Promoting Gender Equality through Education

A case of JICA Technical Cooperation for Girls’ Education in Yemen

Broadening Regional Initiative for Developing Girls’ Education - BRIDGE

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Outline of Presentation

1. Gender Profile in Yemen
2. Overview of BRIDGE
3. Achievements and Impacts
4. Discussions
1. Gender Profile in Yemen

Consistently belongs to the lowest raking group of gender related indicators:

◆ NER: Boy 79%  Girl 66% (2008)
◆ Adult Literacy Rate: Male 77%  Female 40%  (National)
  Male 59.6% Female 24.3% (Rural)
◆ Gender Inequality Index: 138/138 (2008)
◆ Gender Gap Index :134/134 (2010)

Quality basic education for all girls and boys (age 6 to 14) is a national priority under Basic Education Development Strategy- BEDS.
2. Overview of BRIDGE

BRIDGE = Broadening Regional Initiative for Developing Girls’ Education

Target area:
59 schools in 6 districts in Taiz Governorate

Objective of the Project:
To develop a school management model which strengthens school-community collaboration in school planning and implementation for improving girls’ access to basic education

Duration: June 2005 – Nov. 2008 (3.5 yrs)
Local initiative and commitment are indispensable to identify and solve educational problems on the ground rather than approaching them solely with centrally managed top-down approaches.

Strengthening community involvement in SIP process will reduce psychological distance between community and school then community ownership and commitment to education shall be enhanced.

To address the gender challenges, particular emphasis should be placed on awareness raising for girls’ education at different levels and participatory problem analysis integrated into SIP process.
Implementation Structure

Capacity Development of stakeholders based on govt policy with an existing structure and institutions

School Planning/Implementation/Evaluation conducted by School -Community collaboration supported by Education Administration

Central Ministry

Governorate

District

MOE

GEO

DEO

SC

Fathers’ Council

Mothers’ Council

SC

FC

MC

Chair

Internal Auditor

Treasurer

Representatives of FC and MC Religious and Community leaders
School Planning/Implementation/Review Cycle

- Implementation of School Improvement plan
- Monitoring and Follow-up by Governorate and District offices
- SIP annual review and planning
- Campaign for School Registration

School Improvement Plan – SIP

1. Awareness Raising Activities
   - Awareness raising meetings for parents
   - Skill development/educational activities (literacy/sewing classes)
   - School Radio
   - Home visit
   - School registration campaigns

2. Improving Quality of Learning
   - Activities for improving students’ learning/discipline:
     - Hiring contract teachers
     - Lesson observations
     - Students’ absenteeism F/U
     - Award for students with good performance

3. Improving School Environment
   - Building/repairing classrooms, toilets, school furniture, etc.
   - Organizing cleaning activities
   - Improving water supply
   - Improving c/r displays
   - Building School fence
   - Gardening

- Experiences and knowledge sharing among schools and districts
- Awareness Raising activities
Key Approaches

1. Strengthen capacity of local education administration to facilitate community participation in School Improvement Planning and Implementation Process
   ◆ Guidelines and formats (SIP preparation, statistics)
   ◆ Technical and financial support for SIP implementation (project → local government)

2. Integrate mothers in school management (Empowerment of Mothers’ Council)
   ◆ Establish mechanism to integrate mothers’ opinions in SIP process

3. Provide opportunities for women to learn and motivate mothers to send their children (daughters) to school
   ◆ Integrate community based activities in SIP based on the local needs such as literacy and sewing classes
Key Approaches

4. Awareness raising at different levels by various means such as:
   
   - Dissemination of BRIDGE Song (written by famous singer), key message and “Amal”
   - Radio Drama for back to school campaign
   - Development of religious (Islamic) messages for girls’ education based on Qur'an or Hadith
   - Involvement of Community/Religious Leaders in awareness raising activities
   - Incorporation of awareness raising activities into SIP process

“Educating girls is your religious duty” 

Amal (=Hope)
3. Achievements and Impacts

1) Improvement of GPI and number of students

2) Relationship between community and school

3) Perception of gender roles and equality

*Based on the data collected for the impact assessment conducted by the project.
1) Improvement of GPI and number of students

The female to male student ratio (F/M ratio) improved from 0.67 to 0.79.

Female students increased by 1.5 times from 6,281 (2004/2005) to 9,433 (2007/2008)

Male students increased by 1.3 times from 9,312 to 12,003
## 2) Relationship between Community and School

<table>
<thead>
<tr>
<th>Statement</th>
<th>B/L 2004</th>
<th>E/L 2007</th>
<th>+/-</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) I respect my children's school teachers</td>
<td>0.08</td>
<td>1.9</td>
<td>1.82</td>
</tr>
<tr>
<td>2) I have problems with teachers' using sticks to my children</td>
<td>1.03</td>
<td>-0.83</td>
<td>-1.86</td>
</tr>
<tr>
<td>3) I am willing to help school.</td>
<td>0.07</td>
<td>1.77</td>
<td>1.7</td>
</tr>
<tr>
<td>4) Schools should cooperate with communities and parents to improve school education and its management</td>
<td>0.06</td>
<td>1.9</td>
<td>1.84</td>
</tr>
<tr>
<td>5) School in my community is for ourselves</td>
<td>-0.01</td>
<td>1.89</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Parents selected his/her opinion from 5 scaled answers (-2 to 2) as follows:

“fully disagree” as -2, “somewhat disagree” as -1, “don't know” as 0, “somewhat agree” as 1 and “fully agree” as 2.

Source: JICA, PADECO Co. Ltd., and Kobe University (2008)
2) Relationship between Community and School

Respondents selected his/her opinion from 5 scaled answers (-2 to 2) as follows:

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Source: JICA, PADECO Co. Ltd., and Kobe University (2008)

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<th></th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B/L</td>
<td>E/L</td>
<td>+/-</td>
</tr>
<tr>
<td>I believe that community participation is necessary to improve school education</td>
<td>-1.28</td>
<td>1.8</td>
<td>3.08</td>
</tr>
<tr>
<td></td>
<td>1.8</td>
<td>1.68</td>
<td>-0.12</td>
</tr>
</tbody>
</table>


3) Perception of gender roles and equality

<table>
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<th>Parents</th>
</tr>
</thead>
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<tr>
<td></td>
<td>B/L</td>
<td>E/L</td>
</tr>
<tr>
<td>1) <strong>Male and female have an equal right to receive education</strong></td>
<td>-1.51</td>
<td>1.95</td>
</tr>
<tr>
<td>2) If having son and daughter, I prefer my son going to school to my daughter</td>
<td>1.06</td>
<td>-1.64</td>
</tr>
<tr>
<td>3) <strong>If having son and daughter, I do my best to make both of my son and daughter to go to school</strong></td>
<td>-1.49</td>
<td>1.92</td>
</tr>
<tr>
<td>4) <strong>Females should stay home if get married</strong></td>
<td>0.6</td>
<td>-0.64</td>
</tr>
<tr>
<td>5) <strong>Basic skills of reading and writing are enough for females' education</strong></td>
<td>1.36</td>
<td>-1.14</td>
</tr>
<tr>
<td>6) <strong>I support an idea that females have professional careers in a society</strong></td>
<td>-1.23</td>
<td>1.49</td>
</tr>
</tbody>
</table>
3) Perception of gender roles and equality

- Principals’ perception of gender equality dramatically changed.
  - 97% fully agree with “Male and female have an equal right to receive education” whereas 81% fully disagreed at the B/L.
  - 95% fully agree with “If having son and daughter, I do my best to make both of my son and daughter to go to school” at E/L whereas 85% fully disagreed at B/L.
  - 83% fully or somehow disagree with “I support an idea that female have professional careers in a society “at B/L whereas 90% fully or somehow agreed with the statement.
3) Perception of gender roles and equality

- Parents’ perception not so much changed
  - Probably survey respondents at the B/L are parents who are more open and concerned about education

- Difficult to change socio economic norms which impose restrictions on women’s activities in a short time.
  - 40% of principals fully agree with “Female should stay home if get married” at B/L, and 17% still fully agree with the statement at the E/L.
4. Discussions

BRIDGE model successfully improved girls’ enrolment as well as boys’:

- Bottom up approach supported by education administration effectively reduced obstacles to girls’ education based on local specificity and demands (shortage of teachers, improving facilities, awareness raising, responding to the community needs)

- Building collaborative relationship between community and school through SIP process

- School principals’ perception of gender equality dramatically changed
4. Discussions

Future challenges:

- Working toward beyond school factors such as traditional practices and social norms inhibiting girls from schooling.
- Collaborative efforts with stakeholders beyond education are necessary for ensuring progress toward gender equality in the society.
- More attention should be given to educational quality from gender perspective.

*Continued awareness raising is necessary
*Principals’ leadership is a key