Review of Innovative Pilot Project on Promotion of Primary Education for Girls and Disadvantaged Groups

PROJECT REVIEW MEETING

Ningxia, China, 15-19 May 1995

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC
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Chapter One

INTRODUCTION

Background

During the last few decades, countries in the Asia-pacific region have made significant progress towards promoting primary education. However, there is still a long way to go before fully achieving the Jomtien goals of Education for All. In particular, special attention needs to be given to the promotion of primary education for girls and disadvantaged groups in remote and rural areas.

UNESCO has played an important catalytic role in promoting educational innovations for development focusing on the promotion of primary education and literacy. In August 1991, UNESCO/PROAP organized a Planning Meeting on the Promotion of Primary education for Girls and Disadvantaged Groups, in Chiangmai, Thailand within the framework of the Asia-Pacific Programme of Educational Innovation for Development (APEID).

As a follow-up to the Chiangmai meeting, country projects were launched in 1992, participating countries being China, India and Nepal. The project in Viet Nam was launched in 1994.

The total amount of funding for each country under this four year project is approximately US$74,000, funding assistance being from Japanese Funds-in-Trust.

The specific objectives of the project are:

* to develop and test innovative and non-conventional approaches to the promotion of education for girls and disadvantaged populations in rural areas; and
* to compile and disseminate successful innovations to other parts of the country, and to other countries in the region.

In order to achieve these objectives, each country has prepared its activities according to its own needs and priorities.

In December 1993, the Asia-Pacific Centre of educational Innovation for development (ACEID) organized a meeting to review and assess the progress of each innovative pilot project in the three countries, and to invite participants from Viet Nam to consider issues from the other countries. This meeting was held in Dhulikhel, Nepal and included field visits to project sites.
The purpose of this meeting was to review progress in the three project countries and to review the situation of the proposed target group in Viet Nam: Minority groups in remote mountainous regions. The meeting also identified key issues which were hampering progress in promoting basic education for girls and other disadvantaged groups in the project countries. These were categorised according to Societal factors, Economic aspects, Legal/Political factors, and School aspects. The complete list can be found in the report of the 1993 Review Meeting. The 1993 meeting also formulated recommendations for future actions by the project countries. These actions were classified according to strategies of public awareness, financial support, policy and management, school functions, legal rights and research. The complete list can also be found in the 1993 report.

The purpose of the 1995 Review meeting was as follows:

* Provide country presentations with a focus on the following factors:
  1. School factors (teachers, curriculum materials)
  2. Community factors (parents, community participation, employer)
  3. Access (facilities, preparation for school)
  4. Policy and Legislation (government support)

* To identify major innovative approaches and strategies which have been adopted in the project; major changes and their impact on primary education at the project sites; and major issues and problems concerning project implementation.

* To undertake a field visit to project sites in China with a focus on:
  1. School factors
  2. Parents and community
  3. Participation, access and equity

* To discussion of strategies regarding how to further promote primary education for children in disadvantaged areas.

* To development of country-specific future action plans concerning the work of the projects in participating countries, particularly relating to the dissemination of the outcomes of the innovative project.
Chapter Two

SYNTHESIS OF THEMES
FROM COUNTRY REPORTS

The following information comes from an analysis of the different country reports presented at the 1995 Review Meeting on Innovative Pilot Projects concerning promotion of primary education for girls and disadvantaged groups.

A comparative summary of each of the papers, in abbreviated note form, is provided at the end of this section. This information was extracted from those parts of the country reports which were specifically related to the UNESCO funded Innovative Pilot Projects. In some cases, this will result in an incomplete picture of activities within each country since it is often the case that the Innovative Pilot Project on promotion of primary education for girls and other disadvantaged groups overlaps with other projects and programmes of governments and/or other agencies. However, it does enable a comparative picture to be formed regarding the priorities and activities of each countries implementation of the project.

Complete reports for each participating country can be obtained from UNESCO/PROAP in Bangkok.

The following themes were represented in almost all countries’ implementation of the Innovative Pilot Project:

Advocacy Programmes

◆ Advocacy activities were described in all countries, however, the emphasis placed on advocacy varied. For example, the programme in India has as one of its major aims, an increase in gender and poverty awareness particularly as a means for influencing policy and other decision-makers. On the other hand, China has developed audio-visual tapes to promote advocacy among parents and the community while in Viet Nam, advocacy efforts were directed at village leaders and the local administration.

◆ Advocacy programmes operate at different structural levels; ranging from use of the local press and media from local hamlets in Viet Nam to an International Conference with input from senior national leaders, as was the case in China.
Living Skills to be Integrated into Academic Curriculum

- A number of country reports indicated that for education to be relevant, and to be seen to be relevant, it must be more closely linked to living skills. A closer integration between the formal academic curriculum and these living skills needs to be achieved. For example, in Nepal efforts have been directed at developing learning skills while at the same time incorporating quality of life aspects. These quality of life aspects include health, enterprise development, nutrition, political awareness, cultural respect, etc. In China, the programme has emphasized a strategy of incorporating life skills so as to make the schooling process be perceived to be more relevant to girls and women.

Need for a Local Curriculum

- All country reports described the difficulty of making school more relevant for girls and disadvantaged people by not having a locally based curriculum. Non-formal programmes such as in India appear to have been more successful in modifying the national curriculum to local needs. This is perhaps related to the additional complexities which are part of formal educational processes since national policies and/or laws describe and control formal educational processes. They also specify the curriculum content to be used. There is less central Control of non-formal processes. In China, the establishment of different economic development zones adds yet another level of difficulty to this problem. Viet Nam has also indicated a need for a curriculum suited to the needs of various minority groups. Such a localised curriculum would include the teaching of the local language and culture, village enterprises, local produce, etc.

Community Committees and their Responsibilities

- The structure of disadvantaged communities among the project countries is often such that local community administrative structures are very influential in determining specific group accessibility to primary education. This can take the form of formalized structures, such as in China and Viet Nam or more informal structures such as in Nepal and India. Chinese educators have attempted to explicitly link structures of administrative and educational personnel while Viet Nam has implemented village level committees which liaise via formal mechanisms with committees at higher levels. In China, a strategy has been implemented whereby influential local traders and merchants are nominated as “Honorary Principals” for formal and non-formal education.
Flexibility of Timetables

- A number of country reports indicated the need for greater flexibility in timing of educational sessions. In a number of countries, such as Nepal, India and China, this requirement for flexibility is related to activities controlled by the agricultural cycle. For example, during the harvest season children are required to spend daylight hours in the field helping their parents. This is particularly difficult for girls, and is related to the division of labour between girls and boys.

Division of Labour between Boys and Girls

- In all reporting countries, girls are required to carry out minimally skilled tasks which also take a significant time to complete (for example; collecting water and firewood). Hence, there is a perception among parents and the community that school is not essential for girls. The problem is made worse by the fact that many tasks associated with girls are undertaken during the daytime and hence overlap with regular school hours. India has suggested that approaches usually associated with distance education and open learning should be examined for possible application among this project target group.

Parental Education

- Most country projects have implemented a component which targets parents. This can be related to awareness and advocacy, as in India, Nepal and Viet Nam; or focused on improving parenting practices, as in China.

Policies and Laws

- All country reports described various policies and laws which have been implemented to facilitate education for girls and other disadvantaged groups. However, all countries indicate that there are problems with the implementation of these policies and laws. Indeed, in China the problem is compounded by the country being divided into three different economic development zones. Funding is obviously a barrier to the effective implementation of such policies and laws. In Viet Nam, the question is one of policies being reinforced by adequate linkages between school and work.

On the other hand, there are several themes which might be considered to be missing from the country reports. For example:
Project Review Meeting

Research

- Learning and teaching styles of girls and other disadvantaged groups. China has indicated a need for further activity and support for examining the different learning and teaching needs of different groups, particularly as it applies to different ethnic minority groups. Viet Nam also has an interest in this question and has suggested the need to develop minimal standards and competencies which might apply to different ethnic groups.

China has trained some teachers and administrators in research methods in order to improve the conduct and assessment of the Innovative Pilot Project in Gansu province.

- Methodologies for non-formal approaches and management of non-formal groups.

Conclusions

The different country reports display a diversity in approaches and therefore outcomes. However, it does seem that what all projects have in common is an attempt to provide an educational environment specifically designed for the different target groups. For example, in China what is appropriate for children in the major cities is not suited for disadvantaged students living in rural areas. Likewise, the content and processes of education suited for Viet Namese children living in large coastal cities is not well suited for students of minority people living in isolated mountainous regions.

Thus, all projects are attempting to identify what content and which processes are best suited for the particular disadvantage which characterizes their target group.

Viet Nam

The Innovative Pilot Project started in 1994

Aims

To improve access to basic education by girls and minority groups living in remote mountainous regions

Target Audience

- Focus on minority groups in four different areas
- Fostering the training of more female teachers

Nepal

The Innovative Pilot Project started in 1992

Aims

The aim is to improve access to basic education by girls through the development of special "lead centres"

Target Audience

- Three districts have been nominated for lead centres: To identify problems, organize programmes and monitor entry of illiterates.
### Viet Nam (cont’d)

**Policies**
- Existing policies are adequate
- Need for greater linkages between school and the world of work
- The existing division of work between males and females needs to be examined and redefined

**Curriculum Development**
- A local curriculum is needed to improve relevance of education
- During August 1994, a training course for authors of learning materials, including specific content related to the needs of girls was conducted

**School Factors**
- There is a lack of facilities and relevant learning materials
- There is a need for greater flexibility of time-tabling for lessons

**Teaching/Learning Strategies**
- Minimal standards for teaching and learning need to be identified and described
- Proper teaching methods need to be identified and described
- Introduction of student-centred learning needs to be examined

### Nepal (cont’d)

**Policies**

**Curriculum Development**
- 1 week workshop (1993) to develop a model curriculum for systematic learning and literacy materials

**School Factors**

**Teaching/Learning Strategies**
- Using non-formal primary education
- Learning materials using a structured approach
- Identification of learning skills and life skills using the key word approach
- Formal and non-formal techniques combined
Project Review Meeting

Viet Nam (cont’d)

Advocacy Activities
♦ A national seminar was conducted in March 1993 with other NGOs involved
♦ Meetings with local administrators and other members of the community were held
♦ Advocacy programmes were developed

Staff Training
♦ Training course for project teachers was developed and implemented

Community Involvement
♦ The poor socio-economic conditions of minority hamlets restricts involvement
♦ There is a limited ability of the community to contribute to schools (non-monetary)

Research

Nepal (cont’d)

Advocacy Activities
♦ Parental education

Staff Training

Community Involvement
♦ Concept-building on quality of life aspects (health, enterprise, political awareness, culture)

Research

China
The Innovative Pilot Project started in 1992

Aims
♦ To improve access to basic education by girls and other disadvantaged minority groups

India
The Innovative Pilot Project started in 1992/93

Aims
♦ To increase gender and poverty awareness and to provide information for policy-makers
♦ Provide input to State Policies
China (cont’d)

Target Audience
♦ Four provinces and 38 schools from eight poor and ethnic minority areas

Policies
♦ There is social pressure for preference for boys. School are seen as not being relevant for girls
♦ More female teachers and principals needed
♦ Laws have been introduced to give rights

Curriculum Development
♦ Need for living skills to be incorporated
♦ Local curriculum is required to improve relevancy

School Factors
♦ Pre-school classes are being introduced
♦ Flexible timetables are required

Teaching/Learning Strategies
♦ Non-formal schools are being used to increase the number of teaching points

India (cont’d)

Target Audience
♦ Four districts in the State of Haryana
♦ Started a Women’s Education Cell in each district

Policies
♦ A legal framework exists
♦ Attempts to decentralize have been made
♦ The status of teachers has been discussed
♦ The project has recommended the greater use of open learning/distance education methodologies

Curriculum Development
♦ Curriculum development has taken place
♦ Teaching/learning materials on gender issues have been developed

School Factors
♦ Incentives for girls to attend school have been implemented
♦ Lack of female teachers
♦ Improve in-service training

Teaching/Learning Strategies

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<td><strong>Advocacy Activities</strong></td>
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<td>◆ International (1994) symposium to declare the out-of-schools-girls situation in remote China a priority was held with mass media dissemination of the outcomes</td>
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<td>◆ Meeting (1994) with the Women’s Union for 28 provinces was a catalyst for government action at all levels</td>
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<td>◆ Audio-visual advocacy materials developed</td>
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<td><strong>Staff Training</strong></td>
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<td>◆ Speech contests and activities for self reliance on the part of teachers</td>
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<td>◆ Training visits and workshops for teachers, administrators and principals</td>
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<td>◆ Teacher manuals have been produced by Gansu Institute for Educational Research</td>
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<td><strong>Community Involvement</strong></td>
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<tr>
<td>◆ Set up Community Committees</td>
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<td>◆ Honorary School Heads have been appointed</td>
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<td>◆ School Open Days</td>
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<td>◆ Special funds from provinces and community have been successfully sought</td>
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<td><strong>Research</strong></td>
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<td>◆ Apply research and assessment findings to ethnic minorities’ education</td>
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Chapter Three

ANALYSIS OF ISSUES FOR THE FIELD VISIT

Following presentation and discussion of country reports, participants attempted to analyse the innovations which were characteristic of the various Pilot Projects. These innovations were categorized according to three groupings as follows:

School Factors

◆ Advocacy
◆ Status of Women
◆ Life Skills
◆ Local Language
◆ Local Curriculum
◆ Community/Social Change Agent
◆ Timetables/Flexibility
◆ Parent/Education, Literacy
◆ Research and Evaluation
◆ Attractive School Facilities (for teachers and students)
◆ Teacher Training (pre-services or modules or other?)
◆ Out of School Activities (income generation/non-formal/alternative delivery methods)
◆ Motivating Learning Achievements
◆ Gender Sensitivity Training Methods
◆ Quality of Life
◆ Pre-school, Child Care Provision

Parents and Community

◆ Advocacy
◆ Status of Women
◆ Local Language
◆ Local Curriculum
Project Review Meeting

- Community/Social Change Agent
- Timetables/Flexibility
- Division of Labour
- Parent/ Education, Literacy
- School fees/Subsidies
- Teachers from Local Community or who Understand the Local Language
- Out of School Activities (income generation/non-formal/alternative delivery methods)
- NGOs
- Foregone Earnings/labour
- Gender Sensitivity Training Methods
- Quality of Life
- Pre-school, Child Care Provision

Participation, Access and Equity

- Status of Women
- Life Skills
- Local Language
- Local Curriculum
- Community/Social Change Agent
- Division of Labour
- Parent/ Education, Literacy
- Policies and Laws (Human Rights)
- School-fees/Subsidies
- Geographical Factors (Distance from home for students and teachers)
- Foregone Earnings/Labour
- Gender Sensitivity Training Methods

These issues formed the basis of a structured interview approach to the field visits. Participants were allocated to one of the above groups and were asked to focus on the identified issues when inspecting the Chinese implementation of the Innovative Pilot Project.
Chapter Four

REPORT OF THE FIELD VISITS

The following educational institutions were visited during the Review Meeting. The schools were located in the Southern mountainous area of the province and were isolated from other urban provincial centres.

**Tongxin Arabic School: Female Teacher Trainees**

Tongxin Arabic School is a secondary level foreign language school under the leadership of the Ethnic Minority Affairs Commission of Ningxia Hui Autonomous region. It was established in 1985 in Tongxin township. The school covers an area of 25,210 square metres. In 1989, the Islamic Development Bank donated US$800,000 for construction of new buildings of 7,256 square metres. In the beginning, only Arabic courses were offered over a three-year duration. It recruits middle school graduates of ethnic minorities in the autonomous region.

The task is to train Arabic translators and ethnic minority cadres. In 1992, a female teachers class was added to the school with a one-year duration and the students come from rural mountainous areas, all of whom are ethnic minority girls. The girls will be assigned to work in rural areas after they graduate. In 1993, a preparatory class was added to enrol middle school graduates to study one year in the school and then they will be enrolled in another secondary specialised school.

There are 35 staff members in the school, among them there are two senior lecturers, five lecturers and eight assistant lecturers. The number of students is 230, of whom 118 are girls. All students are of the Hui minority. By July 1994, 391 students have graduated.

Learning, quality and local need are highlighted in the operation of the school. Labs, the music hall, arts studios, library and reading rooms have been put into use. Teaching conditions have been improved. In accordance with the requirements for the students, the school has adjusted the structure of courses and set forth clear objectives. The infrastructure and ability are highlighted in instruction. During the past three years, the school has made great progress. More than ten graduates have visited abroad to study or to work as interpreters. In 1992, the school received a prize as an **Advanced Unit** for harmonious life among all ethnic groups. In 1993, it was appraised as a **Sanitary Advanced Unit**.
Liudian Primary School (Guantin Township)

Liudian Primary School is a five-year village school in Guantin township of Guyuan County. It lies in the east mountainous areas and it is 25 kilometres away from the county seat. The school serves Liudian village with a population of 933, all of whom belong to the Hui minority. In 1994, the net per capita income of the village was 276 RMB Yuan (US$33).

There are six classes with 241 students, of whom 108 are girls. There are 11 teachers, six being female. The school was established in 1957. Girls education is the vulnerable point in the universalization of primary education. In 1992, the school started the pilot project on girls education and they have achieved much in terms of community involvement, parent training, improvement of management and curriculum, teacher training and employment of female teachers. The context of girls education has been greatly improved. It has received a strong response from the local community. Compared with indicators taken before the pilot project, enrolment of girls has risen from 38 to 108, the enrolment ratio from 4.7 per cent to 94.8 per cent, retention rates from 55.2 per cent to 100 per cent. The repetition rate decreased from 34 per cent to 8 per cent. At the moment, Liudian Primary School has become an “Advanced School” of the township. The Principal received a “Gardner’s Prize”, awarded by the Central Youth League.

Goukou Minorities Primary School and Associated Teaching Points

Goukou Minorities Primary School is situated in the Zhangwan village of Goukou township, southwest of Penyang County. In the school service district, there are 1,228 people, of whom 98 per cent are of the Hui minority. The school covers an area of 980 square metres. In 1986, the school was nominated as a boarding school for minorities. In 1990, it was nominated as a project school for improvement of primary education in the underdeveloped areas sponsored by UNESCO and the State Education Commission of China. In 1992, it was selected as a Pilot School for Girls Education under the programme: “Current Conditions, Problems and Countermeasures”. At present, there are 9 classes, 299 students (113 girls), and 18 staff members (4 females).

In recent years, especially since the pilot project for girls education commenced, the school has made great progress in terms of changing ideas, innovation in the curriculum, teachers’ training, community participation, improvement of educational contexts, especially the establishment of non-formal education classes for females emphasizing local needs with a view to making girls “clever in mind and skillful in hand”. In 1993, the school was awarded the category of “Advanced School in Minority Education”. In comparison with 1991, the enrolment rate for girls increased from 83.5 per cent to 98.1 per cent. The retention rate is now 100 per cent.

A number of innovations have been introduced to the school. These include the following:
Report of the field visits

- Extensive propaganda and changing of ideas to facilitate girls’ access to education;
- Improvement of conventional management, regulations, collection of data and management of files;
- Improvement of social and domestic contexts. Beautifying the school campus and conducting of out-of-class activities to strengthen the attraction of girls to school;
- Development of the curriculum in accordance with the psychological and physical characteristics and the needs of the local economic construction. Suitable courses for girls include clothes cutting, sewing, embroidery and Arabic. Non-formal education literacy classes for girls are established to train life skills of girls and thus stimulate girls’ enthusiasm for study;
- Enhancement of social participation, inviting local renown religious personnel (Mr. Mao Fakui as Honorary Headmaster, and Mr. Luo Qingyuan, a doctor of Chinese medicine, as consultant;
- Establishment of a Mothers’ Training centre and a Parents School. During the past three years, 14 workshops for mothers and 12 parent meetings were held with the involvement of 1,732 persons. The competency of parenting behaviour was increased;
- Moral education and activities of the “Adolescent Pioneers Organization” received much attention. In 1994, the school received an award as an “Excellent Pioneer Team”; and
- Work-study programmes, including the formation of a decoration shop, were undertaken to generate income and to make teaching aids.
Report of the Field Visits

The following innovations were identified by participants as being particularly noteworthy within the context of the Innovative Pilot project.

Group 1: School Factors:

1. Innovative Local Curriculum

A feature of the curriculum has been to “localize” it by incorporating a greater handicraft element. This has had the effect of improving skills and creativity of students in an area which is of local relevance since the curriculum is now relevant to the needs of existing and rural technology. These skills are also related to local traditions and socio-cultural factors.

At the same time, there has been an attempt to improve the quality of science teaching by developing and producing teaching equipment. These materials are produced locally and many are made from waste materials such as aluminium cans. Access to equipment and therefore concrete demonstrations of scientific principles facilitates the further development of scientific thinking skills and logical methods of problem solving.

2. Parental Education

Parental education is seen as an important factor in the overall improvement of the quality of education in rural areas. This is partly due to a greater awareness on the part of parents of the daily routine and content of the school curriculum but also through the development of their own education. Such education includes literacy and an exchange of their own activities and experiences.

It has also been observed that children change their own daily behaviors as a result of their parents undertaking educational programmes.

3. The Community as an Agent of Social Change

It has been found that the leaders of the community now pay greater attention to the activities of the school. As a result, the community is now helping to contribute to the school by providing materials and/or labour for classrooms, boarding facilities and learning materials.

Community leaders also have an opportunity to communicate with parents of school students as well as with teachers and students and as a result, the school becomes a focal point of the community.

The increased status of school and education, which has resulted from this increased interaction with the community, has meant that parents now want to send their children to school in order to ensure that their future life is of a higher quality.
4. Equity of Education

There have been attempts to provide equity in access to education so that now, there is an equal opportunity for all students to study at the local school. Boys and girls learn together in classes and therefore communicate with each other. However, girls have a special interest subject and attend this once every week.

It is hoped that through access, girls will recognize that through education, they will in the future enhance the quality of life of their family and contribute to local economic development.

5. Teacher Training

There have been initiatives to provide female teachers with special training. This is in addition to general education and provides professional training relevant to education. Special pre-service and in-service training for girls and disadvantaged groups are provided for teachers who teach in these schools.

Pilot schools have been established for the implementation of innovations and experimentation and mobile training teams are used to introduce new pedagogical methods and new modules for teaching.

Group 2: Parents and Community Factors

1. Advocacy

A number of advocacy strategies have been employed:

a) Parents have been approached concerning the importance of girls’ education and homes of potential students have been visited by teachers and the Honorary Principal.

b) The Honorary Principal of the school has held meetings for the parents to impress upon them the importance of girls’ education.

c) The school has held open days for the whole community.

d) The schools has established non-formal organizations with community participation on School Boards.

e) Parent training programmes have been conducted for three months from January to March.

f) The media have been used to educate the general community on the importance of girls education and special media programmes were also established to target the local community, the community leaders, parents and teachers.

g) Learning material was developed for parents in a book with the following chapters.
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♦ How to be a qualified parent.
♦ How to prepare your children for primary schooling.
♦ Changes that may happen to children after they have been to school.
♦ How to help children adapt to school life.
♦ How to cultivate children’s interest in learning.
♦ How to develop proper learning methods.
♦ How to develop proper learning habits in children.
♦ Developing individuality, motivation, persistence and self-control.
♦ How to cultivate children’s proper feelings.
♦ How to cultivate children’s values and honesty.
♦ How to cultivate children’s creativity.
♦ How to help children select appropriate audio visual programmes.
♦ How to create a harmonious and agreeable environment in the family.
♦ The art of education of a single child.
♦ Parents and the law.

Outcomes

a) Through advocacy programmes, families have been convinced about the advantages of sending their daughters to school.

b) More families have provided facilities at home to allow girls to attend school.

c) The community have provided facilities for the school, including the building of a playground, 10,000 yuan collected from the local community, and various members of the community attend school to assist in a variety of ways.

d) There has been an increased enrolment of both girls and boys at the local schools.

e) The running of local minority community schools is a window to girls education and an outcome of the programme.

2. Local Language

Strategy

a) A special textbook has been developed for Arabic which includes 200 sentences of everyday greetings.

b) Bi-lingual instruction in schools take place, Chinese-Tibetan and Chinese-Mongolian.
Outcome
a) Parents have been more encouraged to send their girls to school and feel more secure about the daughters’ safety.

3. Local Curriculum

Strategies
a) A local language text is used.
b) Non-formal techniques are employed.
c) Training materials have been prepared on livestock, farming techniques, family skills, sewing, embroidery etc.
d) A one year out-of-school programme has been developed. Topics covered include language, mathematics and life skills. After completing this programme students are able to enter the formal school.

Outcomes
a) The project had identified 89 students (mostly girls) who were not attending school. After the development of this programme these children joined learning groups, or attended school one day a week. In some cases, the teachers visited these students at home to assist them in their studies.

4. Timetable Flexibility

Strategies
a) Learning groups are used.
b) Students are able to attend school one day a week.
c) Teachers visit students at home,
d) One-teacher schools have adopted a multi-grade teaching approach.

5. Parent/Education Literacy

a) Classes for parents are conducted to increase their literacy levels and also to improve their parenting skills.
b) A book, described above, has been prepared to educate parents.

Observations of parent literacy while at one school showed that about half the fathers had attended school and about a third of the mothers had attended school.
6. **School Fees Subsidies**
   a) Current fees amount to approximately 60 yuan a year.
   b) Students at teacher training college were receiving a subsidy of 44 yuan a month to attend school.
   c) Students who were boarding at schools also receive a subsidy.

7. **Teachers from Local Community**
   a) Special training classes for Muslim students are conducted.
   b) Part-time teachers are invited to school to teach in areas of their specific expertise.

8. **Out of School Activities**
   a) Special interest study groups are conducted.
   b) Teachers visit students at home.
   c) Income generation programmes are conducted, such as planting trees, looking after livestock, planting vegetables, producing toys, developing learning materials and sewing classes.
   d) Children go in groups to visit isolated families to perform for them and to show them the activities of students at school.

9. **NGO’s**
   a) Religious groups have been involved in the preparation of the project.
   b) The local women’s affair association was invited to take part in project.
   c) Youth groups were also invited.
   d) A co-ordinating group from national, provincial and local authorities was formed to co-ordinate the operation of the project.

10. **Foregone Earnings**
    a) The project has allowed young women to increase their earnings, particularly those involved in the sewing classes. This helps to assist in offsetting the lack of earnings to families while daughters attend school rather than working in the fields.

11. **Quality of Life**
    a) Students attending the sewing classes have lessons in four areas which would impact on the quality of their life. These include: Literacy, Sewing, Health and Nutrition and Arabic.
    b) Parenting skills have been improved by the training component of the project.
c) Local materials have been developed to help improve their local lifestyle (livestock, income generation etc.).

12. Pre School Child Care Provision

a) The project has allowed smaller children to attend class with other older siblings, thus offsetting the problem of school-aged girls not attending school because of child-minding responsibilities.

b) In all pilot schools a handbook has been developed which assists in the ruining of pre-school classes.

Group 3: Participation, Access and Equity

1. Geographical Factors

An attempt to improve access has been made by establishing more teaching points by way of small one-teacher schools.

2. Status of Women

Vocational skills learned at school give the ability to earn money and so indirectly improve the status of women. However, the question remains: Are school activities improving or only reinforcing the status of women?

3. Life Skills

These are a special feature of project schools. A number of questions arise: Should the life skills allow for more income generation, e.g. by allowing children to receive income from the sale of paper cuttings, embroidery and wall newspapers produced in class? What is the appropriate balance between income generation activities and academic activities.

4. Vocational Skills (2-year course)

Should the scope and content of the vocational skills be broadened from the three components of literacy skills, health and legal studies, and craft skills specializing in embroidery skills to include some management and finance.

5. Gender-sensitive Training

Enrolment of some boys in vocational classes will decrease gender bias. However the question remains: Should more training which addresses gender-sensitivity issues be included in the curriculum to provide comprehensive training in the acceptance of equal participation of girls and women in all aspects of society?
6. Local Languages

The local Muslim community uses the same characters as in the national language but is spoken differently. However, it is government policy to separate religion from education, and to use only standard Mandarin for education. Arabic language is used for religious purposes and there are some minor dialectic differences.

7. School Fees and Subsidies

There are 3 levels of support for schools: Government, private donation and income generation schemes within the school. The last option is the only realistic source available. It uses profits from the embroidery vocational training to support some students. There are also procedures used to forestall dropouts; for example, enrolment of younger siblings in the preschool so that girls are not required to stay at home to take care of them.

8. Policies and Laws

There is a need for some flexibility in applying national policies and laws to the local situation. Thus, the question arises: Does the project support a policy of basic education of 5 years education for all or is the policy of selection for vocational training before completion of the 5 year curriculum contrary to the national policy of education for all?
Chapter Five

ACTION PLANS FOR THE FUTURE

Participants were asked to develop specific country action plans so that the outcomes of the Innovative Pilot Project would act as a catalyst for further developments. This was particularly important for China, India and Nepal since 1996 would be the last year of finding from UNESCO. Viet Nam joined the project later in its development and therefore will continue to receive funding for a longer time.

The following guidelines for preparing action plans were given to participants:

Background

These action plans will provide guidelines and a time-frame for the further development of the Innovative Pilot Projects. They will also identify and describe the mechanisms for further dissemination of the outcomes of the projects. UNESCO will have available a sum of US$6,000 for project activities and a further US$6,000 for dissemination activities. The dissemination component will be in the form of a national seminar of three to four days’ duration and held at a project site. A detailed report of this seminar will be required and will be sent to UNESCO/PROAP at the end of the seminar.

Project Activities

1. Actions needed to clarify and extend the Innovative Pilot Project.

   How should the functions of the Innovative Pilot Project in your country be changed? What should they be doing more of – or better? What functions should be clarified or new ones added in order to make the project stronger and more effective?

   What actions need to be taken in order to make these changes? List each action and indicate who needs to carry it out.

   What problems would you anticipate in strengthening and expanding the Innovative Pilot Project in your country? What might be done to overcome each of these problems?

2. Actions required to change the membership, management, staffing, and financing of the Innovative Pilot Project in your country in order to sustain the project upon completion of the pilot-project under the current funding from UNESCO.
How, if at all, should membership in your Project be changed; for example, to include other institutions/programs/groups, at different levels of the system?

How should the structure and management of your Innovative Pilot Project be changed? What other models might be promoted?

What changes would you recommend in terms of how the Innovative Pilot Project and its activities are financed in your country? What other sources of income might be sought?

3. Actions required to improve quality?

What role should your Innovative Pilot Project play in the following activities:

- Curriculum and materials development
- Teacher training and ongoing professional support
- Teacher management (absenteeism, promotion, deployment, etc.)
- Sharing of resources and facilities
- Promoting parent and community involvement in education

What new things should your Innovative Pilot Project be doing in order to help increase the number of girls and other disadvantaged groups enrolling in school and staying there?

4. Actions required for implementing and institutionalizing the outcomes of the Innovative Pilot Project.

What kinds of new legislation or ministerial regulations (if any) are needed in your country to support the expansion and strengthening of the outcomes of the Innovative Pilot Project in your country?

What kinds of new policies need to be made by your Ministry regarding structure, management, financing, and responsibilities in order to extend the outcomes of the Innovative Pilot Project?

Who needs to be trained in order to improve these activities in your country, and in what skills and attitudes?

What kinds of guidelines, manuals, or other materials need to be written to help with implementation in your country?

What kinds of social mobilization, directed at whom, are needed in order to strengthen implementation of the outcomes of the Innovative Pilot Project in your country?
National Dissemination Seminar

The purpose of the three or four – day seminar at your project site is to disseminate new information and ideas that you have gained and implemented from this review meeting. The seminar will also make recommendations about strengthening and extending the strategies and ideas implemented in this pilot project. How would you organize this seminar in terms of the following questions?

1. Whom would you invite to the seminar?
2. Where will the seminar be held? Why is this an appropriate site?
3. What would you talk about and what materials would you disseminate?
4. How would you schedule the agenda of the seminar?
5. When will you schedule the seminar? (in terms of project activities)
6. What is the budget for the seminar? (Provide a breakdown)

The following Action Plans were developed by the participants of the Review meeting:

There are five stages to the action plan of China. These areas follows:

1. Synthesis of Experiences
   ◆ Evaluation
   ◆ Workshopping

2. Indepth Studies and Research
   ◆ Identify obstacles and causes
   ◆ Develop innovative strategies
   ◆ Modification of the project model

3. Publications
   ◆ Overall project report (national, provincial, county)
   ◆ Research outcomes
   ◆ Learning and teaching materials
   ◆ Audio-visual materials
4. **Dissemination**
   - Training
   - Adaptation
   - Additional funding

5. **Further Collaboration**
   - Provincial
   - National
   - Regional

### Implementation Plan (China)

<table>
<thead>
<tr>
<th>Publication</th>
<th>Activities</th>
<th>Time</th>
<th>Responsible Institution</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce a colour booklet on the project, in both Chinese and English</td>
<td>Aug. 95</td>
<td>Ningxia and Gansu</td>
<td>$2,000.-</td>
<td></td>
</tr>
<tr>
<td>Produce a video film on the project, in both Chinese and English</td>
<td>Aug. 95</td>
<td>Qinghai Inst. Educ. Res.</td>
<td>$300.-</td>
<td></td>
</tr>
<tr>
<td>Oral history of girls’ education (Chinese)</td>
<td>Aug. 95</td>
<td>Provincial</td>
<td>Y20,000.-</td>
<td></td>
</tr>
<tr>
<td>Comprehensive reports and special studies on the pilot project</td>
<td>Sept. 95</td>
<td></td>
<td>Y20,000.-</td>
<td></td>
</tr>
<tr>
<td>Case Studies (Chinese)</td>
<td>Apr. 96</td>
<td>Ningxia and Gansu</td>
<td>Y20,000.-</td>
<td></td>
</tr>
<tr>
<td>Selected reports and studies (English)</td>
<td>Dec. 95</td>
<td>Ningxia and Gansu</td>
<td>$6,000.-</td>
<td></td>
</tr>
</tbody>
</table>

### Domination

National Dissemination Workshop (20 persons, 3-4 days) Venue: to be arranged later

<table>
<thead>
<tr>
<th>Time</th>
<th>Responsible Institution</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 96</td>
<td>Gansu</td>
<td>$4,000.-</td>
</tr>
</tbody>
</table>

### Exchanges

- Mobile team visit to Malaysia and Thailand (5 persons) June-July 96 PROAP
- Exchange of information and expertise June-July 96 PROAP

Total: US$12,000.- (to be provided by UNESCO-PROAP) Y90,000.- (to be provided by China)
Action plans for the future

Background

1. The UIPP was carried out by the department of Women’s Studies, National Council of Educational Research and Training, Ministry of Human Resources Development, Government of India. The project was implemented with full support of the Directorate of Primary Education and the SCERT, Haryana. No particular problem was faced in implementation.

The project proposes to develop Mobile Training Teams for constant input into gender equity and quality improvement in primary education. This would require providing each project district with a mobile training van equipped with necessary audio visual and other training materials with a capacity of three to four professionals in addition to the driver and attendant. This Mobile Team formed at the district level can move to all five or six educational Block Resource Centres and primary schools in the villages according to a schedule. This can immensely help in in-service training of teachers. The only constraint is finding.

2. No change is required to the present management, staffing and financing for the UPP in India at the moment except additional funds to expand the project after its pilot phase. In this case, a major part of the implementation will be transferred to the concerned State with the Department of Women’s Studies, NCERT, playing an advisory role. More responsibility would have to be shouldered by the Women’s Education Cell, SCERT, Haryana, in which case it will require further strengthening in terms of personnel and the funds for its activities.

We would welcome additional funds from various donor agencies for expansion of the project.

3. The UIPP has so far performed the following roles.
   - Gender training of teachers and preparation of materials on UPE in Haryana for pre and in-service training of teachers.
   - Some inputs into improved classroom practices,
   - Promoting parent and community involvement.

As enrolment has increased and drop outs decreased the UIPP can continue its ongoing activities for promoting UPE of girls.
4. ♦ No new legislation is required. Making primary education compulsory under law for girls is under consideration in the National Parliament.
   ♦ Handbooks for parents and the VEC members are required.
   ♦ Community is being mobilized by the large number of educational personnel already mobilized under the project.

Plan of Action

The UNESCO Innovative Pilot Project (UIPP) has completed three phases so far.

Phase I was devoted to:

a) establishing liaison with the State;

b) conducting a field study on drop-out of girls in rural areas;

c) holding a meeting of key level people;

d) preparing research-based training materials for gender sensitization and quality improvement; and

e) holding two orientation workshops for education administrators and teacher educators.

Phase II was devoted to holding six more orientation workshops, three for educational administrators/teacher educators and three for teachers in three selected blocks of UIPP.

Phase III attempted to orient more teachers of three selected Blocks of UIPP making a total of 80 teachers oriented under the project in each block. These teachers and educational administrators/teacher educators trained earlier would co-operate in organizing a two day advocacy campaign in five villages in each of the three UIPP Blocks. The Education Commissioner and Director, Primary Education are to lead the campaigns which will be held in July 1995 after school vacations.

Phase IV will be devoted to the preparation of a Handbook for Parents and another one for the newly appointed Village Education Committees (under an Act of Haryana Legislature). These handbooks will be developed by the Department of Women’s Studies, NCERT in collaboration with the Women’s Education Cell of SCERT, Haryana during July 1995 to December 1995. The tentative budget estimate is as follows:
Action plans for the future

A. Professional Assistants

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 at 3000 rupees per month for six months</td>
<td>36,000</td>
</tr>
</tbody>
</table>

B. Production of Handbooks for parents and VEC

120,000

C. Workshop for finalization of Handbooks

30,000

D. Contingencies

6,000

Total: 192,000 rupees

US$6,000

National Dissemination Seminar

A three day National Seminar will be organized to disseminate the outcomes of the UNESCO Innovative Pilot Project (UIPP) being implemented in Haryana.

I. Participants

Currently EFA Projects focusing on Primary Education of Girls and Disadvantaged Groups are going on in the following states: Assam, Haryana, Maharashtra, Kerala, Karnataka, Bihar, Orissa, Madhya Pradesh, Uttar Pradesh, Andhra Pradesh and Tarnilnadu.

The Project Directors of the above projects and Directors of the States Councils of Educational Research and Training (SCERT’s)/members of women’s cell will be invited numbering twenty six persons. Four to Six resource persons from Research organizations and Universities will be invited.

II. Venue

The seminar will be held in the State Council of Educational Research and Training, Haryana, Gurgaon.

The SCERT is the main professional body for Primary/Girls Education in Haryana. On the recommendation of the UIPP, the State opened a Women Education Cell in the SCERT. The institute is at a convenient motorable distance to the three Educational Blocks selected for Research and Dissemination.

III. Materials

The materials generated for orientation of educational personnel and for advocacy campaigns under UIPP will be shared in addition to a report on the concept, methodology and implementation of the three phases of the project since 1992.
Project Review Meeting

IV Schedule

Day one will be devoted to sharing the materials and ideas emanating from the UIPP.

Day two will be devoted to visiting some villages of the two educational blocks, Nuh (Gurgaon District) and Ballabgarh (Faridabad District) to hold discussions with educational administrators, teachers, parents and community members, in one selected school of the above blocks.

Day three will be devoted to the development of an action plan for UPE for girls and disadvantaged groups in the 13 EFA States mentioned above

V. Timing

The tentative dates for the Seminar will be the first week of May, 1996.

VI. Budget

Tentative Budget for the Seminar:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Assistant</td>
<td>3,000 rupees/month (6 months)</td>
<td>18,000</td>
</tr>
<tr>
<td>Travel Costs and Daily</td>
<td>32 participants</td>
<td>100,000</td>
</tr>
<tr>
<td>Allowance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>– Booklet on UIPP</td>
<td></td>
<td>30,000</td>
</tr>
<tr>
<td>– Video Film</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Visits</td>
<td></td>
<td>40,000</td>
</tr>
<tr>
<td>Contingencies</td>
<td></td>
<td>4,000</td>
</tr>
</tbody>
</table>

Total Expenditure 192,000 or US$ 5,000
Advocacy and Skill Programmes

**Rationale**

Girls are disadvantaged when compared with boys in the field of education, resulting in major problems in promoting their educational status. Hence, skill training for neo-literacy has been proposed and an appropriate advocacy programme to be launched.

**Objectives**

- To facilitate neo-literates to learn and earn income through skill training
- To assist them to support themselves economically
- To develop self-confidence
- To increase community awareness of girls’ education

**Participants**

Twenty (neo-literates) plus 100 other participants,

**Venue**

Kailali or Gokarna

**Duration**

One year - 1995/96

**Budget**

US$8,000

**Expected Outcomes**

Neo-literates will be trained and members of the community will be made aware of the importance of girls’ education.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group</th>
<th>Estimated cost</th>
<th>Time</th>
<th>Outcomes</th>
<th>Responsible Agencies</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy:</td>
<td>Primary Teachers</td>
<td>US$1,500</td>
<td>Nov/Dec 1995 (2 day)</td>
<td>Primary teachers of the project site will be aware of importance of girls’ education</td>
<td>MOEC/SWES DEO Section and Lead School</td>
<td></td>
</tr>
<tr>
<td>Teachers’ training on gender sensitization</td>
<td>Community members Chair, VDC/Social workers</td>
<td>US$1,500</td>
<td>2 days</td>
<td>Will be made aware of importance of girls’ education</td>
<td>Lead school, DEO Section (SWES)</td>
<td></td>
</tr>
<tr>
<td>Orientation training for community members</td>
<td>Illiterate women</td>
<td>US$1,000</td>
<td>2 days</td>
<td>——</td>
<td>——</td>
<td></td>
</tr>
<tr>
<td>Income generation skill training: Teachers</td>
<td>Teachers</td>
<td>US$2,000</td>
<td>1-3 months</td>
<td>Teachers will be trained</td>
<td>SWES/Department of Industry and DEO</td>
<td>Equipment to be purchased. The product will be sold in this market and profit utilized for the education of girls as subsidies for learning materials</td>
</tr>
<tr>
<td>Matching funds for the income generation activities</td>
<td></td>
<td>US$1,000</td>
<td>——</td>
<td>——</td>
<td>——</td>
<td></td>
</tr>
</tbody>
</table>
National Seminar

Rationale

Basic education for girls is essential in order to improve the quality of life. At present, girls’ involvement in the school is not satisfactory. Hence, concreate programmes have to be designed and implemented in order to improve the status of girls’ education. Thus, the following activities are suggested:

Objectives

◆ To make people at the project sites aware of the importance of girls’ education
◆ To disseminate the achievements of the project
◆ Devise a plan for the improvement of the girls education, including disadvantaged groups

Participants.

RDO, DEO, School Supervisors and Teachers (100 participants)

Venue

Kailali and Gokarna

Duration

3 days (Feb - Mar)

Budget

US$4,000

Outcomes

People at the national level, DEO, RDO, supervisors, programme officers, women development officers will be asked to devise a plan for empowering girls and women's education.
**Project Review Meeting**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target Group</th>
<th>Estimated cost</th>
<th>Time</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>National dissemination</td>
<td>Regional Directors, DEO, School Supervisors, Teachers, Programme Co-</td>
<td>US$4,000</td>
<td>Feb. - Mar 96</td>
<td>Target group will be made aware of the achievements of the project</td>
</tr>
<tr>
<td>programme</td>
<td>ordinators Resource Persons (100 persons)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Two project sites)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Issues to be discussed at the National Level Seminars**

1. Status of women of the far western-region
2. Girls’ involvement, drop-out and retention
3. Negative attitude of parents towards girls education in the rural areas
4. Lack of prevention among the disadvantage groups (ethnic group) in school
5. Educational gaps between gender groups
6. National policy to increase girls and women in school and literacy classes
7. Roles and responsibilities of the female teachers
8. Female teachers as a change agent in the community
9. Importance of gender sensitization in the teachers’ training course
10. Role of VDC in promoting girls and women’s education.

**Budget (Kailali)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsistence Allowance</td>
<td>200 x 3 x 50</td>
<td>30,000</td>
</tr>
<tr>
<td>Refreshment</td>
<td></td>
<td>6,000</td>
</tr>
<tr>
<td>Stationary</td>
<td>100 x 50</td>
<td>5,000</td>
</tr>
<tr>
<td>Resource Persons</td>
<td>500 x 10</td>
<td>5,000</td>
</tr>
<tr>
<td>Travel Allowance</td>
<td></td>
<td>12,000</td>
</tr>
<tr>
<td>Inauguration</td>
<td></td>
<td>2,000</td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>Fuel</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>Equipment Hire</td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>Report Writing and Printing</td>
<td></td>
<td>25,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>200,000</td>
</tr>
</tbody>
</table>
### Action plans for the future

#### Viet Nam

<table>
<thead>
<tr>
<th>No.</th>
<th>Action</th>
<th>Participant</th>
<th>Time</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A five day national seminar to review the pilot project after a year’s implementation. This seminar will be held in Hanoi.</td>
<td>Management Board-MOE and local management</td>
<td>June 1995</td>
<td>2,500</td>
</tr>
<tr>
<td>2.</td>
<td>Workshop for teachers: methodology for organizing the VAC (garden, fish ponds, piggery and poultry). The aim is to improve the educational environment for girls’ education.</td>
<td>Teachers, Principals, Leaders of the community</td>
<td>1-5 October 1995</td>
<td>4,000</td>
</tr>
<tr>
<td>3.</td>
<td>Support for VAC development for 15 schools in four provinces. Each school will require US$500.</td>
<td>Teachers and Students</td>
<td>June 1995</td>
<td>7,500</td>
</tr>
<tr>
<td>4.</td>
<td>Mobile training team for teacher training courses in four provinces. The content will focus on training using modules for girls’ education.</td>
<td>Trainees of central provinces</td>
<td>November 1995</td>
<td>4,000</td>
</tr>
<tr>
<td>5.</td>
<td>Organization of an in-country study visit for teachers and community leaders</td>
<td>Four educators</td>
<td>June December 1995</td>
<td>2,000</td>
</tr>
</tbody>
</table>

**1996**

<table>
<thead>
<tr>
<th>No.</th>
<th>Action</th>
<th>Participant</th>
<th>Time</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Training course for new teachers and eight new principals of eight new classes in Hanoi.</td>
<td>Teachers and principals</td>
<td>January 1996</td>
<td>4,000</td>
</tr>
<tr>
<td>2.</td>
<td>Supporting money for VAC in eight schools.</td>
<td>Teachers and students</td>
<td>January 1996</td>
<td>4,000</td>
</tr>
<tr>
<td>3.</td>
<td>Support equipment for teaching aids and learning aids such as sewing machines, radios</td>
<td>Teachers and students</td>
<td>January 1996</td>
<td>4,000</td>
</tr>
<tr>
<td>4.</td>
<td>Revision of materials after one year’s use in project schools</td>
<td>Key teachers and trainees</td>
<td>April 1996</td>
<td>2,000</td>
</tr>
<tr>
<td>5.</td>
<td>Mobile training team for teachers of eight new schools . Local mobile training teams in four central provinces</td>
<td>Trainees</td>
<td>October 1996</td>
<td>4,000</td>
</tr>
<tr>
<td>6.</td>
<td>National meeting to review the progress of two years’ implementation of the project. To be held in Hanoi.</td>
<td>Management Board and personnel from four provinces</td>
<td>December 1996</td>
<td>2,000</td>
</tr>
<tr>
<td>7.</td>
<td>Advocacy in four provinces</td>
<td></td>
<td></td>
<td>2,000</td>
</tr>
</tbody>
</table>

During 1996, development will take place in two schools of each province. The total number of students will be 250.
Chapter Six

CONCLUSIONS

A number of issues were raised during the various activities of the workshop. For many of these, various opinions and suggestions were made and these are summarized below:

The Role of Research

A discussion was held concerning models for the introduction of innovations. It was generally agreed that the innovative projects could be further strengthened by increasing the commitment of relevant government officials and educational researchers. This was seen as particularly important for dissemination and sustainability of the projects.

The projects in China, Viet Nam and India had particularly strong links to government educational research institutions. Indeed, the China project was monitored by educational research institutions at both provincial and county levels and researchers were active participants at all stages of the project implementation.

The following model conceptualizing the role of research, presented by the project team from China, gained consensus at the meeting:
Conclusions

At the current stage of development within the pilot projects, research has tended to focus on macro aspects and relatively little has been implemented to investigate the specific learning and teaching needs of the target populations. In all project countries, the ability to adapt curriculum content and pedagogical processes to the local context is limited by government regulations and laws. However, more specific research outcomes which describe the nature of local adaptations and their subsequent advantages will assist in convincing national policy makers that local flexibility will provide more appropriate education. Thus, the need for further research in these areas is critical.

A further area of educational research which is required relates to developing a set of minimal standards and competencies which might apply to different ethnic minorities according to their local needs and conditions. This is complicated by the rapidly changing nature of economic conditions, particularly the recent move in both China and Viet Nam to the market economy model.

One further area where educational researchers have been active, particularly in China, is in the training of teachers and administrators in research methods. Further efforts in this area will have the benefit of providing local educators with the skills and expertise necessary for them to implement, monitor and assess their own innovations. This will be particularly critical for the wider dissemination of innovations developed under this pilot project.

Breadth and Focus of Projects

One of the major difficulties faced in the development of such joint projects concerns the balance between meeting the immediate needs of the target population and the desire to test innovations and be future-oriented. Thus, some of the innovations which researchers and educational administrators wish to implement and evaluate are not seen as priorities by members of the local community.

An example can be seen in incorporating income-generation schemes within the regular school programme. In an isolated poor rural area where per-capita annual incomes are below US$40, such schemes can have a profound influence on the quality of life experiences by members of a village. There is thus a temptation for community members to want more time devoted to such activities and less to general education, even though the longer-term economic benefits (perhaps across three generations) will be better served by improving the overall level of general education.

A further example which is pertinent to this issue concerns the development of the status of girls and women. Various countries have adopted different approaches to this problem. Some countries, such as India and Nepal, have focussed on gender awareness advocacy strategies which have as a priority the breaking down of gender linked stereotypes and enhancement of equality. These aims are foremost in the project. A different approach, for example in Viet Nam, has attempted to make the school environment more attractive to girls so that they are more inclined to attend. These different approaches reflect alternative
Project Review Meeting

strategies to the same problem. The difference lies in which comes first: access to education which then facilitates equality versus gaining equality which then facilitates access to education. This is also an area where further research is urgently required.

Project Strategies

There are different approaches which can be used to implement innovations. One is to develop national or regional strategies (including curriculum content, materials and teaching processes) and disseminate these to local schools in villages and smaller cities. This “top-down” approach is often used in countries which apply a policy of directly relating education to national economic development. In these cases, the overall development of the nation, or province, takes precedence over local economic development.

The alternative is a “bottom-up” approach where innovations are developed in the field, input is collected from local community members and eventually ideas are disseminated to other villages, counties, regions and in some cases at the national level. It is rarely the case that this second approach is used in its “pure” form since specialised expertise is usually required and this is only available through international agencies and national bodies at the regional and or county levels.

This project is an example of a combination of these approaches. National policies and goals are respected through the participation of UNESCO National Commissions and National Research Centres, including APEID Associated Centres. At the same time, small pilot projects are situated in local disadvantaged areas and the focus is placed on the needs and aspirations of the community.

This combined approach is obviously more difficult to develop and implement. One of the special interests in this project is the unique situation in China. One of the effects of the cultural revolution is that high-level educational researchers who now work at national and provincial research centres have spent a considerable period of their earlier lives working as farmers and workers in disadvantaged rural areas. This must have facilitated the working relationship which they now hold with disadvantaged groups and heightened their own understanding of current conditions for these people. It would be very worthwhile to document this unique situation, from the perspectives of both researchers and rural farmers and workers.

Sustainability of Projects

The question of sustainability of these projects, particularly with respect to the wider dissemination of the innovations which have developed, is critical at this stage of the overall project.

Two different views concerning this question were expressed during the meeting. One view is to seek outside finding for wider implementation. Such “outside” finding requests might be directed to national governments or to international donor agencies and banks. The alternative view is that the problem belongs to the “local” community and
therefore the solution must come from the “local” community. The definition of “local” might be village, county or provincial. It was generally agreed that sustainability of projects would be increased when there was greater reliance on internal rather than external resources. This is, of course, related to perceived ownership of projects.

Ownership of Projects

Participants agreed that the success of projects would be enhanced if an attitude that the problem is local and therefore the problem must be solved locally rather than depending upon others could be inculcated among community members and educators. Such an attitude change would require development of the “spirit” of educators (spirit to include team building and enthusiasm).

In order to achieve such perceived ownership, it maybe necessary to re-think the role of external agencies, in particular the way in which finding is provided. UNESCO, as an intellectual organization rather than a finding agency, is well placed to further investigate this.
ANNEXES
Annex I

LIST OF PARTICIPANTS

China
Mr. Wang Qiang
Researcher
Ningxia Education Research Institute
Tel: 095-162-3971

Ms. Sheng Yiling
Programme Specialist
Chinese National Commission for UNESCO
Xidan, Damacunghutong 37
Beijing 100816
Tel: 010-609-6553
Fax: 010-601-7912

India
Prof. Usha Nayyar
Head
Department of Women’s Studies
National Council of Education Research and Training
Sri Aurobindo Marg
New Delhi 110-016
Tel: 696-2590 (0), Residence: 689-2802

Mrs. Usha Batra
Lecturer
Women’s Cell
State Council of Education Research and Training (SCERT)
Gurgaon, Haryana

Nepal
Mrs. Ishwari Bhattrai
Chief of Women Education Section
Ministry of Education, Culture and Social Welfare
Kathmandu
Tel: Office 412-015. Residence: 412-015

Mr Sundar Shakya
Section Officer Curriculum Development Centre
c/o Nepal National Commission for UNESCO
Ministry of Education, Culture and Social Welfare
Kaiser Mahal, Kathpath
Kathmandu
Tel: Office 412-745/41 1-599, Residence: 471-887
Fax: (977)-(1)-414-887
Project Review Meeting

Viet Nam

Dr. Tran Si Nguyen
Director
Research Centre for Minory People’s Education
National Institute for Education Science
Ministry of Education and Training
49 Dai Co Viet St.
Hanoi
Tel: 84-694-044
Fax: 84-694-085

Mrs. Tran Thi Thanh
Researcher
Research Centre for Minority People’s Education
National Institute for Educational Science
Ministry of Education and Training
49 Dai Co Viet St.
Hanoi
Tel: 84-694-044
Fax: 84-694-085

Resource Participants

China

Mr. Zhang Tiedao
Deputy Director
Gansu Institute for Educational Research
281 Binghedonglu,
Lanzhou
China 730-030
Tel: 860-931, 882-2714 or 884-4027
Fax: 860-931, 841-8920

Mr. Zhou Wei
Director
Ningxia Educational Research Institute
83 East Xinhua Street
Yingchuan 750004
Tel: 095-162-3758

Japan

Prof. Shigekazu Takemura
Vice Dean
Faculty of Education
Hiroshima University
Kagamiyama 1-1-2
Higashi-Hiroshima
724 Japan
Tel: (08-2 1) 227-111 or 246-815
Fax: 81-824,227-179
Annex I

Consultant  
Dr. Mike Lally  
Senior Lecturer in Education  
Graduate School of Education  
The University of Western Australia  
Nedlands 6009  
Western Australia  
Tel: (09)-380-2269  
Fax: (09)-380-1052

UNESCO  
Mr. Kiichi Oyasu  
Programme Specialist  
UNESCO PROAP  
P.O. Box 967, Prakanong Post Office  
Bangkok 10110  
Thailand  
Tel: (66-2)-391-0577  
Fax: (66-2)-391-0866

Ms. Debra Howieson  
ACEID - PROAP  
UNESCO  
Bangkok

Dr John Elfick  
UNESCO Education Advisor to China, Mongolia  
and DPR Korea  
Jianwaigongya 5-15-3  
Beijing 100600  
Tel: 532-1725, 532-2827  
Home: 532-4459  
Fax: 532-4854
Annex II

PROVISIONAL AGENDA AND SCHEDULE OF WORK

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**Agenda**

1. **Inaugural Session**
   a) Welcome speech by the Government of China
   b) Welcome speech by ACEID
   c) Introduction of participants

2. **Briefing and Adoption of Agenda of the Meeting**
   The Secretariat will provide a short briefing on the items below. This will be followed by comments, and adoption of the agenda of the Meeting (with necessary modifications).
   a) Briefing on the Pilot Project
   b) Purpose of the Meeting
   c) Schedule of Work
   d) Analysis of questionnaires and country reports

3. **Country Presentations on Pilot Projects for the Promotion of Primary Education for Girls and Disadvantaged Groups**
   The country presentations will include an explanation of the following factors based on the country report prepared before the meeting:
   a) School factors (teachers, curriculum materials)
   b) Community factors (parents, community participation, employer)
   c) Access (facilities, preparation for school)
   d) Policy and Legislation (government support)
   Presentations should emphasize such aspects as: major innovative approaches and strategies adopted in the project; major changes and their impact on primary education at the project sites; and, major issues and problems concerning project implementation.

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Each presentation (about 30 minutes) will consist of:

a) Presentation by utilizing OHP and other audio-visual materials (20 minutes)
b) Clarification and discussion of information given during the presentation (10 minutes)

Note: It is recommended that participants use the OHP to help ensure that the points made in their presentation are clear.

Resource participants will make a short presentation on education for disadvantaged groups.

4. Field visits to project schools

Participants will undertake field visits to project schools.

Visits will focus on the key issues in the countries, such as: school; parents and community; participation, access and equity. Prior to the visits, the local host will brief participants on the schools to be visited, including their size, environment, educational situation, major schooling issues, etc.

In each day, based on the experience of the field visits, participants will discuss strategies regarding how to promote primary education for children in disadvantaged areas.

5. Review of the field visits

Based on the experience of the field visits, participants will discuss strategies regarding how to further promote primary education for children in disadvantaged areas.

Participants will be divided into the following three groups to discuss each specific matter:

+ Group 1: School Factors
+ Group 2: Parental and Community Factors
+ Group 3: Participation, Access and Equity

After the group work, outcomes of the discussion will be presented by each group and discussion will follow.

6. Summary of the meeting

Based on the discussion under Agenda Item 5, participants will cooperatively develop a summary and recommendations for improving future actions concerning the work of the projects in participating countries. Participants will also develop country proposals for future activities.
7. Closing session
   a) Speech by the Government of China
   b) Speech by ACEID

SCHEDULE OF WORK

Saturday, 13 May 1995
Afternoon
   Participants arrive in Beijing
   Accommodation: Tianqiao hotel, Tel. 302-3586
Evening
   Orientation Dinner at Tianqiao hotel

Sunday, 14 May 1995
Morning
   Participants leave Beijing at 11.40 by WH2120
   (Bus will leave the hotel for the airport at 9.30 a.m.
   Participants arrive in Yinchuan
   Accommodation: Chang Xiangyi Hotel
Afternoon
   Preparatory work – study the materials
Evening
   Dinner hosted by the Chinese National Commission for
   UNESCO/Ningxia Provincial Education Commission

Monday, 15 May 1995
09.00-09.45 a.m.
   Agenda Item 1: Inauguration and introduction of participants
09.45-10.15 a.m.
   Agenda Item 2: Briefing and Adoption of the Agenda for the Meeting
10.15-10.45 a.m.
   Coffee Break
10.45-12.00 p.m.
   Agenda Item 3: Presentation of country reports on the Pilot Project for Promotion of Primary Education for Girls and Disadvantaged Groups – project in China and India
12.00-01.30 p.m.  Lunch Break
01.30-03.15 p.m.  Agenda Item 3 (continued): Project in Nepal and Viet Nam; and, presentation by resource participants
3.15-03.45 p.m.  Coffee Break
03.45-05.15 p.m.  Agenda Item 3 (continued): Discussion about the country reports
Evening  Welcome dinner hosted by the Ningxia Provincial Government

Tuesday - Wednesday, 16-17 May 1995

Full day  Agenda Item 4: Field visit to project schools (Details are given in field visit)

Thursday, 18 May 1995

09.00-10.30 a.m.  Agenda Item 5: Review of the field visit and development of future action plans
10.30-10.45 a.m.  Coffee Break
10.45-12.00 a.m.  Agenda Item 5 (continued)
12.00-01.30 p.m.  Lunch Break
01.30-03.00 p.m.  Agenda Item 5 (continued)
03.00-03.15 p.m.  Coffee Break
03.15-05.00 p.m.  Agenda Item 5 (continued)
Evening  Dinner hosted by ACEID

Friday, 19 May 1995

09.00-11.00 a.m.  Agenda Item 6: Closing session
Afternoon  Participants leave Yinchuan at 14:30 by WH2119 for Beijing

Saturday, 20 May 1995  Participants leave Beijing
Annex III

OPENING AND CLOSING REMARKS

Opening Speech
by
Mr Liu Zhong,
Vice Chairman of Ningxia People’s Government,
Yinchuan, Ningxia, China

Good Morning! Ladies and Gentlemen,

Firstly, I would like to extend my gratitude to the Chinese National Commission for UNESCO for giving us the precious chance to hold the second Review Meeting on Girls Primary Education in Ningxia’s Muslim Autonomous Region. This gives us the opportunity to meet distinguished experts and scholars from Australia, India, Nepal, Japan and Viet Nam.

China has an old saying; it goes that “who knows the pleasure that comes from receiving friends coming from afar”. Thus, on this special occasion, I would like on behalf of the Ningxia People’s Government to extend our warmest welcome to the officials from UNESCO and to friends from various countries.

Primary education for girls and disadvantaged groups is a common problem in the process of universalizing primary education in developing countries. The March 1980 Thailand conference passed the Jomtien declaration and the blueprint of “Education for All”. It requested countries all over the world to eradicate the illiteracy of the young generation, to popularize primary education and to eliminate unfairness in the right to education by girls and boys. In recent years, the Asia-Pacific Principal Regional Office of UNESCO has made very remarkable efforts in promoting education for girls and realizing the goal of education for all under the guidance of APEID.

In order to solve the problem of children’s education in the poor mountainous areas of minorities, the government of Ningxia’s Muslim Autonomous Region has formulated a series of special policies and measures from the viewpoint of our practical conditions. These mainly include various modes of schooling, minority women’s teacher training, increasing the numbers of teaching points, actively promoting research and experimentation of education for girls and carrying out the “Spring Blossom” plan to give financial support to the problem among girls of drop-out and out-of-school pupils. All these measures have improved greatly the condition of girls’ education.
Tomorrow, we would like to arrange for you to visit several pilot schools and a class of women’s teacher training at the Tongxin Arabic School in the southern mountainous area of the province. We will truly appreciate any precious suggestions and instructions concerning our endeavors.

By holding the meeting, I believe that we will have the chance to learn from your countries’ successful experiences and thereby gain valuable inspiration from your practices in the promotion of girls’ education.

The meeting is opened at the end of spring and at the very beginning of summer. It indicates that the experiment of girls’ education in Asia and the Pacific region is undergoing a process from that of the embryo to one of maturity.

I sincerely hope that this meeting will be a complete success. I also hope that our respected friends have an enjoyable stay and a good time in Ningxia.

Thank you.
Opening Speech

by

Mr Kiichi Oyasu

Programme Specialist in Basic Education

UNESCO/PROAP, Bangkok

Mr. Du, Distinguished participants,

Ladies and Gentleman,

First of all, on behalf of UNESCO Principal Regional Office for Asia and the Pacific, I wish to welcome you all to the second review meeting on the Pilot Project for the Promotion of Primary Education for Girls and Disadvantaged Groups.

Second of all, on behalf of the Asia-Pacific Centre of Educational Innovation for Development, I wish to express our grateful thanks to the China Ningxia Educational Commission, for undertaking to organize this meeting.

As you well know, the World Conference on Education for All was held in Jomtien, Thailand, in 1990. The Conference provided the major impetus and blueprint for eradicating illiteracy.

After the Jomtien Conference, many countries in the region have reformulated their national plans and strategies of EFA with remarkable achievements. But the challenges still remain. Achieving Education for All, through both formal and non-formal means, and for adults as well as young people, remains the absolute priority for many countries in our region. The fact that there are more than 600 million illiterates in the region (World Education Report, UNESCO 1993) amounting to 75 per cent of the world’s illiterate population, indicates the unfinished task before us.

When we discuss issues in this region, it has to be noted that the region of Asia and the Pacific is outstanding for the great range of diversity. The region encompass almost all aspects of life, whether it be geographical, socio-economic, cultural or developmental.

The Sixth Regional Conference of Ministers of Education and Those Responsible for Economic Planning (MINEDAP VI) was held in Kuala Lumpur, Malaysia, in June 1993. MINEDAP VI recommended that action be taken by UNESCO/PROAP to upgrade education and schooling in Asia and the Pacific. Promotion of education for disadvantaged population with particular reference to women and girls was one of the key issues in the recommendation of the Conference.

Educationally disadvantaged groups includes not only women and girls but also: children of rural dwellers in remote and isolated areas; slum dwellers; poor or low income groups; nomadic tribes; ethnic and religious minority; and disabled persons.
Annex III

Education for All can only become a reality if special attention is devoted to the educationally disadvantaged. In many countries in the region, the combined population of these groups constitutes a majority of the populace. Unless special efforts are made for this population, the goal of education for all will never be achieved.

The pilot project we have implemented since 1992 has special attention to this important issue. I hope this meeting will contribute to the further development of our effort for achieving Education for All, particularly for improving education provision for the population who have little access to any education.

Thank you.
Opening Speech
by
Professor Zhou Nanzhao
China National Institute for Educational Research
Beijing, China

Mr Chairman,
Mr Lin Zong, Vice-Governor,
Mr Ma Werliang, Director,
UNESCO Officers,
Distinguished Participants,

It is indeed a great pleasure to be given this opportunity to participate in the Review Meeting of the Pilot Project on Promoting Education of Girls and Disadvantaged Groups, convened by the UNESCO Regional Office (PROAP) and the Chinese National Commission for UNESCO, and organized by the Ningxia Institute of Educational Research.

Allow me, on behalf of the China National Institute of Educational Research, to extend warm greetings to my Chinese colleagues and distinguished participants from Australia, India, Nepal and Viet Nam.

This review Meeting is significant in at least four ways:

1. It will reflect upon the pioneering efforts and successful experiences that UNESCO Asian Member States have made over the five years since the Jomtien Conference in 1990, especially through the APEID network and strategies;

2. The universalization of nine-year compulsory education by the year 2000 will be one of the two highest priorities of educational development in China, and the greatest difficulty in achieving this will be for girls and other disadvantaged groups located in poverty stricken rural areas. Outcomes from this meeting and the successful pilot study undertaken in these provinces will offer to Chinese policymakers alternatives in tackling the most persistent problem of gender disparity in economically disadvantaged settings.

3. The major research project carried out by Mr Zhou at the Ningxia Institute of Educational Research will illustrate the role of research in EFA programmes and indicate new paradigms in which educational researchers closely join hands with policy makers and practitioners, where research is integrated with well designed
experiments, where the school is co-operating with the family and the community, and where formal schooling is combined with supplementary non-formal approaches to the provision of basic education.

4. This Review Meeting can be viewed as preparation by PROAP and its Member States for the 4th World Conference on Women which is to be convened in China later this year and where girls’ education will be a theme of the NGO forum.

Ladies and Gentlemen,

When we look at the current scene of EFA, some five years after the World Declaration on Education for All, we will be aware of the daunting challenge which we have to face and the long way we need to travel towards the grand goal of basic education for all, especially among girls in the developing world where basic education will act as a foundation stone for further learning.

World-wide, during the 1990s the school-aged population (6-11 age cohort) will increase by 100 million (from 650 to 750 million), but the number of school enrollments has not been increasing at the same rate and the number of out-of-school children will likely increase from 129 to 144 million by the year 2000. The majority of these out-of-school children will be girls and others in disadvantaged contexts.

Regionally, despite the remarkable progress in girls’ participation in education, the gender disparity remains a reality. In some least developed Asian nations, among girls enrolled in primary school, the intake rate to the first grade of primary education is still as low as 30 per cent, while the drop-out and repetition rates are as high as 40 per cent. In China, although the enrolment rate of school-aged children has increased to 98.4 per cent, in 1994 there remained a large disparity between rural and urban areas and between girls and boys.

The educational experiences of China as well as other countries suggest that gender equality in education is achievable and that social, economic, political and cultural factors all play a role in achieving this equality. In view of the regional experiences and research findings, the following issues warrant our further attention:

1. A shift from a focus on access to primary schooling to one concerning the quality of learning and actual levels of achievement;
2. Innovation in the school curriculum for greater relevance to socio-economic and human development;
3. The strengthening of teacher education and training as a key mechanism to improve the educational process;
4. The provision of supportive policy and legislation as tools for implementation;
5. The promotion of community participation and partnerships between government and NGOs, and between the school, the family and society at large;

6. Strengthening of research, evaluation and monitoring of the quality of primary education; and

7. Further reform in the examination system to effect attitudinal changes and to re-orient the “teaching-to-the-test” system.

I hope, and believe, that this Review Meeting will shed more light on these issues and will offer alternative strategies in further promoting primary education of girls and disadvantaged groups.

Finally, I wish the Review Meeting great success.

Thank you.
Closing Remarks

by

Mr. Ma, Director of Ningxia Education Commission

Respected Chairman,

Mr Oyasu,

Ladies and Gentlemen,

Good Morning! After four days of meetings, including a busy field visit, the second Review Meeting on the Innovative Pilot Project on Promotion of Primary Education for Girls and Disadvantaged Groups will come to an end today. Due to the good planning of the organizers, the active participation, enthusiasm, understanding and support from project countries, and the remarkable achievements presented by specialists and experts, the meeting was highly successful.

During the meeting our respected participants, disregarding the hard and long journey, made a special visit to the pilot schools in the southern mountainous areas of the province. During the field study, you left us with many precious opinions and suggestions for the further innovative improvement for the pilot project on girls education. Therefore, on behalf on the Ningxia Education Commission, I would like to extend our hearty thanks to our distinguished guests for your sincere help and support.

China has an old saying which has it that “repeated visits make close friends”. I hope that you come back to Ningxia to see the further progress of our project. In the meantime, we hope that we can get a precious chance to visit our brother countries to study and share your valuable experiences and good methods.

At this time, I would like to offer our special thanks to the UNESCO Principal Regional Office for Asia and the Pacific for giving us the precious chance to establish a bridge of friendship among our participants, and for ideas and experiences to be shared.

A story has it that you can have an apple in your hand, we exchange apples with each other and we get nothing but an apple. However, in the exchange of ideas, we get more than we expected. It will produce the spark of creativity resulting in many fresh ideas and understandings.

I sincerely hope that the educational communication and co-operation will continue to expand and deepen. Best wishes for your further successful involvement in the project, your family happiness and health. Finally, I wish the friendship among us will continue forever.

Thank you.
Annex IV

EVALUATION OF THE REVIEW MEETING

The following instrument was used to evaluate the Review Meeting. Participants were very favorable in their comments regarding the meeting. The following comments were indicative:

♦ During the field visits, actual innovations could be seen in action
♦ Time was given for discussion of future activities, particularly concerning dissemination activities
♦ Plenary discussions were too short in duration
♦ Good exchange of innovative ideas
♦ Good opportunities for exchanges between participants
♦ High level of participation was possible

The actual form used is reproduced below:

UNESCO PRINCIPAL REGIONAL OFFICE FOR
ASIA AND THE PACIFIC
BANGKOK

Asia and the Pacific Programme of Educational Innovation for Development
(APEID)

Review Meeting on Innovative Pilot Project on Promotion of Primary Education for Girls and Disadvantaged Groups
Ningxia, China, 15-19 May, 1995

Evaluation By Participants

Please indicate N.A. when item is not applicable.

1. Do you think the timing of the meeting was appropriate?
   
   Yes O  No O

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2. If you answered “No”, please briefly give reasons.

3. Do you think the duration of the meeting was
   too long? 0  sufficient? 0  too short? 0

4. Please circle the appropriate word regarding your thoughts on the various aspects of the meeting. Could you please also write a comment to explain your ranking.
   a. Preparation for the meeting excellent very good good satisfactory not satisfactory

   b. Country Presentations excellent very good good satisfactory not satisfactory

   c. Field Visits excellent very good good satisfactory not satisfactory

   d. Review and Assessment excellent very good good satisfactory not satisfactory
Project Review Meeting

e. Proposal & Recommendations  
   excellent  very good  good  satisfactory  not satisfactory

f. Other (please specify)  
excellent  very good  good  satisfactory  not satisfactory

5. Do you believe that the meeting has met your expectations? Please circle the word that best describes your assessment and please give reasons for your assessment.
a. Relevant to topics and issues addressed  
excellent  very good  good  satisfactory  not satisfactory

b. Introduction of new ideas  
excellent  very good  good  satisfactory  not satisfactory

c. Clarification of issues  
excellent  very good  good  satisfactory  not satisfactory
d. Introduction of new techniques, approaches or policies

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<thead>
<tr>
<th>Rating</th>
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<tr>
<td>Excellent</td>
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<td>Very Good</td>
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<tr>
<td>Good</td>
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<tr>
<td>Satisfactory</td>
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<tr>
<td>Not Satisfactory</td>
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e. Exchange of ideas and experience with others in the same or related fields

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<th>Rating</th>
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<tr>
<td>Excellent</td>
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<td>Not Satisfactory</td>
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6. Could you please specify the component of the workshop that you found the most useful and indicate your reasons.

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7. Could you please specify the component of the workshop that you found the least useful and indicate your reasons.

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