

## GENDER EQUALITY IN EDUCATION SNAPSHOT MALI RESULTS WORKSHOP REPORT



November 2022

**Acronyms:**

*CADE: UNESCO Convention against Discrimination in Education*

*CAP: Pedagogical Animation Centre*

*CEDAW: Convention on the Elimination of All Forms of Discrimination against Women*

*CNDH: National Human Rights Commission of Mali*

*CNT: National Transition Council*

*CPS: Planning and Statistics Unit*

*GCI: Gender at the Centre Initiative*

*GES: Gender Equality in Education Snapshot*

*OECD: Organization for Economic Co-operation and Development*

*SDG: Sustainable Development Goal*

*ONG: Non-governmental organization*

*SIGI: Gender and Social Institutions Index on Gender Discrimination*

*GER: Gross Enrolment Rate*

*UNGEI: United Nations Girls' Education Initiative*

## Introduction

The Gender at the Centre Initiative (GCI) supports, convenes, and advocates for the leadership of ministries of education and national civil society actors to advance gender equality in and through education. Since 2020, the GCI has been promoting gender equality in education in eight African countries namely Burkina Faso, Chad, Mali, Mauritania, Mozambique, Niger, Nigeria, and Sierra Leone. The GCI is jointly coordinated by the United Nations Girls' Education Initiative (UNGEI) and UNESCO-IIEP.

Through GCI, a rapid assessment of gender equality in and through education was conducted using the Gender Equality in Education Snapshot Toolkit ([GES Toolkit](#)). The GES Toolkit was developed by UNGEI and the Global Partnership for Education (GPE) to help education planners and practitioners conduct a rapid assessment of gender equality in and through education. It provides an initial diagnosis of a country's situation in terms of gender equality in the education system, as well as in other areas. The objective of the rapid assessment in Mali was to facilitate a common understanding of the situation of gender equality in the education system for members of the Local Education Partners Group (LEPG) and to identify priority areas for further gender analysis.

The rapid assessment started in August 2022 with the support of UNGEI, under the leadership of the Ministry of National Education and in collaboration with the local education group of partners, led by UNESCO. The first stage focused on enabling the Ministry take ownership of the GES (Gender in Education Snapshot) tool by training the technical team of the statistics unit. The phase that followed was devoted to data research, as well as verification and validation of data providers.

***“The attitudes of key players in the education system must be changed and the barriers of inequality broken down to enable girls and boys to have equal opportunities to meet the challenge of sexist and discriminatory behavior towards girls and women.”***

***Inge Vervloesem, Chief of Education, UNICEF***

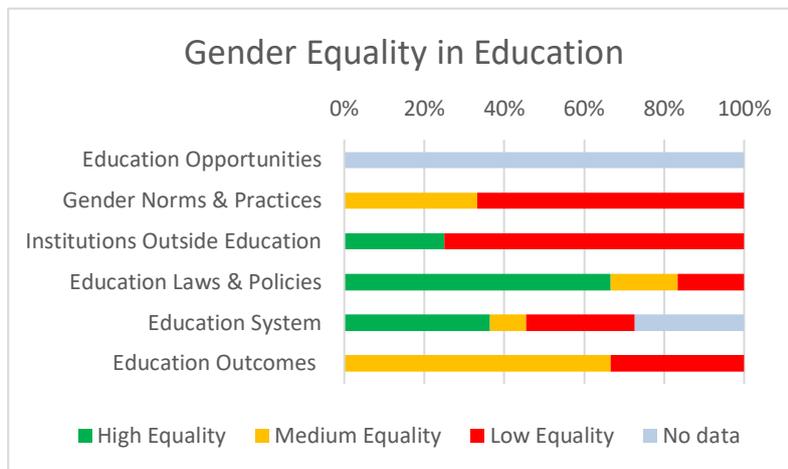
On 01 November 2022, a workshop was held to review the results of the rapid assessment, organized by the Ministry of National Education, UNICEF and UNGEI. The workshop brought together around thirty members of the Local Education Partners Group, including technical and financial partners, representatives of UN agencies, technical directors of the Ministry of National Education and civil society organizations. (See list of participants in annex). The tool with the completed data is also annexed.

## 2. Presentation of the results

### 2.1 Summary

Through the six (6) key areas defined in the GES tool, namely educational opportunities, gender norms and practices, institutions outside education, educational laws and policies, the education system, and educational outcomes, a first diagnosis of the country's situation about gender equality in and through education was provided.

In summary, the situation of gender equality in education in Mali is alarming. Results are particularly weak in the areas of educational outcomes, institutions outside education and gender norms. In the latter area, figures show that over 72% of women accept that a husband is entitled to beat his wife, the rate of child marriage is over 53% and the rate of early pregnancy is 37%.



Based on these results, it's clear that an urgent call is needed to boost efforts for a holistic and cross-sectoral approach to addressing gender inequalities in and through education.

The process of drafting the report on the state of progress of the Malian education system through PRODOC II, the five-year sectoral plan for education,

is a good opportunity to accelerate the provisions and activities related to gender and gender equality in the education system.

### 2.2 Key areas

During the results workshop, the following trends and observations were noted under the different key areas:

#### 2.2.1 Education opportunities

The country's ratings for educational opportunities are generally low.

- There is gender parity in primary and lower secondary completion rates, as well as participation rates in technical education and vocational training.
- There are disparities in upper secondary completion rates, gross enrolment ratios in tertiary education, adult literacy rates.
- The disparities found are to the disadvantage of girls except for the gross enrolment rate in early childhood development and the participation rate in technical education and vocational training

The lack of data on minimum reading and mathematical skills meant that the analysis in this area could not be completed. Participants also recommended

adding indicators related to accessibility and inclusion to better represent intersectionality and thus complete the analysis.

### 2.2.2 Gender norms and practices

- The data on gender norms and practices are worrying, with a child marriage rate of 53.7% and 36.5% teenage pregnancies according to the OECD. In practice these figures may be higher as the minimum age of marriage for girls under the country's legislative framework is 16, and even with parental permission under 16.
- Another alarming figure is that almost 73% of women accept that a husband is entitled to beat his wife. Girls face many challenges such as domestic chores, they are seen as sources of income in many settings especially in rural areas and migrate to urban areas as domestic workers. The parity index for adolescents in household chores is 1.44. This indicates that girls spend more time on household chores than boys.

### 2.2.3 Institutions outside education

The country scores low on institutions outside education.

- The minimum age of marriage is 16 for girls. With parental permission they can even get married before 16.
- The gender and social institutions index, composed of access to resources and positions of responsibility, the division of labor and discrimination within the family is 46. Despite Law 052 of 18 December 2015 instituting measures to promote gender equality in access to nominative and elective functions, women are still discriminated against in several areas of life.
- Mali has ratified the UN Convention on the Elimination of All Forms of Discrimination against Women without reservation. However, there are major difficulties with implementation. Several conventions have been ratified, but the country is unable to implement them in practice.

The latest report produced by the Malian National Human Rights Commission (CNDH, 2015), recognizes as a major shortcoming the lack of implementation of the various provisions of the texts on the domestic level. Similarly, the Personal and Family Code, which is supposed to correct discrimination and improve the status of Malian women by reducing inequalities and harmonizing domestic laws with ratified regional and international conventions, contains provisions that are perceived as a step backwards in terms of women's rights.

### 2.2.4 Education laws and policies

Regarding educational laws and policies, the country's ratings are average.

- The Ministry of Education has never been audited on gender.
- On the question of having at least 9 years of free and compulsory schooling, the constitution stipulates that school is a right for all children in Mali. Primary education is free and compulsory up to grade 9, but the lack of funding of the state do not allow it to be guaranteed for all children in Mali.

- The Convention against Discrimination in Education has been ratified but the question of its implementation remains problematic
- The education sector plan meets 2 of the proposed criteria for assessing the gender sensitivity of the sector plan, namely the availability of sex-disaggregated data and the implementation of specific strategies for girls' education, including gender mainstreaming strategies.

A political will has been shown by the Malian political and school authorities, who are aware of the situation, with the support of partners who continue to take measures to improve the educational situation of girls and women.

### 2.2.5 Education system

*"In Mali the disparities between girls and boys are greater as the school curriculum progresses, which demonstrates the need to break down barriers to gender equality in education."*

*N'deye Batio Sène, Gender Technical Advisor,  
Ministry of Education*

The country's scores around the education system are generally low. However, the data allows us to distinguish some strengths of the system as well. Participants noted that non-formal indicators (CAF, Café, CDE, etc.) are not considered. However, non-formal education is an integral part of the education system.

#### Strengths

- Trainers are trained in gender-sensitive and inclusive pedagogy to train at the IFM (Institut de formation des maîtres) level.
- Teachers receive in-service training in gender responsive and inclusive pedagogy.
- Initiatives are implemented in the AEs (Education Academies) to promote women's access to IFMs through training to prepare for the competitive examination.
- The percentage of schools with gender-segregated toilets is high.

#### Areas for strengthening

- Very low representation of women in the teaching profession at all levels (25% in primary and 10% in secondary).
- Female teachers hold very few positions of responsibility at school level (less than 20% of female principals at all levels).
- The curriculum revised in 2017 considers the concepts of gender and gender responsive pedagogy. However, it will be necessary to ensure that this program is implemented in all IFM in Mali.
- A review of gender issues in the curriculum and teaching materials has not taken place.
- Comprehensive sexuality education is not integrated into the curriculum. However, some topics related to reproductive health such as puberty, STIs/AIDS have been included

- Specific codes of conduct on GBV do not exist. However, schools have internal rules that prohibit all forms of violence, sexual harassment, etc.

### 2.2.6 Education outcomes

The education results are rather low.

- Only 8% of women themselves make informed decisions about their sexual and reproductive health.
- Law 052 granting 30% of parliamentary and nominative seats to women is not consistently applied.
- Women's participation rate in employment is 49%. Further analysis of factors hindering women's participation in employment is recommended.

### 3. Priority areas for a detailed gender analysis of the education system

The rapid assessment of gender equality in and through education in Mali identifies avenues for further gender analysis. The workshop participants made links between the different findings of the assessment to identify needs for further analysis.

Links	Suggested analyses
Gender insensitive teaching - High drop-out rate of girls	Analysis of the implementation of gender-sensitive pedagogy in schools
Gender norms - disparity in girls' access to school	Analysis of the low access of girls to scientific subjects
PEAS (Policy on Sexual Abuse Operations)	Diagnostics of practices
Gender Parity and Promotion Act (Law N°2015-052)	Analysis of norms and barriers to law enforcement
Inclusive Education Act - inclusion of children living with disabilities	Analysis of financial barriers to the education of children living with disabilities, especially girls

### 4. Conclusion

*"Developing and fostering an organisational culture based on its openness to gender equality through a gender technical unit is a real need."*

*Giuliana Serra, Gender Specialist, UNICEF*

The issue of gender equality in and through education in Mali remains an important challenge for the country's institutions. It is clear that the current education system is highly unequal, as the results of the rapid assessment presented indicate. The data related to gender norms are the most striking and indicate the extent of the problem. This is confirmed by

the very low representation of women in the teaching profession at all levels (only 25% in primary and 10% in secondary), as well as in positions of responsibility at the school level (less than 20% of women principals at all levels). The low representation of women in positions of responsibility and decision-making is also reproduced outside of school, resulting in a high rate of gender discrimination in Mali.

However, it is encouraging that the government is beginning to take gender equality into account among its priorities. A new and positive dynamic is emerging, with initiatives to promote women's access to teacher training colleges. The strengthening of teachers' skills, particularly in terms of gender-sensitive and inclusive pedagogy, through training offered with the support of some partners, is an important step forward that should be extended nationwide. It is also noteworthy that the percentage of schools with gender-separated toilets is high, which contributes to the improvement of hygiene conditions in schools.

This rapid assessment and the exchanges between the different education stakeholders is an opportunity to advocate for the acceleration of the implementation of gender equality activities in the five-year PRODECII program 2019-2028. It is recommended that a more in-depth analysis be carried out, in which barriers to gender equality are identified, socio-cultural practices are studied, and issues related to the inclusion of children with disabilities are integrated. All workshop participants renewed their commitment to combating gender inequalities in and through education.

## Recommendations

Based on the rapid assessment, the workshop participants made a series of recommendations for strengthening the promotion of gender equality in and through education.

### Education system

- Strengthen the capacity of the education system to facilitate the integration of gender equality in the programming of educational activities;
- Demonstrate a real political will on the part of decision-makers and governments to promote gender equality in and through education, with the support of technical and financial partners;
- Develop and multiply harmonized tools on gender-sensitive pedagogy and train frontline workers on gender equality;

- Integration of comprehensive sexuality education in the school curriculum;
- Adoption of a code of conduct on gender-based violence in schools, including sexual exploitation and abuse, for education system staff;
- Strengthen training on gender equality for parents.
- Conducting a gender analysis of the staff at different levels of the Ministry of Education and an assessment of the organizational culture in terms of its openness to gender equality;
- Assessment of the gender equality expertise and skills of employees, as well as the organization's efforts to build the gender capacity of employees;
- Assessment of how partners are selected regarding capacity building for the promotion of gender equality;
- Review of the integration of gender equality into the curriculum and teaching-learning materials;
- In-depth qualitative analysis of gender norms and practices that are reproduced in the school environment;

**Suggested additional analyses:**

**Education laws and policies:**

- Analysis of gender mainstreaming in the Education Sector Plan, policies, and other programs of the education sector (make a comprehensive assessment of the gender dimension regarding the vision, policies, strategies, and budget for implementation of programs);
- Assessment of the systems and instruments used for reporting and monitoring gender equality in general (indicators, reporting rules, procedures, financial requirements, performance criteria, etc.);

**GES Toolkit:**

- Break down data by place of residence (urban/rural), by region and by CAP
- Review scoring
- Include indicators related to access to education
- Identify indicators related to disability and inclusion

**ANNEX :**

**List of participants**

<b>N°</b>	<b>Names</b>	<b>Organizations</b>
1	Inge Vervloesem	UNICEF
2	N'dèye M'batio Sène	CT / MEN
3	Issoufi Dicko	DNEN
4	Mahamar M. El Moctar	CPS/MEN
5	Olivier Ki-Zerbo	UE
6	Doucouré Bodo Soumare	DNEF/MEN
7	Konaté Kounadi	FAWE
8	Saliha Diarra	CPS/ES
9	Mariama Maïga	CPS/MEN
10	Abdoul Fatah	ONG ALMOUD
11	Koina Moussa Maïga	ONG CERCA
12	Anicet Habonimana	NRC
13	Fida Ag Mohamed	ONG ARDS
14	Giuliana Serra	UNICEF
15	Issa Cisse	CPS/SE
16	Hamadoun Ousmane Gaba	ONG ACPED
17	Aissata Traoré	CPS/SE
18	Mamoudou Djimdé	SECM
19	Moussa Koné	OIEF
20	Mahamane Maïga	ASM
21	Mahamadou Niaré	DNP
22	Aminata Boulkassimi	CITOYENNETE-ELLE
23	Anta Maïga	CITOYENNETE-ELLE
24	Ibrahima Macalou	SAHEL 21
25	Saidou Kanambaye	UNESCO
26	Mahamadou A Maïga	ARDS- T
27	Adama Sangare	ALAB
28	Abdoul Karim Bathily	ALPHALOG
29	Abdoul Salam Toure	UNGEI/UNICEF