



REPORT

**ASSESSMENT OF GENDER
MAINSTREAMING IN EDUCATION IN
SENEGAL**

**Development of policy
briefs to influence
policy and change
practices**

*Dr. Mbarou GASSAMA MBAYE
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ABBREVIATIONS AND ACRONYMS

ADEA	Association pour le développement de l'éducation en Afrique
AEF	Assises de l'éducation et de la formation
BEP	Brevet d'études professionnelles
BT	Brevet de technicien
BTS	Brevet de technicien supérieur
CAP	Certificat d'aptitude professionnelle
CCIEF	Cadre de coordination des interventions sur l'éducation des filles
CE1	Cours élémentaire 1ère année
CESA	Stratégie continentale d'éducation pour l'Afrique
CGE	Comité de gestion de l'école
CI	Cours d'initiation
CNAES	Concertation nationale sur l'avenir de l'enseignement supérieur
CNEPSCOFI	Comité national des enseignants pour la promotion de la scolarisation des filles
CP	Cours préparatoire
DEE	Direction de l'enseignement élémentaire
DPRE	Direction de la planification et de la réforme de l'éducation
DRH	Direction des ressources humaines
EBJA	Éducation de base des jeunes adultes
FAWE	Forum for African Women Educationalists
IA	Inspecteur d'Académie
IEF	Inspecteurs de l'Éducation et de la formation
IST-VIH	Infections sexuellement transmissibles-VIH

LINEQ	Lycées d'intégration nationale pour l'équité et la qualité
MEN	Ministère de l'Éducation nationale
NESR	National Education Situation Report
ODD	Objectif pour le Développement Durable
OSC	Organisation de la Société Civile
PAEF	Projet d'Appui à l'Éducation des Filles
PAQUET	Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence
PAQUET-EF	Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence - Éducation/Formation
PAR	Plans académiques de Remédiations
PASEB	Programme d'appui au système éducatif de base
PDRH	Programme de développement des ressources humaines
PHARES	Progressions harmonisées et évaluations à épreuves standardisées
PME	Partenariat mondial pour l'éducation
PSE	Plan Sénégal émergent
PTA	Plan de travail annuel
PTF	Partenaires techniques et financiers
RAP	Renforcement de l'appui à la protection des enfants dans l'éducation au Sénégal
RNSE	Rapport national sur la situation de l'éducation
SG	Secrétaire général
SNEEG	Stratégie nationale pour l'équité et l'égalité de genre
STEM	Science, technology, engineering et mathematics
TBS	Taux brut de scolarisation

TIC	Technologies de l'information et de la communication
TICE	Technologies de l'information et de la communication pour l'enseignement
UA-IPED	Institut panafricain de l'éducation pour le développement
UEMOA	Union économique et monétaire ouest africaine
VBG	Violence basée sur le genre

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I. BACKGROUND

The assessment of gender mainstreaming in education in Senegal is part of FAWE's mission to promote gender equity and equality in education in Africa through fostering positive policies, practices and attitudes towards girls' education.

FAWE has been in existence for over 30 years and has 34 national chapters in thirty-three countries with its headquarters in Nairobi, Kenya. African governments are FAWE's partners in ensuring that commitments made in the sector are effectively implemented.

FAWE's vision is a world in which all African girls have access to education, perform well and complete their education, and where gender disparities in education are eliminated.

The Continental Education Strategy for Africa (CESA 16-25) was adopted by the African Union Summit of Heads of State and Government in January 2016. The Strategy was designed to provide the framework that links education to the human resource needs of Agenda 2063 and the SDGs, as well as to national development goals. It responds to the need to provide better living standards, quality and high-level jobs, enhance employability, entrepreneurship and innovation, through the strengthening and development of strong and dynamic inter-sectoral linkages.

Primarily, CESA 16-25 magnifies the continent's quest for capacity building and human capital development as a key to achieving the continent's common approach to development. CESA 16-25 provides a common basis for the design and implementation of national, regional and continental programmes, as well as an overarching framework for the mobilization of all key stakeholders. It is a strategy for reorienting Africa's education and training systems to meet the knowledge, skills, competencies, innovation and creativity required to nurture Africa's core values and promote sustainable development at national, regional and continental levels. It also identifies key thematic areas and proposes a coalition of partners and stakeholders as part of its implementation platform.

Gender mainstreaming in and through education is important for achieving gender equality and social inclusion. While this normative goal is widely shared by policymakers and practitioners in the education sector, it has not been easy to translate it into practice; however, it should be noted that there is growing evidence that gender mainstreaming in education is beneficial. In essence, gender mainstreaming in and through education requires the development of fair institutions that generate policies, budgets, and plans that enable all people to succeed, whether they are born male or female. This requires attention to the institutional arrangements, management structures, social norms, relationship dynamics, and political economy issues that

shape education, as well as addressing the gender-related disadvantages that result in different outcomes for girls and boys, women and men.

Mechanisms and policies put in place since the early 1990s have improved girls' schooling. In 2021, girls' GERs are higher than boys' at all levels of education. The National Education Situation Report (NESR 2021) reveals the results that the parity index is everywhere favorable to girls with 1.19 points in Preschool level, 1.18 points at the elementary level, 1.21 points at the middle level and 1.20 points at the secondary level¹. Although girls' enrollment rates have increased over the past 20 years, girls face gender-related difficulties in access, retention, participation and learning outcomes, which are rooted both in the school system and in the socio-cultural and physical context in which the school is located. These challenges are a major obstacle to achieving gender equality in and through education.

Inequalities may also be embedded in aspects of the education system itself, even if they are less noticeable: curriculum, learning materials, pedagogy, teacher training, management, administration, assessment, and monitoring and evaluation processes may all perpetuate hidden gender biases. Bias and discrimination can become everyday habits if there are no opportunities for critical assessment and reflection. Targeted policies, practices, and research are needed to change these processes and ensure that the education system promotes equitable experiences for all, both in and through schooling.

FAWE's gender strategy aims to help member states reorient their education and training systems to ensure that as many girls and women, boys and men as possible acquire the knowledge, skills, innovation and creativity needed to nurture core African values and promote sustainable development at national, sub-regional and continental levels.

Promoting gender equality in the classroom requires the establishment of an inclusive and gender-sensitive environment that is conducive to learning at all levels; where the educational environment is safe, healthy, and protective, with trained teachers, adequate teaching and learning resources, and presents appropriate physical, emotional, and social conditions for learning. In such environments, the rights of girls and boys are protected and their voices are heard. GE4CESA recognizes that learning environments must be a safe place where girls and boys can learn and grow, with an innate respect for their diverse identities and needs.

GE4CESA takes a holistic approach to addressing inequalities in access to and participation in education for girls and boys. It draws countries' attention to the policy, community, and school-based gaps and constraints that must be addressed to achieve gender equality and inclusion in education. From a conceptual point of view, the

¹ Rapport National sur la Situation de l'Éducation National (RNSE 2021)

GE4CESA project provides the basis for thinking about and approaches to solving the problems of girls' enrollment or gender inequality in education. These reflections and approaches have been conducted in a piecemeal, rather than strategic and holistic, manner. There are gaps in understanding how education systems need to adapt to most effectively support interventions to improve girls' education and gender equality. If gender mainstreaming is achieved as proposed by GE4CESA, monitoring performance against GE4CESA indicators should help address the lack of evidence on how targeted interventions to improve gender equality outcomes may in turn be facilitated or limited by the characteristics of an education system in a given context.

Combining the lessons learned from monitoring country performance on the GE4CESA indicators with the CESA indicators developed by AU-IPED in collaboration with ADEA, the evidence gaps that countries face in monitoring their performance on gender equality and inclusion in the education sector need to be filled. Existing evidence gaps relate to all areas of education system reform: demand and supply side investments, including curriculum change, teacher training and support, management styles or community engagement. Institutional and individual capacity constraints, political economy aspects and other contextual factors all play a role in determining gender outcomes and potential impacts.

Based on these initial findings (Malawi and Kenya) showing that implementing GE4CESA has beneficial effects on both policy and practice, it was suggested that the experience be replicated in Namibia and Senegal. For Innovia Research Consulting, this involves assessing gender mainstreaming in education sector plans, programs and policies.

II. OBJECTIVES AND EXPECTED RESULTS

The objective of the mission is to analyze gender mainstreaming in the education sector in Senegal. This included an analysis of the extent to which education plans, budgets, curricula, human resources, and other key entry points of the education system are gender sensitive. The results of the analysis will enable the FAWE Senegal Chapter to advocate for the integration of GES4CESA into the education sector plans, budgets and programmes of their respective countries.

Innovia Research Consulting conducted a gender mainstreaming assessment and has prepared country reports for Namibia and Senegal. In addition, Innovia Research has synthesized the main issues and selected at least one outstanding issue for which a policy brief has been developed. The policy briefs are intended to influence policy change and the overall mainstreaming of GES4CESA.

More specifically, the assessment involved:

- Undertaking an assessment of gender mainstreaming in education sector plans, programs and policies in order to advise on advocacy for GES4 CESA mainstreaming in Namibia and Senegal.
- Summarizing the main priority areas for gender in education sector planning and implementation in Senegal that need to be addressed (create a case for advocacy).
- Identifying at least one priority gender issue in each of the selected countries and produce briefing notes to influence policy change and the adoption of GES4 CESA.

III. METHODOLOGY

Qualitative interviewing techniques were used to generate data to meet the evaluation objectives. Attached key informant interview guides (KIIs) were developed by Innovia Research Consulting to collect data from Senegalese government officials. Additional KII data were collected from education sector experts and practitioners, as well as other development partners active in the sector. Key civil society organizations and their networks involved in the education sector were also interviewed, particularly those serving marginalized or traditionally excluded groups.

Focus group discussion (FGD) sessions were held in Kaffrine, Sédhiou, and Tambacounda, with a particular focus on schools serving children from disadvantaged socioeconomic households. The Faculty of Sciences and Technology at Cheikh Anta Diop University in Dakar, which has a STEM program, was also targeted, and interviews were held with male and female students.

In Senegal, Dr. Mbarou GASSAMA Mbaye (Mrs/She), Country Researcher, supported by a team of three interviewers, conducted the research. She identified respondents based on predetermined selection criteria, made contact, set up appointments and conducted the interviews. The Senegalese manager was also responsible for ensuring that quality standards and all ethical and respondent protection measures were followed. All interviews were transcribed into text for data analysis. In Senegal, interviews were conducted in French and transcribed in the same language by the interviewers who were experienced education specialists. Two reports, one in French and the other in English, were prepared from the findings.

The individual interviews with education officials and practitioners were used to determine the extent to which the principles adopted in the gender equality strategy for CESA 16-25 were integrated into education plans, budgets, curricula, human resources, and other key entry points in the education system. The purpose was to examine the responsiveness of these institutional mechanisms and the level of fidelity invested in their implementation.

The interviews were used to determine whether the sector's resource allocation, financing and expenditure patterns, plans, policies and regulatory frameworks support gender equality and inclusion. Government fiscal policies and spending on education were reviewed to assess their gender inclusiveness. Similarly, the KIIs explored the allocation and distribution of human resources for education to determine whether they promote gender equality and inclusion.

Similarly, the individual interviews examined the institutional landscape in which policies, plans, and processes take place, and identified opportunities and entry points for advancing gender equality and the empowerment of girls, women, and youth across all 12 strategic objectives of CESA 16-25.

In seeking to understand the extent of gender mainstreaming in the education sector in both countries, the evaluation reflected with interviewees on the perceived leadership required, funding, and management arrangements that could strengthen accountability, integrity, and policy impact. The investigators used the GES4CESA indicators as a premise for examining how well each country has done in mainstreaming gender into education sector plans, policies, priorities, and processes. Constraints and bottlenecks to gender mainstreaming have been identified through interviews, and opportunities to accelerate progress explored, including the different dimensions of change required at different levels of the education ecosystem.

Interviews with practitioners - primarily teachers, government implementation staff, and CSOs supporting interventions in the sector - examined existing policies, plans, budgets, and curricula to assess how they address issues affecting historically excluded or marginalized girls, boys, adolescents, youth, men, and women. The specific strategies, mechanisms, and approaches proposed to help these groups reach their full potential in terms of access, participation, and learning outcomes were also assessed through interviews.

A specific interest of the interviews with education practitioners was to assess the extent to which they understand the implications of their interactions on teaching and learning processes. To deepen the knowledge gained from the interviews with other respondents, interviews with government, in particular the ministries responsible for education and related sectors, were conducted. This analysis uncovered opportunities for engagement that could strengthen the gender mainstreaming agenda in education policies, plans, budgets, curricula and human resources. This will enable the FAWE Senegal Chapter to champion the integration of GES4CESA into the education sector plans, budgets and programs of their respective countries.

Focus group discussions were held with Cheikh Anta Diop University (UCAD) students and pupils from the three target regions, using the attached tool. The same was done with teachers. The sample included male and female elementary and middle school students (48) and female students (12). The focus groups focused on learners' and

teachers' experiences with the curriculum, the learning environment and their perceptions of the quality of education they receive.

In addition, individual interviews were conducted with education officials at the academy level: Inspector of the academy or Secretary General (3), President of the School Management Board (3) and Managers in charge of financial and accounting operations (3), the Directorate of Elementary Education (1), the Gender and Equity Unit (1). In addition, interviews were conducted with the Direction de l'Enseignement Moyen Secondaire General (1) and the Direction Générale de l'Équipement (1).

Table 1 : The targets of the qualitative survey

Cibles	Nature Entretien	Nbre
CENTRAL LEVEL		
Directorate of Elementary Education	EI	1
Gender and Equity Unit	EI	1
Directorate of Middle Secondary Education	EI	1
Directorate General of Equipment	EI	1
UCAD Students	FG	5
Total central level		9
DECENTRALISED LEVEL		
IA ou SG	EI	3
COF	EI	3
CGE	EI	3
Elementary school teachers (Male and female)	FG	24
Middle Secondary School teachers	FG	24
6th grade Students CM2 (boys and girls)	FG	24
Middle school students, girls and boys	FG	24
Girl students	FG	12
Total decentralized level		117
TOTAL TARGET		126

The document review consisted of a review of the Ministry of Education's programming and strategy policy documents (see reference).

IV. DATA ANALYSIS AND PREPARATION OF DRAFT REPORTS

Quantitative data were entered, cleaned and analyzed. Trends in the data were isolated for more detailed analysis and interpretation. Data from quantitative sources were combined with qualitative data to enhance the richness of interpretation.

Qualitative data were transcribed into text, coded, categorized, and key themes and subthemes were generated through manual textual analysis. The categories, themes, and sub-themes were used to answer the question of the extent to which gender mainstreaming has been effectively achieved in Senegal, entry points for furthering meaningful gender mainstreaming, and gaps and constraints to achieving gender equality and inclusion in the education sector. The degree of compliance with the core norms and principles of gender mainstreaming in the education sector was assessed, including how systemic and institutional dynamics affect issues of equity, access, and participation of girls, boys, women, and men, particularly those who are historically excluded.

The field data was then triangulated with the data from the desk study to meet the evaluation objectives. The key themes and sub-themes on gender mainstreaming in

the various study parameters discussed thus far were linked to the study objectives. Analytically, themes specific to a study objective have been discussed under that objective. In addition, trends that transcend a theme or objective have been grouped and treated as cross-cutting thematic issues.

The results of the data analysis will be used to produce the main findings of this study, the country reports for Senegal, and a summary of the main issues of concern for each country. For Senegal, the report and policy summary will be prepared in French and English. In preparing the reports, outstanding issues have been identified, around which a summary note has been prepared for each country. This country report key gender priority areas that need to be addressed in Senegal's education sector planning and implementation. It will form the basis for further engagement and advocacy by FAWE National Chapters in Senegal.

V. THE MAIN FINDINGS

5.1 Presentation of the education policy in Senegal

The Ministry of Education of Senegal has developed its sectoral policy letter and the program for operationalizing this letter is *the Program for the Improvement of Quality, Equity and Transparency-Education/Training (PAQUET-EF) 2018-2030*.

The development of the General Policy Letter of the Education and Training Sector (LPGS) 2018-2030 is based at the regional, continental and international levels on the reforms of the West African Economic and Monetary Union (UEMOA), on the African Union's Agenda 2063 and the continental education strategy 2016-2025; and on the United Nations 2030 Agenda and the framework for action of Sustainable Development Goal 4 (SDG 4).

At the national level, it is based on the *Plan Sénégal Émergent (PSE)*, the Act III of Decentralization, the *Concertation nationale sur l'Avenir de l'Enseignement supérieur (CNAES)* and the *Assises de l'Éducation et de la Formation (AEF)*. In addition to this framework, the PAQUET includes the eleven (11) presidential decisions resulting from the *Assises de l'Éducation et de la Formation (AEF)* which set out the orientations, strategies and foundational measures for a School for All, a Quality School and a viable, reliable and peaceful School. The guidelines include, among other things, the reorientation of the education system towards science, mathematics, digital technology and entrepreneurship; the generalization of early childhood care; the improvement of equity in access; the development of literacy and the strengthening of the place of national languages; the inclusion of girls and children with special educational needs; the strengthening of the professionalization of human resources; and the improvement of the quality of teaching and learning (PAQUET-EF, P.16).

PAQUET-EF brings together all the programs in the education and training sector: The Ministry of National Education; the Ministry of Vocational and Technical Training, Apprenticeship and Handicrafts; the Ministry of Higher Education, Research and Innovation and the Ministry of Women, Family, Gender and Child Protection. The PAQUET was reviewed in 2018 to align with the PSE and the national context. It will focus on the policy of basic education, the policy of mapping vulnerabilities, the development of sciences of mathematics, technology and innovations, the promotion of ICTE, the policy of textbooks, the policy management of school time or school quantum and the policy of reducing repetition and dropouts.

Sector development plans are inclusive. They mainly take care of vulnerable groups in particular: girls/boys who have disadvantaged situations, people with disabilities, children with learning difficulties. In essence, the policies address issues of equity for the entire population (IEF Secretary General interview).

The development of these policy documents was participatory. The consultations included government structures, the Ministry of National Education (MEN); the Ministry of Vocational Training, Apprenticeship and Crafts; the Ministry of Higher Education, Research and Innovation; the National Early Childhood Agency and the *Little Ones' Hut (case des tout-petit)*; and the National Group of Education and Training Partners (GNPEF) which includes CSOs, unions, parents' associations, local authorities with the association of mayors of cities. The National Assembly, the Presidency of the Republic, the Prime Minister and the private sector are among the actors in the process of validating the education sector document.

The PAQUET-EF aligns with international, African and West African sub-regional guidelines. It addresses education issues from the perspective of the sub-sectors: (1) Preschool, (2) Elementary Education, (3) General Secondary Education, (4) General Middle Education, (5) Basic Education Program for Young People and Adults (EBJA), and (6) Piloting, Management and Administrative Coordination Program. They constitute the 6 ongoing programs within the MEN.

In addition, Senegal is working on all 12 strategic objectives of the African Union's Continental Strategy (2016-2025): (SO1) Revitalize the teaching profession; (SO2) - Build and rehabilitate infrastructure; (SO3) - Harness ICT capacity; (SO4) - Improve knowledge acquisition; (SO5) - Accelerate processes leading to gender parity; (SO6) - Launch literacy campaigns; (SO7) - Strengthen science and mathematics programmes; (SO8) - Expanding TVET opportunities; (SO9) - Promoting education for peace and conflict prevention; (SO10) - Boosting and increasing access to higher education; (SO11) - Improving the administration of the school system; (SO12) - Building a coalition for education.

The sector development plans are inclusive. They take cognizance of vulnerable groups: girls/boys in difficult situations, disabled people, children with learning

difficulties. So, equity is included in the support of the population (interview General Secretary IEF).

5.2 Measures to improve the quality of education at the different levels of education

To ensure quality, the Ministry of Education first makes sure that all children of school age are enrolled in public schools. To this end, from the month of May preceding the start of the school year, registrations are open and a communication campaign is launched in the IA and IEF to encourage parents to register their children. Thus, even children who do not have civil status are registered to leave no child behind, in accordance with *Law No. 2004-37 of December 3, 2004* which stipulates compulsory education for all children aged 7 to 16 years. The Government is committed to ensuring, by 2025, quality basic education for everyone, everywhere, so that everyone can achieve their full potential and contribute to society (PAQUET).

With regard to the existing measures for retention and promotion to the next class, assessments are made through assignments, compositions and examinations or competitions. These mechanisms are used for testing the level of knowledge of the learners and to propose them for the transition to the next class or for retention.

To ensure quality, a pool of inspectors or trainers sets up the monitoring/supervision system to ensure that teachers and administrators provide quality education. The school life inspectors ensure the internal control of school life in general. They mainly help administrators in the material and financial management of schools and educational institutions.

5.3 The main sector issues addressed by the sector policy

The various sectoral issues that are addressed, at all levels, result from the weaknesses noted during the evaluation of the 1st phase of the PAQUET (2013-2015) carried out in 2016. This evaluation certainly showed the achievements, but also affirmed that much remained to be done in improving performance in the education system. Satisfactory results are recorded in terms of gender equity insofar as the parity index is in favor of girls in preschool (1.16 in 2015), elementary (1.13 in 2015), middle school (1.11), but remains favorable to boys in secondary and higher education, despite considerable efforts. The diagnosis at the end of the 1st phase showed shortcomings, particularly in terms of internal efficiency, success in learning and examinations of the fundamental cycle in secondary school. More specifically, the promotion, repetition and completion rates fell while the dropout rate increased by 2.4 points in 2015. Moreover, still in the educational sub-sector unsatisfactory performance was noted in reaching proficiency thresholds in language and mathematics. In vocational training, the success rates for the various exams (CAP – BEP – BT – BTS

– Bac techniques) which were 53% in 2012, fell to 50.26% in 2015 and the satisfactory results observed in higher education come mainly from the private sector.

In addition to these observations, it should also be added that strong disparities exist between rural and urban areas, and this undermines equity and inclusion in the system, particularly with regard to the most backward areas or regions, the most disadvantaged populations, rural areas, girls, children living with disability. In the regions of Kaffrine, Diourbel, Tambacounda, Louga and Matam, the phenomenon of out-of-school children is very worrying. It is noted that 60% of out-of-school children are from rural areas compared to 30% in urban areas.

Offering quality and inclusive education remains a major challenge. More specifically, the mastery of skills is expected at all levels of the system, as well as the reduction of disparities in access. Achieving success in different learning pathways continue to face barriers (gender, socio-economic situation, disability, geographical situation). In this perspective, the ambition set out in the PAQUET is to promote an inclusive social model where respect for fundamental human rights and freedoms, human-centered development, gender equality and the empowerment of girls and women, social protection and health for all, preservation of the environment are key principles. The most important issues of the education sector plan is to prepare Senegalese citizens to be world citizens. The operationalization of the sectoral policy prioritizes a systemic approach going from preschooling to higher education and considering both formal and non-formal education.

In addition, the promotion and improvement of mathematics, science and technology learning, the pedagogical integration of ICT, the reorientation of learning towards employability, and the development of research and innovation are of capital importance. In line with this option of openness and alignment with international directives, several cross-cutting policies are identified to make the education system more inclusive. In the continuity of this option of openness and alignment with international directives, several cross-cutting policies are pointed out in order to make the education system more inclusive. These include the generalization of pre-schooling and its extension to the community model, the development of alternative models of schooling (Community Based Schools and bridging classes) to include young people aged between 8 and 15 who are not in school and who have dropped out, the promotion of gender equality and equity in order to strengthen access, retention and success for girls and women in education and training.

5.4 Gender in education policy

5.4.1 Gender analysis of the sector policy letter

The Education and Training Sector General Policy Letter (LPGS-EF) makes reference to international or national texts signed by Senegal. It mentions results-based planning

and budgeting as well as multi-year programming, but does not mention the resources allocated to gender activities to reduce the gaps.

Although the gender dimension is reflected in the missions, strategies and values of the LPGS-EF to some degree, this is not reflected in the budget. From preschool to middle secondary, through elementary school, in all sub-sectors, the gender approach seems to be a concern of decision-makers, but even where the challenges are identified, there is no clear reference to equity and gender equality, gender equality and certain components remain gender neutral. This may lead to a perception that the responsibilities relating to the integration of the gender dimension are not shared at the different levels of the MEN, they seem to be entrusted to only one unit (Gender and Equity Unit), while gender is transversal. The budget should also be gender sensitive.

5.4.2 Girls' schooling policies

Taking the gender dimension into account seems to be a reality in the Program (PAQUET-EF 2018-2030). The objective of "school for all" translates into equitable access between girls and boys, regardless of socioeconomic factors (rural/ urban, rich/poor, etc).

However, it is clear that the disparities persist and have not been the subject of in-depth analysis due to a lack of skills in the analysis of gender issues in public policies. In addition, the strategy document does not break down the allocated budget on the basis of identified indicators and in line with the specificities of the context. Granted, over the recent years, there has been an effort to disaggregate data by sex in the RNSE, the fact remains that the analysis of the explanatory factors is done in a superficial way, even almost non-existent.

This general finding is reflected in the various ministerial programs. Indeed, even though the concepts "gender, equity, inclusion" routinely appear in the mission statements and the indicators and are occasionally disaggregated, the fact remains that they are often absent in the planning, monitoring, evaluation and especially the implementation. The rare attempts to deal with gender issues are noted in the capacity building of actors on violence in schools, child protection in schools, training of girls in leadership and personal development, inclusion, the fight against gender stereotypes and the use of the weight of tradition is often unfavorable to girls/women to provide explanatory factors for this situation. Understanding of the gender concept is the foundation of all these themes.

However, a historical overview would help identify a few attempts, especially projects aimed at addressing gender-specific issues in the system. We can list:

- The PDRH 2 program (1995), was the initiator of the construction of standardized toilets, with a separation between boys and girls; but also the promotion of female

teachers and the education of girls through awareness campaigns. These initiatives have made it possible, under the impetus of governors and prefects, to set up coordination mechanisms for girls' education at the decentralized level. Training sessions for optimal care of the specific needs of girls were held, in addition to the granting of scholarships to girls who had achieved the best academic performance.

- The national committee of teachers for the promotion of girls' education (CNEPSCOFI) created in Fatick in 1995, it was distinguished by the mobilization and sensitization during the recruitment of pupils to the CI and the organization of reinforcement courses in favor of girls. Its objective was to promote girls' access to schooling and improve their academic performance.
- The PAEF Project, pilot project of the Coordination Framework for Girls' Education (CCIEF), 2010, had the mission of creating synergy between all the actors involved in girls' education. It has mainly worked in socio-pedagogical support for students in selected schools in the four target regions Fatick, Diourbel, Dakar and Louga and support for the implementation of a national communication and local information plan.
- Creation of the Gender and Equity Unit : Created in 2021 by ministerial decree, it supports the ministry's policy on improving the school environment, the fight against violence in schools, community mobilization around the school, strengthening the leadership of young girls, access to science, mathematics.

In addition to these initiatives of the Ministry of education, UNFPA and Plan International implemented programs on *girls' leadership clubs* through the "*New Deal*" initiative, where girls commit to avoiding pregnancy while being in school and parents commit to renouncing giving their daughters in marriage before the age of 18. This initiative has empowered young girls on female leadership and personal development, sexual and reproductive health. This contributed to reducing pregnancy rates in school and strengthening the girl's leadership who hold community dialogues on FGM. The main impact of the initiative is an increasing girls' academic success (in 2021, 100% for girls who are members of the clubs passed successfully the BFEM). The initiative has been very successful and the Ministry in charge of women's affairs intends to scale it up (Report on the joint FGM, UNFPA, UNICEF program 2019. P 17).

This support from the Ministry for girl's enrolment in school has led to an improvement in the parity index, which is now in favor of girls. However, some problems persist, particularly socio-cultural norms including early marriages and pregnancies in school, the low presence of girls in science and mathematics, the pedagogical approaches that are not always gender-sensitive, the poor mastery of gender concepts and weak skills in gender-sensitive planning, programming and budgeting, and the lack of clarification of the gender concept. In addition, other factors increase this dynamic of slowing down schooling, which mostly affect girls, but also boys. These include the existence of

classes that are frozen due to a lack of teachers; the existence of a large proportion of schools with incomplete cycles that do not promote pedagogical continuity; the inadequacy of measures to ensure access to school at the right age; and the slow implementation of strategies for identifying and enrolling children outside of school.

5.4.3 Guidance on access, retention and performance: GBV, child protection, inclusion policy

The 2017 DHS survey shows that all age groups have been victims of physical violence for 15 years. We note, however, that the age group 15-19 (10.7%) and 30-29 (10.8%) often or sometimes suffer from this violence. Physical violence is more frequent in Ziguinchor and Kaolack. People in union breakdown are more abused than single people. (Source: Continuing DHS 2017, Domestic Violence, P. 379). Violence is a phenomenon that does not exclude the school environment.

Gender-based violence takes many forms ranging from physical violence to harmful practices including child marriage, female genital mutilation, etc. In the case of physical violence within the school (rape, assault, etc.), the survivors are students, especially girls, teachers, administrative staff, supervisors, etc. Alongside these types of violence, harmful practices are the structural form of GBV that prevent girls from continuing with their education. The regions of Kolda and Tambacounda record the highest rates of girls under 14 who are victims of Female Genital Mutilation (FGM), Tambacounda (44%) and Kolda (35%) against 14% nationally. These are the regions where the enrollment rates for girls are the lowest, despite state and partner interventions. Programs are implemented by UNFPA relating to the establishment of clubs for young girls leading with the "New Deal" initiative, which has made it possible to strengthen the capacities of young girls in female leadership and personal development, sexual and reproductive health. This has reduced the rate of pregnancies in school, strengthened the leadership of girls who hold community dialogues on FGM, and the academic success of young girls. The initiative has been a great success and the ministry in charge of women intends to scale it up (FGM joint program report, UNFPA, UNICEF 2019).

The PAQUET provides guidance on child protection. Indeed, the educational policy seeks to address the poor social protection of children (street children, beggars, working children, child victims of violence, etc.) in a context of chronic poverty in certain families. As part of improving the supply of education and training, it is planned to capture the most vulnerable and disadvantaged children by strengthening the social protection of children and setting up nutrition and training programs. Also included are school uniforms, especially in areas characterized by poverty and chronic food insecurity (PAQUET, EF, P33).

The MEN is developing a new offer on inclusive education to take into account the needs of students with disabilities. The DEE has an inclusive education program that

takes place in five (5) schools in Dakar Louga and Kaolack (2017-2022). These inclusive schools receive both students living with disability and those who are normal. To this end, an office dedicated to inclusion has been created at the level of the DEE. The teacher training framework takes disability issues into account to better prepare teachers to take into account the specific needs of this target group. The girls living with a disability face double discrimination: linked to their sex and that linked to the situation of disability. MEN staff have become aware that students with disabilities have the same rights as all children, but the necessary investments are insufficient to take into account specific needs (DEE interview)

5.4.4 Efforts made and challenges

Much progress has been made since the 1990s. In the area of training, the following documents have been developed: the gender training plan; the training guide for trainers in gender and education; the teacher training manual on gender mainstreaming in elementary school; the training manual on gender-based violence in schools; the reference document on girls' education; the training guide for gender trainers in middle-secondary education (2015); the pedagogy support guidelines for middle-secondary teachers (2015); proposals for measures to be promoted to correct the under-representation noted through the Promotion Plan, with a bonus allocated to women to access positions of responsibility.

5.4.5 Gender in Human Resource Management

At the operational level, a gender bureau was created in 2004 in the Human Resources Department (DRH) to take gender into account in the education sector and in particular to ensure that women have access to the teaching profession and to positions of responsibility through the strengthening of their technical and operational capacities.

In 2014, the MEN's Human Resources Department put in place a plan to empower women and promote them to positions of leadership (school principal, head teacher, principal of secondary school, inspector, etc.). In addition, a bonus of 15 points was granted to any woman who wished to take up a position of responsibility in a rural area.

These initiatives have been ongoing and currently, the guide on teacher mobility makes gender one of its priorities. A Plan for the Promotion of Women Teachers has been developed and implemented to help combat inequities.

The revision of the Guide to Movement had allowed the allocation of:

- a quota of 10% of the vacant posts of responsibility for women, called "priority-women posts";
- a bonus of 5 points for female teachers who have completed at least 5 years of service in their corps;

- a bonus of 15 points in favour of an assistant applying for a position of responsibility located in a rural area
- a bonus of 10 bonus points for a deputy applying for a position of responsibility in an urban area;
- a bonus of 10 points for a woman head teacher applying for another position of responsibility.

Furthermore, in the event of a tie in grade, a decision is made in favor of the woman with the adoption of gender as the primary criterion for deciding between applicants.

The combination of these interventions has increased the demand for education and boosted girls' access to school. It has strengthened the support for the national coordination of interventions on girls' education; the support for institutional actors and civil society involvement in primary schooling; socio-pedagogical support for students in selected schools in the four target regions Fatick, Diourbel, Dakar and Louga; and support for the implementation of a national communication and local information plan (PAEF evaluation report, Ministry of National Education, 2013).

According to the evaluation report on the impact of the implementation of the Plan for the Promotion of Women in Leadership Positions in the Education and Training Sector, the main constraints identified for women in leadership positions are (1) the lack of training, particularly in school legislation and information technology, and the lack of support from certain school authorities; (2) the remoteness of priority positions for women, which leads to the decline of positions in rural areas; (3) women's social responsibilities particularly housekeeping, maternity, family ceremonies and the reluctance of certain husbands when their wives want to apply; (4) administrative delays such as delays in the publication of promotion certificates and the unavailability of merit transcripts.

5.4.6 Impact of the policy on the advancement of women in the MEN

More and more women are in positions of responsibility or decision-making. They are national directors, academy inspector (IA), education and training inspector (IEF), Headmasters, Deputy-Headteachers, CEM Principals, school Directors, Superintendents, etc. However, in terms of numbers, men are much more numerous. Nevertheless, we must salute the breakthrough of women in recent years with the advent of “women’s priority” positions.

Table 2 : Distribution of Agents at the level of the Administrative Structures of the MEN

Structures	Women	Men	% Women	Total
SG, Directorates and services of the MEN	4	17	19%	21
Personnel at the level of the Administrative Structures of the MEN	18	180	9%	198
Academy inspection	2	14	13%	16
Education and Training Inspectorate	5	54	8%	59
Preschool and elementary*school inspectors	23	539	4%	562
Middle*school and secondary-school inspectors	8	33	20%	41
Total	60	837	7%	897

Source: DRH, MEN, 2022

The gender distribution of staff at central level in the various administrative structures is particularly indicative of the disparity in representation by gender. Indeed, out of a total workforce of 897 top management agents, the number of women is 60, which represents 7% of high-level positions. This distribution varies according to the structures

This situation of the gender parity index in the overall population, reveals the low level of representation of women in public administration in Senegal. It could be explained by the socio-cultural constraints that have for a long time impacted on the education of girls and, by extension, on the employability of women in the administration.

Table 3 : Distribution of directors and heads of institutions by level of education and by sex

Level of education	Women	Men	% Women	Total
Preschool	272	310	47%	582
Elementary	390	6 063	6%	6 453
Junio-High School	127	985	11%	1 112
High School	79	676	10%	755
Total	868	8 034	10%	8 902

Source : DRH, MEN, 2022

At management level, only 10% of positions are held by women. Men are in the majority everywhere, with notable disparities at all the levels. In preschool, women represent 47% of head teachers, while in elementary school, they are only 6%, in junior-high school 11% and in high school 10%. Despite the positive discrimination of women in positions of responsibility through positions set aside for women, there is still an urgent need to promote them for a more inclusive management of the education system.

Table 4 : Distribution of professors according to scientific disciplines

Subjects		Junior high schools	High school	Total
MATHEMATICS	Women	17	91	108
	Men	133	1058	1 191
	% Women	11%	8%	8%
MATHEMATICS & PHYSICAL SCIENCES	Women	200	36	236
	Men	1812	490	2 302
	% Women	10%	7%	9%
MATHEMATICS & EARTH AND LIFE SCIENCES	Women	525	104	629
	Men	2387	511	2 898
	% Women	18%	17%	18%
PHYSICAL SCIENCES	Women	14	74	88
	Men	126	1059	1 185
	% Women	10%	7%	7%
EARTH & LIFE SCIENCES	Women	49	174	223
	Men	219	922	1 141
	% Women	18%	16%	16%
Total	Total	5 482	4 519	10 001
	% Women	15%	11%	13%

Source : DRH, MEN, 2022

The distribution of teachers in classrooms according to the level of education shows the overall predominance of men. Women make up just over a quarter of the preschool through high school teacher workforce. However, this situation varies according to the level of education. Indeed, with the exception of pre-school where women represent 47% of the number of teachers, there is a downward trend in their number from elementary to general high school. This situation provides implicit information on the percentage of women with a higher education diploma.

5.5 Challenges and constraints in relation to gender equity and mainstreaming

The government's ambition remains, despite the progress noted, the consolidation of the access, retention and success of girls and women in education and training. This ambition translates into awareness-raising and social mobilization campaigns in favor of access, retention and success of girls in school, the implementation of incentives in favor of access and success of girls in school; strengthening women capacities and leadership, especially female teachers, to participate in activities in favor of girls' education and in the governance of the education system; the establishment of a safe and rewarding school environment for girls and boys, the strengthening of the capacities of teachers and supervisory staff at all levels to consolidate the integration of the gender dimension in the initial training and continuing education training manuals; the production of textbooks and teaching materials free from gender stereotypes; the promotion of awareness and support campaigns for girls to encourage them to pursue scientific and technical domains and sectors. All of these measures

tend to modify gender relations and have a positive impact on the enrollment, survival and completion rates of girls in school with a parity index largely favorable to girls in preschool and elementary school. In addition, a positive discrimination in favor of women for positions of responsibility has also contributed to increasing the number of women in the strategic and operational management system of the MEN.

The difficulties underlying the management of the gender dimension at the MEN are linked to several factors, particularly:

5.5.1. Socio cultural norms, policy and infrastructure

- The persistence of socio-cultural norms which hinder the integration of the gender dimension in policies and practices. Specifically, a level of imprecision surrounds the gender concept (misunderstandings and multiple interpretations of gender) ;
- Stereotypes on the sexual distribution of tasks which socially assign domestic work to girls;
- Power relations that lead to conflicts between boys and girls within schools (the higher performance of girls sometimes creates tensions);
- The lack of proactiveness of women teachers to seek positions of responsibility despite the positive discrimination adopted in recent years ;
- School and health infrastructures that are not very sensitive to gender: the insecurity linked to the remoteness and isolation of certain establishments that expose the most vulnerable groups, particularly girls, the specific needs of girls and women teachers to manage their menstruation with dignity, the unavailability of hygiene kits associated with the lack of flexibility of the teaching staff, which are a source of recurrent absence of girls;
- Child marriages and early pregnancies which stops girl's education;
- The vulnerability of households that have a negative impact on the school experience of disadvantaged population (girls)
- The school environment that does not promote the inclusion of people with disabilities;
- The regulations: The administrative Circular on pregnancy authorizes pregnant students to resume classes after giving birth. However, there is a legal vacuum in the period before the birth. Most pregnant girls are excluded whenever the school administration finds out the situation (a problem of interpretation). FAWÉ is working on advocacy for the revision of the circular to allow (1) pregnant girls to continue until the end of the pregnancy (2) the return to school after delivery.

5.5.2 School and learning environment

We note a lack of financial resources to take care of the specific needs of all students, especially students with a disability. The number of inclusive schools are not enough to cater for students with special needs. In addition, the effective consideration of the needs of the targeted population requires additional investments in relation to accessibility, the availability of Braille material for blind people, etc.. In addition, transport is expensive and parents do not always have the means. Students often drop out due to parents' lack of resources.

There are also many deficits and inequities in the school environment. Thus, there are significant gaps in access to resources: for electricity, the gaps between Dakar and Kolda are 99% versus 12%; for water points: Dakar, 99% versus Kédougou 38%; for latrines: Dakar and Pikine-Guédiawaye, 98% versus Kédougou 55% (RNSE, 2021). This situation was confirmed during the field surveys, where teachers said that they did not have functional toilets for either the pupils or the teachers (Sédhiou).

5.5.2 Specific challenges and constraints related to girls' education

The Government's various interventions have enabled the education system to make significant progress.

In terms of numbers, girls far outnumber boys in all education cycles according to DPRE statistics. They represent 52.8% of preschool enrollment, 53.1% of elementary school, 53.9% of general junior high school and 53.8% of general secondary school, as shown in the table below.

Table 5 : Number of pupils at the different levels of education

Program	Number	% girl
Preschool	270 255	52,8%
Elementary	2 269 617	53,1%
Junior high School	583 713	53,9%
General secondary school	588 558	53,8%
Scientific secondary schools	82 879	50,39%

Source : DPRE MEN, RNSE 2021

Also, the various rates have steadily increased, especially those of girls. The gross enrollment rate and the completion rate have experienced positive trends at all levels

of the system. For example, in 2021, the gross enrollment rate of girls is higher than that of boys and also their performances are higher than boys (see table below).

Table 6 : Gross enrollment rate, Completion Rate and School Exam Scores

Program	Gross enrollment rate			School completion rates			School exam scores		
	Total	% Girl	% Boy	Total	% Girl	% Boy	Total	% Girl	% Boy
Preschool	18,10%	19,60%	16,60%						
Elementary	83,80%	91,10%	76,50%	64,90%	72,70%	57,10%	62,14%	61,82%	62,46%
Junior high school	51,60%	56,40%	46,80%	41,90%	46,50%	37,30%	67,96%	66,49%	69,43%
General secondary school	33,60%	36,50%	30,70%	28,30%	30,30%	26,30%	45,33%	42,36%	48,30%

Source : DPRE MEN, RNSE 2021

However, the system still faces problems of effectiveness, efficiency, equity and inclusion.

In terms of effectiveness and efficiency, it is noticed a greater attendance of girls compared to boys, a lower performance of girls during in school exams (see table above) and completion rates are still low in all levels. For girls, this situation is certainly due to poverty, cultural norms, early marriages and pregnancies, perceptions of school, violences against women, and educational problems, such as the curriculum (lack of understanding of gender issues in the curriculum).

Despite the Government's willingness and efforts, access to education remains problematic in some regions, which raises the issue of equity and inclusion. Also, the distribution of resources is not equitable between boys and girls, urban and rural, rich and poor regions.

5.6 Measures for improving the quality of education

5.6.1 Policy and regulatory measures

Senegal is committed to ensuring girls' access to and retention in school in accordance with the constitutional provisions that enshrine the right to education and equality. It thus adheres to the 1789 Declaration of Human and Citizen's Rights and to the international instruments adopted by the United Nations and the African Union.

It also implements initiatives to protect and promote the rights of women and girls through the laws, regulations and measures in force. Among these initiatives, we can note:

- The National Strategy for Gender Equity and Equality (SNEEG 2016-2026);

- The National Child Protection Strategy (SNPE);
- The Girl's Agenda whose n°2 priority concerns the promotion of girls' education ;
- Establishment of the gender unit at MEN level.

Its commitment takes also shape through its desire to put an end to all forms of violence that are detrimental to the retention of girls in school: gender-based violence (GBV), female genital mutilation, early pregnancy and child marriage. The Girls' Education Support Project (PAEF) operates in 149 school structures and conducts awareness campaigns on the reduction of domestic work, GBV, Mutilation-excision (ME), early pregnancy (GP), the support of partners and the various studies carried out on the issue is an illustration of this.

5.6.2 Suggestions for improvement from students

The improvement of teaching and learning conditions remains a need for all actors in the system, in particular for female students. Indeed, they are faced with a problem of access and retention in scientific and technical disciplines and overcrowding at all levels of education. Also, the school and university environment is not very welcoming because of the distance and the small number of universities in the regions, the lack of teachers, the recurrent teachers' strike, the increasing number of temporary shelters, the lack of teaching materials, the low competence of teachers in scientific and technological subjects, the lack of materials in science and technology and the insufficiency and lack of regular maintenance of the sanitary infrastructure.

According to the pupils and students, in order to improve the conditions of study and success for all, it is essential to take the following measures:

- directing and ensuring the retention of girls in scientific and technical courses through scholarships;
- reducing the number of students in classrooms and amphitheatres (ratio students/classroom);
- create specialized universities in the regions to promote girls' access to higher technical and professional education;
- recruiting qualified and competent teachers and making them available to schools and universities;
- Setting up online courses to compensate the lost hours during teachers' strikes;
- reducing the number of temporary shelters in schools and universities to improve the learning environment;

- generalizing and making free learning materials, particularly in scientific subjects;
- Create specialized universities in the regions to promote girls' access to higher education;
- provide schools and universities with sufficient textbooks and teaching materials;
- provide workshops with materials and products and ensure that teachers are trained in the appropriate use of these materials;
- provide sufficient hygienic facilities adapted to the needs of women and girls.

5.6.3 Mechanisms put in place to guarantee the quality of education

The quality of education is the first factor on which the PAQUET intervenes. Indeed, beyond giving parents the assurance that the school in which they send their children can provide them with the skills to develop creatively and emotionally and, above all, to acquire the competences that are essential for entering working life, the quality of the education provided to pupils has a crucial impact on the length of their schooling and their attendance at school.

This concern is reflected in the sector plan with mechanisms consolidated through implementation strategies. Indeed, the stated ambition is to set up a school that will improve the quality of education and training in all its dimensions. This ambition essentially involves the mastery by children of the various skills expected at the different levels of education, the promotion of a school environment conducive to the development and success of learners, initial and in-service training of teachers for relevant professional skills for the improvement of teaching-learning, and the reduction of learning disparities.

Investment in quality is a guarantee that the objectives of the education system will be achieved. It must be linked to the availability of resources to carry out the various strategies. It must also be accompanied by the revision of curricula to better link them to a fast-changing world and global economy. In addition, the achievement of the system's objectives requires the availability of adapted textbooks and teaching materials and a system of evaluation of competences for a better management of pupils with learning difficulties. To this end, academic remediation plans (RAP) are developed for closer and regular monitoring of students. The Directorate of Elementary Education (DEE) has drawn up a remediation plan for teaching and learning in reading at CI-CP-CE1 and proposes general guidelines aimed at addressing the shortcomings identified as a result of evaluations. Similarly, the systematization of Harmonized Progressions and Evaluations with Standardized Tests (PHARES) was instituted in the secondary level to facilitate the ownership of programmes, plan evaluations,

standardize evaluation methods and procedures, set up a remediation system and revitalize pedagogical units.

Senegal's sector plan has integrated quality. In the education sub-sector, the resources allocated in the 2021 budget are estimated at more than 593 billion CFA francs, 78.47% of which are allocated to the 'quality' component and the resources are focused on learners, environments, content, processes and results. However, it should be noted that the resources allocated by the state budget do not specifically target interventions in favour of girls or boys. Generally, these specific funds are covered by the various AWP's of projects operating in the education sub-sector.

These projects, including the externally-funded Reinforcement of Support for the Protection of Children in Education in Senegal (RAP), have focused on the increased well-being of children, boys and girls, in 8 regions of Senegal (Kaolack, Kaffrine, Matam, Tambacounda, Kédougou, Kolda, Sédhiou and Ziguinchor) through the improvement of the safe school environment, the construction rehabilitation, installation of water facilities, separate hygiene blocks for boys and girls with ramps, hand-washing facilities in the buildings, drawing up a cartography of the jobs of girls and boys in the target areas, raising awareness among parents and communities so that they will stop abusing children (violence, early/forced marriages, begging).

Similarly, the Programme d'Appui au Système Educatif de Base (PASEB) works to build the capacity of school staff on issues related to gender-based violence and inclusive education and to improve access, school results and completion of the school cycle for girls in the beneficiary schools in the regions of Kaolack, Kaffrine, Kolda and Sédhiou.

5.6.4 Monitoring mechanisms to ensure quality education for learners

Monitoring mechanisms to ensure quality education for learners are linked to results-based management. Within this context, the sector's performance is regularly measured on the basis of key indicators, in particular gross enrolment rates (GER), flow rates, completion rates and exam success rates, teacher deployment rates, and the share of public expenditure on education in the government budget. These indicators are considered to be steering tools that are able to report on the expected positive changes. The system put in place, particularly in the context of quality, focuses on data and indicators from national examinations and tests to assess student learning and school performance, international assessments to compare student performance between countries, and data on the quality indicators of the SDGs to measure globally agreed outcomes.

In the implementation, different purposes and levels of monitoring are clearly established. For the purposes of monitoring, these are essentially the allocation and use of resources (human, financial, material, etc.) that have been made on hand, the

technical and financial execution of the AWP, the results that appear in the corresponding logical framework according to the level of responsibility, school and educational performance, and the risks that could compromise the achievement of the results of each program. With regard to the levels of monitoring, four areas of intervention are set up: (1) coordination, (2) the various sectoral programs, (3) the deconcentrated level (IA, IEF), and (4) the schools.

These mechanisms aim upstream to lay the groundwork for reporting. The frequency varies according to the different levels of monitoring: annual on the basis of PAQUET-EF's annual performance reports and half-yearly on the basis of monitoring dashboards of the AWP completed by each program.

5.6.5 Access and retention of girls in STEM fields

In Senegal, science & technology are clearly set out in the strategic orientations of the ministries in charge of education as a priority of the Program for the Improvement of Quality, Equity and Transparency (PAQUET), however the issue of discrepancies in performance between boys and girls, especially in science, is not mentioned. Equally so is gender-specific information, which leaves little room for this issue to be explicitly included in the budget of the Ministry of National Education of Senegal.

MEN data show that, in general, few students are enrolled in science courses and this situation is more obvious for girls. Secondary school students enrolled in the scientific classes represent 21.7% of the total number of students. Among boys enrolled in secondary school, 23.7% are in science series and for girls this rate is 19.9% (RNSE, 2020, P.178). PAQUET 2018-2030 also notes the shortage of teachers in scientific subjects.

We note the political willingness to redirect the higher education system towards science, technology and vocational training (PAQUET 2018-2030, P. 16). This presumes an orientation of the pupils upstream, at the level of the elementary and the middle education towards math and sciences to prepare them before their entrance at the university.

This aspiration is accompanied by a policy aimed at increasing the interest of girls in science subjects with the organization of the Miss math miss sciences competition, at the national level, to promote the learning of mathematics and science among girls, 4th and 2nd grades, and restore fairness and equality between boys and girls. Currently, the system also promotes the establishment of a network of structures of excellence with a scientific focus, which are added to those which already exist and which will be brought up to standard. The two biggest innovations to remember are, first, the establishment of National Integration High Schools for Equity and Quality (LINEQ) initially in the regions of Sédhiou and Kaffrine. These high schools will be hubs in terms of compliance with scientific standards, but will also have to make it possible

to reduce the existing disparities in access to quality learning in science and mathematics. In addition, in the general secondary transition to higher education, preparatory classes for the *Grandes Ecoles* have just been initiated to provide advanced training opportunities to Senegalese graduates.

5.6.6 Content of lessons

The development of teaching-learning of science has been left behind. A significant imbalance was noted in the attendance of literary in the one hand and scientific courses in the other. The process of teaching sciences is not clearly defined. This lack of interest is undoubtedly due to a teaching method considered too theoretical and the lack of dedicated teachers with proven teaching experience in the subject. In addition to the innovations presented above to encourage students, especially girls, to choose science, a major revision of curricula is underway to promote the introduction of scientific and technological initiation at the elementary level. The learning content is expected to prioritize the development (at all levels) of innovative approaches to the didactics of mathematics, science, technology and engineering. In the same direction, digital pedagogy has become the new mode of transmission of teaching-learning and is therefore included in the content of teaching to promote the upgrading of the education and training sector through the integration and ownership of ICT. In terms of gender-sensitive pedagogy, it is unfortunate that there is a real absence of textbooks that incorporate the gender dimension.

5.6.7 Measures to ensure that girls, in particular, have free access to STEM education

To ensure free access to STEM education for girls, the following recommendations were made:

- Promoting equality between girls and boys in the various pedagogical and administrative activities by including gender in awareness-raising activities, in pre-service and in-service teacher training, in extracurricular activities, including school government (girls are promoted to leadership positions), cleaning (no longer the exclusive domain of girls), or supervisory and teaching staff involve both boys and girls in pedagogical activities
- Organization of remedial courses (Direction de l'Enseignement Moyen Secondaire Général) in math, physical sciences, earth sciences, SVT, French, (targeting 75% girls) with PAQUEB funding
- popularize the Miss Mathematics and Miss Science competitions, to encourage female leadership, even if some people would like to see a competition for boys.

In addition to these STEM-specific measures, others contribute to the achievement of gender equality in the STEM:

- raise awareness among actors on gender issues to promote female leadership and fight against types of violence, early marriages and other social injustices
- set up units and structures for an efficient monitoring and alert system.
- apply parity at all levels through actions constantly taken to apply equality and equity within establishments through:
 - o a clear willingness of the academic authorities to push girls into science subjects and male-dominated professions;
 - o the separation and even the systematic distancing of girls' and boys' toilets;
 - o a positive discrimination against girls with prizes distributed;
 - o Speech in class is balanced between boys and girls
 - o uniforms are similar design and color;
 - o the obligation to respect parity in the distribution of positions of responsibility within school governance bodies, i.e. where the chair is a boy, his deputy will necessarily be a girl, and vice versa, as is the case for class reps or again with school government; as is the case with class leaders or with school government
 - o the fight against stigma associated with disabilities is essential;
 - o the organization of regular group discussions and individual meetings (girls and boys) with the School Medical Inspectorate (IME) about school performance, the frequent dropout rate, especially in rural areas, and pregnancy and gender-based violence, with satisfactory results.
- promote these other practices promoting equity and gender equality such as:
 - o the closeness of schools has significantly contributed to addressing the gender dimension in the school environment. Previously, with the distances and the insecurity, the parents did not allow their daughters go to school;
 - o organizing field trips to motivate children to learn more because only students with a good grade average participate in the trip;
 - o the involvement of NGOs in the school environment promotes gender mainstreaming and, above all, the quality of life in schools;

- the generalization of uniforms, a essential element in the gender approach because it also helps reduce social inequalities;
- the management of toilets organized by certain principals in the form of mixed groups (girls/boys) per class;
- Cleaning after each PE class by boys and girls.

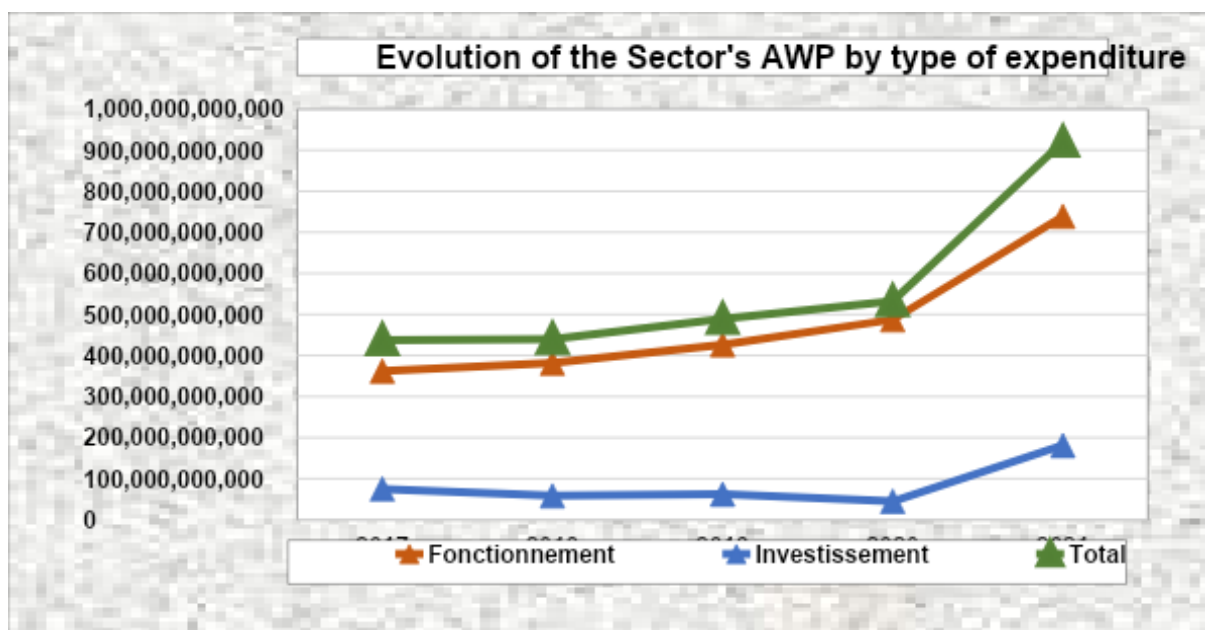
5.7 Education sector budget and financing

5.7.1 Analysis of education expenditure

The budget allocated each year to the education sector comes largely from state resources, but also from the contributions of technical and financial partners (TFP). In addition, the contributions of local authorities in the context of delegated competences, as well as households, play an important role in financing education. Government spending on education and training represents an average of 21% of the overall budget. Senegal has thus exceeded the target (at least 20% of the state budget should go to education) set by the Global Partnership for Education (GPE) in recent years. In the same vein, a commitment has been made to respect the international threshold of at least 20% of national budget allocations, excluding debt. For the year 2021, the overall amount allocated to education, all sub-sectors combined, is more than 920 billion, the largest part of which is provided by the State accounting for 90.80%. The TFPs and local authorities share the remaining 9.19%. At the level of the different bodies in the sector, it is noted that more than half of this budget (64.5%) is allocated to the education sub-sector against 26.0% for higher education. Vocational training accounts for 8.9% and early childhood 0.6%.

The breakdown by type of expenditure shows that for all ministries, operating expenditure is much more important (80.33%) than investment expenditure. The importance of this operating expenditure is motivated, in the MEN sub-sector, by the fact that the budget covers the payment of emerging bodies (contractual teachers, temporary teachers and contractual teachers) and their progression since 2017 provides a broad overview. The evolution of operating expenditure has been clearly increasing since 2017, while investment expenditure has been fluctuating.

Graph 1: Evolution of the Sector's AWP by type of expenditure



Source : Rapport PTA secteur 2021

5.7.2 Financing teacher training expenditure

Teacher training is one of the main priorities of the PSE. Indeed, a quality workforce is essential for the quality of education, especially as there is evidence of a teacher effect which confirms that effective teachers are the main factor in improving students' performance in school and their behavior. This effectiveness of teachers in the promotion of the quality of education is expressed in different ways, in particular the level of education, personal and professional development with appropriate motivation, but above all permanent (pre-service and in-service) training. Senegal's education system relies heavily on this last aspect, even though it must be acknowledged that compulsory in-service training is sometimes insufficient and not well adapted to the realities facing teachers, especially when they are posted to rural areas. Numerous initiatives are taken and included in the AWP's and especially in the projects that intervene in the system for systematic in-service training. This is in line with the orientations of the PAQUET which, in its intermediate result 130, sets as a target that "teachers, trainers and educators have strengthened professional skills to develop quality and relevant teaching-learning". [1]. In practice, the overall sector budget (state/PTF) includes program-specific capacity building activities each year. The areas of training are as wide-ranging as training in the use of ICT in education, training in reading and mathematics didactics.

The results of this ongoing training process at all levels can be seen in the data available in 2020, which show a high proportion of certified and qualified teachers. At the elementary level, 91.0% of public teachers are certified (holders of the professional diploma). This certification can considerably improve teaching-learning, especially in

the first three levels of elementary school (CI, CP and CE1). However, if we look at specific teacher training, efforts still need to be made according to the available statistics. In fact, only 6.7% of public elementary school teachers have received training in differentiated pedagogy and reading, and only 2.3% and 1.0% respectively have received training in inclusion and child protection in schools. Similarly, with regard to training and capacity building for teachers on protection, health and well-being (puberty, menstrual hygiene management, STIs-HIV, response to violence and early and unwanted pregnancies), on themes related to gender-based violence and on inclusive education, it must be acknowledged that there are no institutional training modules that can be used during pre-service teacher training. This is a major constraint and initiatives such as those taken by FAWE could be made more durable. Indeed, a manual has been designed to serve as a practical teaching guide that can be used in everyday teaching to make it more gender sensitive.

5.7.3 The gender-responsive budget

Gender budgeting is not clearly stated in the MEN's AWP's. Indeed, in a generic way, state resources are allocated to the different programs, but do not indicate specific lines oriented towards gender. Beyond the aspect of 'gender coordination' found in the 2021 AWP for the program 'Ministerial steering, management and administrative coordination' to ensure the functioning of the Ministry's gender and equity unit, the other obvious lines, which concern the educational programs, are financing from external resources through the various projects. The activities financed in this regard relate to training and/or capacity building on themes such as inclusion, gender-based violence, gender-sensitive STEM teaching and learning in schools.

5.8 Opportunities and entry points for gender mainstreaming in the sector

The table below presents an analysis of the strengths, weaknesses, opportunities and threats for gender mainstreaming in the education sector.

Table 7: SWOT analysis

Strength	Weakness
<ul style="list-style-type: none"> - Political will, willingness to create an environment conducive to girls' education - Consideration of the gender issue in the sectoral policy - Establishment of gender units and offices in central and decentralized structures - Gender-sensitive pedagogical approaches in teacher training 	<ul style="list-style-type: none"> - Persistence of social and community attitudes - Persistence of gender stereotypes - insufficient sanitary facilities separated boys/girls - poor perception of the gender due to a lack of knowledge of the concept

Strength	Weakness
<ul style="list-style-type: none"> - Women's Promotion Plan (PPF) to promote women's access to positions of responsibility - Willingness to offer a second chance to victims of early pregnancies - Strategies to increase access to science courses for girls - Consideration of the gender dimension in monitoring and evaluation - Gender-responsive budgeting for gender units and offices - Implementation of communication plans relating to gender mainstreaming - Involvement of all actors who gravitate around the school in gender-related activities - Implementation of the platform for managing cases of violence. 	<ul style="list-style-type: none"> - No real consideration of certain disabilities which is a source of inequity - Inadequate infrastructure adapted to other types of disabilities: people with reduced mobility, blind, deaf, dumb etc. - Insufficient funding for gender mainstreaming - Real consideration of gender in the decentralized environment
Opportunities	Threats
<ul style="list-style-type: none"> - Political will affirmed through policy and strategy documents - Awareness by politicians of the importance of taking gender into account for effective human capital - Civil society engagement - Commitment of donors and funders to support gender equality policies - existence of women role models of success in all fields - Willingness to involve community actors - Commitment of the entire educational community 	<ul style="list-style-type: none"> - Plurality of gender approaches and concepts - Reluctance to mainstream gender on the part of some education stakeholders - Lack of funding to roll out the strategies - persistence of poverty in some areas - Social perception of the notion of gender - early marriages and pregnancies - stereotypes borne from our still living cultures

VI. RECOMMENDATIONS

At the strategic level

- Strengthen the inclusive policy options through the effective application of the 15% social orientation law for the recruitment of people with disabilities. This will involve generalizing access to pre-school in both urban and rural areas, taking care of young people aged between 8 and 15 who are not in school and who have dropped out through alternative education models, promoting gender equality and equity in order to strengthen access, retention and success of girls and women in education and training;
- Take effectively gender into consideration in the programming and budgeting process: in order to take charge of the "gender" issue, we recommended to put in place an effective gender-sensitive planning, budgeting and evaluation system in the MoE. This will involve coordinating the processes for identifying gender equality gaps during sector assessment planning to bring up solutions in programming and for allocating substantial budgets. Mastery of these processes will enable ownership of the processes, identification of the issues, implementation of strategies, and funding through the budgets of the State and development partners.
- Take into consideration the gender dimension at the operational level (IEF, IA) in planning and programming, particularly in the development of the *Plans de Circonscription Éducatives (PCE)*, the *Plans Académiques (PAc)* and the *Plans Académiques de Formation (PAF)*;
- Encourage the heads of departments and directorates and programme managers to be more involved in including gender issue in budgeting;
- Harmonize the interventions of partners to optimize the resources dedicated to gender issues;
- Reinforce the policy of placing girls in scientific fields by strengthening the presence of girls in STEM: (1) Develop a gender-sensitive pedagogy in the sciences, increase the number of women teachers in basic and applied sciences; (2) orient more girls in scientific and technical series by diversifying the offer of access, in particular by generalizing education institutions for excellence in the different regions, (3) grant scholarships to the best girls in STEM, (4) assign female science teachers in rural areas to avoid disparities; (5) ensure girls retention through support courses, scholarships and access to institutions of excellence.
- Encourage the effective application of the decree on pregnancy in schools, which is in line with the Convention on the Rights of the Child. It allows early marriages to be controlled and defines behaviors for the reintegration of girls after childbirth. It will also help to support girl mothers by offering them the possibility of returning to school after childbirth and overcoming stigmatization;

- Commission a study to analyze the causes of girls' failure in exams when they excel in continuous testing;
- Strengthen the system in place to collect data on GBV and use it to implement policies and strategies to fight against GBV;
- The project should support the Ministry of Education in scaling up the Girls' Club and New Deal initiative. It was implemented by UNFPA, and has greatly contributed to the development of girls' leadership in their communities and to the reduction of FGM through peer and community sensitization. FAWE will support sensitization and advocacy campaigns in the southern regions, where FGM is highly prevalent.
- Strengthen the awareness-raising policy within the community and the Ministry of Health in order to increase acceptance of the gender concept. A better targeted and appropriate communication will help integrate the rights and duties of everyone and avoid stereotypes and traditional habits regarding GBV and early marriages.

In the area of curriculum revision

- Revise school curricula to make it more gender-sensitive, as recommended by the Guidance and Methodology Document of the Curriculum Renewal Support Project (PARC);
- Include GBV in pre-service training: in the pre-service training of teachers, specific curricula should be integrated to consider issues related to gender-based violence and inclusive education. This will give teachers more opportunities to identify early on any form of discrimination that may affect students;
- Design a gender and education manual that harmonizes and frames gender mainstreaming in the school system;
- Create a normative framework for textbook design that integrates the gender dimension into its technical specifications (to avoid gender stereotypes);
- Develop assessment tools that take into consideration the specific educational needs of girls and boys, students with disabilities, etc.;
- Formally prescribe lessons that consider the gender dimension in the curricula, (target first host disciplines and then extend it to others for scaling up).

In the area of training

- Consider the issue of GBV in pre-service training: include specific curricula in pre-service teacher training that take into account gender-based violence and inclusive issues in education. This will give teachers more opportunities to detect early on any form of discrimination of which pupils may be victims;
- Strengthen the system for promoting women at all levels of the education system in order to make them role models for young girls;
- Strengthen the system of care for children with special educational needs by putting in place capacity building for trainers by type of disability and by providing material and didactic resources for inclusive schools;
- Strengthen the plan for the promotion of women teachers by integrating gender-sensitive modules;
- Strengthen initiatives in favor of girls' education in scientific fields by emphasizing the professional skills of practitioners in experimental pedagogy and tutoring through reinforcement/remediation classes.

In terms of equity

- Increase equity in access and facilities: Reduce environmental disparities between schools in cities and those in remote areas in terms of access to electricity, separate

toilets, drinking water, internet, equipment for scientific subjects, recruitment of qualified teachers;

- Take care of out-of-school children to meet international standards at the policy and operational levels: Guidelines had to be taken, especially since Senegal agrees in the implementation of the SDGs and given the fact that education and training sector is among the national priorities.
- Consider the different special needs at all levels (pre-school, elementary, general middle school, general secondary, non-formal education, vocational training and higher education);
- Strengthen inclusive policy options: This will involve expanding access to pre-school in both urban and rural areas, taking care of young people aged between 8 and 15 who are not in school and who have dropped out through alternative education models, promoting gender equality and equity in order to reinforce access, retention and success for girls and women in education and training;
- Popularize the *new deal initiative* and the girls' leadership club;
- Install in schools, IEFs and IAs offices for the early detection of violence and the protection of children for a better management of cases of dropout and school failure;
- Continue and scale up FAWE initiatives, particularly in including gender perspective in the mechanisms and structures of governance for the fulfillment of the right to secondary education for girls and adolescents in Senegal (GENeREr)

VII - CONCLUSION

Alignment with international commitments, in particular the achievement of the Sustainable Development Goals (SDGs) by 2030, is a proven ambition of Senegal. In the field of education, the many challenges facing the system include improving the quality of teaching and learning, generalizing access, reducing disparities of all kinds, between urban and rural areas, between boys and girls/men and women, between advantaged and disadvantaged areas, etc. In this respect, the education sector plan, the PAQUET, developed several strategies to promote, globally, an inclusive social model, respecting fundamental human rights and freedoms, gender equality and the empowerment of girls and women, social protection and health for all, and the preservation of the environment. Furthermore, it is human-centered development focused.

Gender equality initiatives are being taken at different levels of the education system. In addition to the effective implementation of a gender strategy in which FAWE is

involved, the achievement of the CESA 16-25 goals is now taking place in the education sector to ensure that ALL learners - girls, boys, adolescents, youth, men and women, especially those who are historically excluded, can achieve their full potential, in terms of access, participation and learning outcomes.

The achievement of this ambition requires that gender and inclusion be effectively considered in planning, programming and in a consistent budget allocated to the education sector. It must be acknowledged that Senegal is in the early stages of this process. The most notable interventions receive external funding in the form of projects. It will therefore be necessary to capitalize on them, to communicate and to make them sustainable through public budget, especially as these projects will disappear over time. This FAWE-initiated study will, in this sense, provide for the MoE more information to promote the integration of GES4CESA into the education sector plans, budgets and programmes.

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