These promoters carried out awareness campaigns among parents and community members to raise awareness of the importance of girls' education to the development of families, communities, and the country.

Building on this work, a multisectoral National Working Group, made up of decisionmakers in government, business, religious organizations, the media, and the NGO community was established to promote local ownership and oversight of girls' education policies and projects. In late 1997, a planning workshop and a meeting on the mobilization of resources were conducted for the National Working Group. Immediately thereafter, a national event was held in the capital to mobilize leaders about the issue of girls' education. The event drew over one-hundred high level leaders from all sectors. Simultaneously, meetings were held with members of the national media to promote interest in girls' education. One of the results of the mobilization event was the formation of a National Alliance for Girls' Education, a voluntary group of concerned leaders from all sectors, including the government, who are committed to improving policies and programs for girls' education.

Involving communities

Early in 1998, as the National Alliance grew, the members took a more active role in promoting girls' education among their own networks, both at the national and community levels. Building on the earlier awareness campaigns, they planned community consultations and focus group discussions to assist communities to identify and respond to the barriers to girls' education in their communities. In January and February 1998, community workers were trained to carry out the consultations and discussions in 140 communities in 18 districts of the country. Groups were organized by sector, and included local business, PTAs, community groups, women's groups, religious leaders, and elected leaders.

The objective of these consultations was to stimulate community *and* national dialogue on girls' education issues and barriers. Through focus groups, communities also identified potential solutions to the local barriers to girls' education and identified roles that each sector in the community could play to overcome the barriers. The method used to generate community interest was

mobile video caravans that showed a film, *These Girls are Missing*. Community reactions to the movie were recorded and reported in national newspapers and radio by journalists accompanying the caravan. The findings from the community consultations and focus groups indicated that communities identified the most important barriers keeping girls out of school: poverty; the high cost of schooling; domestic chores; fear of unwanted pregnancy; and lack of schools near the community. In follow-up meetings with the local communities in which the findings were reported, communities reiterated their commitment to girls' education and to undertaking local projects to address the barriers to girls' education.

The consultations allowed communities to generate ideas on actions to overcome barriers and showed national leaders that communities are interested in playing an active role in actions for girls' education. Impressed by these results, members of the National Working Group made monetary contributions to girls' education and recommended the creation of a national girls' education fund. The National Working Group is currently engaged in consultations on the establishment of a fund.

At the same time that the community consultations were taking place, the National Working Group and National Alliance were making preparations to participate in the international conference on girls' education, *Educating Girls: A Development Imperative*. Guineans were invited to attend the conference and to form a delegation of senior decisionmakers from the public and private sectors and religious organizations to represent Guinea. The task of forming a high level delegation stimulated greater enthusiasm and interest in girls' education as an international issue of major importance. In May, the Guinean delegation traveled to Washington, D.C. Among the delegation members were senior government officials, religious leaders, media representatives, business owners, and NGO leaders. Several Guinean leaders were invited to speak at the conference. An article in the *Washington Post*, by Judy Mann, appeared shortly after the conference, highlighting the accomplishments in Guinea to promote girls' education. The press in Guinea reported on the attendance by the delegation to the conference, which generated further interest in girls' education by national groups.

Upon their return to Guinea following the conference, the delegation members held a press conference in which they related their experiences at the conference and their commitment to advance girls' education in Guinea. They also conducted briefings on the

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conference at public fora for national groups, including *associations des ressortissants*, associations of residents in the capital that maintain strong ties to their rural communities of origin. The groups, both private and public, made commitments to develop and finance girls' education projects. The delegation wrote a conference report, which became a resource for seminars held for the Ministries of Education, Social Affairs, Youth and Sports, Health, and Communications, and others. The results of the seminars were disseminated to local communities and the National Working Group members.

Educating girls: a development imperative

May 6–8, 1998, Washington, D.C.

Agenda

Reception

Hosted by the Academy for Educational Development and the Congressional Caucus on Women's Issues

Welcome

Master of Ceremonies: Ambassador Sally Shelton-Colby Assistant Administrator, Bureau for Global Programs, Field Support, and Research, USAID

Harriet C. Babbitt, Deputy Administrator, USAID

Carol Bellamy, Executive Director, UNICEF

Enrique Iglesias, President, Inter-American Development Bank

Plenary—The public sector: Is government support alone sufficient to ensure girls' educational advancement?

Moderator: Richard Riley, Secretary of Education (US)

Arabella Castro, Minister of Education (Guatemala)

Mia Amor Mottley, Minister of Education, Youth Affairs, and Culture (Barbados)

Hussein Kamel Bahaa Eddin, Minister of Education (Egypt)

Osman Saleh, Minister of Education (Eritrea)

Plenary—Beyond ministries of education: Government's expanded role in promoting girls' education

Moderator: Lawrence Summers, Deputy Secretary, U.S. Treasury

Sandra Day O'Connor, Supreme Court Justice (US)

Nineth Montenegro, Member of Congress (Guatemala)

Naledi Pandor, Parliamentarian (South Africa)

Oppah Rushesha, Minister of State for Women's Affairs (Zimbabwe)

Remarks—The role of government in promoting girls' education

Nana Konadu Agyeman Rawlings, First Lady of Ghana

Tuesday, May 5

Wednesday, May 6

Welcome

Master of Ceremonies: Margaret Lycette, Director, Office of Women in Development, USAID

Plenary—What is the role of the private sector in promoting girls' education?

Moderator: David De Ferranti, Vice President, Human Development, The World Bank (US)

Mario Morales, Director, Foundation for Rural Development (Guatemala)

Michael Evans, General Manager, Bank of America (US)

Madhav Chavan, Advisor, Industrial Credit and Investment Corporation of India (India)

Expert session—Can private–public partnerships really work?

Moderator: Gabriela Núñez, Consultant (Guatemala)

Mario Morales, Director, Foundation for Rural Development, (Guatemala)

Derek Steele, Board of Directors, Guatemalan Association for Girls' Education (Guatemala)

Rahma Bourquia, Dean of the Faculty of Letters and Social Sciences, Hassan II University (Morocco)

M'Hammed Abbad Andaloussi, Associate Director, Wafa Bank (Morocco)

Expert session—How can foundations support and shape policy?

Moderator: Hildy Simmons, Lewis T. Preston Education Program for Girls (US)

Helen Seidler, International Programs Director, Council on Foundations (US)

Ana Julia Hollis, Technical Director, Leonidas Ortega Moriera Foundation (Ecuador)

Kathy Bartlett, Education Program Officer, Aga Kahn Foundation (Switzerland)

Ministerial consultation

Moderator: Emily Vargas-Barón, Deputy Assistant Administrator, Center for Human Capacity Development, USAID (US)

Ismail Alaoui, Minister of National Education (Morocco)

Godfrey Miyanda, Minister of Education (Zambia)

Adama Samassékou, Minister of Basic Education (Mali)

Diarra Afoussatou Thiére, Minister for Women, Children, and Families
(Mali)

New knowledge: child labor practices

Introduction: Alec Fyfe, UNICEF (US)
Moderator: Mary Joy Pigozzi, Sr. Education Advisor, UNICEF (US)
Alison Sutton, External Consultant, UNICEF (Brazil)
Sheena Hanley, Education International (Belgium)
Rakesh Ranjani, Kuleana Center of Child Rights (Tanzania)
Shantha Sinha, MV Foundation (India)

Voices of children

Introduction: Alec Fyfe, UNICEF (US)
Moderator: Rima Salah, UNICEF (Vietnam)
Girls from the Model United Nations, C.D. Hylton High School (US)
Children's Express, Young Journalists (US)

Country delegation meetings

Reception

Hosted by the Inter-American Development Bank
Welcome: Enrique Iglesias, President, Inter-American Development Bank
Remarks: Nancy Birdsall, Executive Vice President, Inter-American
Development Bank

Welcome

Master of Ceremonies: Mayra Buvinic, Inter-American Development Bank

Plenary—How can communications approaches be more effective in advancing girls' education?

Moderator: Ruth Levine, Advisor, Office of the Vice President, Inter-American Development Bank (US)
Judy Mann, Journalist, The Washington Post (US)
Dorria Sharf El-din, Deputy Production Sector Director and News Announcer, Egyptian Television (Egypt)
Phyllis Piotrow, Johns Hopkins Center for Communications Programs (US)
Evelyn S. Lieberman, Director, Voice of America (US)

Expert session—How can an effective communications campaign be shaped?

Moderator: Mauricio Bertrand, Inter-American Development Bank (US)

Thursday, May 7

Patricia Poppe, Johns Hopkins Center for Communications Programs
(Chile/US)

Passy Kourouma, Equity Committee, Ministry of Pre-University
Education (Guinea)

Supriya Mukherjee, Media Consultant (India)

Expert Session—How can the mass media shape public judgment on girls' education?

Moderator: Beverly Schwartz, Director for Social Marketing, Academy
for Educational Development (US)

Judy Mann, Journalist, The Washington Post (US)

Alia Badara Doukouré, Country Coordinator, Plan Guinée (Guinea)

Expert Session—How can indigenous/folk and alternative communications methods change attitudes?

Moderator: Isabel Nieves, Gender in Health and Education Specialist,
Inter-American Development Bank (US)

Zikani Kaunda, Field Coordinator, Social Marketing Campaign,
Creative Associates International (Malawi)

Bakary Soumano, Great Chief of the Griots [Bards] (Mali)

José Ancán, Center for Mapuche Study and Documentation LIWEN
(Chile)

Expert Session—The role of media in social change: moving young audiences

Moderator: Izetta Mobley, Editor, Children's Express (US)

Lauren Lazin, Vice President, MTV Network (US)

Zarina Geloo, President, Zambia Women's Media Association; Reporter,
Women's Feature Service (Zambia)

Francesca Delbanco, Writer, Seventeen (US)

Pablo Javier Zardini, Radio Nacional de la República Argentina
(Argentina)

Jessica Mayorga, Editor, Children's Express (US)

Sueraya Shaheen, Photojournalist (Lebanon/US)

Luncheon—Challenges and opportunities for promoting girls' education

Moderator: Margaret Lycette, Director, Office of Women in Development,
USAID (US)

Nana Konadu Agyeman Rawlings, First Lady of Ghana

Keiko Sofia Fujimori, First Lady of Peru

Welcome

Master of Ceremonies: Barbara Turner, Senior Deputy Assistant Administrator, Bureau for Global Programs, Field Support, and Research, USAID

Plenary—What is the role of religion in promoting girls' education?

Moderator: Joan Brown Campbell, General Secretary of the National Council of Churches of Christ (US)

Mohammed Fathi Naguib, Deputy Chief Justice and Assistant to the Minister of Justice (Egypt)

Swami Adiswarananda, Spiritual Leader, Ramakrishna Vivekananda Center, New York (US)

Rabbi Tamara Miller, Director of Judaics, District of Columbia Jewish Community Center (US)

World Children's Chorus

Keynote address

First Lady Hillary Rodham Clinton (US)

Introduction: Brian Atwood, Administrator, USAID (US)

Expert session—What is the role of religion in promoting girls' education?

Moderator: Theresa Loar, Director, President's Interagency Council on Women (US)

Robert Henderson, Secretary General, National Spiritual Assembly of the Bahá'ís of the United States (US)

Father Fidelis Mukonori, Director, Society of Jesus (Zimbabwe)

Chuen Phangcham, Co-President, American Buddhist Congress (US)

Expert session—What is the role of religion in promoting girls' education?

Moderator: May Rihani, Senior Vice President, Creative Associates International (US)

Imam Moubarakou Daouda (Benin)

Sister Paulette Curran, Head Mistress, Dominican Convent Primary School (Zimbabwe)

Nabil Samuel Abadir, General Director, Coptic Evangelical Organization for Social Services (Egypt)

Swami Adiswarananda, Spiritual Leader, Ramakrishna Vivekananda Center, New York (US)

Expert session—What is the role of religion in promoting girls' education?

Moderator: Jennifer A. Tufts, Special Assistant for Development, Delegation of the European Commission (US)
Sheikh Omar, Malawi Muslim Association (Malawi)
Sister Marie-Claude Soba, Director, Notre Dame High School (Benin)
Revered Kevin Gallagher S.J., Rector, Colegio La Inmaculada (Peru)
Sidi Konaké, Press and Information Secretary, Muslim Association of Mali (Mali)

Expert session—How is faith shaping policy on educating girls around the world?

Moderator: David Devlin-Foltz, Aspen Institute Faith and Public Policy Program (US)
Sharifa Alkhateeb, North American Council of Muslim Women (US)
Sammie Moshenberg, National Council of Jewish Women (US)
Sheila Sisulu, Consul General, South African Consulate, New York (South Africa)

New knowledge: studies on girls' education

Moderator: Anna Quandt, Bureau for Policy and Program Coordination, USAID (US)
Chloe O'Gara, Vice President, AED (US)
Oscar Mogollón, Education Advisor, Academy for Educational Development (Nicaragua)
Fritz Kadyoma, Malawi Institute of Education (Malawi)

Receptions

Embassy of Ghana
Embassy of Zimbabwe

Welcome

Master of Ceremonies: Fay Chung, Chief, Education Section, UNICEF

Plenary—What is the role of NGOs in promoting girls' education?

Moderator: Dorothy Height, President, National Council of Negro Women (US)
Eddah Gachukia, Executive Director, Forum for African Women Educationalists (FAWE) (Kenya)
Quratulain Bakhteari Mirza, Institute for Development Studies and Practice (Pakistan)

Luis Carlos Gorriti, Coordinator, Foro Educativo (Peru)
Audrey Forbes Manley, President, Spelman College (US)

Expert session—How do NGOs shape policy?

Moderator: Fay Chung, Chief, Education Section, UNICEF (US)
Eddah Gachukia, Executive Director, Forum for African Women
Educationalists (FAWE) (Kenya)
Luis Carlos Gorriti, Coordinator, Foro Educativo (Peru)
Isabel Carter Stewart, Executive Director, Girls Inc. (US)

Expert session—How do NGOs build capacity and community support for girls' education?

Moderator: Lawelley Cole, Education Officer, UNICEF (Zambia)
Quratulain Bakhteari Mirza, Institute for Development Studies and
Practice (Pakistan)
Zikani Kaunda, Field Coordinator, Social Marketing Campaign,
Creative Associates International (Malawi)
Juliana Osei, National Coordinator, Alliance for Community Action on
Female Education (Ghana)
Irene Sinyangwe, National Coordinator, Alliance for Community Action
on Female Education (Zambia)

Expert session—How are effective initiatives replicated or taken to scale?

Moderator: Karen Tietjen, Education Economist and USAID Consultant
Souleymane Kanté, Director, World Education (Mali)
Oscar Mogollón, Education Advisor, Academy for Educational
Development (Nicaragua)
Laila Iskander, Director, Community and Institutional Development
(Egypt)
Faruq A. Choudhury, Advisor, BRAC (Bangladesh)
Malak Zaalouk, Education Sector Chief, UNICEF (Egypt)

Expert session—How do indigenous and international NGOs collaborate in support of girls' education?

Moderator: Dorothy Height, President, National Council of Negro
Women (US)
Ann Cotton, Founder and Director, Camfed (UK)
Charles McCormack, President, Save the Children (US)
Sam Worthington, Executive Director, Plan International (US)
Vera Blake, American Association of University Women (US)

New knowledge: Study on sustainability of girls' education initiatives

Moderator: Gabriela Núñez, Consultant (Guatemala)

Ray Chesterfield, Vice President, Juárez and Associates (US)

Kjell Enge, Professor, Dickinson University (US)

Robin Dean, Juárez and Associates (US)

Tanya Ramos, Juárez and Associates (US)

Country delegation meetings

Closing plenary: town meeting on country commitments to educating girls

Reception

Hosted by the National Council of Negro Women in honor of First Lady of Ghana Nana Konadu Agyeman Rawlings and First Lady of Peru Keiko Sofia Fujimori

Delegates to the international conference on educating girls

Sima Samar, Founder and Director, Shuhada Organization
Ali Ghafoori, Program Manger, Shuhada Organization
Mary MacMakin, Founder and Director, Physiotherapy and Rehabilitation Support for Afghanistan (PARSA), Kabul
Naderah Massoumi, Assistant Director, Physiotherapy and Rehabilitation Support for Afghanistan (PARSA), Kabul
Akina Yakubi

Barki Aïcha

Pable Javier Zardini, Radio Nacional de la República Argentina

Faruq A. Choudhury, Bangladesh Rural Advancement Committee

Mia Amor Mottley, Minister of Education, Youth Affairs, and Culture

Sheena Hanley, Education International

Bienvenu Marcos, Director of Analysis, Planning, and Synthesis, Ministry of National Education and Research
Sister Marie-Claude Soba, Director, Notre Dame High School
Imam Moubarakou Daouda
Agnès Ali, Pilot, Access and Equity Plan, Ministry of National Education and Scientific Research
Léa Afouda-Gaba, President, Collective Action for Justice and Social Equality
Constance Melome, Office de Radiodiffusion et Television du Benin (ORTB)
Clemence Fatoke, Regional Director of Education, Mono Region
Honoriah Akogbeto, President, Association of Training and Integration of Women
Josephine Aballo, Pharmacist
Olga Yekini, Ministry of Health/Female Condition
Marie Tekou N'Dah Natta, Director of Primary Education, Ministry of National Education and Scientific Research
Capo-Chichi, President, Benin National Federation of Parents and Teachers (FENAPEB) Mary Michèle Gayet, Les Echos de Jour
Vizir Akande Olofindji, Secretary General, Council of Kings
Georgette Pokou, Basic Education Team, USAID
Alima Marcos, CLEF Project, USAID
Karen Kent, Basic Education Team, USAID
Yvette Malcioln, Basic Education Team Leader, USAID

Afghanistan

Algeria

Argentina

Bangladesh

Barbados

Belgium

Benin

Francine Agueh, CLEF Project, USAID
Modukpê Aicha Bio Tchané, Union des Femmes Musulmanes du Benin
Francoise M. Medigan, Office of the President

Bolivia

Ginger Quiroga, Wife of the Vice President of Bolivia
María Teresa Campero, Second Secretary, Embassy of Bolivia

Brazil

Alison Sutton, consultant, UNICEF
Antonio Gonzáles, Embassy of Brazil

Cambodia

Catherine S. Beacham, Girls' Education Program Coordinator, CARE
Ouk Sothira, Project Officer, Girls' Education Assistance Pilot (GAP) Project

Cameroon

Sandree Miamzi

Canada

Willie Clarke-Okah, Bureau of Foreign Affairs, CIDA
Marilyn Blaeser, CIDA
Susan Phillips
Claudia Mitchell, Faculty of Education, McGill University

Chile

Veronica Baraona del Peregál, Chief of Staff to the First Lady, and Executive Secretary of the VIII Conference of Wives of Heads of State of the Americas
Soledad Weinstein, Office of the First Lady
José Ancán, Center for Mapuche Study and Documentation, LIWEN

China

Lianning Li, Department of Basic Education
Li Chen, Department of Basic Education
Daoyu Wang, Department of Foreign Affairs
Wei Zhou, Shanghai Institute for Human Resource Development
Feng Qi, Gansu Provincial Education Commission
Lingjiang Niu, China Association of Science and Technology
Xi Peng, China Association of Science and Technology
Yong Ling Cheng, All China Women's Federation
Zhu Zen, All China Women's Federation
Wenliang Xu
Potung Shao, National Program Officer for Education

Dominican Republic

Brian Rudert, USAID

Ecuador

Fabiola Ortega, Executive Director, Leonidas Ortega Foundation
Ana Julia Hollis, Technical Director, Leonidas Ortega Foundation
Susana Araujo, Independent Consultant
Fausto Segovia, Ex-Minister of Education, Professor at Catholic University,
Columnist at El Universo Newspaper

Leonardo Izurieta, Ecuadorian Technical Research and Planning Center
Alfredo Vera, Member of the National Assembly
Pablo Pinto, Executive Director, Banco del Pichincha Foundation
Raul Vallejo, Principal of Liceo Internacional School
Guillermo Jauregui, USAID/Ecuador
Fabiola Alborno, Legal Advisor, El Comercio Newspaper
Saskia Guayasamin
Angel Saltos

Hussein Kamel Bahaa Eddin, Minister of Education
Amina El-Guindi, Secretary General, National Council for Childhood and Motherhood
Ibrahim Kamel, Co-Chairman U.S.-Egypt President's Council and Chairman of KATO Aromatic
Mohammed Fathi Naguib, Deputy Chief Justice and Assistant of the Minister of Justice
Nadia Gamal El-Din, Minister's Consultant and Director, National Center for Educational Research and Development, Ministry of Education
Mohammed Ragab Sharaby, First Undersecretary, Ministry of Education
Ali El-Din Hillal, Dean, College of Economics and Political Science, Cairo University
Dorria Sharf El-din, Deputy Production Sector Director and News Announcer, Egyptian Television
Hassan Hussein El-Bilawi, Dean, College of Education, El-Zaqazek University
Nabil Samuel Abadir, General Director, Coptic Evangelical Organization for Social Services
Zeinab Radwan, Dean, College of Arabic and Islamic Studies, Fayoum
Toni Christiansen-Wagner, Deputy Director, USAID/Egypt
Sally Patton, Director, Office of Education and Training, USAID
Aziza Helmy, Gender Advisor, USAID
Adele Abadir, Participant Training Specialist, USAID
Magda Shafiek Ghanima, Country Coordinator, USAID Girls' and Women's Education Activity, Abt Associates
Malak Zaalouk, Education Sector Chief, UNICEF
Kawsar Kouchok, Director, Center for Curriculum and Instructional Material Development (CCIMD), Ministry of Education
Siham Negm, Director, The Association for Women and Society
Aisha Abdul Hady, Head of the Egyptian Women Secretariat, The Egyptian Trade Union Federation
Laila Iskander, Managing Director, Community and Institutional Development
Amel Gamal, Deputy Country Representative, Center for Development and Population Activities (CEDPA)
Silvia El Nakkady, Journalist, Al Ahram Newspaper
Randa Hafez
Ahmed Maher El Sayed, Ambassador of Egypt

Osman Saleh, Minister of Education
Tefamichael Gerahtu, Director General, General Education Department
Mehret Eyob, Director, Financing and Monitoring of Education Projects, Ministry of Education

Egypt

Eritrea

Ghana

Senait Lijam, Education Department Head, National Union of Eritrean Women's Associations
Tsehaye Haile, Education Project Officer, UNICEF
Abraham Yohannes, Embassy of Eritrea

Nana Konadu Agyeman Rawlings, First Lady of Ghana, Founder of 31st December Women's Movement
Edith Hazel, Deputy General Secretary, 31st December Women's Movement
L. Keteku, Headmistress, O'Reilly Secondary School
Florence Daaku, Director of Basic Education, Ghana Education Service
Rosina Acheampong, Acting General Director, Ghana Education Service
Juliana Osei, Alliance for Community Action on Female Education
Joan Sullivan-Owomoyela, Education Officer, USAID
Elizabeth Agueh, Office of the First Lady

Guatemala

Arabella Castro, Minister of Education
Mercedes de González, Advisor to the First Lady of Guatemala
Margarita Guantá, General Directorate of Intercultural Bilingual Education
María Morales Jorge, Representative of indigenous NGO Majawil Q'ij
Xibabel Ixmucane Ceto Morales Jorge, daughter of María Moreales Jorge
Celso Chaclán, Representative, National Council of Mayan Education
Eulalia Camposeco, Director, El Regional Newspaper
Mario Morales, Director of the Foundation for Rural Development
Eda Fabián, Civil Servant, UNICEF
Lionel Maza, Embassy of Guatemala
Cleo Pyatt de Afre, Director and Owner, Private High School
Otilia Lux de Coti, Education Advisor, USAID/G project
Julia Richards, Education Advisor, USAID/G project
María Angela Leal, Country Coordinator, USAID Girls' and Women's Education Activity, World Learning
Nineth Montenegro, Congressperson, Republic of Guatemala
Jim Mayrides, UNICEF
Mario Hernández, Del Valle University
Roger Sandoval, Guatemalan delegation
Derek Steele, Board of Directors, Girls' Education Association
Gabriela Núñez, Director of Girls' Education Program, BEST Project
María Mercedes Andzade, Embassy of Guatemala
Lilia Sandoral de Villatoro, Coordinator, Educación Funrural, Guatemala

Guinea

Passy Kourouma, Equity Committee, Ministry of Pre-University Education
Guilao Joséphine Lénaud, President, National Working Group for Girls' Education
El Hadj Bela Doumboya, President of the NGO OVODEC
Sékou Oumar Diallo, Chief, Media Task Force, National Working Group for Girls' Education
Alia Badara Doukouré, USAID Girls' and Women's Education Activity, Plan Guinée
Kamissa Sano, Chief of Early Childhood Education Section, MSAWP
Sékou Diakite, Executive Director, Sabou Guinée

Aissatou Touré Koné, Chief of Women's and Children's Welfare Section,
MSAWP
Cynthia Chassy, USAID

Carlos Cardoso, Director General of Basic Education and Literacy
Julio Cesar Nasoliny, Press Cabinet of the Ministry of Education
Candida Barreto, Coordinator of Girls' Education Project
Francisca Vaz Turpin, Deputy and President of AMAE (Association of Women
with Economic Activities)
Virgina Monteiro, Education Program Assistant
Hihive Havaró Balde, Guines-Bissau

Nanie Piou, Vice Minister of Education, Youth, and Sports
Marie Carmel Austin, Vice Minister for the Condition of Women
Vania Berrouet, Haitian Foundation for Private Schools (FONHEP)
Sister Eugénie Vorbes, Haitian Religious Associations
Nancy Roc, Tele Eclairé
Gladis Georges Simonise, Special Education Centers
Ita Sheehy, UNICEF
Myrtho Celestin, Country Facilitator
Harold Joseph, Embassy of Haiti

Blanca Guifarro, UNAH, Professor of Women's Studies
Isidro Perdomo, UPNFM, Director, Educational Research
Melba Zúñiga, UNISA
Sister Martha Soto, Institute of Radio Education
Lucila Fúnez, Journalist
Judy Canahuati, World Bank
María Ximena Sanchez
Gloria Lara Pinto

Heather Goldman, USAID/New Delhi
Renu Jain, USAID/New Delhi
Urvashi Sahni, Girls Education Project Director, USAID
Chetna Kohli, Programme Officer (Education), UNICEF, New Delhi
Vinod Alkari, UNICEF, New Delhi
Geeta Menon, CARE/India
Madhav Chavan, Industrial Credit and Investment Corp. of India
Shantha Sinha, M.V. Foundation
Sharada Jain, Coordinator, Jaipur
Supriya Mukherjee, Media Consultant
Anjali Dave, Tata Institute of Social Sciences
Lata Nair, Educationist, Lucknow
Sudhir Mankad, Education Secretary, Government of Gujarat
Sonali Kumar, Ministry of Human Resources Development
Rita Verma, Member of Parliament
Ela Panda
M.C. Satyawadi, Ministry of Human Resources Development

Guinea-Bissau

Haiti

Honduras

India

Divakar Shastri, Banasthali Vidyapeeth, Rajasthan
Sharad Renu, Bhartiya Shri Vidya Parishad, Mathura, U.P.
Inderjit Khanna, Department of Economic Affairs, Ministry of Finance

Jordan

Najwa Andraos Kefaya, UNICEF
Frank Dall, UNICEF

Kenya

Eddah Gachukia, Executive Director, FAWE

Laos

Khamtanh Chanthala, Vice Minister, Ministry of Education
Khamhoung Sacklokham, Director, General Education, Ministry of Education
Dara Viravongs Kanlaya, Member of the Permanent Committee, Lao Front
for National Reconstruction
Nanong Rassanikone, Managing Director, Nikone Handicraft
Sombath Somphone, Director, Participatory Development Training Center
Anne H. Dykstra, UNICEF

Malawi

Kate Kainja, Chairperson, Forum for African Women Educationalists in Malawi
(FAWEMA)
Fritz Kadyoma, Gender Appropriate Curriculum Unit, Malawi Institute of
Education
Janet Robb, GABLE Social Marketing Campaign, Creative Associates
Sheikh Omar, Malawi Muslim Association
Mark Katsonga Phiri, Malawi Chamber of Commerce
Zikani Kaunda, Field Coordinator, GABLE Social Marketing Campaign
William Mvalo, USAID

Mali

Adama Samassékou, Minister for Basic Education (Cabinet Minister)
Diarra Afoussatou Thiére, Minister for the Promotion of Women, Children
and Families (Cabinet Minister)
Sangaré Oumou Bâ, Member of Parliament and the 5th Vice President of the
National Assembly of Mali
Fatoumata Bintou Sanankoua, Member of Parliament
Abou Diarra, Director, National Institute of Pedagogy (IPN)
Cheick Oumar Diarra, President, National Task Force, Researcher and Lecturer,
Higher Institute of Training and Applied Research, University of Mali
(ISFRA)
Souleymane Togola, Assistant General Director, Sada Diallo Factory
El-Hadj Sidi Konaké Kalife, Press and Information Secretary, Muslim
Association of Mali (AMUPI)
Bakary Soumano, The Great Chief of the Griots of Mali
Daouda N'Diaye, Director, Malian Television, ORTM
Sèye Mariam Traoré, Journalist, Responsible for External Relations, Malian
Radio and Television Network (ORTM)
Zoumana Koné, Coordinator, Pivot Group of Basic Education NGOs
Sixte Zigirumugabe, Health/Education Coordinator, CARE/Mali

Korotoumo Konfé, USAID
Salina J. Cheserem Sanou, Deputy Country Coordinator, Girls Education Initiative, CARE/Mali
Souleymane Kanté, Director, World Education
Ahna Soumano, World Learning
Coumbéré Fily Dialo, Save the Children, USA

Ismail Alaoui, Minister of National Education (MNE)
Amine Sbihi, Head, Ministry of National Education Cabinet
Salah Benyamna, Director of Educational Support, Ministry of National Education
Monique Bidaoui, Chief, Education Office, USAID
Ali Belhaj, President, Association Maroc 2020
Rahma Bourquia, Dean of the Faculty of Letters and Social Sciences, Hassan II University, Mohammedia
Fouad Abdelmoumni, Director, Al Amana
Rabea Naciri, University Professor, Vice President, Association Democratique des Femmes du Maroc
Leila Benyassine, Journalist, La Vie Economique and Femmes du Maroc
Najia Batal, Journalist, Al Ittihad al Ichiraki
M'Hammed Abbad Andaloussi, Deputy Managing Director, Wafa Bank
Meghan Donahue, Education Specialist, AMIDEAST/Training for Development
Sue Buret, Country Director AMIDEAST
Louise Filion, Chief of Party, Morocco Education for Girls, Creative Associates
Najat Yamouri, Project Director, Management Systems International/Girls Education Activity
Sergio Soro, Country Representative, UNICEF

Jay Ram Giri, Special Secretary, Ministry of Education
Chuman Singh Basnyat, Joint Secretary Ministry of Education
Durga Regmi, Under Secretary, Ministry of Education
Raghvendra Upadhyay, Project Officer, Education UNICEF
Arjun Bahadur Bista, Director of Basic and Primary Education Project
Rosmi Ramachani

Oscar Mogollón, Education Advisor, AED
Glenda Marcia Reyes, Director of Primary Education, Ministry of Education

Quratulain Bakhteari Mirza, Institute for Development Studies Practice
Sugra Choudhury Khan, Program Officer for Education, Aga Khan Foundation

Keiko Sofia Fujimori, First Lady of Peru
Ambassador Liliana Cino, Advisor to the First Lady
William Toro, Vice Minister, Ministry for the Advancement of Women and Human Development

Morocco

Nepal

Nicaragua

Pakistan

Peru

Martha Hildebrandt, Congressperson, President of the Commission on Education and Culture
 Luz Salgado, Congressperson, President of the Commission on Women, Sports, and Human Development
 Susana Seto, Vice Minister, Ministry of Education
 Enrique Prochazka Garavito, Chief of the Strategic Analysis Unit, Ministry of Education
 Carmen Amelia Rios de Coloma, Chief, Office for University Coordination, Ministry of Education
 Magdalena Fajardo, Executive Secretary, Secretariat for International Technical Cooperation, Ministry of the Presidency
 Norma Añaños, Director, National Network for the Promotion of Women
 Elsa Tueros, Dean of Education, Catholic University
 Beatriz Merino, Congressperson and Representative of the Organization of Women in International Trade
 Kevin Gallagher, S.J., Rector of Colegio La Inmaculada
 Gabriel Carrasco, Director, CEDAP
 Carmen María Montero, Institute of Peruvian Studies
 Alonso Cueto, Journalist, El Comercio
 Patricia Crosbie, Director for Child and Adolescent Development, Ministry for the Advancement of Women and Human Development
 Cesar Fonseca, Director, Peru 2021
 Luis Carlos Gorriti, Foro Educativo
 Ann-Liss Svensson, Representative, UNICEF/Peru
 Francisco Basili, Education Officer, UNICEF/Peru
 Jim Becht, Program Director, CARE/Peru
 Ana María Robles, Country Coordinator for Girls' Education, CARE/Peru
 Susan Brems, Girls' Education Team Leader, USAID/Peru
 Lucy López, Girls' Education Technical Advisor, USAID/Peru
 Jennifer VerNooy, Girls' Education Project Coordinator, USAID/Peru
 Libertad Barraza, USAID
 Cardinal Alfonso López Trujillo, Peru and the Vatican
 Cecilia Galarreta, Embassy of Peru

South Africa

Sheila Sisulu, South African Consul General, New York
 Naledi Pandor, Member of Parliament
 AnnMarie Wolpe, Head, Department of Education task team on gender equity
 Lara Kantor, Head, Policy Development Department, IBA
 Nathan Johnstone, Deputy Director, Catholic Institute for Education
 Mohammed Tikly, Deputy Director, Gender Equity, Department of Education
 Ben Richards, Deputy Director, Gauteng Department of Education
 Michelle Ward-Brent, USAID

Switzerland

Kathy Bartlett, Education Program Officer, Aga Khan Foundation

Tanzania

Rakesh Ranjani, Kuleana Center of Child Rights

Uganda

Sam B. Onek, Assistant Commissioner, Ministry of Education
 Florence Malinga, Head of Planning Unit, Ministry of Education

Sarah Mayanja, Country Coordinator

Ann Cotton, Director, CamFed
Alec Fyfe, UNICEF
Ved Goel, Education Department, Commonwealth Secretariat
Varghese Sathyabalan, Plan International

Le Vu Hung, Vice Minister, Ministry of Education and Training
Bui Ngoc Diep, Director of the Centre for Ethnic Minority Education, Ministry of Education and Training
Duong van Thanh, Expert of the International Cooperation Department, Ministry of Education and Training
Tran ai My, Administrator, Social Development Research Centre
Ngyuen Thi Bich, Education Program Officer, UNICEF
Rima Salah, UNICEF

Godfrey Miyanda, Minister of Education
Irene Sinyangwe, National Coordinator, Alliance for Community Action on Female Education
Christopher Zulu, Chief Inspector of Schools, Ministry of Education
Barbara Chilangwa, Deputy PS, Tech. Services, Ministry of Education
Bernadette Njovu, PEO (Ag)/FAWEZA
Elizabeth C. Mumba, Dean, School of Education, UNZA
Tor Tanum, First Secretary, Norwegian Embassy
Marashetty Seenappa, Programme Coordinator, UNICEF Lusaka
Lawalley Cole, Program Officer (Education), UNICEF Lusaka
Zarina Geloo, President, Zambia Women's Media Association

Kembo Mohadi, Deputy Minister of Education, Sport, and Culture
Oppah Rushesha, Minister of State for Women's Affairs, Government of Zimbabwe
Sarah Kachingwe, Education Reform Commission
Father Fidelis Mukonori, Director, Society of Jesus, Zimbabwe
Sister Paulette Curran, Head Mistress of the Dominican Convent

Alejandra Abella, IDB
Jennifer Adams, USAID
Swami Adiswarananda, Spiritual Leader, Ramakrishna Vivekananda Center, New York
Marcela Aguilar, Assistant to Patricia Poppe
Joyce S. Agunbiade, National Council of Negro Women
Carmiña Albertos, Indigenous Peoples Unit, IDB
Sharifa Alkhateeb, North American Council of Muslim Women
Angela Arce, IDB
Brian Atwood, Administrator, USAID
Harriet C. Babbitt, Deputy Administrator, USAID
Cecilia Bazan, WID Tech

United Kingdom

Viet Nam

Zambia

Zimbabwe

United States

Carol Bellamy, Executive Director, UNICEF
Jane Terrell Benbow, CARE
Jake Benus, Abt Associates
Mauricio R. Bertrand, IDB
Nancy Birdsall, Executive Vice President, IDB
Vera Blake, American Association of University Women
Gretchen Bloom, Gender Education Advisor, USAID
Jack K. Boysen, International Youth Education
Katharine Day Bremer, CARE
Betsy Brown, USAID
Jill Buckley, Assistant Administrator for Legislative and Public Affairs, USAID
Shirley Burchfield, Project Director, World Education
Mayra Buvinic, IDB
Joan Brown Campbell, General Secretary, National Council of Churches of Christ
Julissa Castellanos, CIED, Georgetown University
Paz Castillo-Ruiz, IDB
Lillian Green Chamberlain, Vice President, Women's Sports Foundation
Robert C. Chase, World Learning
Ray Chesterfield, Juárez and Associates
Jill Christiansen, NEA
Fay Chung, Chief, Education Section, UNICEF
Joan Claffey, Association Liaison Office for University Cooperation in Development
Susie Clay, USAID
Shanti R. Conly, Population Action International
Regina Cortina, Department of Teaching and Learning, New York University
Carolyn Cruikshank, Partners of the Americas
Peggy Curlin, President, CEDPA
David De Ferranti, Vice President and Head, Human Development, World Bank
Dana de Kanter, USAID
Dominique De Santis
Robin Dean, Juárez and Associates
Francesca Delbanco, Writer, Seventeen magazine
Harriet Destler, USAID
María del Rio-Rumbaitis, IDB
Saudamini Deshmukh, Hindu Scholar
David Devlin-Foltz, Faith and Public Policy Program, Aspen Institute
Stephen Doherty, IDB
Steven Dosh, USAID
Mary Ellen Duke, Education Development Center, Inc.
Beatrice Edwards, OAS
Nagat El-Sanabary, WID Tech
Marcia Ellis, Vice President, Education Design and Sustainability, AED
Kjell Enge, Professor, Dickinson University
Simel Esim, International Center for Research on Women
David Evans, Center for International Education, University of Massachusetts
Michael Evans, General Manager, Bank of America
Thom White Wolf Fassett
Mary C. Fellerhoff
Joan Fiator, Creative Associates International

Morton Fisker, World Bank
Donna Flynn, International Center for Research on Women
Don Foster-Gross, USAID
Sharon Franz, AED
Phyllis Freeman, United Methodist Church
Michelle Fryer, IDB
Sheila Garcia, U.S. Catholic Conference
Michael Gibbons, Save the Children
Judith Gilmore, USAID
Michelle Godette, USAID
Paulina González-Pose, IDB
David Goslin, AIR
Mona Grieser, Global Vision
Vivian Guilfooy, Vice President, Education Development Center, Inc.
Cintia Guimaraes
Bani Dugal Gujral, Director for the Advancement of Women, Bahá'í
International Community
Alfred Harding, USAID
Aster Haregot, UNICEF
John D. Hatch III, USAID
Dorothy Height, President, National Council of Negro Women
Laura Henderson, CARE
Robert Henderson, Secretary General, National Assembly of the Bahá'ís of
the United States
Jacqueline Howard-Matthews, Clark Atlanta University
Sharon Hussey, Girl Scouts of the USA
Enrique Iglesias, President, IDB
Julie Imada, PeaceJam Foundation
Judith Jacobson
Kimberly Jessup, AED
Maximo Jeria, IDB
Kathryn Johnston, Senior Education Specialist, World Bank
Beverly H. Jones, Director, International Basic Education, AED
Diana Kamal, AMIDEAST
Sarah Kambites, UNICEF
Satomi Kamei, JICA USA
Peggy Kerry, U.S. Mission to the United Nations
Sheila Kinkaid, International Youth Foundation
Suzanne Kindervatter, InterAction
Susan Klein, OERI, U.S. Department of Education
Fabian Koss, IDB
Sarah Kovner, Department of Health and Human Services
María Regína Ktistakis, IDB
Diane La Voy, USAID
Joel Lamstein, President, World Education
Lauren Lazin, Vice President, MTV Network
Judith Leif, Buddhist Teacher
Ruth E. Levine, Office of the Vice President, IDB
Evelyn Lieberman, Director, Voice of America
Theresa Loar, Senior Coordinator for International Issues, U.S. Department
of State
Sarah H. Luché, The Mitchell Group, Inc.

Margaret Lycette, Director, Office of Women in Development, USAID
Tamara Miller, District of Columbia Jewish Community Center
Tina Malone, World Bank
Audrey Forbes Manley, President, Spelman College
Judy Mann, Journalist, The Washington Post
Michael McCarry, Executive Director, The Alliance for International
Educational and Cultural Exchange
Maureen W. McClure, IISE, University of Pittsburgh
Maria Cristina McCulloch, IDB
Onica Makwakwa, National Council of Negro Women
Singleton McAllister, USAID
Charles McCormick, President, Save the Children
Liz McGuire, USAID
Peggy McIntosh, Wellesley College Center for Research on Women
Jessica Mayorga, Editor, Children's Express
Susan Merrill, USAID
Frank Miller, USAID
Aubrey Mills, Salesian Missions
Lloyd Mitchell, President, The Mitchell Group
Izetta Mobley, Editor, Children's Express
Elizabeth Moma, Catholic Relief Services
Stephen F. Moseley, President, AED
Jay Moskowitz, American Institute for Research
Sammie Moshenberg, National Council of Jewish Women
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