



Promoting Gender Equality through Education
A case of JICA Technical Cooperation
for Girls' Education in Yemen

Broadening **R**egional **I**nitiative for **D**eveloping
Girls' **E**ducation- **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 ranking 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 Empowerment Measure: 109/109 (2009)
- ◆ 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)

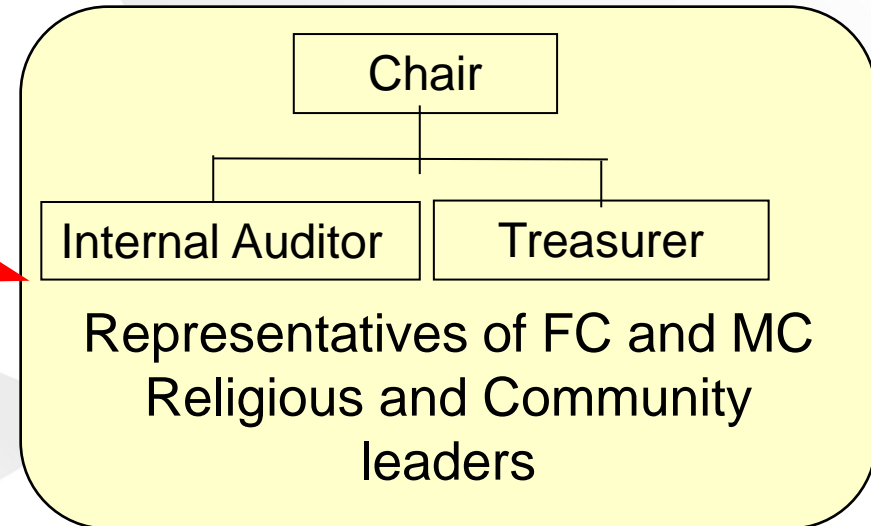
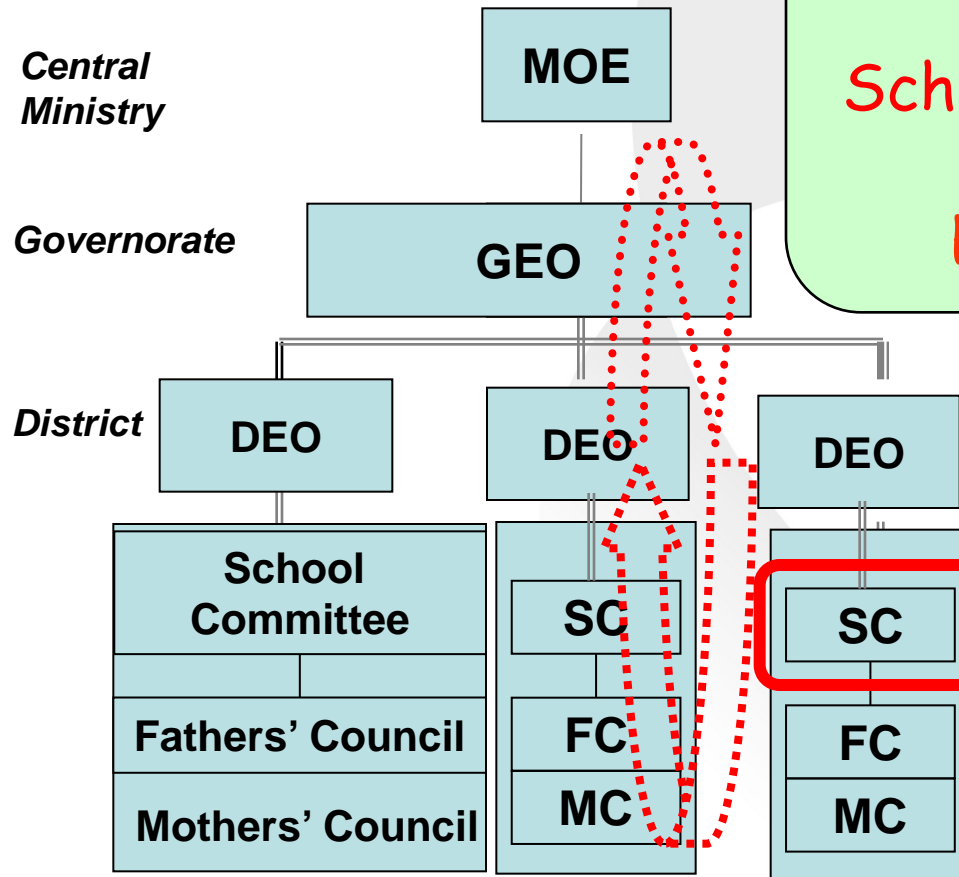
Key Assumption of BRIDGE

- 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 gov't policy with an existing structure and institutions

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





School Planning/Implementation/Review Cycle



SIP annual review and planning

Campaign for School Registration

Implementation of School Improvement plan

Monitoring and Follow-up by Governorate and District offices

• Experiences and knowledge sharing among schools and districts
• Awareness Raising activities

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

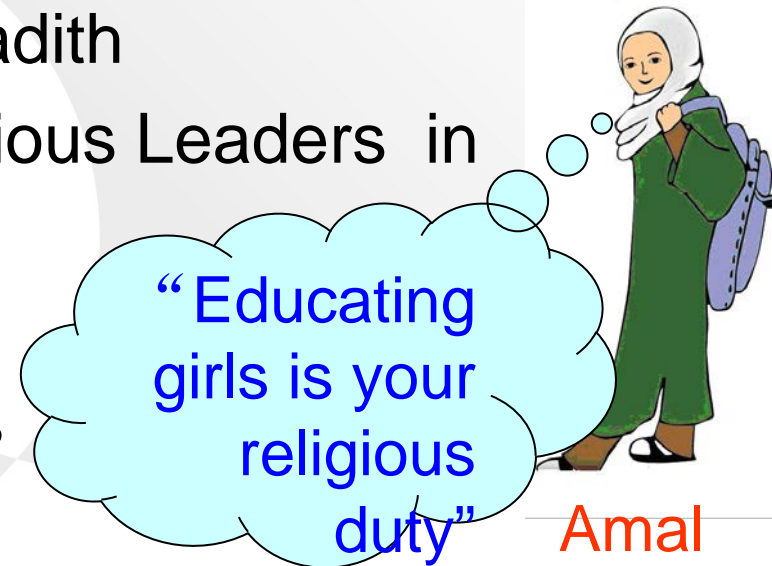
Key Approaches

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



Amal
(=Hope)

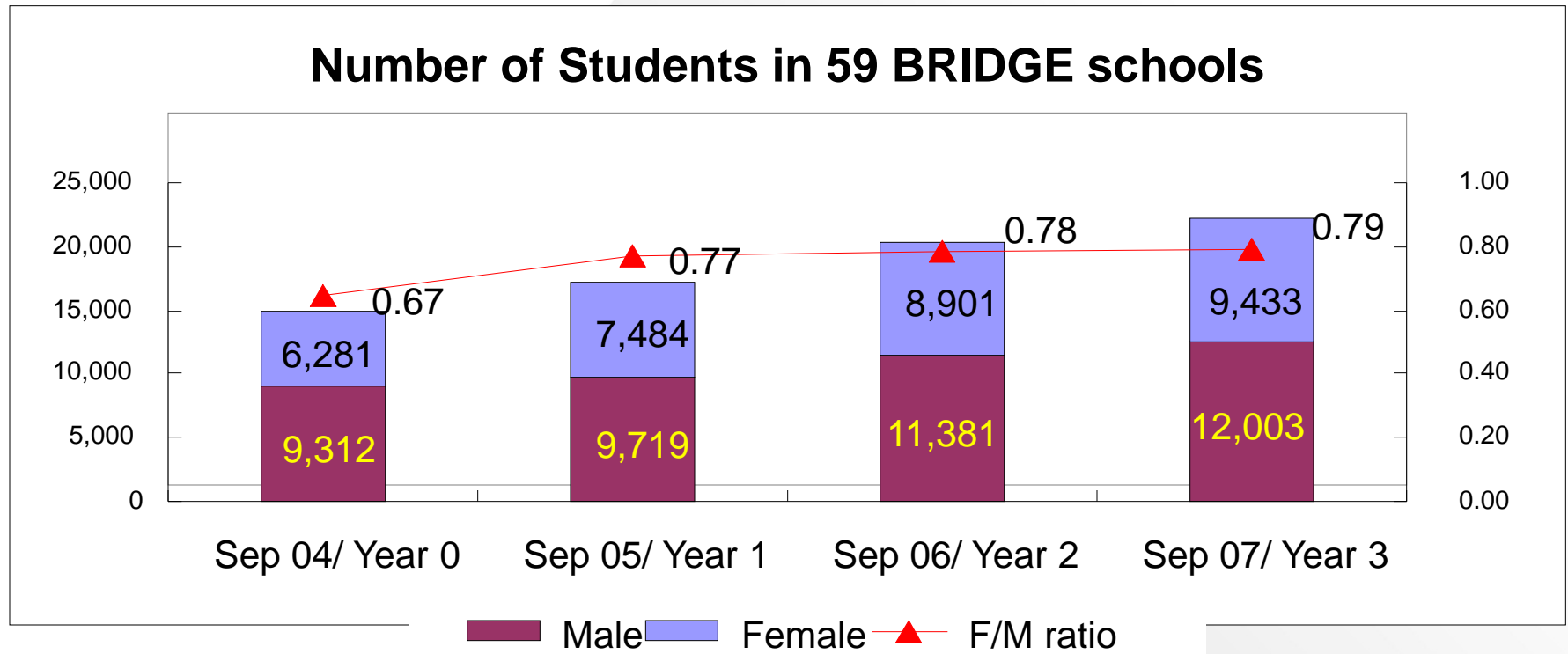


3. Achievements and Impacts

- 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 9312 to 12003

2) Relationship between Community and School

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

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

Statement	Principals			Parents		
	B/L	E/L	+/-	B/L	E/L	+/-
I believe that community participation is necessary to improve school education	-1.28	1.8	3.08	1.8	1.68	-0.12

Respondents 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)

3) Perception of gender roles and equality

Statements	Principals			Parents		
	B/L	E/L	+/-	B/L	E/L	+/-
1) Male and female have an equal right to receive education	-1.51	1.95	3.46	1.8	1.91	0.11
2) If having son and daughter, I prefer my son going to school to my daughter	1.06	-1.64	-2.7	-1.33	-1.63	-0.3
3) If having son and daughter, I do my best to make both of my son and daughter to go to school	-1.49	1.92	3.41	1.86	1.79	-0.07
4) Females should stay home if get married	0.6	-0.64	-1.24	-0.58	-0.82	-0.24
5) Basic skills of reading and writing are enough for females' education	1.36	-1.14	-2.5	-1.08	-1.43	-0.35
6) I support an idea that females have professional careers in a society	-1.23	1.49	2.72	1.37	1.54	0.17

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