

Gender and Access Barriers to Education: The Case of Women and Girls in Senegal

A Thesis

Presented to the Faculty of the Graduate School

of Cornell University

In Partial Fulfillment of the Requirements of the Degree of

Master of Professional Studies in Global Development

By

Mame Diara Ndiaye

August 2021

© 2021 Mame Diara Ndiaye

ABSTRACT

The United Nations, as a global call to action, adopted the Sustainable Development Goals (SDGs) in 2015, in part, to ensure that all people have access to basic human rights. One of those indicators of human rights was identified as having access to quality education. While keeping in mind the 2030 deadline, we now have nine years left to achieve the United Nations SDGs. Recent evidence indicates that the gap in gender inequality is widening globally, despite the progress registered in some countries. Therefore, there is a high probability of failing to achieve the goals of the SDGs on education, namely SDG 4, which aims to *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* as well as SDG 5, which focuses on *gender equality*. In developing nations, such as Senegal, the education sector continues to be affected by gender inequality. I hypothesize that there are socio-economic, cultural, and institutional factors that contain the most important determinants of the deep-rooted access barriers to quality education for women and girls in Senegal. The aim of this study is to identify these access barriers and interventions implemented to address this issue. In addition, this study will provide recommendations on interventions and policies needed to effectively contribute to getting closer to attaining SGD 4, regarding access to quality education for female youth (African Union, 2019).

BIOGRAPHICAL SKETCH OF AUTHOR

Mame Ndiaye was born and raised in New York City, New York. Before attending Cornell University, she studied at Tompkins Cortland Community College after high school. She received her associate degree in criminal justice in 2015, and later graduated from the State University of New York at Cortland with a Bachelor of Arts in Criminology, in 2017. During her undergraduate years, Mame's research interests included war crimes. After an informative trip to Cambodia in 2016, she focused on how the Cambodian genocide carried out by the Khmer Rouge affected their education system. Throughout her career, she has worked at multiple law firms where she pursued her interest in Development Policy.

Although Ndiaye was born in the United States of America, every year she would spend several months in Senegal, where her parents are from. Mame and her sisters are the first generation in her family born outside of Senegal, which is why her mother felt it was important for her to remain connected to her culture, resulting in her frequent stays in Senegal, starting from the age of five. She lived in the U.S.A. during the academic year and then she relocated to Senegal until the commencement of the next school year. Having spent approximately half of her life in America and the other half in Senegal, she was exposed to the hardships that Senegalese women and girls face. This gave her the awareness and inspiration to pursue her interest in social issues such as gender inequalities, development policy and education reform. Due to her interest in barriers to women's access to education, she enrolled at Cornell University in August 2018, in the field of Global Development. Mame is an advocate for higher education and wants to help improve the access to education for women and girls in developing countries

DEDICATION

Praise be to God, for guiding me throughout this journey and shining light on my purpose.

Dedicated to my mother, Dial Mboup, who continues to teach and inspire me to be better than the person I was yesterday. Dedicated to my sisters, Ndeye Ndiaye and Adji Ndiaye, who remind me of my goals and intentions when I am faced with challenges.

Alhamdulillah!

ACKNOWLEDGMENTS

I would like to thank my Advisor, Professor N'Dri Thérèse Assié-Lumumba, for her guidance with my research. Professor Assié-Lumumba served as a positive role model for me at Cornell University. It is inspiring to see a fellow African woman advocating for higher education and advising emerging scholars. I believe that it is extremely important for students to have relatable positive role models in academic spaces, and Professor Assié-Lumumba has served in that role and beyond. I am grateful to Professor Jeffrey Perry, who has dedicated his time to providing valuable input in this research and assisting in my professional development. Professor Perry's ability to offer academic support and genuine concern for my well-being is an element that I do not take for granted. As a first-generation graduate student at an Ivy league, the road was challenging at times. However, the valuable advice, plentiful experience and knowledge, and patience from Professors Assié-Lumumba and Perry served as a source of encouragement throughout my academic career at Cornell University. I am grateful to the IP-CALS department for equipping me with knowledge and skills that I will be able to implement throughout my academic and professional careers.

I would like to thank Professor Susan Cerretani and her husband Dan Cerretani. I met Professor Cerretani, on my first day at a previous community college. She was my assigned academic advisor during freshman year. At the time, I was a first-year college student with a mindset eager to learn and succeed. However, it is easy to become misguided during those fragile academic years as a new student, without appropriate guidance. Professor Cerretani served as more than a professor and advisor. Her ability to relate to students from diverse backgrounds, motivate them to achieve their goals and aid through difficulties and challenges faced by students is what makes her amazing. As a student, she met me where I was at and not

where she wanted me to be. It is a humbling experience to have someone who believes in you, when you have moments of doubt within yourself. Thank you, for opening up your home and family to me. After nearly eight years of knowing Susan and Dan, I can honestly say that I would not be where I am today if it wasn't for both of their support and love!

I am extremely grateful to my family and friends who have provided support over the years. I am guarded by the countless prayers and motivational conversations we have. A tree is only as deep as its roots, and you all have served as my foundation! In particular, I would like to acknowledge my youngest sister, Adjii Ndiaye. Oftentimes, she will remind me how much I inspired her to go to school and pursue her dreams. In fact, she is my inspiration by motivating me each day to stay focused. I turn to Adjii for advice related to business ventures, academic, personal, and career aspirations. As a result, I am now beginning to understand the benefit of being a first generation student, and that is because the generation that comes after you will be more equipped and knowledgeable to advance in this world. To my mother, Dial Mboup, who gave up her educational goals to migrate to America with the sole purpose of providing your children with better access to professional and academic opportunities, I am grateful. She has sacrificed much for us to pursue our goals, and I cannot think of a way to repay you for your benevolent investment in my future. I just hope that this milestone serves as a source of happiness for you. Thank you for being there for me, we did it!

TABLE OF CONTENTS

Abstract.....	iii
Author’s Biographical Sketch.....	iv
Dedication.....	v
Acknowledgments.....	vi
List of Figures.....	x
List of Abbreviations.....	xi
Chapter 1: Introduction.....	1
1.1: Socio-Geographic and Brief Historical Background of Senegal.....	3
1.2: <i>Gender Analysis of Senegal</i>	5
1.3: Origin and Contemporary State of Education in Senegal.....	7
1.4: Relevance and Significance of the Study.....	8
1.5: Research Questions and Methodology.....	10
1.6: Conceptual and Theoretical Framework.....	11
Chapter 2: Colonial Legacy and Issues of Unequal Educational Opportunity in Contemporary Education.....	13
2.1: French Colonial Policy and Its Enduring Influence.....	13
2.2: Senegal’s Response to the Colonial Influence.....	15
Chapter 3: Critical Review of Impeding Factors in Selected Studies.....	18
3.1: Socioeconomic Factors.....	19
3.2: Institutional Factors.....	22
3.3: Cultural Factors.....	31
3.4: Previous and Current Interventions.....	36

Chapter 4: Discussion of Key Findings and Concluding Reflections.....	60
4.1: Discussion of Key Findings	60
4.2: Recommendations and Conclusion for Education, Research and Policy.....	65
References.....	68

List of Figures

Figure 1 Political map of Senegal showing 14 administrative regions.....	4
Figure 2 Population Pyramid for Senegal in 2021.....	5
Figure 3:Wage and unpaid family employment as a proportion of total employment, 20–24 age group, by level of education attainment.....	21
Figure 4: Global and Regional School Hygiene Coverage in 2016.....	24
Figure 5:Menstrual Resource Management Materials Used.....	26
Figure 6:United Nations Millennium Development Goals.....	42
Figure 7:Gender parity index for gross enrolment ratios in primary, secondary and tertiary education in developing regions, 1990, 2000 and 2015.....	43
Figure 8: Sustainable Development Goals.....	44

List of Abbreviations

AI	Academy Inspections
AOF	Afrique Occidentale Française
ARED	Associates in Research & Education for Development
AU	African Union
AU/CIEFFA	African Union's-International Center for Girls and Women's Education in Africa
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CSW	Commission on the Status of Women
CNRE	National Center for Educational Resources
DEE	Directorate of Basic Education
DEEG	Directorate for Equity and Gender Equality
DALN	Directorate of Literacy and National Languages
DPRE	Directorate of Planning and Reform of Education
DFC	Directorate of Training and Communication
ECOSOC	Economic and Social Council
EFA	Education for All
FGM	Female genital mutilation
FGM/C	Female Genital Mutilation/Cutting
FGC	Female Genital Cutting
ICT	Information and Communications Technology
INEADE	National Institute of Research and Action for the Development of Education
INSTRAW	International Research and Training Institute for the Advancement of Women
MDGs	Millennium Development Goals
MOH	Ministry of Health
MOWFC	Ministry of Women, Family, and Children
NGO	Non-Governmental Organization
PAJEF	Projet d'Alphabétisation des Jeunes Filles et Jeunes Femmes avec les Technologies de l'Information
PAU	Pan African University
PAQUET	Program for the Improvement of Quality, Equity and Transparency (Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence)
SDG	Sustainable Development Goal
SNEEG	Stratégie Nationale pour l'Équité et l'Égalité de Genre (National Gender Equity and Equality Strategy),
UN	United Nations
UNDP	United Nations Development Program
UNIFEM	United Nations Development Fund for Women
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
WASH	Water, Sanitation, and Hygiene
WHO	World Health Organization

Chapter 1

Introduction

Education is recognized as a motivator of equality. It is argued that being able to reduce inequality in education, encourages economic growth. Which can be done through the enhancement of human, physical, and social capital (Gylfason and Zoega, 2003). Equality in general, starting with educational opportunity, is important to one's livelihood due to the impact it can have on one's health and mental state. Wilkinson and Pickett (2010) highlight the experiences of inequality in societies which can lead to deteriorating health and social issues. Additionally, proving that limited education can further increase the probability of women being subjected to gender-based violence, such as Female Genital Mutilation/Cutting (FGM/C) (Kandala & Shell-Duncan, 2019). Furthermore, women participate in society as a better parent, employee, and citizen when they are educated. (UNICEF, n.d.). Evidence indicates that the education of women has a direct impact on economic development, social improvement, and better governance of a country. Monetary gain over a lifetime (Psacharopoulos & Patrinos, 2002), increased GDP growth (Chaaban & Cunningham, 2011), and increased distribution of earnings in societies (Hanushek, 2008) are all indicators of economic growth.

The Human Capital theory explains why society is set up in a way that for students to succeed in a professional career there needs to be a certain level of education and training attained. This is important because students and employers have an assumption that there will be jobs designated to each level of education. For example, managerial and CEO positions are designated for those who completed higher levels of education such as a master's degree or PhD. Critiques of the Human Capital Theory include the assumptions that are embedded in it. Tarique

acknowledges the proposition that training is an investment from which organizations and individuals expect a return (Tarique, 2013). Regarding educational opportunities, the assumption is that when students invest in their career there will be jobs that correspond to their qualifications available upon completion of their academic requirements. Based on the rate of educated individuals who are unemployed, in Senegal for instance, it can be concluded that jobs are not guaranteed to educated individuals. Ndulo and Assie-lumumba highlight the importance of increasing investment into Africa's education and human capital, simultaneously. Drawing attention to the African Economic Outlook report by the African Development Bank (AfDB), which observed that although African countries were increasing their human development levels to medium and high; there was still a significant number of countries where income inequality was increasing, and educational and health indicators were worsening. Ndulo and Assie-Lumumba highlight that as human capital is necessary for Africa's contribution to the world economy, the role of education cannot be dismissed. They further state that "the role of education in reducing and eventually eradicating poverty, increasing economic competitiveness, and securing peace and stability cannot be over emphasized" (Muna B. Ndulo & N'Dri T. Assié-Lumumba, 2020, p.4).

Education can have a lasting effect on the improvement of gender roles in societies. For example, educated women are commonly involved in family decisions, when compared to counterparts (Levine et al., 2008). They have been reported to be more likely to send their children to school in higher rates, especially their daughters (Birdsall et al., 2005). A survey of 100 countries concluded that educating girls prepared them to participate in civic life, which is considered a key component of improved governance (Levine et al., 2008). Consequently, without education women are not able to participate in the development of their country.

1.1: Socio-Geographic and Brief Historical Background of Senegal

Senegal is a West African country located in the sub-Saharan region of Africa. It is bordered by neighboring countries: Mauritania, Mali, Guinea, Guinea-Bissau, surrounds The Gambia and has an opening on the Atlantic Ocean. Currently, it is divided into 14 administrative regions. These regions are Dakar, Diourbel, Fatick, Kaffrine, Kaolack, Kédougou, Kolda, Louga, Matam, Saint-Louis, Sédhiou, Tambacounda, Thiès, and Ziguinchor. Senegal was colonized by France. Along with other colonies under French colonial administration, it acquired its independence in 1960. Dakar, the capital of Senegal, was also the capital of French West Africa (AOF-Afrique Occidentale Française) that comprised the other French colonies in the region including French Sudan (current Mali), which together with Senegal formed an alliance called “the Mali Federation.” Under this federation (which was later dissolved) Senegal was able to seek independence from the French Administration then. To date, Senegal has had four presidents Léopold Sédar Senghor, Abdou Diouf, Abdoulaye Wade, and current President Macky Sall.

Senegal has a total area of 196,722 square km paired with a population of 15 million in 2018. Approximately 70% of the population is rural. There are multiple ethnic groups within Senegal’s society with the predominant one being the Wolof at 37.1 percent. The others are the following: Pular (26.2%), Serer (17 %), Mandinka (5.6 %), Jola (4.5 %), Soninke (1.4%), and others including those of Lebanese and European descent (8.3%). The official language is French, although there are other languages commonly used such as Wolof which is the national lingua franca, Pular, Jola, Mandinka, Serer, and Soninke. The predominant religion in Senegal is Islam. More than 95 percent of Senegal are practicing Muslims. The remaining are Christians, with a majority as Roman Catholics (CIA, 2021).

Figure 1

Political map of Senegal showing 14 administrative regions.

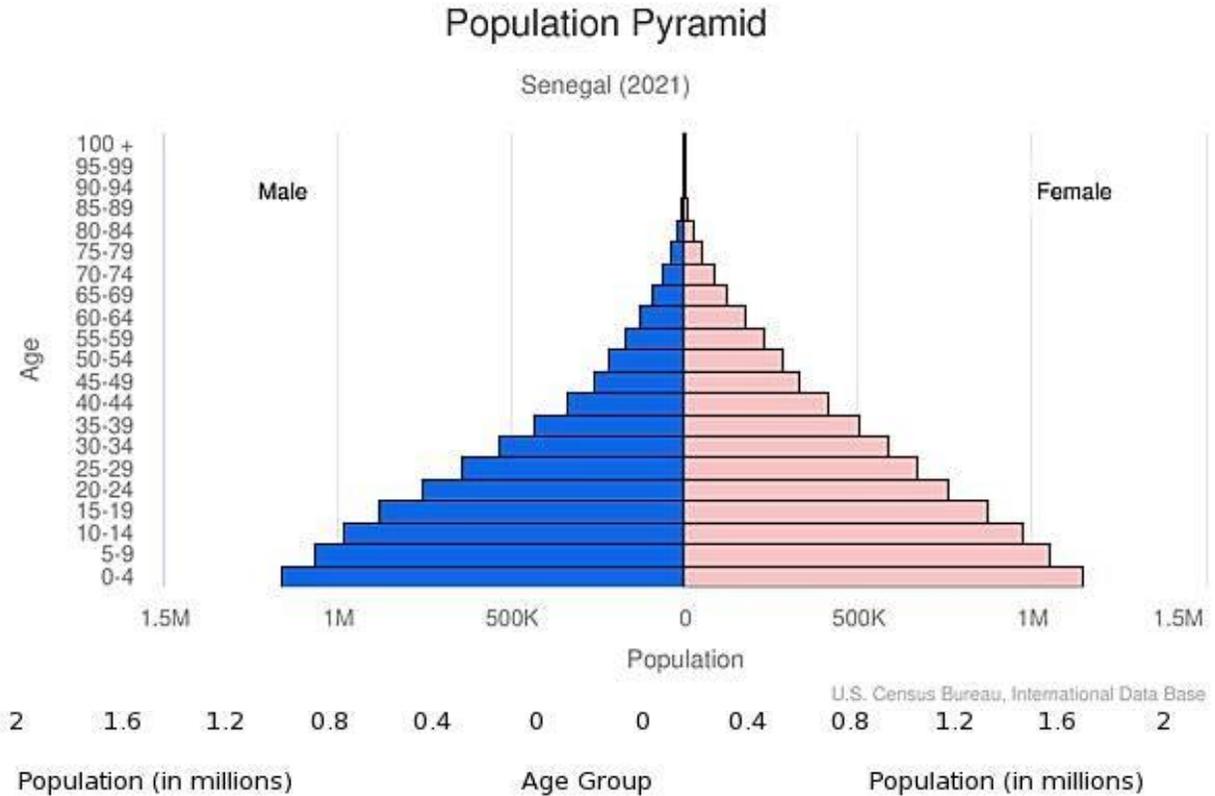


Source. WorldAtlas. (2021). *Regions of Senegal* [Image]. Retrieved from <https://www.worldatlas.com/maps/senegal>. Public Domain.

The Figure below shows the age structure of individuals in Senegal. Children between the age of zero to fourteen form approximately 40 percent of the population with the following approximate distribution of the other age groups as: 15-24 (20 %), 25-54 (31%), 55-64 (4.0 %), and 65 and older (3%) of the population (CIA, 2021). These figures indicate that a large proportion of the population is composed of the youth and that the sex ratios are relatively equal.

Figure 2

Population Pyramid for Senegal in 2021



Source: Central Intelligence Agency. (2021). *Population pyramid: Senegal 2021*[Image]. Retrieved from <https://www.cia.gov/the-world-factbook/countries/senegal/images/507ee5e4-c389-539e-aa99-b6c5fbac6b02> . Public Domain.

1.2: Gender Analysis of Senegal

Senegal has gender gaps and differences in sectors related to health, economic growth, governance, and education. Gender gaps in democracy, human rights, and governance are widening, despite some recent gains in the National Assembly (highest legislative body) due to women’s decision to form female coalitions and mutual support regardless of political affiliations, ranking 11th internationally, with 41.6% in 2019.

There are previous policy interventions such as the implementation of Direction de l'Équité et de l'Égalité de Genre (Directorate of Equity and Gender Equality, DEEG). DEEG works within the Ministry of Women, Family, and Children (MOWFC) and is the main governmental entity dedicated to highlighting the awareness of gender inclusive sectors, such ministries, NGOs, and the private sector. The DEEG is accountable for the SNEEG, known as (National Gender Equity and Equality Strategy), which aims to integrate gender equity in all sectors. In the political sphere in general, women remain severely underrepresented in the leadership and management of the public sector (USAID, 2017).

Economic opportunities are limited for women and girls in Senegal. The economy is controlled by cultural practices and outlined by gender roles. Women commonly provide all formal domestic help in Senegal. Agriculture accounts for 60% of Senegal's labor force and women only manage 16 percent of farms. However, they remain a major unpaid labor force for family farms. In addition, in terms of land ownership, only 6 percent of land under cultivation is controlled by women. Access to land is limited based on unfair inheritance laws that continue. Most ethnic groups do not allow for women to inherit property. A man's status, as head of household, affords him the privilege of land ownership, even if the rightful inheritor is the woman (USAID, 2017).

Senegal's highest gender disparity rate is in the health sector. Despite the major progress in Millennium Development Goals (MDGs) and The Sustainable Development Goals (SDGs), Senegal ranked 26 out of 36 for reproductive, maternal, newborn, and child health coverage in 2005 to 2013 (USAID, 2017, p.22). Although statistical evidence is limited, sources agree that a common social practice that harms women's and girls' health, well-being, and dignity is female genital cutting. In addition, leadership within the Ministry of Health (MOH) is predominantly

male. This imbalance contributes to a working environment that is insensitive to women (USAID, 2017).

In the education sector, sociocultural barriers contribute to lower educational outcomes for girls and women. Seventy-two percent of teenage pregnancies occur before the age of 17 and 28 percent happen within the final two years of high school. As a result, 54 percent of new mothers drop out of school. Girls experience sexual assault, attempted rapes, and rape which limits their educational attainment. Recent UNESCO reports indicate gross enrollment for girls is relatively low compared to boys in Senegal (USAID, 2017).

1.3 Origin and Contemporary State of Education in Senegal

Senegal's Education System

Senegal's education system is strongly influenced by the French education system. Similar to the French, there is pre-school, primary, and a two-part secondary schooling phase. Primary school is referred to as enseignement élémentaire. It has an official entry age of six. Primary school has six grades, starting from grade one to grade six, ideally students enter at the age of six and move on to the next phase by the age of twelve. The next phase is secondary school and is divided into two cycles: lower secondary and upper secondary. Lower secondary has an approximate time of four years of completion and upper secondary has a completion time of three years with the final diploma of Baccalauréat, which is a pre-requisite for admission to the university. Ideally, students begin secondary school between the ages of twelve and thirteen and end at eighteen years old (EPDC, 2018).

Clasby (2012) points out that while Senegal emphasizes the importance of education, their education system is weakening. Results indicating that test scores in math and French have declined in primary schools. Enrollment in school have a wide range, starting from 93% of school age children in urban areas to as low as 10% in some rural areas. Primary school education presented high dropout rates, with a gross enrollment rate of 90% and a completion rate of approximately 50 percent. The children who remain in school are faced with continued barriers such as teacher qualification and learning quality. Teachers are hired quickly to fill the gap of teacher absenteeism, and then are promoted to permanent positions. This process does not allow for the hiring of properly trained professionals teaching in the education system, and allows for teachers with little to no training to lead classrooms (Clasby, 2012).

1.4: Relevance and Significance of Study

There are various factors which are known to have a relationship with barriers to education (race, sex, language, or religion) highlighted by the United Nations, sex or gender is the only one that is unavoidable. Assié-Lumumba articulates the importance of gender equality since gender is the only factor that is inevitable across the globe. This is compared to factors such as rural-urban divide, area of birth, social class, race, ethnicity, and religion (Assié-Lumumba, 2018). Therefore, sex/gender is the significant factor because it is the one that unavoidably a part of society.

There has been a substantial focus on the development of female schooling for decades, improvement was made with the number of out of school children globally, decreasing to 57 million in 2015, compared to the 100 million documented in the year 2000. In addition, the ratio of girls to boys has increased drastically from 74 girls to every 100 boys in 1990 to 103 girls for every 100 boys in 2015 (United Nations, 2015). African countries made tremendous

transformations during this time. The United Nations highlighted “sub-Saharan Africa has made the greatest progress in primary school enrollment among all developing regions. Its enrollment rate grew from 52 per cent in 1990 to 78 per cent in 2012. In absolute numbers the region’s enrollment more than doubled over this period, from 62 million children to 149 million” (United Nations, 2015, p. 25).

Sub-Saharan Africa made major improvements. Nevertheless, with nine more years left to attain the SGDs, recent evidence indicates that the progress is slow and the 2030 deadline for the Sustainable Development Goals might not be achievable (Adebayo, 2019; UNESCO, 2019). United Nations Reports that 1 out of 5 children globally, are of school age, are not attending school (United Nations, 2019). Furthermore, 781 million people above the age of 14 years old are illiterate, and two thirds of them are women (United Nations, 2015b). “Girls still face barriers to education in most regions, particularly in Central Asia, Northern Africa and Western Asia, and sub-Saharan Africa. In those regions, girls of every age are more likely to be excluded from education than boys”(United Nation, 2019, p. 31). According to Assié-Lumumba, the under representation of women and girls is the common characteristic that many schools in African societies share (Assié-Lumumba, 1993, p.26).

Basic indicators of quality education are generally lacking in sub-Saharan African countries. More than half of schools in sub-Saharan Africa are needing electricity, basic drinking water, internet, trained teachers, and various other elements that are associated with quality education and contribute to the access barriers to education for women and girls (United Nation, 2019). In theory, an improvement in these quality indicators could play a significant role in decreasing access barriers for women and girls in sub-Saharan African countries.

1.5: Research Questions and Methodology

The aim of the study was to explore barriers associated with access to quality education in Senegal and provide suggestions on avenues for future improvements. This research takes advantage of previous literature, publications, and other forms of reporting to provide an assessment of access barriers encountered by women and girls in Senegal. This study examines three questions:

- 1) What are the perceived and actual barriers for women and girls to access education in sub-Saharan Africa, particularly in Senegal?
- 2) What are the interventions proposed or used to increase gender equality in sub-Saharan Africa in general and specifically in Senegal?

This literature review employed an examination of the current literature describing gender equality in education in Senegal. A scoping review method was used for this literature review (Lau & Kuziemy, 2017) . A comprehensive search strategy, using controlled vocabulary and keyword terms related to gender equality in education in Senegal, was conducted in relevant databases, literature sources, World Bank and UNESCO databases. The synthesis included quantitative reviews and qualitative analysis using thematic analysis (Braun & Clarke, 2021). Through this process a summary of the current state of evidence around gender equality in education in Senegal was produced. The initial research project entailed empirical data. However, I was unable to gather all the resources and be present in Senegal at the relevant period of the academic calendar. Therefore, I used secondary data from the aforementioned reliable databases.

1.6: Conceptual and Theoretical Framework

Definitions

The author defines “gender” as differentiating factors, beyond the biological features, in the statuses, roles, rights and responsibilities of men and women, as a social and cultural construct. In most societies, there are inequalities between women and men in responsibilities allocated and activities undertaken, access to resources, and decision-making opportunities. This definition is consistent with the perspectives articulated by The United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the African Union (AU). The author defines “youth” as a period of transition from childhood to adulthood. For the purpose of this research, youth or shall refer to every person between the ages of 15 and 35 years, consistent with the African Unions definition of youth detailed in the African Youth Charter (Braun & Clarke, 2021). The access implications for girls below the age of 15 prove to be challenging. Sub-Saharan Africa reported to have one out of five primary and secondary school-age children out of school(UNESCO, 2017). Specifically, in Senegal nearly 25% of primary school- aged children were out of school in 2020 (The World Bank, 2020).

The author recognizes “gender equality” as defined by the African Union: “Gender equality” refers to equal rights, responsibilities, and opportunities for men and women. Equality does not mean that men and women will become the same but that their rights, responsibilities, and opportunities will not be dependent on their gender (UNESCO, 2017). Furthermore, “gender equality entails the removal of deep-seated barriers to equality of opportunity and outcome, such as discriminatory laws, customs, practices, and institutional processes”(Sweetman, 2005). An education system without gender equality would lack key indicators of quality education. Quality

in education refers to a system in which participants of the education sector are not limited in access to it due to their gender that could affect women and girls' learning processes and outcomes (United Nations, 2015).

The theoretical framework is based on critical theory, which makes a conscious effort to incorporate theory and action. Thus, it entails creating normative critical theories that bring about understanding of the way one is oppressed which enables one to take action to change oppressive forces that affect the lives of the oppressed. Critical theory hypothesizes that through critical analysis and subsequent action, one may be emancipated (Horkheimer, 1982). Bohman highlights Horkheimer's position on critical theory articulating the three principles of critical theory. Bohman states that a critical theory should meet three criteria: explanatory, practical, and normative. Further, explaining that a critical theory should detail the problems with current social reality, identify the stakeholders to change it, and provide achievable realistic goals to construct social change (Bohman, 2019). Therefore, this research is guided by the understanding that research should be used to identify existing inequalities, with the intent that findings may be used to change oppressive actions or inactions within the education system.

Chapter 2

Colonial Legacy and Issues of Unequal Educational Opportunity in Contemporary Education

2.1: French Colonial Policy and Its Enduring Influence

Education has played a significant role in Africa's development process. It can be used negatively to control a society, but it can also be used positively to influence people and their innovative approaches. Throughout history various administrations, including the French and British, have used education to gain control. The invasive approach that colonizers took to gain dominance over Africa had many effects on the African education systems. The formal and non-formal education sectors have encountered many obstacles during the colonization of African countries that continued until the individual independence of these countries. As Kane's *L'aventure ambiguë* underscores:

“On the Black continent it began to be understood that their (white colonialists) real power resided, not in the canons from the first morning, but in what followed those canons. Schools, better than canons, perpetuate conquest. While the canon compels the body, it is the school that bewitches the soul.” Translation by Katherine Woods (Kane, 1961).

Senegal was colonized by the French Administration in the late 1600's and did not get its freedom until 1960 (Arnold, 1974). One of the effects that colonization had on education in developing countries was the limitations that it posed to formal education for the general

population and especially women's education. In Senegal, the French developed a new order that taught based on gender. According to Jones, young women were required to concentrate on being taught women's domestic roles in society. In other words, girls were only educated on things that related back to their actual or assumed gender roles, which mainly incorporated home domestic labor, while in the pre-colonial and indigenous system women were actively involved in the social and economic sectors outside the home. Middle school girls in the colonial context learned music, dance, and sewing. These were considered skills that would make them more appealing to their educated husbands and family (Jones, 2013). This ideology played a significant role in limiting the education of women and young girls.

Senegal's Case of School for Sons of Chiefs and Interpreters

The school for Sons of Chiefs and Interpreters was established in 1855 and operated until the early 1920s. The French established this school for young boys whose families had held considerable power prior to conquest throughout Africa. The newly established School for Sons of Chiefs fostered an ideology that was structured around establishing leaders who will carry on the existing colonialism. However, African parents in general opposed this ideology. According to Bryant, "Historians have long characterized colonial schooling as an ideological institution designed to further the aims of colonial rule, and the School for the Sons of Chiefs and Interpreters certainly fit this description" (Bryant, 2014, p. 240). As a part of the general French colonial policy of assimilation, the will to eliminate native languages in formal institutions became evident through the introduction of a school for chief's sons. French officials worked to maintain order by decreasing the amount of African influence on these young boys. However, they did not want students to see themselves as political equals. Therefore, the officials pursued

young relatives of kings and chiefs to fill their student populations. The intent was to use them as colonial subjects who taught rural citizens how to adapt to the French ideas about hygiene, agriculture, superstition, and morality, in addition to teaching students the basics of science, Islamic law, and Arabic Language. However, the school's curriculum was taught in French. School administrators wanted to ban the use of Wolof, a native language in Senegal, and minimize students' interactions with other Africans (Bryant, 2014). This was done with the intent to further their agenda of assimilating the sons of Senegalese elite into the colonial culture.

2.2: Senegal's Response to the Colonial Influence

Active assimilation, a theory introduced by Léopold Sedar Senghor, was a direct response to the French's idea of assimilation. Léopold Sedar Senghor was one of the most influential philosophers in Senegal in the 20th century. He was the first president of Senegal, immediately after independence in 1960. Before becoming president, Senghor was already an established intellectual, who took advantage of some aspects of the French colonial idea of assimilation to further his education. He was born on October 9, 1906 and passed away in the year 1980. Mr. Senghor was a poet, a writer, a Senegalese politician, and the first African man elected to the Académie Française. Before Senegal gained its independence, Senghor was a minister in France (Presidency of the Republic of Senegal, n.d.). Senghor is described as "living proof that such African dreams of equality and Frenchness could be realized" (Vaillant, 1990, p.684).

Active assimilation used a method of selective borrowing of French culture that was of value to West Africa's development. The initial intent was to have Africans thrive as independent contributors to the global community. In essence, providing Africa with the ability to effectively contribute to an interdependent global society. Upon his return to Senegal, he

delivered a speech, in 1937, that challenged the monolithic view of the world presented to him by the French. According to Vaillant, “He did not use the word or outline the concept of "Negritude" for which he later became famous, and infamous. Here he pointed out that Africa had a history of its own that included long contact with the French, that traditional Africa was dying, and that the reality of Senegal was already "Afro-French”(Vaillant, 2002, p.18). His standpoint on the preservation of French as a language of education, introduced a larger discussion when considering education in Senegal. The intersection of language, education, and identity in post-colonial Senegal, and arguably the whole French West Africa, which created controversial debates for future policy decisions (Chilton, 2016).

The ideology behind the School for Sons of Chiefs and Interpreters (which later applied to all the colonies of AOF) is significant because it initiated the exclusion of girl’s education in Senegal. “The school's original name-Ecole des otages (School for hostages)-believed its purpose, to train an administrative elite and to assure the loyalty of traditional authorities by "caring" for their sons. Out of this school was to come the nucleus of the indigenous male elite, an upwardly mobile class that served as a buffer between fellow Africans and the colonial administrators. No similar school for girls was considered” (Barthel, 1985) . This is the starting point of where formal/colonial education for boys and girls began to develop discrepancies. It should be mentioned that this school was not embraced by the Africans who were even more opposed to the education of the girls, due to its alienating nature. However, if this form of education was introduced to young female students at the same rates that it was introduced to males, then the academic career of girls and women in Senegal could be able to benefit from active assimilation, detailed by former President Senghor. In its place there was a unilateral

decision made by colonizers to educate women based on their supposed gender roles in Senegalese society, instead of their attainable professional and academic goals.

Chapter 3

Critical Review of Impeding Factors in Selected Studies

A person's ability to access education and maintain that access is a component that influences a positive quality of life. Education systems serve a source of knowledge and skill used to increase capacity, to be passed down from generation to generation. There are many roles that education can serve in a society, including creating awareness on important topics, removing misconceptions and misunderstandings, and helping to increase productivity and creativity. When women and girls are not equipped with the basic human right of quality education, at similar rates to that of men and boys in their society, it creates an imbalance. Beoku-Betts emphasizes the apparent deficiencies in education when women and gender equity issues are not considered. Stating that some of the most critical deficiencies within the education sector are lack of research on women as a resource for capacity building, shortage of data comparing the position of men and women's access, achievement, and opportunity structure; and policies to address institutional practices that create unfriendly academic spheres for women who contribute to the sector in various roles (Beoku-Betts, 2020) .

This research identifies socio-economic, cultural, and institutional factors as driving forces in the continuation of access barriers to quality education for women and girls in Senegal. Social and economic factors such as income level, education level, employment, community safety, family and social support can significantly affect quality of life. The norms of one's society including values and beliefs, language, and religion play a role in cultural factors that influence barriers in education. As well as the impact that ill-equipped formal institutions have on the current conditions of the education sector that are a direct reflection of the implementation

and enforcement of regulations, policies, and laws. It is important that we identify these contributing factors, with the intent to address and remove its enduring effect on Senegal's society.

3.1 Socio-Economic Factors:

Socio- economic factors include labor, wage, unemployment, income, etc. Financial characteristic such as tuition, funding, limited income, or poverty prove to impact the ability to educate female youth. Their effect are severe for already poor families, especially when the economic returns are unequal and more uncertain for women than men.

Father's Unemployment on Children's Cognitive Achievements:

Raab focuses on one barrier to children's learning, father's unemployment, and concludes that an unemployed father is correlated with a significant reduction of children's cognitive achievement in Senegal (Raab, 2011). In support of this conclusion, Jacoby and Skoufias (1997) found that income shocks do not only affect access to education but are also significant in girls' attendance at school. The data used to determine this conclusion came from a panel data set containing a direct measure of human capital (test score data) for children in Senegal. Raab used qualitative methods to analyze the data and conclude that when fathers were unemployed children were more likely to quit school and reported being sick. In addition, children whose fathers were unemployed had a lower level of education attained when compared to children whose father was not unemployed (Raab, 2011).

Formal Institution Fees:

Poverty is a major barrier to women and girls' access to education. In societies where only portions of the education system are free, additional costs can have a negative effect on parent's incentives to send youth to school. In addition, additional financial hardships can influence girls and women to not participate in the education sector. These additional financial obligations include uniforms, textbooks, lunch fees, amongst other fees. These are also identified as "Invisible school fees" and, according to UNICEF, are directly responsible for limited access and militate against attendance in Senegal (UNICEF, 2011).

Unpaid Family Labor

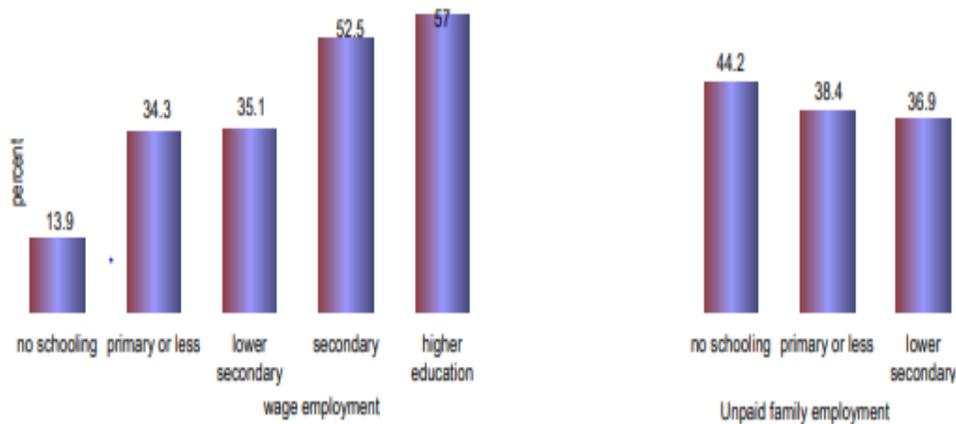
World Bank and UNESCO to establish a project aimed at understanding youth employment outcomes in Senegal. Understanding Children's Work (UCW) and the International Labor Organization (ILO) identified unpaid family employment as a proportion of total employment. Specifically in Senegal, youth between the ages of 15-24 are usually working (formally or informally). "Unpaid family work and self-employment are prevalent in rural areas, while wage employment work is important in cities and towns" (Guarcello, 2007, p. 6). The agriculture sector absorbs a significant amount of the Senegalese youth labor force. Approximately, 57% of the employed youth population are engaged in agriculture, age 15-24. Employed rural youth are 80 percent more likely to be employed in agriculture and in unpaid family work.

Unpaid family labor has a negative relationship with the educational attainment of youth. In Figure 3, the chart to the right displays the relationship between schooling and unpaid family labor, showing that as unpaid family employment increases as the level of educational attainment

decreases. The author concludes that unpaid family labor has a direct role in youth’s limited access to education (Guarcello, 2007).

Figure 3:

Wage and unpaid family employment as a proportion of total employment, 20–24 age group, by level of education attainment



Source: Guarcello, L. (2007). *Understanding Youth Employment Outcomes in Senegal* (p. 14). UCW calculations based on Senegal Questionnaire Unifié sur les Indicateurs de Développement (QUID), 2001
<https://documents1.worldbank.org/curated/en/780121468113961687/pdf/645380WP0Seneg00Box0361540B0PUBLIC0.pdf>.

The author further highlights that, “Gender effects are large, and the impact differs by area of residence. Boys living in urban areas experience a higher probability of employment compared with girls, but this bias becomes smaller as the overall level of education increases. In rural settings, the gender bias is always high at any level of education” (Guarcello, 2007, p. 20). Ultimately the conclusion is that unpaid family labor negatively affects Senegalese youth’s education in general and that female youth are affected at a greater rate.

3.2: Institutional Factors:

Formal Institutions contribute to issues related to female's access to education, specifically, the conditions of these institutions and the lack of enforcement on regulatory policies and law. The characteristics of an adequate formal institution such as a community safety, properly trained teachers, parental support, and adequate hygiene practice, which are severely limited in Senegal's education system. This is directly affecting the youth, especially in rural and urban communities that are poor. Especially, exhibiting an increased negative impact on adolescent girls', when considering the hygienic needs of girls during puberty. As a result, female students face barriers when attending these formal institutions that proves to be a contributor to increased rates of student absenteeism and low levels of educational attainment.

W.A.S.H:

WASH is an acronym that means Water, Sanitation, and Hygiene (UNICEF, 2013). Manion highlights the challenges to quality of education that women and girls face at formal educational institutions in Senegal. In the article "Trends in Formal Education: Expansion and Quality at the Basic and Secondary Levels" it is explained that low literacy rates for youth and adults are a direct result of poor-quality education. For example, many schools especially in rural areas lack running water (Manion, 2015).

In 2016, UNICEF and WHO identified that countries with less than 50% of schools that had coverage of basic drinking water services were found in four out of eight SDG regions. Eight of these countries are in sub-Saharan Africa, including Senegal. Out of the eight countries whose results displayed less than 50 percent of schools with access to drinking water, Senegal ranked in fourth place with a percentage of 32 (UNICEF & WHO, 2018, p. 17). In 2010, the national

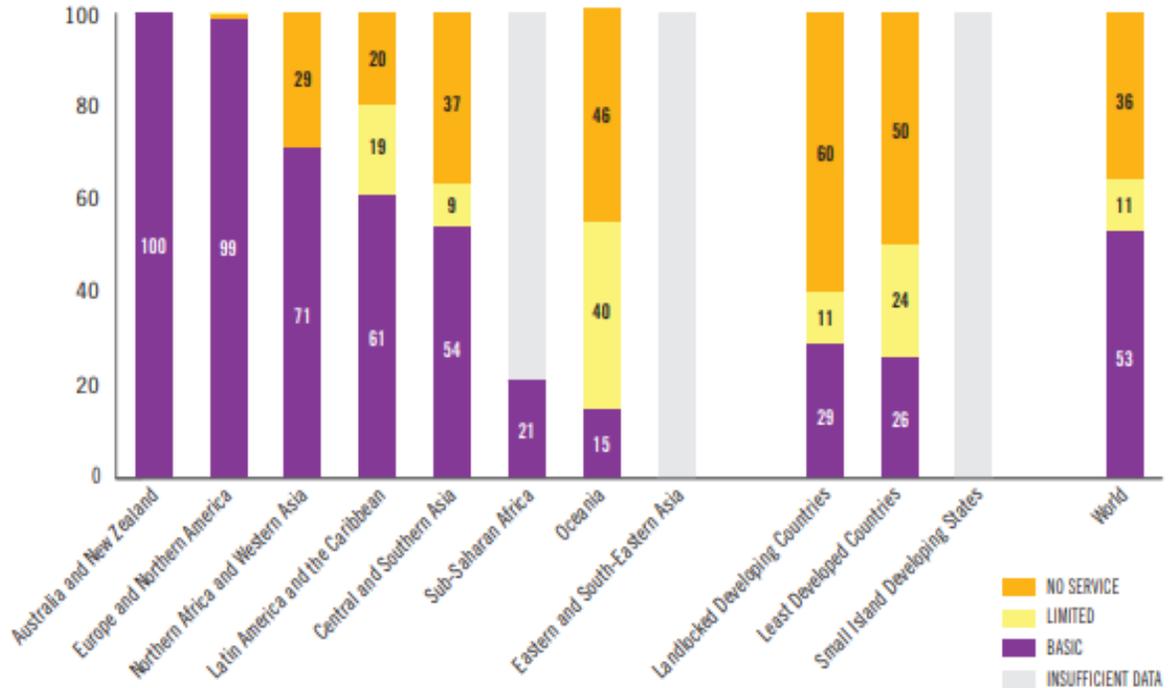
percentage of schools with adequate drinking water increased to approximately 50%. According to UNESCO, reasons why nearly 40% of the girls are absent from school, in parts of Africa, include the lack of accessibility to safe and reliable water supply (UNESCO, 2014). In 2016, sixteen countries were able to raise their proportion of no sanitation facilities in school by 5 percent or more. These countries included Senegal, which went from 26 percent of schools that have sanitation (in 2010) to 40 percent (in 2016). The two characteristics of basic sanitation services are identified as usable and single sex (UNICEF & WHO, 2018).

Only 21 percent of schools in sub-Saharan Africa met the basic requirements for hygiene, shown in Figure 4. Additionally, there was insufficient data to determine if schools did not have or had limited hygiene, in sub-Saharan Africa. Basic requirements for hygiene are identified as hand washing facilities with soap, and available water at the time of survey. Only 22 percent of schools in Senegal offered basic hygiene services, in 2016 (UNICEF & WHO, 2018, p. 25).

“Appropriate water and sanitation facilities in schools leads to better education and health outcomes for girls and boys and supports girls’ menstrual hygiene management” (Armed, 2019, p. 2). The relationship between appropriate sanitation facilities and girl’s school attendance is concluded to have a positive correlation, the indication that as the amount of sanitation facilities increases, so does the percentage of girl’s attendance.

Figure 4:

Global and Regional School Hygiene Coverage in 2016



Source: United Nations Children’s Fund (UNICEF) and World Health Organization. (2018) “*Drinking water, sanitation and hygiene in schools: global baseline report 2018*”. New York:

Notes: * *Handwashing facilities with water and soap available at the school at the time of the survey; **Handwashing facilities with water but no soap available at the time of the survey; ***No handwashing facilities or facilities with no water available at the time of the survey.

Women and girls in sub-Saharan Africa spend 40 billion hours per year on water collection. Thus, if proper sanitation facilities increase in the homes and schools, women and girls would have more time to allocate to their pursuit of education (Amref, 2019, p. 3). In addition, single-sex sanitation facilities are important because it promotes privacy between boys and girls in school toilets. When girls are experiencing their menstrual cycle, unsuitable sanitation infrastructure plays a significant role in female student absenteeism (Amref, 2019, p. 16). UN Women concluded that many of the respondents, in their menstrual hygiene

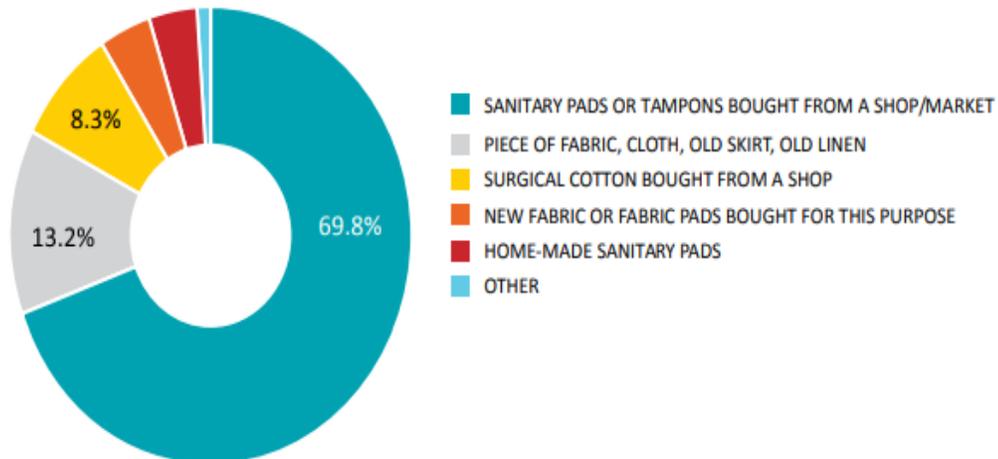
management study in Senegal during 2015, admitted to not going to school during their period due to a lack of WASH facilities and services (UN Women, 2014).

Menstruation is a contributing factor that affects school attendance. Respondents limited their attendance in education buildings due to a lack of access to proper disposal of menstrual waste. In addition to limited or no access to water to maintain cleanliness of facility and personal hygiene, sanitation facilities did not have dustbins or a container to privately dispose of menstrual waste. Furthermore, lack of privacy was increased when some schools did not have separate bathrooms for girls and boys.

One of the MHM Lab participants stated that, “I wrap up the towel and put it in my bag. Then, once I get home, I wash it before disposing of it. I’m afraid that people will see me or that it will smell. I hurry home as quickly as I can” (UN Women, 2014, p. 36). The importance of continuous running water in school is emphasized when it is directly causes increased feelings of anxiety among female students. Students reported feeling anxiety regarding fear of stained clothing and being unable to change once water shortages occur. As a result, girls found it increasingly hard to concentrate at school while menstruating. According to the UN Women’s Menstrual Hygiene Management Study conducted in 2015 the two primary materials that women used during menstrual were sanitary pads or tampons purchased , and a piece of fabric, cloth, old skirt, or old linen (UN Women, 2015).

Figure 5:

Menstrual Resource Management Materials Used



Source: Water Supply & Sanitation Collaborative Council (WSSCC) & UN Women. (2014). *“Menstrual Hygiene Management: Behaviour and Practices in the Louga Region, Senegal”* <https://www.wsscc.org/sites/default/files/uploads/2015/09/Louga-Study-EN-LoRes.pdf> p.11

As a result, female students must maintain very frequent sanitation replacement schedules. Approximately 50% of respondents changed their material at least three times a day (UN Women, 2014). Majority of the women and girls who participated in this study, indicated that they washed their hands with soap after handling menstrual blood. It would be hard to maintain their hygiene regimen, when attending school. UNICEF reports indicate that less than a third of schools in Senegal were equipped with proper sanitation facilities and less than 25% of the schools in Senegal were associated with providing basic hygiene needs, such as facilities with running water and soap (UNICEF, 2018). Senegal’s government must decide how to better

incorporate healthier hygiene practices in their planning process, development of policies and implementation process of these policies affecting the education sector.

Teacher Trainings and Retention

Inadequate pedagogical teacher-training and paired with socio-cultural gender norms have been ineffective to promoting female access to education and further widen the dropout and expulsion rates between boys and girls (UNESCO, 2003). Teachers are not equipped with the training and knowledge to educate female students. In addition, the knowledge that is available is not being shared with women and girls. Menstruation is an issue for women and girls when attending school. UN Women indicates the role that teachers should play when educating girls about menstruation and also concludes that the lack of training offered to teachers on methods to inform women and for students of why they menstruate and ways to maintain hygiene during menstruation are insufficient.

When Participants were asked where their source of information on menstruation came from (before their first period) they offered various answers. Reports indicated that 54.1 percent of information came from a close relative such as a mother or aunt. Friends accounted for 33.1 percent of information given to these women and girls regarding menstruation. Schools were only providing 5.2 percent of information offered to girls and women. The remaining sources of information were associated with community groups, and organizations such as women's, religious cultural, and age or initiation groups. When participants were asked where their knowledge of menstruation came from (after the first period), close relatives accounted for 72.3 percent of the information. The remainder of sources were friends at 13.3 percent, approximately 4 percent of the information was classified as not having been associated with anyone, "health

care professionals offering less than 1 percent of information, and another 9.6 percent of unidentified sources (UN Women, 2014, p. 32).

UN Women emphasizes the importance for training teachers in offering accurate information because more than 70 % of the information given to women and girls about menstruation are from family members and friends. This is significant because family and friends are not necessarily reliable sources.

McElroy focusses on observations of teacher training when preparing for in-service training, classroom visits, or student assemblies. Teacher, teacher-trainer, educational official, and students were being observed while considering their opinions, beliefs, knowledge, and understanding. It is important to note that during in-service pedagogical training, conclusions were made that well-intentioned teachers, many of whom are males, often did not have gender training. Therefore, they were not prepared to serve as agents of gender issues, neither with colleagues nor students. During classroom observations, in some cases teachers would call on male students more than female students. The gender bias was not limited to the role of students but affects female professionals as well. Female teachers and students were often burdened with domestic duties at school that subtract from their class time and learning time.(McElroy et al., n.d.).

Boerne emphasizes the importance of quality teaching and its role in achieving quality education. “Teachers are vital players in the education arena. They facilitate learning by children, teenagers and adults and put education policies into practice. Seen from a structure and agency perspective, teachers act as vital bridge builders between society and individual agents” (Boeren, 2019, p. 290). The incentives for teachers to maintain quality teaching need to be improved. Teacher retention is another critical issue in sub-Saharan Africa. In fact, out of the 69 million

teachers needed for the world 17 million are needed in sub-Saharan Africa. More than half percent of the teachers needed worldwide are due to teachers who have left (UNESCO, 2016).

Adoytevi and Taylor (2019) uncovered incentives needed by teachers that would enhance their retention. During a recent 2019 case study in Senegal, they discovered that the adequate development of a competency framework for teachers was needed. “A competency framework would spell out what teachers need to know and should be able to do and set out the professional ethics required of teachers” (Adotevi & Taylor, 2019, p. 24). There is a need for better teacher assessment, due to this poor application there are significant opportunities for hiring available educators within the education sector. In addition, “Interviewees stressed the need to organize promotion, which is currently determined by administrative procedures, along more objective lines which recognize expertise. Once teachers are admitted into a professional category, job security and career ladder-climbing within that category are guaranteed. Currently in Senegal interviewees report that the assessment criteria are inconsistently applied, and many inappropriate candidates are appointed ” (Adoptive & Taylor, 2019, p. 25).

A provider absence survey published by the World Bank in 2008 found teacher absenteeism rates were high in Senegal, with 27% (Rogers & Kozol, 2008). When a teacher is absent from the classroom, student learning is disrupted. Obeng-Denteh concludes that student absenteeism did not have as much of an effect on students’ performance when compared to teacher absenteeism (Obeng-Dented et al., 2011).

Disparities in educational opportunities and outcomes are found across regions, and although there are variations from county to country in sub-Saharan Africa, generally this sub-region is behind, lacking the basic element of quality education which is identified as trained teachers (United Nation, 2019). In 2016, Unesco Institute for Statistics reported that countries

need approximately 69 million teachers by 2030 to achieve part of Sustainable Development Goal 4. The primary cause identified for needing new teachers is due to low rates of teacher retention, as indicated earlier. Nearly 50 out of 69 million teachers needed are due to the replacement of teachers who have left. The greatest numbers of teacher shortages are in sub-Saharan Africa, with a total of 17 million teachers needed to achieve SDG 4 (UNESCO Institute for Statistics, 2016). Niane reported that teacher absenteeism played a significant role in Senegal's enrollment rates and concluded that Senegalese teachers were more absent, due to low pay and their activities elsewhere. Furthermore, the effect on enrollment was twice as high as other countries that Niane surveyed such as Burkina Faso, Cameroon, Côte d'Ivoire and Madagascar (Niane, 2004).

Sexual exploitation and harassment by teachers is a significant concern for many female students. Some teachers approach their students –during classes, or school evening activities. Often, the exploitation and harassment last for months or years (Martinez, 2018). Martinez reports that school officials did not play a role in protecting girls from teacher inappropriate sexual behaviors towards their students. “Wherever we went, girls told us that it’s hard to get adults to believe them if they report the harassment. Worse, some adults –including those in a position of authority in schools, or even in local and national government offices—told us that adolescent girls often make things up. That girls seek to get their teachers into trouble. Or that they accuse teachers of wrongdoing because they didn’t get a good enough grade” (Martinez, 2018). It is reported that teachers harass their students by through text messages, touching them in sexual ways in between classes, or whispering dirty words in their ears as they are asked to write something on the blackboard. As a result, a movement to address exploitation and abuse in

schools, universities, at home, and in the workplace was founded: “Noisome” movement which means, “I will not be silent” in Wolof (Mackintosh, 2018).

3.3: Socio-cultural Factors:

Socio-cultural and traditional factors are identified as norms, rules, beliefs, and practices maintained by society that negatively affect females’ access to education. In many cases, some societal beliefs contribute to the violation of human and social rights of women and girls. The perceived obligations that are associated with women’s roles in society, attitudes towards educating females, and harmful practices are barriers impeding women’s access to education. USAID states: “one of the main factors slowing progress in realizing women’s equal rights, opportunities, and well-being in Senegal is the influence of cultural norms that subordinate women to men and encourage men to lead and participate in the public sphere, whether at national, regional or local levels” (USAID, 2017, p.10).

Medium of Instruction

Language plays an important role in access barriers to education that women face. Currently, many African countries use their colonizers language as the medium of instruction in their schools. Recently, some countries have been fighting against the existence of the colonial legacy in education, for instance by the re-integration of Yoruba in Nigerian Schools (Teferra & Altbachl, 2004). In some African countries, youth are expected to learn subjects such as math, reading, and writing in a language that is not native to their society. This, in turn, affects the youths' understanding of the subject due to a lack of understanding of the medium of instruction.

European languages in African education negatively affect academic achievement and create the perception that the male is superior to the female. Assie-lumumba discusses how

African languages refer to humans compared to the western languages. It is highlighted that African Language refers to the members of society as a gender-neutral term. Then, women and men are referred to in two separate gender-parallel terms. On the other hand, the European languages usually refer to the society using terms that are generic of the male gender. For example, in English the people in society are referred to as “man”. In French, society is referred to as “*l’homme*” which translates to English as “the man”. Assié-Lumumba points out that the use of European languages in the African education systems contribute to providing a platform for society to create gender hierarchy (N. Assié-Lumumba, 2018).

The Constitution of Senegal recognizes French as the official language (USAID, 2015), encouraging schools to use the French language as a medium of instruction. However, the reaction that students had to this medium of instruction is very interesting. Kuenzi explores the relationship between education, religion, and ethnicity. The results of his research indicated that adult students do not see the significance in learning French as opposed to their native language. Adult students indicated that when they were attending formal institutions and were taught in French, they were not completely grasping the material as well as they would have wanted to. However, as they became older and inquired about educational opportunities through their native language, Pulaar, they were able to understand the material more. Students even pointed out that some of the grammar that they were being taught in Pulaar was not explained accurately in French (Kuenzi, 2018, p. 261).

In addition to students, teachers have acknowledged their dislike with the French language in Senegal’s curriculum. Kenzie stated: “Literacy teachers, who themselves had been trained in Pulaar, claimed massive efficiency gains are gleaned from learning in Pulaar as opposed to French. When asked whether, if given a choice, they would have preferred to have

been trained in Pulaar or French, not one responded French” (Kuenzi, 2018, p. 261). According to participants in Kuenzi’s interview, “Several teachers also insisted that the adult learners in their classes were able to make much more rapid progress than they would have if the curriculum had been in French” (Kuenzi, 2018, p. 261). These results show that there is a negative effect of having a foreign language as the medium of instruction. Adult learners are not receiving the instruction that is needed due to the language barrier. In previous years, this factor contributed to the low literacy rates, including 49.7% of Senegalese adults who were literate in 2015 (UNICEF, 2015). Kuenzi further indicates that 71% of women, in Senegal, were not literate at the time of their survey (Kuenzi, 2018), which is very likely to have a negative impact on girls’ learning, in their interaction with non-literate women who do not know/use French in their regular life experiences.

USAID explained the two advantages of using one’s home language as medium of instruction during stages of primary education, in Senegal. First, the use of home language improves access and equity. “Children are more likely to enter school on time, attend school, and remain in school longer—particularly girls when gender disparities exist in access to schooling” (USAID, 2015, p. 2). Second, the use of home language improves reading acquisition. Learning to read in one’s own language is facilitated by the existing vocabulary and the knowledge of sounds. Prior knowledge facilitates learning to read and comprehension. Furthermore, building a foundation to read in one’s home language supports reading in a second language (USAID, 2015). Therefore, learning in one language further enhances comprehension of other subjects.

Child Marriages

Due to increased responsibilities in the home, girls tend to drop out of school in part during the preparatory time before the marriage or shortly after. The World Bank identifies child

marriages and a factor which lowers educational attainment of female youth. Over 30% of females between the ages of 18-22 were married as children in Senegal. It is concluded that the measures of child marriages are higher among women with lower levels of education by observing literacy where three categories are measured: women who are illiterate, those who can read part of a sentence, or can read a full sentence” (Wodon & Malé, 2016).

There are various motivators of child marriage such as religion and societal norms. These elements have an effect because parents often marry their daughters early to avoid pre-marital sex and the loss of their virginity (Save the Children, n.d.). Child marriages negatively affect girls’ access to education, and the answer to this challenge could be increased education. “The longer a girl stays in school, the less likely she is to be married before the age of 18 and have children during her teenage years” (Girls Not Brides, n.d.). When a girl’s participation in secondary school increases it lowers the risk of marrying as a child. Therefore, if universal secondary education is achieved it could help to eliminate child marriages and early child bearing (Wodon et al., 2018).

Female Genital Mutilation/ Cutting (FGM/C)

Female Genital Mutilation/ Cutting (FGM/C) is a harmful act that remains as a practice in Senegal, even though it was forbidden in 1999 by the Senegalese government (U.S. Department Of State, 2001). WHO has identified numerous consequences included in this practice. Girls who experience FGM/C can have urinary, menstrual and vaginal problems. These problems can be painful urination and urinary tract infections, discharge, itching, and bacterial vaginosis, which have been reported. There are reports of scar tissue and keloids due to a lack of medical expertise and lack of hygienic conditions when performing these acts. Many women and girls

have detailed sexual problems related to pain during intercourse and decreased satisfaction. Increased risk of childbirth complications, need for later surgeries, and psychological problems have been highlighted as ongoing problems of FGM (WHO, 2020).

The FGM procedure is complete when the vaginal opening is sealed or narrowed. After this vaginal opening will need to be cut open to permit sexual intercourse and childbirth. However, repeated opening and closing procedures increases further the risks of damage. WHO reported that girls are being kept out or removed from school due to traditional practices such as FGM/C and early marriage.

Following is the experience of a girl, now a woman, from another African country with FGM/early marriage experiences that prevented her from pursuing her education: "It was during her first year of high school in rural western Kenya that Mary Kuket says she was "sacrificed to tradition" and her dreams of becoming a doctor shattered forever. With no explanation, the 15-year-old was given away to another family, who forced her to undergo female genital mutilation (FGM) then married her off to their middle-aged son.

"I kept asking my parents why I was being taken and begged them not to send me away - but my father pushed me away saying that soon I would understand," Kuket, now 46, told the Thomson Reuters Foundation by phone from Baringo county. They never told me I was going to be cut. They never told me I was going to be married to a 45-year-old man. They never told me that I would not go back to school" (Bhalla, 2018)

Girls face the fear of being ostracized by not upholding the prestige associated with entering womanhood. The girls from ethnic groups that practice FGM, experience societal pressures to undergo the procedure. This usually has a devastating influence on their education. (Theirworld, 2018). In addition to societal pressures, religious beliefs can aid in a family's will to

participate in harmful practices. Islam is the religion practiced most in Senegal, with over 95% people practicing. 28 Too Many, a charity organization dedicated to eradicate FGM in Senegal reported on the various reasons that FGM is practiced in Senegal. For example, some Poular and Mandingue are reported to practice FGM/C to ensure their daughter's virginity at marriage (28 Too Many, 2015). Zina is identified as sexual intercourse; fornication or adultery, and violation in Islamic law (The Oxford Dictionary of Islam, n.d). As a result, families participate in FGM to eliminate the possibility of Zina.

Gender Roles

Gender roles in society constitute a significant determinant of the participation of girls and women in the education. Shryock states, that families keep young girls home from school to work or help their mothers and highlights this as a big problem in Senegal” (Shryock, 2010). Senegalese girls are forced to drop out of school and participate in domestic work. In addition, students have a hard time juggling domestic chores and academic responsibilities. The United Nations reports that poor families will send boys to school and keep girls at home to help with chores. This is done with the belief that chores are lessons that girls need to know how to do effectively in order to prepare them in maintaining a family (Kuwonu, 2015).

3.4: Previous and Current Interventions:

The intersection of Gender inequality and education has been a frequently discussed topic in international and national development plans.

Since the passing of international policies aimed to improve access to education there have been many organizations that have addressed education reform. Past initiatives have contributed to promote women, increase education, eliminate gender disparities in education and

launched grassroots interventions to these issues. These interventions have been separated into three categories: International Organization Interventions, Political Interventions, and Community and Stakeholder Engagements.

International Organization Interventions:

United Nations

The United Nations signed a charter on June 26th in the year of 1945, at the end of the United Nations Conference on International Organization in San Francisco. The agreements on this document were officially implemented in October of 1945. The United Nations made a commitment to promote social progress and better standards of life in larger freedom (United Nations, 1945b). As a result of this commitment, one of the goals was to address the educational needs of the world. The charter of the United Nations explained the plans to improve global education.

The General Assembly's responsibilities involve "promoting international co-operation in the economic, social, cultural, educational, and health fields, and assisting in the realization of human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion" (Article 13, 1945, p. 5). This is marking the time when the United Nations had identified education as a human right. Therefore, any obstacle that prevents a person from accessing adequate education is in violation of that human being's human right to an education.

The United Nations has vowed to promote solutions for educational cooperation in order to improve the conditions of stability and well-being. The goal of this is for peaceful and friendly relations between nations that will allow for mutual respect of equal rights (Article 55, 1945). The Charter also highlights their effort to initiate studies that will incorporate the research

of International education with the goal to make recommendations for the future (United Nations, 1945).

In order to honor the responsibilities, set out in the Charter for the United Nations (UN), the UN decided to create specialized agencies that will create a greater focus on a topic. For example, the United Nations Educational, Scientific, and Cultural Organization, better known as UNESCO, was established in 1948. UNESCO focuses on education and making sure that each child has access to enough education. UNESCO develops educational tools to assist people with living as global citizens, free of hate and intolerance. UNESCO is dedicating ensuring that each child and citizen has access to quality education by endorsing cultural heritage and the equal dignity of all culture (UNESCO, 2012).

Commission on the Status of Women (CSW)

The UN General Assembly created the CSW in 1946. Its functions were to prepare recommendations for the Economic and Social Council (ECOSOC) on promoting women's rights in political, economic, social, and educational sectors. In addition, their role was to make recommendations to the council on urgent problems requiring immediate attention related to women's rights in the field (E/RES/11, 1946, p. 525). From 1947-1962, the CSW focused on the legal foundations of gender equality, primarily implementing human rights instruments that support women's universal access to political rights. CSW removed discrimination in marriage for women, supported by the 1957 Convention on the Nationality of Married Women, and the 1962 Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages (United Nations, 1964). Correspondingly, developing programs that support women's literacy and equality in access to education, there have been many interventions taken by CSW to

address gender inequalities for women, internationally. In 1975, International Women's Year was endorsed by The General Assembly. As a result, there were three themes adopted for the advancement of women: equality, development, and peace. With intent to address these themes, CSW called for The World Conference of the International Women's Year, held in Mexico City. This was the first of four world conferences created by the United Nations to address strategies for the advancement of women. This conference ended with a development of guidelines to achieve the World Plan of Action for the Implementation of the Objectives of the International Women's Year (UN Women, 2019). These objectives were developed by 133 governments and 6000 representatives of NGOs. After the conference, the United Nations declared 1976-1985 the United Nations Decade for Women: Equality, Development, and Peace. A major accomplishment of the Decade for Women was the drafting of Convention on the Elimination of All Forms of Discrimination against Women.

CEDAW

Gender equality and education have been frequent topics in various forms of international and national development plans. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) in 1979 was signed by various countries becoming one of many treaties signed to address gender issues worldwide (United Nations, 1980). Senegal signed this treaty in July of the year 1980, and it was ratified in 1985 during the month of February (United Nations, 1981, p. 110) . CEDAW addressed women's education in many forms. Specifically, Article 10, focuses on eliminating discrimination in women's access to education. The success of this article was measured by 8 indicators. (1) same conditions in rural and urban areas, as it pertains to pre-school, general, technical, professional, higher technical, and vocational training

sectors. (2) Men and women should have access to materials while attending. These may include curricula, examinations, teaching quality, and same quality of equipment. (3) the elimination of stereotypes gender roles at all levels and in all forms of education (4) same opportunities for scholarships and grants (5) same opportunity for access to programs of continuing education (6) reduction of female drop-out rates (7) same opportunity for participation in sports and physical education (8) and equal access to specific educational information pertaining to health and family wellbeing. Article 14 addresses rural women's access to education by requiring the attainment of all education, formal or non-formal, in order to increase their technical proficiency to enhance the roles that women play in the economic survival of their families (United Nations, 1980, p. 11).

Decade for Women

Throughout the Decade for women, there were continuous efforts to address and advance women's status across the world. The years from 1976-1985 are identified as The Decade for Women. Many new organizations were established with the intent to support women such as: The United Nations Development Fund for Women (UNIFEM) and the International Research and Training Institute for the Advancement of Women (INSTRAW) (UN Women, 2019). UNIFEM is the women's fund at the United Nations. The purpose of this fund is to assist in innovative programmes and strategies to foster women's empowerment and gender equality, this is done by providing financial and technical assistance to these programmes. One of the main functions for INSTRAW was to undertake action-oriented research from a gender perspective with the intent to have a significant impact on policies. With the Copenhagen conference in 1980 and the Nairobi Conference of 1985, the decade brought a greater amount of understanding and awareness of the common themes and challenges that women face to access education, to the

attention of the public and leaders in various societies (UNIFEM, n.d.) and with the 1995 Conference with the Beijing Platform for Action that has remained a global reference. Senegal was well represented at all these conferences.

Millennium Development Goals

The themes and challenges articulated in the conference were later addressed by the Millennium Development Goals (MDGs), with a total of eight goals. The Millennium Development Goals were used as a tool to address social inequality through widening access to basic quality education. Millennium development goals were developed by the United Nations and signed by 189 countries, including Senegal. Two out of the eight goals addressed gender inequalities in education. Goal two: *Achieve universal primary education*, which sought to ensure that all boys and girls will be able to complete primary school education by 2015. This goal's success was determined by four indicators. The indicators are: (1) Net enrolment ratio in primary education, (2) proportion of pupils starting grade 1 who reach grade 5, (3) primary completion rate, (4) and literacy rate of 15-24-year old. Goal three: *Promote gender equality and empower women*, which targeted eliminating gender disparity in primary and secondary education preferably by 2005 and in all levels of education by 2015. The indicators are: (1) Ratios of girls to boys in primary, secondary and tertiary education, (2) ratio of literate women to men 15–24 years old, (3) share of women in wage employment in the non-agricultural sector, (4) proportion of seats held by women in national parliament (United Nations, 2003).

Figure 6:

United Nations Millennium Development Goals



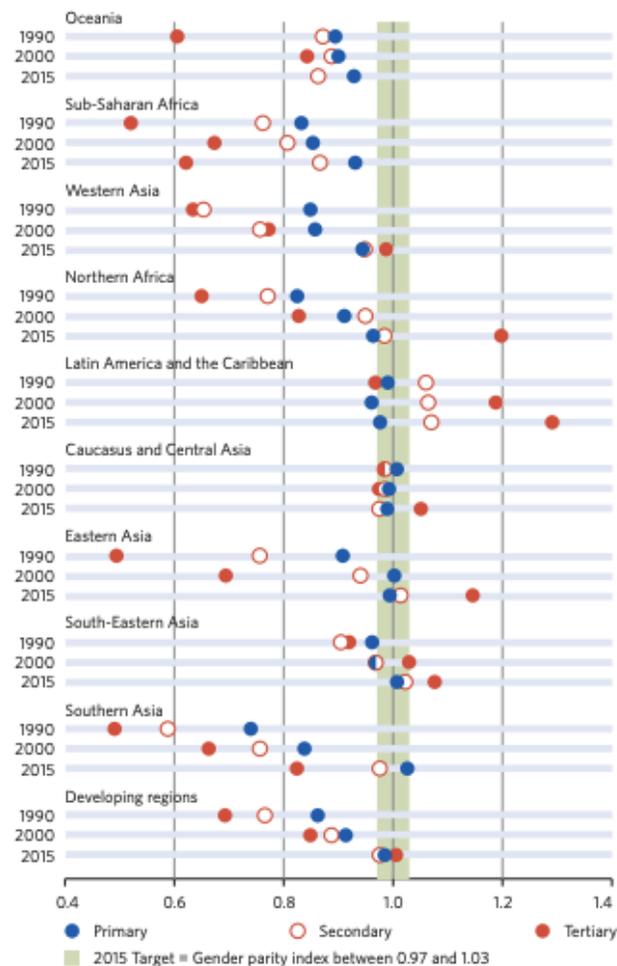
Source: United Nations. (n.d.). *“News on Millennium Development Goals”*.
<https://www.un.org/millenniumgoals/>

However, gender disparities continue at higher levels. Figure 7 shows the progress made by various countries and shows that sub-Saharan African made tremendous improvements toward gender equality in primary, secondary, and tertiary schooling. However, countries in the region were not able to reach the 2015 targeted goals detailed in the MDGs. The significant causes of gender inequality between women and men need to be resolved, which in part

prompted the UN to introduce the SGDs as improved guidelines for sustainable development (United Nations, 2015) .

Figure 7:

Gender parity index for gross enrolment ratios in primary, secondary and tertiary education in developing regions, 1990, 2000 and 2015



Source: United Nations. (2015) *“The Millennium Development Goals Report 2015”*. P.28 [https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%2015\).pdf](https://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%2015).pdf)

Notes: *The gender parity index is defined as the ratio of the female gross enrolment ratio to the male gross enrolment ratio for each level of education. * Data for 2015 were projections. Data for 1990 for the Caucasus and Central Asia refer to 1993. Projections for 2015 for primary and tertiary education in Oceania are not available. For primary education, 2012 data are used

Sustainable Development Goals (SDGs)

The MDGs expired in 2015 and the world adopted a 2030 sustainable development agenda. The SDGs comprise a larger number of 17 goals and 169 targets. The agreement was set to incorporate five components: people, planet, prosperity, peace, and partnership. Three of the seventeen goals directly address gender inequalities and are relevant for Senegal's education sector. Goal four: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Goal five: Achieve gender equality and empower all women and girls. Goal ten: Reduce inequality within and among countries(A/RES/70/1, 2015).

Figure 8:

Sustainable Development Goals



Source: United nations. News, Secretary- General. (2015). “Sustainable Development Agenda” <https://www.un.org/sustainabledevelopment/blog/2015/12/sustainable-development-goals-kick-off-with-start-of-new-year/>. Public Domain.

Goal four consists of seven targets, with the deadline to be completed by 2030. (1) Ensure that all boys and girls complete primary and secondary education. Furthermore, the necessary components of this primary and secondary education are free, equitable, quality, and leading to relevant and effective learning outcomes. (2) Ensure that all boys and girls have access to quality early childhood development, care, and pre-primary education. This is with this intent to prepare these children for primary education. (3) Ensure equal access for all women and men to education, including technical, vocational, and tertiary education with characteristics of affordability and quality. (4) Increase the number of youth and adults for employment, jobs, and entrepreneurship. These youth and adults are expected to have relevant technical and vocational skills, to assist in their employment. (5) Eliminate gender disparities in education and ensure equal access to education for the vulnerable. Vulnerable populations include persons with disabilities, indigenous people, and children in vulnerable situations. (6) Ensure that all youth and adults achieve literacy and numeracy. (7) Ensure that all learners obtain knowledge and skills to promote sustainable development. Knowledge to promote sustainable development can be categorized as sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, etc. (A/RES/71/313, 2017). These seven targets have many indicators of success. One of these indicators of success is identified as the proportion of children and young people achieving at least the minimum of proficiency in reading and mathematics, by sex. Another indicator, achievement of fixed level proficiency by age in literacy, numeracy skills, distinguished by sex. In addition, participation of youth and adults in formal and non-formal education and training (A/RES/71/313).

The progress to reaching out-of-school children has been delayed significantly in sub-Saharan Africa, and as a result in Senegal as well. Girls of every age are more likely to be

excluded from education than boys. For every 100 boys of primary school age out of school in 2017, there were 121 girls in sub-Saharan Africa (United Nation, 2019). According to the Education Policy and Data Center, in Senegal, the percentage of children of primary school age out of school comes to a total of 41. When separated by sex, 42% of males are out of school and 41% of females are out of primary school in 2016. The number of children out of secondary school age out of school is a total of 43 percent. When separated by sex, there are 41% of males out of school and 45% of females out of school in 2016. There is a change in difference of 1% between male and female children of primary school age out of school to a 4% difference between male and female children of secondary school age out of school. This data implies that there are increased access barriers to education for girls transitioning from primary to secondary school (EPDC, 2018).

Goal five consists of six targets, with a deadline of 2030. (1) End all forms of discrimination against women and girls everywhere. (2) Eliminate all forms of violence against women and girls. This includes in public and private realms. (3) Eliminate all harmful practices, such as female genital mutilation and forced marriages. (4) Recognize unpaid care and domestic work in public services, infrastructure, and social protection policies. In addition, promote shared responsibilities within the family and household. (5) Ensure women's participation in political, economic, and public life. Furthermore, ensuring full and effective participation with access to equal opportunities in their sectors. (6) Ensure access to sexual and reproductive health and reproductive rights. Some indicators of success for these targets are putting in place legal frameworks to enforce and monitor equality and nondiscriminatory actions on the basis of sex; proportion of girls and women age 15-49 who have participated in harmful practices; and number of countries with laws and regulations that guarantee to women and men have equal

access to sexual and reproductive health care, information, and education (United Nations, 2019).

Sustainable Development Goal 10 consists of 7 targets with efforts to reduce inequality within and among countries. (1) Achieve and sustain income growth of the bottom 40 percent of the population. (2) Empower and promote the social, economic, and political inclusion of all. This will be done by eliminating discriminatory determination factors such as: age, sex, disability, race, ethnicity, origin, religion or economic. (3) Ensure equal opportunity and reduce inequalities of outcome. With plans to eliminate these inequalities by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies, and action. (4) Adopt policies to progressively achieve greater equality. (5) Improve the regulation and monitoring of global financial markets. (6) Ensure enhanced representation of developing countries in decision-making in global international economic and financial institutions. (7) Facilitate orderly, safe, regular and responsible migration and mobility of people. Implementation of planned and well-managed migration policies is necessary to achieve this target (United Nations, 2015). In regard to addressing inequalities within the educational section, Senegal has made efforts to adopt and implement policies.

UN Women

UN Women is another specialized agency under the United Nations supervision that concentrates on gender equality. During July of 2010, the General Assembly unanimously agreed on the resolution 64/289 which created UN Women by merging multiple agencies: the Division for the Advancement of Women; the Office of the Special Adviser on Gender Issues and Advancement of Women; the International Research and Training Institute for the Advancement of Women; and the United Nations Development Fund for Women (General

Assembly, 2010). The main goal is to develop and uphold standards that create an environment in which every woman and girl can exercise her human rights (UN Women, 2010).

UN Women has implemented many programs that acknowledge that all human development and human rights issues have gender dimensions. They focus on leadership and political participation, youth, ending violence against women, and have a sustainable development agenda. Through the sustainable development agenda, UN women focuses on goal five which is geared towards gender equality. They believe that unequal power relations between women and men create structural barriers impeding the process (UN Women, n.d.). A major way in which they are working toward Sustainable Development Goal 5 is through high quality training courses.

UN Women has an eLearning campus where online courses are taught on the topic of gender equality. The targeted audience are learners, educators, facilitators, and institution administrators. While conducting this training UN Women is also helping to decrease one of the barriers to education that women encounter, which is the lack of time needed to maintain an adequate academic career. Many researchers have been looking into the benefits of cyberspace education. While UN Women is providing online training courses, they are allowing for anyone who has access to the internet to be able to educate themselves at the times most convenient to them. Schoole highlights that one of the main access barriers to education for women is the time constraint. Often, women have many responsibilities such as farm work, parental obligations, and marital duties that may hinder them from having the time to attend school. Cyberspace education is perceived as a solution since it is accessible whenever the learner has the means and time to participate (Schoole & Moja, 2003).

African Union

Another organization dedicated to the improvement of the education sectors across African countries, is the African Union. The African Union was established in 2002 and consist of 55 member countries. This program was implemented after the Organization of African Unity which concluded in 1999. AU's vision for Africa includes an integrated, prosperous, and a peaceful Africa. The ideal reality would be for Africa would be an independent entity, led by its citizens, and a strong contributor in the larger global community. This goal is why the AU aims to "Promote and protect human and peoples' rights in accordance with the African Charter on Human and Peoples' Rights and other relevant human rights instruments" and promote gender equality (African Union, 2000, p. 6). The AU has institutions and programs to help facilitate with the development of Africa. The Pan African University (PAU) has master's and doctorate programs for students at various host universities throughout Africa.

PAU Institutes are located in four regions. They are embedded within existing universities of excellence in those regions. There are host universities in the northern, western, eastern, and central regions. The Abou Bekr Belkaid University of Tlemcen in Algeria hosting the PAU Institute for Water and Energy Sciences (including Climate Change). The University of Ibadan in Nigeria is hosting the PAU Institute for Life and Earth Sciences (including Health and Agriculture). The Jomo Kenyatta University of Agriculture and Technology hosts the PAU Institute for Basic Sciences, Technology and Innovation. The University of Yaounde II in Cameroon is hosting the PAU Institute for Governance, Humanities and Social Sciences (African Union, n.d.-a).

Through the collaboration of highly qualified institutions in Africa, the African Union is already progressing on their goal to "To promote the unity and solidarity of the African States"

(African Union, 2000). In the African Union there are seven Specialized Technical Committees (STCs), where one is dedicated to Gender and Women's Engagement; and Education, Science and Technology. These STCs are monitoring the implementation of strategies and policies that affect women's education, amongst other tasks (African Union, n.d.). The African Union's- International Center for Girls and Women's Education in Africa (AU/CIEFFA) was established in 2004 and is currently a dedicated to recording the progress that member states have accomplished. This is executed by creating case studies in different regions to see what has been achieved as it relates to integrating girls and women's education in their national plans and implementing strategies for gender responsive curricula (African Union, 2018). One of the strategies implemented is, AU Strategy for Gender Equality and Women's Empowerment, solidified with four pillars. The first, maximizing opportunities, outcomes, and e-tech. Second, focuses on dignity, security, and resilience and recognizes the rights of women and girls. Third, highlighting the importance of effective laws, policies, and institutions. Lasty, pillar four focuses on leadership, voice, and visibility (African Union, 2021).

Education for All

Education for All (EFA) is a global movement led by UNESCO (United Nation Educational, Scientific and Cultural Organization), with intent to address the learning needs of all children, youth and adults by 2015. This was adopted by The Dakar Framework in April 2000 at the World Education Forum in Senegal, Africa. The goal was to ensure that all children were given their basic human right, primary education (UNESCO, 2015a).

There was a commitment to achieving six education goals. (1) The expansion and improvement of comprehensive childhood care and education. Primarily focusing on the most vulnerable and disadvantaged children. (2) Ensure that all children (especially girls) have access

to education. Thus, education should be free, compulsory, and of good quality. Students should not only have access to education but be able to complete this education. (3) Ensure that the learning needs of youth and adults are met through equitable access. Access to appropriate learning and life skills are required in achievement of this goal. (4) There needs to be at least 50 percent improvement on adult literacy, highlighting the need for more literate women and access to basic and continuous education. (5) Eliminate all forms of gender disparities in primary and secondary education by 2005 in addition to targeting girls' education by requiring full and equal access in order to obtain basic quality education. (6) Improve all components of the quality of education (The World Bank, 2014).

Basic strategies for achieving these goals, specifically for the sub-Saharan Africa, context are: “the expansion of quality early childhood education and development, increasing universal access to, and completion of, primary education; Improvement in learning achievement; promoting gender equity and enhancement of the education of girls and women, reducing adult illiteracy; expanding basic education and skills training for out-of-school children, developing HIV/AIDS education programmes and response mechanisms, and improving management and governance” (UNESCO, 2000).

In 2012, with only three years left to achieve the Education for All goals, UNESCO predicted that Senegal, among several other countries, would not achieve the EFA Goals by 2015. In addition, on a list of 127 countries Senegal ranked as number 117 in the EFA Development progress. Concluding that as levels of education increases, girl's enrolment decreases. This indicates that the relationship between higher education and girl's enrollment has a negative correlation. emphasizing that as education level increases, so do the access barriers to education for girls.(UNESCO, 2015).

Significant National Policy Interventions:

(PAQUET)

Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence, translated into English as The Education and Training Quality, Equity and Transparency Improvement Program, also referred to as (PAQUET-EF). PAQUET is a policy established for the period of 2012-2025 to address needed improvement in Senegal's education sector. PAQUET succeeded the country's previous plan, Programme décennal de l'Éducation et de la Formation (PDEF). Senegal introduced this new education policy agenda, by delivering the Education Policy Letter in 2013. As a result, the education training sector plan was introduced with the main objectives aiming to improve learning outcomes and experiences at all levels of education. This education policy incorporates the objectives detailed in Education for All (EFA), the Millennium Development Goals (MDGs), and the National Strategy for Economic and Social Development (SNDES). The main focuses of PAQUET are achieving universal primary education, training of relevant skills for students, equal access to resources between boys and girls, alleviation of poverty, and improving teaching and learning quality. Senegal's government agreed to improving formal and non-formal education by identifying strategies to develop sub-sectors, developing initiatives in the governance the education sector, and effective implementation and monitoring of these interventions.

Girls and Women's Literacy in Senegal Project

Projet d'Alphabétisation des Jeunes Filles et Jeunes Femmes avec les Technologies de l'Information- PAJEF, translated in English as The Literacy Project for Girls and Women using ICTs, was officially launched in 2012. With the intent to achieve goals set by Senegal's

education policies, the Government of Senegal and UNESCO partnered to implement this program for a two-year. The targeted population were women and girls between the ages of 15 and 55, and aimed to improve their access to literacy programs, effectiveness and efficiency of ICT training programs, and their professional and economic opportunities (UNESCO, 2015). Improving access to programs was done by using several native languages as mediums of instruction. This aided eliminating language barriers between students and instructors. Also, ICT classes were offered through mobile phones and online programmes to accommodate the needs of all participating women and girls. Income stimulating activities were offered to enhance professional and economic opportunities.

As a result, one hundred trainers were taught to use competency-based teaching approaches, another 100 trainers were taught local languages to be implemented and medium of instruction. One hundred and sixty classes were offered to participants. Three thousand participants of the program benefited from the courses offered. Two hundred classrooms were opened and equipped with laptops, beamer, and stylus pen. In addition, 93 student took the lower secondary school exam and over 80% of them passed. However, there were some challenges recognized, such as the motivation of participants decreasing due to a shortage of equipment and relocation of teachers. The lack of IT skills among facilitators and training for teachers on online modules, was a challenge (UNESCO, 2015).

Senegal's Anti-FGM/FGC Law Passed in 1999:

The government of Senegal and local organizations have addressed FGM/C through its policies and interventions. A law was passed in 1999 that identified the act as criminal and

punishable with up to 5 years of imprisonment. Previous attempts to address this issue were done by President Diouf who called for the eradication of FGM/C in 1998.

“Following the accession to power of President Abdoulaye Wade in March 2000, the new Minister of the Family and National Solidarity spearheaded a new study of the practice in Senegal. The goals of the study include developing an integrated governmental approach to the fight against the practice; identifying those scattered groups working against the practice and their methods; tracking and assessing the situation of those women who have publicly abandoned the practice; reviewing the current extent of the practice and assessing the impact of Senegal’s 1999 law” (U.S. Department Of State, 2001).

Women and girls around the world continue to experience harmful practices and sub-Saharan African is leading in places where women experience these traumas. United Nations identifies female genital mutilation (FGM) as one of the most harmful commonly practiced procedures. Nearly 200 million women in 30 countries are affected by this practice. The Republic of Senegal has regions which are participants in this harmful practice (Kandala & Shell-Duncan, 2019).

The national rate of FGM/C in Senegal is 28 percent. Geography plays a significant role in FGM/C. The Republic of Senegal is divided into 11 administrative regions as indicated in the introduction, with three additional regions added in 2008. Kaffrine Region was split from Kaolack, Kédougou was split from Tambacounda, and Sédhiou Region was split from Kolda.

There is a higher prevalence of FGM/C in eastern southern regions. The eastern southern regions most affected were Matam and Koulida.

The common characteristics of women most likely to be cut are of the poorest wealth quintile, women living in rural communities, Muslim than another religion, and women of the Soninke ethnic group women were more likely to undergo FGM/C than Wolof women (Kandala & Shell-Duncan, 2019). “The Kolda region in southern Senegal has a prevalence rate of 94 percent, reflecting the high prevalence among the Soninké (78 percent), Mandinka (74 percent), and Pulaar/Fulani (62 percent) ethnic groups” (Diop & Askew, 2009, p. 307).

Kandala and Shell-Duncan investigate whether characteristics such as education can be associated with a likelihood of FGM/C. They concluded that the number of women affected by FGM/C was inflated by access to education. The evidence shows that women without any education were at a higher risk. “... the likelihood of FGM/C in women living rural with any education became not statistically significant” (Kandala & Shell-Duncan, 2019, p.8). Women in Senegal with “no education” were 3.26 times more likely to experience FGM/C, when compared to all higher educated persons.

Community and Stakeholder Engagements:

The Village Empowerment Program:

The Village Empowerment Program developed by an NGO called Tostan (which means “breakthrough” in the Wolof language) has implemented strategies to address human rights, women's health, basic hygiene, and problem-solving processes. In 1991 Tostan was developed to emphasize empowerment of women. While using non-formal education as a method of educating natives they develop instructional methods that consist of games, small group discussions,

theater, songs, dance, storytelling and flip charts. These classes were given in multiple villages and the medium of instruction varied based on the four local languages: Wolof Serere, mandinka, and Pulaar. Therefore, women were able to receive education in the language most beneficial to their learning experience (U.S. Department Of State, 2001). As a result of these methods, between the years of 2000-2003 awareness of the consequences of FGM/ C increased from 11 percent to 80 percent (for men) and from 7 percent to 83 percent (for women) in Kolda. Attitudes towards FGM/C changed significantly since the portion of women who believe FGM/c to be a necessity decreased from 70 percent to 15 percent. Women’s participation in the program, either direct or indirect, appears to bring about a reduction in the practice of cutting. “Most dramatically, more than two times as many daughters aged 5–10 of those women in the intervention villages (44–49 percent) remained uncut past the normal age of cutting (that is, five years) at endline than did the equivalent daughters of women at baseline (21 percent) or in the comparison group (21 percent) (Diop & Askew, 2009, p.314)”. It was concluded that improving comprehension of learning by changing medium of instruction to local languages does impact the number of girls being affected by FGM.

Associates in Research & Education for Development (ARED)

ARED addresses the challenges related to language barriers in the education sector. ARED was founded in 1990 and continue to introduce initiatives that promote literacy in Pulaar, (which is the mother tongue of many of the area’s inhabitants of Northern Senegal). ARED’s main goal is to test and publish learner-centered training materials in African languages. This is executed with the intent to grow the non-formal education sector. Second, for local community members to take charge of their own systems of education and training they mobilize human resources within the community. Third, provide support to existing programmes in the field.

Fourth, provide culturally relevant books which people enjoy reading. Fifth, provide current information and analytical tools through books and training. The four targeted groups are adolescents, women, marginalized social groups, and community organizers and leaders. Specifically, adolescents who have not had the opportunity to start primary education, women who have been unable to attend school, marginalized groups who are separated from the decision-making processes, and community leaders who need better training to assume the responsibilities of their roles in society (ARED, 2014).

ARED have training seminars to address topics such as: literacy and math skills, conflict management and resolution, civil society, organization building, HIV and AIDS, culture literature, indigenous knowledge, etc. ARED focuses on the challenges within the education sector by prioritizes the child's first language when teaching. ARED's bilingual method known as "real-time bilingualism" pairs the learner's first language with French to improve skills. The second language is initiated in the first year to provide an easy transition and foster better learning outcomes. Their training programs have educated more than 9,000 participants, including future literacy teachers and community activists. As a result, 800 thousand books have been sold and over 450 training courses carried out. While addressing Sustainable Development Goal 17: Partnerships for the Goal, ARED partners with numerous organizations to achieve its goals. While working with Senegal's Ministry of Education, ARED also works with the Directorate of Basic Education (DEE), the Directorate of Literacy and National Languages (DALN), the National Institute of Research and Action for the Development of Education. Education (INEADE), the National Center for Educational Resources (CNRE), and other stakeholders who share similar goals (ARED, 2021).

World Education, INC

World Education has launched various projects in Senegal to promote quality education. This organization seeks to provide quality of life through education for over half a million children and adults in 20 countries. World Education has implemented the Ambassadors Girls Scholarship Program in 2005, which provides comprehensive support to girls that are more likely to drop out of school. As a result, in the case of Senegal, approximately 11,000 scholarships were distributed in the Casamance region. Furthering their influence, they have been working with women in the Thies and Casamance regions to provide training in journalism and broadcasting (World Education, 2021).

The Women's Leadership: Civic Leadership and journalism Project was also launched in 2010 by World Education INC and offered services related to capacity building and technical assistance. This program uses popular community radio in Senegal as an informal method of delivering education and spreading awareness on women's human rights. There were 13 rural communities targeted that included 543 villages with more than three hundred thousand residents. Specifically, focusing on sustainable agriculture and food security, basic education for children and adults, and girls' and women's Education. World Education partnered with two Senegalese NGOs: Information and Training of Community Radios (INFORMORAC) and Women's Leadership. INFORMAC assisted in providing women with knowledge, skills, and confidence to serve as journalist and/or broadcasters. The Women's leadership NGO served as an avenue to train leaders in the journalism industry to ensure gender equitable messages in radio programming (World Education INC, n.d.). This program ended in 2017 and is a follow up of the USAID program "Women's Leadership and Civic Journalism" that promotes the increased presence of female journalists in Media.

BuildOn

BuildOn is an organization that builds schools in villages that lack adequate classrooms. They prioritize villages that have students who learn in huts, don't go to school at all, are taught under trees, and/or walk miles to a neighboring village to access education. Currently, BuildOn is active in the following eight countries: Haiti, Mali, Nicaragua, Senegal; Burkina Faso, Malawi, Nepal, and Guatemala. BuildOn addresses sustainable development by helping to build schools, providing adult literacy programs, and improving student enrollment. Sustainable community development is done by positioning villages as partners and not recipients of aid. Therefore, schools are built with a community instead of for a community. As a result, there have been 264 schools built, and 34,669 students enrolled in school in Senegal (BuildOn, 2021).

Gender equality is addressed through their community development efforts as well. BuildOn acknowledges that most communities where intervention is implemented have issues related to gender inequality in education for women. In efforts to address gender inequality, it is required for school construction teams to be composed of both men and women equally. In addition, when villages agree to partner with BuildOn they agree to send their daughters to school in equal numbers compared to their sons. As a result, an increased number of women in villages where intervention occurred have access to education and more than 75% of their Adult Literacy Program learners are women in Senegal. (BuildOn, 2021).

Chapter 4

Discussion of Key Findings and Concluding Reflections

4.1. Discussion of Key Findings

Results of research in the literature confirm the lack of gender equality in the education system across Senegal. Furthermore, the prevailing issue of poor quality of education also affects the learning opportunities for girls and women and more generally citizens' quality of life. The absence of resources contribute to the persistence of barriers that have been playing significant roles in compromising their physical and mental well-being. The participation of harmful practices, and absence or lack of implementation of policies to protect women and girls increased the limitations on education that were experienced. As articulated in the literature review, the persistent lack of financial incentives towards education due to low economic capacities in Senegal continue to have a negative impact on participants of higher education. The barriers that women and girls continue to face have the potential to push them deeper into the cycle of poverty.

The societal expectation of women and girls' roles in the home have a negative effect on their ability to pursue educational activities outside of the home, specifically related to professional and academic development. Gender roles are a part of the culture. However, without a balance to the roles and responsibilities women and girls will continue to remain inferior to men and boys, within the social construct. Gender roles in societies create environments where men are held at superior positions than women. Women are expected to do domestic work that inevitably takes them out of school. Yet, girls and women play their major roles outside the home, mainly in agriculture, trade and more generally what is called the informal sector, precisely because of their lack of educational credentials. Attitudes towards the roles and

responsibilities of women tend to create negative attitudes towards girls' education. Parents would prefer to keep their female child home to teach them how to be a mother and wife, at the same time, send the boy child to school. This reinforces the idea that women and girls need to be at home and not school. Removing this negative stereotype from society would provide a balance to gender roles in society and allow women and girls to pursue education at equal rates to their male counterparts, accompanied with the support of family, friends, and the education system.

In the literature review, this research provided a critical analysis of the colonial legacy affecting Senegal. The colonial world has proven its stance on control and assimilation. Decades after Senegal acquired its independence, its education system is still wrapped up in the arms of its colonizer's. The idea of assimilation is still dominant in its education system. When the French administration came and removed native languages from the school system in the late 1800s and put in French as the medium of instruction, that was the initial method to control the Senegalese mind. The lasting colonial influence is among the significant barriers currently affecting women's and girls' access to education. Research results indicate that teaching in the native language is a more effective method for ensuring students' and parents' comprehension. Students are more likely to comprehend, and some teachers feel most comfortable teaching in their native language. In addition, once students can read and write in their first language, based on the curriculum, instructors can then introduce a second language, with an easy transition from the first, as shown in ARED's bilingual program. Therefore, providing a more comprehensive learning and teaching basis for teachers and students can contribute to eliminating this barrier. President Senghor used active assimilation to discontinue the French's notion of assimilation. To a certain extent, Senghor understood aspects of the importance of preserving the African culture

and being able to contribute to the global community. The intellect and strategic thinking skills that Senghor demonstrated, despite some controversies about a certain ambivalence, is proof of active assimilation can be relatively effective when done with good intentions. However, French colonizers decided that limiting a student's exposure to the African culture would create a space where the ability to preserve traditional Senegalese culture would be problematic. In addition, the curriculum developed was designed to be taught based on gender. This ideology, introduced by France, contributed to the devaluation of girl's education in Senegalese societies.

The economic factors that prevent women and girls from pursuing education are extremely high. They are subjected to worrying about financial restraints during and after school. While the human capital levels are low, there is not enough incentive for some to pursue education. However, Ndulo and Assie-Lumumba express the importance of focusing on education to generate human capital out of the entire population. As the results of some of the research reviewed showed, those who do not pursue education are likely to have more difficult experience in the workforce than those who do pursue higher education.

Many families in Senegal struggle with poverty. In addition to facing financial hardships that make it difficult for them to send their children to school, they are faced with the reality of invisible school fees. Paying for materials such as textbooks, lunch, and uniforms are all factors that hinder the ability of a poor family to send a child to school. Families may have intentions on sending children to school but when paired with additional unanticipated fees they may be discouraged or simply unable to pay those fees. In addition, more than half of Senegal's population live in rural areas and survive off agriculture. Therefore, many children are expected to participate in the family business without compensation. Women and girls work on the farms of their husband or father without pay. This is significant because when a child gets off from

school and has agriculture/household duties to fulfill they do not have time to complete their educational homework. Studies indicate that unpaid family labor is one of the main causes that explain why women and girls lack the necessary time for schooling.

Formal Institutions have to create a stronger initiative to provide safer and healthier environments for women and girls to attend school. The literature review indicate that the W.A.S.H conditions at formal institutions do not offer the supportive environment the care of women and girls during their menstrual periods, hence making them go through uncomfortable experiences leading to malpractice of hygiene. In addition, bathrooms are not single-sex. Therefore, boys and girls share the same facilities which provides an avenue for sexual harassment to occur, lack of privacy when using wash facilities. Thus, some may object to using bathrooms because of this, as reported in the studies. A large part of sanitation facilities in school were neither equipped with running water and soap. Female students objected to attending school due to the inability to maintain good hygiene when menstruating.

Administrators and teachers of formal institutions are not trained to provide safe environments for female students. Teachers are vital players, when analyzing the education sector. However, their trainings and measures taken to retain them have been underwhelming. The literature review supports that teacher absenteeism has a larger effect on student attendance performance, than student absenteeism. When teachers are not available or inconsistent, student participation begins to decrease at faster rates, proving that teachers have a great effect on students. In addition, female students are being sexually, physically, and emotionally abused by teachers, most of whom are males, throughout the school day and after. The numbers of students reporting sexual harassment sparked much needed conversations, that fostered the development

of the Noisome movement, which is dedicated to highlighting the sexual harassment experienced by female students in Senegal's education system.

There is a misunderstanding between interpretation of religious law and the implementation of these laws in this predominantly Muslim society. Parents attempt to uphold the religious laws regarding Zina by participating in FGM. Tostan reports decreasing the number of female cuttings in Senegal was accomplished by explaining how harmful the practice was in their native language. Providing educational non-formal programs was helpful, especially for families in rural areas with limited access to resources. Community leaders, including religious authorities, and stakeholders were able to bridge the gap of communication between children and parents through education programs.

By analyzing socioeconomic, institutional, and cultural factors that female youth encounter when pursuing higher education, this thesis has shown how these factors negatively impact women and girl's access to education. A major goal of this paper was to identify the common access barriers to education for women and girls and relevant interventions initiated to address these barriers. This goal was achieved through the methodological approach taken. The critical analysis cited in this thesis is consistent with the case of Senegal. There is certainly evidence of low gender parity in education between female and male youth. Explanatory factors include financial restraints, gender biased cultural norms, and lack of maintenance at formal institutions that created an imbalanced experience for female students. On one hand, sub-Saharan African countries such as Senegal are developing their education sector to addressing gender disparities. Given the progress made Senegal has made many improvements towards gender equality in educational spaces. There have been many interventions introduced to Senegal, to alleviate some access barriers. However, due to a lack of resources in funding, needed

educational materials, and equipped facilitators, the population of Senegal was not able to fully maximize the support of these resources and eradicate gender inequality in the education sector. Therefore, although there are significant advances, the country is still far behind with achieving SGD 4 by the 2030 deadline.

4.2: Recommendations and Conclusion for Education, Research and Policy

Recommendations

In order to address the challenges faced by women and girls in Senegal, when pursuing education, the following recommendations are made for scholars and policy makers interested in assisting to alleviate these access barriers.

- **Creating and maintaining more gender sensitive educational environments:** schools should have facilities for females to engage in proper washing, sanitation, health, and maintain personal hygiene schedules.
- **Training and hiring teachers who are sensitive to gender:** teachers should be able to educate all students, with a special focus on female students. Teachers should encourage equal participation from both male and female students when in the classroom. In addition, they should not target females as a means for sexual exploitation.
- **Teaching in local languages:** when the first language is different from the language of instruction, comprehension can be challenging for all students. The proposal by ARED to apply bilingual education to the classroom is an adequate way to incorporate first and second languages into the teaching methods in the education sector.
- **Encouraging informed decisions by parents and community members:** educators should increase efforts to teach families about menstruation, the harms of FGM, gender roles, and other societal norms that have a negative impact on female students' access and participation in higher education.

- **Decreasing domestic workload:** household labor contributes significantly to females' access to educational resources. Their time is spent catering to domestic duties as opposed to education. A decrease in these duties would allow for females to increase their educational attainment.
- **Increase advocacy for women and girls' education:** there needs to be a larger media coverage on the current state of gender equity in Senegal's education system. An increase in awareness will allow for others to participate and contribute to solutions that will improve the current climate.
- **Including menstrual hygiene in education policy:** this inclusion will normalize menstruation and allow for youth to understand its importance. In addition, its inclusion in policies will ensure that girls' absenteeism is not due to challenges surrounding menstrual hygiene management.
- **Enforcement and evaluation of Policy:** there are policies to protect women and girls, but the problem is in the implementation, enforcement and inadequate evaluation of policies. There needs to be a stronger system of enforcement that hold all actors accountable and an inclusive method of evaluation.
- **Increase efforts into research:** provide budgets for scholars and students to conduct research on gender equity, gender equality, and education reform. This research will bring added insight to administrators and leaders that can help to properly assist in the development of Senegal.
- **Working across sectors with strategic stakeholders:** the private and public sectors need to make a better effort to work together to enhance the accessibility of research, educational services provided to citizens, and gaining genuine understanding of the needs of students. Also, as Islam has a tremendous effect on Senegal and its people, working with Islamic leaders and institutions will be beneficial. Leaders of Senegal's government and Islamic institutions should work together to provide adequate information to followers of the religion, in addition to promoting practices that are legal for both entities.
- **Further research needed:** to determine the religious requirements set by shariah law and the implementation of Islamic law in society, mosque leaders and government leaders should develop initiatives to dispel forms of miscommunication. Education programs should be offered to parents to discuss their intention to uphold Islamic law in ways that do not create harmful environments for women and girls. In addition, further research should be completed to access the necessary methods needed to increase gender equality in education, on all levels. Government leaders should fund research and researchers who are interested in Senegal's education sector, and there should be necessary support to those researcher to provide research that can be translated into policy.

Conclusion

This research has analyzed three key components that are crucial in the persistence of access barriers to education for women and girls in Senegal. Research results have supported the hypothesis identifying socio-economic, cultural, and institutional factors as determinants of access barriers which result in the low educational attainment rates of Senegalese female youth. The research reveals the current state of education in Senegal, the on-going interventions addressing unequal educational opportunity for women and girls, and methods needed to eliminate this challenge. The critical analysis of the literature reviewed in this research indicates that when financial hardships are decreased, societies create healthy circumstances that encourage the pursuit of education, and formal institutions actively promote gender inclusive curricula and environments, then female youths' access to education increases. It is therefore recommended that strategic community stakeholders, students, policy makers, and researchers collaborate to effectively address the challenge of gender inequity and inequality in Senegal's education sector.

References

- 28 Too Many. (2015). *Country Profile: FGM in Senegal* (p. 60).
<https://www.refworld.org/pdfid/5587d3f3d.pdf/>
- Adebayo, S. B. (2019). Emerging perspectives of teacher agency in a post-conflict setting: The case of Liberia. *Teaching and Teacher Education*, 86, 102928.
<https://doi.org/10.1016/j.tate.2019.102928>
- Adotevi, J., & Taylor, N. (2019). Secondary Education in Sub-Saharan Africa Teacher Preparation Deployment and Support. *JET Education Services, This paper was prepared for the Mastercard Foundation report, Secondary Education in Africa: Preparing Youth for the Future of Work. The opinions, findings, and conclusions stated herein are those of the authors and do not necessarily reflect those of Mastercard Foundation.*, 45.
- African Union. (n.d.-a). *PAU Host Universities*. Pan African University. Retrieved July 19, 2021, from <https://pau-au.africa/>
- African Union. (n.d.-b). *Specialised Technical Committees | African Union*. Retrieved July 19, 2021, from <https://au.int/en/stc>
- African Union. (2000). *Constitutive Act of the African Union*.
https://au.int/sites/default/files/pages/34873-file-constitutiveact_en.pdf
- African Union. (2006). *African Youth Charter*. https://au.int/sites/default/files/treaties/7789-treaty-0033_-_african_youth_charter_e.pdf
- African Union. (2018). *African Union International Centre for Girls and Women Education in Africa | AU Education*. <https://www.edu-au.org/au-cieffa>

- African Union. (2019). *AU Strategy for Gender Equality & Women's Empowerment 2018-2028* (p. 65). https://au.int/sites/default/files/documents/36195-doc-au_strategy_for_gender_equality_womens_empowerment_2018-2028_report.pdf
- African Union. (2021). *AU Strategy for Gender Equality and Women's Empowerment | African Union*. <https://au.int/en/articles/au-strategy-gender-equality-and-womens-empowerment>
- Amref, H. A. in C. (2019). *Water, Sanitation and Hygiene: A Pathway to Realizing Gender Equality and the Empowerment of Women and Girls*.
- ARED. (2014). *Associates in Research & Education for Development (ARED), Senegal | UIL*. <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/associates-research-education-development-ared>
- ARED. (2021). *The Bilingual Program*. <https://ared-edu.org/index.php>
- Arnold, G. (1974). *Education and Black Struggle: Notes from the Colonized World*. Harvard Educational Review, Longfellow Hall, 13 Appian Way, Cambridge, Mass.
- Assié-Lumumba, N. (2018). Conceptualizing Gender and Education in Africa from an Ubuntu Frame. In E. Amoako (Ed.), *Re-Visioning Education in Africa: Ubuntu-Inspired Education for Humanity* (pp. 67–82). Palgrave Macmillan. <https://www.palgrave.com/gp/book/9783319700427>
- Assié-Lumumba, N. T., & World Bank. (1993). *Higher education in Francophone Africa: Assessment of the potential of the traditional universities and alternatives for development: Vol. Issue 5 of AFTHR technical note*. World Bank.
- Barthel, D. (1985). Women's Educational Experience under Colonialism: Toward a Diachronic Model. *The University of Chicago Press*, 11(1), 137–154.

- Beoku-Betts, J. (2020). Chapter 6: Science as a Development Tool in Ghana: Challenges, Outcomes, and Possibilities for Women Academic Scientists. In *Education and Development: Outcomes for Equality and Governance in Africa* (pp. 109–129). Palgrave Macmillan.
- <http://proxy.library.cornell.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2466093&site=eds-live&scope=site>
- Birdsall, N., Levine, R., & Ibrahim, A. (2005). Towards Universal Primary Education: Investments, incentives, and institutions. *European Journal of Education, 40*(3), 337–349. <https://doi.org/10.1111/j.1465-3435.2005.00230.x>
- Boeren, E. (2019). Understanding Sustainable Development Goal (SDG) 4 on “quality education” from micro, meso and macro perspectives. *International Review of Education, 65*(2), 277–294. <https://doi.org/10.1007/s11159-019-09772-7>
- Bohman, J. (2019). Critical Theory. In E. N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy* (Winter 2019). Metaphysics Research Lab, Stanford University.
- <https://plato.stanford.edu/archives/win2019/entries/critical-theory/>
- Braun, V., & Clarke, V. (2021). Conceptual and Design Thinking for Thematic Analysis. *Qualitative Psychology*. <https://doi.org/10.1037/qup0000196>
- Bryant, K. D. (2014). Clothing and Community: Children’s Agency in Senegal’s School for Sons of Chiefs and Interpreters, 1892–1910. *The International Journal of African Historical Studies, 47*(2), 239–258. JSTOR.
- BuildOn. (2021). *BuildOn Global | Senegal*. <https://www.buildon.org/our-work/buildon-global>
- Chilton, I. E. (2016, June). *MEANINGFUL LEARNING IN THE SENEGALESE EDUCATION SYSTEM: Problems of Language, Culture and Colonization* [Thesis].

- <https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/20270/Final%20Thesis-Chilton.pdf?sequence=1&isAllowed=y>
- CIA. (2019). *Africa: Senegal—The World Factbook—Central Intelligence Agency*. Central Intelligence Agency. https://www.cia.gov/library/publications/the-world-factbook/geos/print_sg.html
- Clasby, E. (2012). The Current Education System in Senegal: A Closer Look at the Advantages and Disadvantages of Attending a Private Catholic Institution in Dakar. *Independent Study Project (ISP)*, 32.
- Diop, N. J., & Askew, I. (2009). The Effectiveness of a Community-Based Education Program on Abandoning Female Genital Mutilation/Cutting in Senegal. *Studies in Family Planning*, 40(4), 307–318.
- EPDC, E. P. and D. C. (2018). *Senegal: National Education Profile 2018 Update*. Education Policy and Data Center. <https://www.epdc.org/education-data-research/senegal-national-education-profile-2018>
- Girls Not Brides, G. N. (n.d.). What is the impact of Child Marriage. *Girls Not Brides*. Retrieved December 12, 2019, from <https://www.girlsnotbrides.org/themes/education/>
- Guarcello, L. (2007). *Understanding Youth Employment Outcomes in Senegal* (p. 36). http://ucw-project.org/attachment/STyouth_employment_Senegal20110420_124851.pdf
- Horkheimer, M. (1982). *Critical theory: Selected essays*. Continuum Pub. Corp.
- Jones, H. (2013). *The Métis of Senegal: Urban Life and Politics in French West Africa*. Indiana University Press; JSTOR. www.jstor.org/stable/j.ctt16gh6cn
- Kandala, N.-B., & Shell-Duncan, B. (2019). Trends in female genital mutilation/cutting in Senegal: What can we learn from successive household surveys in sub-Saharan African

- countries? *International Journal for Equity in Health*, 18(1), 25.
<https://doi.org/10.1186/s12939-018-0907-9>
- Kane, C. H. (1961). *L'aventure Ambiguë*. Julliard.
- Kuenzi, M. (2018). Education, religious trust, and ethnicity: The case of Senegal. *International Journal of Educational Development*, 62(C), 254–263.
- Kuwonu, F. (2015, March 30). *Millions of girls remain out of school*. Africa Renewal.
<https://www.un.org/africarenewal/magazine/april-2015/millions-girls-remain-out-school>
- Lau, F., & Kuziemy, C. (2017). Chapter 9 Methods for Literature Reviews. In *Handbook of eHealth Evaluation: An Evidence-based Approach* (pp. 163–165). University of Victoria.
<https://www.ncbi.nlm.nih.gov/books/NBK481583/#>
- Levine, R., Lloyd, C. B., Greene, M. E., & Grown, C. (2008). *Girls Count A Global Investment & Action Agenda*.
- Mackintosh, E. (2018). *The Me Too movement was silent in Senegal. These women are trying to change that*. CNN. <https://www.cnn.com/2018/12/19/africa/senegal-as-equals-intl/index.html>
- Manion, C. (2015). Senegal: Trends and Futures. In E. J. Takyi-Amoako (Ed.), *Education in West Africa* (pp. 421–433). Bloomsbury Publishing Plc.
- Martinez, E. (2018). *Is Senegal Ready to Listen to Adolescent Girls?*
<https://www.hrw.org/news/2018/10/25/senegal-ready-listen-adolescent-girls>
- McElroy, B. A., Hayden, K. R., & Douyon, Y. (n.d.). *Teacher Training: The Superhighway to Gender Equity in Senegal*. Retrieved December 11, 2019, from
https://www.academia.edu/1395395/Teacher_Training_The_Superhighway_to_Gender_Equity_in_Senegal

Muna B. Ndulo & N'Dri T. Assié-Lumumba. (2020). *Education and Development: Outcomes for Equality and Governance in Africa*. Palgrave Macmillan.

<http://proxy.library.cornell.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2466093&site=eds-live&scope=site>

Nations, U. (1945). Article 13, Chapter IV: The General Assembly (Articles 9-22). In *Charter of the United Nations*. United Nations. <https://www.un.org/en/about-us/un-charter/chapter-4>

Niane, B. (2004). *Innovation and Reform to Improve Basic Education Quality in Senegal* (2005/ED/EFA/MRT/PI/36; p. 15).

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.602.1668&rep=rep1&type=pdf>

Obeng-Denteh, W., Yeboah, E. A., Sam, C., & Monkah, J. E. (2011). THE IMPACT OF STUDENT AND TEACHER ABSENTEEISM ON STUDENT PERFORMANCE AT THE JUNIOR HIGH SCHOOL: THE CASE OF THE KUMASI-METRO SCHOOL DISTRICT. *Wilolud Journals, 1*, 7–17.

Presidency of the Republic of Senegal. (n.d.). *Biography of Leopold Sedar Senghor—Former President of Senegal*. Léopold Sédar Senghor. Retrieved July 17, 2021, from

<https://www.presidence.sn/en/presidency/leopold-sedar-senghor>

Rogers, H., & Koziol, M. (2008). *Provider Absence Surveys in Education and Health*. World Bank.

Save the Children. (n.d.). *Child Marriage in Senegal*. Save the Children. Retrieved December 12, 2019, from

<https://www.savethechildren.org.uk/content/dam/global/reports/advocacy/child-marriage-senegal.pdf>

- Schnitzer Raab, P. (2011). *Barriers To Children 'S Cognitive Achievements: Evidence From Senegal* [Cornell University]. <https://ecommons.cornell.edu/handle/1813/29453>
- Schoole, C. T., & Moja, T. (2003). Pedagogical Issues and Gender in Cyberspace Education: Distance Education in South Africa. *African & Asian Studies*, 2(4), 475–496. <https://doi.org/10.1163/156920903773004022>
- Shryock, R. (2010, November 16). *Senegalese girls forced to drop out of school and work as domestic help*. Unicef.Org. http://www.unicef.org/education/senegal_56856.html.
- Sweetman, C. (2005). *Gender and the Millennium Development Goals*. Oxfam.
- Teferra, D., & Altbachl, P. G. (2004). African higher education: Challenges for the 21st century. *Higher Education*, 47(1), 21–50. <https://doi.org/10.1023/B:HIGH.0000009822.49980.30>
- The Oxford Dictionary of Islam. (n.d.). *Zina—Oxford Islamic Studies Online*. Retrieved July 17, 2021, from <http://www.oxfordislamicstudies.com/article/opr/t125/e2577>
- The World Bank. (2014). *Education for All*. Education for All. <https://www.worldbank.org/en/topic/education/brief/education-for-all>
- The World Bank. (2020). *Children out of school (% of primary school age)—Senegal | Data*. <https://data.worldbank.org/indicator/SE.PRM.UNER.ZS?locations=SN>
- Theirworld. (2018). *How FGM is pushing girls out of school in Kenya* [Text/html]. Theirworld. <https://theirworld.org/news/how-fgm-pushes-girls-out-of-school-in-kenya>
- UN Economic and Social Council (ECOSOC). (1946). *E/RES/11(II)*. [https://undocs.org/en/E/RES/11\(II\)](https://undocs.org/en/E/RES/11(II))
- UN Women. (n.d.). *About UN Women*. UN Women. Retrieved July 18, 2021, from <https://www.unwomen.org/en/about-us/about-un-women>

- UN Women. (2014). *Menstrual Hygiene Management: Behaviour and Practices in the Louga Region, Senegal* (p. 52). https://www2.unwomen.org/-/media/field%20office%20africa/attachments/publications/2015/07/louga_study_en_lores.pdf?la=en&vs=2335
- UN Women. (2019). *A short history of the Commission on the Status of Women* (G. Luchsinger, Ed.). UN Women. <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2019/a-short-history-of-the-csw-en.pdf?la=en&vs=1153>
- UNESCO. (2000). *The Dakar Framework for Action: Education for All: Meeting our collective commitments*.
https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000121147&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_e88eb5e2-ef49-4c52-ae58-dd58a89a8be2%3F_%3D121147eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000121147/PDF/121147eng.pdf#%5B%7B%22num%22%3A119%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C-221%2C890%2Cnull%5D
- UNESCO. (2003). *Gender and education for all: The leap to equality; EFA global monitoring report, 2003/4; summary report* (ED.2004 / WS / 13). Global Monitoring Report.
- UNESCO. (2012, September 24). *UNESCO in brief—Mission and Mandate*. UNESCO.
<https://en.unesco.org/about-us/introducing-unesco>
- UNESCO. (2014). *Puberty education & menstrual hygiene management*.
- UNESCO. (2015a). *Education for All 2000-2015: Achievements and challenges; EFA global monitoring* (p. 516).

https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000232205&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_788b59d0-339f-4583-9b65-7d332ef0e0f5%3F_%3D232205eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000232205/PDF/232205eng.pdf#%5B%7B%22num%22%3A9%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2Cnull%2Cnull%2C0%5D

UNESCO. (2015b, September 16). *Literacy Project for Girls and Women using ICTs, Senegal / UIL*. <https://uil.unesco.org/case-study/effective-practices-database-litbase-0/literacy-project-girls-and-women-using-icts>

UNESCO. (2016). *The World Needs Almost 69 Million New Teachers to Reach the 2030 Education Goals*.

UNESCO. (2017, September). *More Than One-Half of Children and Adolescents Are Not Learning Worldwide UIS/FS/2017/ED/46*.

<http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>

UNESCO. (2019). *Global education monitoring report, 2019: Migration, displacement and education: Building bridges, not walls -*.

<https://unesdoc.unesco.org/ark:/48223/pf0000265866>

UNICEF. (2011). *Senegal Country Programme Document 2012-2016*. UNICEF Executive Board. https://www.unicef.org/about/execboard/files/Senegal_final_approved_2012-2016_English_20_Oct_2011.pdf

UNICEF. (2013). *Water, Sanitation and Hygiene Annual Report 2013* (p. 52).

UNICEF. (2015, October 29). *SMS Community Forum in Senegal: Jokko Initiative*.

Www.Unicef.Org. <https://www.unicef.org/innovation/stories/sms-community-forum-senegal>

UNICEF, & WHO. (2018). *Drinking Water, Sanitation and Hygiene in Schools: Global baseline report 2018*. <https://data.unicef.org/resources/wash-in-schools/>

UNIFEM. (n.d.). *POLICY AND PROGRAMME WORK ON INTERNATIONAL MIGRATION BY THE UNITED NATIONS DEVELOPMENT FUND FOR WOMEN*. 13.

United Nation. (2015). *Transforming our World: The 2030 Agenda for Sustainable Development* (A/RES/70/1).

United Nation. (2019). *The Sustainable Development Goals Report*.

<https://unstats.un.org/sdgs/report/2019/#sdg-goals>

United Nations. (1945a). Article 55. In *Chapter IX. In Charter of the United Nations*. United Nations. <https://www.un.org/en/about-us/un-charter/chapter-4>

United Nations. (1945b). Preamble. In *Charter of the United Nations*. United Nations.

<https://www.un.org/en/about-us/un-charter/preamble>

United Nations. (1964). Chapter XVI. Status of Women. In *Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages* (Vol. 1–2, p. 80).

https://treaties.un.org/doc/Treaties/1964/12/19641223%2002-15%20AM/Ch_XVI_3p.pdf

United Nations. (1980). Chapter IV. Human Rights. In *Convention on the Elimination of All Forms of Discrimination against Women. New York, 18 December 1979* (Vol. 1–1, p.

138). <https://treaties.un.org/doc/Treaties/1981/09/19810903%2005->

[18%20AM/Ch_IV_8p.pdf](https://treaties.un.org/doc/Treaties/1981/09/19810903%2005-18%20AM/Ch_IV_8p.pdf)

United Nations. (1981). *United Nations Treaty Collection*. 1249, 110.

- United Nations. (2003). *Indicators for monitoring the Millennium Development Goals: Definitions, rationale, concepts and sources* (United Nations Development Group, Ed.). United Nations.
- United Nations. (2015a). *The Millennium Development Goals Report*.
<https://doi.org/10.18356/6cd11401-en>.
- United Nations. (2015b). *The World's Women 2015: Trends and Statistics* (p. 260).
<https://unstats.un.org/unsd/gender/worldswomen.html>
- United Nations. (2015c). *A/RES/70/1 Transforming our world: The 2030 Agenda for Sustainable Development* (A/RES/70/1; p. 35).
https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E
- United Nations, General Assembly. (2017). *A/RES/71/313. Global indicator framework for the Sustainable Development Goals and targets of the 2030 Agenda for Sustainable Development*. http://ggim.un.org/meetings/2017-4th_Mtg_IAEG-SDG-NY/documents/A_RES_71_313.pdf
- U.S. Department Of State. (2001). *Senegal: Report on Female Genital Mutilation (FGM) or Female Genital Cutting (FGC)*. U.S. Department of State. <https://2001-2009.state.gov/g/wi/rls/rep/crfgm/10107.htm>
- USAID. (2015). *Report on Language of Instruction in Senegal | SharEd*. U.S. Agency for International Development.
- USAID. (2017). *GENDER ANALYSIS FOR THE FOLLOW-ON USAID/SENEGAL CDCS (2019-2024)* (p. 59). <https://msiworldwide.com/sites/default/files/additional-resources/2019-01/Senegal%20Gender%20Analysis%20for%20CDCS.pdf>

- Vaillant, J. G. (1990). *Black, French, and African: A life of Léopold Sédar Senghor*. Harvard University Press.
- Vaillant, J. G. (2002). Homage to Léopold Sédar Senghor: 1906-2001. *Research in African Literatures*, 33(4), 17–24.
- WHO. (2020). *Female Genital Mutilation*. World Health Organization.
<https://www.who.int/news-room/fact-sheets/detail/female-genital-mutilation>
- Wodon, Q., & Malé, C. (2016). *Health, Nutrition and Population Global Practice: Basic Profile of Child Marriage in Senegal* (pp. 1–4) [Knowledge Brief]. World Bank Group.
<https://documents1.worldbank.org/curated/en/401141467995901691/pdf/106419-BRI-ADD-SERIES-PUBLIC-HNP-Brief-Senegal-Profile-CM.pdf>
- Wodon, Q., Montenegro, C., Nguyen, H., & Onagoruwa, A. (2018). *Missed Opportunities: The High Cost of Not Educating Girls*. 64.
- World Education. (2021). *Senegal—Where We Work—International—World Education, Inc.*
<https://www.worlded.org/WEIInternet/international/where/display.cfm?tid=1034&id=917>
- World Education INC. (n.d.). *Women’s Leadership: Civic Leadership and Journalism*. Retrieved July 19, 2021, from
<https://www.worlded.org/WEIInternet/international/project/display.cfm?ctid=na&cid=na&tid=40&id=8201>