

GENDER AT THE CENTRE INITIATIVE (GCI) REPORT ON THE GENDER EQUALITY IN EDUCATION SNAPSHOT (GES) TOOLKIT RESULTS WORKSHOP IN GUINEA

April 2023



PRIORITÉ À L'ÉGALITÉ
GENDER AT THE 
CENTRE 

UNGEI

unicef 

GPE 

ACRONYMS

CADE	UNESCO Convention against Discrimination in Education
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
NTC/CNT	National Transition Council/ Conseil national de transition
NST/ENI	National School for Teachers
UNICEF	United Nations Children's Fund
GCI	Gender at the Centre Initiative
GES	Gender Equality in Education Snapshot
OECD	Organization for Economic Co-operation and Development
SDG	Sustainable Development Goal
NGO	Non-gouvernemental organisation
GER/TBS	Gross Enrolment Rate/ Taux brut de scolarisation
GSE	Education Sector Group;
ProDEG	The Decennial Program of Education in Guinea
GSIIIGD/SIGI	Gender and Social Institutions Index on Gender Discrimination
UNGEI	United Nations Girls' Education Initiative
GPE	Global Partnership for Education
CSE/ECS	Comprehensive Sexuality Education
FIERE	Educated Girls Succeed

1. INTRODUCTION

Despite the measures taken by the Guinean government to promote gender equality, significant gaps persist between girls and boys in the education system, as well as between men and women in political, legal, economic, and social sectors. Education is the key domain to address gender inequalities and build the foundations for a more equitable and just society. To ensure equitable and quality education for all girls and boys, governments are encouraged to integrate gender equality from the outset in education plans and policies, including partnership agreements with the Global Partnership for Education (GPE). With the aim of effectively integrating gender equality into the partnership agreement with the GPE, the Guinean government sought the support of the United Nations Girls' Education Initiative (UNGEI) to conduct a rapid assessment of gender equality in and through education. Through the Gender at the Centre Initiative (GCI), UNGEI supports countries in analyzing the gender equality situation in their education systems and integrating gender equality strategies into their GPE partnership agreements.

The GCI has established a strategic partnership with the GPE to ensure the effective integration of gender equality in the development and implementation of GPE partnership agreements. The objective is to support ministries of education in integrating gender equality and creating an enabling environment for gender equality in line with the goals of the Gender at the Centre Initiative.

The GCI supports, convenes, and advocates for leadership at ministries of education and national civil society actors to advance gender equality in and through education. From 2020 to the present, 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 also provides technical support services to countries that are not part of the Initiative, aiming to expand the number of countries benefiting from strong gender expertise.

As part of the support to the Ministry of Education in Guinea, a rapid assessment of gender equality in and through education was conducted using the Gender Equality in Education Snapshot Toolkit (GES Toolkit). This tool, designed by UNGEI and GPE, aims to assist education planners and practitioners in swiftly evaluating the gender equality situation in and through education. It provides an initial diagnosis of a country's gender equality status in the education

system, as well as in other areas. The objective of the rapid assessment in Guinea was to facilitate a shared understanding of the gender equality situation in the education system, identify priority areas for a more comprehensive gender analysis, and provide relevant recommendations for gender equality within the context of a major system reform.

In March 2023, the rapid assessment was launched in response to Memorandum No. 068 issued by the President of the Education Sector Group (ESG). This memorandum designated the members of the national technical team responsible for working with UNGEI to provide input to the national commission in charge of preparing the deployment of the new GPE financing model, which includes access to funding for educational system transformation. The first step of this rapid assessment involved identifying research teams responsible for collecting data for key domains and establishing a central team responsible for data management. The subsequent phase focused on data collection, verification of sources, and inputting information into the GES tool. A combination of an orientation session and hands-on use of the GES tool helped enhance the technical capacity of the commission members to utilize the tool effectively. On April 27, 2023, a workshop was held to present the findings of the rapid assessment under the direction of the Technical Secretariat for Coordination and Management (TS/CM) of The Decennial Program of Education in Guinea (ProDEG), in partnership with UNICEF. The event brought together not only the members of the technical team but also representatives from civil society and members of the Local Education Partners Group (LEPG) (the list of participants is provided in the appendix). The report containing the tool and the collected data is also attached in the appendix.

“We think that this tool is extremely formidable because it will enable us to correct the shortcomings in terms of gender equality in our schools and at the level of teachers.”

Workshop participant

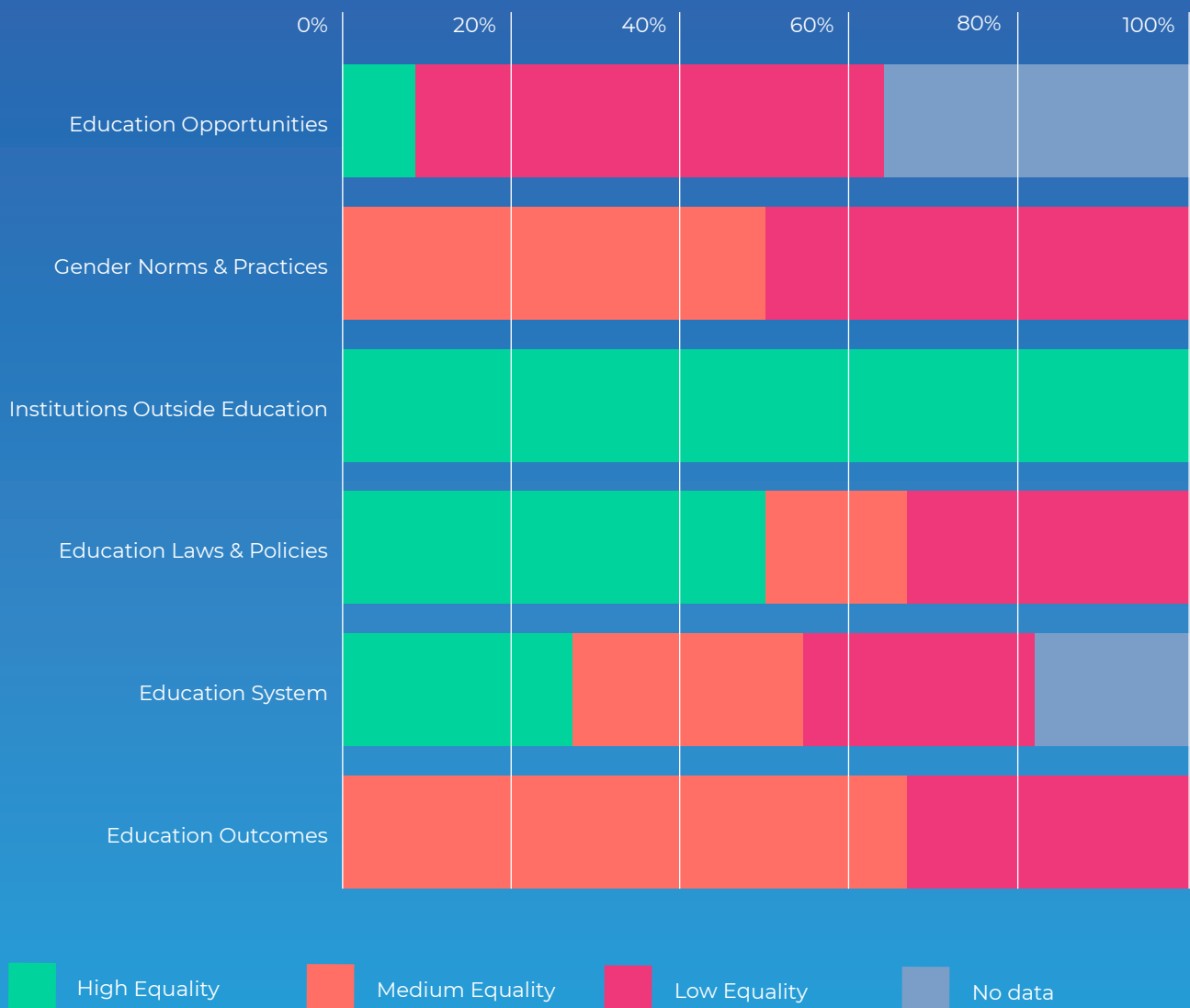
2. PRESENTATION OF THE RESULTS

2.1 Summary

The six key domains defined in the GES Toolkit, namely education opportunities, gender norms and practices, external institutions to education, educational laws and policies, the education system, and education outcomes, have provided an initial diagnosis of the gender equality situation in the Guinean education system. Despite genuine political will and the country's commitment through ratification of several international conventions, such as the Convention on the Elimination of All Forms of Discrimination against Women and the Convention against Discrimination in Education, the gender equality situation in education is not satisfactory.

Although the Guinean constitution prohibits child marriage and explicitly guarantees the right to education without discrimination based on sex/gender, significant gaps persist between girls and boys within the education system and beyond. These disparities can be observed in political, legal, educational, economic, and social domains, despite efforts to promote gender equality.

Gender Equality in Education in Guinea



Over two-thirds of women (more than 67%) believe that a husband has the right to beat his wife, while child marriage rates stand at 47%. These figures are particularly alarming in the field of education, where gender inequalities deepen as students' progress through their educational journey. The low representation of women in school administration, with less than 20% of female principals in both primary and secondary schools, further exacerbates the issue. Education outcomes also reflect weaknesses in other areas, with only 21% of women participating in formal employment and 30% making informed decisions regarding reproductive health.

Furthermore, it is important to highlight that only 34% of seats in the National Transition Council are occupied by women, indicating low women's participation in political decision-making.

The findings of this rapid assessment shed light on the urgent need to redouble efforts and adopt a holistic and inter-sectoral approach to address gender inequalities in and through education. In this context, the ongoing process to prepare for the deployment of the new GPE financing model presents a unique opportunity to integrate gender equality and promote activities related to gender equality promotion within the education system. It is crucial to seize this opportunity to transform the education system and ensure equal access to quality education for girls and boys, as well as to promote teaching practices and educational policies that foster gender equality.

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 overall performance of the country in education is low, especially concerning the opportunities provided. Regarding gender parity and disparities, the results reveal the following:

- Inequalities persist at all levels, except in the early childhood sector, where gender parity is achieved with an index of 0.9 at the national and rural levels, and 1.01 in urban areas.
- Disparities are particularly pronounced in learning outcomes in scientific subjects, as indicated by the minimal proficiency index in mathematics at the end of primary school (0.26).

- This observation is further confirmed in terms of completion rates throughout the education journey:
- Primary completion rate (GPI): 0.77
- Lower secondary completion rate (GPI): 0.71
- Upper secondary completion rate (GPI): 0.57
- Gross enrolment rate in tertiary education (GPI): 0.48

However, some regions, such as the capital Conakry, and bigger towns including Labe, and Mamou, show slight improvement compared to other regions of the country.

However, the lack of data on minimum reading and mathematics skills at the secondary level, as well as adult literacy rates (15 years and above), has prevented a comprehensive analysis in this area. Participants have suggested the inclusion of indicators related to the accessibility and inclusion of children with disabilities to better reflect inter-sectorial depth and complete the analysis.

2.2.2 Gender norms and practices

- Data regarding gender norms and practices are concerning. Despite the prohibition of child marriage by the constitution, the country still has a child marriage rate of 47% and a rate of 26% for early pregnancies. This alarming situation can be attributed to socio-cultural factors, illiteracy, and a lack of awareness of laws within local communities.
- It is also distressing to note that nearly 67% of women believe that a husband is justified in beating his wife, reflecting deeply entrenched norms and traditions present across all regions of the country.
- Girls face numerous obstacles, such as disproportionately handling domestic chores, which are considered their responsibility in many settings, particularly in rural areas. They are also pushed to migrate to urban areas to work as domestic workers. The parity index for adolescents in household chores stands at 1.37, indicating that girls spend more time on household tasks than boys. These findings highlight the urgent need to address these gender disparities and transform social norms and practices that perpetuate gender inequality. Efforts should focus on promoting education and awareness, empowering girls, and challenging harmful gender stereotypes and discriminatory practices.

Despite the efforts made by the Guinean government and its technical and financial partners in the field of gender equality and the protection of girls, thousands of girls are unable to access secondary school and are often abandoned by their parents due to a lack of means or opportunities. The absence of vocational schools in certain prefectures poses a real hindrance for girls who seek to catch up and receive training to pursue a profession.

2.2.3 Institutions outside education

At the level of external education institutions, there is political will in the country to improve its education system and promote gender equality through the ratification of several international conventions, including

- The United Nations Convention on the Elimination of All Forms of Discrimination against Women
- The Convention against Discrimination in Education
- The Social Institutions and Gender Index, which includes access to resources and positions of authority, division of labor, and discrimination within the family, stands at 34.

However, the implementation and adherence to these conventions remain challenging.



Group work on data analysis

2.2.5 Education system

The evaluation results reveal significant gaps in the country's education system, particularly in terms of gender inequalities. The collected data highlight glaring disparities that disadvantage girls throughout their educational journey. However, positive initiatives have been identified, including capacity-building programs for teachers on gender and inclusion, supported by development partners, which serve as a source of encouragement. These continuing education programs aim to improve the quality of teaching and promote a more equitable and inclusive education for all students. Several positive initiatives have been implemented to promote gender equality in the field of education, including:

- A pilot program on inclusive education for ongoing teacher training, which aims to strengthen their capacity in gender and gender-responsive pedagogy.
- A gender and equity service within the ministries responsible for education.
- A curriculum and teaching materials diagnosis.
- The introduction of academic merit for girls through initiatives such as the Miss Mathematics Competition.
- The existence of laws prohibiting gender-based violence (GBV).
- The existence of mechanisms to sanction gender-based violence, particularly against girls and women.
- The establishment of the Ministry of Women's Promotion, Children, and Vulnerable Persons.
- A high percentage of schools with separate toilets for boys and girls.

The following weaknesses have been identified:

- Underrepresentation of women in positions of leadership in school administration (less than 20% of women serving as principals in primary and secondary education).
- The absence of gender and inclusion modules in the curriculum of initial teacher training, limiting their ability to promote inclusive and gender-sensitive education.
- Limited mastery of codes of conduct on gender-based violence in schools (GBVS) in certain schools, which can contribute to impunity for perpetrators of such violence.

- The need for textbooks and curriculum to be revised and updated to fully integrate gender and inclusion issues.
- Comprehensive sexuality education (CSE) is not taught as a standalone subject at the primary and secondary levels, but some concepts are addressed in subjects like observational sciences, civic and moral education at the primary level, and biology at the secondary level.
- Very limited consideration of social factors that hinder girls' and women's education, such as menstrual hygiene.

2.2.6 Education outcomes

Education outcomes in Guinea have room for improvement and reflect the inequalities observed in the education system.

- Only 30% of women make informed decisions about their sexual and reproductive health. According to workshop participants, the actual figure is even lower than this.
- The rate of women's participation in parliament is rather encouraging, with a proportion of 34% of seats held by women, demonstrating the political will to promote female representation. However, more work needs to be done to achieve true gender parity in political representation.
- The rate of women's participation in employment remains low, at just 21%. A more in-depth analysis of the barriers to women's participation in the labor market is necessary.

“Train future teachers graduating from ENI on gender and inclusion issues so that they can consider the diversity of learners (age, sex, disability, etc.) in their teaching”.

Cecile LENO, Gender and Inclusion Advisor,
Plan International Guinea

3. PRIORITY AREAS FOR A DETAILED GENDER ANALYSIS OF THE EDUCATION SYSTEM

The rapid assessment of gender equality in education in Guinea provided a basis for further gender analysis. The workshop participants linked the different findings to determine the need for further analysis.

Links	Suggested analyses
Gender norms have a negative impact on girls' access to education, creating a gender gap in education.	Analysis of the low access of girls to science (There is a need for an in-depth study on the reasons behind the low access of girls to science. This study should consider the socio-economic, cultural, and educational factors that may contribute to this situation)
Low percentage of women teachers and school administrators	Analysis of the impact of gender norms on girls' access to education in Guinea combined with an analysis of blocking factors in female teachers' careers to understand the reasons behind the low rate of female representation in teaching and school administration positions.

4. CONCLUSION

Although Guinea has laws and conventions supporting gender equality in general, on-the-ground practices continue to reveal glaring inequalities in the six key areas, which are caused by social, cultural, religious, and economic factors. This prevents an effective consideration of the gender dimension in the education system and beyond, making the challenges for achieving gender equality persistent in Guinea.

The issue of gender equality in the Guinean education system remains a major challenge, as evidenced by the presented rapid assessment results. Data shows a significant gender disparity at all levels of education, except for early childhood and vocational and technical education. Several weaknesses are observed within the system, particularly a low representation of women teachers (less than 6% of female teachers in secondary education) and in leadership positions in school administration (less than 20% of female principals at all levels). This low representation of women in decision-making positions adds to gender norms and practices that hinder the development of Guinean girls beyond the school environment. A more in-depth analysis is needed to identify actionable measures to overcome these obstacles and improve gender equality in education.

It is encouraging to note that partial initiatives exist to support the Guinean government in addressing the issue of gender equality, particularly through strengthening teachers' skills in gender and inclusion through continuous training. However, reforming the curriculum of initial teacher training and implementing affirmative action policies in favour of female students to access national teacher training schools are necessary to increase female representation in the teaching profession and contribute to the promotion of equality in the education system.

RECOMMENDATIONS

Based on the rapid assessment, workshop participants formulated a series of recommendations to strengthen the promotion of gender equality in and through education, making reform proposals within the ongoing deployment process of the new GPE financing model, including access to funding for system transformation.

In terms of sector planning:

- Consolidate the PRODEG according to the practical and strategic needs of women, girls, and vulnerable individuals identified during this assessment, and make the platform inclusive by establishing a virtual forum of NGOs guided by our collective mission to advance gender equality.
- Advocate with educational departments and development partners for the involvement and inclusion of CNG/EPT focal points throughout the inter-sectoral planning process, monitoring, evaluation (before, during, and after), as well as in monitoring vulnerable children.
- Implement the laws and policies ratified by Guinea at the international and domestic levels.

At the Ministry of Education:

- Conduct an in-depth analysis to assess gender parity among staff at all levels of the Ministry of Education, as well as to evaluate the organizational culture regarding gender equality.
- Evaluate the skills and expertise of Ministry of Education employees in gender equality, as well as the Ministry's efforts to enhance employees' capacities in this field.
- Provide training in gender-responsive education sector planning and leadership for gender equality to key personnel in the Ministries responsible for education.

At the curriculum and teacher level:

- Improve the quality of gender-responsive education: integrate modules on gender equality and inclusion in pre-service training for teachers, pedagogical supervisors, school nurses, and public, private, and military school principals. Provide continuous training on gender-responsive pedagogy and transformative education for gender equality.
 - Value the teaching profession: promote a national program for positive discrimination in favour of female students in accessing National Teacher Training Schools (NTS/ENIs), as well as for women in school administration to boost female representation in education. Provide a leadership and support program for female teachers.
 - Conduct a more comprehensive review of textbooks to eliminate gender stereotypes.
 - Incorporate the issue of menstrual hygiene management for young girls, as well as respectful relationships, into the Comprehensive Sexuality Education (CSE) curriculum to ensure their physical and psychological well-being at school.
 - Conduct an in-depth evaluation to examine the integration of gender equality in the school curriculum and teaching-learning materials.
 - Ensure the sustainability of achievements, such as the “Proud for All” (FIERE) approach at the national level, formerly known as the gender approach. This approach is considered by all partners as a reliable means for quality education. It is important to encourage girls to take an interest in STEM subjects by providing them with scholarships.
-

At the school level:

- Establish a framework for dialogue among education stakeholders (ministries, civil society, and partners) on girls’ retention in school.
 - Improve the accessibility of education: build school infrastructure at reasonable distances to facilitate access and retention of girls in rural areas. Provide a sponsorship system for girls from rural areas to promote their continued education. Additionally, establishing a close relationship between the school and the family is crucial to ensure girls’ educational success.
 - Improve, update, and validate regulatory texts related to the management of Regional Inspectorates of Education (RIE), Departmental Directorates of Education (DDE), schools, and student portfolios to ensure monitoring of the government’s commitments to equality and equity. This proposal aims to provide educational actors with updated regulatory texts for more effective and efficient management of schools and support structures.
-

At the student and community level:

- Conduct a qualitative analysis to study gender norms and practices that are reproduced within the school environment, to identify necessary actions to promote gender equality in education.
- Raise awareness among parents about harmful gender norms and the importance of girls’ education, as well as their role as essential support: A parental education program could be implemented with the objective of fostering dialogue about harmful gender norms and raising awareness about girls’ education. They should also be encouraged to support girls in their educational journey and help them pursue their dreams.
- Establish a special program to support outstanding girls from educational institutions across the country and turn them into role models.
- Encourage women to form economic associations to enhance their financial autonomy and participate in community-based school management.
- Implement strategies to combat child marriage and reduce the rate of early pregnancies.
- Implement necessary measures to support pregnant girls, such as catch-up sessions and reintegration into school.

Additional suggested analyses:

Participants identified important documents for a comprehensive analysis of gender in education, helping to understand the context, challenges, and past interventions. This documentation provides a solid framework for researching and analyzing gender in education, ensuring that future policies and actions are based on accurate and up-to-date information.

List of documents for in-depth analysis:

- The state report on the nation's education system (RESEN)
- The ten-year education programme in Guinea 2020-2029
- PASEC 2029 evaluation report
- The 1997 orientation law
- Report of the study on gender disparities in schools
- The sector policy letter 2019
- National Gender Policy 2011
- The Parity Act etc.
- The menstrual hygiene management study 2022

GES Toolkit:

- Add an indicator for the percentage of girls affected by GBV in schools.
- Include indicators related to access to education.
- Identify indicators related to disability and inclusion.

APPENDIX

List of workshop participants

No	Names	Organisations
1	Djénabou KABA	SNEAA
2	Mama kany DIALLO	SG/Equité/MEPUA
3	Salématou SYLLA	CNG/EPT, Chargée Genre
4	Ousmane SOMPARE	BSD/MESRSI
5	Souleymane COULIBALY	SG/METFPE
6	Marie SYLLA	OPROGEM
7	Sékou oumar DIALLO	SG/MESRSI
8	Fatoumata SISSOKO	SG/Equité/MEPUA
9	Bintougbè Diakité KABA	SG/MESRSI
10	Boubacar Atigou DIALLO	DNPV/MPFEPV
11	Cecile LENO	Plan Guinée
12	Benjamin BANGOURA	SG/Equité/MEPUA
13	Fatimatou DIALLO	DNE/ MPFEPV
14	Ilyssou DIALLO	CNG/EPT
15	Ibrahima Malick SYLLA	SNEPUP
16	M'Mah Nankoria	STCP
17	Aïssata TRAORE	FEG/FAWE
18	Jean Charles MILLIMONO	SG/METFPE
19	Nankoria KOUROUMA	ST/GE-ProDEG
20	Abdoul Salam TOURE	UNGEI

Rapid Assessment Technical Team

No	Names	Organisations
1	Ibrahima Malick SYLLA	SNEPUP
2	Daniel TINGUIANO	MEPUA
3	Rougiatou BANGOURA	BSD/MEPUA
4	Mamakany DIAKITE	ST/GE-MEPUA
5	Fatoumata SISSOKO	ST/GE-MEPUA
6	Jean Charles MILLIMONO	ST/GE-METFPE
7	Aïssatou SYLLA	ST/GE-METFPE
8	Fatoumata SISSOKO	SG/Equité/MEPUA
9	Bintougbè DIAKITE	ST/GE-MESRSI
10	Louceny DIABY	BSD-METFPE
11	Nankoria KOUROUMA	ST/GE-ProDEG
12	Ousmane SOMPARE	BSD-MESRSI
13	Aïssata TRAORE	FEG/FAWE
14	Naby DOUMBOUYA	Assistant SG METFPE
15	Fanta FOFANA	Administratrice Genre UNICEF

PRIORITÉ À L'ÉGALITÉ
GENDER AT THE 
CENTRE 

[Gender at the Centre Initiative \(UNGEI\)](#)