

GENDER AT THE CENTRE INITIATIVE (GCI) GENDER EQUALITY IN EDUCATION SNAPSHOT NIGER RESULTS WORKSHOP REPORT

June 2023



PRIORITÉ À L'ÉGALITÉ
GENDER AT THE 
CENTRE 

UNGEI

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ACRONYMS

CADE	Convention against Discrimination in Education
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
DEP	Department of Studies and Programming
ESPAJ	Reproductive Health Education for Adolescents and Young People
GCI	Gender at the Centre Initiative / l'Initiative Priorité à l'Égalité
GES	Gender Equality in Education Snapshot
GPE	Global Partnership for Education
LEG	Local Education Group
NGO	Non-Governmental Organization
RESEN	Niger Education System Status Report
SNAEFFF	National Strategy to Accelerate the Education and Training of Girls and Women
SRH	Sexual and Reproductive Health
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund

1. INTRODUCTION

The “Gender at the Centre Initiative” (GCI) supports, brings together, and advocates for the leadership of education ministries and national civil society actors to advance gender equality in and through education. From 2020 to 2023, the GCI promotes gender equality in education in eight African countries, namely Burkina Faso, Mali, Mauritania, Mozambique, Niger, Nigeria, Sierra Leone, and Chad. The GCI also provides technical support services to countries outside the initiative to expand the number of countries benefiting from strong gender expertise.

The GCI is jointly coordinated by the United Nations Girls’ Education Initiative (UNGEI) and UNESCO International Institute for Educational Planning (IIEP).

As part of this initiative, a rapid assessment of gender equality in and through education was conducted in Niger using the Gender Equality in Education Snapshot ([GES Toolkit](#)). Developed by UNGEI and the Global Partnership for Education (GPE), the GES Toolkit aims to help education planners and practitioners conduct a quick assessment of gender equality in the education system. It provides an initial diagnosis of a country’s gender equality situation in and through education. The objective of the rapid assessment in Niger was to enable members of the Local Education Group (LEG) to better understand the gender equality situation in education, identify priority areas requiring more in-depth gender analysis, support the ongoing development of the new sector plan, and make relevant recommendations for gender equality in the context of the new GPE financing model deployment. This process is part of a major educational system reform aiming to fully integrate gender considerations.

The rapid assessment, based on contextualized research on social norms as barriers to gender equality in education, female leadership in schools, girls’ education in humanitarian contexts, and other topics, provided an overview of the gender equality situation in and through education in the country. The process was initiated in February 2023, with UNGEI’s support, under the coordination of the Directorate of Studies and Programming (DEP) of the Ministry of National Education, in collaboration with the Local Education Group. The process started with the ministry’s ownership of the GES Toolkit, data research, verification, and validation of data sources, culminating in a restitution workshop.

On June 21, 2023, a restitution workshop was held, organized by UNGEI with the support of UNICEF Niger, in partnership with the Ministry of National Education and the LEG. The main objective of this workshop was to present the results of the rapid assessment and discuss the next steps based on these results. The workshop brought together about thirty participants, including technical and financial partners gathered within the LEG, technical directors from ministries responsible for education, as well as civil society organizations. A notable feature was the participation of young leaders, members of the new coalition of young leaders for Transformative Education for Gender

2. PRESENTATION OF THE RESULTS

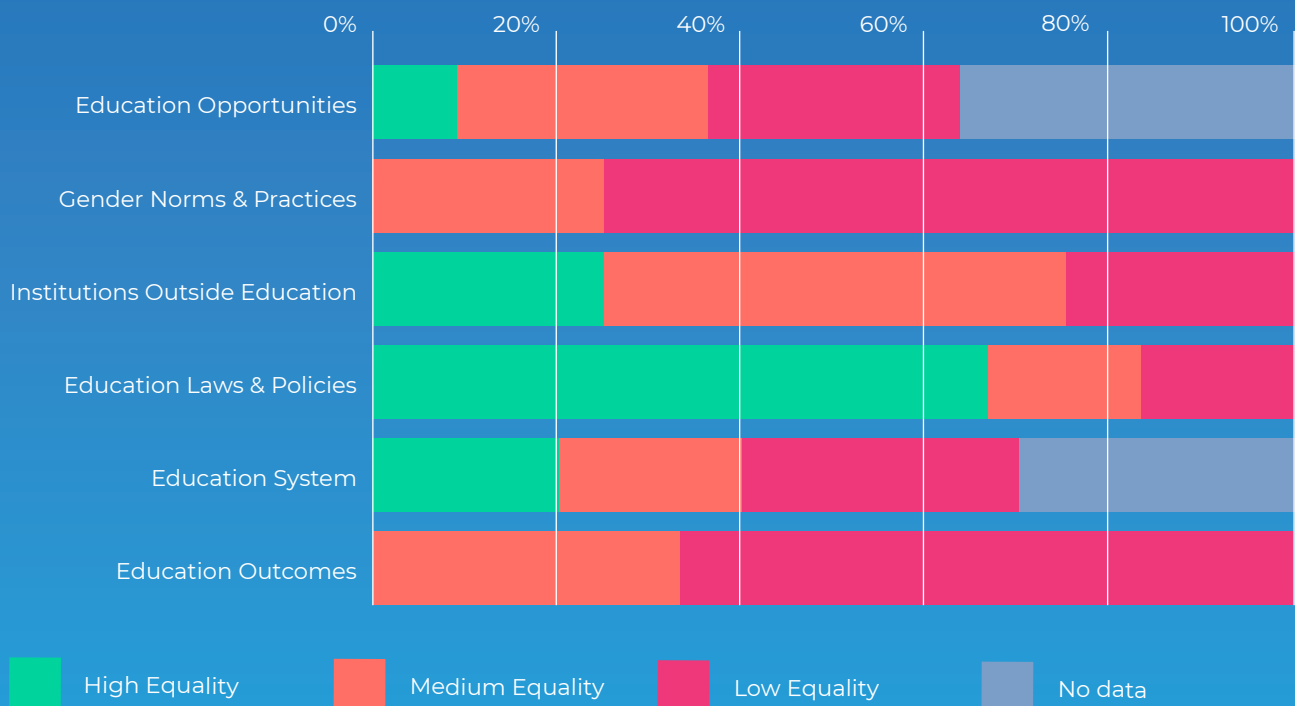
2.1 Summary

In summary, the results are alarming and leave no doubt about the magnitude of gender inequalities in the country. Evaluation participants unanimously recognize the need to intensify efforts by adopting a holistic and intersectoral approach to address these inequalities and transform gender norms and practices. Disturbing statistics highlight the situation, such as 59.6% of women accepting domestic violence, over 76% of girls marrying before the age of 18, and an early pregnancy rate reaching 48.2%. Despite declared political commitment and existing educational laws, it is evident that considerable efforts are still required in the field of education to provide girls with the same opportunities as boys to pursue their education successfully. Gender disparities between girls and boys accentuate throughout the educational journey, with a low representation of women in school administration (less than 20% of primary and secondary school principals) despite a notable presence of female teachers in classrooms. Education outcomes also reflect gaps in other areas, with only 20.7% of women participating in the workforce and merely 7% making autonomous decisions regarding sexual and reproductive health and rights.

The country must strengthen its educational system, promote female leadership, and foster gender equality to achieve better education outcomes, improve women's workforce participation, and increase female representation in decision-making bodies (such as the parliament, where the proportion of seats held by women is currently 28.97%).

The process of developing the new education sector plan and the country's eligibility for the new GPE financing model present an excellent opportunity to integrate the results of this rapid assessment, thus driving the implementation of the national strategy to accelerate girls' and women's education and training. Urgent actions are needed to work in synergy and support the government's political will to enhance girls' access to and retention in school. It is also crucial to assist the Ministry of National Education in fully utilizing the mentioned opportunities and transforming the educational system, thereby ensuring equal access to quality education for girls and boys while promoting pedagogical practices and educational policies that advance gender equality.

Gender Equality in Education in Niger



2.2 Key areas

The country's overall performance in education is weak, particularly concerning the opportunities offered in education. Regarding gender parity and disparities:

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:

- Gender parity is only observed at the pre-school level.
- Inequalities emerge as early as primary education, widen at the secondary level, and persist in higher education.
- Disparities are particularly pronounced in higher education, the second cycle of secondary education, and literacy.
- A notable exception is the Diffa region, which maintains some level of equality with higher levels of equity at the primary and secondary levels. This could be attributed to state and partner support following radical group attacks. In contrast, the Tahoua region exhibits lower levels compared to national values. This may be explained by local norms and practices such as girls' involvement in household chores and rural youth exodus, which facilitate early marriages for girls.
- Concrete measures have been implemented and are ongoing to improve girls' access to education, such as boarding school policies in all regions and the implementation of the National Strategy for Accelerating Girls' and Women's Education and Training (SNAEFFE).

2.2.2 Gender norms and practices

Regarding gender norms, the country generally receives low scores.

- Approximately 59.6% of women agree that a husband has the right to beat his wife.
- The Gender Parity Index for adolescents' participation in household chores indicates that girls spend more time on household tasks than boys, with an index of 1.31.
- Child marriage and early pregnancy rates in Niger are very high compared to other countries in the region, such as Mali with around 55% and Nigeria with 44% for child marriage. In Niger, nearly 76% of girls, almost 8 out of 10, get married before the age of 18, and the rate of early pregnancies reaches 48.2%.

These figures are influenced by deeply rooted traditional norms and practices that persist in the daily lives of the population. The rapid assessment did not allow for the collection of disaggregated data at the regional level, but it is presumed that figures in some rural regions are even higher.

2.2.3 Institutions outside education

The country's ratings concerning external institutions related to education are average.

- In Niger, the level of gender discrimination, indicated by the Social Institutions and Gender Index (SIGI), is high, with an overall index of 60.1, compared to 39.9 for the entire African continent and 29.1 globally. This indicates that Niger experiences a much higher level of gender discrimination than other countries worldwide.
- Niger ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1999, with 5 reservations regarding articles 2, 5, 15, and 16. Concerning the implementation of CEDAW, the principle of non-discrimination has been enshrined in the Nigerien constitution, and the country has established a national action plan to promote gender equality and women's empowerment. Niger has also strengthened its legal framework for the protection of women's rights by adopting the 2010 ordinance on combating human trafficking and the November 2014 law on the Nigerian nationality code, which now allows Nigerian women to pass on their nationality to their children and foreign spouse. However, there is still work to be done, particularly regarding the reservations made in the ratification of CEDAW.
- In the fight against child marriage, the Ministry of Women's Promotion and Child Protection has implemented the "Illumine" initiative to protect adolescent girls from violence, forced marriages, and early pregnancies.
- In Niger, the legal age of marriage is set at 18 for both girls and boys. However, it is sometimes allowed from the age of 15 for girls, subject to parental consent and approval from a judge.
- The country is not directly involved in conflict, but there are 900 schools closed due to the terrorist threat, which contributes to worsening the situation of girls and women in the affected regions.

2.2.4 Education laws and policies

In the field of education laws and policies, the country's ratings are positive and encouraging, although efforts are still needed to ensure the smooth functioning of education, which has a real impact on the lives of the country's citizens.

Here are some key points regarding the legal framework of education in Niger:

- The legal framework for education in Niger states that education is free and compulsory up to the age of 10, but the state lacks the means to fully implement this policy. There are also levels of education that are free but not mandatory, such as high school and the License-Master-Doctorate (LMD) degree, and levels of education that are neither free nor compulsory, such as master's degrees (except for scholarship recipients), doctorates, and research work.
- Although the Convention against Discrimination in Education (CADE) has been ratified, its implementation remains problematic.
- The previous education sector plan is sensitive to gender when considering the three criteria proposed in the evaluation tool: disaggregated statistical data by gender, study reports on barriers to girls' education in Niger, and the development and implementation of the National Strategy for Accelerating Girls' and Women's Education and Training (SNAEFFF), which integrates specific gender strategies. The SNAEFFF also leads to a project for harmonizing interventions in girls' education.
- The Ministry of Education has never undergone a specific gender audit, but the Gender at the Centre Initiative (GCI) through UNESCO-IIEP is finalizing a gender institutional diagnosis of the Ministry of Education to further support its journey towards institutionalizing gender equality within it.

2.2.5 Education system

Indicators related to the education system show a level of gender equality ranging from "moderate" to "low," except for a strong representation of women in the teaching profession at the primary level, with rates ranging from 41% in rural areas to 86% in urban areas. However, differences may exist between geographical areas and regions of the country. Data by geographical area reveal disparities concerning primary schools with separate toilets for boys and girls. These data help identify strengths and weaknesses in the education system.

Strengths:

- The percentage of women teachers in primary schools is a strength, even though disparities exist between urban and rural areas. Women teachers serve as role models for girls.
- The consideration of inclusive education in teacher training is also a strength to facilitate equity in the education system.
- The integration of reproductive health education for adolescents and youth in the curricula of education faculties and higher normal schools is a strong point.
- The Support Project for the Professionalization of Higher Education (PAPES) with a gender-focused action plan is also a strength.
- Regarding separate toilets, Niamey stands out from other regions with a rate of 75% in primary schools.

Weaknesses:

- The low number of female school directors is a weakness despite their relatively large number in the teaching profession at the primary level.
- Insufficient infrastructure, particularly the low number of separate latrines in primary schools, is a weakness.
- The absence of a code of conduct on gender-based violence in schools, although recently validated in the internal regulations of primary and secondary schools with a gender dimension, is currently being disseminated.
- No indicator is at the desired level in Tahoua and Maradi, except for inclusive education.
- Agadez and Dosso have the lowest rates concerning the number of women teachers in secondary schools.

2.2.6 Education outcomes

- For the 3rd legislature of the 7th Republic (2021-2026), the proportion of women occupying seats in parliament is 28.97%, which represents 51 women out of a total of 176 deputies. This is a historical rate for the country at the legislative level, marking a significant advancement towards better female representation.
- The low proportion of women making informed and autonomous decisions regarding their sexual and reproductive health in Niger (7% rate) can be attributed to patriarchal sociocultural norms, limited roles for women, barriers to accessing healthcare services, and a lack of information and education. These factors hinder women's autonomy and their ability to make informed decisions about their health.

- Regarding women's participation in the workforce, the rate is still low, with only 20.7%, despite women constituting more than 50% of the country's population.

Measures need to be taken to promote women's autonomy, enhance sexuality education, improve access to healthcare services, and bring about a change in sociocultural norms to enable women to make informed and autonomous decisions about their health. However, it is important to acknowledge the genuine efforts of the country's authorities in promoting gender equality, particularly through the quota law, which stipulates a minimum representation of 25% of women in elective positions and 30% in appointed positions.



Group work on the data

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

The rapid assessment of gender equality in education in Niger allowed participants to identify priorities for a more in-depth gender analysis:

- Finalize and validate the rapid gender equality analysis by incorporating missing indicators by region to obtain a comprehensive and accurate view of the situation.
- Conduct an analysis of the effectiveness and efficiency of existing laws and policies related to gender equality and their impact on educational objectives.
- Conduct a comprehensive analysis of the quality of educational offerings, considering other sectors such as vocational and technical education, higher education, to enhance the relevance and value of educational programs.
- Consider regional specificities and sociocultural realities by assessing disparities between regions of the country, to design strategies and approaches tailored to each context.
- Deepen the analysis of the issue of child marriage, examining this practice specifically and in detail in each region and proposing targeted measures to prevent and combat it.

These proposals aim to overcome obstacles to the effective implementation of gender equality measures in schools and society, promote the reproductive health of adolescent and young girls, evaluate compliance with international conventions, and highlight existing disparities between regions. The goal is to improve girls' education at all levels and identify key factors and stakeholders contributing to reducing gender inequalities.



Group work on the data

4. CONCLUSION

The overall situation of gender equality in the field of education in Niger is concerning and poses a significant challenge. The results of this rapid assessment clearly demonstrate the profound inequality present in the country's education system.

However, it is encouraging to see that the Nigerien government recognizes the importance of gender equality as a priority. Thus, it is essential for the government, through the Ministry of National Education, to assert its leadership by fully implementing the Convention against Discrimination in Education, as well as all other laws aimed at ensuring the right to education for all children.

The data related to gender norms are striking and underline the magnitude of the problem and the challenges ahead. A thorough analysis of sociocultural attitudes and practices contributing to gender inequality is necessary. Genuine awareness-raising efforts at all levels of society, with particular attention to rural populations, are indispensable. All stakeholders must mobilize to strengthen advocacy efforts and foster a better understanding of gender-related issues.

In general, education stakeholders, civil society, and policymakers all need to enhance their capacities to embrace the fight for promoting gender equality in education, as well as the evaluation tools. The Ministry of Education must also strengthen the system's capacity for gender-responsive advocacy, communication, planning, and budgeting.

It is desirable that this rapid assessment serves as a starting point for integrating gender equality in the development of the new education sector plan. A more in-depth gender-focused analysis is recommended to identify barriers to girls' education, analyze sociocultural practices, and incorporate dimensions of disability and inclusion. All workshop participants reaffirmed their commitment to combat gender inequalities in education.

Continued collective efforts are crucial to create lasting change, ensuring inclusive and equitable education for all.



RECOMMENDATIONS

Here are more specific and detailed proposals based on the recommendations made during the workshop to strengthen the promotion of gender equality in education:

Ministry of Education Accountability:

- Strengthen the practical implementation of existing laws and policies regarding gender equality. Emphasize the effective implementation of legislative texts and educational policies, ensuring their integration into action plans, budgets, and educational development programs.
- Establish an advisory committee composed of representatives from various stakeholders to support the Ministry of Education in integrating gender equality into education policies and programs.
- Improve access and retention of girls in the education system
- Promote the reproductive health of adolescent and young girls, in particular. Integrate comprehensive educational programs on sexual and reproductive health into school curricula, focusing on empowering girls, access to appropriate health services, and prevention of early pregnancies.
- Develop scholarship and financial incentive programs to encourage families to send their girls to school and keep them in the education system.
- Implement specific support measures for girls, such as mentoring programs, safe and inclusive spaces, and life skills training.

Sanctions and Regulations:

- Develop monitoring and evaluation mechanisms to ensure that gender equality regulations are effectively implemented and provide for sanctions in case of non-compliance.
- Allocate specific budgets for the implementation of programs and initiatives aimed at promoting gender equality in education, including teacher training on gender issues.

Deepening the Rapid Evaluation:

- Conduct in-depth studies to understand the specific reasons for the gender disparities identified in the rapid evaluation, examining sociocultural factors, norms, and discriminatory practices that hinder gender equality.
- Further analyze the issue of child marriage by examining this practice specifically and in detail in each region. Develop strategies and programs to prevent and eliminate child marriage, involving communities, schools, parents, and local authorities in awareness-raising and education.
- Involve researchers, universities, and local research institutes in data analysis and report production on the results of the rapid evaluation.



Partners:

- Conduct a comprehensive analysis of the quality of educational offerings, considering other sectors such as vocational and technical education, as well as higher education. Identify gaps and areas for improvement to ensure equal educational opportunities for all, with a focus on inclusion and the quality of educational programs.
 - Consider regional specificities and sociocultural realities by assessing disparities between regions of the country. Develop contextualized approaches and tailored interventions to address the specific needs of each region, taking into account geographical, cultural, and socioeconomic differences.
 - Evaluate the implementation of international conventions ratified by the country regarding gender equality. Identify gaps and areas of non-compliance and develop action plans to ensure effective implementation of these conventions in collaboration with partners.
 - Organize consultations and focus groups with parents, teachers, and students, both girls and boys, to gather qualitative information on obstacles to gender equality in education.
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Involvement of Religious and Community Leaders:

- Organize awareness-raising and training sessions on gender equality for religious and community leaders, emphasizing the importance of education for all and the fight against gender stereotypes.
- Encourage religious and community leaders to promote gender equality in their speeches, teachings, and practices within their communities.

These proposals aim to specifically address the obstacles to gender equality in education in Niger and promote concrete actions to create a more inclusive and equitable education system.

On Education Sector Planning:

The results of the rapid evaluation will help to better understand priorities, identify issues, and facilitate the integration of gender considerations into more effective sector planning. As a result, participants focused on developing strategies to incorporate the findings of this rapid evaluation into education sector planning, particularly in the ongoing development of the new sector plan.

The following steps will facilitate this integration:

1. Engage in discussions with the education and training departments of various relevant ministries to share the results of the rapid gender evaluation.
 2. Disseminate the results of this gender rapid evaluation to all stakeholders in the education system, including sector ministries, NGOs, and technical and financial partners, so they can be informed.
 3. Organize exchanges with consultants responsible for developing strategic documents such as the National Education Sector Review (RESEN), sector notes, and the new sector plan to share the evaluation results.
 4. Share the evaluation results with the Education Cluster to prepare the country's humanitarian response plan, as well as with key actors involved in central and decentralized planning and development.
 5. Advocate using evaluation data to raise awareness among stakeholders about the importance of considering gender issues at all levels.
 6. Review various policies and laws, considering the evaluation results, to ensure more effective consideration of gender equality in the field of education.
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Recommendations to improve the GES tool:

- Consider the different cycles of higher education to capture the percentage of girls completing various university levels as well as the overall number of women in higher education.
- Strengthen the capacity of stakeholders in education sector regarding the use of the tool.
- Incorporate indicators related to access to education.

ANNEX

List of participants

N°	Noms & Prénoms	Structures
1	Abdoul Wahab Hamidou	ONG FAD
2	Firdaoussi Ali Yerima	CCNEJ
3	Souleymane Illo	DPSF/MEN
4	Moustapha Ibrahim	DPSF/MEN
5	Mme Laminé Yaroh Fatimé	DPSF/MEN
6	Adam Malam Modi	DPSF/MEN
7	Mamane Abdoul Razack	AUF
8	Ibrahim Moctar Moustapha	USAID
9	Yolande BAI	INTERSOS
10	Romane Glaszcayk	Ambassade de France
11	Debloie A Pierre	USAID
12	Hannatou Mamadou Badjé	PAM
13	Monluc Michel	ENABEL
14	Andriarironanana Harison	ENABEL
15	Samaila Salifou	Plan Int
16	Kadidia Mambo Dante	Plan Int
17	Nael Clowdy	UK Embassy
18	Abdoulfata Yahaya	DEP/MEN
19	Ari Lawam Abba	DEP/MEN
20	Nassira B Soumaila	AFRIYAN
21	Gambo Maimouna	MERSR
22	Bizo Moussa	ASO-EPT
23	Boukari Ousmane	DSI/MERSR
24	Seydou Garba	World Vision /Cluster education
25	Silvia Zabbiauni	COOPI/ Cluster education
26	Maia Niguez Salias	AECID
27	Maria Man Iwaz	AECID
28	Birama Coulibaly	Aide & Action
29	Braham Moumouni	ASO EPT
30	Alou Ayé Issa	MET/FP
31	Eline Versluys	UNGEI
32	Abdoul Salam TOURE	UNGEI

Gender Equality in Education Snapshot (GES) User Guide

Area	N°	Indicator	Source	Comments
Education Opportunities	1.1.1	Gross enrolment rate in (a) pre-primary education and (b) early childhood educational development, adjusted gender parity index	UIS SDG 4 dataset	
	1.1.2	Gross enrolment rate tertiary education, adjusted gender parity index	UIS SDG 4 dataset	
	1.1.3	Completion rate primary education, adjusted gender parity index	UIS SDG 4 dataset	If completion rate is not available, consider including Gross Intake Ratio (GIR) to the last grade of primary education
	1.1.4	Completion rate lower secondary education, adjusted gender parity index	UIS SDG 4 dataset	If completion rate is not available, consider including Gross Intake Ratio (GIR) to the last grade of lower secondary education
	1.1.5	Completion rate upper secondary education, adjusted parity index	UIS SDG 4 dataset	If completion rate is not available, consider including Gross Intake Ratio (GIR) to the last grade of upper secondary education
	1.1.6	Participation rate in technical and vocational programs (15 to 24-year-olds), adjusted gender parity index	UIS SDG 4 dataset	
	1.2.1	Proportion of children achieving at least a minimum proficiency level in reading at the end of primary education, adjusted gender parity index	UIS SDG 4 dataset	If possible consult data from national learning assessments, examination results and/or MICS surveys
			World Bank Learning Poverty dataset	
	1.2.2	Proportion of children achieving at least a minimum proficiency level in mathematics at the end of primary education, adjusted gender parity index	UIS SDG 4 dataset	If possible consult data from national learning assessments, examination results and/or MICS surveys
			World Bank Learning Poverty dataset	
	1.2.3	Proportion of children achieving at least a minimum proficiency level in reading at the end of lower secondary education, adjusted gender parity index	UIS SDG 4 dataset	If possible consult data from national learning assessments, examination results and/or MICS surveys
			World Bank Learning Poverty dataset	
	1.2.4	Proportion of children achieving at least a minimum proficiency level in mathematics at the end of lower secondary education, adjusted gender parity index	UIS SDG 4 dataset	
			World Bank Learning Poverty dataset	
	1.2.5	Adult literacy rate (population 15+), adjusted gender parity index	UIS SDG 4 dataset	

Gender Norms & Practices	2.1	Percentage of women aged 15-49 years who consider a husband to be justified in hitting or beating his wife for at least one of the specified reasons, i.e. if his wife burns the food, argues with him, goes out without telling him, neglects the children or refuses sexual relations	OECD	
	2.2	Percentage of adolescents aged 10-14 years who, during the reference week, spent at least 21 hours on unpaid household services, adjusted gender parity index	GEMR 2020 Gender Report	
	2.3	Percentage of women aged 20 to 24 married or in union before age 18	UNICEF	
	2.4	Percentage of women aged 20 to 24 who gave birth before age 18	UNICEF	
Institutions Outside Education	3.1	Social Institutions and Gender Index level of gender discrimination (SIGI 2019 category)	OECD	
	3.2	Did the country ratify the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)? Has the country included any reservations on some articles?	UNESCO HER Atlas map 2	
	3.3	Is the legal age of marriage for girls below 18? If it is above 18, are there exceptions possible?	UNESCO HER Atlas map 9	
	3.4	Is the country classified as high-intensity or medium-intensity conflict according to the World Bank FY23 classification?	World Bank	
Education Laws & Policies	4.1	Did the country ratify the Convention Against Discrimination in Education (CADE)?	UNESCO HER Atlas map 1	
	4.2	Did the country endorse the Safe Schools Declaration?	Global Coalition to Protect Education from Attack	
	4.3	Does the constitution explicitly guarantee the right to education without discrimination based on sex/gender?	UNESCO HER Atlas map 3	
	4.4	Does the legal framework guarantee 9+ years of free and compulsory public education for all?	UNESCO HER Atlas map 5	Answer options: (1) yes 9+ years of free and compulsory education are guaranteed, (2) 9+ years of education are free but not compulsory, (3) 9+ years of education are not free, tuition is reported.
			World Policy Analysis Center	
	4.5	Is the Education Sector Plan gender-responsive?	GPE: girls' education and gender in Education Sector Plans	If the country isn't included in the GPE assessment cited in the sources, assess the gender-responsiveness of the ESP according to the following 3 criteria: (1) availability of gender-disaggregated statistical data, (2) analysis of barriers to girls' education, (3) implementation of specific strategies for girls' education (including gender mainstreaming strategies). When at least 2 criteria are met, the ESP is gender-responsive. When only one criterion is met, the ESP is slightly gender-responsive. When no criteria are met, the ESP is not gender-responsive.
4.6	Has a gender audit of the Ministry of Education been conducted in the past 5 years?		Answers: (1) yes, (2) no.	

Education System	5.1.1	Percentage of female teachers in primary education		
	5.1.2	Percentage of female teachers in secondary education		
	5.1.3	Percentage of female head teachers in primary education		Assess the percentage of female head teachers within the following ranges: (1) less than 20%, (2) between 20% and 50%, (3) more than 50%.
	5.1.4	Percentage of female head teachers in secondary education		Assess the percentage of female head teachers within the following ranges: (1) less than 20%, (2) between 20% and 50%, (3) more than 50%.
	5.1.5	To what extent are gender concepts and gender-sensitive pedagogy included in teachers' professional development programs?		Assess within the following ranges: (1) gender concepts are not included in teachers' professional development, (2) gender concept are included and teachers are being trained at a small scale (pilot phase), (3) gender concepts are included and teachers are being trained at a large scale.
	5.1.6	To what extent is disability-inclusive education included in teachers' professional development programs?		Assess within the following ranges: (1) disability-inclusive education is not included in teachers' professional development, (2) disability-inclusive education is included and teachers are being trained at a small scale (pilot phase), (3) disability-inclusive education is included and teachers are being trained at a large scale.
	5.1.7	How many of the following subjects does the curriculum address in a clear and explicit way, using a life skills approach?: - The influence of gender norms on students' choices regarding sexuality - Correct and efficient use of condoms - How to purchase and use different types of anticonception - How to avoid unwanted sexual intercourse - How to use sexual and reproductive health services - The risks of violence, abuse and sexual harassment on internet and social media		Assess within the following ranges: (1) the curriculum addresses 0 to 2 of these subjects, (2) 2 to 5 of these subjects, (3) all 6 subjects.
	5.1.8	Has a gender review of the curriculum/teaching & learning materials been conducted in the past 5 years?		Answers: (1) yes, (2) no.
	5.2.1	Percentage of primary schools with single-sex basic sanitation facilities	UIS SDG 4 dataset	
	5.2.2	Percentage of lower secondary schools with single-sex basic sanitation facilities	UIS SDG 4 dataset	
	5.2.3	Percentage of schools that have developed and put into practice a code of conduct with reference to SRGBV		Assess within the following ranges: (1) less than 30% (2) between 30% and 70% (3) more than 70%.
Education Outcomes	6.1	Female labor force participation rate of the population aged 15 and over	UNDP	
	6.2	Proportion of seats held by women in national parliaments	UNDP	
	6.3	Proportion of women aged 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care	World Bank	

Scoring Methodology

Area	Nº	Indicator	Score		
Education Opportunities	1.1.1	GER early childhood, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.1.2	GER tertiary, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.1.3	Completion rate primary, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.1.4	Completion rate lower secondary, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.1.5	Completion rate upper secondary, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.1.6	Participation technical & vocational, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.2.1	Reading proficiency primary, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.2.2	Math proficiency primary, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.2.3	Reading proficiency lower secondary, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.2.4	Math proficiency lower secondary, GPI	between 0.95 and 1.05	between 0.85 and 0.95; between 1.05 and 1.15	below 0.85; above 1.15
	1.2.5	Adult literacy, GPI	between 0.85 and 1.15	between 0.70 and 0.85; between 1.15 and 1.30	below 0.85; above 1.30
	Gender Norms & Practices	2.1	Attitudes to violence	below 10%	between 10% and 50%
2.2		Adolescent household chores, GPI	between 0.90 and 1.10	between 0.50 and 0.90; between 1.10 and 1.50	below 0.50 and above 1.50
2.3		Child marriage rate	0	between 1% and 25%	above 25%
2.4		Early childbearing rate	below 10%	between 10% and 40%	above 40%
Institutions Outside Education	3.1	SIGI score	low	medium	high/very high
	3.2	CEDAW	ratified without reservations	ratified with reservations	Not ratified
	3.3	Law child marriage	no	yes with consent	yes
	3.4	Conflict	no		yes
Education Laws & Policies	4.1	CADE	yes		no
	4.2	Safe Schools Declaration	yes		no
	4.3	Constitution	yes		no
	4.4	Free & compulsory education	free & compulsory	free but not compulsory	not free (tuition reported)
	4.5	ESP	yes	slightly	no
Education system	5.1.1	Female teachers primary	equal or above 50%	between 20% and 50%	below 20%
	5.1.2	Female teachers secondary	equal or above 50%	between 20% and 50%	below 20%
	5.1.3	Female head teachers primary	equal or above 50%	between 20% and 50%	below 20%
	5.1.4	Female head teachers secondary	equal or above 50%	between 20% and 50%	below 20%
	5.1.5	Teacher gender training	implemented at scale	pilot phase	not included
	5.1.6	Teacher inclusive education training	implemented at scale	pilot phase	not included
	5.1.7	Sexuality education	6	2 to 5	0 to 2
	5.1.8	Gender review curriculum	yes		no
	5.2.1	Sanitation primary	above 70%	between 30% and 70%	below 30%
	5.2.2	Sanitation lower secondary	above 70%	between 30% and 70%	below 30%
5.2.3	SRGBV code of conduct	above 70%	between 30% and 70%	below 30%	
Education outcomes	6.1	Labor force participation	above 70%	between 30% and 70%	below 30%
	6.2	Seats in parliament	above 40%	between 20% and 40%	below 20%
	6.3	SRH decisions	above 80%	between 30% and 80%	below 30%



Summary

This summary provides an overview of the situation of gender equality in and through education in [include country name]. It presents the level of gender (in)equality across 6 key areas: (1) education opportunities, (2) gender norms and practices, (3) institutions outside education, (4) education laws and policies, (5) education system and (6) education outcomes.

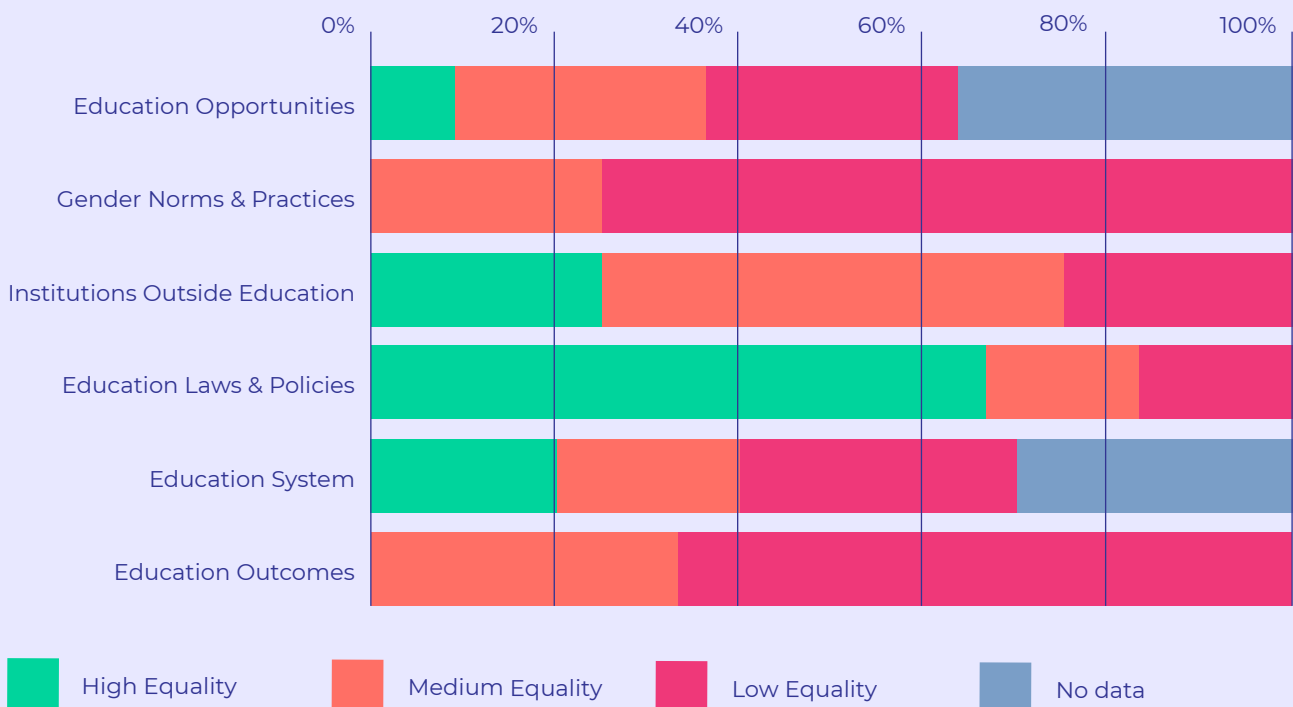
In short, the results are alarming and leave no doubt as to the extent of gender inequalities in the country. The rates of child marriage and early pregnancy in Niger are very high compared to other countries in the region, such as Mali with around 55% and Nigeria with 44%. In Niger, nearly 76% of girls, or nearly 8 out of 10, marry before the age of 18, and the rate of early pregnancy is 48.2%.

Indicators relating to the education system show a level of gender equality ranging from “average” to “low”, except for a high representation of women among teachers at primary level, with a rate varying from 41% in rural areas to 86% in urban areas. However, inequalities between girls and boys increase throughout the school career, with low representation of women in school administration (less than 20% of headmistresses in primary and secondary schools).

The results in education also reflect shortcomings in other areas, with only 20.7% of women participating in employment and only 7% taking autonomous decisions on health and sexual and reproductive rights.

The country needs to strengthen its education system, promote female leadership, and foster gender equality to achieve better results in education, improve female participation in employment and increase female representation in decision-making bodies (notably parliament, where the proportion of seats currently held by women is 28.97%).

Gender Equality in Education in Niger



PRIORITÉ À L'ÉGALITÉ
GENDER AT THE 
CENTRE 

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