

UNITED NATIONS GIRLS' EDUCATION INITIATIVE

UNGEI

F O R U M



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Theme: Quality at the Centre of Girls' Education

Eastern & Southern Africa Region Education Newsletter

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

unicef 

Editorial

Volume 5, Number 1 of the ESAR Newsletter is focused on the theme: Quality at the Centre of Girls' Education.

The outcome of girls' education as a goal and a process is to ensure the fulfilment of the right to a quality girls' basic education of each member of the largest single group of children denied this right. That is why quality reflects several fundamental principles of education, namely:

- Access to education without quality denies a child's right to education
- Quality education that is not equally accessible to all is a violation of rights
- Quality education has to be gender-sensitive in each and every one of the following dimensions of quality: learners, content, teaching-learning processes, learning environments, teacher development and outcomes.

The first article in this newsletter provides a brief on the highly successful ESAR Education Network Meeting (28 February - 4 March, 2005) held in Kampala, Uganda. The theme of the meeting was Partnerships for Girls' Education as UNICEF Prepares its new Medium Term Strategic Plan (2006-09). This Network meeting brought strategic partners together to share expertise and experiences on access to quality girls' education. The second article on the ECD Regional Capacity Development Workshop in Malawi, throws light into another important aspect of quality, ECD, a basic element to the best start in life for the child. It interrogates the relationship between the young child as a learner and the environments he/she is living. This is followed by a brief on the March Regional Management Team (RMT) meeting. The brief outlines the action points agreed upon regarding Girls' Education in the Leadership Agenda and the SWAP Process in the Education sector.

The article on Child Labour and exploitation in Lesotho creates spaces for the voices of young people, especially girls to be heard. It reveals the exploitation of children, and shows the hardships many children and adolescents suffer when trying to support their poor and HIV/AIDS stricken families. In turn, the brief on Menstrual Hygiene and Management that follows gives an overview of initiatives in menstrual management in many countries.

Lock up your daughters provides information from the Economist (November 20, 2004) on single-sex schooling. This article demonstrates one strategy as an option for promoting girls' education. A book review of Emerging Voices: A Report on Education in South African Rural Communities illustrates the findings of a study that gives voice to the rural community members. It advocates for improving rural education and addressing poverty.

Check out the Information Resources.

Wishing you a 'quality' reading experience and please keep the articles and photographs coming

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Eastern & Southern Africa 2005 Education Network Meeting

The third annual Eastern & Southern Africa Education Network Meeting took place at the Kabira Country Club in Kampala, Uganda from Monday, February 28th to Friday, March 4th, 2005. The theme of the conference was Partnerships for Girls' Education as UNICEF Prepares its Medium Term Strategic Plan (2006-09). The meeting was organized by UNICEF ESARO and UNICEF Uganda Country Office.

The most recent Education Network Meeting was held from Monday, February 28th until Friday, March 4th, 2005 at the Kabira Country Club in Kampala, Uganda. There were 56 participants from 20 countries, plus 4 members of the East and Southern Africa Regional Office (ESARO) and 1 member of the West and Central Africa Regional Office (WCARO). Among the participants were 16 Government partners, plus representatives from Civil Society Organisations (CSO) such as the Forum of African Women Educationalists (FAWE) and the Campaign for Female Education International (CAMFED) along with the finance programme officer from Department for International Development, Great Britain (DfID). A male youth from the Girls Education Movement (GEM) also attended from Botswana.

The theme for this meeting was Partnerships for Girls' Education and it aimed to plan, implement and scale up sustainable partnerships for Girls' Education (GE). The purpose was to be self reflective as UNICEF is in transition from the MTSP Plan I (2002-05) to the MTSP Plan II (2006-09).

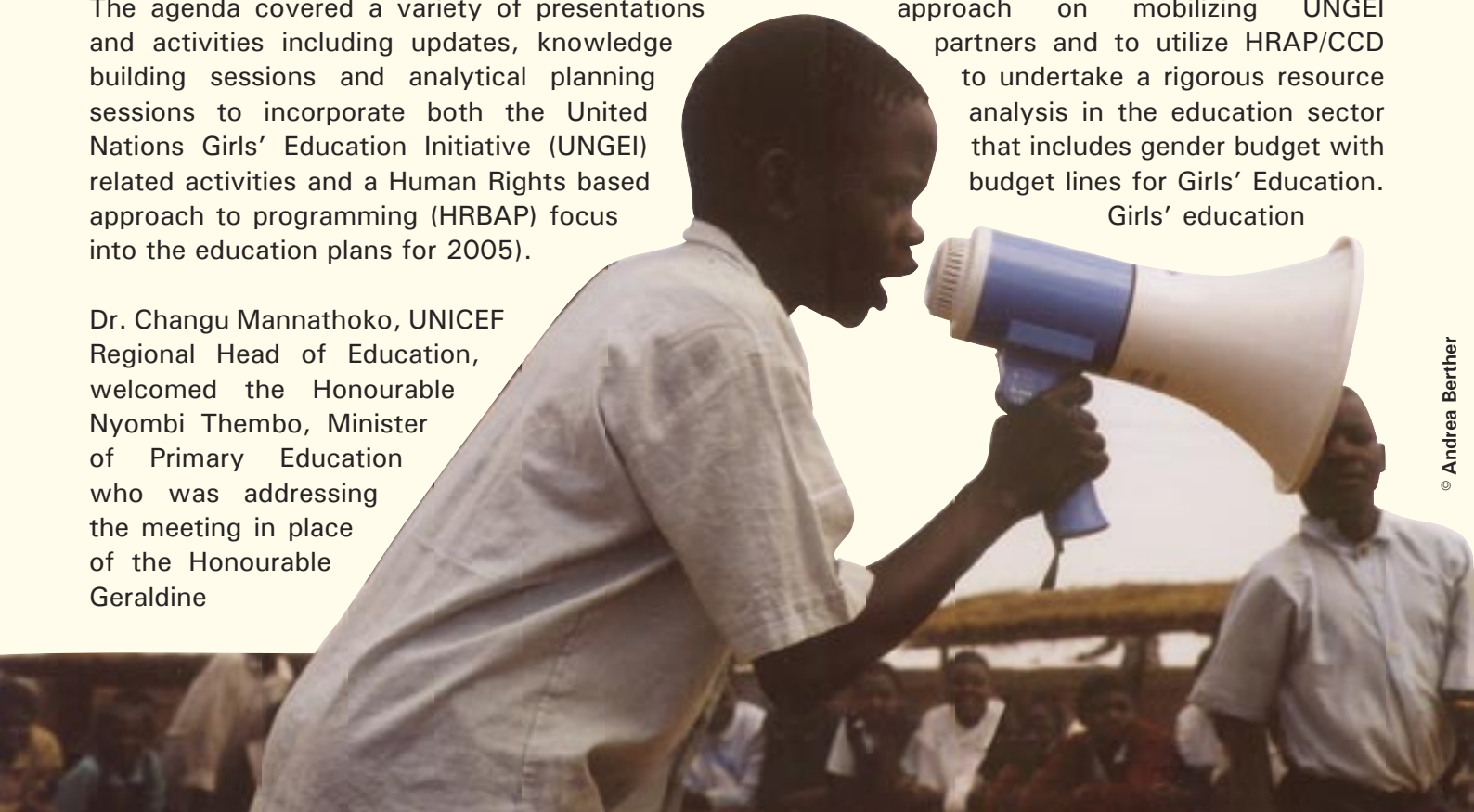
The agenda covered a variety of presentations and activities including updates, knowledge building sessions and analytical planning sessions to incorporate both the United Nations Girls' Education Initiative (UNGEI) related activities and a Human Rights based approach to programming (HRBAP) focus into the education plans for 2005).

Dr. Changu Mannathoko, UNICEF Regional Head of Education, welcomed the Honourable Nyombi Thembo, Minister of Primary Education who was addressing the meeting in place of the Honourable Geraldine

Bitamazire, Minister of Education and Sports who could not attend. Dr. Mannathoko requested Mr. Martin Mogwanja, the UNICEF Uganda Country Representative and Chairperson of the Education Network, to make the opening remarks for the meeting. Mr. Mogwanja began by congratulating Honourable Thembo on his recent appointment and affirmed that UNICEF was happy to work with him and all their key partners in Uganda, including members of GEM, FAWE, CAMFED, DfID and UNESCO. He suggested that Uganda had been selected as the site for this meeting because of its innovations and best practices and hoped that all the participants could tap into its collective wisdom. He noted that this year's Education Network Meeting was particularly significant because 2005 is the year the first MDG target, the gender parity goal has to be met. However, even though many African countries will not eliminate gender disparity by 2005, this shouldn't deter countries from trying for the 2015 target. Rather, it should spur countries on to accelerated action through UNGEI.

The meeting built consensus on a broad-brush approach on mobilizing UNGEI partners and to utilize HRAP/CCD to undertake a rigorous resource analysis in the education sector that includes gender budget with budget lines for Girls' Education.

Girls' education





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issues, strategies, and innovations such as the Zambia's 'Go Girls', 'Girls to Girls Initiative' in Madagascar and the need for continued support to Girls at Secondary level in Tanzania were at the centre of the deliberations.

The Way Forward

UNGEI

- For those countries that have launched UNGEI the focus should be on sustainability, maintaining the momentum and not slipping into complacency.
- For those countries intending to launch UNGEI the focus should be on consultation, developing TOR, placing it within a coordinating structure, mapping, planning and rolling out at national,

district, community and school levels.

- Engage UNICEF Representatives and SPOs in UNGEI agenda.
- Develop a living document on concrete and practical modalities for scaling up girls education at country level.
- Mainstreaming UNGEI into development and financial frameworks, e.g. PRSPs, SDPs, SWAp & FTIs.
- Engage in discussions and investigations of the broadening and scaling up of secondary education in order to increase lifetime opportunities for girls.

HRAP/CCD

- Utilize HRAP/CCD to undertake a rigorous resource analysis in the education sector that includes gender budget with budget lines for Girls' Education in key ministries like finance, social welfare and education.
- Dedicate a session to knowledge building at each Education Network Meeting.
- Advocate for the establishment of a parliamentary committee on education that will address issues of Girls' Education, including gender-based violence.
- Review timing of the annual Education Networking Meeting.

The complete report of the meeting is available in the regional office and the CD will be distributed to the network participants.

CONGRATULATIONS to South Africa, the GEM in South Africa and the Gender Equity directorate of the National Department of Education on the Best Mentorship Award for Women in the Public Sector--State Owned Enterprises! The basis for the Award was the good work in promoting the Girls' Education Movement (GEM) and the support that the girls and the strategic allies, the boys, give to each other at all levels.

ATTENTION ALL COs: The Regional GEM Camp which was scheduled for July has been postponed to December 2005.



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ECD Regional Capacity Development Workshop Blantyre, Malawi

The regional capacity development workshop on early childhood development hosted by the Malawi Country Office from the 7- 11 March 2005. Report by Aster Haregot.

This training workshop was based on the Early Childhood Resource Pack, published by the Integrated Early Childhood Unit, UNICEF/PD/HQ. The Resource Pack is designed for programmers, planners, and middle level managers in order to understand the basic elements of the best start in life for children and how to most effectively work together to achieve those goals. It combines advocacy arguments with experiences, exercises and information that can be used to develop skills and understanding in programming for young children in development and emergency situations.

Specific Objectives of the Workshop:

1. To introduce participants to the Early Childhood Resource Pack in terms of the content and process associated with each of the sessions.
2. To provide participants with experiences that will give them the skills that will allow them to set up and facilitate training sessions for a variety of audiences. Facilitation at different levels of decision making and implementation including:
 - (a) ECD program managers,
 - (b) decision makers,
 - (c) field level workers and
 - (d) other facilitation on behalf of young children and their families.

Fifty five participants from 11 countries, UNICEF ECD focal points, Government counter parts, NGOs.

Regional office was represented by Education, Health and Nutrition sections. HQ – ECD section was also present.

The key outputs of the workshop were:

- A country plan of an approach to programming for young children. Plans on country implementation and use of the resource pack.
- Increased understanding and motivation to work toward a rights-based approach to programming.
- Increased capacity for programming in specific content areas.
- Providing inputs to ECD presentation at March 2005 RMT.
- Created opportunity for networking between UNICEF ECD and IMCI officers.
- Identified issues, challenges and made suggestions for strengthening ECD in the region.
- Side meetings discussed ECD content in the first draft of the new MTSP.
- Provided recommendations for the use of the resource pack on IECD.
- Created opportunity for suggestions on strengthening ECD in the concept paper on the child survival leadership agenda.
- Identified potential candidates among the participants for the core team of regional resource persons on ECD.
- Sharing of country experiences on PRSP/SWAP/CCA/UNDF.

Regional Management Team Meeting in Johannesburg, March 2005

This brief discusses action points arrived at by the March RMT when the leadership agenda and the SWAp process were discussed.

The Leadership Agenda Girls' Education Action Point

The November 2004 RMT decided to select three priority areas for action in order to make impact. The priority areas selected were Child Survival, Girls' Education and Children and HIV/AIDS. These three priority areas were discussed and critiqued at the March RMT and the working groups focusing on the three priority areas were informed to finalise their concept papers by 30 April 2005.

SWAP process & PRSPs Action Points

- Develop and trial test the Education SWAp Resource Pack in four countries
- Conduct a training for Representatives on how UNICEF can engage successfully in SWAPs
- Thematic networks to incorporate National development processes and PRSPs in the context of UN reform in training for ESARO and CO staff.
- An evaluation of Education SWAPs similar to the consultant's report on Health SWAPs would be useful.

LESOTHO: Government Tackles Child Labour and Exploitation

UNICEF has been leading a study on child domestic workers (CDWs) and their gendered lives, experiences, and identities in four countries, Tanzania, Lesotho, Kenya and South Africa. This article highlights some results and reactions to this research conducted in one of the participating countries, Lesotho.

[This report does not necessarily reflect the views of the United Nations. It was delivered to the "Africa-English" Service of the UN's IRIN humanitarian information unit, but may not necessarily reflect the views of the United Nations. For further information, free subscriptions, or to change your keywords, contact e-mail: IRIN@ocha.unon.org or Web: <http://www.irinnews.org>. If you re-print, copy, archive or re-post this item, please retain this credit and disclaimer. Reposting by commercial sites requires written IRIN permission.] Copyright: UN Office for the Coordination of Humanitarian Affairs 2005.

JOHANNESBURG, 1 April (IRIN) - The Lesotho government released two studies on Friday, highlighting the growing problems of child labour, abuse and exploitation.

The studies, 'Hear Us' on child domestic workers, and 'Speaking Out' on youth sexuality, "allow us to discover the voices of the voiceless through young people themselves," said J K Thabane, principal secretary of the Ministry of Gender and Youth, Sports and Recreation (MOGYSR) at the launch.

"The studies revealed the hardship endured by children and young people as they become more and more reliant on various forms of labour to sustain their poverty- and HIV/AIDS-stricken families. The CDW [child domestic worker] study uncovered the highly abusive nature of relationships existing between many CDW and their employers," noted a UN Children's Fund (UNICEF) statement.

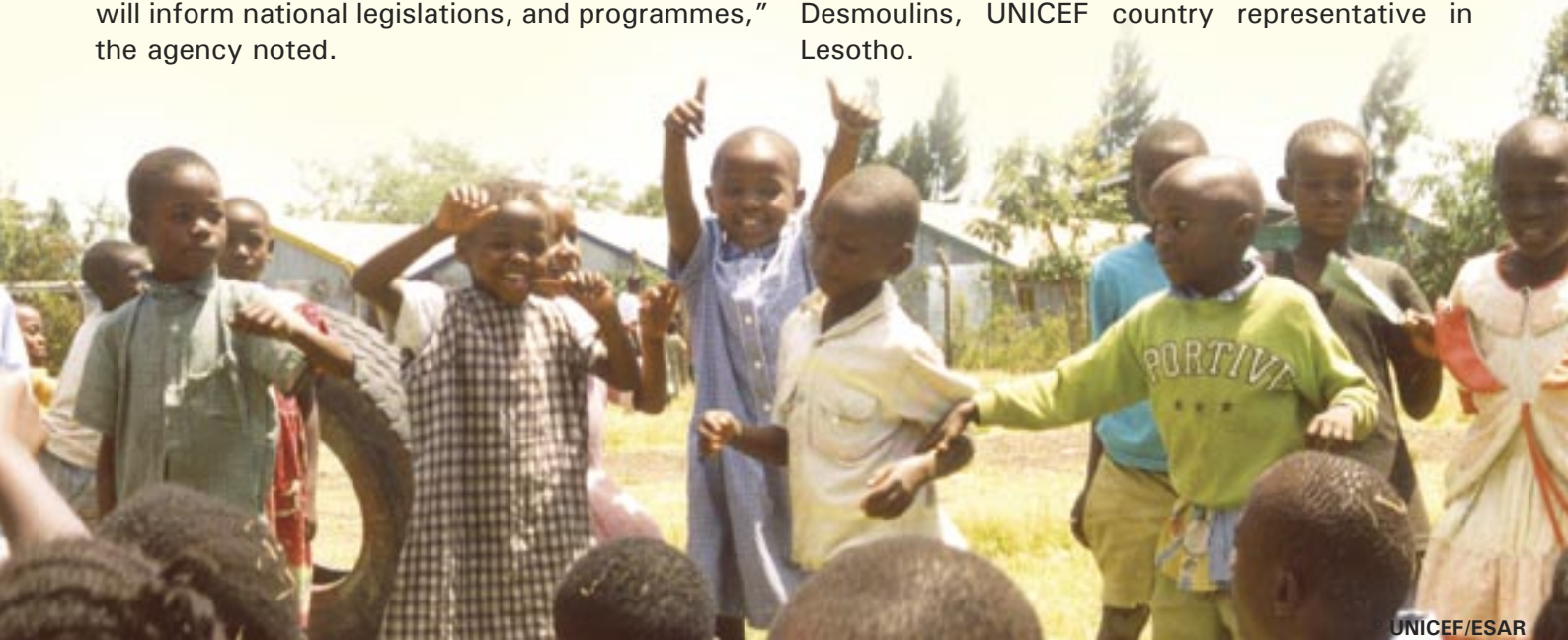
"The Youth, Gender and Sexuality Study unveiled the often-controversial issues of gender, sexuality, prostitution and youth behaviour and attitudes. Both will inform national legislations, and programmes," the agency noted.

Commissioned by UNICEF and MOGYSR, the CDW report underlines the exploitation of children against the background of HIV/AIDS in the small, impoverished mountain kingdom.

A 16-year-old child worker is quoted in the CDW study as saying, "He said I should kiss him; I refused. He said I should sit near him; I refused. He had promised me money for food and clothes on condition that I returned sexual favours to him."

Enormous antagonism still exists in relation to the concept of children's rights. "Most adults felt threatened when confronted with issues of children's rights; they do not feel comfortable with children having rights," said the UNICEF statement.

"We must be furious at these findings. We need stronger recommendations and actions, and we need to eradicate underage labour. We have social, moral and mandates responsibility to protect the children and youth in Lesotho, and bring justice and respect for their rights and dignity," urged Bertrand Desmoulins, UNICEF country representative in Lesotho.



Menstrual Hygiene and Management in Developing Countries Taking Stock, November 2004

The following is a summary of an article written by Sowmyaa Bharadwaj and Archana Patkar. The authors engaged in an electronic consultation and a secondary desk review in order to get a brief overview of initiatives in menstrual management in less developed countries. The findings reveal that more action and research are needed.



1. The Context

The JMP report, Meeting the MDG drinking-water and sanitation target: A mid-term assessment of progress (2004), reminds us that we will not achieve the targets of sanitation in Africa and Asia. Recently the sanitation issue has widened and included environmental health related areas such as wastewater and solid waste management. There are many priority areas in the field that have synergy between them but despite this, very little subtext on menstrual hygiene or management can be found. The literature also seems to focus on symptoms and causes of toxic shock syndrome and dysmenorrhoea and fails to address the rights based aspects or practical and strategic needs of women. The absence of MHM (menstrual hygiene management) in the policy debate and hence in investments and action, is obvious.

2. Approach & Methodology

The paper is based on wide electronic consultation and secondary desk review with experts in health, hygiene, water and sanitation and women's rights. In addition, the knowledge and first-hand experience in water, sanitation and reproductive health in LDCs is incorporated in the study. The objective is to gather a brief overview of initiatives in menstrual management as a precursor to action and to add more data in the near future.

3. What We Found

1. Very few professionals have actively engaged with the issue although it has crossed many a mind in passing.
2. Professionals from the Health or Water & Sanitation sector alike were astonished at the absence of this issue from both technical and rights based discourses, but unable in most cases to point us in the direction of substantive work on these issues.
3. The literature on Gender mainstreaming in the Water & Sanitation sector, is silent on Menstrual Management – adequacy of water for washing and bathing, availability of hygienic materials and solid waste management of disposables. Initiatives in this area are restricted to very small pilots, with poor follow-up and poor dissemination of results.
4. Although poor sanitation is correlated with absenteeism and drop-out of girls in developing countries, efforts in school sanitation to address this issue have ignored menstrual management in latrine design and construction. Wider aspects of the issue – such as privacy, water availability and awareness-raising amongst boys and men remain largely unexplored by development initiatives.

5. Hygiene promotion efforts have recently initiated a focus on this area but mainly on the software aspects i.e. telling girls and women about correct practices. These efforts do not currently target men and adolescent boys, nor do they systematically inform infrastructure design.
6. Minimal effort has gone into production and social marketing of low-cost napkins, reusable materials, research into biodegradables, etc. Research and development efforts have been limited to commercial ventures that even today are unable to market products that are affordable for the poorest of the poor.
7. The issue of washing of soiled materials and environmentally friendly disposal of napkins is absent from waste management training, infrastructure design and impact evaluation.
8. In short, Menstrual Management is missing from the literature – whether it be manuals to sensitize engineers to gender needs or technical manuals on latrine designs, sanitation for secondary schools, solid waste issues –composting, biodegradable materials or even simple training modules for health and sanitary workers.
9. Our mailings generated immense interest in what would emerge ... pointing to a crying need to investigate the issue thoroughly, to articulate it clearly in relevant policy fora and to demonstrate viable practical solutions on the ground.

4. A Call for Action

Even the specialists' reactions to the issue vary from supportive to skeptical. Therefore, the questions to ask are: Whose priorities are driving project design and infrastructure investments today? And do these reflect and match what poor women and girls need and want? It is a fact that the lack of appropriate and adequate sanitation facilities prevents girls from attending school and that improved sanitation increases their attendance. Whereas menstrual hygiene is slowly becoming a part of the discourse, waste disposal still remains undiscussed. In terms of social marketing, it should be extended to the distribution of affordable, environmentally friendly sanitary products for menstrual management. The problem doubles in the conflict and emergency situations.



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Education: Lock up your Daughters

The article "Lock up your daughters" discusses some advantages and disadvantages of single-sex schooling. It was published in The Economist on 20th November, 2004.

The government wants more single-sex schooling DERIDED for decades as stuffy and outdated, girls' schools are suddenly feeling more cheerful. They have long said that single-sex teaching brings better results. Now they are gaining allies. America this year relaxed rules that largely prohibited single-sex teaching in public schools. In Britain, David Miliband, the minister for schools, told a meeting of 200 private girls' school heads this week that the evidence for separate teaching was "startling".

Freedom from the caustic scrutiny of the other sex seems to benefit not only girls, who are more likely to choose and do well in maths and science in single-sex schools, but also boys, chiefly in languages: fumbling French in front of girls, who are often better linguists, bruises the tender teenage male ego.

Mr Miliband cited a Cambridge University study of a school that started single-sex teaching in these

subjects. In 1997, 68 % of pupils gained five good passes in the GCSE exams taken at 16: by 2004, 81 % of boys and 82% of girls had reached that level.

Mr Miliband's urging may mean a bit more single-sex teaching for some. State schools in Essex and Glasgow have already started limited trials of single-sex teaching. But neither statistics nor economics suggests a change back to single-sex schools.

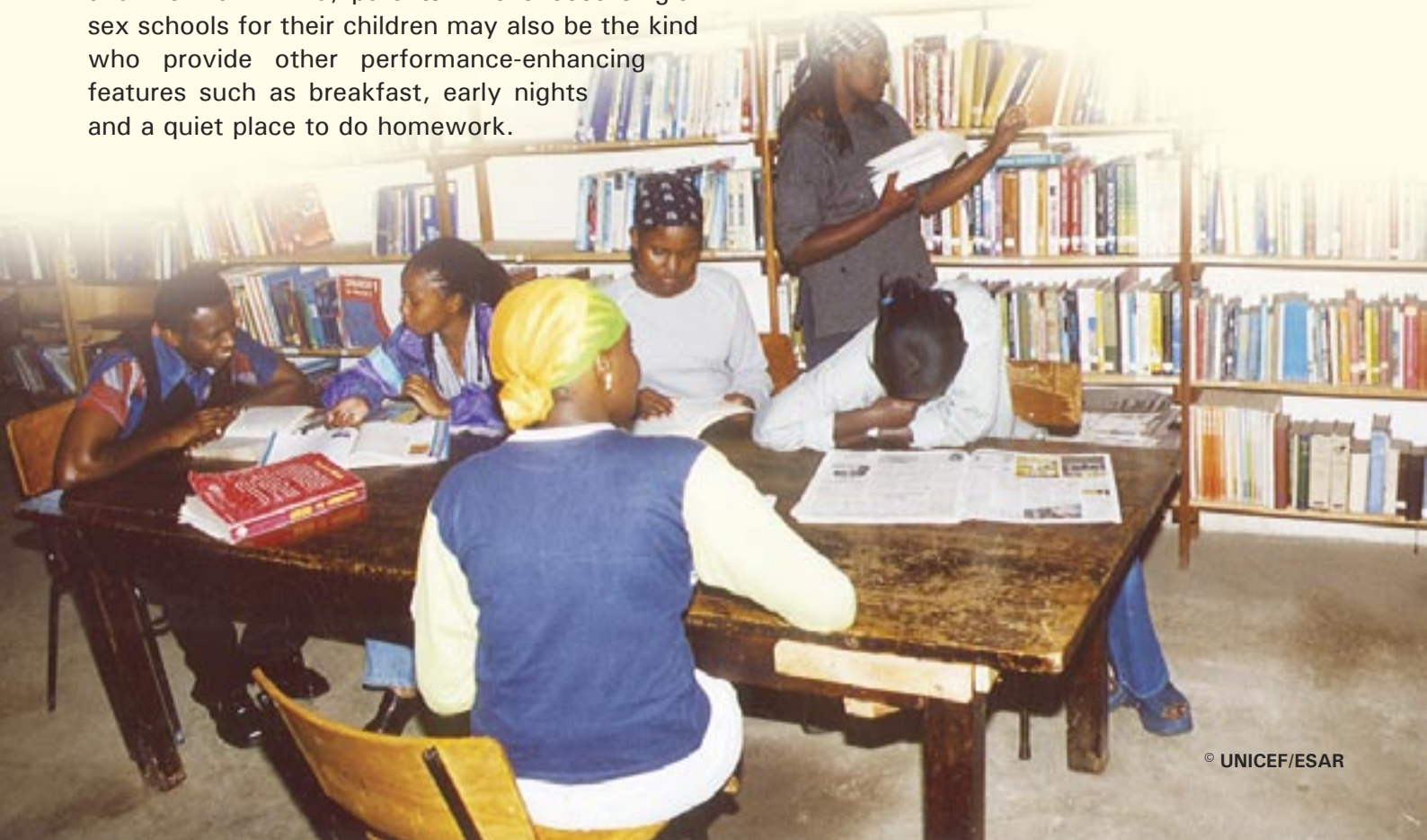
That's because the overall picture is less clear than the "startling" case studies. The excellent results of single-sex schools may be because the schools are good, not because they are single-sex. The strongest predictor of good results is ability (measured by scores in previous exams) followed by parental background. What kind of school you go to comes third. A study by the National Foundation for Educational Research showed that, stripping out other factors, single-sex state schools seemed to raise GCSE scores by 1 point – the equivalent of one better grade out of eight exams taken. That's nice, but no panacea.

Alan Smithers of Buckingham University suspects other factors are at work. First, the case studies may be flawed because any kind of innovation often brings a brief improvement, perhaps simply thanks to paying attention. Second, single-sex state schools are more likely to be old-established and well run. Third, parents who choose single-sex schools for their children may also be the kind who provide other performance-enhancing features such as breakfast, early nights and a quiet place to do homework.

Whatever the academic argument, there may be other reasons why some parents and pupils want single-sex education, and there is a strong case for providing at least some of it in the state sector on choice grounds alone. The head of one east London girls' school says single-sex status means that traditionally-minded Muslim parents keep their daughters in school for two more years.

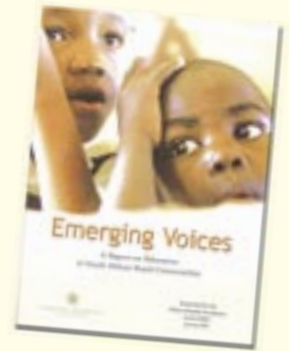
But there are disadvantages too. In particular, single-sex girls' schools struggle to offer as much to older pupils. Timetabling lots of subjects, and including rare ones, like further maths or Russian, is hard in the small sixth forms often found in all-girls schools. Some of the richest private schools manage it: many of the other ones don't. So some of their brightest girls move at 16, either to the co-ed sixth forms that private boys' schools have mostly introduced, or to mixed sixth-form colleges in the state system.

Even if the advantage of separate teaching in some subjects, for some pupils, at some ages, becomes an accepted fact, the trend is still co-educational. Some independent girls' schools now admit boys to their sixth forms, or, as in Sheffield in northern England, are creating hybrids with nearby boys' schools. Such models keep single-sex schooling until 16, with mixed classes thereafter. That may be a wise compromise between market forces and ideology. For most girls' schools, the main goal of the sex war is still survival.



Book Review: Emerging Voices

A Report on Education in South African Rural Communities. Researched for the Nelson Mandela Foundation by the HSRC and the EPC. Reviewed by Teija Vallandingham.



Rural poverty and education is a huge challenge in South Africa. "Emerging Voices, A Report on Education in South African Rural Communities" shows that education should be a core element when fighting poverty in rural areas.

Emerging Voices, A Report on Education in South African Rural Communities is a rich and graphic presentation of the rural life in former homeland areas in Eastern Cape, KwaZulu-Natal and Limpopo. The book gives a voice to the rural people who tell about the huge challenges they face in their communities but also about possible solutions they suggest to these problems. People also describe their experiences, feelings and thoughts about education. The vivid stories are supported by excellent black and white photos and many illustrations, tables and figures. The data for Emerging Voices was collected through methodology combining survey and participatory action research (PAR). The survey took place in May-June 2003 and followed the example of the Public Report on Basic Education (PROBE) conducted in India. The participatory action research was conducted from April to August 2004 in nine rural communities. In PAR the community members themselves were active in exploring and analyzing their experiences of rural education and living.

In the opening chapter 1 the reader learns about the reality of the communities studied through 'community voices'. The community members, teachers and pupils present their ideas for improvement of basic things such as electricity, water or school buildings. Chapter 2 stresses the importance of holistic approach to poverty in which community and school are inseparable. In order to improve the schools, the communities and their general conditions of poverty have to be addressed as well. This chapter shows statistics and stories of poverty and education in rural areas and gives insight into the significance of education. The topics discussed include i.e. unemployment, sources of income, literacy, rural poverty and histories of communities. Poverty and unemployment simply condition the ability of families and children to engage in education.

Chapter 3 takes the reader on a journey through a child's day from dawn to the end of the school day.

The barriers and obstacles to full participation in school work are examined in detail. The journey highlights issues such as work and school, long school journeys, repetition, interrupted schooling, absenteeism, dropping out, school fees and uniforms, hunger and school meals, bad health and HIV/AIDS, disability, pregnancy and humiliation, bullying and sexual harassment at school.

Chapter 4 shows how schools are a crucial aspect of rural development and a symbol of development. There is clear continuity between lack of basic services in both schools and communities in large. Improving the infrastructure – caring for water, roads, electricity and sanitation - in the community and at school should be a priority.

Chapter 5, titled "Experience of the classroom" presents real classrooms and schools through discussing for example curriculum, resources, approaches to teaching and learning and making the curriculum 'relevant'. Issues are looked through different sets of eyes including teachers', learners', researchers' and parents' perspectives. The chapter shows the vision and reality offered by the school curriculum in theory and in practice. One of the conclusions is that democratic classrooms are central to building democratic societies.

Chapter 6 moves further in dealing with democracy in schools. Here the relationships between home and school, teachers and communities, teachers and learners as well as between parents and schools are explored. The role of school governing bodies, community leaders and education officials is given attention, too. The concluding chapter 7 focuses on rural education and development and it gives strong arguments for the importance of rural education in South Africa. It advocates for a broader and integrated educational approach that concentrates on access to quality basic education for all.

Emerging Voices: A Report on Education in South African Rural Communities. 2005. Nelson Mandela Foundation. South Africa. ISBN 0-7969-2089-3

Download your own copy at www.nelsonmandela.org

Information Resources



www.ungei.org is a new website maintained by UNICEF Headquarters. The site was opened in January 2005 and its content and content structure will be developed further. On these pages all UNGEI partners can share information, resource materials, stories and news from the field.

On this site you can find:

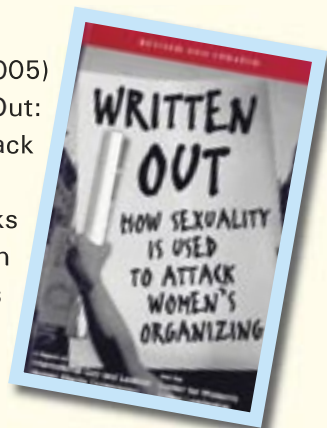
- 1) Basic and Good Background Information on UNGEI (United Nations Girls Education Initiative): what it is, its background, what's at stake, what the partners stand for and how they work
- 2) Latest Press Releases and News: i.e. "Leading international experts discuss an action plan to accelerate girls' education"
- 3) Events Calendar: e.g. 24 – 30 April 2005, "Global Action Week 2005 – Send my Friend to School"
- 4) Real Lives: Real life stories from all over the world
- 5) Resources: Background material, research and studies (WORD, PDF documents); Communication tools, training resources, manuals and guidelines
- 6) In Focus: section with selected articles and stories
- 7) Partner Affiliates: Beyond Access Programme pages, link to EFA Fast Track Initiative (FTI) pages
- 8) The GAP (Gender Achievements and Prospects in Education) Project:
 - *a year long multimedia assessment of achievements, challenges and directions in girls' education,
 - *this section will feature 3 quarterly GAP dialogues and routinely updated reports on girls' education interventions supported by UNGEI partners,
 - *coming soon: updates from the field

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Readings on Gender

Revised and Updated Edition (2005)
Available Soon: "Written Out:
How Sexuality is Used to Attack
Women's Organizing"

This report shows "how attacks on women's sexualities threaten all women's basic human rights to bodily integrity, to expression, and to association – as well as undermine essential values of equality and dignity."



Find out more: www.cwgl.rutgers.edu/globalcenter/publications/written.htm or www.womenink.org

Check these Useful Websites Related to Gender and Beijing + 10

49th Session of the Commission on the Status of Women, 28 February to 11 March 2005. Follow-Up to the Fourth World Conference on Women and to the 23rd Special Session of General Assembly entitled "Women 2000: gender equality, development and peace for the twenty-first century":



www.un.org/womenwatch/ (WomenWatch, Information and Resources on Gender Equality and Empowerment of Women)

www.un.org/womenwatch/daw/Review/ (Review and Appraisal of the Beijing Declaration and Platform for Action and the Outcome Document of the Twenty-Third Special Session of the General Assembly)



www.cwgl.rutgers.edu/globalcenter/policy/b10/index.html (Center for Women's Global Leadership: Beijing + 10, 49th Session of the Commission on the Status of Women (CSW), 28 February to 11 March 2005).



Find Useful Information on HIV/AIDS and Education at <http://hivaidsclearinghouse.unesco.org> (HIV/AIDS Impact on Education Clearinghouse, coordinated by IIEP/UNESCO)

Events Calendar 2005

1. Education Network Meeting, 28 Feb 4 March 2005; Uganda
2. ECD Workshop, 7-11 March 2005; Malawi
3. Education Chapter of SG's Study of Violence against Children Experts' Meeting, 9-10 May 2005; Kenya
4. 3rd African International Conference on ECD, 30 May-3 June 2005; Ghana
5. SG Violence Study, July 2005; South Africa
6. UNGEI Africa Advisory Meeting, 1-12 August 2005; Kenya
7. Child Friendly Schools for Africa Capacity Development Workshop, 22-26 August 2005; Malawi
8. Ministers of Education Forum on School-based Interventions for the Care and Support of OVC's and Girls, 6-8 September 2005; Swaziland
9. Impact of HIV/AIDS in the Education System focusing on Life Skills for Teachers, 26-30 September 2005; Lesotho

Came out in January 2005

You should have received VHS and DVDs of "Speak Out!" Please, put it in full use in advocacy work and information sharing with your governments and civil society counterparts.



Staff on the Move

1. Stella Kaabwe is leaving the Tanzania CO and will join the Mozambique CO as Head of Education. For the time being, the acting EPO in Tanzania is Maria Mdachi.
2. Anna Maria Hoffman from UNESCO has joined UNICEF New York HQ as Programme Officer for Life Skills.
3. Teija Vallandingham has joined ESARO as Assistant Programme Officer, Education, (JPO).

Coming Out Soon

TAKING ACTION: Young People and Gender-Based Violence in and around Schools in Swaziland and Zimbabwe

