

Selected 2011 GPS Key Results: MALI



UN Region: Sub-Saharan Africa

HIV Prevalence (2009): 1%

Date completed 2011 GPS: 02.01.2012

STRUCTURE OF EDUCATION SYSTEM (Note: Drawn from UIS data sources as respondents could not provide comprehensive answers to this section)

Age	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Level					Pre Primary		Lower P		Upper Prim		Lower Sec		Upper Secondary						
Grades/Forms								1	2	3	4	5	6	7	8	9	10		

LEARNER NUMBERS BY LEVEL -2011

	Pre Primary	Primary	Secondary	Total
Pupils	71216	2114844	820369	3006429

TEACHER NUMBERS BY LEVEL -2011

	Pre Primary	Primary	Secondary	Total
Teachers	1618	43629	33220	78467

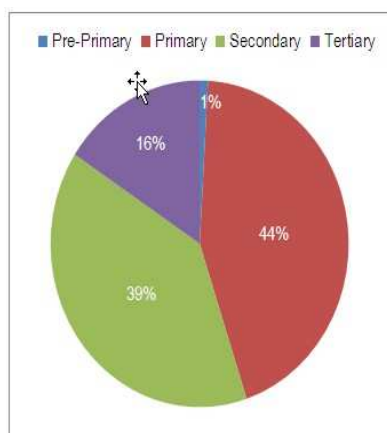
PERCENTAGE CHILDREN OUT OF SCHOOL -2011

Primary	Lower Secondary	Adult literacy rate (estimate): 26.2 -2006
33	51	

PERCENTAGE TRAINED TEACHERS BY LEVEL -2009

Percentage trained	Pre Primary			Primary			Secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
	83	83	83	48	48	48	80	80	80
	57	57	57	56	56	56	86	86	86

PUBLIC EXPENDITURE BY LEVEL (2009)



% Public Expenditure spent on Education: 22 -2010

% Expenditure on Teacher & Support staff salaries: 65.4 -2009

CHILDREN ORPHANED

Children (0-17yrs) orphaned by AIDS ('000): 59 (UNICEF 2009)	Learners in the basic education system who have been orphaned ('000):
Children (0-17yrs) orphaned due to all causes ('000): 690 (UNICEF 2009)	

1. EDUCATION SYSTEM

<ul style="list-style-type: none"> Is total enrolment in your schools, over the last 10 years; growing, shrinking or remaining stable? 	Pre Primary	Male	NR
		Female	NR
	Primary	Male	NR
		Female	NR
	Secondary	Male	NR
		Female	NR
<ul style="list-style-type: none"> Total public expenditure (in local currency) on education 	270. 942,179 CFA francs from the state budget is 33% of budget		
<ul style="list-style-type: none"> Estimate % of teachers employed who permanently left the system in the last academic year for any reason (e.g. retirement, resignation, promotion, illness, death etc.)? 			
<ul style="list-style-type: none"> Number of learners in the basic education system who have been orphaned¹ 	Male		
	Female		
	Total		

2. MINISTRY OF EDUCATION HIV&AIDS STRUCTURES

National Level		
<ul style="list-style-type: none"> At the national level, do you have a dedicated committee or management unit that is responsible for coordinating the response to the HIV&AIDS epidemic? 	Committee	NR
	Unit ²	Yes
<ul style="list-style-type: none"> If there is a management unit, how many permanent staff members does it have? 	Unit	
	Committee ³	Yes
<ul style="list-style-type: none"> If there is a committee or management unit, does it include senior staff? 	Unit	NR
	Committee	
<ul style="list-style-type: none"> If there is a committee or management unit, does it have a dedicated budget? 	Unit ⁴	No

¹ 10-14 years: 30.5%, Together <15 years: 26.8%

² A coordination cell established by Presidential Decree

³ The committee is chaired by the Minister and includes representatives of the heads of central services and related departments

⁴ No budget item is permanently inscribed in the national budget of ME; additional income from external sources (donors / development partners) is available.

○ If there is a committee or management unit, have members received orientation training?	Committee ⁵ Unit	Yes
○ If there is no management unit, are there staff at the national Ministry level who only deal with HIV&AIDS issues?		NR
▪ If Yes, are they at a senior level?		NR
▪ If No, are there staff members whose responsibilities include HIV&AIDS?		NR
• Is the Ministry involved in any current application for funding to any donor or development partner?	HIV&AIDS	NR
	Tuberculosis	NR
	Malaria	NR
• Confirm the number of funding applications submitted in last 10 years (estimate % that have been successful)?		
• Estimate the % of financial resources available (total HIV&AIDS budget) in the last financial year, which came from the following sources:	Internal/ Government	
	External/ Donor	

Representation on HIV&AIDS coordinating structures			Funds allocated and percentage utilized by the National HIV&AIDS coordinating structures by focus area				Areas of training provided to HIV&AIDS coordinating structures		
	National Committee	National management unit		Funds allocated	How funds are shared	% Funds utilised		National Committee	National management unit
Planning			Prevention (including awareness & behaviour change)	NR			HIV&AIDS Impact	NR	
Finance Management			Access/Referral to Care and Support	NR			Response Management	NR	
Curriculum Development			Curriculum Development	NR			Mainstreaming	NR	
Human Resources Management			Mainstreaming	NR			Programme Budgeting	NR	
EMIS/Statistics & Research			Planning	NR			Monitoring and Evaluation	NR	
Monitoring, Evaluation & Reporting			Monitoring & Evaluation	NR			Reporting	NR	
External partners – e.g. teacher unions, PLHIV, NGOs, etc.				NR			Gender Equality and Sensitivity	NR	

Regional and District Level		
• Do you have decentralized structures responsible for managing a response to the HIV&AIDS epidemic? ⁶		Yes
○ If Yes, do they include senior staff		NR
○ If Yes, do they have sufficient dedicated resources (budgets) for the task?		NR
• What % of schools have working groups or committees that address HIV&AIDS-related matters?	Pre Primary	
	Primary	
	Secondary	
• Rank the HIV&AIDS roles and functions of decentralized structures in order of importance	Planning	
	Program Implementation	
	Monitoring	
	Evaluation	
	Reporting	
	Other:	

3. ENABLING ENVIRONMENT			
• How often have you heard your Education Minister speak publicly about the impact of HIV&AIDS on the education sector? ⁷			Occasionally
• Are HIV&AIDS response plans and implementation reports regularly reviewed at senior education management meetings?			NR
• Does HIV&AIDS feature in the annual work plans of Teacher Unions and/or the Teacher Service Commission?			Yes
• Does the Ministry provide school-fee waivers and exemptions for the poor, orphaned, vulnerable or HIV&AIDS-affected? ⁸			No
• Levels of education that receive free education	Pre Primary		Lower Primary
	Upper Primary		Lower Secondary
	Upper Secondary		Tertiary
• Does the Ministry of Education have a specific education sector HIV&AIDS policy? ⁹			In process
○ If Yes, estimate how well this has been implemented?			n/a
○ If Yes, provide date of original adoption and publication?			n/a
○ If Yes, has it been revised since its adoption			n/a
○ If Yes, when has it been revised since its adoption			n/a
○ If No, are HIV&AIDS issues mainstreamed in the national Education Sector Policy?			n/a
• Does the Ministry of Education have a workplace policy addressing HIV&AIDS impact?			NR
○ If Yes, estimate how effective this workplace policy is in addressing HIV&AIDS impact?			n/a
○ If Yes, provide date of original adoption and publication?			n/a

⁵ Yes, through two tools: the National Strategic Framework and Plan of Operations (PO).

⁶ At the regional level: the 17 teaching academies. At the local level: the 70 Educational Activity Centres

⁷ In seminars, workshops and during the months of struggle against HIV&AIDS (December)

⁸ Basic education is free, so they are not identified

⁹ A sectoral policy of fight against HIV&AIDS was developed and its action plan is being developed

○ If Yes, has it been revised since its adoption and if so, when?	n/a
○ If Yes, when has it been revised since its adoption	n/a
• Have Education Sector HIV&AIDS-related policies been regularly reviewed since their introduction?	NR
○ If "Yes", indicate how often these policies are reviewed?	n/a
• Have other Ministry rules and regulations been reviewed to address the impact and implications of HIV&AIDS? ¹⁰	Yes
• Is Education included in the National HIV&AIDS Strategy?	NR

4. HIV&AIDS MAINSTREAMING AND IMPLEMENTATION		
• How seriously does the education sector regard the impact of HIV&AIDS on the sector?		No problem
• Is there an Education Sector HIV&AIDS strategic plan in place?		NR
○ If Yes, in what year was this plan developed?		n/a
○ If Yes, in what year was this plan introduced?		n/a
○ If Yes, is there an action plan for the implementation of this strategic plan?		n/a
○ If Yes, to what extent is this plan funded?		n/a
○ Estimate the % implementation of this strategic plan?		n/a
• Is HIV&AIDS response mainstreamed in the education management and planning process at the National level? ¹¹		Yes
○ If Yes, estimate the effectiveness of mainstreaming HIV&AIDS response?		NR
• Does the education sector have an Education Information Management System (EMIS)?		Yes
○ If Yes, has the EMIS system been reviewed and amended to include HIV&AIDS-sensitive indicators?		No
○ What was the most recent year for which EMIS captured and reported on these indicators?		n/a
○ Has EMIS undertaken any HIV&AIDS trend or impact analysis?		No
• Is HIV&AIDS considered (e.g. as a line item) when making and budgeting district level plans?		NR
• Has the Ministry decentralized any of its data collection and processing (EMIS) systems?		NR
• Is HIV&AIDS-relevant data (e.g. teacher absenteeism/attrition, incidence of orphaning, etc.) being collected at decentralized levels of the system?		NR
• Has an assessment of the impact of HIV&AIDS on the education sector been conducted?		No
○ If Yes, in what year did this assessment take place?		n/a
○ If Yes, how much of the country did this assessment cover?		n/a
○ Have the key findings of this assessment been published		n/a
○ When were the key findings of this assessment published		n/a
○ If no assessment has taken place, is one planned		NR
○ When is an assessment planned		n/a
• Identify and rank 5 key barriers to implementation	1	
	2	
	3	
	4	
	5	

5. HUMAN RESOURCES		
• Has an analysis of the impact of HIV&AIDS on demand and supply of human resources in the education sector has been conducted?		No
• Is there evidence of increased teacher attrition (e.g. permanent loss) in the system?		No
○ If Yes, are there plans to increase teacher recruitment and training?		n/a
• Have human resource policies been reviewed and amended to minimize vulnerability and susceptibility to HIV&AIDS (e.g. attention to safety in the workplace, avoidance of teacher deployment away from their families, etc.)		NR
○ If Yes, indicate how often these policies are reviewed?		n/a
• Are human resource issues possibly related to HIV&AIDS impact being monitored and reported on (e.g. absenteeism, sick leave, compassionate leave, attrition, increasing pension costs)?		No

6. EDUCATION SECTOR WORKPLACE HIV&AIDS PROGRAMS		
• Does the Ministry have a gender-sensitive HIV&AIDS awareness program for all its employees? ¹²	National	Yes
	District	Yes
	Education institution	Yes
• Does the Ministry have a program aimed at preventing HIV infections among staff? ¹³		Yes
○ If Yes, are these prevention programs gender sensitive?		NR
• Have gender-sensitive guidelines for implementing universal precautions and ensuring safety in the workplace been developed for use by all staff? ¹⁴		In process

¹⁰ The national policy of HIV in the workplace, Law No. 06-028 of 29 June 2006 laying down rules for the prevention, care and control of HIV and AIDS

¹¹ Sector Investment Program of Education (PISA) integrates the response to HIV&AIDS in the process of planning and management of education

¹² Yes, all staff benefit from a program of awareness about HIV&AIDS

¹³ The staff of the Ministry of Education has training programs and advocacy for prevention of HIV transmission: transmission patterns and non- HIV transmission, methods of prevention, reproductive health, the change behaviour, risk reduction, access to condoms, voluntary testing & counselling, the fight against stigma and discrimination, the impact of HIV&AIDS on the demand, supply and management of education

¹⁴ A specific policy in the workplace is being developed by the relevant departments (76-100% level of achievement)

• Do Education Ministry teachers and staff have access to HIV voluntary counseling and testing (VCT) facilities?	NR
o Estimate % teachers and staff who have such access?	NR
o Estimate % teachers and staff who use these facilities?	NR
• Has a referral system for access to HIV&AIDS treatment been established for Education Ministry teachers and staff?	NR
o If Yes, estimate % effectiveness of this referral system?	n/a
• Does the Ministry have a policy of non-discrimination with regard to recruitment, advancement, continued employment and benefits for personnel affected by HIV&AIDS?	Yes
• Does the Ministry of Education enforce confidentiality of information about Ministry employees affected by HIV&AIDS?	NR
• Are there accessible outlet points within or in the vicinity of all education sector workplaces (e.g. offices, schools or educational institutions) for the distribution of condoms?	NR

7. HIV&AIDS AND THE CURRICULUM

Topics included in the core curriculum; support materials developed; and confirmation of adaptation of tertiary curriculum by level of education

	Inclusion in core curriculum ¹⁵				Support materials developed				Tertiary curriculum adapted
	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary	
Generic life skills	✓	✓	✓	✓	NR	NR	NR	NR	NR
Adolescent and reproductive health	✓	✓	✓	✓	NR	NR	NR	NR	NR
Sexuality education	NR	NR	NR	NR	NR	NR	NR	NR	NR
Gender equality and empowerment	NR	NR	NR	NR	NR	NR	NR	NR	NR
HIV&AIDS and other STIs	✓	✓	✓	✓	NR	NR	NR	NR	NR
Stigma and discrimination, including homophobia	NR	NR	NR	NR	NR	NR	NR	NR	NR
Family life and inter-personal relationships	NR	NR	NR	NR	NR	NR	NR	NR	NR

• Estimate the % of schools in which these issues are covered in the curriculum and taught, by school level:	Lower Primary	Upper Primary	Lower Secondary	Upper Secondary
• Is HIV&AIDS and related life skills issues a compulsory part of the curriculum?	NR			
• Is the HIV&AIDS subject area examinable?	NR			
• Has there been an orientation process for parents regarding life skills-related programs in schools? ¹⁶	Yes			
o If Yes, indicate frequency of orientation sessions?	NR			
o If Yes, indicate whether this orientation process is ad hoc (e.g. limited to informal local initiatives) or formally structured across the system? ¹⁷	Systemic			
• Have efforts been made to ensure that religious, community and/or traditional leaders support the HIV prevention approach adopted by the education sector, the messages it communicates and the materials it uses?	NR			
o If Yes, estimate % effectiveness of these efforts?	n/a			
o If Yes, indicate whether these efforts are ad hoc (e.g. limited to local initiatives) or systematic?	n/a			
• Estimate the % of students in the tertiary sector who have open or regular access to HIV&AIDS information, awareness and prevention materials through their educational institutions?				

Is there professional preparation of teachers through orientation and training in the following subject areas, by level?¹⁸

	Primary Training		Secondary Training	
	Pre Service	In Service	Pre Service	In Service
Orientation Generic life skills	NR	NR	NR	NR
Orientation Adolescent and reproductive health	NR	NR	NR	NR
Orientation Sexuality education	NR	NR	NR	NR
Orientation Gender equality and empowerment	NR	NR	NR	NR
Orientation HIV&AIDS and other STIs	NR	NR	NR	NR
Orientation Stigma and discrimination, including homophobia	NR	NR	NR	NR
Orientation Family life and inter-personal relationships	NR	NR	NR	NR

Where orientation sessions for parents are conducted, they include the following topics

Sexuality education	NR
Life Skills	NR
Adolescent and reproductive health	NR
Gender	NR
STIs	NR
HIV&AIDS	NR
Homophobia and discrimination	NR

• Have systems to monitor the success of HIV&AIDS prevention messages throughout the education system been established? ¹⁹	Yes
o If Yes, how often are the results of this monitoring reported?	NR
• Have efforts been made to include out-of-school youths in life skills and HIV&AIDS awareness efforts? ²⁰	Yes
o If Yes, estimate % the success of these efforts?	NR

¹⁵ The program covers the following topics: modes of transmission and non-transmission of HIV, methods of prevention, reproductive health, behaviour change, risk reduction, access to condoms, voluntary testing counselling, the fight against stigma and discrimination, the impact of HIV&AIDS on the demand, supply and management of education, STD / HIV, gender and HIV, Life Skills (CVC).

¹⁶ Parents are involved in identifying issues of local curriculum (local knowledge)

¹⁷ The orientation process is formally structured to system-wide through the decentralized education AE, CAP and support structures in schools (School Management Committee (SMC) / Association of Parents of (APE), NGOs.

¹⁸ Preventive Education on HIV&AIDS in teacher training institutes, training of trainers module, guide teachers, educational kits for HIV&AIDS in schools, boards and user guides.

¹⁹ There are measures of success messages to prevent HIV&AIDS across the education system (observing classes, meeting with various stakeholders, focus groups, boys / girls), through supervision missions and monitoring and evaluation conducted jointly with UNICEF

²⁰ In CED, CAF and COFFEE: AIDS has been integrated into their curricula for the benefit of dropouts (9-15yrs)

11. SELF-ASSESSMENT AND PRIORITIZATION

How would you rate your Ministry, in terms of the implementation of response in each of the following areas?	Rank order	Low					High				
		1	2	3	4	5	1	2	3	4	5
		Ministry of Education HIV&AIDS structures									
Enabling environment for an effective response to HIV&AIDS											
HIV&AIDS mainstreaming and implementation											
Human resources adaptation to the impacts of HIV&AIDS											
Workplace HIV&AIDS programmes											
HIV&AIDS and the curriculum											
Orphans and Vulnerable Children											
Partnership development in response to HIV&AIDS											
Research guiding the response to HIV&AIDS in the education sector											

Rank the following priority areas in order of importance for funding	Rank order	Most important									Least important								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
		Ministry of Education HIV&AIDS structures	9																
Enabling environment for an effective response to HIV&AIDS	3																		
HIV&AIDS mainstreaming and implementation	2																		
Human resources adaptation to the impacts of HIV&AIDS	1																		
Workplace HIV&AIDS programmes	8																		
HIV&AIDS and the curriculum	5																		
Orphans and Vulnerable Children	6																		
Partnership development in response to HIV&AIDS	7																		
Research guiding the response to HIV&AIDS in the education sector	4																		

Rank the following priority areas in order of importance for Technical assistance	Rank order	Most important									Least important								
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9
		Ministry of Education HIV&AIDS structures																	
Enabling environment for an effective response to HIV&AIDS																			
HIV&AIDS mainstreaming and implementation																			
Human resources adaptation to the impacts of HIV&AIDS																			
Workplace HIV&AIDS programmes																			
HIV&AIDS and the curriculum																			
Orphans and Vulnerable Children																			
Partnership development in response to HIV&AIDS																			
Research guiding the response to HIV&AIDS in the education sector																			

Rank the following challenges to HIV&AIDS response implementation	Rank order	Most challenging										Least challenging									
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
		Lack of leadership																			
Funding/budget constraints																					
Human Resource capacity and skills limitations																					
Stigma and discrimination																					
Lack of HIV&AIDS mainstreaming																					
Lack of data and management information																					
Little or no research																					
Lack of training and orientation																					
Ineffective monitoring, evaluation and reporting																					
Lack of mandatory HIV&AIDS subject coverage in the curriculum																					