

Chapter 1 : Education and gender equality

Girls' and Women's Education; Women and girls in the developing world are often denied opportunities for education. Lack of education limits prospects, decreases family income, reduces health, puts women and girls at risk of trafficking and exploitation, and limits the economic advancement of entire countries.

This means that states have legal obligations to remove all discriminatory barriers, whether they exist in law or in everyday life, and to undertake positive measures to bring about equality, including in access of, within, and through education. Where out-of-school rates are higher, the gender gap tends to be wider. Girls are also more likely to be completely excluded from primary education: From a global perspective, as the level of education increases, girls tend to fare slightly better in terms of participation. These statistics, however, mask disparities at the regional and country level. At current rates, the poorest boys in sub-Saharan Africa will achieve universal primary completion in , but this will take nearly 20 years longer for the poorest girls. Many countries that demonstrate higher retention rates at the primary levels are failing to transfer these gains toward transitioning of girls to the secondary level. For example, in Tanzania, near universal enrollment for girls at the primary level has been achieved with a retention rate of Inequalities and discrimination linked to location, poverty, and gender intersect to compound disparities in completion and transition rates. Participation, completion, and transition statistics, however, do not tell the whole story and certainly do not capture the ways in which girls are discriminated against within education systems and the myriad barriers that girls must overcome to complete their education, particularly regarding the quality of education they receive. The right to education of women and girls in international law The right to education on the basis of non-discrimination and equality is a recognised right under human rights law. Provisions relating to gender equality in education can be found in both general and specific international treaties, as well as treaties concluded in most regions of the world. To summarise, all provisions related to non-discrimination carry immediate obligations and are considered a minimum core obligation, which means states must take immediate action as a matter of priority. Provisions related to achieving substantive equality, if they are not concerned with eliminating discrimination, and achieving the right to quality education for all with some exceptions are subject to progressive realisation. This means that states have an obligation to take deliberate, concrete, and targeted steps, according to maximum available resources, to move expeditiously and effectively towards the full realisation of the right to education. It interprets and applies the right to education in a way that considers the specific needs and circumstances of women and girls. It sets forth the normative content in relation to the elimination of discrimination against women and ensuring equal rights with men in the field of education, including: Article 1 defines discrimination against women as: Article 2 sets out the legal and policy measures states should undertake to eliminate discrimination against women and therefore applies to the totality of rights found in CEDAW. This includes legal and policy measures related to the implementation of the right to education on a non-discriminatory basis. Article 3 requires states to take all appropriate measures in the political, social, economic, and cultural fields to ensure that women can exercise and enjoy their human rights on a basis of equality with men. Article 4 sets out the conditions for the use of temporary special measures to accelerate de facto equality between men and women. Article 5 requires states to take appropriate measures to eliminate gender stereotyping see below , prejudices, discriminatory cultural practices, and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women. Article 7 is on the right to participate in public and political life. These rights are fundamental in ensuring that gender perspectives and issues are considered when laws, policies, and other measures affecting gender equality in education are designed, formulated, and implemented. Article 11 1 c provides for the right to vocational training and retraining, including apprenticeships, advanced vocational training, and recurrent training. Article 14 d sets out the right to education of rural women, which includes the right to obtain all types of training and education, formal and non-formal, including that relating to functional literacy. Lastly Article 16 sets out the rights of women with respects to marriage and family life. Article 16 2 expressly prohibits child marriage and requires states to set a minimum age of marriage see below. Accessibility comprises three

elements: It therefore concerns equality of treatment and opportunity as well as the nature of gender relations between female and male students and teachers in educational settings. This dimension of equality is particularly important given that it is society that shapes and reproduces gender-based inequalities through social institutions, and educational institutions are critical players in this regard. The absence of this right is particularly evident when education, which should be transformational, fails to significantly advance the position of women in the social, cultural, political and economic fields thereby denying their full enjoyment of rights in these arenas. A central concern is whether certification carries the same value and social currency for women as for men. Article 2 a of CADE permits the establishment or maintenance of gender-segregated educational systems or institutions, provided they offer equivalent access to education, teaching staff with the same standard of qualifications, infrastructure and equipment of the same quality, and the opportunity to study the same or equivalent subjects. The International Covenant on Economic, Social and Cultural Rights , ICESCR guarantees the right to education of everyone on the basis of equality and non-discrimination Articles 13 and 14 and expressly prohibits discrimination on the basis of sex Articles 2 2 and 3. Educational data should be disaggregated by the prohibited grounds of discrimination. When read with Articles 28 and 29 on the right to education and the aims of education, respectively, there is a clear legal obligation to ensure equality and non-discrimination in education. In addition, the aims of education, provided for under Article 29 1 , include: Article 8 1 b recognises that gender stereotypes can intersect with stereotypes about people with disabilities, and requires states to: In other words, the application of the principle of non-discrimination contained in article 26 is not limited to those rights which are provided for in the Covenant. The right to education of women and girls at the regional level Women and girls face different barriers in relation to their education in different regions of the world. The right to education, although universal, takes on specific meanings when interpreted and applied in light of shared regional customs, traditions, cultures, values, etc. Regional human rights treaties, therefore, guarantee the right to education in an adapted form“one that acknowledges the barriers common to the region, as well as reflecting the universal and region-specific aims of education. Africa is the only region that has a human rights treaty dedicated specifically to women and girls. Article 13 of the African Youth Charter , AYC sets out the right to education as applied to African youth defined by the AYC as every person between the ages of years , including provisions: In Asia, the non-legally binding ASEAN Human Rights Declaration guarantees the right to education in Article 31 and non-discrimination as a general principle, but not as a human right. In Europe, the European Convention on Human Rights guarantees the right to non-discrimination in Article 14 which read with Article 2 of the Protocol to the European Convention on Human Rights on the right to education, prohibits discrimination in education on the basis of sex. In addition, Protocol 12 to the European Convention on Human Rights prohibits discrimination in the enjoyment of any legal right as set out in national laws. The European Social Charter revised prohibits discrimination under Article E, provides that the state takes all necessary measures to provide for free primary and secondary education and encourage regular attendance under Article 17, and the right to vocational guidance Article 9 and training Article The Convention on Preventing and Combating Violence against Women and Domestic Violence , Istanbul Convention identifies education as a key area in which to take measures to eliminate gender-based violence and its causes, and requires states to take: The Charter of Fundamental Rights of the European Union , which applies to EU institutions and bodies and EU member states when they are acting within the scope of EU law, guarantees the right to education Article 14 , non-discrimination Article 21 , and equality between women and men Article Articles 34, 49, and 50 of the Charter of the Organization of American States guarantee various aspects of the right to education. The right to education of women and girls at the national level When a state ratifies a human rights treaty which guarantees the right to education, without discrimination of any kind see the three sections above , they are under a legal obligation to implement these provisions in their jurisdiction. Such steps include administrative, legal, policy, and economic measures. However, despite this, universal domestic implementation of the right to education for all women and girls is far from being achieved, which represents a major structural barrier to the realisation of gender equality in education. Below is a map showing which states constitutionally protect the right to education of women and girls. For more information on the legal status of the right to education of

girls and women in specific countries, see: Girls who receive more education are less likely to marry as children and to become pregnant and young mothers. According to Plan, a girl in a low income country receiving seven years of education marries four years later on average, and has fewer and healthier children. Ensuring quality education for all girls also increases how much they can earn and counters the continued feminisation of poverty. Studies have consistently shown that educating girls leads to significant and wide-reaching benefits not only to women themselves and their families but also to their societies and economies. According to WBG a one percentage point increase in the proportion of women with secondary education raises the average gross domestic product GDP by 0. Education can improve the opportunities for women to work, which in turn can impact on poverty reduction. The accordions below explain the most common barriers woman and girls encounter around the world. Each of these obstacles is underpinned by harmful gender stereotypes about the role of women and men in society. Although sex is an expressly prohibited grounds of discrimination under international human rights law, it is important to recognise that women and girls are highly heterogeneous. Gender inequality and discrimination to, in, and through education is experienced in varying forms and at all levels by women and girls, depending on their personal, local, and national context. But every woman and girl who has attended school has likely encountered some form of discrimination in education at some point in her life. Intersectional discrimination recognises that women and girls face discrimination in different ways. Girls and women can face discrimination in all areas and throughout all stages of their life. Eliminating discrimination in education is an important start, but women and girls will often continue to face discrimination upon leaving school. Ideally, education systems should be focal points for action to combat gender stereotypes and gender stereotyping. However, in some cases, the education system, and particularly the curriculum, textbooks, and teachers, play a role in perpetuating harmful gender stereotypes, which has wide ranging effects on girls throughout their lives, from the course options and subjects they take, which influences their employment prospects, to their ability to make informed decisions about their sexual and reproductive health. According to Cook and Cusack, p. Gender stereotyping is the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men. Gender stereotyping is considered wrongful when it results in a violation or violations of human rights and fundamental freedoms. Harmful gender stereotypes and wrongful gender stereotyping can affect girls before they step into a classroom and may even prevent girls from going to school. For example, stereotypical views that girls are domestic, homemakers, and caregivers may lead families to question the point of sending their daughters to school if they are to become wives and mothers, whilst the stereotype that men should be breadwinners means that boys are prioritised when it comes to education. Even when girls do go to school, some are still expected to juggle domestic responsibilities, such as cleaning, cooking and fetching water, on top of their school work. Harmful gender stereotypes and wrongful gender stereotyping also affect girls in the school environment. For example, stereotypes about the different physical and cognitive abilities of girls and boys, leads to certain school subjects and teaching methods being gendered. Boys are considered better suited to maths, technology, the sciences, and sports whereas girls are considered better suited to the arts and humanities. Gender inequality is then perpetuated through hiring practices that further disadvantage women. International human rights law imposes specific obligations on states to eliminate harmful gender stereotypes and wrongful gender stereotyping. See our legal factsheet on gender stereotypes and the right to education for further information. Such violence takes multiple forms, including: Gender-based violence against girls, for instance, rape, domestic violence, sexual harassment and assault, corporal punishment, and harmful practices such as child marriage see above and female genital mutilation can keep girls out of school temporarily or indefinitely. Evidence collected by the World Bank Group, p. SRGBV commonly affects girls on the journey to and from school, where there is little to no supervision, for example, in Japan female students have reported being sexually assaulted on public transportation. The World Bank Group report that parental fears for the safety of girls in traveling to school impact female enrolment rates in Africa, South Asia, and the Middle East. SRGBV also occurs on school premises making the school environment unsafe and not conducive for learning. It can be perpetrated by both teachers and other students. In Kenya, after a confidential helpline was set-up, over

teachers were dismissed for abusing girls , mostly in poor, rural areas. SRGBV is not confined to primary and secondary education. At universities and colleges around the world, female students are victims of physical and sexual violence including rape, bullying, and harassment. End Violence Against Women report that 1 in 7 female students in the UK experience serious physical or sexual assault during their time as a student. SRGBV is increasingly taking place online, through digital technologies, for instance, instant messaging and social media. Gender-related forms of cyberbullying and harassment include being sent inappropriate photos and being coerced into sending sexual images.

Chapter 2 : Female education - Wikipedia

About NCWGE. The National Coalition for Women and Girls in Education (NCWGE) is a nonprofit organization established to educate the public about issues concerning equal rights for women and girls in education, monitor the enforcement and administration of current legislation, and conduct and publish research and analysis of issues concerning equity in education.

Colonial[edit] In Colonial America elementary education was widespread in New England, but limited elsewhere. New England Puritans believed it was necessary to study the Bible, so boys and girls were taught to read at an early age. It was also required that each town pay for a primary school. About 10 percent enjoyed secondary schooling. Few girls attended formal schools, but most were able to get some education at home or at so-called "Dame schools" where women taught basic reading and writing skills in their own houses. There was no higher education for women. It was optional and some towns proved reluctant. Northampton, Massachusetts, for example, was a late adopter because it had many rich families who dominated the political and social structures and they did not want to pay taxes to aid poor families. Northampton assessed taxes on all households, rather than only on those with children, and used the funds to support a grammar school to prepare boys for college. Not until after did Northampton educate girls with public money. In contrast, the town of Sutton, Massachusetts, was diverse in terms of social leadership and religion at an early point in its history. Sutton paid for its schools by means of taxes on households with children only, thereby creating an active constituency in favor of universal education for both boys and girls. School taught both, but in places without schools reading was mainly taught to boys and also a few privileged girls. Men handled worldly affairs and needed to read and write. Girls only needed to read especially religious materials. This educational disparity between reading and writing explains why the colonial women often could read, but could not write and could not sign their names—they used an "X". Most parents either home schooled their children using peripatetic tutors or sent them to small local private schools. Education showed women how to exercise their civic responsibilities, and it showed them the importance of the vote. At this point in history, a college major was expected to be a practical one. As difficult financial times neared, needing to justify college expenses became very real for women and their families. A study in that surveyed nearly sixteen-hundred woman PhD recipients concluded that seventy percent required grants, scholarships, and fellowships in order to cover the expense associated with earning a higher degree. Despite the financial support, the majority of these women were required to save money for years before pursuing their degrees because the aid was never enough. Despite these disadvantages, the s marked the peak of woman PhD earners. These degrees varied in fields and began to legitimize fields for women that were once off-limits. Both men and women were forced to find ways of supporting their education at this period of time. To help lessen the financial burden faced by families trying to educate their children, the National Youth Administration was created by the United States Government. Between and , the NYA spent nearly 93 million dollars providing financial assistance. As the number of college graduates increased, those who were displaced during the Great Depression had to compete with a younger and more-educated group of people. Despite earning the right to vote, women were still largely refused any role in positions of political power that allow them to make political change for their gender. This struggle sparked new examples of political activism and increased support for an Equal Rights Amendment. Teaching and nursing were the top two fields for women throughout the s, [31] but home economics also experienced a great surge in popularity during the Depression. Founded in as a primary school, Salem College is the oldest female educational establishment. Some were founded as co-educational institutions; Oberlin College , founded in , was the first college to accept women and African Americans as students. Government action[edit] In the Seneca Falls Convention was held in New York to gain support for education and suffrage but it had little immediate impact. This convention is significant because it created a foundation for efforts toward equal education for women, even though it was not actually achieved until much later. The law provided one year for compliance to elementary schools and three years for compliance to high schools and post secondary institutions. According to the Margaret Fund , in a court case was won upholding the

nondiscriminatory acts in employment, the case title is as follows, *North Haven Bd. In* , the case *Grove City v. In* , this act was passed by Congress and reversed the damage from the *Grove City v.* During the s three significant changes or continuations to the law were made in the course of the decade. Second, the disclosure act in stated that all institutions under Title IX were to report publicly on their operations, with an effective implementation date set for Third, the ORC distributed requirements to institutions and schools which are explained and outlined more clearly the regulations for Title IX. The significant events in the s allow schools to use e-mail surveys, and due to a Supreme Court case in , lawsuits on the basis of sexual discrimination under Title IX can be brought by parents. All three completed their medical studies and each of them was the first woman from their respective countries to obtain a degree in Western medicine. Founded in by the Sisters of the Order of Saint Ursula , Ursuline Academy, New Orleans , enjoys the distinction of being both the oldest continuously operating school for girls and the oldest Catholic school in the United States. Moravians in Pennsylvania established the first all-girls boarding school in America, the Bethlehem Female Seminary to serve the Moravian community in and near Bethlehem. In it became a college. In it became Moravian Seminary and College for Women. Historians accept Moravian as the oldestâ€”though not continuously operational because of its current co-ed statusâ€”specifically female institute of higher learning in the United States. Washington College in Chestertown , Maryland, appointed the first women instructors at any American college. Elizabeth Callister Peale and Sarah Callister taught painting and drawing. Bradford Academy in Bradford, Massachusetts was the first higher educational institution to admit women in Massachusetts. It was founded as a co-educational institution, but became exclusively for women in The first American public high schools for girls were opened in New York and Boston. The first public examination of an American girl in geometry was held. As a private institution in , Mississippi College became the first coeducational college in the United States to grant a degree to a woman. Bradford Academy in Bradford, Massachusetts, due to declining enrollment, became a single-sexed institution for the education of women exclusively. Lucy Sessions earned a literary degree from Oberlin College, becoming the first African American woman in the United States to receive a college degree. The University of Iowa becomes the first coeducational public or state university in the United States. Mary Fellows became the first woman west of the Mississippi River to receive a baccalaureate degree. She earned her degree from Oberlin College. Rebecca Crumpler became the first African-American woman to graduate from a U. Fanny Jackson Coppin was named principal of the Institute for Colored Youth in Philadelphia, becoming the first African-American woman to head an institution for higher learning in the United States. Ellen Swallow Richards became the first American woman to earn a degree in chemistry, which she earned from Vassar College in Harriette Cooke became the first woman college professor in the United States appointed full professor with a salary equal to her male peers. Japanese women are allowed to study in the USA though not yet in Japan itself. Linda Richards became the first American woman to earn a degree in nursing. Helen Magill White became the first American woman to earn a Ph. Page became the first American woman to earn a degree in architecture, which she earned from the University of Illinois, Urbana-Champaign. Maria Louise Baldwin became the first African-American female principal in Massachusetts and the Northeast, supervising white faculty and a predominantly white student body at the Agassiz Grammar School in Cambridge. Laura Eisenhuth became the first woman elected to state office as Superintendent of Public Instruction. Margaret Floy Washburn became the first woman to be officially awarded the PhD degree in psychology, which she earned at Cornell University under E. Helen Keller graduated from Radcliffe, becoming the first deafblind person to earn a Bachelor of Arts degree. Nora Stanton Blatch Barney , born in England, became the first woman to earn a degree in any type of engineering in the United States, which she earned from Cornell University. It was a degree in civil engineering. Ella Flagg Young became the first female superintendent of a large city school system. Lillian Gilbreth earned a PhD in industrial psychology from Brown University, which was the first degree ever granted in industrial psychology. Sigma Gamma Rho Sorority was founded. It was the fourth African-American Greek letter organization for women, and the first African-American sorority established on a predominantly white campus, Butler University in Indianapolis, Indiana. Lorna Myrtle Hodgkinson became the first woman to earn a Ph. Virginia Proctor Powell Florence became the first African-American woman to earn a degree in library

science. She earned the degree in from the Carnegie Library School, which later became part of the University of Pittsburgh. Jenny Rosenthal Bramley , born in Moscow, became the first woman to earn a Ph. Flemmie Kittrell became the first African American woman to earn a Ph. Ruth Lloyd became the first African-American woman to earn a Ph. Merze Tate became the first African American woman to earn a Ph. Margurite Thomas became the first African American woman to earn a Ph. Euphemia Haynes became the first African-American woman to earn a Ph. Harvard Medical School admitted women for the first time. Martha Bernal , who was born in Texas, became the first Latina to earn a PhD in psychology, which she earned in clinical psychology from Indiana University Bloomington. Grace Alele-Williams became the first Nigerian woman to earn any doctorate when she earned her Ph. Sister Mary Kenneth Keller ? Title IX was passed, making discrimination against any person based on their sex in any federally funded educational program s in America illegal. In , Lorene Rogers became the first woman named president of a major research university, The University of Texas. On July 1, , Jeanne Sinkford became the first female dean of a dental school when she was appointed the dean of Howard University , School of Dentistry. For the first time, more associate degrees are conferred on women than men in the United States. More associate degrees have been conferred on women every year since. Christine Economides became the first American woman to earn a PhD in petroleum engineering, which she earned from Stanford University. Women and men were enrolled in American colleges in equal numbers for the first time.

Chapter 3 : Three #UN agencies join forces to boost #education of adolescent girls and young #women

Today more girls than ever go to school. However, despite progress, women and girls continue to face multiple barriers based on gender and its intersections with other factors, such as age, ethnicity, poverty, and disability, in the equal enjoyment of the right to quality education.

Nevertheless, traditional business models are no longer sustainable and high-quality publications, like ours, are being forced to look for new ways to keep going. Unlike many other news organizations, we have not put up a paywall. We want to keep our journalism open and accessible and be able to keep providing you with news and analyses from the frontlines of Israel, the Middle East and the Jewish World. As one of our loyal readers, we ask you to be our partner. A growing number of states are reviewing and prioritizing the lessons learned that need to be incorporated into the post framework. Be the first to know - Join our Facebook page. Empowerment means moving from enforced powerlessness to a position of power. Education is an essential means of empowering women with the knowledge, skills and self-confidence necessary to fully participate in the development process. Sustainable development is only possible when women and men enjoy equal opportunities to reach their potential. Women and girls experience multiple and intersecting inequalities. Structural barriers in the economic, social, political and environmental spheres produce and reinforce these inequalities. Across much of the world, either by law or custom, women are still denied the right to own land or inherit property, obtain access to credit, attend school, earn income and progress in their profession free from job discrimination. Women are significantly under-represented in decision-making at all levels. While the economic benefits of educating girls are similar to those of educating boys, recent findings suggest the social benefits are greater. Following important changes in the international development landscape in recent years MASHAV adopted a dual approach to development: We engage in active development policy dialogues and development diplomacy, thus contributing to and shaping policy at a higher, multilateral level. And, through professional programs, we maintain an active and effective presence at the field level. Education is important for everyone, but it is a critical area of empowerment for girls and women. Education is much more than reading and writing. It is an essential investment countries make for their futures, a crucial factor in reducing poverty and achieving sustainable development.

Chapter 4 : Girls' education: A lifeline to development

The Education agenda recognizes that gender equality requires an approach that 'ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.'

A lifeline to development Education is one of the most critical areas of empowerment for women, as both the Cairo and Beijing conferences affirmed. It is also an area that offers some of the clearest examples of discrimination women suffer. Among children not attending school there are twice as many girls as boys, and among illiterate adults there are twice as many women as men. Offering girls basic education is one sure way of giving them much greater power -- of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. A girl from the Miao indigenous group attends primary school in China. However, there are also important benefits for society as a whole. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen. An educated woman is, for example, likely to marry at a later age and have fewer children. Cross-country studies show that an extra year of schooling for girls reduces fertility rates by 5 to 10 per cent. And the children of an educated mother are more likely to survive. In India, for example, the infant mortality rate of babies whose mothers have received primary education is half that of children whose mothers are illiterate. An educated woman will also be more productive at work -- and better paid. Indeed, the dividend for educational investment is often higher for women than men. Between 1990 and 2000, combined primary and secondary enrolment for girls in developing countries rose from 38 per cent to 68 per cent -- with particularly high rates in East Asia 83 per cent and Latin America 87 per cent. But there is still some way to go. In the least developed countries enrolment rates are only 47 per cent at the primary level and 12 per cent at the secondary level. Experience in scores of countries shows the importance, among other things, of: Low-cost and flexible timetables -- Basic education should be free or cost very little. Also, school hours should be flexible so children can help at home and still attend classes. Schools close to home, with women teachers -- Many parents worry about girls travelling long distances on their own. Many parents also prefer to have daughters taught by women. Preparation for school -- Girls do best when they receive early childhood care, which enhances their self-esteem and prepares them for school. They should also avoid reproducing gender stereotypes.

Chapter 5 : Women's Studies: Why Female Education Matters

As a woman I am worried about the education of women and girls in our country South Africa. I believe that as women who are educated we must play a role in our communities to spread the importance of being educated. we talk about ground- breaking of poverty.

We placed women and girls at the heart of our G7 agenda because we know social development and sustainable economic growth depend on the full participation of everyone – girls, adolescent girls and women included. We know that inclusive, equitable quality education is fundamental to achieving the empowerment and economic equality of girls and women, especially in developing contexts and countries struggling with conflict. From the earliest years to the end of secondary school and into post-secondary, education, equal opportunities and modern skills are essential to a better life for individuals and society as a whole. A quality education promotes peace and security and drives improved health and life outcomes. We will work to address barriers that prevent women and girls from accessing education and improve the futures of girls and women in developing countries and crisis situations because we know this is fundamental to building a better world for all. We recognize with alarm that at the end of , globally there were For millions of young people, these are the years they should be spending in school, acquiring literacy, numeracy and, ultimately, transferable job skills to allow them to sustain themselves and their families as adults. Instead, they are facing an uncertain future. Girls are disproportionately affected, are more likely to be taken out of school due to displacement-related poverty, are forced to marry early and face sexual and gender-based violence. Girls with disabilities are especially marginalized and particular focus is needed to integrate them into the mainstream of development. Addressing these factors and restoring access to education for all children and youth in conflict and crisis situations, with the shortest delay possible, can pave the way for economic empowerment and a better future. Building on our existing efforts, we will work with our partners, including developing country governments, UN agencies, civil society organizations, the private sector and global partnerships such as the Global Partnership for Education and Education Cannot Wait, to increase equal access to quality education for girls and women. Throughout, we commit to ensuring that the voices of girls and women are included when making decisions on education and learning. We will further explore linkages between national and international initiatives relating to women, youth, peace and security; in particular, the UN Women, Peace and Security as well as Youth, Peace and Security Agendas. Close the gap in access to education during conflict and crisis, and for refugees and the internally displaced, both inside and outside camps: We will work to reduce the time that conflict and crisis situations keep children and youth, especially girls, out of school. We will promote, with a view to improve, education opportunities and learning outcomes for refugees, internally-displaced and local girls and women, including in host and source communities. Improve coordination between humanitarian assistance and development cooperation: We will partner with key humanitarian and development organizations and host governments to promote greater coordination among these organizations. We will ensure commitment to gender equality and prioritize improved access to quality education for girls and women in the early stages of humanitarian response and peacebuilding efforts, while supporting schools as safe spaces for children. Our investments will support global actions to: Prepare women for the jobs of the future: We will encourage increased access to quality post-secondary education, foster innovative delivery mechanisms and promote lifelong learning opportunities. Through support to various learning tools, including accessible, market-based skills training and Technical and Vocational Education and Training TVET , we will seek to increase opportunities for women beyond lower-skilled jobs, including in high-growth, higher-wage sectors where women are underrepresented in the work force and in in-demand occupations, such as those in science, technology, engineering and mathematics STEM. We will continue our efforts to increase the number of adolescent girls and women that are technically and vocationally-educated and trained in developing countries. We will strive to overcome the gender digital divide and promote the participation of women in the digital economy. Improve sex- and age-disaggregated data and accountability: Encourage governments to ensure continuity of education for all: We will support

schools that provide safe and accessible environments for learning. Not only is school necessary for their continued education in crisis and conflict zones, it provides them with emotional and physical protection while their world is in chaos. Support innovative education delivery: For especially vulnerable and hard to reach groups, we will support accredited, quality, non-formal and accelerated equal education opportunities which complement formal education. These opportunities create pathways to formal education for girls and women, including those affected by crisis and conflict, and support their attainment of secondary or higher-education degrees. Increase access to at least 12 years of safe and quality education that promotes gender equality: We will support developing country partners in their efforts to provide equal opportunities for girls and women to complete at least 12 years of quality education from their early years through to secondary school. We will ensure that girls learn basic literacy and numeracy skills in order to progress through education. We will support efforts to promote gender equality in education systems, in part through capacity building throughout the education sector, particularly through teacher training and the recruitment and retention of both female and male qualified teachers with decent pay. We will support gender-sensitive curricula and learning materials that meet quality education standards and promote learning. We support healthcare education which empowers adolescents to avoid sexual risks and prevents early pregnancy and sexually transmitted diseases, thereby improving the opportunity to thrive into adulthood. We will work to increase access to schools and learning pathways for girls and women, including those who are especially vulnerable and often excluded from school, such as girls with disabilities. We will encourage work with teachers and communities to eliminate violence in schools and support gender equality and healthy relationship development. Remove barriers to gender equality and to quality primary and secondary education: We will support actions to make schools and education institutions safe and welcoming for girls and women, including through investments in secure schools. We recognize the importance of safe transportation in crisis and conflict zones. We will support actions to improve access to nutritious foods, eliminate female genital mutilation and end child, early and forced marriage. We will promote access to appropriate healthcare and evidenced-based health information to help girls stay in school. We will work to promote incentives for the underserved to defray the costs of schooling in order to keep girls in school.

Chapter 6 : Women and girls | Right to Education Initiative

The WBG supports girls' education through a variety of interventions. These include stipends to improve primary and secondary school completion for girls and young women, skills development programs, gender-inclusive and responsive teaching and learning, recruitment and training of female teachers, and building safe and inclusive schools for girls and young women.

Boys and girls were educated either together or with similar methods and curriculum. The three nuns in front are all holding books, and the middle one appears to be teaching, gesturing to make a point. Medieval education for females was typically tied to a convent. Research has uncovered that several early women educators were in charge of schools for girls: Ita of Ireland - died AD. Founder and teacher of a co-ed school for girls and boys at her monastery of Cell Ide. Several important saints studied under her, including St. Successor to the sister of St. Caesarius and abbess of the convent he founded for her nuns, Caesaria the Younger continued the teaching of over a hundred women at the convent and aided in the copying and preservation of books. Hilda of Whitby - died AD. Founder of the co-ed monastery of Whitby men and women lived in separate houses, she established a center of education in her monastery similar to what was founded by the Frankish nuns. According to the Venerable Bede, "Her prudence was so great, that not only meaner men in their need, but sometimes even kings and princes, sought and received her counsel. Bertilla - died c. Queen Bathild requested her services for the convent she had founded at Chelle. Her pupils founded convents in other parts of western Europe, including Saxony. Leoba - died AD. Boniface requested her presence on his mission to the Germans and while there she founded an influential convent and school. Bede the Venerable reports that noble-women were often sent to these schools for girls even if they did not intend to pursue the religious life, [58] and St. Aldhelm praised their curriculum for including grammar, poetry, and Scriptural study. Herlinda and Renilda also demonstrates that women in these convent schools could be trained in art and music. There is evidence that other nobles had their daughters educated at the Palace Academy as well. In line with this, authors such as Vincent of Beauvais indicate that the daughters of the nobility were widely given to education so that they could live up to their social position to come. Early modern period, humanist attitudes[edit] Konrad Witz depicted Saint Catharine of Alexandria on the right as a crowned scholar holding a book. The patron saint of learning, Catholic hagiography credited Catharine with having won a dispute with fifty of the best pagan philosophers and orators of her time. In early modern Europe, the question of female education had become a commonplace one, in other words a literary topos for discussion. Around Leonardo Bruni wrote *De studies et letteris*, [62] addressed to Baptista di Montefeltro, the daughter of Antonio II da Montefeltro, Duke of Urbino; it commends the study of Latin, but warns against arithmetic, geometry, astrology and rhetoric. Mary Wollstonecraft, who worked as a teacher, governess, and school-owner, wrote of it in those terms. The Commission of National Education in the Polish-Lithuanian Commonwealth, founded in , considered the first Ministry of Education in history, was a central, autonomous body responsible for nationwide, secular and coeducational training. In the late 19th century, in what was then the Russian province of Poland, in response to the lack of higher training for women, the so-called Flying University was organized, where women were taught covertly by Polish scholars and academics. Much education was channelled through religious establishments. Not all of these educated women only for marriage and motherhood; for example, Quaker views on women had allowed much equality from the foundation of the denomination in the mid-18th century. The abolitionist William Allen and his wife Grizell Hoare set up the Newington Academy for Girls in , teaching an unusually wide range of subjects from languages to sciences. The first state-financed higher education institution for women in Europe, was established by Catherine II of Russia. Bosnian Muslim and Christian women learning to read and write in Actual progress in institutional terms, for secular education of women, began in the West in the 19th century, with the founding of colleges offering single-sex education to young women. These appeared in the middle of the century. Once women began to graduate from institutions of higher education, there steadily developed also a stronger academic stream of schooling, and the teacher training of women in larger numbers, principally to provide primary

education. Despite the changes in the economy, the position of women in society had not greatly improved and unlike Frances Power Cobbe, Martineau did not support the emerging call for the vote for practical reasons. A year later she published *The Higher Education of Women*. She and Bodichon founded the first higher educational institution for women, with five students, which became Girton College, Cambridge in 1849, followed by Lady Margaret Hall at Oxford in 1878. Bedford had started awarding degrees the previous year. Despite these measurable advances, few could take advantage of them and life for women students was very difficult. As part of the continuing dialogue between British and American feminists, Elizabeth Blackwell, the first woman in the US to graduate in medicine, lectured in Britain with Langham support. Africa[edit] Christian missionaries in the 19th century opened modern educational methods, but they usually focused on boys. Finally new leadership arrived who had a broader vision of uplifting native women so they could promote Christianity and Western gender codes. They were organized by women and had a planned, structured curriculum, which included learning how to do skills such as learning how to "fish, cook, weave, spin cotton, dress hair, and make baskets, musical instruments, pots, and fishing nets. In addition to these skills, girls would often be given reproductive education, such as birth control techniques or child rearing skills. In particular to the Bundu schools, women would be given an intense education in medicinal herbs and home medicinal skills. Despite the colonial and post-colonial ideal that women ought to be educated just to serve decorative or child-bearing maternal roles, these institutions taught women to play central economic, corporate and familial roles in their communities. Hence, as the British colonial government introduced schools to the region, they ignored educating women to fill economic roles in the community. In pre-British colonist state Ghana, when much of the interaction between indigenous people and Europeans was through Dutch traders, mixed race children of traders and indigenous people were removed from their indigenous communities and placed in Dutch educational institutions in Ghana. In colonial Ghana, Methodist missionaries led classes teaching western methods of hygiene and child birth to the indigenous mothers or mothers-to-be. One, there is concern for women being alienated from their indigenous cultures and not receiving the education in values that were typically received through pre-colonial indigenous educational systems. These entail an increase in family health, in higher wage jobs available to women, an improvement in quality standards of childhood development, and a greater inclusion of women in decisions making that can impact a nation in environmental, political, social and economic ways. Gender disparities[edit] One of the primary ways in which there are gender disparities in education in West Africa are in the ratios of male to female participation: In addition, in West Africa women are seen as the primary providers of unpaid care work. In particular in Guinea.

Chapter 7 : Girls' and Women's Education - Expertise - International - World Education, Inc.

Female education is a catch-all term of a complex set of issues and debates surrounding education (primary education, secondary education, tertiary education, and health education in particular) for girls and women.

Chapter 8 : Education | UNICEF

The History of Women in Education Christine A. Woyshner, Bonnie Hao Kuo Tai The nineteenth century saw major advances in educational opportunities for women and girls, from the common school movement in the early part of the century to multiple opportunities in higher education at the century's close.

Chapter 9 : Women's empowerment: Education as a tool for achieving equality - Opinion - Jerusalem Post

Women's Studies: Why Female Education Matters With more women than men enrolled in U.S. colleges, Americans might assume the education of girls and women isn't an issue. But that's not the case around the world, as more than half the young children out of school around the world are girls.