

Indicator name
Extent to which government has implemented infrastructure policies that are supportive of girls' school attendance, such as safe schools close to where children live or affordable school transport
Aggregable indicator
No
Indicator type (quantitative/qualitative)
Qualitative
Thematic area of engagement
Promoting economic and social rights and empowering girls and women
Related objectives in the Gender Action Plan III
Overall thematic objective: Women, men, girls and boys, in all their diversity, fully enjoy and exercise their equal economic, labour and social rights. Specific thematic objective 6: Reduction in gender disparities in enrolment, progression and retention at all levels of education and lifelong learning for women, men, girls and boys
Technical Definition
This indicator intends to measure the progress done by the government on the implementation of infrastructure policies' addressed to support girls' school attendance by ensuring, for instance, safe schools close to where children live or affordable school transport. The following definitions apply: - Education infrastructure refers to suitable and not crowded spaces to learn being school classrooms the most common place in which structured learning takes place with groups of children¹. By education infrastructure is also understood equal access to sports field and equipment. In particular, SDG 4.a requires countries to "build and upgrade education facilities that are child, disability and gender sensitive, and provide safe, non-violent, inclusive, and effective learning environments for all". - School attendance refers to attendance at any educational institution (accredited or not) as well as programme, public or private, for organised learning at any level of education at the time of the census or, if the census is taken during the vacation period at the end of the school year, during the last school year². - School safety includes safe drinking water, toilets, kitchen (mid-day meals), safe classroom premise, entrance gate, laboratories, transportation etc. School buildings must be built on safe and accessible structures (including separate toilet facilities and better amenities for menstrual hygiene management latrines). In particular, in secondary schools there must be a separate changing room in the girls' toilet to facilitate menstrual hygiene practices. Schools need to have a clean and working mechanism for disposing menstrual waste and toilets must be cleaned daily³.

¹ While learning also takes place in a variety of different types of spaces - tents, temporary shelters, plastic sheeting, shade of trees, places of worship, people's homes, and so on—families and communities expect formal education to take place in classrooms that have been designed for safety and comfort. Adapted from [Educate a child Organisation](#).

² Adapted from the [OECD Glossary](#)

³ Adapted from UNICEF India (2020) [Manual on comprehensive school safety and security programme](#) and more detailed info on UNICEF (2020) [Guidance for safe and health journeys to school](#).

- Affordable and accessible school transport refers to an organized and free or subsidized school bus service, fare-exempt travel on public buses that go past the school, pickup points where children can be picked up and taken home at the end of the day or walking clubs so that children, in particular girls, can walk home in groups rather than alone.⁴

Rationale

Discrimination due to gender, disability, physical distance from schools and poor infrastructure are among the obstacles that continue to prevent the poorest children, in particular girls, from accessing quality education⁵.

Inaccessible and inappropriate infrastructure affects children's attendance to school and drop-out rates as not all households can afford transport or transport may not be available. Schools may be too far for some children to travel safely and long distances can tire out children making it more difficult for them to learn. Moreover, attitudinal barriers and school's climate pose serious constraints to children's attendance, participation and learning in schools⁶. But in the case of girls' education, it goes beyond getting them into school. It is also about ensuring that girls feel safe while in school and on the way to it. Safety is an issue on long, unmonitored journeys to and from school, in unsupervised school yards, classrooms and toilets, and on the internet⁷. Often girls are forced to walk long distances to school placing them at an increased risk of violence, in particular sexual attacks, and many experience violence and sexual harassment while at school. This often has serious consequences for their mental and physical health and overall well-being while also leading to lower attendance and higher dropout rates.⁸ Moreover, lack of water, separate toilets, and sanitary pads prevent girls from attending school during menstruation and monthly absence can accumulate into permanent dropout.

In this context, infrastructure educational policies to support girls' school attendance can include, depending on the country of intervention, strategies such as⁹ and ¹⁰:

- Construct new gender-responsive schools as well as implement small school model with multi-grade classrooms, implemented mostly in rural areas.
- Provide free or subsidized and safe transportation for children, who are forced to travel long distances and/or through difficult environments to attend school, particularly for girls.
- Develop satellite and mobile schools as well as distance learning.
- Provide affordable access to quality and gender responsive boarding schools supported by the state for girls coming from rural and remote areas and/or living in difficult circumstances.¹¹
- Address school related gender-based violence, including physical, psychological and on-line bullying, and sexual harassment in or around school.¹²
- Promote gender-sensitive institutional transformation by eliminating gender bias and creating equal opportunities through codes of conduct, gender-sensitive timetabling, safeguarding systems, safe and functioning single-sex toilets and safe transport.
- Provide bursaries for school fees, uniforms, books, and reusable sanitary pads to girls

⁴ UNICEF (2009) [Manual Child friendly schools](#)

⁵ UNICEF (2020) [Addressing the learning crisis: An urgent need to better finance education for the poorest children](#)

⁶ UNESCO, [Barriers to school attendance](#).

⁷ Education seminar 2019. Background note: gender equality in education. Draft 09/10/2019.

⁸ World Bank, [Girls' education](#).

⁹ Adapted from EC DG INTPA ["Practical Guidance Note: Stopping school related gender based violence"](#) and Education seminar 2019. Background note: gender equality in education. Draft 09/10/2019.

¹⁰ UNESCO Bangkok (2005) [Providing education to girls from remote and rural areas: advocacy brief](#)

¹¹ Adapted from UNESCO Bangkok (2005) [Providing education to girls from remote and rural areas: advocacy brief](#).

¹² *Ibid* 4.

who can't afford to continue in school. - Provide bicycles to get to school, bicycle maintenance training, and getting girls to ride in groups for protection along the way, reduce physical stress and exposure to sexual-responsive gender-based violence. - Provide pre- and in-service training, curricula and materials for school leaders and teachers in stopping to sexual-responsive gender-based violence. - Map 'unsafe' areas in and around schools, in particular for girls, and change school systems and infra-structure to create gender-responsive and safe spaces.
Data source and calculation
Reporting covers cooperation, development and humanitarian (if applicable) initiatives and investment frameworks funded by the EC (INTPA, NEAR, FPI, ECHO) and EEAS. EUMS may provide information related to their interventions through their contributions to GAP III reports or through the EUDs, e.g., in cases of joint dialogue (i.e., as part of joint programming or TEI). <u>Data sources:</u> The intervention's monitoring and reporting systems, e.g., inception, interim and final reports from implementing organisations (including governments, international organisations, national and international civil society organisations, private sector, etc.), ROM reviews and evaluations. Administrative records from educational centres within the scope of the EU action/intervention as well as the data available at the Ministry/regional department of Education and the national/regional statistics offices. Surveys/interviews conducted and budgeted by the intervention can also be relevant data sources. Baseline and endline studies conducted and budgeted within the EU intervention. These studies can be conducted as part of the gender country profile and / or gender sector analysis, or be based on existing official reports and published data. Baseline and endline studies should be conducted using the same data collection methodology. <u>Calculation:</u> – Application and effectiveness of gender-responsive infrastructure policies to support girl's school attendance by providing, among others, safe schools close to their homes and affordable school transport. – Educational services and facilities availability (functioning and in sufficient quantities), accessibility (non-discrimination, physically and economically accessible, information accessibility), acceptability (culturally acceptable, gender responsive) and quality (safe, technically approved and sustainable). – Change in knowledge, skills and attitudes of education authorities and schools' staff towards the need to ensure a supportive environment for girl's school attendance.
Worked examples
In country A, thanks to the EU intervention ten boarding rooms have been built in rural areas and bursaries have been provided to those girls living in the most remote areas and coming from families with very limited resources. In addition, the EU has supported schools on providing a daily, safe and free transport for all children as well as gender responsive school infrastructure (i.e. single and separate toilets). Specific codes of conduct on sexual and gender based violence have been also adopted on each of the supported schools.

The end of project evaluation showed a noticeable increase on girls' school attendance, even during their menstruation periods, and girls report to feel safer on the way to and inside the school.
Baseline
Data from official counterparts where possible and applicable (i.e. national women's machinery, national gender observatories, line ministries/authorities, statistical institutes, etc.). Data from international and national organisations or other independent non-state actors working on education. If baseline data are lacking, a mapping can be done at the start of the intervention using surveys/ interviews.
Disaggregation
N/A
Availability and Timeliness
Information should become available annually, depending on the duration of the intervention.
Related DAC CRS code
111 - Education / 11110 – Education policy and administrative management / 11120 - Education facilities and training
Associated SDGs
SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all Target 4.1, Indicator 4.1.1 (see Metadata) and Indicator 4.1.2 (see Metadata) Target 4.5, Indicator 4.5.1 (see Metadata) Target 4.a, Indicator 4.a.1 (see Metadata) SDG 5 Achieve gender equality and empower all women and girls. Target 5.1, Indicator 5.1.1 (see Metadata) Target 5.2, Indicator 5.2.2 (see Metadata)
Other issues
The gender country profile and / or gender sector analysis can be relevant sources of information for establishing baselines. If there is no gender analysis available at the EUD, it is recommended to look at the analysis undertaken by EU Member States or other trusted partners (UN, World Bank, human rights national and regional mechanisms, etc.) as well as the national-level reviews carried out in 2019 by UN Women and the partner countries to assess progress made and challenges encountered in the implementation of the Beijing Declaration and Platform for Action. Special attention should be paid to following up on partner country institutions reached with EU support.