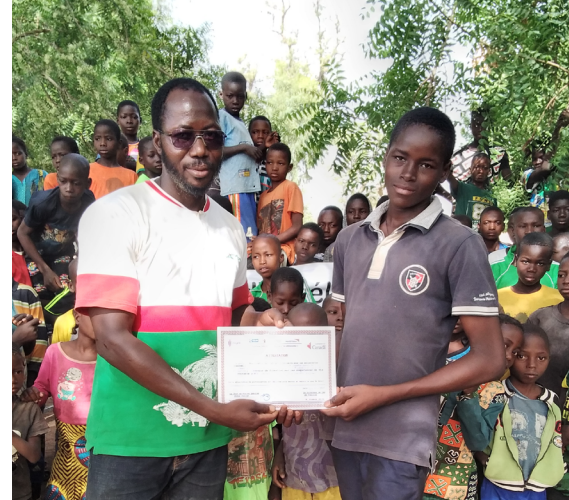




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IMAGINE Project

**Final
Research Report**

Supporting Teachers' Professional Development in Contexts of Conflict:

Understanding Barriers and Opportunities



Acknowledgements

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IMAGINE Project - Final research report | 2



Table of contents

Acronyms/abbreviations	4
List of charts	6
List of tables	7
List of boxes	7
Executive Summary	8
1. Introduction	9
1.1 Overall objective	11
1.2 Specific objectives	11
2. Methodology	12
2.1 Literature review and analysis	12
2.2 Regional and national consultations	12
2.3 Field surveys	14
2.4 Recruitment and training of the researchers	20
2.5 Data collection	20
2.6 Limitations and difficulties encountered	21
3. Presentation of findings	22
3.1 Current Situation/context	22
3.2 Supporting role of non-formal schools	24
3.3 Overview of current issues with the TPD program	26
3.4 Implemented TPD programs: between equality and inequality of opportunities	31
3.5 Gender at the heart of the Ministry of National Education support system for TPD program implementation	36
3.6 Enablers - identifying specific opportunities to improve TPD	43
3.7 Barriers - identifying specific bottlenecks that currently exist in TPD	52
Conclusion and Recommendations	58
Bibliography	63
Appendix	67

Acronyms/abbreviations

	ENGLISH		FRENCH
ACEF	Support Counselling for Children and Women	ACEF	Appui Conseils aux Enfants et aux Femmes
AE	Teaching Academy	AE	Académie d'Enseignement
AMAPROS-PARE	Malian Association for the Promotion of the Sahel	AMAPROS-PARE	Association Malienne pour la Promotion du Sahel
AMSODE	Malian Association for Solidarity and Development	AMSODE	Association Malienne pour la Solidarité et le Développement
BT2	Technician's Diploma, 2nd year	BT2	Brevet de technicien, 2me année
CADDE	Support Unit for Decentralisation and Devolution of Education	CADDE	Cellule d'Appui à la Décentralisation/ Déconcentration de l'Éducation
CAF	Functional Literacy Centre	CAF	Centre d'Alphabétisation Fonctionnelle
CAFE	Women's Learning Centre	CAFE	Centre d'Apprentissage Féminin
CAP	Educational Facilitation Center	CAP	Centre d'Animation Pédagogique
CED	Development Facilitation Centre	CED	Centre d'Animation pour le Développement
CNECE	National Centre for Educational Examinations and Competitions	CNECE	Centre National des Examens et Concours de l'Éducation
CPS	Planning and Statistics Unit	CPS	Cellule de Planification et de Statistiques
CSSA/P	Centre for Fast-track Schooling Strategies with a Gateway	CSSA/P	Centre de Stratégies de Scolarisation Accélérée avec Passerelle
CTT	Continuous teacher training	FCM	Formation continue des maîtres
DAE	Teaching Academy Director	DAE	Directeur d'Académie d'Enseignement
DCAP	Teaching Facilitation Center Director	DCAP	Directeur du Centre d'Animation Pédagogique
DEF	Diploma of Basic Studies	DEF	Diplôme d'Études Fondamentales
DEFI	Girls' Education in Mali	DEFI	Éducation des Filles au Mali
DNCS	National Directorate of School Canteens	DNCS	Direction Nationale des Cantines Scolaires
DNEF	National Directorate of Basic Education	DNEF	Direction Nationale de l'Enseignement Fondamental
DNEN	National Directorate of Standard Education	DNEN	Direction Nationale de l'Enseignement Normal
DNENFLN	National Directorate of Non-Formal Education and Languages	DNENFLN	Direction Nationale de l'Éducation non formelle et des langues
DNPEF	National Directorate for the Promotion of Children and the Family	DNPEF	Direction Nationale de la Promotion de l'Enfant et de la Famille

	ENGLISH		FRENCH
DNPF	National Directorate for the Advancement of Women	DNPF	Direction Nationale de la Promotion de la Femme
ECU	Single Class School	ECU	École à classe unique
EDUCO	Foundation for Education and Cooperation	EDUCO	Fundación Educación y Cooperación
EIE	Education in Emergencies	EIE	Éducation en situations d'urgence
ENSEC	Standard Secondary School	ENSEC	École Normale Secondaire
ENSUP	Standard Higher School	ENSUP	École Normale Supérieure
ERW	Explosive remnants of war	REG	Restes d'engins et explosifs de guerre
FAAID	Franco-Arab Amadou Ismaila Diallo	FAAID	Franco-Arab Amadou Ismaila Diallo
GAC	Global Affairs Canada	AMC	Affaires Mondiales Canada
GBV	Gender-based violence	VBG	Violence basée sur le genre
GIS	General Information System	SIG	Système d'information générale
GLEE	Girl Leadership and Empowerment through Education	GLEE	Leadership et autonomisation des filles à travers l'éducation
GS	General Secretariat	SG	Secrétariat Général
ICT	Information and Communication Technology	TIC	Technologie de l'information et de la communication
IDEA-Relief	International Development and Emergency Aid	IDEA-Relief	Aide pour le développement international et les urgences
IDP	Internally Displaced Person	PDI	Personne déplacée interne
IFADEM	French Initiative for Distance Training of Teachers	IFADEM	Initiative Française de Formation à Distance de Maîtres
IFM	Teacher Training Institute	IFM	Institut de Formation des Maîtres
IGEN	General Inspectorate of National Education	IGEN	Inspection Générale de l'Éducation Nationale
IMAGINE	Improving Inclusive Education for Adolescent Girls	IMAGINE	Améliorer l'éducation inclusive des adolescentes
IPEG	Pedagogical Institute of General Education	IPEG	Institut Pédagogique d'Enseignement Général
IPRES	Regional Pedagogical Inspectorate of Secondary Education	IPRES	Inspection Pédagogique Régionale de l'Enseignement Secondaire
IPU	Institute of University Education	IPU	Institut de Pédagogie Universitaire
ISH	Institute of Human Sciences	ISH	Institut des Sciences Humaines
MEN	Ministry of National Education	MEN	Ministère de l'Éducation Nationale
MIQRA	Project for the Improvement of the Quality of Education Outcomes for All	MIQRA	Projet pour l'Amélioration de la Qualité des Résultats de l'Éducation pour tous
NGO	Non-Governmental Organisation	ONG	Organisation Non Gouvernementale
ODI-Sahel	Organization for Integrated Development in the Sahel	ODI-Sahel	Organisation pour un Développement Intégré au Sahel

	ENGLISH		FRENCH
PASCOFI	Schooling for Girls Support Program	PASCOFI	Programme d'Appui à la Scolarisation des Filles
PDPCE	Teachers' Professional Development Plan	PDPCE	Plan de Développement Professionnel Continu des Enseignants
PIG	Gender-inclusive pedagogy	PIG	Pédagogie intégrant le genre
PRODEC	Ten-year Programme for the Development of Education and Culture	PRODEC	Programme Décennal de Développement de l'Éducation et de la Culture
SARPE	Alternative Teacher Recruitment Strategy	SARPE	Stratégie Alternative de Recrutement du Personnel Enseignant
SCOFI	Schooling for Girls	SCOFI	Scolarisation des Filles
SMC	School Management Committee	CGS	Comité de Gestion Scolaire
TFP	Technical and financial partner(ship)s	PTF	Partenaires / Partenariats techniques et financiers
TLC	Teachers' Learning Community	CA	Communauté d'Apprentissage des Enseignants
TPD	Teachers' professional development	DPE	Développement professionnel des enseignants
UNGEI	United Nations Girls' Education Initiative	UNGEI	Initiative des Nations Unies pour l'éducation des filles
UNICEF	United Nations International Children's Fund	UNICEF	Fonds des Nations Unies pour l'Enfance

List of charts

- Figure 1: Study Area Map
- Figure 2: Teachers' views on opportunities for male and female participation in teachers' professional development programs
- Figure 3: Proportion of teachers receiving visits from pedagogical advisors
- Figure 4: Factors contributing to or promoting TPD
- Figure 5: Barriers to the implementation of TPD activities

List of tables

- Table 1: Distribution of teachers by gender between certain municipalities in the regions of Mopti and Ségou in 2018
- Table 2: General distribution of respondents by site and target demographic
- Table 3: Distribution of trained teachers interviewed by district and gender according to age
- Table 4: Distribution of trained teachers surveyed by district and by gender according to their diplomas
- Table 5: Creation and missions of some central services of the Ministry of National Education
- Table 6: Number of trained teachers surveyed per district on the effects of disruptions to teaching
- Table 7: Distribution of teachers trained in TPD by district according to period
- Table 8: Proportion of trained teachers surveyed per district expressing their views on the effects of TPD programs on teaching practices

List of boxes

- Box 1: Selection of teachers; DB, Head of Curricula and Training Division, AE San

Executive Summary

Teachers' professional development and inclusive education are central to the concerns of the State of Mali and its partners. The State is currently entangled in a security crisis that continues to both starkly expose the limits of conventional practices in continuous teacher training and to accelerate the deterioration of quality education.

This traumatic and paralyzing crisis regularly forces some of society's most vulnerable population groups into highly precarious circumstances and further weakens the position of women and adolescent girls. This study has been initiated therefore with a view to analysing the current capacity of the Ministry of National Education to offer inclusive, flexible, conflict- and gender-sensitive education, with a particular focus on teachers' professional development (TPD).

The Ministry employed and formulated a qualitative and quantitative approach to the research. The study features input from staff of central agencies, Teaching Academies (AEs) and Educational Facilitation Centres (CAPs), as well as the administrative and teaching personnel of schools, local elected officials and NGO representatives. The findings demonstrate that the Ministry of Education has implemented several gender-focused measures for schools that address institutions, pedagogy and advocacy. These measures have been deemed effective by yardsticks such as behavior change (both teachers and learners), school cohort profile, and improvement in the retention rate of girls in school.

The obstacles to gender mainstreaming range from communities struggling to understand the gender perspective, to insecurity and the paucity of State resources, to difficulties with actors, especially female teachers themselves. Insecurity, remoteness of schools, financial and logistical challenges, and favoritism in the selection of teachers for training, as well as conflicts of competence between central agencies were all identified as barriers to the teachers' professional development.

The findings also show that non-formal schools are failing both to meet the demand for education in areas under occupation where regular schools cannot function, and also to provide quality education in any case. This is enough to throw into doubt the very principle of inclusion in Mali. Information and Communication technologies (ICTs) are considered to be up to the task of helping to ensure educational provision when classes are disrupted and schools cannot function.

The State and its partners have put in place alternative strategies for taking care of students where regular schools are paralyzed. Similarly, support for CAPs and AEs by NGOs and other school partners were perceived as opportunities for TPD. This included support was financial, logistical, pedagogical/didactic, psychosocial, and also covered monitoring, capacity building, gender imperatives and conflict specialists.

Keywords: professional development, teacher, gender, conflict, barrier, catalyst.

Introduction

Since 2012, Mali has been rocked by an unprecedented security crisis. The situation has negatively impacted all aspects of everyday life. In the education sector in particular, the continuity of educational provision and interventions has been severely disrupted. The regions of Ségou and Mopti have borne the brunt of the recurrent insecurity for more than a decade, seeing teachers and learners forsaking schools and leaving certain institutions to become non-operational. Traoré (2018) speaks therefore of "schools disfigured by the security situation".

According to various reports (UNESCO, 2011; WATCHLIST in Mali, 2013; CERIPS, 2016 and UNICEF, 2019), armed conflicts are responsible for the flight of teachers, the deterioration of school infrastructure and equipment, and the poor access to education for refugees and internally displaced people. In this context in particular, the issue of girls' education presents an even greater cause for concern. Beyond their existing vulnerability, girls have become one of the demographics worst exposed to the effects of insecurity. Girls live in a state of heightened risk of abuse and exploitation, including sexual violence, exclusion, discrimination, child marriage and recruitment by armed groups. This is why it is so important to understand better the root causes of the problems faced by vulnerable children, especially girls. For Poirier (2012), armed conflicts are beyond doubt the most clear-cut origin of the fragility of states and countries, especially those in sub-Saharan Africa. The fallout from these conflicts undermines educational development and wipes out any prospect of education for a contingent of children who are difficult to track, especially those from poor and remote backgrounds.

Confronted with this situation, the State in concert with community and NGO actors operating in the education sector have taken or advocated for emergency measures and initiatives to promote the continuity of educational endeavour. A specific and concrete manifestation of this response has been the project 'Improving Inclusive Education for Adolescent Girls' (IMAGINE), which since 2020 has been investing in schooling and providing a continuous quality education to children and adolescents in particular in the central regions of Ségou and Mopti. Funded by Global Affairs Canada, the IMAGINE project is led by Plan Canada in consortium with Save the Children Canada and World Vision Canada, and their representatives in Mali. It is a gender transformation project that aspires to playing a role in the improvement of education for 90,000 girls (77,000 6-11 year-olds and 13,000 12-18 year-olds) in 12 districts of the Ségou and Mopti areas.

The project carried out several interventions in the field, including home schooling programs and the implementation of a Teachers' Professional Development Plan (known as a PDPCE) with a special focus on gender- and conflict-sensitive teaching. To evaluate these interventions, in particular with a view to building the capacity of teachers operating in the context of conflicts, the consortium has commissioned a field research exercise.

This research strives to understand and evaluate the enabling and impeding factors that affect how well teachers' professional development and also learning programs can be aligned with the exigencies of the security crisis in the national education system. In other words, it is a question of understanding the strategies and means implemented by the Department of Education and its divisions to strengthen the competence of teachers so that they can provide quality education that remains adaptable to context of the crisis in the areas of Mali afflicted by conflict.

It is on this premise that the consortium of Plan International Canada, Save the Children Canada and World Vision Canada signed a contract for a study with the Institute of Human Sciences (ISH). This report therefore presents the findings of this research in 12 districts of the regions of Ségou and Mopti in accordance with the old administrative division.

IMAGINE Project - Final research report | 10



01

Research objectives

1.1 Overall Objective

To identify the current capacities, strengths and challenges characterizing the Ministry of National Education (MEN): Board, National Directorates, Teaching Academies (AEs), Educational Facilitation Centres (CAPs), Regional Pedagogical Inspectorate of Secondary Education (IPRES), General Inspectorate of National Education (IGEN) to offer inclusive, flexible, gender- and conflict-sensitive education, with a particular focus on teachers' professional development (TPD).

1.2 Specific objectives

- Analyse the effects of disruptions to the continuity of quality education, taking into account gender inequalities, in particular in TPD;
- Identify barriers and enablers of the effectiveness of current TPD programs;
- Analyse the organizational, social and behavioral bottlenecks or barriers that prevent CAPs and AEs from being able to implement a gender- and conflict-sensitive Teachers' Professional Development Plan that is flexible and adaptable when school disruptions and paralysis occur (e.g., MEN receptivity, teacher perceptions, school location, lack of financial resources, adequacy of technical resources, etc.);
- Understand the structural, social and behavioral opportunities or catalysts that can help CAPs and AEs strengthen the provision of gender- and conflict-sensitive TPD of teachers that is flexible and adaptable when disruptions and paralysis of schools occur (e.g., ICT and technological solutions for distance learning, NGO best practices, private/public partnerships, MEN leaders and contact persons, etc.);
- Investigate the role of Qu'ranic schools in supporting educational continuity during times when regular national education system schools cannot function.

This research on Project IMAGINE combined quantitative and qualitative approaches in order to triangulate the information and to better take advantage of the results obtained in the field.

2.1. Literature review and analysis

In general, the literature review encompassed organizational literature, relevant secondary data, statistics, etc. More specifically it drew on the databases of the DNEN, the DNP and the IMAGINE project regarding initial and continuous teacher training, the issue of how to strengthen teachers in the context of a health and security crisis, and the gender perspective. It also considered the measures taken by the Department of Education and its partners to address the issue of strengthening teachers in a crisis context in terms of recording progress and shortcomings. We began by using the project documents to clearly identify the objectives, outcomes and activities of the project. Secondly, we turned to documents concerned with national policy and reform of the education and training sector, etc. Taking advantage of scientific university publications was a significant stage of this literature review (see 3.1).

2.2 Regional and national consultations

Regional and national consultations were held to afford all stakeholders a better understanding of the research plan. The regional consultations were held in Ségou and Mopti in May 2023. The national consultation followed in Bamako later the same month.

Preliminary discussions took place within the IMAGINE Education Working Group and state partners (DNEN, DNP, DNEF et al). These pinpointed topics of interest which were subsequently refined and fashioned into the preliminary research plan discussed with the ISH. Prior to these consultations, scoping meetings between the ISH and the IMAGINE project team produced agreement on these consultations for the purpose of approving the research theme, questions and objectives, as well as the methodology. Similarly, the start-up report, the draft research tools and the provisional timetable for

the implementation of the activities were approved. This is how the Institute of Human Sciences (ISH) proceeded to work closely with the liaison person appointed for the consortium of Plan International Canada, Save the Children Canada and World Vision Canada.

The workshops involved several actors including the State Technical Services, education service providers, community organizations with a stake in education such as School Management Committees (SMCs), teachers' unions, etc. The objective was to share the preliminary research plan and seek the opinion of the main actors, in order to ensure that the main stakeholders understood and supported the research plan.

The discussions led to a better understanding of the challenges of the research to be undertaken in relation to the issue of teachers' professional development. The participants did not see the need to change the proposed title. Consultation in all locations agreed on 'Supporting teachers' professional development in the context of conflict: understanding barriers and opportunities'. However, changes were made to the formulation of some research objectives.

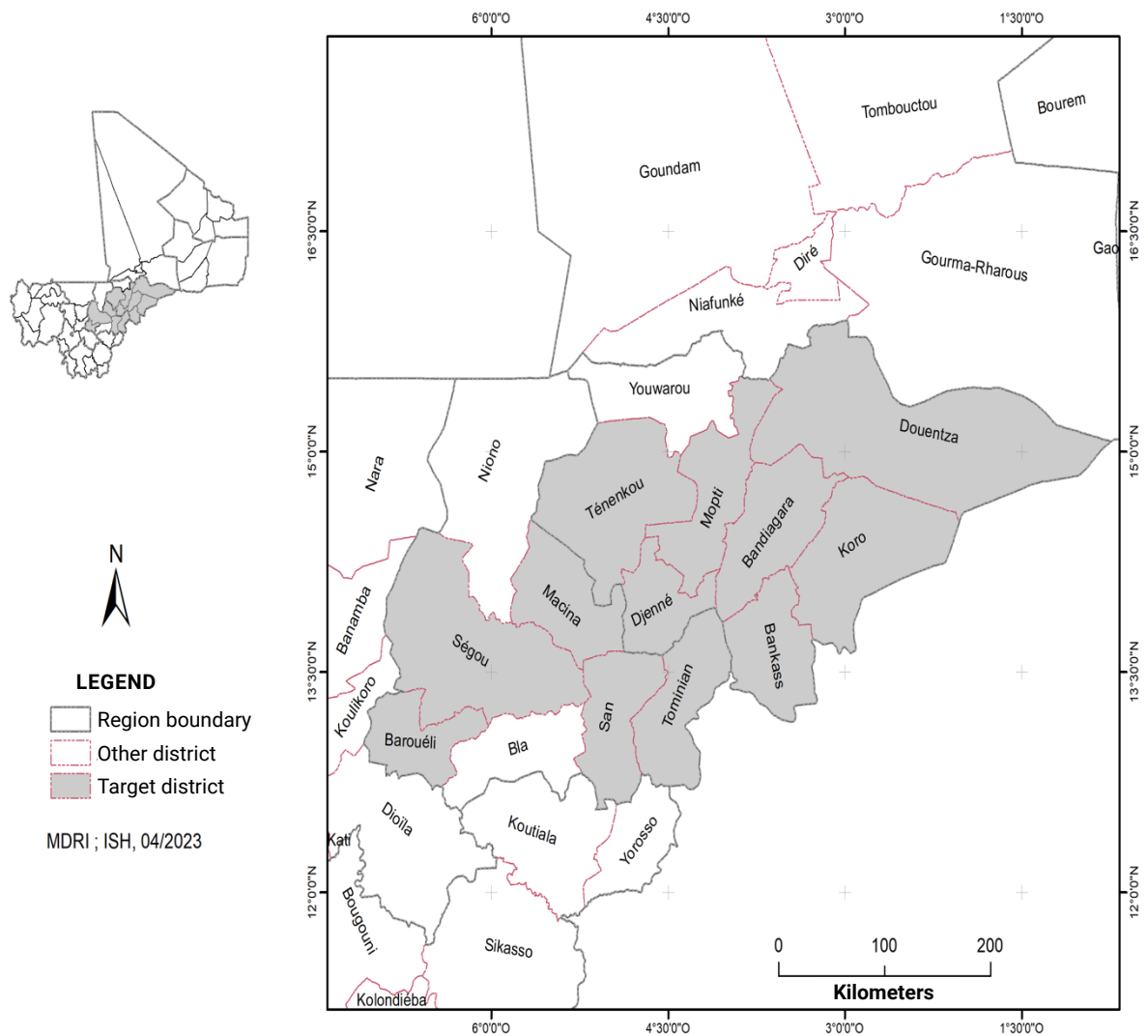
At the end of the consultations, proposals for new themes were put forward. They may be the subject of future exploration in the discipline of education in contexts of conflict. They include the following issues:

- Continuous teacher training on GBV, child protection;
- Teacher training on the management of explosive remnants of war (ERW);
- The development of Distance Learning Training;
- The initiation of a program tailored to IDP children for the continuity of educational activities even in times of crisis.
- The consultations also made the actors on the ground better prepared to welcome the researchers.

2.3 Field surveys

For the field surveys, we adopted a mixed approach (i.e. use of qualitative and quantitative methods). This approach gave us an overview of all aspects and a chance to cross-reference qualitative and quantitative information.

Figure 1: Map of study area



2.3.1 Qualitative surveys

The qualitative surveys focused on semi-structured interviews with key informants: MEN executives, directors of central services, AEs and CAPs, educators, municipal councillors, school management committee representatives, etc. These interviews shed much light on the complexity of the TPD question in relation to conflict and gender. Specific interview guides were drafted for each category of contributor.

A total of 60 interviews were carried out on this basis, consisting of 50 individual interviews and 10 focus groups. We started from the premise of 25 individual interviews and 5 focus groups per region. The draw was made according to a carefully considered sampling that accounted for all of the target demographics. This sampling featured 18 women (7 school administrators, 9 teachers, 1 SMC member, 1 NGO facilitator). The proportion of women surveyed was actually around 30%. The goal of having as many women as men in the sampling was not achieved because of the sheer numerical scarcity of women in the administrative and technical bodies in education. Women are also absent in some remote and/or isolated schools.

The further one travels from the big cities, the fewer female teachers and the more male teachers one finds.

Table 1: Distribution of teachers by gender between certain municipalities in the regions of Mopti and Ségou in 2018

Municipalities	Women	Men
Mopti Region		
Bandiagara	54	57
Bankass	5	37
Mopti	342	286
Ségou Region		
Barouéli	26	48
Macina	54	88
Ségou	441	370

Source: MEN-CPS, 2017-2018

Female teachers tend to be better represented in large cities and less so in small ones. According to one male respondent from the Djenné CAP, one of the schools in the city has only three female teachers and the schools located a few kilometers further away have none at all because of insecurity.

The district and municipal survey locations were chosen in conjunction with the IMAGINE project staff, with input from local actors (AE and CAP managers). All interviews and focus groups were systematically recorded. Informal group chats were conducted strictly with groups of teenage students only. Priority was given to representing girls, who were enlisted en masse for each focus group.

Table 2: General distribution of respondents by site and target demographic.

Districts	Number of respondents (qualitative and quantitative) by categories of actors							
	AE	CAP	Teachers and School Principals	SMC	Unions and contact persons	Focus group students	NGO	Municipal Council
Macina-Tenenkou	1	2	21	1	1	1	1	1
Ségou-Baraouéli	2	2	20	1	0	1	1	1
San-Tominian	1	2	16	1	1	2	1	1
Bankass-Koro	1	1	17	1	1	1	0	1
Mopti-Douentza	2	2	27	1	0	2	1	1
Bandiagara-Djenné	2	2	15	1	1	1	1	1
Total	9	11	116	6	4	8	5	6

Source: ISH survey 2023

An analysis of the table indicates that ultimately the sample is distributed among several categories of actors including staff of AEs and CAPs, municipal councillors, teachers and locations. Teachers, including school principals, are the most represented, with 116 individuals. For the sake of efficiency, we have grouped the districts on the basis of proximity and accessibility.

2.3.2 Quantitative surveys

The quantitative surveys were only aimed at teachers, whether or not they had benefited from a TPD program at the various locations (main town in the district or municipality of the survey). Two categories of teachers were targeted: those with and without teachers' professional development training. Of the 10 teachers per district, we chose 7 teachers from the first category consisting of teachers with TPD training and 3 from the second category.

Quantitative data was collected on the interviewers' tablets or Smartphones, via questionnaires which were configured as an XLSForm file and uploaded on the KoBoToolbox platform.



Table 3: Distribution of trained teachers interviewed by district and gender according to age

District	FEMALE				MALE					Totals
	24-30 years	31-40 years	41-50 years	Total	Over 50s	24-30 years	31-40 years	41-50 years	Total	
Bandiagara	1	2		3		1	2	1	4	7
Bankass		1	1	2			2	3	5	7
Baraouéli		3	1	4	1		4		5	9
Djenné		2	1	3		1		3	4	7
Douentza	2	1	2	5			5	3	8	13
Koro			1	1	1		3	3	7	8
Macina		1	2	3	1	2	10	4	17	20
Mopti		2		2			7	2	9	11
San		1		1			5	1	6	7
Ségou		1	1	2	2		2	3	7	9
Tominian		1	1	2	1	1	3		5	7
Total	3	15	10	28	6	5	43	23	77	105

Source: ISH survey 2023

The table shows that the survey reached 105 individuals of both sexes represented in the 12 districts. However, the male respondents (77 individuals, or 73%) outnumber the females (28 individuals, or 27%). This situation reflects the composition of teaching staff on the ground. The predominant age group is 31-40 years for both sexes. We also found that among the women surveyed, none were over 50 whereas 6 male teachers were over 50. The targets from Tenenkou were interviewed in Macina (20 people in total) because the prevailing insecurity had made the Tenenkou site itself inaccessible. It should be noted furthermore that the quota of 10 teachers per district could not be met, since a combination of the school holidays and insecurity caused a shortfall of interviewees during the survey period.

Moreover, of the 105 teachers surveyed, there were 73 married male teachers compared with 26 married female teachers. In the sampling, there are 4 singles and one separated.

**Table 4: Distribution of trained teachers surveyed
by district and by gender according to their qualifications**

District	FEMALE						MALE					
	BT2	CAP	DEF	IPEG/ IFM	SARPE	Total	BT2	CAP	DEF	IPEG / IFM	SARPE	Total
Bandiagara	1			2		3				3	1	4
Bankass				1	1	2				4	1	5
Baraouéli					4	4			1	3	1	5
Djenné				3		3				2	2	4
Douentza		1		3	1	5	2			3	3	8
Koro				1		1				5	2	7
Macina		1	1		1	3				7	2	17
Mopti	1			1		2	1	3	4	8	1	9
San		1				1				6		6
Ségou					2	2				3	4	7
Tominian			2			2			1	3	1	5
Total	2	3	3	11	9	28	3	3	6	47	18	77

Source: ISH survey 2023

We find that the majority of teachers surveyed (61% of men and 39% of women) have the IPEG or IFM diploma, which are the benchmark institutions for teacher training geared towards basic education. To these may be added the holders of certificates from the Alternative Teaching Staff Recruitment Strategy (SARPE), who have received 3-6 months of training. This can have a positive impact on the quality of teaching and spark the motivation to strengthen professional skills. The insufficient number of graduates from the benchmark institutions has compelled the State to make recourse to holders of other qualifications such as the BT and the CAP. BT2 and CAP are not teaching diplomas. Professional teacher training will necessarily have a bearing on the quality of their services and lay the foundations for future professional development. Indeed, the strengthening of skills assumes certain prerequisites gained from initial training.

2.4 Recruitment and training of the researchers

A total of 18 researchers were deployed to the 12 districts, with two districts assigned to each team. This breaks down into six teams of three researchers each. These researchers were selected on the basis firstly of the ISH researcher database, and secondly the relevance of survey candidates' CVs. The ultimate selection of researchers was guided by a combination of criteria covering experience, availability, gender and knowledge of the local areas concerned. Despite the unavailability of female researchers resulting in a contingent of less than 50%, we have taken steps to ensure that women are represented on each team. Additionally, we made a point of recruiting locally - 'homegrown talent' - who can speak the local language. This is why we recruited four local researchers, two from Ségou and two from Mopti. Of the four local researchers, 50% were women, i.e. two.

All the recruited researchers, including those from Ségou and Mopti, gathered at the ISH in Bamako from 15 to 17 August 2023 for staff training. Over three days they passed through a theoretical and practical induction covering the methodology and tools of collection, and ethical considerations. The intervention on safeguarding by one of the IMAGINE Consortium members was a major component of this training. By virtue of this gathering, all the field agents received the same message at the same time. The researchers carried out simulations in pairs in order to put themselves in realistic scenarios in the field. This enabled them to all gain an identical apprehension of the survey questions and thereby to harmonize how these were translated into the national languages prevalent in the project area. It was also an opportunity to correct any gaps in the researchers' introduction, familiarization with the tools and interview technique ahead of the field phase.

2.5 Data collection

Data collection took place from August to September 2023 for all teams. A total of six teams of three were deployed to the field, covering two districts per team (see 2.4.1). Each team was led by an researcher designated as team leader. These team leaders acted as a bridge between the wider team and the researchers and facilitated the liaison with the target organizations.

The researchers were deployed on the assumption of conducting two interviews per day and per team for a 14-day stint in the field. A team of four ISH researchers oversaw all field operations. In support of the researchers, this team also conducted half a dozen key interviews, including with the heads of educational bodies.

Quantitative data collection was carried out at the same time as the semi-structured or qualitative interviews.

2.6 Limitations and difficulties encountered

All the methods used have advantages and limitations that are sometimes intrinsic to the tools or even to the approach itself. This study is no exception. In practice, the sampling only engaged with a part of the population in the intervention area and therefore the findings are based on the views and/or opinions of the individuals actually interviewed. Our findings and conclusions are only valid for the nominated districts in the Ségou and Mopti regions. For that matter, the fact that the study attempted only a partial coverage of the national territory may be deemed a limitation.

Among the main constraints encountered, we must mention the limited internet access in the field which led to delays in the synchronization of data to the server, and difficulties in recharging smartphones and tablets. We also draw attention to the inaccessibility of some areas and certain target respondents, not only because of the impassability of the roads but also because of the insecurity above all. This is the case of Tenenkou and a number of localities in the Bankass district. It should also be noted that the unavailability of teachers and adolescent students during school holidays in the localities was a handicap to the conduct of the survey.



03

Presentation of findings

3.1 Current Situation/context

There are many institutional actors involved in the education sector. Sometimes, overlaps of actions and conflicts of jurisdiction occur between them. The main factor disrupting the provision of quality education is insecurity. The consequence is instability and desertion of teaching staff. At the same time, non-formal schools fail to cover educational demand when regular schools cannot function in conflict zones. Actors advocate for integration between formal and non-formal education.

Overview of the structural organization of the Ministry of National Education

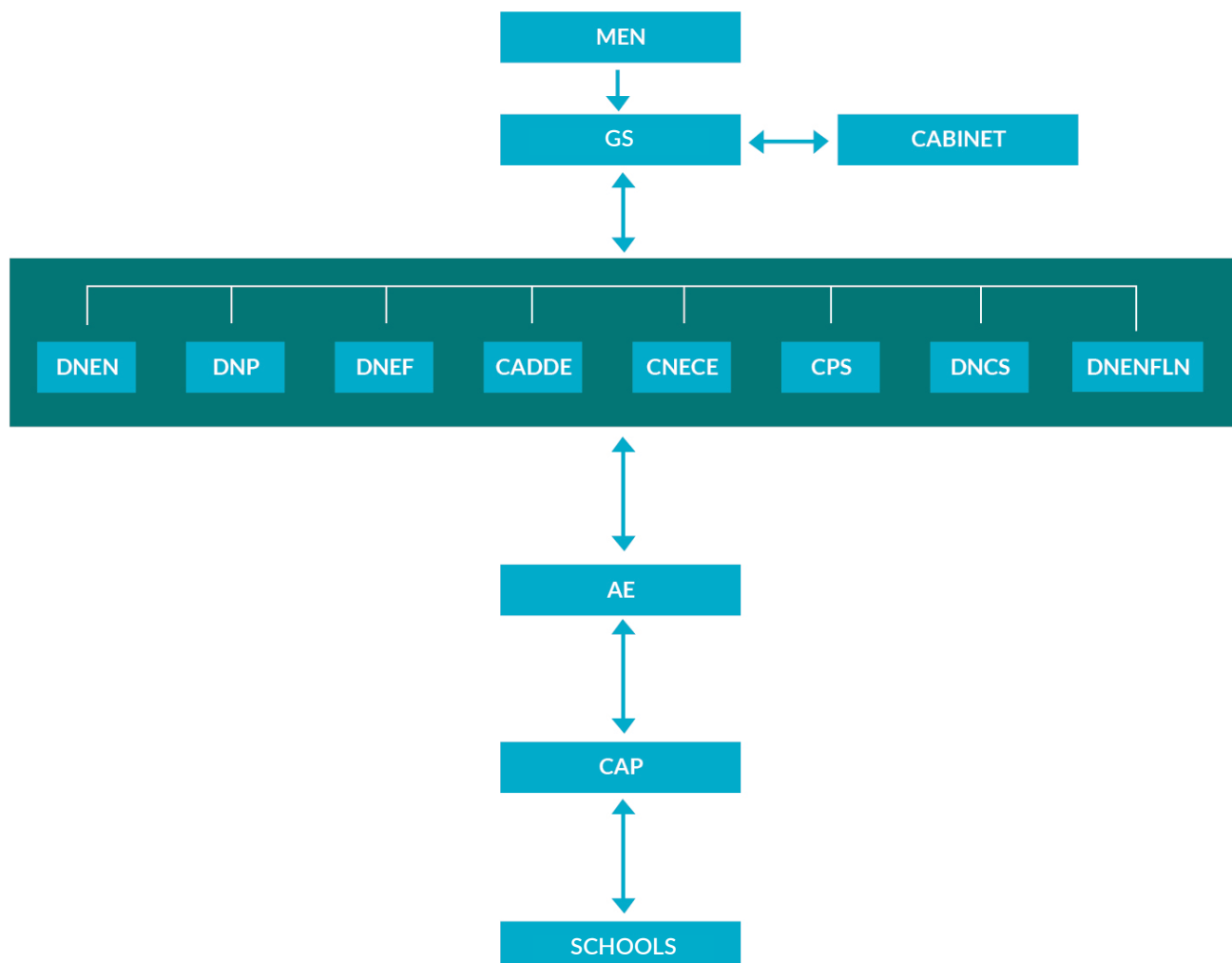


Table 5: Creation and missions of some Ministry of National Education central services

Founding documents	Remits
Law no. 2013-026/P-RM of 31 December 2013 establishing the National Directorate of Standard Education, in abbreviation (DNEN)	The remit of the National Directorate of Standard Education is to develop the elements of the national policy for the initial and continuous training of teachers and educators in the subsectors of basic education, pre-school and special education, to ensure the coordination and monitoring of its implementation. As such, its specific missions include promoting strategies to improve access to and the quality of initial and continuous training, and developing and providing continuous training modules for teachers of basic education, pre-school educators and specialized educators.
Law no. 2011-023 of 13 June 2011 establishing the National Directorate of Basic Education (DNEF)	The remit of the National Directorate of Basic Education is to develop the elements of the national policy on basic education and to oversee the coordination and monitoring of its implementation. One of its specific missions is to monitor and evaluate the implementation of the teacher training policy.
Law no. 10- 0 29/P-RM of 4 August 2010 establishing the National Directorate of Pedagogy (DNP)	The remit of the National Directorate of Pedagogy is to develop the elements of the national policy in the field of curriculum design, textbooks, pedagogical methods and innovations and evaluation, and to ensure the coordination and monitoring of its implementation, and finally to monitor and evaluate the quality of teaching and learning.

With regard to the specific remits of these bodies, we note that each one has a claim to the monitoring and evaluation of teacher training policy and the quality of teaching and learning. The implementation of these remits can sometimes create overlaps of actions and tussles to assert competence. We address in section 3.7.

3.2 Supporting role of non-formal schools (Qu'ranic schools, CEDs, CAFEs, CAFs) in providing educational continuity during periods when regular schools cannot function.

3.2.1 What is the capacity of non-formal schools to meet the demand for education when regular schools cannot function?

The most common refrain heard in this debate is that non-formal schools fail to cover educational demand in areas under occupation where regular schools are out of action. Beyond the lack of resources put forward to explain this state of affairs, one female participant, responsible for the girls' schooling at the Bandiagara Academy, puts it like this: *"Non-formal schools are not in a position to meet the demand for education in areas under occupation because the occupiers do not like gatherings, especially if it is by gender."*

On the contrary, some voices argue that non-formal schools do manage to meet educational demand where regular schools are paralyzed. The schools mentioned are Qu'ranic schools, centres with alternative strategies, Functional Literacy Centres (CAFs) and Women's Learning Centres (CAFEs). The Dandoli School focus group assesses the capacities of these schools in these terms: *"Some types of schools have remained open; these schools accept children from the closed schools."*

One category of non-formal schools, the ability of which to meet educational demand is less disputed, is the Centres for Fast-track Schooling Strategies with Gateway (CSSA/P). One male pedagogical advisor at the Bankass CAP is emphatic in his estimation of their capability: *"As for non-formal education, I told you about the CSSAPs - they just kept on going even when the schools were out of action. They bridged the gap. »*

In some cases, regular schools have not actually stopped functioning, as pointed out in the Mopti focus groups. In two cases reservations were expressed about them, with one of the respondents, a member of the Bandiagara NGO YAG-TU, remarking that he would be cautious about commenting.

3.2.2 Compliance of non-formal education programs with universal education standards

Most participants argue that non-formal schools do not provide quality education that conforms to universal teaching standards. Evaluating the quality of Qu'ranic schools, the head of the Curricula, Training and Research Division of the San AE gives us details. In his opinion: *"These schools are generally concerned with the memorization of holy texts. And, on an educational level, religious values are prioritized over secular values. This kind of teaching is purely dogmatic."*

Conversely, other participants argue that non-formal schools do in fact provide quality education, in line with universal standards. Assessing the quality of the education at the Centres for Fast-track Schooling Strategies, a male councillor responsible for schooling at the CAP in San believes that it is of very good quality and does meet universal standards, because monitoring is in place and there are no strikes. These words support those of the female pedagogical advisor at the Bankass CAP who notes the following, on the subject of the CSSA/P program: *"The program is within the reach of all teachers and well suited to the level of the students. It is a contracted program that has been pared down to adapt to the security situation while still meeting universal educational standards."*

3.2.3 The need to integrate formal and non-formal education

All voices are in favor of integration between formal and non-formal education. The senior male official from San expresses his optimism about the prospects of such integration in these terms: *"It is definitely possible to build bridges between the formal and non-formal. And this is even the ideal we are working towards - to ensure that those coming from outside the formal system can integrate gradually, by means of highly appropriate strategies. In Tominian, the IMAGINE project helped us take charge of at least 801 children and funnel them back into the formal system."*

Almost all the discussions concurred that this integration between formal and non-formal education is seeing Ministry support. Endorsing this, the male adviser from San adds: *"This is a very good strategy in the CAP's estimation. Children from the centres have a progression route into the formal schools."* A senior male official from Bandiagara reinforces this sentiment. In his view: *"These efforts are supported by the Ministry and the retrained Qu'ranic schools."*

As can be seen, the CSSA/Ps and retrained Qu'ranic schools offer an appropriate response to the need for integration between formal and non-formal education. Furthermore, they provide an educational alternative suited to the context of the security crisis that still enjoys the backing of the Ministry of Education.

3.2.4 Framework for collaboration between Qu'ranic schools and CAPs or AEs

The majority of study participants support the existence of a framework for collaboration between Qu'ranic schools and the CAPs or AEs. Justifying this, one of the male IMAGINE project executives from Mopti states: *"Experiments are underway with ten Qu'ranic schools and it is the CAP that is training these Qu'ranic teachers."* The findings of the survey show that the collaboration between Qu'ranic schools and the CAP is a success. Some senior male school and SMC officials in Mopti say that the success of the collaboration is down to the fact that it guarantees the continuity of courses. One of the officials of a municipality of Mopti characterizes the success in terms of the possibility to reassign some children.

This collaboration between the Qu'ranic schools and CAPs and AEs is not always straight-forward. A senior male official from the School Management Committee (SMC) of another municipality draws attention to exceptions to this success. In his words: *"In the red zones, every type of institution is out-of-bounds."* In the same vein, one of the municipal officials of the area adds that there is no collaboration in progress at the moment.

3.3 Overview of current issues with the teachers' professional development program

According to the respondents, the factors disrupting the provision of quality education in the Ségou and Mopti regions are the growing insecurity, massive displacement of populations and teachers, illness (COVID-19), and children's domestic duties. The repercussions are mainly instability, teaching staff deserting, learners falling behind schedule, learners dropping out, and schools rendered inoperative. The negative impacts of armed conflicts on TPD are instances of attacks and traumatic situations. CCT and TLCs only resume sporadically.

3.3.1 Factors disrupting the continuity of courses

Several factors are disrupting the provision of quality education in the Ségou and Mopti regions. The consensus among respondents for the discontinuity of classes is the growing insecurity, displacement of teachers and local people, COVID-19, the teachers' strike and classroom overcrowding. A senior male school official in Bandiagara had more to add: *"The factors that disrupt the continuity of courses in our locality are: domestic duties especially for girls, rural exodus and learners falling behind."* A male SMC member from Dandoli offered still more: *"Child marriages and premature pregnancies, Coronavirus disease (Covid-19), lack of social cohesion, excessive punishment, teacher absenteeism, insufficient teaching staff, patchy distribution of teachers across the area and classroom overcrowding."*

According to a senior male official from a school in Djenné, other factors may contribute to the disruption of educational provision and to the students' barriers to learning. He notes in particular learning the Koran at home before going to French school; the parents' work and daily routines (e.g. the children of fishermen help their parents in the morning with their tasks before heading to school). In addition to the insecurity, there are economic and socio-cultural factors, harassment and gender-based violence (GBV). In this connection, Dembélé et al., (2023) examined the impact of armed conflict on mobile schools in the Youwarou district. They found that the majority of the actors interviewed believe that the conflict has created a climate of growing insecurity both on the way to school and within mobile schools themselves. This leaves many parents feeling consumed with anxiety, and they are too afraid to let their children go to school until security returns to a sustainable footing. This insecurity driven by armed conflicts has held back the schools in the Mopti region from functioning, especially the mobile schools in Youwarou.

3.3.2 The effects of disruptions on the quality of education

As for the effects of this disruption on the quality of education, they have been addressed in several forms. The growing insecurity that accompanies armed conflicts simply rules out quality education. Armed conflict has a negative effect on teacher capacity building. *"Armed conflicts create instability and makes the teaching staff flee, so it's difficult to strengthen their capacity in conflict zones,"* said Tad, a female DNEN trainer. It is common to observe poor academic performance, falling behind schedule and school dropout in conflict-affected areas. And when the schools are out of action, the learners give up on them. Consequently, the study program is not completed, with a knock-on effect for academic assessments. Poor academic performance and a lack of teachers become foregone conclusions. The result in some cases is juvenile delinquency and

begging. One male respondent says: *"The effects of this disruption on the quality of education are: dropping out, deschooling, failing schools There is a high incidence of juvenile delinquency, premature pregnancies, begging and child labor"* (IBM). The analysis of the data showed that the insecurity means that as an immediate effect the learners go off-schedule with the program content, which in any case is not correctly delivered. In this regard, Dembélé (2021) reveals that the dysfunction of many schools over several consecutive years, coupled with substantial displacements of the population, have left many children with only the slimmest of educational prospects: learning how to read and write in the camps for internally displaced people in Bamako and its surroundings.

Table 6: Number of trained teachers surveyed per district on the effects of disruptions to teaching

Districts	Number of teachers surveyed per district on the effects of disruptions on teaching				
	School dropout	Level drop	Exposure of children to terrorists	Program depletion issues	Total
Bankass	5	5	5	5	20
Koro	2	3	3	3	11
Macina	0	1	0	0	1
Total	7	9	8	8	32

Source: ISH survey 2023

Disruptions to academic years are particularly reported in the districts of Bankass, Koro and Macina. This occurs at least twice a year. The reasons given for the courses not proceeding include insecurity stemming from terrorists and inter-community conflicts, and the shortage of teachers. In the three localities concerned, 32 teachers commented on the effects of the disruptions on the continuity of education. With a slight majority, the decline in school level emerges as the biggest ramification of the disruptions. School dropout is the least mentioned effect. But all the effects cited to are in evidence. As a male respondent from Bankass said: *"Because of these disruptions and the discontinuity of educational provision, children slip into jihadism and become terrorists themselves."*

3.3.3 The effects of conflict on teacher capacity building.

Conflicts make a palpable impact on teacher capacity building. The tales of abductions and attacks on teachers that were shared during the discussions provoked a general level of apprehensiveness among the teachers, and in some cases episodes of trauma that only professional attention could assist with.

Whilst in the field we had the chance to hear the moving story of a young teacher who told us how only his farming clothes and the goodwill of his community had allowed him to escape a terrible fate. He explained how a group of individuals had descended on his village, coming right past him without realising that the very man they were looking for was actually this 'farmer', absorbed in tasks on his land. He thought nothing of it, and in due course, headed back to the village to tend to some trees he was growing. When he went to draw water for them, he happened upon the tragic aftermath of the lynching that had befallen the other less fortunate teacher in the village, who had been at home.

The young teacher remained frozen to the spot, unable to move. An old woman who was coming to the well took the rope off him and gave him a jolt, telling him to run away. He owed his life to taking stalks of grass to conceal himself with on the mountain until nightfall, as all routes out of the village were being watched. Then he walked all night and at sunrise he came to the Sévaré-Douentza road. He had to hitch a free ride on shared transport to reach the city of Konna. This time it was the solidarity of the other passengers in the mini car that enabled him to get to safety. He was later sent to another area, but remains shaken up by these events.

A female advisor from Bankass had something to say about how such traumas are cared for: *"There are teachers who you feel have taken a blow psychologically, but with training they begin to find themselves again. In any case, the training did the trick because now they have rejoined us, whereas at the beginning they were traumatized and had panic attacks."*

The retraining of teachers in times of crisis is a major problem, as training workshops can no longer be held in some localities for fear of reprisals from armed groups. A Ségou official mentioned the fear of gathering teachers for training purposes. He once had to witness the abduction of a school principal during a training session. This state of affairs means that teachers are filled with dread when presenting themselves for training workshops. To avoid possible ambushes, these are often reconvened in safer locations such as San or Ségou. Even while we were collecting this data in August 2023, an education training exercise initially planned to be held in a high-risk area had to be relocated to San.

The conflict-related disruption has negatively impacted Continuous Teacher Training (CTT) in the affected areas. It was found that CCT could only be carried out in areas and localities free from occupation where schools are functioning. In these conditions, the Teachers' Learning Community (TLC) emerges as an alternative form of local continuous training, signifying smaller gatherings and shorter distances to travel. The TLC is more akin to tutoring than coaching. Coaching assumes that the subject authority comes from a coach - a qualified person further up the hierarchy. It differs from tutoring, which is more like peer teaching or companionship offered by a colleague at the same hierarchical level. The objective here is to help the trainee to adopt some technical know-how that the tutor is in a position to pass on (Raynal and Rieunier, 2012). From the interviews, it appears that debates are often more lively among teachers than between teachers and pedagogical advisors. Reflecting on how the TLCs work, one male teacher told us that discussions among teachers often end at an impasse, with everyone still convinced that their approach is the best.

The consultations and interviews also uncovered the fact that certain local elected officials were unaware of the TLCs, whereas others were indifferent to them, thinking they were just another instrument of the State like the AEs and CAPs. The interviews also showed that the TLC is lacking momentum. Considering this, a male advisor from the CAP in Bandiagara remarked that *"the TLC has taken its foot off the gas."* MEN/DNEN documents (2016) relating to continuous teacher training and the TLCs provides a quick overview of the CTT situation currently prevailing in Mali. This documentation indicates that the TLC has a decisive role to play in terms of CTT, as it is the manifestation of how the school takes its own training issues in hand. This report shows that the TLCs operate intermittently in Mali, following a range of procedures with no real technical, financial or material support. The documentation also shows that CTT and the expansion of Teachers' Learning Communities should ensure access to quality education for all students in basic education on an equal footing. In addition, it emerges from these documents that the quality of the management of CTT will always depend on that of managers in the DNEN, AE, CAP and IFM, and the supervisors operating at all levels.

3.4 Implemented TPD programs: between equality and inequality of opportunities

The TPD programs are carried out by the Ministry of National Education and its partners. They are implemented in the field in conjunction with teachers, whose selection sometimes raises questions.

3.4.1 Participation of male and female teachers in continuous training

It transpired from the discussions with respondents that the selection of teachers is drawn from the CAP databases, subject to demand from the NGO (education partner), the AE and the MEN. There are no particular selection criteria for CTT, but the selection is made according to the needs of the teachers. It was found that female and male teachers have the same opportunities and rights to participate in CTT sessions. However, the training exercises differ depending on the themes and the quota required for a training session. The following box clarifies the conditions for selecting participants for training sessions.

31



Box 1: Teacher selection; D.B., a senior male official from San

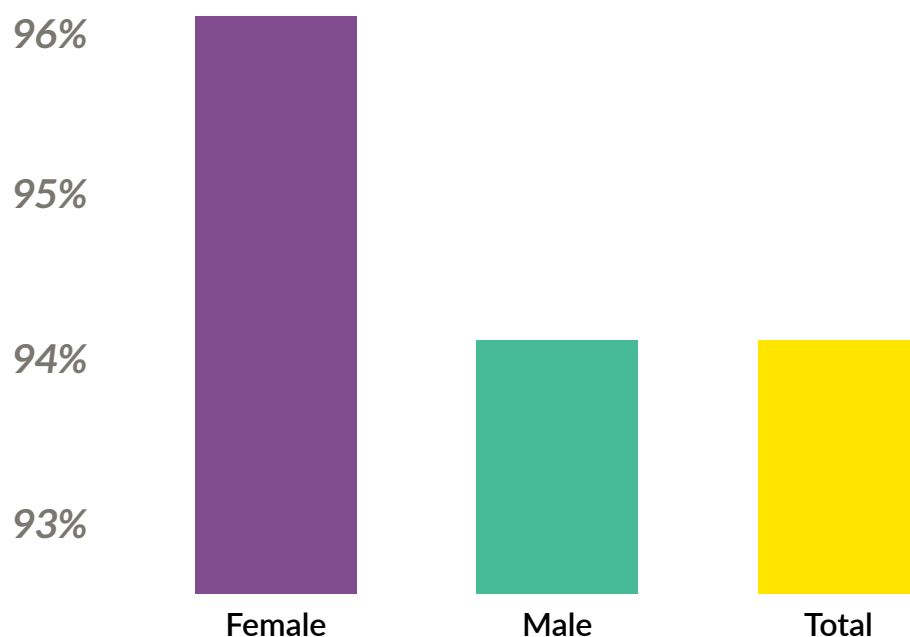
D.B., a senior male official from San declares: "Well, the selection of teachers is up to the DCAP, which bears primary responsibility for the teachers in its organization. This is its first duty. When we want to train teachers, we start with the CAP databases. And the CAP Director (DCAP) in conjunction with the Guidance Advisor (CO) must examine which modules have been delivered to this teacher and that teacher. And after this headcount, he will be able to identify teachers who have not had the training in accordance with the modules approved by the DNEN. Next, the lists are escalated depending on the wishes of the NGO, the AE, or one of the national offices. But beforehand, the DCAP and advisors must identify all needs, including those of teachers.

So the training is not random. This is based on the actual identification of the needs of these teachers, which can be achieved in several ways. First of all, the teachers themselves can express their difficulties to their Principal. This is one pathway. And consequently, through close scrutiny, the principal him/herself may find that a certain teacher has difficulties in a certain discipline. Then he/she escalates it as a training need to the CAP. During a teaching observation, the teaching advisors may detect difficulties and identify them as a training need on that basis. The DCAP and even a national office can also make the recommendation. So these are needs that are now being turned into training measures. That's pretty much how it goes. Of course, the NGOs that help us are also in a position to identify themes as training needs that are not taken into account by the program. This depends on the NGOs' own lines of enquiry and negotiations with the government. That's it.

According to a female trainer at the DNEN: *"There are no particular selection criteria; any continuous training activities involve the identification of a need either on the ground with a practising teacher, or centrally when there's a rollout of a pedagogical innovation intended to reach a large number of teachers."*

The selection of teachers in need of training also happens by necessity and availability in some AEs and CAPs, hence the words of a male official from Ségou : *"It strikes me that the selection is carried out according to necessity and availability, since in any case there are partners are helping us, so according to the availability we set a quota per CAP. To select the teachers, we consider those who are most in need and those who have received no training whatsoever, so they are prioritized - both women and men."*

Figure 2: Teachers' views on opportunities for male and female participation in teachers' professional development programs



Source: ISH survey 2023

A total of 94% of respondents say that men and women have equal opportunities to participate in continuous teacher training sessions. This high rate shows that there is no gender discrimination in training in the various Academies and Educational Facilitation Centers. The remaining 6% say there are no women in their schools. The fact that there are schools without female teachers is understandable as women remain generally under-represented in the education sector in Mali, with a rate of 32% in basic education (MEN, CPS, 2019), i.e. less than a third of the teaching staff.

The data in the previous graph are consistent with interview results that also support that there is equality of opportunities for male and female teachers to participate in continuous training. Results are in line with the gender focus of the national policy.

However, these up-beat findings could be concealing other realities that qualitative data could throw more light on, so it's important to dwell on them. The selection criteria for training participants are not always unanimously backed by the respondents. Indeed, some interviewees consider the selection criteria for participants to be arbitrary. Addressing the issue, one male official from de Bandiagara remarked: *"The CAP director or officials do what they want."* Considering the issue of equal opportunities, he hesitates before taking a critical view of the rigour of the female teachers. He believes them to fall far short of expectations: *"I don't quite know how to put this into words, but the female teachers do not take the work seriously."*

Moreover, while in theory women and men have the same opportunities to participate in continuous training sessions, in practice sometimes the situation is different. The unavailability of female teachers tends to reduce their chances to take part. Given the insecurity, female teachers often choose to forego training if the center provided for the purpose is too far from their schools, and sometimes it is their husbands who advise them not to make the trip. A senior female official from Bandiagara and a male executive in Tenenkou concur on this. In particular, the senior female official from Bandiagara emphasizes this: *"Yes, they have the same opportunities to participate in continuous education sessions here, but we mustn't overlook the unavailability or even absence of female teachers in some schools."*

However, the location of schools (areas prone to flooding, or on higher ground) prevents CAP and AEs from implementing some gender- and conflict-sensitive continuous teacher development plans. Two factors explain this reality, namely: (i) the insecurity that forces some teachers to be redeployed, (ii) poor accessibility due to the condition of the roads especially in the rainy season, and the remoteness of some schools. During the rainy season, floods and rivers bursting their banks are factors hampering the mobility of teachers.

When asked if male and female teachers have the same opportunities to participate in continuous training sessions, the senior male official from San answers: *"It is desirable. We are always working towards that aim. But, we must now see the themes that are to be developed; which classes are held often depends on the terms of reference for the training. Often we had more women than men. And often we had more men than women. Which is to say that today, the progress of women's participation has been significant. It's really significant. We are now reaching this phase of balance between the participation of women and men."* The trainer at the DNEN adds: *"Yes, female teachers have the same opportunities to participate in continuous training programs, since the choice is not based on gender rather on everyone's needs, national priorities and those of partners."*

This spirit of social justice and respect for gender is also observed in the treatment of students. As explained by the senior male official from San:

"The Academy does not encounter any major difficulties in gender mainstreaming. We had gender modules that we share with all teachers. We train them so that they can incorporate these into their practices. Because they are the ones who are in direct contact with the children and therefore it is necessary to train from the ground up. So we must make them understand that there is equality between girls and boys, who have the same rights. But by nature, there are only physiological differences. And it is the children who instill it first at this level. And then at a higher level, we deliver these gender modules to Academy staff, CAP staff, teachers, the community, so that the stereotypes and taboos that revolve around these issues can have a bit of a shake-up. But you will appreciate that it's cultural and it's difficult to remove a culture or behaviors that have been implanted over centuries. This is progressive. We must work gradually with intelligence, but also work with the whole community because education alone will not get us there. This is for sure."

3.4.2 Assigning classes to teachers: a necessary but difficult balancing act

Regarding the allocation of classes to teachers, the respondents are not unanimous. Some state that there is no gender-based discrimination in the allocation of classes to teachers. It appears from the statements made by some individuals that the classes are assigned to men and women, and often in the communities women are present in all classes and they are more numerous. According to this other AE official from Bandiagara: *"There is no gender-based discrimination in the allocation of basic 1 classes to teachers."*

As regards the balance in the allocation of classes to teachers in basic 1, an official from San explains: *"The Academy does not encounter any major difficulties in incorporating the gender perspective. We had gender modules that we share with all teachers. We train them so that they can incorporate that into their practices. Because they are the ones who are in direct contact with the children, it is necessary to train from the ground up. So we must make them understand that there is equality between girls and boys, and they all have the same rights."*

On the other hand, respondents find that some school principals underestimate female teachers and think that they are too busy in the family and that they are not as available to work in the classroom in the same way as men. For others, there is gender-based discrimination in the allocation of classes to basic 1: *"Well, it is the DCAP that can talk about this. I'm a female counsellor, I'm not sure. If we had the means, we could organize awareness-raising sessions and above all, this is a decision for the Academy. As CAPs, we don't have any funds for SCOFI to carry out its activities. Otherwise, an awareness-raising campaign plan may be considered for certain areas where there is a real need. We need to get the word out about the recruitment en masse of girls. And above all their retention - there is domestic work, there is also the exodus. We have to overcome all of this. But because of a lack of resources, we are forced to wait for the Academy, which can often go for two years without organizing awareness-raising sessions, without showing itself."* (SCOFI official from San).

Bellamy et al. (2004) in their article: 'Education and Development' published by the 'State of the World's Children Review' demonstrate that girls do not study because their parents consider them domestic workers. For these parents, sending their daughters to school will put at risk the income and upkeep of the family. For its part, Loua (2021) shows that the barriers to schooling for girls in Mali are: finances, violence against girls, distances to be travelled, pedagogical factors, child marriage and premature pregnancy, the weight of tradition and family practices, religious considerations and the insecurity.

Bouaré, et al (2021) in a study entitled 'Household Economic and Educational Environments and Academic Failure of Children in Mali'. They come at their study through the family, economic and cultural determinants of primary school failure in Mali. They show that girls are more likely to fail at school than boys.

3.5 Gender at the heart of the Ministry of National Education support system for TPD program implementation.

3.5.1 Multiple initiatives addressing institutions and pedagogy

The Ministry of Education has taken several initiatives in favor of gender at school, mainly concerning institutions, pedagogy and advocacy.

In terms of institutions, we note the creation of central, regional and local bodies with a gender focus. In this connection, a male executive at the National Directorate of Standard Education (DNEN) refers to the creation of central bodies with a gender focus in these terms: *"We may note the existence of a Girls' Enrolment Division at the National Directorate of Basic Education (DNEF), the Ministry's development of several modules on student gender, the creation of a post of Technical Advisor for Gender at the Ministry, and the involvement of women and men in all activities."*

Regionally, senior officials from San and Bandiagara highlight the creation of a gender section within the Academies. Locally, the body in charge intends to contribute to meeting the challenge of change. On this subject, a male advisor from San does not hesitate to put it this way: *"The SCoFi at the CAP encourages the schooling of girls and even female teachers in our schools to continue their work to change behavior and bring us up to date."*

In terms of pedagogy, the initiatives taken by the Ministry relate to the training of teachers on the gender perspective, the emergency management of classes for displaced children, the supervision of gender-related training, and the support of NGOs.

Other measures have been taken to encourage girls to study or to move towards science subjects or to strengthen their skills. Analysing these measures, a female official of the DNEN gives us more details in the following passage where she points out that *"the classes include girls and boys who participate equally in educational activities, awards of excellence are offered to the first three girls in the Diploma of Basic Studies (DEF) of each AE, the Miss Science competition is organized to encourage girls to embrace science subjects, a support course is provided for girls wishing to take the entrance examination to the Institute of Teacher Training (IFM)."*

In terms of advocacy, some respondents have noticed gender initiatives through influence groups. In this sense, a senior female official from Douentza highlights the establishment of the children's government, mentoring and tutoring, the ambassador and the girls' club.

3.5.2 Initial and continuous teacher training and gender: mixed perceptions

The actions mentioned by respondents as part of putting the gender perspective into effect revolve around the initial and continuous teacher training. Analysing the initial training, a senior male official from Douentza and a male IMAGINE Project Advisor focus on the training of IFM teachers on the gender perspective, who in turn will be responsible for applying it.

As part of continuous training, most teachers are trained by the CAPs and the AEs on gender awareness and hygiene. With this in mind, the senior male official from Bandiagara draws attention to: *"the organization of training in terms of teacher capacity building, gender perspective, and hygiene-related capacity building"* in his area.

As for inclusion training, it does not seem to be experiencing the same boom as gender awareness. Inclusion training is based on themes featuring in some training modules such as peace building and gender equality. As for teacher-student power balance, despite the training received, it remains tipped in favor of the teacher, since in many schools the prevailing teaching method is the traditional one predicated on vertical relations between teachers and students.

In addition, stereotypes in textbooks have long been identified and flagged up. According to a male training and research officer at an AE, the DNP has proceeded to clear out these documents. Teachers were also trained to identify and manage possible gender stereotypes in school materials in the classroom.

We note that respondents did not refer to gender-inclusive pedagogy either during the regional and national consultations or during the field surveys. Further enquiries have revealed that a gender-inclusive teaching manual developed by the Ministry remains virtually unknown to the teachers who are supposed to be applying it. In the words of a respondent in Ségou: *"A guide was written by the DNEN on gender-inclusive teaching, and gained technical and political approval. I do not remember having information about teacher training and its implementation in the field, which means that I cannot comment on that in Ségou."*

While teachers receive theoretical knowledge during continuous training sessions on topics as varied as the caring classroom, the gender perspective, peace building, inclusion, etc., in their classroom practices, the directives received are not always applied.

Speaking of the Ministry's actions for the implementation of the gender perspective in the initial and continuous teacher training, one female Bankass advisor is less affirmative than her predecessors. She believes that *"the ministry is only half at work"*. What she means by this is that when the Ministry trains girls' education officers on gender, there is no skills transfer to teachers. There is only a transfer when NGOs take care of the training. As she points out in this passage: *"We get training but then it's the transfer that is lacking. When we are trained we cannot go on to train teachers and others, and it's a loss for the State. But when it's the NGOs that train us, we then proceed to train teachers, even children"*

Later she insists that the Ministry's initiatives in relation to gender are few and far between. *"In any case, I see little activity coming from the Ministry concerning gender. Since I started here, it's always the Academy or one of the National Directorates in education that carry out the activities and not the CAP,"* she stressed. It is a situation that highlights the issue of the complementarity between the actions of the State and those of NGOs on the ground.

3.5.3 Effective skills building programs

According to European Commission, (2019: p.20), training refers to:

- continuous training ¹;
- training for volunteer teachers;
- additional training focused on the language, culture, and educational practices of displaced communities.

In all professional development interventions, teachers need refresher courses on basic content (language, mathematics, science, etc.). So education actors should advocate for national systems to support teachers through initial and continuous training programs.

The reinforcement of teachers' skills is carried for this purpose, on the model of those programs deemed effective. The content of these programs is rich, because it includes very interesting themes such as: the caring classroom, teaching that integrates gender and ECUs (single classroom schools). A senior male official from San explains:

"The thing that can promote continuous training despite the conflict is the synergy of action. A conflict is everyone's problem, not just that of the schools. Schools cannot face it alone. The community must come together, political authorities, local authorities, the youth leaders, everyone must be involved. Everyone needs to do their bit to take action to support teachers and students. Conflict is everyone's business. So without synergy of action, I do not see how we can ensure continuous training. Everyone has to pitch in to help education at the moment."

Furthermore, training teachers in psychosocial support for displaced people as a strand of the TPD program is another way to strengthen the skills of teachers working in schools where students from these displaced populations are transferred, such as in the Djenné district. *"Current teacher capacity-building programs are effective. If we take the example of psychosocial support for displaced people, it has its rationale, support for teacher capacity building, schooling for girls and retention of girls."* (Bandiagara official).

Moreover, the initiatives are considered effective and in two cases even very effective, whereby one of the participants supported his claim by referring to the support they receive from NGOs. Respondents measure effectiveness by the change observed in education actors as a result of the initiatives. A senior male official in the area provided us with a clear expression of this: *"These strategies are effective because we are seeing a change in behavior for both teachers and learners concerning gender."* These comments support those of a senior male official from Djenné who gave more details on changes regarding gender by highlighting the effectiveness of the strategies, because teachers and students are beginning to understand the gender issue and grasp that there are no specific household tasks that are only for girls or boys.

Analysing the implications of changes affecting gender, a senior male official from San notes that *"these strategies are effective insofar as they contribute to protection, retention in the classroom, combatting child marriage of girls, combatting violence against girls in school"*

We conclude that the majority of the actors in education find that current teacher skills-building programs, especially those falling under TPD, are effective.

1 Continuous training refers to 'on-the-job' training, usually provided on weekends or during school closures, in order to minimize disruption to classes.

3.5.4

The effectiveness of the Ministry's actions to embed the gender perspective into initial and continuous teacher training

Concrete measures to embed gender at school have been put into effect. This is how a female SCOFI official from Ségou sums it up: *"There are several initiatives heading in this direction. At the beginning it was difficult to see the girls' and boys' toilets could be separated. But now we see that these toilets are separated into two locations. Other initiatives in addition to school latrines include student seating plans in classrooms and textbooks that previously only featured girls doing lowly work. Now this devaluing representation has been corrected. In addition, there is equality between girls and boys in terms of roles and responsibilities, which now allows girls to be chosen as class leaders. These MEN strategies have been very effective."* In addition, we have encountered partners who have collaborated with local authorities to provide income-generating activities (IGAs) to some parents so that they can meet the school costs and other expenses relating to their daughters. These ideas also deserve praise.

One female respondent cited the following measures for addressing gender inequalities: separate toilets, mothers of girls to receive food kits and funding for income-generating activities, so that their daughters can continue in education - all in the cause of retention of girls. Thus, through their technical and financial partnerships (TFPs) the school has distributed hygiene and school kits to 368 girls in the area.

Other respondents link the effectiveness of training to changes in indicator stats such as dropout rate, exodus, child marriage. As senior male official from San noted: *"There is a gradual improvement in the rate of retention and progress of girls into higher year groups. There is also an improvement in the number of girls entering secondary schools and higher education. I think you would not have found the same cohort profile twenty years ago, even ten years ago, so these indicators tell us that there have been moves in the right direction."*

These remarks are consistent with an analysis by Global Affairs Canada (GAC) of the results from the Diploma of Basic Studies (DEF) that illustrate an improvement in the retention of girls in areas where GAC is funding girls' schooling. In the Bandiagara Academy between 2022 and 2023, the difference between the female candidates who enrolled and then those who actually sat the DEF exam increased by 25.50% on 2022; in Douentza this increase was 5.25%; in Mopti it was 14.67%; in San it was 22.80%; in Ségou it was 19.40%; in Tenenkou it was 43.58%. In other words, more and more parents are letting their daughters stay in school long enough to sit the DEF exam (GAC, 2023).

Despite this increase, there is still work to do. Some girls who enrol do not get as far as the DEF exam. They could have been married off, or the parents may have been displaced in the meantime. However, another phenomenon on the ground has come to our attention that could also have played a role. Certain DEF examination centres are sometimes relocated due to threats and risks, for example in the district of Bandiagara. At the time of the 2022 DEF exams, some examination centres were relocated around Bandiagara. This relocation of a centre has implications in terms of accommodation, safeguarding, insecurity, harassment... all of which present more barriers to girls than to boys. These barriers are likely to hinder or deter girls from sitting the exam in a society whose social ills continue to weigh it down, despite all efforts to raise awareness of the gender perspective.

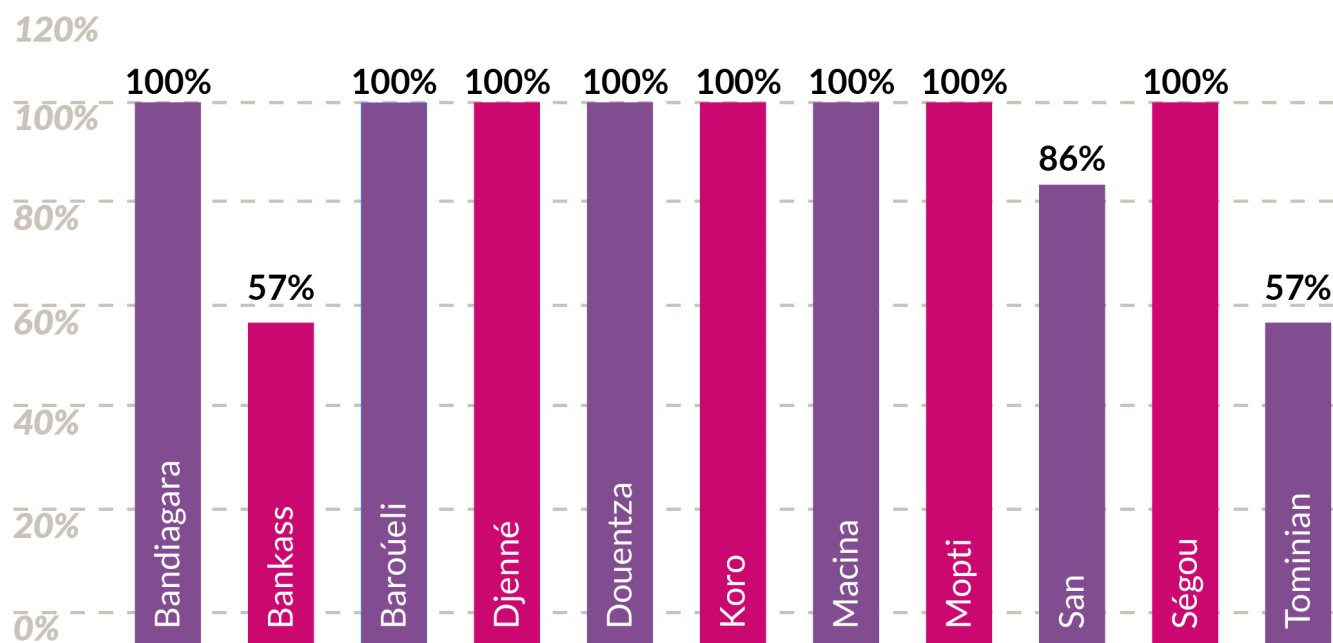
One respondent believes that these efforts are at least partially effective, because as with any human endeavour, there is always room for improvement.

3.5.5 Continuous gender- and conflict-sensitive teacher training

It appears from the majority of opinions that training i.e. capacity building, is the factor driving continuous gender- and conflict-sensitive teacher training. On the issue, the mayor in charge of education in Bandiagara notes that what promotes the continuous gender- and conflict-sensitive teacher training is retraining, self-training and psychosocial training sessions.

Other factors mentioned in order of frequency in responses are awareness-raising, NGO support, the redistribution and reception of displaced children, community involvement and peace. Analysing the involvement of communities as a factor to promote continuous gender- and conflict-sensitive teacher training, a senior male official from San notes that *"only a synergy of action that rallies the entire community: political authorities, local authorities, youth leaders must mobilize and support teachers in relation to gender and conflict"*.

Figure 3: Proportion of teachers receiving visits from pedagogical advisors



Source: ISH survey 2023

According to the results (Figure 2), 93% of teachers benefit from the technical support of CAP pedagogical advisors while 7% say they do not receive visits from advisors. The latter are not in contact with the CAP because of problems of insecurity (86%), lack of funding for inspections or the absence of a pedagogical advisor (43%) and especially the non-functioning schools (14%). On the other hand, the majority who do receive visits from advisors benefit from the multifaceted support, namely:

- pedagogical support: preparation and execution of lessons;
- monitoring and evaluation to raise the level of learning;
- monitoring courses in class (the way of teaching);
- pedagogical and didactic support;
- observations on classroom practices;
- discussions on the difficulties and benefits of remediation courses;
- psychological and moral support;
- distribution of materials and correction of teacher shortcomings.

When analyzing the types of interactions between teachers and advisors, 98% of respondents say that they are classroom observations, 26% say it's coaching sessions and 14% interact virtually (especially through social networks) with advisors.

3.6 Enablers - identifying specific opportunities to improve TPD

The following section presents the strategies implemented by the AEs and the CAPs to ensure the capacity building of teachers in times of a security crisis. Strategies vary, depending on the context, between the redeployment of some teachers to calmer areas, training in radio-based tuition, the pedagogical use of tablets and the implementation of pilot home learning programs supported by volunteers recruited from the community.

3.6.1 ICTs as timely training tools in times of conflict: between optimism and pessimism

It appears from interviews with various kinds of regional actors in the education system that, depending on the localities and the means at their disposal, AEs and CAPs have adopted different strategies to ensure the greatest possible continuity of educational provision at times when courses have been disrupted and schools even put out of action in their areas. Hence the testimony of this male respondent: *"During the Covid-19 crisis, I noticed that classes were broadcast to learners on a local radio station. These educational broadcasts, organized in conjunction with the regional education authorities with the support of certain school partners, were a kind of alternative to the suspension of face-to-face classes."* (SCOFI official, Ségou).

In addition to radio-based tuition, other coping strategies have been devised by the CAPs and AEs. One of these strategies is described by respondents from Bandiagara and Ségou: *"In some areas where classes were disrupted by insecurity, the AEs and CAPs moved students from an insecure area to a more peaceful one. Teachers were also redeployed to areas where people feel more at peace. Thus, despite the precariousness of the situation, the continuity of educational provision has been ensured."* (Baraouéli, interview 8/2023).

The effectiveness of the use of ICT, radio, television and telephone for learning purposes had a mixed reception from respondents. This was the case of this male respondent who initially showed enthusiasm for the usefulness and possibilities for learning offered by new technologies, but later expressed reservations about their effectiveness. He said:

"Learning topics are increasingly broadcast on local radio stations. There are projects that pass through the classroom with lessons that are on memory sticks. And today we know that phones are very important. The world is going with ICT and social media. You can learn a lot with them. But the best way to learn is through the book and the classroom" (San, interview 8/2023). The same reservation is expressed by this official in Bandiagara for whom *"radio-based tuition has had some advantages but the students do not get the chance to ask questions to check their understanding."*

One DNEN official believes that without being able to check understanding, it is difficult to give an opinion on the subject of ICT in learning. While some actors are circumspect on the issue of its effectiveness, others, such as this AE official, openly express their dissatisfaction. This issue is very complex, especially when it comes to unruly children, because they will still struggle to pay attention even when there is a teacher in front of them in class. Furthermore, some children also take classes via media like radio only when compelled by parents. Learning using these technologies leaves a lot to be desired.

Likewise, another interviewee blames the inefficient application of ICT to educational purposes on the variable levels of access to ICT and the way that children use it: *"There are many places that are not covered by electricity. Often it is only the head of the family who uses the radio. Children who need the radio do not have access. With mobile phones, the objective is not really achieved because our children don't make the best use of them, and the same goes for some adults."* (Baraouéli, 8/2023).

Beyond the reservations and uncertainties expressed, some school actors are optimistic about the effectiveness of certain types of technology in distance learning. It is from this perspective that a senior male official from Bandiagara commented: *"A combination of radio and USB sticks can take care of distance learning."* With regard to the use of ICTs in strengthening teachers' skills, experience shows that they can distract teachers from the learning objectives. A senior male official from Ségou confided how WhatsApp groups are always created in training sessions for the purpose of maintaining rapports and facilitating peer-to-peer and teacher-trainer discussions. He demonstrates how one group that he set up had been intended as a forum for balanced and inclusive approaches to education, but ended up as a space for chatter, course delivery updates and reactions to the training. No pedagogical issues have been raised or debated in the group. *"The use of ICT for teachers' professional development remains a dream,"* he concluded.

Also, the value of ICTs to female teachers for strengthening their teaching practice attracts a range of views from respondents. Some, like this male interviewee, are skeptical, as evidenced by these comments: *"To my knowledge, no female teacher uses ICT as part of continuous training. We hear them say during training that they have this or that difficulty in the classroom. But on the WhatsApp groups that we have created as a discussion forum for teaching experiences, they never let slip any professional issues. Of the three WhatsApp groups I have created, not one female or male teacher has ever reached out to me with a difficulty related to his/her teaching practice."*

On the other hand, a female head of a training division in an AE insists that teachers do use ICT devices to hold discussions with teaching managers. She puts it in these terms: *"Often teachers contact us by phone, by WhatsApp or with whatever means at their disposal to clarify grey areas after training sessions. I can think of curriculum-trained madrasah teachers who have looped me into their discussion group. They are active on WhatsApp and they are always asking me for explanations. On this group I also see a couple of ladies who post very frequently in order to strengthen their teaching practice. Often they upload their preparation files right on to the platform, so I've even caught sight of two of their preparations."*

Apart from the discussions with the teaching managers, the teachers use ICT tools to interact with each other, as evidenced by this observation: *"They have WhatsApp groups on which they learn and compare notes on their experience. During one teacher training session in Baraouéli, I saw some of them call one of their colleague to join their group if he wanted to be in the loop."* According to this female respondent, the use of ICT in this kind of dynamic could reinvigorate the TLCs.

3.6.2 Innovative alternative strategies

In parallel with the strategies described above, new ones have been put into practice with the support of NGO education partners in order to meet the need for educational provision in emergency situations. An AE director presents one of these alternative strategies as follows: *"When the school is out of action, students and teachers are nowhere to be found. But with the involvement of NGO partners, strategies do end up being worked on. For example, with IMAGINE and even World Vision, there is the pilot home learning program, which is one way to reinforce the teaching geared towards children in the community in a home setting with volunteers doing the tuition. They meet in a space or in a family for learning. When schools have been forced to close, this is all that can be done."* (San, interview 22/8/2023).

Likewise, a manager in Mopti adds that in order to ensure the continuity of the courses, the AEs and CAPs have also organized distance and home courses supported by some partners.

Regarding the support of the Ministry and its branches for these distance learning strategies and their relevant evaluations, an official in Bandiagara makes it clear that the Ministry supports these approaches through technical services and other partners but that evaluation stage has been problematic. His words are confirmed by a senior male official who gives this assurance: *"We have supervision plans in place to see the impact and effectiveness or visibility of the measures. Because we also have the mission of giving a certain visibility to the activities of our Academy to see if the results are conclusive."* (San interview 22/8/2023). At the DNEN, an official pointed out that the department's support for these innovative approaches happens with the backing of partners.

In addition, a female interviewee tells us about the experience of another type of media use that her organization is supporting in the service of schools: *"I can't say anything on this issue. However, in the various CAPs we were doing awareness-raising in the community over the radio. No tool was involved for the evaluation, but we did gain some feedback from people calling us to say that they had caught our broadcast on schooling for girls. Even like this we could form an impression of the impact of our messaging."* (Ségou, 8/2023).

When it comes to training teachers in the use of ICTs, a school director in Bandiagara remarks: *"Two thirds of us have been trained in the use of technology in education."* In the Mopti CAP some 180 teachers have already been trained. In the absence of a state program of initial and continuous training for all teaching staff on ICT application to teaching practice, partners often try to fill this gap in their own areas of operation by providing training for some categories of teachers on the use of certain types of ICT. This seems to be the gist of this statement: *"Not all teachers are trained - those who take the second year and first year classes are trained in the use of radio in classrooms, with the support of a partner. As for the other teachers, they have not all had this training."* (Ségou, interview 8/2023).

After the radio training, teachers also received training on the pedagogical applications of tablets by another NGO education partner operating in the Ségou region. According to one interviewee: *"Yes, I know that some teachers are trained in the use of tablets. There was training over the radio on using them. In some schools SIRA gave teachers radios and tablets in order to enhance their teaching."* (Ségou, 8/2023). The importance of using innovative and alternative teaching strategies in conflict-affected contexts is clear. In examining the impact of armed conflict on mobile schools in the Youwarou district, Dembélé et al. (2023) advocate the establishment of a radio-based tuition program and the introduction of Qu'ranic education in mobile schools.

In the area of teacher training on gender and in the context of conflict, the AEs and CAPs benefit from the input of many NGOs, such as in Ségou: *"There are several partners involved in the schooling of girls, who have worked a lot in the field of teacher training on the gender perspective." Among these partners is the SCOFI-COATER project, 'DEFI - scolarisation des filles', IMAGINE. There is also PASCOFI with AMESS and AGIR who operate here in the Ségou region, but the motives for intervention differ from one partner to another. Some are involved with basic 1 level, others with basic 2 level."* (Ségou, interview 8/2023).

In Mopti we observe the same situation. For example, a senior male official remarks that all training is financed by NGOs. The fact that the IMAGINE project alone has trained more than 800 teachers is quite illustrative of the contribution of partners to the effort of strengthening teachers' skills. Partner interventions are not just limited to training. They concern a range of various services, says this female SCOFI official: *"Support is first and foremost for training, remediation courses, monitoring, classroom refurbishment, building latrines and water points in schools, and providing our them with sweeping or cleaning equipment in general."*

In Bandiagara and San, a similar situation was described by respondents in these terms: *"Take IMAGINE for example which works a lot on schooling for girls, gender, care of elected officials and community development plans, religious leaders, traditional leaders, women's leaders, associations of young people, people with disabilities, young girls who have dropped out or interrupted their schooling - IMAGINE is hard at work on all these fronts. And this is all taking place in the context of actual crises. UNICEF is also in there, strongly supporting inclusive education, the purchase of kits and even financial support during exams. UNICEF and the State have funded running the centres for the displaced. UNICEF also takes care of families who are displaced."* (San, interview 22/8/2023).

DNEN interviews identified the different forms of support from NGOs and other partners. This support can be financial, logistical, pedagogical/didactic, or psychosocial. It can also take the form of monitoring, capacity building in general and support for gender and conflict specialists in the CAPs and AEs.

Table 7: Distribution of teachers trained in TPD by district according to period

Districts	Over the last few months	In the past year	Over the last couple of years
Bandiagara	28.57%	57.14%	14.29%
Bankass	0.00%	85.71%	14.29%
Baraouéli	44.44%	33.33%	22.22%
Djenné	0.00%	71.43%	28.57%
Douentza	61.54%	38.46%	0.00%
Koro	12.50%	37.50%	50.00%
Macina	60.00%	30.00%	10.00%
Mopti	36.36%	63.64%	0.00%
San	28.57%	42.86%	28.57%
Ségou	44.44%	55.56%	0.00%
Tominian	0.00%	14.29%	85.71%
Total	35.34%	45.71%	19.05%

Source: ISH survey 2023

An inspection of the table shows that TPD has been ongoing for several years in IMAGINE's intervention areas. Few teachers were trained two years ago, or 19.5%. Most of them were trained in the past year, 45.71%. We note that the project IMAGINE has made strides over the last two years towards a higher achievement of its objectives to strengthen the professional skills of teachers, since the ratio between the respective rates of the years in question has doubled from 19.05% to 45.71%. The table records that participants from the localities of Bankass, Djenné and Tominian have indicated receiving no training in the last few months. Notwithstanding, all respondents found that current TPD programs are effective, citing improvements to their knowledge of gender, conflict-sensitive teaching practices, and how to promote alternative teaching approaches in order to take care of children at times when schools cannot function.

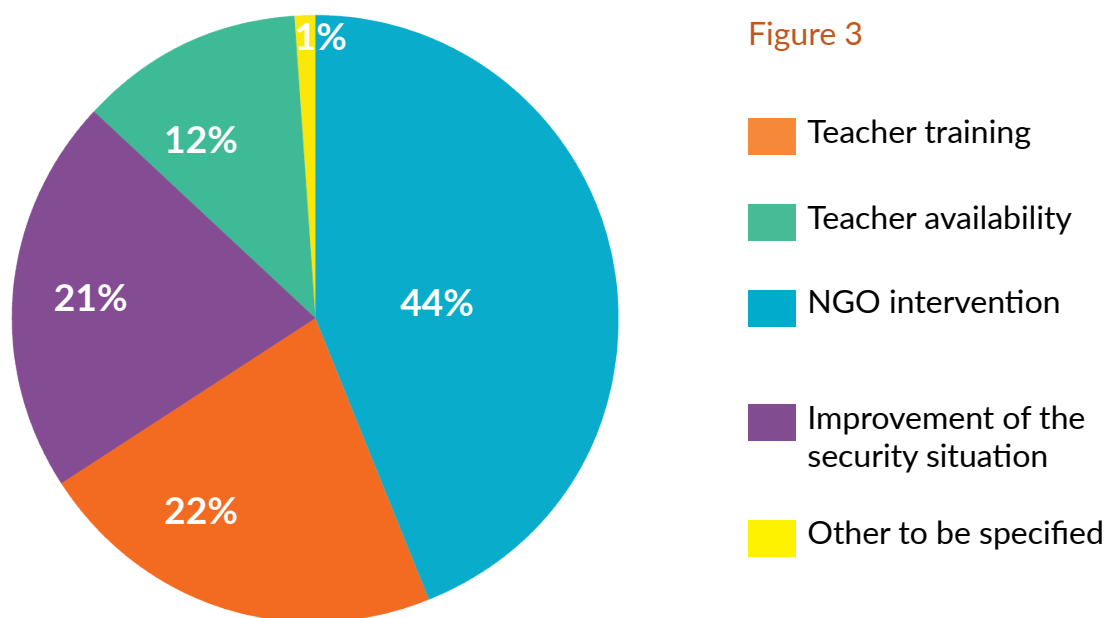
These are encouraging results and they deserve more support to be forthcoming from the MEN. The Ministry should put in place a robust ongoing education policy to address structural shortcomings such as gaps in new teaching methodologies, facilitation of free expression amongst learners, incorporation of gender perspectives, and inclusive teaching approaches. The Department of Education suffers from a lack of sense of direction and a clear stand-alone vision for continuous training and teacher capacity building. Efforts seeking this trajectory, such as the Ten-Year Program for the Development of Education (PRODEC), have not yielded the expected results and are still reliant on funding from international donors. This institutional and organizational bottleneck may be due to a lack of political courage compounded by financial constraints. The State opting to take charge of this specific issue of continuous teacher training on a strategic and operational level could then promote or strengthen the intervention of PTFs, in particular NGOs, in terms of support and complementarity.

Table 8: Proportion of trained teachers surveyed per district expressing their views on the effects of TPD programs on teaching practices

Districts	The effects of TPD programs on teaching practices			
	Flexibility	Efficiency	Gender sensitivity	Development of professional awareness
Bandiagara	43%	29%	86%	29%
Bankass	43%	57%	100%	100%
Baraouéli	11%	33%	100%	100%
Djenné	14%	43%	86%	71%
Douentza	38%	31%	54%	92%
Koro	50%	38%	88%	100%
Macina	40%	75%	30%	80%
Mopti	36%	9%	55%	91%
San	29%	14%	57%	57%
Ségou	22%	11%	100%	100%
Tominian	29%	29%	43%	86%
Total	33%	37%	67%	84%

Source: ISH survey 2023

An analysis of the table shows that TPD programs have had a positive effect on teaching practices. Indeed, 67% of teachers in the survey believe that TPD programs promote gender sensitivity, whereas 37% and 33% respectively think that they improve speed and flexibility in accomplishing tasks. In particular, teachers associate TPD with:



Source: ISH survey 2023

According to the results of the respondents (Figure 3), NGO intervention (44 %) is the first factor favorable to promoting TPD programs. Teachers' adherence to the continuous teacher training process (22 %) and improvement of the security situation (21 %) are also important conditions for the implementation of TPD activities. This trend is fairly close to that of discussions.

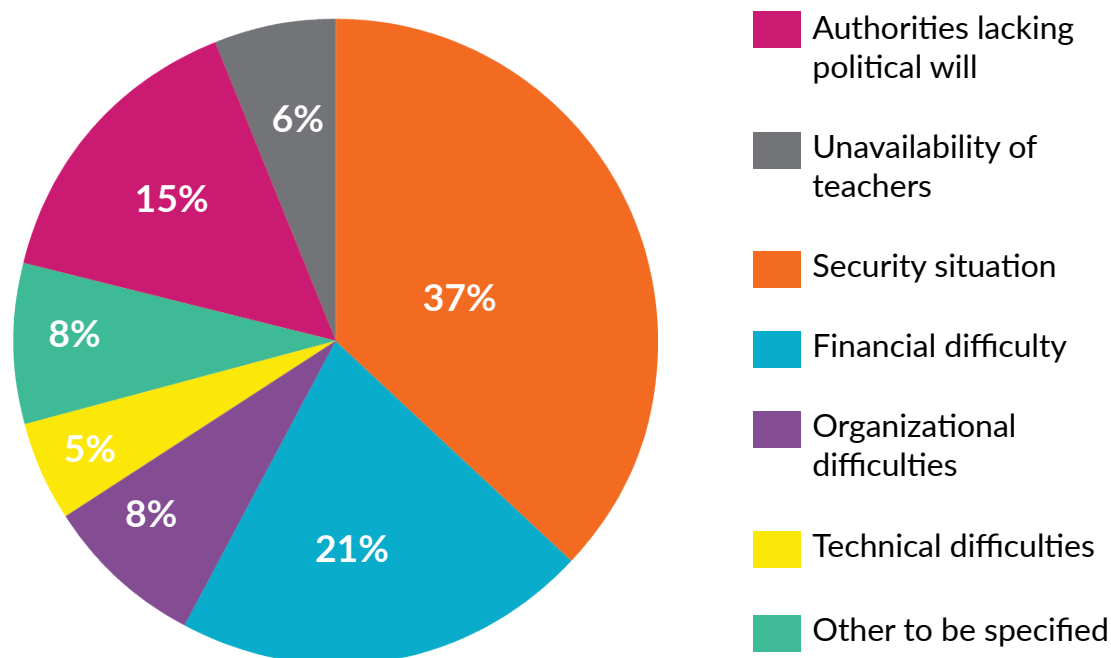
Teacher training on the psychosocial approach is one of the key activities in education in emergencies (UNICEF, 2013). In Burkina Faso, UNICEF (2013), reveals that psychosocial training causes a change in teacher behavior. Teachers say the training made them aware of the needs and attitudes of traumatized children, and equipped them with techniques to deal with them. For example, children find that their teachers are more attentive, and that the whip, a frequently used instrument of punishment, has disappeared from the teacher's repertoire. The distance learning project for Nigerian refugees in the Diffa region (Niger, 2015-2017) allowed 300 students to continue their training and sit the final exams for a ministry-recognized diploma in Niger.

3.7 Barriers - identifying specific bottlenecks that currently exist in TPD

Field research has identified diverse challenges that undermine the efforts of the Ministry of Education and its partners in teachers' professional development in the context of conflict in the Ségou and Mopti regions. The main barriers mentioned by the respondents are anxiety caused by insecurity, remoteness of schools, socio-cultural representations of gender, weak state resources and conflicts of competence between central services in education. This section presents and analyzes these different bottlenecks hindering the effective implementation of TPD.

3.7.1 The barriers encountered by the Ministry in the integration of the gender perspective into continuous teacher training

The majority of interviewees observed that there are barriers to TPD. These range from difficulties in communities understanding the gender perspective, to insecurity and the lack of state resources, to difficulties with actors, especially female teachers themselves.



Source: ISH survey 2023

According to this figure, insecurity (37%) is the main impediment to the implementation of TPD. It is followed by financial difficulties (21%) and lack of political will (15%). Also, a minority of teachers say that training periods often coincide with individual family concerns or social problems, hence their unavailability for some training.

Analysing the barriers in terms of how different population groups understand TPD, a male advisor from San points out that they result from reluctance coming from the community and the difficulty of making men grasp the gender perspective. The same conclusion was drawn by a senior female official from Bandiagara when she said: *"We haven't finished with the barriers yet and we do tend to overcome them, but the gender perspective is poorly understood by the community, especially the imams and the traditional chiefs. But with training and awareness-raising we will get there."*

Some participants tend to play down the barriers compared with the enablers on the question of the integration of the gender perspective into continuous teacher training. However, they are fewer in number. One male union member-teacher from Bandiagara explains: *"The CAP is better placed to answer this question."* Another, a senior male official from Douentza accounts for the absence of barriers by the fact that *"good fortune comes everyone's way."* And another, a male DNEN executive connects the absence of barriers to the setting up of the Teachers' Learning Community.

Barriers linked to the biases of specific system actors refers to certain the practices application of concerning the subjective criteria for the choice of participants in continuous teacher training sessions. In this To this point, sense, a male official from a municipality in Mopti judges says that "certain people are untouchable." The interference influence of kinship relations in the choice of participants in training sessions is expressed most clearly by a senior female official from Douentza, who states that *"barriers are felt in issues of kinship relations, and quotas and parities for training sessions."*

Moreover, the sparse representation of female teachers may be something than restrains the implementation of the gender perspective in continuous training, especially if their own decisions play into this. For example, members of a targeted NGO and a youth group in Douentza noticed that the female teachers were refusing to travel to the training venues, or else they had accepted their husbands' prohibition to go. This is how the status of women can also hinder the participation of female teachers in training, thereby contributing to the perpetuation of inequalities between themselves and their male counterparts. One senior male official from Bandiagara highlighted the paucity of female teachers in some schools.

Finally, in line with the above, female teachers could adopt a more conducive attitude and self-image, another factor mentioned as likely to impede the integration of the gender perspective into continuous teacher training. According to a senior male official from Djenné: *"Women underestimate themselves, they shy away from positions of responsibility."*

However, not all the women interviewed share this view. One senior female official from Mopti, says: *"Male and female teachers all practice the same profession. We can work in a school just like men, which is why women lead the same classes as men. I think that if we choose to undergo teacher training, one should assume that we (as female teachers) will take the same skills into the classroom as the male teachers. For me, it's not about women underestimating themselves, even if they do have social constraints. Also, is it not the case that women hold positions of responsibility in the field of education such as Head of Division (SCOFI), AE or CAP Training Officer, School Principal etc.?"*

Also on the subject of equal competence, a female SCOFI official in Ségou argues that sociocultural considerations often discriminate against women on the pretext that their domestic responsibilities make them less available. Indeed, she adds, *"I know some private schools that tend to avoid women when recruiting teaching staff, on the grounds that they are off work too much. When they are sick they are off work, when their kids are sick they are off work. Their spouses or in-laws would say the same."*

These findings put the thinking of Tounkara (2018) to the test, who holds that women's advancement may well be desired by the political powers-that-be, but there is a tricky leap to make from the theory to the practice because discrimination against women remains a fact difficult to deny.

With regard to the Teachers' Learning Community, respondents are unanimous in finding that it does take gender and conflict into consideration.

3.7.2

Bottlenecks or barriers related to the implementation of gender- and conflict-sensitive Teachers' Professional Development Plans

3.7.2.1 From insecurity to remoteness of schools

Field research on TPD has made it possible to identify a variety of factors constituting major barriers to the implementation of TPD in different regions. Our analysis of these factors highlights several points.

On the issue of the remoteness of schools, a male respondent from the San AE reassures us that geographical location should not be regarded as a barrier to continuous teacher training. He puts it in these terms: *"The location of schools has no direct influence on continuous training. Because national policy on this increasingly consists of embedding Teachers' Learning Communities in schools themselves. This means that schools have now all become centres prioritizing continuous teacher training under the leadership of school principals. So distance no longer has any bearing on continuous teacher training."* (San, interview 08/2023). This analysis is also shared by a DNEN official who believes that *"with the Teachers' Learning Communities the issue does not exist."*

In Ségou, this female interviewee adds more nuance to this point of view: *"During the training courses that I see or during the ones I take part in, when teachers working in remote areas are asked to come and do training without a per diem, they say that unless some financial support is forthcoming it's going to be very tricky, as the training centre is so far away."* (Ségou, interview 08/2023). Our observation is that the distance is no problem when financial support is offered. It's only a disadvantage when per diems are not part of the arrangement. So if insecurity really is a barrier, remoteness is less so because it only takes a financial incentive to overcome it. On the same theme, a senior male official from Ségou adds: *"Yes, the location of schools has a great effect on continuous training. Indeed, given the threat of jihadists who only tolerate Qu'ranic schools and the madrasas, the French school teachers in the areas under occupation are unable to participate in the training."* (Baraouéli, interview 08/2023).

Talking about the factors hindering the implementation of gender- and conflict-sensitive continuous teacher training, this male respondent singles out the conflict as the only real obstacle. He spells it out in this excerpt: *"What can slow down any activity is conflict. If all goes well, nothing can stand in the way of training. All we need is peace and calm conditions."* One female interviewee agrees, in the following testimony: *"Insecurity is a major problem for the participation of teachers in training. We even had two teachers who were on their way to the training centre when they were kidnapped by jihadists, then released a few days later. This risk has not gone away. One of our CAPs on the other side of the river has been closed for two years, as have the schools associated with this CAP because of the insecurity."* (Ségou, interview 08/2023).

In Bandiagara, a male respondent from the AE takes up this idea, saying: *"It is insecurity and anxiety that hinders the implementation of continuous teacher training."* This anxiety has also been flagged at the Mopti CAP as a factor preventing the participation of many teachers in training sessions. It's an observation echoed in the word of this San official who makes the point that conflict is the issue that thwarts educational objectives and affects the quality of learning, whether it's a conflict of competence between rival bodies in the education system, or else it's the threat felt by teachers in a village where they are unsafe.

With the current insecurity, no one is at peace. So it significantly affects continuous teacher training, insists one male official. Accordingly, the respondents almost unanimously acknowledged that the conflict is a hindrance to continuous teacher training. Tobie and Sangaré (2019) note that the security crisis in northern and central Mali has reduced the chances to pursue studies. The various services strive to maintain a presence in areas that are hard to access, with the result that the coverage of the national territory by its various services (education, health, security, justice, etc.) is not easy to guarantee.

In addition to insecurity, financial and logistical problems were also mentioned by respondents as factors that hamper the AEs from carrying out activities consistent with continuous teacher training. This is essentially the point made by this female respondent: *"Often we don't even have fuel where we are. Due to lack of resources, we are unable to travel to get to far-flung schools."*

3.7.2.2 Bottlenecks related to favoritism and non-functional schools

Beyond insecurity and financial difficulties, the non-functioning of schools has also been identified as a factor that impedes continuous teacher training. This is what stands out from this interview: *"The non-functioning of schools greatly holds back continuous teacher training. As long as the schools remain closed, it's going to be difficult to train teachers. The TLC is as much out of action as the schools, and it's not going to be training teachers. Teachers can't stay holed up where their lives are in danger."* (Ségou, interview 8/2023).

Unequal access to training sessions or favoritism in the selection of teachers for training was also raised during the interviews as another factor that obstructs the continuous teacher training. This observation is confirmed by this testimony: *"There is also the question of bias of some administrators because I see that during training, some teachers are preferred over others. For example, some teachers have been to gender training twice while others have not been at all. I don't know on what criteria the selection is made, but I have an intuition all the same. Women are victims of this."* (Barouéli, interview 8/2023). It should be noted, however, that this statement represents one of the rare complaints of favoritism. It does not reflect the general reality regarding selection criteria for participation in capacity building that are non-discriminatory.

3.7.2.3 Ongoing disputes over jurisdiction

It appears from the interviews that there is a multitude of texts governing continuous teacher training (e.g. a Continuous Training Policy document, a Continuous Training Framework Program and Continuous Training Management Manuals). What's more, the various national directorates are governed by texts defining the roles and responsibilities of each. According to one male respondent, the DNP is responsible for developing curricula and producing textbooks for schools, the DNEN is responsible for initial and continuous teacher training and the DNEF is responsible for the development, monitoring and implementation of the national education policy. Although continuous training is devolved exclusively, at least in theory, to the DNEN, it so happens that the DNP and the DNEF also have a stake in teacher training, thus creating a situation of overlap or power struggle that may rightly be described as a conflict of competence. The existence of this conflict is illustrated by this AE official from Ségou: *"In Ségou, the DNP is active in training reproductive health teachers as part of the ATWA project, whereas the DNEF trains teachers in SSAP."*

Regarding the conflicts of competence between the national directorates (DNP, DNEN, DNEF, etc.), some respondents think that it's a reality that is highly detrimental to TPD. As this respondent puts it: *"The conflict of competence is real on the ground. If I am not mistaken, each directorate has a specific role and sector. What we see nowadays is that several directorates are providing training, which shows there's a conflict of competence that must be sorted out."* A DNEN official issued the following comment: *"The DNEN is the only central service responsible for initial and continuous training for teachers, pre-school educators and special education educators. The interference of other national directorates in continuous teacher training creates an obstacle to teachers' professional development."* (Bamako, interview 9/2023).

These conflicts of competence between the different national directorates as well as the lack of priority given to TPD are perceived by most respondents as "barriers, huge barriers" to continuous teacher training.

However, not all of the respondents believe that the national directorates are treading on each others' toes, or believe that there's an impact on TPD. To illustrate, one male Academy official says that he doesn't notice any conflict because the roles are well demarcated. *"If an activity is planned, you are going to see a DNP official, a DNEN official and a DNEF official there. Personally, I think they complement each other much more than they contradict each other."* (San, interview 08/2023).

This stands to reason. The discussions refer to the existence in Mali a continuous training policy document, a continuous training framework program and continuous training management manuals at all levels - national, CAP and IFM. Then there is also the TLC Practical Guide. On the basis of this regime, there can be no conflict logically because the assignments of each are clearly spelled out. Nevertheless, no single one of these different directorates can possess all the skills necessary to train teachers at all times. So it is imperative that they collaborate with each other.

In all the localities concerned by this research, every respondent acknowledged that conflict is an impediment to continuous teacher training. This is the conviction of a San AE official who maintains that just as how conflict between education system players can prevent the achievement of educational objectives and affect the quality of training, so there is also an issue when conflict makes it unsafe for teachers in a village and they feel threatened. With the current insecurity, no one is at peace. So this significantly affects continuous teacher training. Indeed, according to a male NGO education official in Mopti, anyone trying to save their own skin is not going to care about training.



Conclusion and Recommendations

For several decades Mali has been experiencing a multifaceted and integrated crisis that has led to inter- and intra-community armed conflicts, giving rise to gaping holes in the social fabric and fuelling violent extremism. This crisis has been greatly exacerbated since 2012 by poor governance, unequal recourse to justice, etc. The Malian education system has been left in disarray as a consequence. Several ills (violence, dysfunction, discrimination, insufficient financial, human and material resources of quality, poor internal and external performance, etc.) are what characterize Malian schools.

The present research into TPD has given expression to the diverse opinions of state education actors, international partners, local elected officials and population groups regarding the opportunities and threats affecting the implementation of operational systems for strengthening the capacities of education actors in a security crisis context. We found that there are several factors (particularly safety and lack of funding) that are disrupting teaching at school, with negative repercussions such as poor academic performance, falling behind schedule and school dropout. The disruptions to academic years are much more acute in the districts of Bankass, Koro and Macina. The possible conflicts of competence between the different national directorates and also the location of schools (in remote areas) are perceived by most respondents as barriers to continuous teacher training.

We also noted that the Ministry of National Education and its partners have undertaken several initiatives concerning institutions, pedagogy and advocacy for the sake of gender and building the capacity of actors in the field. Indeed, 67% of teachers surveyed believe that TPD programs promote gender sensitivity, 37% think that they develop a sense of speed in the execution of tasks and 33% of flexibility in this. All these strategies are considered to be effective to a large extent because they contribute, among other things, to protection, retention in the classroom, and combatting child marriage of girls and violence against girls in school.

Insecurity, remoteness of schools, financial and logistical problems and favoritism in the selection of teachers for training sessions, as well as conflicts of competence between central bodies were identified as barriers to the teachers' professional development. The findings also show that non-formal schools are failing both to provide quality education and also meet the demand for education where schools are malfunctioning in areas under occupation. It's enough to throw into doubt the principle of inclusion in Mali. ICTs are identified as equal to the task of helping to ensure educational provision where classes are disrupted and schools cannot function. Alternative strategies have been developed

by the State and partner projects for taking care of students when regular schools have been closed down. Furthermore, support for CAPs and AEs by NGOs and other school partners (financial, logistical, pedagogical/didactic, psychosocial, monitoring, capacity building, support for gender and conflict specialists) were all perceived as opportunities for TPD.

As for the alternatives, it transpires that actors want to accelerate measures to integrate formal and non-formal education in order to help the schooling of many children in conflict zones.

The efforts made by the State and its partners have certainly borne fruit, but the security situation and the technical, material and financial conditions for the provision of the education service remain major concerns.

The evaluation resulted in a number of recommendations which include:

Recommendations	Responsible bodies	Supportive bodies
Complete an updated mapping of all state and NGO interventions in order to identify areas of conflict and risk as well as their needs in order to improve educational provision.	MEN AE CAP	MEN and NGOs should carry out this work in partnership
Carry out large-scale training on gender-inclusive pedagogy (GIP). The initial surveys revealed a very low awareness of this pedagogy. Apparently, a guide was written that passed technical and political validation, but it has hardly been put into effect.	MEN DNEN AE CAP	PTF NGO
Set up a monitoring and evaluation system for distance learning. Interviews have revealed that training sessions on the preparation and delivery of radio-based courses have been conducted with no component of monitoring or evaluation. Under these conditions, it would be interesting to see how a monitoring system could assess the teachers' adoption of this expertise, as well as its effect on the quality of learning.	MEN DNP AE CAP	PTF NGO
Raise awareness and train teachers in the appropriate use of social networks for educational purposes. Social networks are created but are being used for other activities.	MEN DNEN AE CAP	PTF NGO
Encourage greater integration between formal and non-formal education for the sake of greater inclusivity in areas under occupation (all voices are in favor). In this way, all of the following options can play a role in ensuring integration: the 'retrained Qu'ranic schools', the 'training of Qu'ranic teachers', the 'home schools' and the training of the volunteers who run them, and the experience of the centres that have succeeded in reintegrating 801 children in Tominian through the IMAGINE project.	MEN DNEN DNP AE CAP	PTF NGO

Inform, educate, raise awareness in communities of the gender perspective as part of a teachers' professional development program. The absence of an understanding of the gender perspective in communities is often mentioned in discussions as an aspect likely to hinder teachers' professional development. In order to achieve education for all, it is important that communities are aware of the challenges.	MEN DNEN DNP AE CAP	PTF NGO
Reinvigorate the TLCs and involve local elected officials in running them. Regional consultations showed that some local elected officials are unfamiliar with the Teachers' Learning Communities and others are indifferent. Those who are aware of them are not invested and believe that they belong to the State, the AE or CAP. During these consultations, a senior male official from Tominian was regretful that in two years they had not received one single visit from an elected mayor on the PACF. A male councillor in Bandiagara noted that the TLCs have been running out of momentum.	MEN AE CAP	PTF NGO
Initiate research that tackles other themes such as the care of children of Internally Displaced Persons. Field surveys have allowed us to observe the daily increase in the number of villages and students displaced to Bandiagara and Sévaré, with new implications for reception and care. Enquiries reveal that overwhelmed school authorities often won't accept these children, who then may settle into a real pattern of school avoidance. Under these conditions, it would be interesting for subsequent studies to try to understand the new realities that are being created by this occurrence in order to help prevent any risks arising.	MEN DNEN AE CAP	PTF NGO



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Appendix

INTERVIEW GUIDE FOR: MEN, central services, NGOs (Bamako)

We express our gratitude to you for agreeing to answer our questions. The purpose of this research is to understand and evaluate the strategies and means implemented by the Department of Education to strengthen the skills of teachers in order to provide quality education in a way that takes into consideration gender and conflict in Mali. It also aims to identify the needs for reform in education. The findings of this study will contribute to providing pertinent information that can enlighten program designers and decision-makers in the development of appropriate professional teacher training programs.

Neither your names nor those of your institutions will be associated with the research. If you have any doubts or questions about the research, feel free to call (+223) 76193742 or 76015105 or use the email address baba.mcoulibaly@gmail.com

General information

Region:
Municipality:
Organization:
Role of the interviewee:
Interviewer's last name and given name:
Date of interview:
Start time of the interview: / end time of the interview:

I. Identification and presentation of the organization

1.1. Can you describe the structure of your organization?

1.2.What are the objectives of your organization?

1.3 What activities are carried out in the name of TPD?

1

2

3

4

5

II. Effects of disruptions on the continuity of quality provision of education

- 2.1 What are the factors that disrupt the continuity of courses?
- 2.2 What are the effects of this disruption on the quality of education?
- 2.3 Do armed conflicts in our country have an effect on teacher capacity building?
- 2.4 Can you describe the Ministry's current approach to supporting teachers (formal and non-formal) in rural and remote areas?

III. Gender inequalities in the TPD program

- 3.1. What are the criteria for selecting teachers for continuous training?
- 3.2. Do male and female teachers have the same opportunities to participate in continuous training programs? Please give your reasons.

IV. MEN's efforts to integrate and mainstream gender considerations into its TPD programs

- 4.1. What are the MEN's initiatives for gender mainstreaming in schools (for both teachers and learners)? Do you think these strategies are effective? How do you know they are effective?
- 4.2. What concrete measures have been taken by the MEN towards embedding the gender perspective into initial and continuous teacher training? Do you think these measures are effective? How do you know they are effective?
- 4.3. What are the obstacles that the Ministry of Education encounters in the integration of the gender perspective into continuous teacher training?
- 4.4. In your opinion, do the Teachers' Learning Communities (TLCs) take gender and conflict into account?

V. Bottlenecks or organizational, social and behavioral barriers that prevent CAPs and AEs from implementing their gender- and conflict-sensitive Teachers' Professional Development Plan

- 5.1. Does the location of schools have a bearing on continuous teacher training?
- 5.2. What hinders the implementation of gender- and conflict-sensitive continuous teacher training?
- 5.3. Conflicts of competence between the different national directorates (DNP, DNEN, DNEB, etc.), the lack of priority given to teachers' professional development, the lack of educational resources in local languages - are these also impediments to TPD?
- 5.4. Is the conflict a hindrance to continuous teacher training?

V. Opportunities or catalysts (organizational, social and behavioral) that can help CAPs and AEs strengthen the provision of gender- and conflict-sensitive TPD

- 6.1 What are the strategies of CAPs and AEs to ensure the continuity of educational provision in the event of school disruptions and closures?
- 6.2 Do ICT, radio, telephone and television effectively deliver distance learning?
- 6.3 How does the Ministry support these approaches and assess their success?
- 6.4 Are teachers trained in the use of technologies (ICT, radio, television, telephone) for education?
- 6.5 How do NGOs and other partners contribute to supporting AEs and CAPs to provide a program which strengthens professional skills in a way that is sensitive to gender and the security crisis?

VI. Supporting role of non-formal schools (Qu'ranic schools, CED, CAFE, CAF) for educational continuity during school closures

- 7.1. Are non-formal schools able to meet the demand for education during the closure of regular schools in areas under occupation?
- 7.2. Do the curricula and teaching contents of these schools provide quality education (in line with universal teaching standards)?
- 7.3. Are new initiatives needed to promote integration between formal and non-formal education?
- 7.4. Does the Ministry currently support these approaches? Please give your reasons.



Questionnaire for teachers trained in TPD

CONSENT

Note to Facilitator: Please communicate to the candidate:

(a) The subject matter and objectives of this study; (b) How this research will be conducted; (c) The type of data collected and how this data is processed; (d) The recipients of this study; (e) The IMAGINE Consortium's General Regulation on Data Protection and the Rights of Individuals; and (f) The voluntary participation of stakeholders in this study.

Contact: Baba Coulibaly:

Coordinator and Supervisor, ISH: 76 45 55 76 / 66 74 43 50

I declare that I have been sufficiently informed about the study and have been given the opportunity to ask any questions that I deem necessary for my understanding. I consent to participate in the IMAGINE project study and understand the way in which the data relating to me is processed, as described in this information leaflet.	Code: 1 = Yes; 0 = No If CST=0 this is the end of the survey. [Please look for another person.]	__
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IDENTIFICATION

N	QUESTIONS	RESPONSE MODALITIES	RESPONSES
Q1	Q_1_Learner code		
Q2	Q_2_Gender	1_ Male 2_ Female	/ _ _ _/
Q3	Q_3_Age		
Q4	Q_4_Marital status	1. Single, 2. Married, 3. Separated, 4. Divorced, 5. Widowed	
Q5	Q_5_Qualification level of respondent (most recent diploma obtained)	1. Basic first cycle, 2. Basic second cycle, 3. Secondary, 4. Higher	
Q6	Q_6_Professional diploma for teaching purposes	1. None, 2. IPEG/ IFM, 3. ENSEC/IFM, 4. ENSUP, 5. SARPE: 03 months...../06 months..... Other to be specified.....	
Q7	Q_7_If you are happy to, can you tell me your social background?	1. Bambara, 2. Bella, 3. Bozos, 4. Dogon, 5. Malinke, 6. Peulh, 7. Senoufo, 8. Songhai, 9. Soninke, 10. Touareg, 11. Other: to be specified Prefers not to answer _____	
Q8	Q_8_ Region	1_ Ségou 2.Mopti	
Q9	Q_9_ District	1. Barouéli 2. Macina 3. Ségou 4. Tominian 5. San 6. Bandiagara 7. Bankass 8. Koro 9. Djenne 10. Douentza 11. Mopti 12. Tenekou	

Q10	Q_10_Municipality	1. BARAOUELI, 2. KONOBOUGOU, 3. SANANDO, 4. KOLONGO, 5. MARKALA, 6. SALOBA, 7. SANA, 8. DOUGABOUGOU, 9. KATIENA, 10. Fangasso, 11. Koula, 12. Sanekuy, 13. Timissa, 14. Tominian, 15. Yasso, 16. Lanfiala, 17. Benena, 18. Diora, 19. Mandiakuy, 20. Manfoune, 21. Ouan, 22. Baramandougou, 23. Fio, 24. Tene, 25. Teneni, 26. DANDOLY, 27. DOUROU, 28. KENDIE, 29. SANGHA, 30. SOROLY, 31. WADOUBA, 32. Diallassagou, 33. KOULOGON-HABE, 34. LESSAGOU-HABE, 35. SOUBALA, 36. Tori, 37. DOUGOUTENE I, 38. DOUGOUTENE II, 39. KOPORONA, 40. KOPORO PEN, 41. KORO, 42. PEL MAOUEDE, 43. YODIOU, 44. Dandougou Fakala, 45. Derrary, 46. Djenne, 47. Fakala, 48. Femaye, 49. Kewa, 50. Madiama, 51. Nema, 52. Badenya Kafo, 53. Niansanarie, 54. Ouro Ali, 55. Pondori, 56. Dianwely, 57. Douentza, 58. Koubewel Koudia, 59. Tedjè, 60. Fatoma, 61. Konna, 62. Mopti, 63. Sio, 64. Socoura, 65. Diafarabe, 66. Diaka, 67. Diondiori, 68. Sougoulbé, 69. Tenenkou	
Q11	Q11_Training venue	/ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _	
Q12	Q12_Type of learner	Municipal Facilitator	/ _ _ _ /

Disruptions to academic years, teachers' professional development and continuity of quality educational provision

	QUESTIONS	RESPONSE MODALITIES	RESPONSES	Points
	Disruptions to school yeargroups			
1	Are courses running in your institution? If yes= 1 go to question 5	1. Yes 2. No	/ _ _ / / _ _ /	1
2	If no (1): What are the factors that disrupt the continuity of courses?	1. Teachers' strikes 2. Students' strikes 3. Political crises 4. Insecurity related to terrorists 5. Insecurity related to inter-community conflicts 6. Other to be specified:	/ _ _ /	
3	How many disruptions have you had at your current school this school year?	1. 1-2 2. 3-4 3. 5-6 4. 7-8 5. 9-10 6. 10+	/ _ _ / / _ _ / / _ _ /	
4	What has been the effect of the disruptions on the continuity of education?	1. School dropout 2. Level drop 3. Exposure of children to terrorists 4. Teaching program depletion issues 5. School administration issues 6. Other to be specified:	/ _ _ / / _ _ / / _ _ / / _ _ /	
	Teachers' professional development			
5	Have you benefited from a TPD (capacity building) program in your area?	1. Yes 2. No	/ _ _ / / _ _ / / _ _ /	
6	If yes, which organizations were behind this program?	1. 2. 3.		

7	When was this TPD support provided?	1. Over the last six months? 2. In the past year? 3. Over the last couple of years 4. Other: to be specified	/ _ _ / / _ _ /	
8	Are current TPD (competency building) programs effective?	1. Yes 2. No - give your reasons:	/ _ _ /	
9	What is the effect of TPD programs on your teaching practice?	1. Flexibility 2. Rapidity 3. Gender sensitivity 4. Development of professional awareness 5. Other: to be specified:	/ _ _ / / _ _ / / _ _ / / _ _ /	
10	What are the barriers to implementing TPD activities in your area?	1. Lack of political will of the authorities 2. Unavailability of teachers 3. Security situation 4. Financial difficulties 5. Organizational difficulties 6. Technical difficulties 7. Other to be specified: give your reasons:	/ _ _ / / _ _ / / _ _ / / _ _ /	
11	What are the factors that contribute to or are favorable to the implementation of TPD programs?	1. State Intervention 2. NGO intervention 3. Teacher availability 4. Improved security situation 5. Financial assistance 6. Other to be specified: Please give your reasons.	/ _ _ / / _ _ / / _ _ / / _ _ /	

12	Do you receive visits from inspectors (AE and CAP) and what support do they provide to you?	1. Yes 2. No Please give your reasons.	/ _ _ / / _ _ / / _ _ /	
13	In your locality, how do you assess the effect of the Consortium's TPD programs (Plan Inter, WV, SCI)?	1. Effective 2. Very effective 3. Ineffective 4. Very ineffective 5. I don't know How do you know they have been effective/ ineffective?:.....	/ _ _ /	
	Teacher's Professional Development and Gender			
14	What is the number of female teachers in your school from 2013 to the present?	2013-2015 : ... 2016-2018 : ... 2019-2021 : ... 2022-2023 : ...	Number: / _ _ / / _ _ / / _ _ /	
15	Do female teachers receive the same treatment as their male colleagues in TPD programs in your area?	1. Yes 2. No	/ _ _ /	
16	If not, why?			
17	Does the location of schools (areas prone or not to flooding) prevent CAPs and AEs from being able to implement a gender- and conflict-sensitive' Teachers' Professional Development Plan?	1. Yes 2. No How?	/ _ _ /	

- An example of informed consent
- An example of research authorization for mayors, village chiefs

Informed, Voluntary and Free Consent Form for Participant

Study Title: 'Supporting Teachers' Professional Development in Contexts of Conflict: Understanding Barriers and Opportunities.'

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Associate Researchers:

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- Dr. Fatoumata DEMBELE, Teacher-Researcher, ULSHB
- Dr. Boubacar SANOGO, Teacher-Researcher, ULSHB
- Ms Bintou KONE, Research Associate, ISH

Sponsor: Institute of Human Sciences (ISH), SOTUBA-ACI email: ishumaines@msn.com

Tel: 20 70 53 51

Sponsor: Global Affairs Canada, "Improving Inclusive Education for Adolescent Girls" Project (IMAGINE) from the consortium of Plan Canada, Save the Children Canada and World Vision Canada.

Locations: The research will be carried out in the project's intervention areas, which are the regions of Ségou and Mopti (in accordance with the old administrative division). The scope of the investigations will extend to twelve districts. These are: Koro, Bankass, Badiagara, Tominian, San, Djenné, Douentza, Mopti, Tenenkou, Barouéli, Macina, Ségou. The research will assist decision-makers by shedding light on the issue of TPD in the context of a security crisis.

Participant Name: (confidential)

Identification No.:

1. I hereby certify that I have fully understood the research protocol after having been clearly informed by the Researcher through the general project information sheet.
2. I hereby certify that I freely and voluntarily adhere to the implementation of the protocol.
3. I have understood that I am free to accept or refuse, without prejudice to my rights.
4. I hereby agree to be photographed for illustration purposes as part of the research.
5. I have an opportunity to withdraw whenever I want.

Contact persons:

First and LAST NAME of the Lead Researcher (Project Coordinator),

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.....
Fingerprint or signature of parents

.....
Date

.....
Researcher's signature

.....
Date

Director General of the Institute of Human Sciences

Bamako, 21 August 2023

No._____/MESRS-ISH

To

Dear Mr Mayor/Madam Mayoress of the municipality of
.....

Subject: Permission to carry out research in your community

Dear Sir/Madam,

I hereby request your kind authorization for the conduct of research in your municipality, as well as for the participation of teachers and students. The research consists of identifying the current capacities of MEN (board, National Directorates, Teaching Academies (AEs), Educational Facilitation Centres (CAPs) and school managers) to offer flexible, gender- and conflict-sensitive education, with a particular focus on teachers' professional development (TPD).

I thank you in advance for your generous commitment towards achieving the project's objectives.

If you agree that your municipality may participate in this study, we kindly request that you sign by hand or digitally at the bottom of this page.

Signature of Researcher

Signature of Mayor/Mayoress

Date :

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80

