

## Helpdesk Report: 52. Girls Education in Islamic Countries

Date: 24<sup>th</sup> May 2011

**Query:** Provide a literature search to cover: Conditional cash transfers (CCT) to girls, asset transfers to mothers, scholarships for women teachers, school sanitation, bussing girls to school, and mobilising school-based management (SBM) to monitor teacher attendance.

**Enquirer:** DFID Nigeria

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### 1. Overview

#### Conditional cash transfers to girls

Most of the evidence found is from Bangladesh. Their Female Secondary School Assistance Project covers 30-54 percent of direct school expenses and is paid directly into the account of each girl. Evaluation results include:

- female enrolment doubling from 1994 to 2001
- attendance up by 11.6 percentage points
- reduction in drop-out rates
- greater achievements in terms of grades completed.

Information from other countries on transfers to families includes:

- Evidence from a World Bank stipend programme in Punjab found enrolment in secondary schools in the 15 poorest districts increased by 60 percent.
- A newspaper report states 9 percent increase in enrolment rate in targeted schools in Yemen.
- A media report of a CCT programme was launched in Kano, Nigeria.

#### Asset transfers to mothers

Little information on transfers made specifically to mothers was found within the scope of this report. One example is found in Indonesia. An OECD document recommends making transfers directly to mothers.

#### Women teachers increasing girls' attendance

Information was found on the need for women teachers and the benefits for girls' enrolment and attendance rather than specifically on scholarships for female teachers. The literature includes:

- Survey evidence from Afghanistan on the importance of female teachers: More than a quarter interviewed named lack of female teachers as a major obstacle to girls' access to education.
- Outline of a successful programme of women teacher recruitment, training, and support in Bangladesh: Reported to have significantly increased enrolment of girls in rural areas.
- Details of the Balochistan Community Girls' School Project in Pakistan: Increased girls' enrolment by 241 percent in 8 years. Success was from the productive partnerships between the education department, NGOs and international donors. Also important was the acceptance of locally recruited young women without full qualifications as teachers who received help from a mobile female teacher training programme.
- A news report on a female teacher training programme in Somalia: There has been a 40 percent increase in girls enrolments at schools engaged in the programme.
- Experience from Afghanistan on the importance of female teachers.

#### School sanitation

A literature search turned up one particularly widely quoted statistic: a UNICEF intervention in Bangladesh to improve school sanitation increased attendance of girls by 11 percent. Limited further information on sanitation and girls' schooling was found and is included in section 5 but examples are not specific to Islamic countries.

#### Bussing girls to school

Relevant information on this was very limited. Related references were found, some are media articles or from non-Islamic countries, and include:

- A UNICEF report suggesting for a 'walking bus' to provide safe travelling for girls to and from school in Iraq. It is a line of children walking a set route supervised by at least two trained adults.
- Anecdotal evidence of an incident where girls were sprayed with acid by the Taliban in Afghanistan. The school attended by the girls has raised money and hopes to buy a school bus to protect the girls on their way to class.
- A blog article from Saudi Arabia describes a significant government initiative to buy school buses. It notes the problem that men are not allowed to come into contact with school girls but women aren't allowed to drive.

#### Mobilising SBM committees to monitor teachers attendance

Examples were found on monitoring teachers in non-Islamic countries in Kenya, Honduras, Peru and El Salvador. Examples from Islamic countries were found discussing SBM and community schooling in general. Information is on Pakistan, Indonesia, Afghanistan, Bangladesh and Egypt.

## **2. Cash transfers to girls**

### **Bangladesh: Female Secondary School Assistance**

Liang, X, World Bank, 1996

[http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1135281552767/Bangladesh\\_female\\_secondary\\_school\\_case.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1135281552767/Bangladesh_female_secondary_school_case.pdf)

Bangladesh's Female Secondary School Assistance Project (FSSAP) illustrates a successful example of providing monetary incentives for girls to reduce the direct cost of schooling and to encourage participation. Bangladesh's specific economic, cultural and religious environment combines to depress demand for girls' education so that girls either never enrol in school or withdraw earlier than boys. The situation worsens considerably at the post-primary level, as the direct costs of schooling rise. The FSSAP was initiated in 1993 to address gender disparity in

secondary education. It aims to close the gender gap in secondary education and to raise female status in the economy and society.

The FSSAP represents an integrated package approach incorporating multiple interventions. As a major component of the project, the FSSAP provides stipends, ranging from US\$12 in Grade 6 to US\$36 in Grade 10, to girls who are currently enrolled at secondary schools in 118 targeted districts and who meet eligibility criteria.

This case study describes the specific context from which the project stems. It also examines its design, special features, cost, expected benefits, fiscal impact, and other issues. Preliminary evidence suggests that providing monetary incentives directly to girls can be an effective way of increasing their participation in secondary education.

Evaluations results show:

- Female enrolment growth was almost twice that of males at the secondary level in the Female Education Scholarship Program (FESP) schools. Assuming the year preceding implementation as the base year (for which the index is 100), the overall growth in enrolment is 122 for boys, and 216 for girls.
- The older the life of the project, the higher the enrolment growth. The enrolment of girls in Bangladesh Association for Community Education (BACE), the oldest FESP project was 4.5 times higher in 1990 compared to 1981, the year preceding the implementation of the project.
- Attendance is higher in FESP than non-FESP schools. The average BACE school has a girls' attendance rate of 78.6 percent, compared to 67.0 percent in the matched non-FESP school.
- The FESP scholarship programme also had a positive influence on reducing the drop-out rates of girls in those schools.
- Achievements in terms of the proportion of Grade 6 enrolees who subsequently completed Grade 8 and Grade 10 are greater for the FESP than non-FESP schools.
- The proportion of girls who pass the Secondary School Certificate among FESP schools is 2 percentage points lower than that of the non-FESP schools. The findings suggest that the FESP schools are more likely than the matched non-FESP schools to retain the students and thereby help reduce wastage in the education sector due to drop-outs.
- The proportion of FESP secondary school completers married is lower than their comparable non-FESP counterparts. Contraceptive prevalence is higher among the married FESP than non-FESP girls.

### **Education Vouchers: Is there a Model for India?**

Weidrich E, *Centre for Civil Society*, 2003

<http://www.ccsindia.org/ccsindia/policy/ed/studies/wp0072.pdf>

This document has some more details of the Bangladesh FSSAP outlined in the previous reference.

Bangladesh's FSSAP illustrates a successful attempt of providing monetary incentives for girls to reduce the direct cost of schooling and to encourage participation in a developing country.

The stipend covers 30-54 percent of direct school expenses. It is paid directly to the account of each girl, in a nearby commercial bank. The recipient girls are expected to pay out of their stipend the other school fees. Additionally, the FSSAP also provides tuition assistance, but this part of the financial assistance is paid to the school where the girl is enrolled.

The project has had positive effects on enrolment, attendance, drop-out rates and (partly) on student's performance. This indicates that providing monetary incentives directly to girls can be an effective way of increasing their participation in secondary education.

### **Subsidy to Promote Girls' Secondary Education: The Female Stipend Program in Bangladesh**

Khandker SR, Pitt MM & Fuwa N, 2003

<http://www.h.chiba-u.jp/mkt/revised%20fssap%20paper9b.pdf>

In the mid-1990s a female school stipend programme was introduced to subsidise girls' secondary education in rural Bangladesh. Although all of rural Bangladesh was eventually covered by this programme, it was not introduced at the same time in all areas and to all class cohorts. This variation in timing is the source of parameter identification in the analysis. Using two different datasets and school/village-level fixed effects, we estimate the effects of this stipend programme on school enrolments.

The analysis based upon two cross-sectional household surveys covering a common set of villages finds that the female stipend programme increased girls' secondary education substantially, but had no discernable effect on the schooling of boys. The analysis performed with an annual panel of school-level data also finds a significant effect of the stipend programme on girl's enrolment and reduced the enrolment of boys in co-educational secondary schools.

### **Female Secondary Schools Assistance Project, Bangladesh**

World Bank Empowerment Case Studies

[http://siteresources.worldbank.org/INTEMPowerment/Resources/14828\\_Bangladesh-web.pdf](http://siteresources.worldbank.org/INTEMPowerment/Resources/14828_Bangladesh-web.pdf)

The primary component of FSSAP was the Stipend and Tuition programme that ensured provision of monthly stipends to girl students from Grade 6 to Grade 10, that is, students 11 to 15 years old.

The project was successful in increasing the female enrolment rate which more than doubled, from 442,000 in 1994 to over one million when it ended its operations in 2001. However, one of the key issues that remained to be addressed through FSSAP was improving the quality of education in target schools.

### **Pakistan Girls' Stipend Program in Punjab**

World Bank

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/SOUTHASIAEXT/0,,contentMDK:21336444~pagePK:146736~piPK:146830~theSitePK:223547,00.html>

In Pakistan, it is estimated that only 57 percent of girls and women can read and write, and in rural areas only 22 percent of girls have completed primary level schooling compared to 47 percent of boys.

In 2003, the Punjab government, with assistance from the World Bank, implemented the "Girls' Stipend Program" which provided cash stipend of Rs. 200 to families to ensure their daughters attend school. As a result, girls' enrolment in secondary schools in the 15 poorest districts in Punjab increased by 60 percent from 175,000 to 280,000 since 2003. This project was extended to include high school girls as well.

*"Girls are less able than boys to take public transportation or walk to school in Pakistan's social context, and the cost of private transport – roughly equivalent to the 200 Rupees stipend - was*

*the binding constraint for poor families,*” said Khalid Gillani, Secretary of Education in Punjab Province.

### **Do Conditional Cash Transfers Lead to Medium-Term Impacts? Evidence from a Female School Stipend Program in Pakistan**

World Bank IEG, 2010

[http://lnweb90.worldbank.org/oed/oeddoclib.nsf/DocUNIDViewForJavaSearch/1CE1D20CDD5BBB0985257838004E2C10/\\$file/Conditional%20Cash%20Transfer%20-%20Pakistan%20IE.pdf](http://lnweb90.worldbank.org/oed/oeddoclib.nsf/DocUNIDViewForJavaSearch/1CE1D20CDD5BBB0985257838004E2C10/$file/Conditional%20Cash%20Transfer%20-%20Pakistan%20IE.pdf)

This report contributes to the understanding of the medium-term impacts of CCTs through an impact evaluation of a female school CCT programme in Pakistan, focusing on the identification of programme impacts, their distribution across different groups of individuals, and potential spillover effects.

After four years of implementation, the FSSP is found to help girls in beneficiary districts progress through and complete middle school, which could help reduce gender gaps in schooling.

### **Paying Girls is Paying Off for Yemen School Attendance**

Middle East Online, 2010

<http://www.middle-east-online.com/English/?id=39450>

A two-year-old government scheme offering financial incentives to parents in the rural areas of two of the country’s poorest governorates to send their daughters to school or to prevent them from dropping out is paying off as girls’ enrolment rates have increased by around 9 percent in the targeted schools, according to education officials.

### **Why Kano State Governor, Shekarau, is Paying Salaries to Girls for Going to School**

Mgboh, D. Sun News Online, March 2011

<http://www.sunnewsonline.com/webpages/features/education/2011/mar/15/education-15-3-2011-002.htm>

Kano State governor, Malam Ibrahim Shekarau, has launched the Conditional Cash Transfer for Girls Education (CCT-GE), a programme initiated under his administration’s 10-year Education Strategic Plan 2007-2018, to address access, retention and completion of girls’ education in primary and junior secondary schools in the state.

The programme which will be piloted for three years in 12 rural and semi-urban local government areas of the state, covering 300 schools, comprises transfers of funds to 12,000 selected girls from poor families attending primary Grades 5, 6.

## **3. Asset transfers to mothers**

### **Problems and Challenges for the Indonesian Conditional Cash-Transfer Programme – Program Keluarga Harapan (PKH)**

Hutagalung SA, Arif S & Suharyo WI, Social Protection in Asia, 2009

<http://www.socialprotectionasia.org/pdf/SMERU-SPA-WP04.pdf>

Unlike the previous unconditional transfer programme that was introduced in 2005-6, where cash transfers were received by the head of the household, usually male, PKH transfers funds to the woman in the household to ensure the programme’s effectiveness in improving the quality of education and health. This could be the mother (wife) or one of the adult women in the household

(grandmother, aunt, or elder sister), who takes care of the children in the family and whose name is written on the PKH member card. This programme is designed to provide women in the community access to new resources, in the form of additional cash.

### **Gender and Social Protection**

Thakur SG, Arnold C & Johnson T, OECD, 2009  
<http://www.oecd.org/dataoecd/26/34/43280899.pdf>

The experience of conditional cash transfer programmes in Brazil, Honduras, Mexico, Nicaragua and South Africa has shown that children, particularly girls, in households with female pension recipients are more likely to be healthier and to attend school than if a male receives the grant. A pilot programme in Papua New Guinea is explicitly based on the premise that a social cash transfer to women caring for children may support the achievement of a range of objectives.

## **4. Women teachers increases girls' attendance**

### **High Stakes, Girls' Education in Afghanistan**

Jackson A, Care International, 2011  
<http://bit.ly/kErgswd>

Lack of qualified female teachers can be a significant obstacle to girls attending school, especially as they get older. More than a quarter (26.4%) of the individuals interviewed named the lack of a female teacher as a major obstacle to girls' access to education (31.0% of parents, 25.0% of teachers and 20.0% of school-aged females). This was slightly higher among girls attending school than among school-aged females as a whole, with 25.2% of school attendees reporting that the lack of a female teacher was a significant obstacle.

According to a survey of drop-outs conducted in 2009 by AIHRC, 14.7% of girls reported the lack of a female teacher as the reason for them leaving school. As one mullah in rural Kabul told us, *"The lack of qualified female teachers creates a lot of problems. Families, especially poor families, are not willing to send their daughters to school because they think it is a waste of resources and time, and they don't want them to have male teachers so this becomes the reason they do not send their children to school."*

More than two-thirds of teachers (68.4%) reported that their school does not have enough teachers. Of these teachers, more than half (54.6%) stated that they need only female teachers, 27.3% said they need both male and female teachers.

The report recommends increasing the number and quality of female teachers, especially in rural or remote areas. Teacher training programmes must be scaled up to address the shortage of qualified female teachers. Incentive programmes should be enhanced and expanded to enable more qualified female teachers to work in remote areas and mentor existing teachers in such locations. Teacher preparation classes, scholarships for further study and community support for schools and teachers can also act as incentives, as well as improve the quality of teaching. Developing teaching aid materials and training focused on pedagogical methods can also help teachers to develop the skills they need to support student learning. Training should also be gender sensitised to ensure that all teachers understand the different obstacles faced by male and female students, and to prevent perpetuation of gender stereotypes.

### **Towards Greater Gender Equity in Education**

Solotaroff, J, Hashimi, N & Olesen, A, The World Bank in South Asia, Afghanistan Gender Mainstreaming Implementation Note Series, No. 1, 2009

<http://siteresources.worldbank.org/AFGHANISTANEXTN/Resources/305984-1264608805475/Education.pdf>

The Program to Motivate, Train and Employ Female Teachers in Rural Secondary Schools (PROMOTE) in Bangladesh (1995–2005) attracted female teachers to rural areas by providing hostel accommodation, expanded training facilities, and an incentive package (which included provision of safe housing for female teachers in rural areas and helping women find jobs in rural areas) to enhance the appeal of the profession to women in rural Bangladesh. Training local women in Bangladesh is perhaps one of the best-known programmes of women teacher recruitment, training, and support, and has significantly increased enrollment of girls in rural areas. Through PROMOTE, female students are encouraged to study for their Bachelor of Education, specialising in mathematics, science and English, with positive results.

### **Reaching the Underserved: Complementary Models of Effective Schooling**

DeStefano, J. et al., *Equip2*, 2002

<http://www.equip123.net/docs/e2-CompModelsEffectiveSchooling-Book.pdf>

Balochistan, the largest but least populated and developed of Pakistan's four provinces, is the size of France but has a population of only 6.5 million. Settlements are small, scattered, and isolated. Most villages lack paved roads, telephones, or electricity. Within the province's largely nomadic and highly diverse population, many are Pathan and Baloch, and have distinctive linguistic, cultural, and social relationships. However, Urdu is the national language and medium of school instruction.

Parents who want their daughters to go to school prefer them to have female teachers. But in Pakistan there are few educated women available to teach in girls' schools, especially in rural areas. This is caused by the historic lack of educational opportunity for girls as well as the unwillingness of qualified women teachers from urban areas to move to rural ones.

Begun in 1990, the Balochistan Community Girls' School Project provides full primary school to Grade 5 for girls in poor, rural villages. There are now over 2,200 such schools serving more than 53,000 girls, and they have more than doubled their enrolment in less than 10 years. Drop-out rates have fallen, completion rates have risen, and the number of graduates going on to middle school increased from 8,236 in 1990 to 22,766 in 1997.

The Balochistan schools' impressive expansion of access, completion, and learning for rural girls can be attributed to significant departures from the government's traditional approach to organising primary education. The schools were founded and operated as a collaborative effort with the local community. After a community recruited teachers, established a school, and operated it for three months, the school gained official status and entered into a contract with the Education Department. This allowed the teachers access to training and afforded them full-time government appointments and salaries. The partnership between the Education Department and the local community was initiated and facilitated by a local NGO, which also provided regular support to the school, monitored its operations, and received assistance from a donor-financed, international NGO. Establishing and operating these schools brought about new relationships between government, NGOs, communities, and donors.

The critical factor in the success of these schools was that the government accepted locally recruited young women without full qualifications as teachers. Because they had less education and no pre-service training, they received support from a mobile female teacher training programme. Experienced women teachers provided regular on-site training and guidance on lesson planning, organisation, and instructional materials. Among other factors, the official curriculum was revised to reflect a more balanced gender picture, new texts were developed that promoted teachers' use of child-centred methods, and schools permitted multi-grade, activity-based groupings of students.

### **Education Reforms in Balochistan, 1990-1998: A Case Study in Improving Management and Gender Equity in Primary Education**

Anzar U, World Bank, 1999

<http://www.eric.ed.gov/PDFS/ED453988.pdf>

Between 1990 and 1998, Balochistan, a poor, rural, and under-developed province in Pakistan, undertook a major restructuring of its public education system aimed at increasing girls' access to schooling. Strategies included establishing more girls' schools, appointing local female teachers, providing special in-service training for female teachers, and increasing the number of female administrators at both the senior policy and local management levels.

By 1998 there was a 159 percent increase in girls' enrolment in primary classes and a 241 percent increase in girls' primary schools. An important element in the success of this effort was the productive partnership between Balochistan's education department, non-governmental organisations, and international donors. Strong political will was required to improve primary education, especially for girls. Political leaders used the conditionalities of international donors as leverage to push through difficult reforms. In addition, involvement of parents at every stage of local initiatives strengthened government and community partnerships.

This report begins with a brief review of education conditions prior to 1990 and in the early years of the reform programme, then looks at three major reform objectives: restructuring management, improving educational quality, and involving communities in expanding primary education for girls. In each area, challenges to achieving the objective and reform strategies to overcome these challenges are examined. The study concludes with a discussion of current reform initiatives in Balochistan, factors behind the successes to date, and the outlook for the future.

### **Finding the Pathway: Women Teachers' Aspirations in Northern Pakistan**

Ashraf D, id21, 2007

<http://www.eldis.org/id21ext/insightsed6art6.html>

Interventions to increase girls' attendance at school included recruiting more female teachers between 1990 and 2000 (at primary level from 33.4 to 44.2 percent and at secondary level from 32 to 54.3 percent). While increases at secondary level are due to encouraging more women teachers in girls-only schools, growth at primary level can be associated with an increase in mixed-gender schools. Current government statistics from 2005 to 2006 show that nationally, women make up 36 percent of teachers in government-managed schools. Regional numbers are still lower, with 28 percent for the Northern Areas.

### **Learning from Experience Case Studies, Afghanistan**

WFP, 2010

<http://www.ungei.org/resources/files/afghanistan1262065367.pdf>

Fighting teacher deficit in rural areas: parents are reluctant to allow their girls to be taught by a male teacher unless he is a respected religious leader (*Mullah*). Therefore girls' school enrolment depends on the supply of female teachers. The major problem of access to teacher training is in the rural areas: any incentive to upgrade the skills of the existing pool of female teachers will assist the enrolment and retention of female students in higher grades in rural areas. A targeted food incentive designed to increase teacher supply in geographic areas where there is an acute teacher deficit is being implemented in the current protracted relief and recovery programme.

### **Somalia: The Importance of Female Teachers and Education for Girls**

SAACID organisation, Somaliweyn.org. January 2010  
[http://www.somaliweyn.org/pages/news/Jan\\_10/9Jan18.html](http://www.somaliweyn.org/pages/news/Jan_10/9Jan18.html)

Farhia Abukar Isaq is one of the female teachers who is presently undertaking practical teaching services at Iman Primary School, located in Yaqshid District, Mogadishu, Somalia. Iman Primary School is an all girls' school, established by people in the Somali Diaspora, to assist poor and orphan girls acquire basic education. The teaching practice Farhia Abukar Isaq is doing is part of the two-year Pre-service female teachers training program, conducted at SAACID Teachers Training Institute (STTI). She is one of the active trainees at the institute. Farhia Abukar Isaq is one of the fifty female teachers trainees in their fourth and last semester - completing their two-year Pre-service Program that has been in process since September 2007. This female teachers training programme will be the 4th graduation from the STTI; and this occurred on 31 December 2009.

It is imperative that the local NGOs engaged in education, and the international community, continue and strengthen the female promotion programme related to women's empowerment in education through the provision of necessary funding and community awareness-raising. Empowered women and educated girls will definitely take a leading role in the re-development of the country. As a result of these efforts, there has been a 40% increase in girl enrolments at schools engaged in the program; but further momentum is required to be applied.

### **Beijing Plus 10 Report**

Gambiwomen.org

<http://www.gambiwomen.org/beijing-plus-10-report/>

More females are being trained at the Brikama College, Gambia to become qualified teachers in order to offset the imbalance between male/female teacher ratio. The Remedial Instruction for Female Teachers recruits female teacher trainees with lesser qualifications and provides remedial instruction to bring them up to the desired levels. These teachers are performing well and the output has augmented female teacher numbers in the school system.

The Association of Female Teachers is also influential in promoting girl's education as well as the female wing of The Gambia Teacher's Union (GTU).

### **Education for Girls**

TASS project description

<http://www.tadamun.org/2-3-41-education-for-girls.aspx>

Closely tied to the dismal numbers of girls in schools is the acute shortage of female teachers across the entire education system in Somalia. Before TASS began its education project, the ratio of female teachers to their male counterparts in primary schools in Puntland was approximately 1:4. One explanation for this is that most female teachers quit the teaching profession following the civil war in Somalia. The absence or acute shortage of female teachers in schools has over the years had a knock-on effect on access and drop-out rates of girls.

In an attempt to redress this problem, TASS decided to establish a two year pre-service teacher training centre to produce qualified female teachers. Training began in September 2004 and completed in May 2006 when graduated teachers were employed to teach at schools run by TASS. They were awarded certificates signed by the Puntland Minister for Education, giving them authenticity and credibility. Creating teachers not only ensures jobs for these individuals but encourages wealth creation in the region.

The posting of female teachers employed to especially tutor girls and their colleagues is an affirmative action meant to give impetus to the initiative. It also provided role-models to girls and served to stem dropout rates among them.

### **Improving Education in the Developing World: What Have We Learned From Randomized Evaluations?**

Kremer, M. & Holla, A, Prepared for *Annual Review of Economics*, 2008

[http://www.economics.harvard.edu/faculty/kremer/files/Annual\\_Review\\_081110%20-%20NO%20TRACK%20CHANGES.pdf](http://www.economics.harvard.edu/faculty/kremer/files/Annual_Review_081110%20-%20NO%20TRACK%20CHANGES.pdf)

There is some evidence that switching from one-teacher schools to two-teacher schools can improve attendance and that girls are more likely to attend schools with female teachers. One study examines the impact of hiring an extra teacher, where possible female, in one-teacher non-formal education centers in rural India. These schools are also typically staffed by men. Only 19 percent of teachers in the comparison schools were female. Of the new hires in treatment schools, however, 63 percent were female.

Hiring an extra teacher increased girls' attendance by 50 percent (to 6 on average, from a base of 4 students per school) but did not change boys' attendance. The programme had a smaller impact on girls' enrolment when the original teacher in the school was female, suggesting that households may be more likely to send a girl to school if at least one of the teachers is female.

## **5. School sanitation**

### **A Literature Review of the Non-health Impacts of Sanitation**

Pearson J & McPhederan K, *Waterlines* 27(1), 2008

Access with ingenta subscription

<http://docserver.ingentaconnect.com/deliver/connect/itpub/02628104/v27n1/s5.pdf?expires=1306148221&id=62864065&titleid=482&accname=University+of+Sussex&checksum=100C19D4A61A75271874C6A34E37006>

There is a great deal of repetition of data within the literature, such as the widely quoted 11 per cent increase in girls' school attendance following improvements to the school sanitation facilities. The source of this statistic was an evaluation of an intervention carried out by UNICEF Bangladesh in 1994. It was found that the number of girls increased by 11 per cent in the last three classes of 228 schools by Consulting Services and primary schools that were surveyed.

The Case for Water & Sanitation Report, 2004, stated that 1 in 10 girls still do not complete primary education and that schools with water and sanitation facilities attract and retain more students. In addition, parents are reluctant to send girls to school during menstruation, sometimes for cultural reasons, but often due to the lack of school facilities: for example in Nigeria, parents would withdraw their daughters from school because they had to use an open defecation site.

### **In Rural India, Improved Sanitation and Iron Supplements Help Girls Stay in School**

India Newline, 2010

[http://www.ungei.org/news/india\\_2596.html](http://www.ungei.org/news/india_2596.html)

Adequate sanitation has a huge impact on girls' school attendance. Providing private and separate sanitary latrines in school can increase girls' enrolment and help keep them in school as they enter adolescence' said UNICEF Chief of Child Environment in India Lizette Burgers.

## **Gender and Water, Sanitation and Hygiene (WASH)**

UNICEF

[http://www.unicef.org/esaro/7310\\_Gender\\_and\\_WASH.html](http://www.unicef.org/esaro/7310_Gender_and_WASH.html)

In Uganda improved attendance and lowered drop-out rates for girls have been noted since introducing female-only washrooms.

### **Girl-friendly Toilets for Schoolgirls**

WASH, 2006

[http://www.washinschools.info/redirect/content/download/329/2772/file/Ghana%20final%20girl%20friendly%20toilets%20SSHE%20case%20study\\_WEB.pdf](http://www.washinschools.info/redirect/content/download/329/2772/file/Ghana%20final%20girl%20friendly%20toilets%20SSHE%20case%20study_WEB.pdf)

Improving the attendance of girls in schools probably requires more than only constructing facilities. Well-designed toilets and water points are necessary but not sufficient to have an impact. A combination of education, communication and construction are needed to ensure that girls have well-designed facilities which they want and know how to use correctly, including an understanding of personal hygiene. Girls (and boys) should understand what is happening to their bodies in adolescence and that these changes are natural.

The results of incorrectly planned programmes can be disappointing. For example, one school programme constructed small incinerators so that girls could burn cotton pads. However these were never used. The girls were too poor to use throw-away pads, and instead they wanted a large water bucket in their toilet for personal cleaning. However, this had not been provided as no one had talked with the girls (or women teachers) before construction. In a girl-friendly programme, it is important to consult with girls and women teachers during planning and to monitor the use and maintenance of facilities after construction.

### **Menstruation as a barrier to gender equality in Uganda**

Kanyike F., id21, 2004

<http://webarchive.nationalarchives.gov.uk/20090321144217/http://www.id21.org/insights/insights-ed03/insights-issued03-art03.html>

Puberty can have a severe effect on girls' performance and attendance in upper primary schools in Uganda. In many schools, girls between the ages of 11 and 14 are absent for an average of three to five days a month due to their menstrual period. Attendance is undermined because girls do not have access to adequate protection such as sanitary towels or pads. For some subjects – such as maths and science – the result of such regular absenteeism can be devastating as girls miss out on vital stages of the syllabus, resulting in gaps in the learning stages, which they find hard to catch up on later.

Because of this sensitive situation, the Forum for African Women Educationalists in Uganda (FAWEU), is undertaking a sexual maturation management project supported by the Rockefeller Foundation. It aims to provide facts and discuss sexual maturation and myths within the community. FAWEU advocates for affordable modern sanitary towels: it is trying to influence the removal of taxes on sanitary materials and is exploring the possibility of manufacturing pads locally.

## **6. Bussing girls to school**

### **Girls Education in Iraq**

UNICEF, 2007

[http://reliefweb.int/sites/reliefweb.int/files/resources/A3F345FEB60FD713C12577AD00341F90-Full\\_report.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/A3F345FEB60FD713C12577AD00341F90-Full_report.pdf)

This report suggests piloting 'Walking buses' to provide safe travelling for girls to and from school while decreasing the burden on particular families. A Walking Bus is the name given to a line of children walking to school together in the morning, along an approved route. Children are supervised and escorted by at least two trained adults acting as 'driver' and 'conductor'. Pre-registered children join the 'bus' at set places as the 'bus' takes the same route to school every day and picks the children up along the way. The adults can be parents or other family members or volunteers or workers who are trusted by parents.

#### **A School Bus for Shamsia**, Photo Essay

Addario L

[http://www.viipphoto.com/detailStory.php?news\\_id=1136](http://www.viipphoto.com/detailStory.php?news_id=1136)

In November 2008, a dozen girls were sprayed with acid by the Taliban, simply for going to school. The Mirwais School for Girls closed its doors as a result but reopened days later, refusing to be intimidated by the Taliban's tactics. Many of the girls, as well as victims of the attack, returned, along with Shamsia Jafari, 17, who had the most severe burns on her face.

Since the incident, the school has raised money and hopes to buy a school bus to protect the girls on their way to class.

#### **A School Bus for Shamsia**

Filkins, D, New York Times, 2009

<http://www.nytimes.com/2009/08/23/magazine/23school-t.html?pagewanted=1>

A long descriptive media article gives more detail of the incident in previous abstract.

#### **Saudi Arabia Discovers School Busing for Girls**

Tristram P, About.com Middle East Issues,

<http://middleeast.about.com/b/2008/07/23/saudi-arabia-discovers-school-busing-for-girls.htm>

The first motorised school bus rolled down an American road either in 1912 or 1914, picking up boys and girls. School buses have been rolling about Saudi roads for the last few decades. But it's taken Saudi Arabia until this year to discover that school buses could, in fact, also be used to shuttle elementary schoolgirls to and from school. The realisation isn't without its dilemmas and ironies in a country where women aren't allowed to drive and men aren't allowed to drive women they're not closely related to.

Back in February the Kingdom's Ministry of Education had a pilot project in Medina province, shuttling 19,000 schoolgirls in 303 schools. The ministry liked what it saw. It's buying 4,200 new buses expanding the initiative to four provinces, enough to ferry 367,000 school girls. Until now, parents-or, rather, fathers and other eligible men, since women aren't allowed to drive in the Kingdom-were responsible for driving girls to school. As of 2004, Saudi Arabia had 15,800 schools staffed by some 219,470 female teachers and 14,500 female administrators.

The logical question at this point is this: If no men are allowed to come in contact with schoolgirls, either as teachers or administrators, and women aren't allowed to drive, who will be driving those 4,200 buses?

#### **Public boarding schools help Moroccan girls continue education**

Touahri S, Mahgrebia.com, March 2009

[http://www.magharebia.com/cocoon/awi/xhtml1/en\\_GB/features/awi/reportage/2009/03/2/reportage-01](http://www.magharebia.com/cocoon/awi/xhtml1/en_GB/features/awi/reportage/2009/03/2/reportage-01)

This article suggests girls board at school instead of dealing with the transport issue.

### **Girls Getting to Secondary School Safely: Combating Gender-based Violence in the Transportation Sector in Tanzania**

Mack L, AED, 2009

[http://cge.aed.org/Publications/upload/Girls\\_Getting\\_to\\_Secondary\\_School\\_Safely\\_091710.pdf](http://cge.aed.org/Publications/upload/Girls_Getting_to_Secondary_School_Safely_091710.pdf)

While increasing girls' access to education is a global priority, there are numerous barriers that impede significant progress in achieving gender parity in schools. Anecdotes of girls being verbally harassed, sexually harassed, and discriminated against in the transportation sector as they make their way to and from school have been circulating among school officials, teachers, caregivers, and, of course, girls themselves. Donors, NGOs and governments are urged to consider the issue of transportation to and from school when developing and implementing mechanisms to improve girls' education.

### **Villagers Keep Girls from Schools in Turkey**

Ross-Thomson E, Global Sisterhood Network, 2006

<http://www.global-sisterhood-network.org/content/view/1191/76/>

Families concerned about their daughters' reputations in this conservative region where many girls marry at 14 or 15, are hesitant to let them out of their sight, particularly when going to school involves a bus journey.

## **7. Mobilising school-based management (SBM) committees to monitor teachers attendance**

### **Decentralized Decision-Making in Schools The Theory and Evidence on School-Based Management,**

Barrera-Osorio F, et al., Directions in Development, The World Bank, 2009

[http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1145313948551/Decentralized\\_decision\\_making\\_schools.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1145313948551/Decentralized_decision_making_schools.pdf)

In Kenya an SBM intervention was designed to empower the school committees to monitor teachers' performance. In each SBM-treatment school, the school committee held a formal review meeting at the end of the programme's first school year (2005) to assess the contract teacher's performance and decide whether to renew his or her contract or to find a replacement. To prepare each school committee for this task, International Child-support Africa gave members a short, focused training course on how to monitor the contract teacher's performance. Committee members were taught techniques for soliciting input from parents and checking teacher attendance. A formal sub-committee comprising parents of first-graders was formed to evaluate the contract teacher and deliver a performance report at the end of the first year. Results suggests that, with respect to teacher absences, civil service teachers in non-tracked schools that did not participate in the SBM programme were more likely to be absent from class than were teachers in the comparison group.

School management committees in Niger have been set up which may supervise and evaluate teachers as part of its role.

General findings of the report include improvement in teacher attendance rates.

### **Empowering Communities for Improved Educational Outcomes: Some Evaluation Findings from the World Bank**

Nielsen HD, *Prospects* 37(1), 2007

<http://www.springerlink.com/content/l81h1249r725m356/fulltext.pdf>

Two examples from Latin America, Honduras and Peru, show that community empowerment can positively influence teacher attendance. This is a significant issue, given the fact that teacher attendance influences student attendance and ultimately “time on task” (once again, opportunity to learn). In Honduras, this power has been inherent in the fact that school committees hire the teachers and monitor their performance, and, at least theoretically, can let go of the poorly performing ones, although the data show no more firing of PROHECO teachers than conventional school teachers. In Peru, the power comes through the committees controlling cash incentives to teachers connected to their performance, including attendance.

This kind of community empowerment is part of the agenda in other locations, but has not always been so successful. As the community empowerment programme was being introduced in India, teachers in one state successfully petitioned to become state employees (instead of being hired by the locality), thus avoiding any local disciplinary action. In another state, teachers successfully moved to have oversight of their leaves (approved absences) removed from among the tasks of the village education committees. In the best cases, however, when teacher attendance is effectively monitored by the community, teachers do seem to be more responsible and that has been shown to influence student-learning.

### **Making Schools Work, New Evidence on Accountability Reforms**

Bruns B, et al., The World Bank, 2011

This document reports some evidence of improved teacher attendance and effort in the El Salvador scheme Education with Community Participation, or EDUCO.

A study of a reform in Pakistan where an NGO was hired to manage a school together with the school council found both the managed school and the regular school received about \$4,000 for school needs. The NGO was allowed to transfer teachers as well. Between 2004 and 2008, this randomised control trial had yet to show any effects on student enrolment, teacher absenteeism, or the facilities index (infrastructure). It may be possible that the effects of school council management will only be evident in the long term.

Information on limited SBM in Indonesia can be found starting on p118.

### **Reaching the Underserved: Complementary Models of Effective Schooling**

DeStefano, J. et al., 2007, *Equip2*

<http://www.equip123.net/docs/e2-CompModelsEffectiveSchooling-Book.pdf>

Though monitoring teacher attendance is not mentioned in the case studies of Islamic countries some useful lessons might be drawn from community schools in Afghanistan (p57), Bangladesh (p69) and Egypt (p83).

## 8. Additional information

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