

Gender at the Centre Initiative (GCI) Baseline Study

COUNTRY LEVEL REPORT – NIGER

APRIL 2021

Acronyms

| | |
|----------|---|
| AFD | Agence française de développement |
| APEE | Association des parents d'élèves et des enseignants |
| ASO-EPT | Coalition nigérienne des associations syndicats et ONG de Campagne « <i>éducation pour tous</i> » |
| AU | African Union |
| CN-EPT | Coalition nationale pour l'éducation pour tous |
| COVID-19 | Coronavirus Disease 2019 |
| CSO | Civil Society Organization |
| DP | Development Partners |
| DPPD | Document de programmation pluriannuelle des dépenses |
| ESA | Education Sector Analysis |
| ESP | Education Sector Plan |
| EU | European Union |
| FAFE | Women's Empowerment and Child Development |
| FAWE | Forum for African Women Educationalists |
| FGD | Focus Group Discussion |
| FUSEN | Fédération unitaire des syndicats de l'éducation au Niger |
| FSCE | Fonds commun du secteur de l'éducation |
| GBV | Gender-based Violence |
| GCI | Gender at the Centre Initiative |
| GE | Gender Equality |
| GER | Gross Enrollment Rate |
| GLPE | Groupe locale des partenaires de l'éducation |
| GPE | Global Partnership for Education |
| IIEP | International Institute for Educational Planning |
| JSR | Joint Sector Review |
| KII | Key Informant Interview |
| LEG | Local Education Group |

| | |
|--------------|--|
| LuxDev | Luxembourg Agency for Development Cooperation |
| M&E | Monitoring and Evaluation |
| MEP/A/PLN/EC | Ministère de l'enseignement primaire, de l'alphabétisation, de la promotion des langues nationales et de l'éducation civique |
| MEPT | Ministère de l'enseignement professionnelle et technique |
| MES | Ministère des enseignements secondaires |
| MESRI | Ministère de l'enseignement supérieur, de la recherche et de l'innovation |
| MJS | Ministère de la jeunesse et des sports |
| MoEs | Ministries of Education |
| MRCAMS | Ministère de la renaissance culturelle, des arts et de la modernisation sociale |
| NGO | Non-governmental Organization |
| PAP | Programme annuel de performance |
| PDES | Plan de développement économique et social |
| PSEF | Plan du secteur de l'éducation et de la formation |
| PTSEF | Plan de transition du secteur de l'éducation et de la formation |
| PMF | Performance Measurement Framework |
| ROSEN | Réseau des organisations du secteur éducatif du Niger |
| SNEFFF | Stratégie nationale de l'éducation et de la formation des filles et des femmes |
| SWEDD | Sahel Women's Empowerment and Demographic Dividend |
| TOR | Terms of Reference |
| TVET | Technical and Vocational Education and Training |
| UIS | UNESCO Institute for Statistics |
| UN | United Nations |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNFPA | United Nations Population Fund |
| UNGEI | United Nations Girls' Education Initiative |
| UNHCR | United Nations High Commissioner for Refugees |
| UNICEF | United Nations Children's Fund |
| WFP | World Food Programme |

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Niger – Baseline Country Report

1.1 Introduction

The Gender at the Centre Initiative (GCI) aims to mobilize the advocacy, resources, and expertise needed to support governments to accelerate progress in gender equality, in and through education. With support from four of the G7 donors and a multi-stakeholder partnership, Niger is one of eight partner countries in sub-Saharan Africa where the GCI will be implemented. The initiative will focus primarily on ensuring that country-owned interventions, strategies, and plans are financed, implemented, and monitored for sustainable results. To this effect, a baseline study was conducted from October 2020 to March 2021.

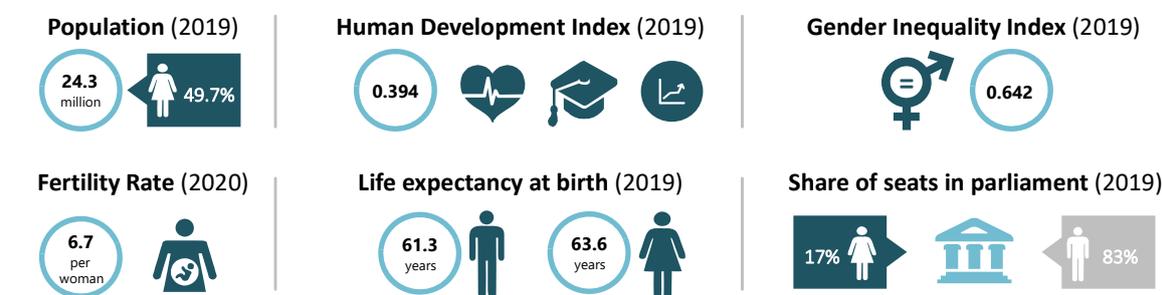
This report presents current gender equality-related findings for Niger, representing one of eight country reports within the broader global baseline study for the GCI. The country report for Niger includes: (1) A snapshot of the key gender- and education- related issues in the country; and (2) the results of baseline data collection for each of the outcome-level indicators outlined in GCI's performance measurement framework (PMF). Key conclusions emerging from the results of the baseline data collection are presented in the global baseline study report.

1.2 Methodology

Data to determine baseline values on the various indicators in the GCI results framework was primarily collected through secondary data sources. This report draws on document and database reviews, relying when possible on existing education sector documents, such as an education sector analysis conducted in 2020, education sector plans, and national plans/strategies/reports on education and gender equality, among others.

Due to the context of the current COVID-19 crisis, data collection was conducted remotely, with limited access to key documents and secondary sources. Furthermore, the Universalia team was not able to schedule an interview with any stakeholders from Niger, despite requests having been made. While the team of consultants was able to lead the baseline exercise remotely, a richer set of evidence is lacking in some areas to present additional information or make stronger assertions. Gaps for some results indicators are highlighted in the analysis of the baseline findings ([Section 1.5](#)). Please see [1.5Appendix I](#) for a full list of documents reviewed.

1.3 Background Information on Niger



Security Context

Niger has experienced decades of political instability. Since 1960, there have been 10 regime changes, 5 of which were military coups. Armed conflicts continue to plague the country at the regional level. Reasons for conflict are multiple including community-level conflicts over management of natural resources, religious conflict, political conflict as well as instability in neighboring countries. Conflict has resulted in large population displacement as well influx of refugees from neighboring countries, majority of which are women (52%) and children (55%).

Political Context

In 2010, following a military coup, Niger adopted a new constitution in its efforts towards democracy and held general elections in 2011, 2016 and 2020. Former interior minister Mohamed Bazoum won Niger’s latest presidential election in February 2021.

Sources: UNDP Human Development Report (2020); UN World Population Prospects (2019); UNFPA World Population Dashboard Niger (2020); Niger: Analyse sectorielle de l'éducation (2020), Aperçu des besoins humanitaires Niger (2020)

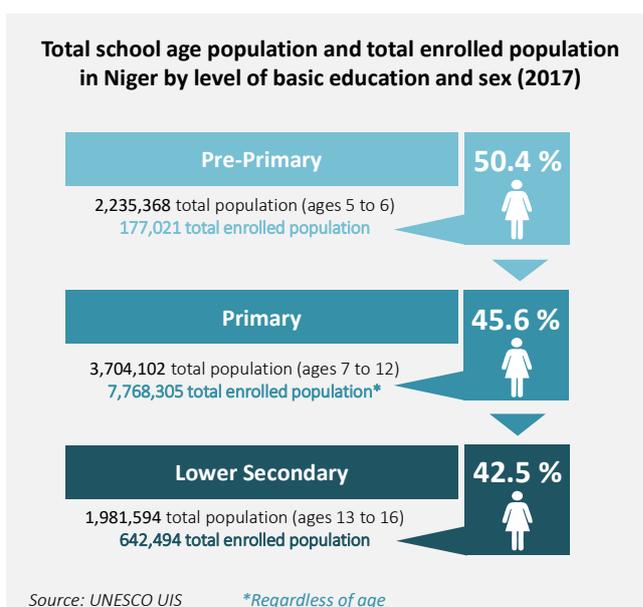
1.4 Snapshot of Gender and Education in Niger

Gender in Education

Education system

The education system in Niger is divided into: Two years of pre-primary education; nine years of basic education, which consists of six years of primary (cycle 1) and four years of lower secondary education (cycle 2); and two or three years of higher secondary education depending on whether students pursue a general or technical and vocational training. This can be followed by tertiary education.

Niger’s education system is highly vulnerable to external conditions, including ongoing conflict, food insecurity and climate. Drought and floods have caused severe impacts to school infrastructure in many regions, while conflict has directly impacted learning causing a paralysis of the 2013-14 and 2014-15 school years.



Key issues in gender and education:

- **School distance** is a significant cause of high dropout rates among primary and secondary level students. With a majority of the population living in rural areas, a significant number of children in the country must travel long distances to school. Girls are more susceptible to violence and abuse while travelling these distances to school. A significant proportion of Niger's population are also nomadic or semi-nomadic, which poses additional challenges with regards to access to school for nomadic children.
- **Access to water and sanitation** are key barriers for girls' education. Only 22.7% of schools have access to drinking water and 26.7% have access to sanitation facilities. Frequent droughts mean that children, especially girls, are often required to spend more time collecting water, which can hinder school attendance. Lack of sanitation also has implications for the management of menstrual hygiene, as 40% of girls surveyed in a study of four regions in Niger reported having missed school at least once due to their periods.
- **Household chores and labour** are a key reason why both boys and girls are pulled out of school by their families. While boys are more likely to be required for agricultural work, girls are more likely to be involved in household chores. Even if not pulled out of school, the burden of household chores can impact girls' school performance and attendance.

The following visuals present additional key underlying causes of gender inequality in the education sector¹ and an overview of key indicators for gender and education².

¹ Sources: UNDP HDR Mali (2019); Analyse du Secteur de l'Éducation (2017); Girls Not Brides – Mali (<http://girlsnotbrides.org/child-marriage/mali/>); Ministère de la Promotion de la Femme, de l'Enfant et de la Famille (2020), Plan Décennal de Développement pour l'Autonomisation de l'Enfant, de la Femme, et de la Famille (PDDAFEF) 2020-2029; Dembélé F., Keita Z., Goita S. & Sylla O. (2020) Gender-Based Violence in Mali: A Hidden Disaster in Schools, Open Journal of Social Sciences, 8, 242-251.

² This visual was designed based on data retrieved from the following sources: UNDP Human Development Report Niger (2020); UNFPA Country Programme Document for Niger 2019-2021; GCI Niger Country Profile Niger: Analyse sectorielle de l'éducation (2020); Girls not Brides Niger (<https://www.girlsnotbrides.org/about-girls-not-brides/national-partnerships/coalitions/niger/>).

Overview of Gender Equality in Niger

Child Marriage

(% of women aged 20-24 years who were married before age 18, 2018)

76.3%

Niger has the highest prevalence of child marriage in the world, with a majority of girls married before age 18. Child marriage is particularly high in regions with higher levels of conflict as it is seen as a strategy to protect girls from sexual violence and to maintain family honor. In 2018, Niger developed a **Strategic Plan to End Child Marriage (2019-2021)**, but as of 2020, there is limited information on the implementation of the plan. Cultural and religious norms remain a significant barrier to addressing the issue.

Adolescent Birth Rate

(births per 1,000 women aged 15-19, 2013-2018)

154

Niger has the highest fertility rate in Africa with an average of nearly 7 children per woman. Nigerien culture traditionally favors early marriage and high fertility, which are linked to traditional gender norms. The country has a **National Strategy on the Prevention of Adolescent Pregnancy** that also targets child marriage. However, to date, there are no laws or policies that target these issues.

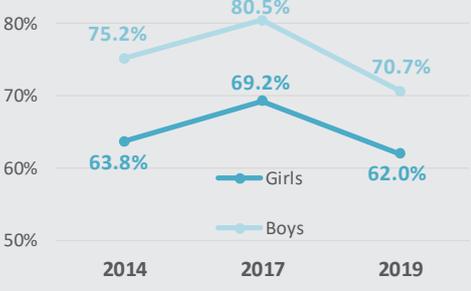
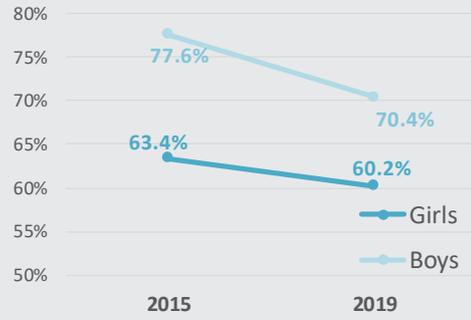
Violence Against Women

(% of women aged 15 and older who experienced violence by a partner)

n/a

60 percent of adolescent girls and women in Niger experience at least one form of violence in their lifetime. Overall violence is also a significant problem in Nigerien schools. However, there is limited data on gender-based violence, in particular sexual violence, due to significant cultural taboos. A government study on school-based violence conducted in 2017 reports that only 5% of students reported cases of sexual violence. Niger has a **National Strategy for the Prevention and Response to GBV (2017-2021)**.

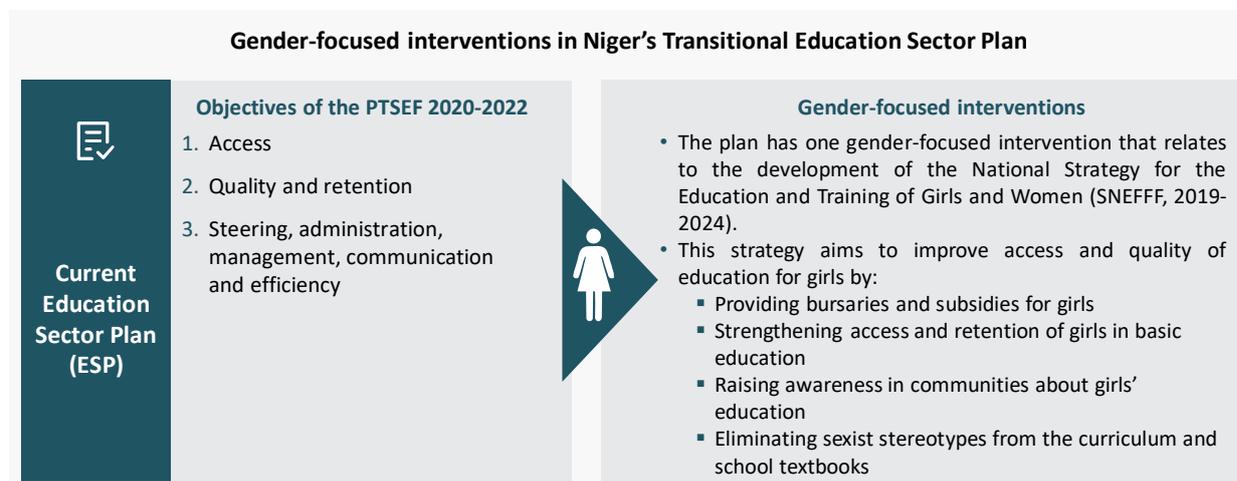
Overview of Trends in Key Indicators for Gender and Education

| <p>Primary Gross Enrollment Rate (GER)</p> | <p>Primary enrollment rates for both boys and girls steadily increased between 2014 and 2017, but decreased in 2019. The gender parity index nevertheless showed a marginal increase from 0.85 (2014) to 0.88 (2019).</p> | <p>Primary GER (girls and boys), 2014-2019</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Boys (%)</th> <th>Girls (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>75.2%</td> <td>63.8%</td> </tr> <tr> <td>2017</td> <td>80.5%</td> <td>69.2%</td> </tr> <tr> <td>2019</td> <td>70.7%</td> <td>62.0%</td> </tr> </tbody> </table> | Year | Boys (%) | Girls (%) | 2014 | 75.2% | 63.8% | 2017 | 80.5% | 69.2% | 2019 | 70.7% | 62.0% |
|---|---|---|------|----------|-----------|------|-------|-------|------|-------|-------|------|-------|-------|
| Year | Boys (%) | Girls (%) | | | | | | | | | | | | |
| 2014 | 75.2% | 63.8% | | | | | | | | | | | | |
| 2017 | 80.5% | 69.2% | | | | | | | | | | | | |
| 2019 | 70.7% | 62.0% | | | | | | | | | | | | |
| <p>Lower secondary Gross Enrollment Rate (GER)</p> | <p>Gross enrollment at the lower secondary level showed steady increases between 2014 and 2017, however more recent data was not available.</p> | <p>Lower secondary GER (girls and boys), 2014-2017</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Boys (%)</th> <th>Girls (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>27.4%</td> <td>19.7%</td> </tr> <tr> <td>2017</td> <td>36.6%</td> <td>28.1%</td> </tr> </tbody> </table> | Year | Boys (%) | Girls (%) | 2014 | 27.4% | 19.7% | 2017 | 36.6% | 28.1% | | | |
| Year | Boys (%) | Girls (%) | | | | | | | | | | | | |
| 2014 | 27.4% | 19.7% | | | | | | | | | | | | |
| 2017 | 36.6% | 28.1% | | | | | | | | | | | | |
| <p>Primary Completion Rate</p> | <p>Primary completion rates declined between 2015 and 2019 for both sexes, while GPI slightly increased from 0.82 (2015) to 0.86 (2019). The average school life expectancy for both sexes is 4 years (4.27 for boys and 3.73 for girls).</p> | <p>Primary Completion rate</p>  <table border="1"> <thead> <tr> <th>Year</th> <th>Boys (%)</th> <th>Girls (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>77.6%</td> <td>63.4%</td> </tr> <tr> <td>2019</td> <td>70.4%</td> <td>60.2%</td> </tr> </tbody> </table> | Year | Boys (%) | Girls (%) | 2015 | 77.6% | 63.4% | 2019 | 70.4% | 60.2% | | | |
| Year | Boys (%) | Girls (%) | | | | | | | | | | | | |
| 2015 | 77.6% | 63.4% | | | | | | | | | | | | |
| 2019 | 70.4% | 60.2% | | | | | | | | | | | | |
| <p>Transition rate from Primary to Lower secondary</p> | <p>Transition rates were not available.</p> | | | | | | | | | | | | | |

Source: UNESCO UIS; Statistique de l'éducation de base et alphabétisation, annuaire 2018-2019

Education Sector Plans

Niger's current education sector plan (ESP) is the *Plan de transition du secteur de l'éducation et de la formation (PTSEF) 2020-2022*. The country does not seem to have developed a COVID-19 response plan for education.



The PTSEF 2020-2022 replaces Niger's previous ten-year education sector plan, the *Plan du secteur de l'éducation et de la formation (PSEF 2014-2024)*. The PTSEF was developed in order to help the education sector adapt to new budgetary and reporting processes that were introduced by the Government of Niger in 2018-2019. The development of a second phase of the PSEF is planned for 2023. Please see the table below for a timeline of key sector plans and reviews.

Timeline of Key Sector Plans and Reviews

| | 2010-2019 | | | | | 2020-2029 | | | | |
|--------------------------------|----------------|--|--|--|--|------------------|--|--|--|--|
| ESPs | PSEF 2014-2024 | | | | | PTSEF 2020-2022 | | | | |
| | | | | | | | | | | |
| JSRs and Sector analyses | JSR 2018 | | | | | ESA 2020 | | | | |
| Gender in education strategies | | | | | | SNEFFF 2019-2024 | | | | |

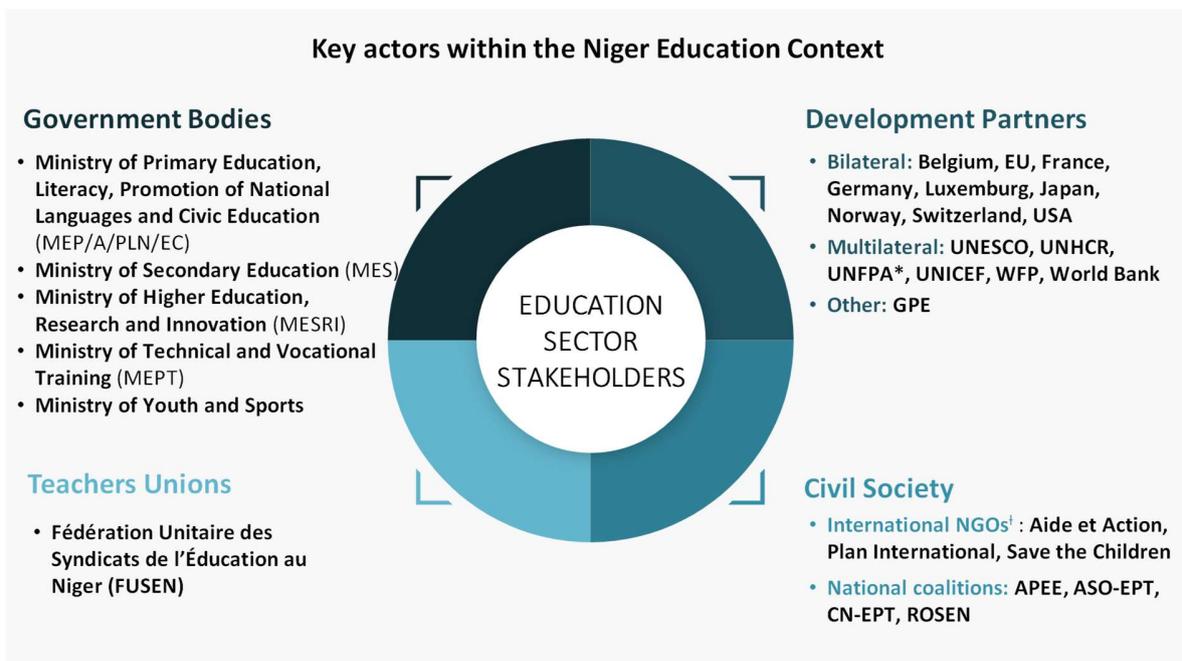
With regards to the education of girls, Niger adopted a decree on protecting and supporting schoolgirls (*Décret présidentiel pour la protection, le soutien et l'accompagnement de la jeune fille*) in 2017. In 2019, a new five-year strategy for girls' education (*Stratégie nationale de l'éducation et de la formation des filles et des femmes – SNEFFF*) was developed but was in the process of validation as of March 2019 during the baseline review period. As such, the current status of this strategy could not be confirmed, but it will play a key role in addressing gender in the education sector with the aim to adopt a holistic approach that includes all education sub-sectors. The strategy also aims to create a gender architecture that strengthens the role of gender focal points in programme design and implementation.

Education Sector Stakeholders

There are currently **six ministries** covering education in Niger. Please see the table below for a breakdown of ministry and responsibility.

| NAME OF MINISTRY | RESPONSIBILITY IN EDUCATION |
|--|--|
| Ministry of Primary Education, Literacy, the Promotion of National Languages and Civic Education Ministère de l'Enseignement Primaire, de l'Alphabétisation, de la Promotion des Langues Nationales et de l'Éducation Civique (MEP/A/PLN/EC) | Primary education |
| Ministry of Secondary Education Ministère des Enseignements Secondaires (MES) | Secondary education |
| Ministry of Technical and Vocational Training Ministère de l'Enseignement Professionnelle et Technique (MEPT) | Technical and Vocational Training (TVET) |
| Ministry of Higher Education, Research, and Innovation Ministère de l'Enseignement Supérieur, de la Recherche et de l'Innovation (MESRI) | Tertiary education |
| Ministry of Youth and Sports Ministère de la Jeunesse et des Sports (MJS) | Physical education and sports |
| Ministry of Cultural Renaissance, Arts and Social Modernization Ministère de la Renaissance Culturelle, des Arts et de la Modernisation Sociale (MRCAMS) | Education and training in arts and culture |

Niger’s local education group is called the *Groupe local des partenaires de l'éducation* (GLPE). All six ministries of education are part of the GLPE and chair the group on a rotating basis. Other GLPE members and key education sector actors are presented below.



1.5 Baseline Findings

This section of the country report systematically addresses the baseline values for each of the outcome-level indicators outlined in the GCI performance measurement framework, based on a comprehensive document review of the most current information available.

All sources of information from which baseline values were derived are identified in the tables below. A comparison of baseline findings and comparative conclusions for Niger and all other partner countries will be addressed in the global baseline study report.

The time period which was considered for this baseline review was **2019 to July 2020**, i.e. information on actions, events, meetings or statements which took place prior to 2019, and post-July 2020 were not counted as baseline entries for indicators. However, some exceptions to this were made, especially in relation to most recent ESPs, ESP implementation reporting, or education sector analyses (ESAs) which were published prior to 2019.

When relevant information was found from after July 2020, this is included in the report narrative for consideration to be included in GCI monitoring for the first full year of implementation of the initiative.

Intermediate Outcome 1

Intermediate Outcome 1: Improved gender equality mainstreaming in and through education led and implemented by Ministry(ies) of Education in conjunction with other relevant Ministries

| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
|---|---|---|
| 1a Implementation rate of gender equality provisions within approved ESPs | <ul style="list-style-type: none"> ▪ ESP : <i>Plan Transitionnel de l'Éducation et de la Formation (PTSEF)</i> (2020-2022); ▪ <i>Programme Sectoriel de l'Éducation et de la Formation (PSEF)</i> (2014-2024) ▪ <i>Rapport annuel d'exécution du PSEF</i> (2018) | Insufficient data to provide a baseline value for implementation rate |
| 1b Degree of coherence among interventions led and/or implemented by MoEs to address barriers to GE in education | <ul style="list-style-type: none"> ▪ ESA (2020) ▪ PSEF (2014-2024) ▪ PTSEF (2020-2022) ▪ LEG Terms of Reference (2019) | Coherent |

Assessment of indicator 1a focused on the current ESP and the most recent implementation data available for the ESP. Niger's current education sector plan is the PTSEF 2020-2022. As a transitional education sector plan, it is limited in scope and lays out a small number of key activities and interventions. The PTSEF 2020-2022 specifies one gender intervention: The development and implementation of the new Strategy for Girls' Education and Training (*Stratégie nationale pour l'éducation et la formation des filles et des femmes-SNEFFF* 2019-2024). At the time of the development of the PTSEF, the SNEFFF had not yet been approved with information on the current status of the SNEFFF not available due to a lack of documentation and key informant interviews during the baseline assessment. According to the PTSEF 2020-2022, the Strategy will lay the groundwork for future gender intervention and will restructure the gender architecture of the education sector.

With regards to measuring the implementation of education sector plans going forward, the government of Niger introduced budgetary reforms in 2018-2019 which require all ministries to produce three-year programme budgets (*Document de programmation pluriannuelle des dépenses–DPPD*) and annual programme reports (*Programme annuel de performance–PAP*). All sectors are now required to align their programming with the *Plan de Développement Économique et Social (PDES)*. This new requirement led to the development of the 2020-2022 transitional education sector plan (PTSEF 2020-2022), replacing the previous education sector plan (PSEF 2014-2024). The purpose of the new budgetary process is to ensure better monitoring of government programmes and budgets, with alignment between the ministries' indicators and the indicators within the PDES. Going forward, the PAP and DPPD could be sources for assessing implementation rates (i.e. actual vs. planned implementation) and budget execution rates (i.e. actual vs. planned budget expenditures) for education sector plans, however these were not available to reviewers for the PTSEF 2020-2022.

Budget Execution Rate for Measuring Indicator 1a

Assessment of indicator 1a focused on current Education Sector Plans (ESPs) and the most recent implementation data available on ESPs. It was initially anticipated that a review of available reports on ESP implementation (e.g. annual implementation reports, mid-term reviews, joint sector review reports, with data source varying by country) could determine the rate (i.e. percentage) or proportion (i.e. ratio) of GE provisions delivered against those planned. However, no baseline data on the 'implementation rate' for GE provisions (i.e. actions, resource allocations, or other measures related to ESP implementation aimed explicitly at enhancing GE in education) within approved ESPs could be identified from available sources in GCI pilot countries. Thus, where it was possible, the baseline value for indicator 1a was calculated differently than anticipated, as follows: 1) the number of GCI pilot countries officially reporting 'budget execution rates' (i.e. actual vs. planned budget expenditures) for GE provisions within approved ESPs; and 2) changes to the budget execution rates (actual expenditures relative to budget) for GE provisions within ESPs for GCI pilot countries reporting this data.

With respect to indicator 1b, the degree of coherence among interventions led and/or implemented by MoEs to address barriers to GE in education was assessed based on five criteria using a four-point scale. Here, data relied on information provided in documentation published prior to July 2020.

Niger was found to meet three of the five criteria for coherence (Criteria 1, 3 and 4), and thus was rated as coherent for the reasons explained below:

Criterion 1: There was evidence of a pooled fund or SWAP which includes specific provisions to address gender barriers to education. A pooled fund was established in 2017 entitled the *Fonds commun du secteur de l'éducation (FSCE)*, which includes several major donors, including France, the EU, Luxemburg, Norway, Switzerland, and the World Bank. There is evidence that funding was provided to gender-specific initiatives, such as the implementation of the 2017 national decree for the protection and support of schoolgirls.

Criterion 2: There is a dedicated and functional coordination mechanism in the education sector addressing gender barriers in education (e.g. Gender Working Group of LEG). The LEG Terms of Reference states that strategic working groups were to be established to ensure the implementation of specific strategies, namely the SNEFFF. However, whether this working group has been established or is functioning could not be verified.

Criterion 3: There is evidence of alignment between ESP gender objectives and the interventions of key education sector actors. There is some evidence of alignment with the PTSEF, as several donors are supporting the development of the SNEFFF.

Criterion 4: There is evidence of complementarity, synergy, collaboration among education sector actors to implement joint and/or coordinated initiatives with regard to addressing gender barriers to education. There is evidence for at least one joint programme that specifically targets girls' education: The UNICEF-UNFPA-WFP Joint Programme on Breaking Barriers to Girls' Education. The LEG Terms of Reference also specify the framework for sector coordination between MoEs, development partners and CSOs. As such, there is an assumption of synergy and complementarity between education sector actors.

Criterion 5: This criterion could not be assessed as only one JSR aide-mémoires was available for review.

Criteria and Rating Scale for Indicator 1b

To establish a baseline value for indicator 1b, the degree of coherence among interventions led and/or implemented by MoEs to address barriers to GE in education was assessed based on five criteria, which were developed by the Universalia team during the baseline study. The five criteria are:

- 1) There is a pooled fund or SWAP which includes specific provisions to address gender barriers to education;
- 2) There is a dedicated and functional coordination mechanism in the education sector addressing gender barriers in education (e.g. Gender Working Group of LEG);
- 3) There is evidence of alignment between ESP gender objectives and the interventions of key education sector actors;
- 4) There is evidence of complementarity, synergy, collaboration among education sector actors to implement joint and/or coordinated initiatives with regard to addressing gender barriers to education;
- 5) There is evidence of joint monitoring and evaluation of ESP objectives, strategies, action plans and initiatives related to addressing gender barriers to education.

Furthermore, the baseline value for indicator 1b was established according to the number of criteria met, using a four-point rating scale defined as follows: Highly coherent = all 5 criteria met; Coherent = 3-4 criteria met; Somewhat coherent = 1-2 criteria met; Not coherent = None of the criteria met.

Immediate Outcome 1.1

| Immediate Outcome 1.1: Strengthened institutional systems and processes within MoE to mainstream gender equality in education sector analysis, policies, planning, budgeting, strategies, and programs | | |
|--|--|-----------------------|
| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
| 1.1a Gender responsiveness of education strategic sector planning documents and tools at the national and subnational levels | <ul style="list-style-type: none"> ■ ESA (2020) ■ PTSEF (2020-2022) | Not gender-responsive |

The gender responsiveness of education strategic sector planning documents and tools was assessed based on the number and extent to which six gender-responsive criteria were met, using a four-point rating scale (see textbox). Data sources used focused on the most recent sector planning documents.

Only two of the six gender-responsive criteria (Criteria 1 and 6) were deemed to have been adequately met to determine the gender-responsiveness of education strategic sector planning documents and tools at the national and subnational levels.

Criterion 1: Analysis of the gender situation in the education sector: There is limited evidence of gender responsiveness in both the 2020 ESA and the PTSEF 2020-2022. The ESA has a section on equity that provides a gender analysis, but references to gender outside of this section are limited. While the ESA does provide sex-disaggregated data to show disparities between boys and girls in various areas (including access, survival rate, out of school rate and learning outcomes), it provides very minimal analysis to explain the underlying causes for these gender disparities. The ESA does provide gender analysis combined with poverty and

Criteria and Rating Scale for Indicator 1.1a

To establish the baseline value for indicator 1.1a, the gender-responsiveness of education sector planning documents and tools was assessed based on six criteria drawn from UNGEI’s Appraisal Form: Is the Education Sector Plan gender-responsive?³

The six criteria are:

1. Analysis of the gender situation in the education sector;
2. Participation of key stakeholders with expertise on gender in ESP development. These could include CSO representatives, gender focal points in MoEs, and other relevant ministries;
3. Coherence of the ESP with national gender goals and priorities on issues affecting girls’ and boys’ education, such as sexual and gender-based violence, child marriage, child labour, etc.;
4. A budget specifically dedicated to addressing gender issues in education;
5. A gender unit or focal point for gender equality in MoEs equipped with resources at national and sub-national levels (the assumption is that they have the influence, capacity, budgets, and time to do their work);
6. An M&E plan that takes gender into consideration by providing for sex-disaggregated data collection and analysis (e.g. baseline and targets).

Based on the number of criteria met, the baseline value for indicator 1.1a was established according to a four-point rating scale defined as follows: Highly gender-responsive = All 6 gender-responsive criteria reflected; Gender-responsive = 4-5 gender-responsive criteria reflected; Somewhat gender-responsive = 2-3 gender-responsive criteria reflected; Not gender-responsive = Fewer than 2 gender-responsive criteria reflected.

³ See UNGEI’s Education Sector Plan Gender Review: A guide to support gender responsive education planning (2013) for a further breakdown of the various elements that were considered in assessing each of these six criteria.

income level. Overall, the ESA states that regional disparities and income disparities are more significant than those linked with gender.

The PTSEF 2020-2022, due to its nature as a transitional sector plan, is shorter and more limited in scope than a traditional ESP. It features one gender-specific objective and does not make use of information from the ESA.

Criterion 6: There was limited evidence of only a few indicators that were disaggregated by sex in the ESP, which included: Gross enrollment rate (primary level); survival rate (primary, lower, and upper secondary levels); and transition rates from primary to lower secondary, and from lower to upper secondary.

No information was available to assess **Criterion 2, 4 or 5**. For **Criterion 3**, national gender goals and priorities on issues affecting girls' and boys' education (such as sexual and gender-based violence, child marriage, child labour) are not reflected in the PTSEF.

In sum, two out of six criteria were met, resulting in a baseline determination that education strategic sector planning documents and tools in Niger are somewhat gender-responsive.

Immediate Outcome 1.2

Immediate Outcome 1.2: Strengthened technical capabilities within MoE and other relevant ministries working in conjunction with MoEs to mainstream gender equality in education, including in emergency contexts

| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
|--|--|--|
| 1.2a Number and position of staff at MoE and other relevant Ministries who report using in daily work new knowledge and skills acquired through training on mainstreaming gender equality in education, including in emergency contexts | | 0 staff at MoE and other relevant Ministries |

Assessment of this indicator relied on the most recent information available from 2019 to July 2020. According to documents reviewed, there was no evidence to indicate that Niger has recently had, or currently has, any significant programmes or initiatives which provided training to ministerial representatives on mainstreaming gender equality in education, including in emergency contexts.

For consideration to be included in GCI monitoring for Year 1 of the Initiative: In October 2020, UNESCO and the Ministry of Primary Education organized a workshop on gender equality for the education sector to raise awareness about gender among education sector actors.⁴ However, there was no baseline information available on the number and position of staff at MoE and other relevant Ministries using any new knowledge and skills acquired through training on mainstreaming gender equality in education in the past year.

⁴ *Ouverture à Niamey d'un atelier sur l'égalité du genre en milieu scolaire* (October 2020), <http://www.anp.ne/article/ouverture-niamey-d-un-atelier-sur-l-egalite-du-genre-en-milieu-scolaire>

Immediate Outcome 1.3

| Immediate Outcome 1.3: Strengthened capacity of MoE to change internal organizational culture to advance gender equality | | |
|--|--|---|
| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
| 1.3a Number and type of (new) actions taken by senior MoE decision- and policy-makers reflecting a commitment to strengthen or institutionalize mainstreaming GE | <ul style="list-style-type: none"> ▪ PTSEF (2020-2022) ▪ GPE website | 1 new action: 1. Strategy for girls' education (<i>Stratégie nationale de l'éducation et de la formation des filles et des femmes-SNEFFF</i>); |

Assessment of this indicator relied on the most recent information available from 2019 to July 2020. Based on the document review, one initiative was identified: The Strategy for girls' education (*Stratégie nationale de l'éducation et de la formation des filles et des femmes - SNEFFF*), which was in the process of validation in 2019.

Immediate Outcome 1.4

| Immediate Outcome 1.4: Strengthened leadership by MoE for inter-ministerial and cross-sectoral dialogue and coordination to address demand- and supply-side barriers to gender equality in education | | |
|--|--|---------------|
| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
| 1.4a Evidence of MoE collaboration and coordination with other ministries/ units/ agencies in support of initiatives that are critical to gender equality in education | <ul style="list-style-type: none"> ▪ PTSEF (2020-2022) ▪ <i>Plan stratégique pour mettre fin au mariage des enfants</i> (2018); <i>Stratégie Nationale VBG</i> (2017-2021) ▪ Spotlight Initiative Country Programme Document (2018) | Some evidence |

While the baseline study attempted to locate the most updated evidence of MoE collaboration and coordination with other ministries/units/agencies in support of initiatives that are critical to GE in education, it also relied on information provided in documentation published prior to 2019.

Some examples of collaboration among MoEs found in Niger included: The new strategy for girls' education which involved the collaboration of three education ministries, with support from development partners (UNICEF, LuxDev, EU). Examples of collaboration among MoEs with other ministries include collaboration with the Ministry of Women and Child Protection; references to education and the role of MoEs in the National Strategic Plan for Ending Child Marriage; involvement of MoE in the development of the National GBV strategy (2017-2021); multisectoral approach of Spotlight Initiative that involves the education sector and other sectors (MoEs are part of the technical committee for the Spotlight Initiative).

Intermediate Outcome 2

| Intermediate Outcome 2: Improved education sector enabling environment in support of MoE's efforts in gender equality mainstreaming in and through education | | |
|--|--|--------------|
| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
| 2a Degree to which Annual Joint Sector Review aide-mémoires include references to GE in education | <ul style="list-style-type: none"> JSR aide-mémoires (2018) | Satisfactory |

The degree to which annual JSR aide-mémoires include references to GE in education was assessed based on a four-point scale: Significant = numerous references/cross-cutting integration of GE; Satisfactory = evidence of integration of GE but not cross-cutting; Limited = some references to GE; Unsatisfactory = no or very few references to GE.

The most recent JSR aide-mémoires available (2018) consists of the proceedings of the JSR, including speeches and opening and closing remarks. It makes several references to gender equality including the development of the new Strategy for girls' education. It also notes the importance of gender and girls' education as a key challenge for Niger's education sector.

Immediate Outcome 2.1

| Immediate Outcome 2.1: Strengthened capacity of national- and local-level civil society organizations, including youth-led organizations, to undertake effective evidence-based policy advocacy, campaigning, and programming on GE in education | | |
|--|--|--|
| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
| 2.1a Number of references to CSO policy positions/actions, campaigning, and programming on GE in education, in LEG Annual GCI Update | | Baseline will be collected in late 2021, when each country completes its GCI LEG Annual Report |
| 2.1b Number of coordination meetings held by education-oriented CSOs focusing on GE in education | Review of CSO workshop reports | 0 coordination meetings held by education-oriented CSOs focusing on GE in education Multiple requests for information did not result in receipt of documents showing evidence of GE in education-focused CSO meetings. For the purposes of the GCI Baseline, the value recorded shall therefore be 0. |
| 2.1c Number of LEG meetings attended by CSO representatives | | 0 LEG meetings attended by CSO representatives |

| | | |
|--|--|---|
| | | Multiple requests for information did not result in receipt of documents showing evidence of LEG meetings being held. For the purposes of the GC I Baseline, the value recorded shall therefore be 0. |
|--|--|---|

As LEG annual GCI updates will only be produced once implementation of GCI effectively begins in Year 1, the baseline for indicator 2.1a will be collected in late 2021, once each country completes its GCI LEG Annual Report. Baseline values for indicators 2.1b and 2.1c were based on information available from 2019 to July 2020.

With respect to indicator 2.1b, no CSO coordination meeting minutes or documents were shared for review. As such, the baseline value was recorded as zero.

With respect to indicator 2.1c, the LEG Terms of Reference states that CSOs are to actively participate in all aspects of the LEG with the list of participating CSOs is to be updated regularly. However, no LEG meeting minutes or documents were shared for review.

Immediate Outcome 2.2

Immediate Outcome 2.1: Strengthened capacity of national- and local-level civil society organizations, including youth-led organizations, to undertake effective evidence-based policy advocacy, campaigning, and programming on GE in education

| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
|--|--|--|
| 2.2a LEG scores in 8 countries on the revised (with gender integrated) " LEG Self-Assessment and Performance Feedback " tool (developed by GPE) | | Baseline will be collected in late 2021/early 2022, when the GCI facilitates gender-integrated LEG Self-Assessment in the 8 countries |
| 2.2b Number of GE-focused LEG meetings or sessions | | 0 GE-focused LEG meetings or sessions Multiple requests for information did not result in receipt of documents showing evidence of LEG meetings being held. For the purposes of the GC I Baseline, the value recorded shall therefore be 0. |

The "LEG Self-Assessment and Performance Feedback" tool was not yet ready to be used Niger nor the seven other participating countries at the time of the baseline data collection.

With respect to indicator 2.2b, no LEG meeting minutes or documents were shared for review. The baseline value was therefore recorded as zero.

Immediate Outcome 2.3

| Immediate Outcome 2.3: Improved policy and practice dialogue for GE in education at national, continental, and global levels | | |
|--|--|--|
| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
| 2.3a Number and focus of joint policy and practice statements on GE in education by education sector actors at national, continental, and global levels | | 0 joint policy and practice statements on GE in education |
| 2.3b Number and type of alliances, partnerships, and networks for policy and practice on GE in education created/strengthened at national, continental, and global levels | | 0 alliances, partnerships, and networks for policy and practice on GE in education |

Information to inform the baseline value for indicator 2.3a focused on joint policy and practice statements on GE in education made during the baseline review period (i.e. 2019 to July 2020). Based on a search of the websites and social media platforms of education sector actors in Niger (e.g. MoE, CSOs and multilateral and bilateral donors), no joint policy and practice statements on GE in education was found to have been made during the baseline review period.

With regards to indicator 2.3b, the Universalialia team conducted a search of the websites and social media platforms of various education sector actors for information that evidences alliances, partnerships and networks focused on policy and practice in GE in education that were either created or found to be active during the baseline review period (i.e. 2019 to July 2020). In Niger, no partnership was found to be included in the country-level baseline value for indicator 2.3b.

For consideration to be included in GCI monitoring for Year 1 of the Initiative:

With regards to indicator 2.3a, through a search of education sector actors' websites and social media profiles, the Universalialia team also found relevant supporting information for joint statements that were made outside of the baseline review time period cut-off point (i.e. July 2020), and thus could not be considered as a data source informing the baseline value. However, relevant data contained in these sources of information could be considered to measure progress against this indicator for the GCI monitoring exercise to be conducted after the first full year of implementation.

- Advocacy Statement made by the Niger CSO Coalition on their website: *Message de Plaidoyer à l'intention des candidats aux élections présidentielles et législatives 2020-2021 pour l'atteinte de l'Objectif de Développement Durable (ODD4)*⁵.

⁵ See : Website of Coalition : <http://www.asoeptniger.com/media/attachments/2021/01/24/message-de-plaidoyer-en-direction-des-candidats-aux-lect.pdf>

Immediate Outcome 2.4

| Immediate Outcome 2.4: Improved coordination and collaboration among global GCI Alliance Development Partners (DPs) to advance GE in and through education | | |
|---|---|--|
| Performance indicators | Data collection methods and data sources that provided information to establish the baseline value | Baseline |
| 2.4a Number and focus of joint statements on GE in education by GCI Alliance DPs | Search of websites of GCI Alliance DPs | 0 joint statements on GE in education Research did not uncover any DP joint statements regarding this country. The baseline value recorded is 0. |
| 2.4b Number and focus of joint publications on GE in education produced by GCI Alliance DPs | Search of websites of GCI Alliance DPs | 0 joint publications on GE in education Research did not uncover any DP joint publications regarding this country. The baseline value recorded is 0. |

No baseline values could be established for indicators 2.4a and 2.4b, despite two attempts at collecting and analyzing relevant sources of information. Relevant supporting data to measure progress against indicators 2.4a and 2.4b will likely only emerge during the first full year of GCI implementation.

Appendix I List of documents consulted

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- AFD, UNICEF, République du Niger, Requête de financement accéléré COVID-19 auprès du Partenariat Mondial pour l'Éducation, 2020
- GPE, Données Nationales, 2019
- GPE, Rapport sur les résultats, 2019
- LUXDEV, Égalité de Genre au Niger, Janvier 2021
- Ministère de l'Enseignement Primaire, de l'Alphabétisation, de la Promotion des Langues Nationales et de l'Éducation Civique, Cadre de référence pour la mise en œuvre des programmes d'alphabétisation et de formation des adultes, 2014
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- Plan International, Adolescent Girls in Crisis : Voices from the Lake Chad Basin, Summary Report, n.d.
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- Plan International, Mini exploration des besoins, Novembre 2019

- Rapport national sur le niveau d'atteinte des objectifs de l'EPT au Niger, 2014
- Réponse humanitaire en éducation :
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- République du Niger, Cadre Partenarial entre le Gouvernement de la République du Niger, les Partenaires Techniques et Financier et les Organisation de la Société Civile du Secteur de l'Éducation et de la Formation, Novembre 2019 (LEG TORs)
- République du Niger, Plan de préparation et réponse au nouveau coronavirus (COVID-19), 2020
- République du Niger, Plan transitionnel de l'éducation et de la formation (PTSEF), 2020-2022
- République du Niger, Programme sectoriel de l'éducation et de la formation (PSEF), 2014-2024
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- République du Niger, UNESCO-IIEP, Analyse du secteur de l'éducation Niger, 2020
- Spotlight Initiative, Country Programme Document Niger, December 2018
- Statistiques de l'éducation de base et alphabétisation, Annuaire 2018-2019 – Draft, Décembre 2019
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