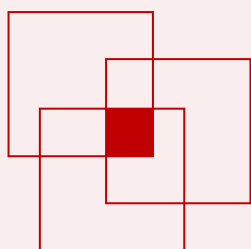




International
Labour
Organization

CHILD LABOUR AND EDUCATION IN MALI



International
Programme on
the Elimination
of Child Labour
(IPEC)

Fundamental Principles and Rights at Work (FPRW) Branch
Governance and Tripartism Department

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INTRODUCTION

JUSTIFICATION FOR THE STUDY

Child labour remains a widespread and serious problem throughout much of the world. The International Labour Organization's (ILO) most recent estimate is that 215 million children are in child labour with 152 million of these between the ages of 5 and 14.¹ At the same time according to the Education for All (EFA) Global Monitoring Report 2011, a total of 67 million primary school aged children and 73 million children of junior secondary school age are estimated to be out of school.²

There has been growing recognition of the close association between tackling child labour and increasing access to education. Within the Education for All (EFA) movement, a key goal is the EFA and Millennium Development Goal target of achieving universal primary education by 2015. This will not be achieved unless there is a determined effort to reach the hardest to reach children including those in child labour.

In an earlier study on child labour and education by the ILO's International Programme on the Elimination of Child Labour (IPEC) a strong effect of child labour on school attendance rates was identified.³ The cross-country data indicated that increasing levels of economic activity of children caused a decline in school attendance rates. Many working children were constrained in their school attendance by long hours of work or difficult working conditions and many of them did not attend school at all. School attendance rates of working children in some countries were only about half of those of non-working children.

Within the framework of a recently commenced IPEC project supported by the government of the Netherlands, data on both child labour and education are being reviewed with a view to identifying what is known about child labour which could be relevant to education planning. For this purpose, studies will be undertaken on the four countries involved in the project: Bolivia, Indonesia, Mali and Uganda.

SCOPE OF THIS STUDY

The 2005 Mali National Child Labour Survey (Enquête nationale sur le travail des enfants (ENTE)) is the primary dataset used in this report. This survey was carried out by the National

¹International Labour Organization, Accelerating Action against Child Labour: ILO Global Report on Child Labour 2010 (Geneva, 2010).

²EFA Global Monitoring Report 2011: The hidden crisis: Armed conflict and education (Paris, UNESCO/Oxford University Press, 2011).

³Blanco F. and Hagemann F.: Child labour and education: Evidence from SIMPOC surveys (Geneva, ILO, IPEC, June 2008).

Statistical Office in 2005 with support from ILO-IPEC's Statistical Information and Monitoring Programme on Child Labour (SIMPOC). ENTE 2005 was based on a nationally representative sample of 4,000 households, covering approximately 10,700 children aged 5 to 17 years old. It was designed to identify the number of children aged 5-17 years engaged in economic and non-economic activity as well as the nature of this activity. The survey collected information on demographic and socio-economic characteristics of children's households.

For the purpose of this analysis, children aged 7 to 15 years old represent the core age group corresponding to the beginning and end of compulsory education. They will be analysed in terms of their educational characteristics and their activity status.

The UNESCO Institute for Statistics (UIS) is used as the primary data source for statistics on education indicators. The report also draws on recent analysis undertaken by the Understanding Children's Work project (UCW), an inter-agency initiative involving the ILO, UNICEF and the World Bank

Chapter 1 of this report gives a general background on Mali and the Malian population; **Chapter 2** describes the education system and provides information on the education context in Mali; **Chapter 3** provides the estimates of the extent and nature of the work of children aged 7 to 15; **Chapter 4** presents the impact of children's activities on their schooling; **Chapter 5** provides estimates of out of school children as well as their profiles; and **Chapter 6** concludes the report.

CHAPTER 1: COUNTRY PROFILE

1.1 GENERAL BACKGROUND

Mali is a landlocked country in Western Africa, covering 1,240,000 square kilometers. It is bordered on the north by Algeria, on the east by Niger, on the south by Burkina Faso and Côte d'Ivoire, on the south-west by Guinea and on the west by Senegal and Mauritania. Mali, a former French colony, became independent in 1960.

In 2011 Mali was ranked 175 out of 187 countries in the UN's Human Development Index (HDI),⁴ with an adult literacy rate of 26.2 per cent.⁵ In a 2006 assessment 39 per cent of youth aged 15 to 24 were literate.⁶

Life expectancy at birth increased from 47.9 years in 2003⁷ to 51.4 years in 2011.⁸ Mali has one of the world's highest rates of infant mortality, with 103 deaths per 1,000 live births. Moreover, 51.4 per cent of the population is living below the income poverty line (PPP \$1.25 a day).⁹

Access to drinking water from a reliable source as well as to electricity is particularly important for human development and for basic activities of individuals. In 2010, 72 per cent of Mali's total population had access to clean drinking water; however, only 24 per cent of the population had access to electricity.

In 2002, Mali began implementation of its first comprehensive poverty reduction strategy (CSLP I). The main elements of this strategy included improving the political framework and governance, expanding access to social services, infrastructure development, and support to the principal productive sectors. This strategy succeeded in registering a decline in poverty levels.

According to the Multiple Indicators Cluster survey (MICS) results of 2010, the proportion of the Malian population defined as poor decreased from 55.6 per cent in 2001 to 47.5 in 2006 and to 43.6 per cent in 2010.¹⁰ However, this trend was not uniformly observed in all regions

⁴HDI takes life expectancy, adult literacy, primary schooling and per capita income as a basis.

⁵United Nations Development Programme(UNDP)–Human Development Report Office. 2011:Sustainability and Equity: A Better Future for All (New York, UNDP, 2011).

⁶UNESCO Institute for Statistics: Data Centre <http://stats.uis.unesco.org> (accessed on 14 November 2011).

⁷United Nations Development Programme(UNDP)–Human Development Report Office. 2005: International cooperation at a cross roads: Aid, trade and security in an unequal world(New York, UNDP, 2005).

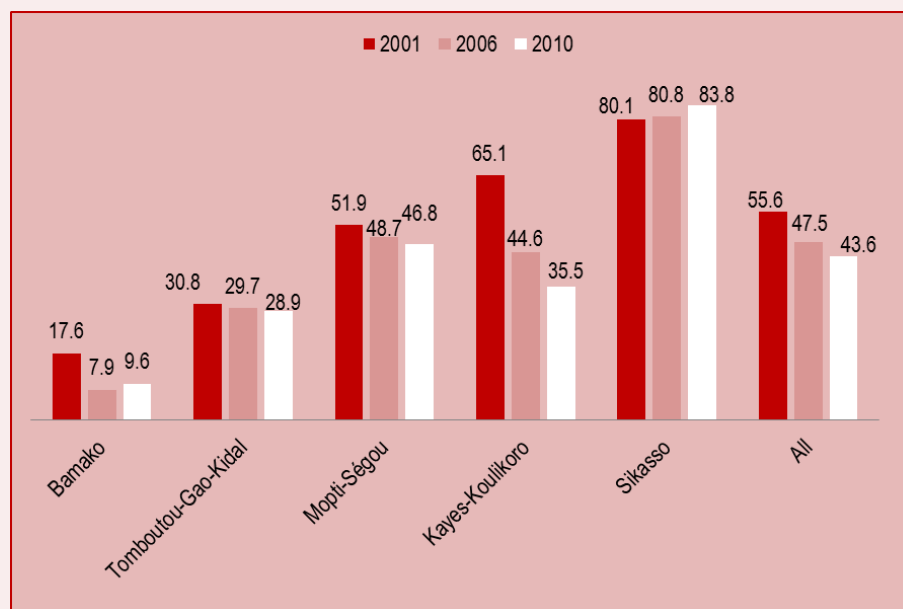
⁸United Nations Development Programme(UNDP)–Human Development Report Office. 2011:Sustainability and Equity: A Better Future for All (New York, UNDP, 2011).

⁹HDI takes life expectancy, adult literacy, primary schooling and per capita income as a basis.

¹⁰Ministère de l'Economie et des Finances, Institut National de la Statistique : Résultats préliminaires du volet ELIM (May, 2011).

of the country. The decline was particularly pronounced in Kayes, Koulikoro and Bamako regions (**Figure 1.1**).

FIGURE 1.1: POVERTY INCIDENCE BY REGION



Source: Multiple Indicators Cluster Survey, 2010.

1.2 POPULATION OF MALI

According to the 2009 population census, Mali has a population of 14,517,176, of which 49.6 per cent is male and 50.4 per cent is female.¹¹ The average population growth rate of Mali between 1990-1995 was 2.5 per cent and is expected to rise to 3.0 per cent between 2010 and 2015.¹² While the proportion of the total population residing in urban areas has increased from 2,437,000 in 1995 to 4,777,000 in 2010, some 65 per cent of the population live in rural areas.¹³

The distribution of the population by age group can be clearly presented by a population pyramid (**Figure 1.2**), whose structure is typical for developing countries, clearly depicting a high fertility rate and a low life expectancy rate. UNDP figures indicate that the fertility rate

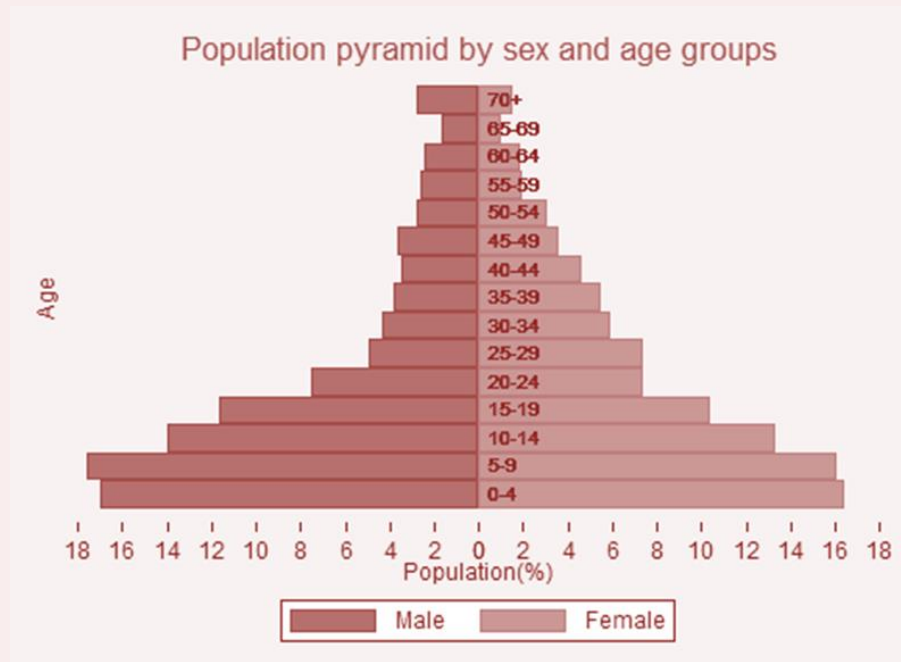
¹¹ Recensement Général de la Population et de l'Habitat, 2009, provisional results, http://instat.gov.ml/voir_actu.aspx?lactu=44 (accessed on 14 November 2011).

¹² UNDP (United Nations Development Programme)—Human Development Report Office. 2011: Sustainability and Equity: A Better Future for All (New York, UNDP, 2011).

¹³ Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, World Population Prospects: The 2008 Revision and World Urbanization Prospects: The 2009 Revision <http://esa.un.org/wup2009/unup/index.asp> (accessed on 14 November 2011).

(births per woman) was 6.3 between 2000 and 2005 and decreased to 5.2 between 2005 and 2010.¹⁴

FIGURE 1.2: POPULATION PYRAMID BY SEX AND AGE GROUPS



Source: Author's calculation based on micro-data from ENTE 2005.

The targeted child population in this study aged 7 to 15 years accounted for a total of 3.1 million, or 26.1 per cent of the total Malian population at the time the ENTE was made in 2005. Boys constituted a slightly higher proportion (52.4%) of children in this age group.

1.3 GOVERNMENT ATTENTION TO CHILD LABOUR

Mali has ratified several important pieces of international legislation relevant to tackling child labour. The government of Mali ratified the UN Convention on the Rights of the Child in 1990 and amended its constitution accordingly concerning the basic rights and privileges of children. In 1973, Mali ratified ILO Convention No. 138 on Minimum Age of employment and in 2002 it established 15 years as the minimum age for admission to any type of employment.¹⁵ Furthermore, in 2000, the government ratified ILO Convention No. 182 on the Worst Forms of Child Labour.

The second Mali Poverty Reduction Strategy Paper (PRSP) (2007-2011) cites progress against the worst forms of child labour as one of the conditions for equitable, harmonious and

¹⁴UNDP (United Nations Development Programme)—Human Development Report Office. 2010: The Real wealth of Nations, Pathways to human Development(New York, UNDP, 2010).

¹⁵ www.ilo.org/ilolex/cgi-lex/ratific.pl?C138.

sustainable development.¹⁶ The PRSP makes reference to a National Programme for Combating Worst Forms of Child Labour. It seeks to establish a link between the strategic orientations of the fight against child labour, the PRSP II, and the various sector policies, such as those for education, health, and justice.

In 2011 the government adopted a National Action Plan for Children (Plan d'Action National pour l'Élimination du Travail des Enfants au Mali - PANETEM) which aims to eradicate all forms of non-authorized work of children in Mali during the period 2011-2020. The plan aims to reinforce the legal, regulatory, and institutional framework on child labour. It has a goal of withdrawing children from the worst forms of child labour by means of identifying these individuals and by creating support networks for them. Moreover, it is intended that programs aimed at improving family livelihoods will create a sustainable economic environment for the elimination of child labour.

¹⁶ International Monetary Fund, Country Report No. 08/121: Mali: Poverty Reduction Strategy Paper 2nd Generation PRSP 2007-2011, (Washington, April 2008).

CHAPTER 2: EDUCATION IN MALI

The structure of the education system in Mali is divided into four stages: pre-primary school (2-3 years), primary school (6 years, from 7 to 12 years old), lower secondary school (3 years, from 13 to 15 years old), and general secondary school (3 years, from 16 to 18 years old). Primary school and lower secondary school constitute the compulsory school levels. As in many African countries, students must pass certain exams in order to move on to the next educational level. At the end of primary school, pupils must obtain a CFEPCEF (Certificat de Fin d'Etude du Premier Cycle de l'Enseignement Fondamental) which determines their eligibility for entry into secondary school. After 3 years of secondary school, pupils must obtain a DEF degree (Diplome d'Etude Fondamental). Upon finishing general secondary school, students earn a BAC (Baccalaureat Malien).

In order to capture the overall progress towards the achievement of The Education for All goals by 2015, UNESCO has developed a measurement tool, the Education Development Index (EDI), which synthesizes the Dakar Framework for Action in four quantifiable goals: universal primary education (UPE); adult literacy; quality of education and gender parity.¹⁷ The higher a country's EDI value, the greater is the extent of its overall EFA achievement and the closer the country is to attaining the EFA goals as whole. According to the EFA report of 2010, from a group of 128 countries that had a complete set of indicators required to calculate the EDI, Mali is ranked 127th.

2.1 DEPRIVATION AND MARGINALIZATION

The deprivation and marginalization in education data set is another statistical tool of UNESCO that helps chart the dimensions of marginalization and identifies patterns of disadvantage.¹⁸ The data set looks at the population between the ages of 17 and 22. The key marginalization statistics of this data set highlights:

- (1) Education poverty which measures the proportion of population with less than 4 years of education;

¹⁷ The World Education Forum in Dakar in the year 2000 established six fundamental goals to be achieved by 2015. These are: (i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; (ii) ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality; (iii) ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs; (iv) achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for adults; (v) eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality; (vi) improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

¹⁸ EFA Global Monitoring Report 2010: Reaching the marginalized (Paris, UNESCO/Oxford University Press, 2010).

- (2) Extreme education poverty which indicates the proportion of population with less than 2 years of education;
- (3) What proportion of the poorest 20 per cent are also in the bottom 20 per cent of the education distribution; and
- (4) What proportion of 7-16 year olds has never been to school?

Using this tool in 2010, in Mali, 68.8 per cent of the population was found to have had less than 4 years of education and 65.1 per cent of the population had received less than 2 years of education. The data set shows that the proportion of children in the 7 to 16 age group who has never had education is 52.7 per cent.¹⁹

Wealth-based inequalities are a universal source of disadvantage in education. Being born into the poorest 20 per cent significantly raises the risk of falling below the four-year threshold. In Mali the incidence of less than four-year education among the poor is almost triple the national average. Average years of education tend to rise as income rises. The number of years in education in the poorest group was 0.7 compared to 5.8 among the richest group.

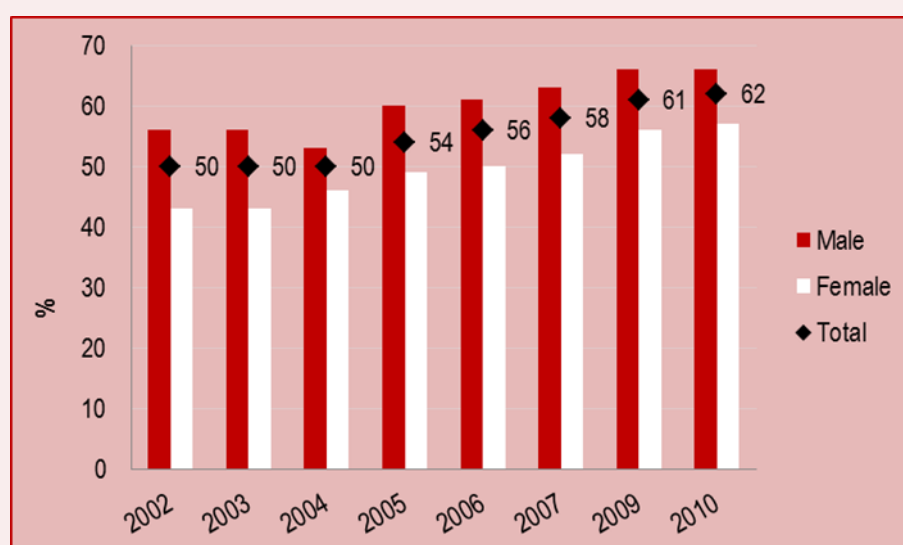
Regional disparities also figure prominently in the profile of educational disadvantage. The share of the population with fewer than four years of school ranges from 84.4 per cent in Mopti to 40.6 per cent in Bamako.

2.2 PRIMARY ENROLMENT

Mali has made some important progress in extending access to basic education. Between 2002-2010 the net enrolment rate in primary education increased from 50 per cent to 62 per cent (**Figure 2.1**). However despite the progress that has been made, Malian children are still among the least likely anywhere in the world to go to primary school. Nearly 859,000 Malian children aged 7–12 were not enrolled in 2010, representing around a third of this age group.

¹⁹<http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/GMR/html/dme-4.html> (accessed on 16 February 2012).

FIGURE 2.1: NET ENROLMENT RATES IN PRIMARY EDUCATION BY SEX (%)



Source: UNESCO Institute for Statistics database.

2.3 PRIMARY COMPLETION

The completion rate in primary education remains very low (41 % in 2005 and 52% in 2009) and repetition rate is 13 per cent in primary school (**Table 2.1**). There is a low transition rate from primary to secondary school. In 2009 transition from primary to secondary school was only 73 per cent.

TABLE 2.1: PROGRESSION AND COMPLETION IN PRIMARY EDUCATION

Years	2005	2009
School life expectancy ISCED 1-6 (years)	6	7.3
Percentage of repeaters, primary (%)	19	13
Survival rate to grade 5 (%)	81	84
Gross intake ratio to last grade of primary (%)	41	52
Primary to secondary transition rate (%)	59	73

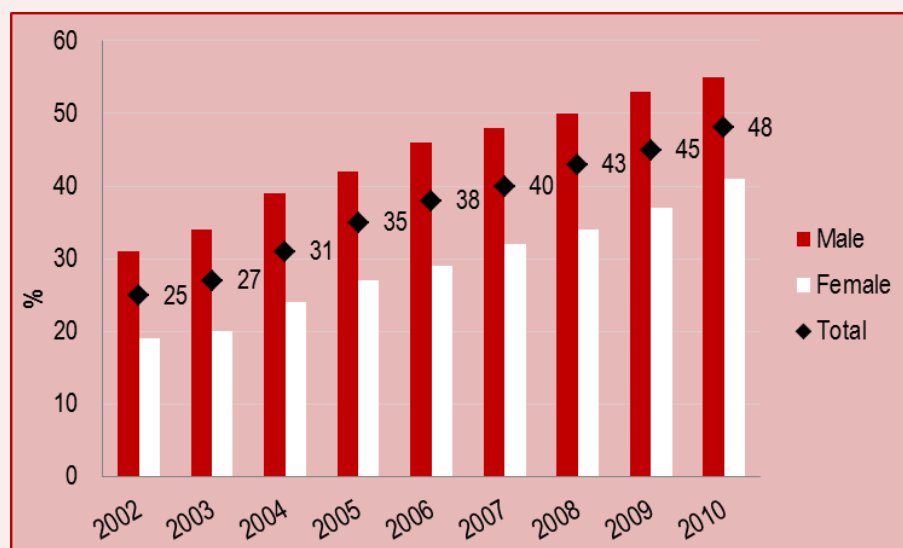
Source: UNESCO Institute for Statistics database.

LOWER SECONDARY SCHOOL

Figure 2.2 shows the gross enrolment ratios (GER) in lower secondary education. The GER is the percentage of the population enrolled in lower secondary school regardless of age expressed as a percentage of the eligible school aged population corresponding to the same level of education in a given school year. In Mali, 48 per cent of children in this age group

were enrolled in lower secondary school in 2010. Nearly 568,000 children of lower secondary school age were out of school in 2010 which constitutes 54 per cent of this age group.

FIGURE 2.2: GROSS ENROLMENT RATIOS IN LOWER SECONDARY EDUCATION BY SEX (%)



Source: UNESCO Institute for Statistics database.

2.4 GIRLS' EDUCATION

Between 2002 and 2010 the difference between NER of boys and girls in primary education was reduced from 13 per cent to 9 per cent. However there remain significant gaps in the education participation of girls and boys. According to UNESCO data, in 2010 57 per cent of girls were enrolled in primary school compared to 66 per cent of boys (**Figure 2.1**).

At lower secondary level, while there have been increases in enrolment of both boys and girls, in 2010 the GER of boys was 55 per cent compared to 41 per cent for girls. The gap between GER for boys and girls stood at 12 per cent in 2002 and actually increased to 14 per cent in 2010 (**Figure 2.2**).

2.5 EDUCATION SECTOR POLICY

In recent years, the Malian government has increased the proportion of the country's budget allocated to education. Public expenditure on education increased from 14.8 per cent of government spending (4.1 per cent of GDP) in 2005 to 17.4 per cent in 2008 and to

22 per cent in 2010. Primary education spending increased from 39 per cent in 2008 to 44 per cent of the education budget in 2009.²⁰

In 2000, the Government formulated the Ten-Year Program for the development of education (Programme décennal de développement de l'éducation- PRODEC) with an expenditure programme (Programmed'Investissement dans le secteur- PISE) divided into three phases. PISE I ran from 2001 to 2005, PISE II from 2006 to 2008, and PISE III runs from 2009 to 2011. The overall objective of the first phase of PISE was to provide increased and equitable access to better quality education. Specific goals were to:

- Increase gross primary enrolment;
- Improve the quality of teaching and learning; and
- Improve decentralized management of the education sector.²¹ It comprises 11 priority domains:²²
 - A universal and qualitative basic education
 - A professional education adapted to economic needs
 - A high-performing, renovated general and technical secondary education
 - A good quality higher-education, adapted to the priority needs and fixed costs
 - The use of native languages in addition to French
 - A policy on books and teaching/instructional materials
 - A strong policy for teacher training
 - A strong partnership about education
 - An institutional adjustment and reconstruction necessary for a renovation of the educational system
 - A communication policy focusing on exchange and dialogue among all partners
 - A strong and well-balanced financial policy that is reasonable and keeping with decentralization

Although the state is still the biggest provider of education to Mali's children, some of the increase in access in recent years has been via a significant expansion in community schools, driven by donors and international non-governmental organizations. Indeed, despite increasing public expenditure in primary education, non-state providers (for profit actors, communities, NGOs and co-operation agencies) are increasingly active in the field of education. In 2008, 60.3 per cent of all primary school pupils were enrolled in public schools,

²⁰ UNESCO Institute for Statistics database.

²¹ World bank: Implementation Completion and Results Report, Report No:ICR0000422 (June, 2007).

²² Ministère de l'Éducation Nationale, Secrétariat Générale : mali proposition de plan d'action pour la mise en oeuvre accélérée du PISE 2 pour la scolarisation primaire universelle, (Bamako, 2006).

with others in community schools (17.1%), *medersas* (or Koranic schools), (12.5%), or other private schools (10.2%).²³

BARRIERS TO EDUCATION

There remain very significant barriers to education which prevent access to education and effective learning. Among the main barriers are:

- Direct and indirect costs of education to poor families
- Lack of an adequate education infrastructure, particularly in rural areas
- Lack of well qualified teachers
- Large class sizes which make effective learning difficult
- A serious lack of books and equipment

While the education strategy is seeking to tackle some of these barriers the overall scale of needs remains formidable.

THE EDUCATION WORKFORCE

A study by Oxfam reported that there is a major workforce gap in education due to the lack of teachers and poorly trained teachers.²⁴ Very large class sizes can have a significant impact on the quality of education.

Many teachers have had limited education at the time of recruitment. Very low salaries, averaging just \$170 (CFA 82,000, or €125) a month provide little motivation for better-qualified teachers.

The pupil/teacher ratio in primary school has fallen from 65 pupils/ teacher in 2000 to 54 pupils/ teacher in 2005 and to 50 pupils/ teacher in 2010.²⁵ However this progress may be a result of significant recruitment of contract teachers and there has been a debate about the capacity of contract teachers.

NON FORMAL EDUCATION

Non-formal education in Mali has included a number of components:

- Educational Centres for Development (Centre d'Éducation pour le Développement – CED): This programme complements formal education supply by addressing young

²³Ministère de l'Éducation, République du Mali de l'Alphabétisation et des Langues Nationales, Cellule de Planification et de Statistique : Annuaire national, Des statistiques scolaires De l'enseignement Fondamental, 2008-2009(Novembre, 2009).

²⁴OXFAM International Research Report: Delivering Education for All in Mali (June 2009).

²⁵UIS database.

people aged from 9 to 15 who had no access to school or who have quit without completing primary education

- Women's Literacy Centres (les Centres d'Alphabétisation Fonctionnelle– CAF)
- Female Learning Centres (Centres d'Apprentissage Féminins Café): CAFE accepts young girls who dropped out of school early or girls who were never previously enrolled in school with an aim of facilitating their entry into the labour market.
- Stratégie de Scolarisation Accélérée (SSA): At the present time if a child is not enrolled in school by the age of 7, the child is not allowed to enrol. This leads to large numbers of children being left outside of the education system and many enter the workforce. The Ministry of Education has put in place an accelerated learning programme designed to provide “catch up” second chance education. The SSA programme runs over 9 months and initial results indicated some success in returning to formal schools those children who participated in the programme

EDUCATION AND LABOUR MARKETS

A UCW country report analysed the influence of education on young people's further labour market integration in Mali.²⁶ Analysis of the relationship between the level of education and the status in employment indicated that a higher education level brought increased job security: 50 per cent of youth having a secondary level of education were in paid employment compared to only 5 per cent of youth in paid employment who have no education at all. However educated youth may also experience difficulty in finding work.

The Enquête Permanente Au près des Ménages (EPAM) conducted in 2007 found the unemployment rate of young people to be around 10 per cent. The unemployment rate of young men and women was 10.5 per cent and 8.9 per cent, respectively. The unemployment rate was much higher in urban areas (22.2%) than in rural areas (5.4%). Moreover, 19 per cent of youth were classed as “inactive”, meaning that they were neither employed, looking for work, nor attending school.

²⁶ UCW: Comprendre le travail des enfants au Mali, Rapport sur le travail des enfants (Rome, May 2009).

CHAPTER 3: CHILDREN'S ACTIVITIES

How do children in Mali spend their time? This chapter provides information on child labour and on the range of children's activities considering the extent to which children may combine work, schooling, and household chores.

3.1 CHILD LABOUR

Child labour represents a subset of children in employment that includes children employed below the minimum age and children below 18 involved in the worst forms of child labour.²⁷ It does not include children who have reached the minimum age of employment and are employed in acceptable conditions or children involved in 'light work'.

The following table summarizes the criteria for setting minimum ages for different types of work, stemming from Conventions Nos. 138 and 182.

TABLE 3.1: CRITERIA FOR SETTING MINIMUM AGES

	General	For developing countries ²⁸
General minimum age The minimum age for work should not be below the age for finishing compulsory schooling	15 years or more	14 years
Light work Children between the ages of 12 and 14 years old may do light work, as long as it does not threaten their health and safety, or hinder their education or vocational orientation and training	13 years	12 years
Hazardous work Any work which is likely to jeopardize children's physical, mental or moral health, safety or morals should not be undertaken by anyone under the age of 18	18 years (16 years under certain strict conditions)	18 years (16 years under certain strict conditions)

²⁷ International guidelines for defining child labour find their basis in the SNA production boundary. The SNA is the international standard used in the measurement of economic activity. See <http://unstats.un.org/unsd/nationalaccount/sna.asp>.

²⁸ ILO Convention 138 provides that a Member state whose economy and educational facilities are insufficiently developed may initially specify a minimum age of 14.

Considering the relevant regulation and laws for children protection, child labour as reported in the Mali national report consist of the following:²⁹

- Children aged 5-11 who are employed (even if only for 1 hour per week)
- Children attending school but working in excess of 14 hours per week:³⁰
- Children who are not in school but working more than 31.5 hours a week.³¹
- Night work
- Children working in hazardous industries including mining and construction industries
- Children between the minimum age of work and below the age of 18 working more than 8 hours per day
- Working children carrying heavy loads, operating dangerous machinery and working at heights

Using the above framework the national report estimated a total of 2,450,729 child labourers aged 5-17 in 2005 in Mali. The incidence of child labour among the children aged 5-14 years old was 65.4 per cent and increased to 82.4 per cent in the older age group (15-17 years). In terms of absolute numbers, it is estimated that there were 2,252,490 child labourers among children 5-14 years.

3.2 CHILDREN IN EMPLOYMENT

Taking the age range of 7-15 years, the main focus for this report, a total of 2,230,000 children are estimated to be in employment.³² This figure represents 71.9 per cent of all children in this age group. Employment rates among children aged 7-12 and 13-15 are estimated to be 68.6 per cent and 80 per cent respectively (**Figure 3.1**).

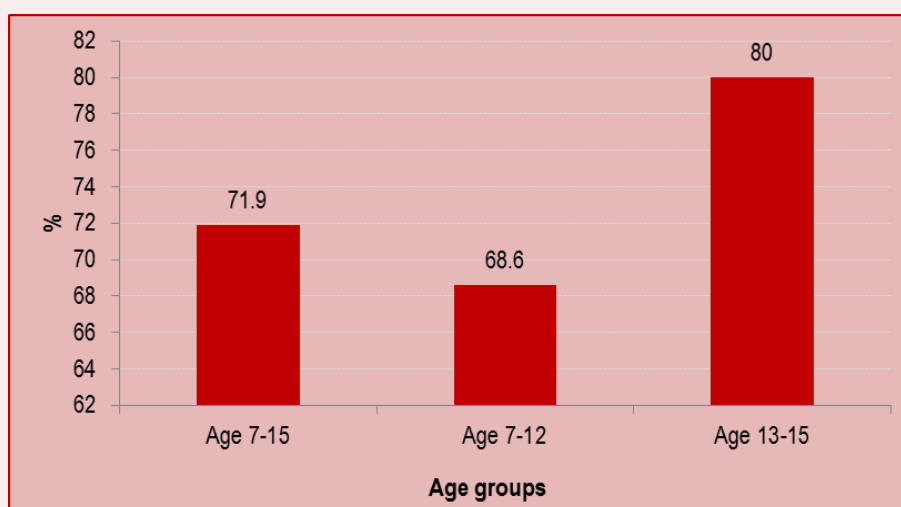
²⁹Rapport d'enquête nationale sur le travail des enfants au Mali, Mali, Bureau International du Travail, 2007, OIT ISBN 978-92-2-220570-7.

³⁰Light work is permitted between the ages of 12-14.

³¹The Malian labour code appears to be highly unusual in excluding from child labour those children out of school whose working hours do not exceed 31.5 hours per week.

³²The terms "working children" and "children in employment" are used interchangeably in this report.

FIGURE 3.1: CHILDREN IN EMPLOYMENT BY AGE GROUPS



Source: Calculation based on micro-data from ENTE 2005.

The employment rates of boys and girls are nearly identical (72.1 % and 71.8%, respectively). Boys account for 52.5 per cent of all employed children (**Table 3.2**). As would be expected the percentage of working children increases significantly with age.

TABLE 3.2: DISTRIBUTION OF CHILD POPULATION BY AGE GROUP, SEX AND WORKING STATUS

	Age 7-15		Age 7-12		Age 13-15	
	Boys	Girls	Boys	Girls	Boys	Girls
Total children (,000)	1,623	1,477	1,146	1,050	477	427
Working (,000)	1,170	1,060	792	715	378	345
Working (%)	72.1	71.8	69.1	68.1	79.3	80.8

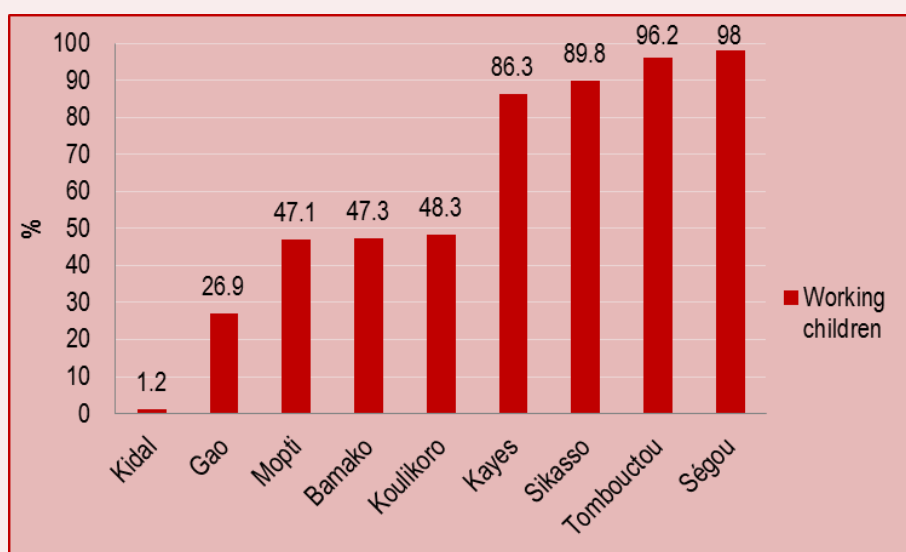
Source: Author's calculation based on micro-data from ENTE 2005.

REGIONAL DIFFERENCES

Children's involvement in work differs significantly by region (**Figure 3.2**). The Ségou and Tombouctou regions have the highest rates of working children. Almost every child is found to be working in these regions.³³ Around 70 per cent of all working children reside in the regions of Kayes, Sikasso and Ségou.

³³ It should be noted that Kidal is a specific region of Mali with a low density in terms of population. Therefore it's difficult to compare the statistics of Kidal with other regions in Mali and there could be a technical reason for the apparent inconsistency with other data.

FIGURE 3.2: WORKING CHILDREN BY REGION

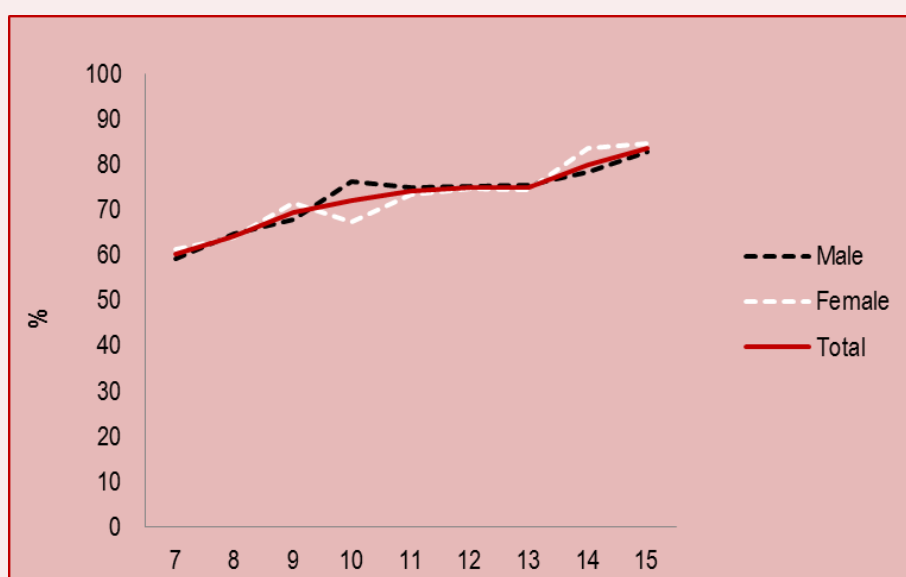


Source: Author's calculation based on micro-data from ENTE 2005.

WORKING CHILDREN BY AGE

Although older children are more likely to be working than younger children, it is worth noting that many young children are found working in Mali. Almost 745,000 children aged between 7 and 10 years were already in employment in 2005(**Figure 3.3**).

FIGURE 3.3: WORKING CHILDREN BY AGE



Source: Calculation based on micro-data from ENTE 2005.

WORKING CHILDREN BY PLACE OF RESIDENCE

Approximately 68 per cent of children live in rural areas where children's involvement in work is more widespread than in urban areas: 75.4 per cent compared to 64.7 per cent, respectively. 71 per cent of all children in employment in Mali live in rural areas.

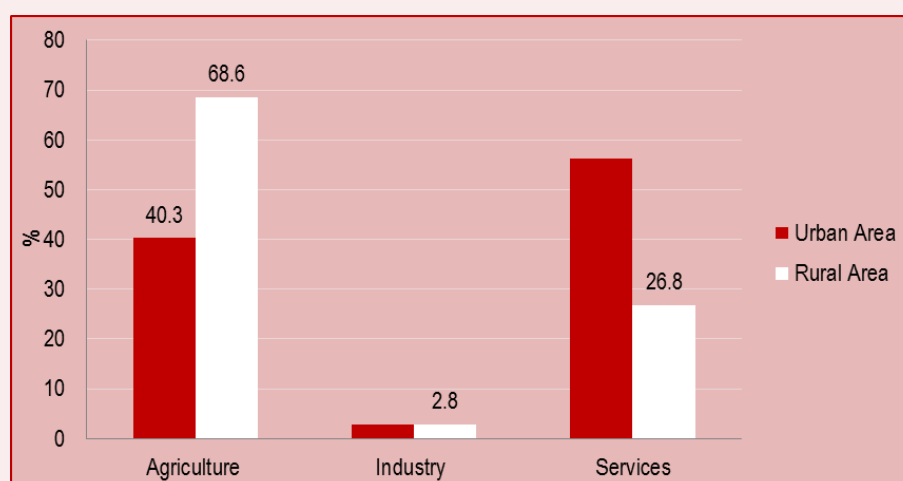
Boys are more likely to be in employment in rural areas. 78.2 per cent of boys compared to 72.2 per cent of girls. However girls are more likely to be employed than boys in urban areas; 70.9 per cent of girls are in employment compared to 58.3 of boys.

WORKING CHILDREN BY SECTOR OF ACTIVITY

60.4 per cent of working children are found in agriculture and 35.4 per cent are in the services sector. A look at the type of work that children are engaged in by place of residence highlights the dominance of agricultural activities in rural areas (68.6%) and of the services sector in urban areas (56.2%) (**Figure 3.4**).

When disaggregated by gender, the data shows that boys are working proportionally more in agriculture (77.9%) than girls (41%) and girls are more involved in the services sector (54%) than boys (18.5%).

FIGURE 3.4: DISTRIBUTION OF WORKING CHILDREN BY ECONOMIC SECTOR AND PLACE OF RESIDENCE



Source: Calculation based on micro-data from ENTE 2005.

STATUS IN EMPLOYMENT

The overwhelming majority of working children (94.2%) work for their families as unpaid labours, with little variation by sex. Paid employment accounts only for 2.4 per cent of working children (**Table 3.3**).

TABLE 3.3: STATUS IN EMPLOYMENT OF WORKING CHILDREN

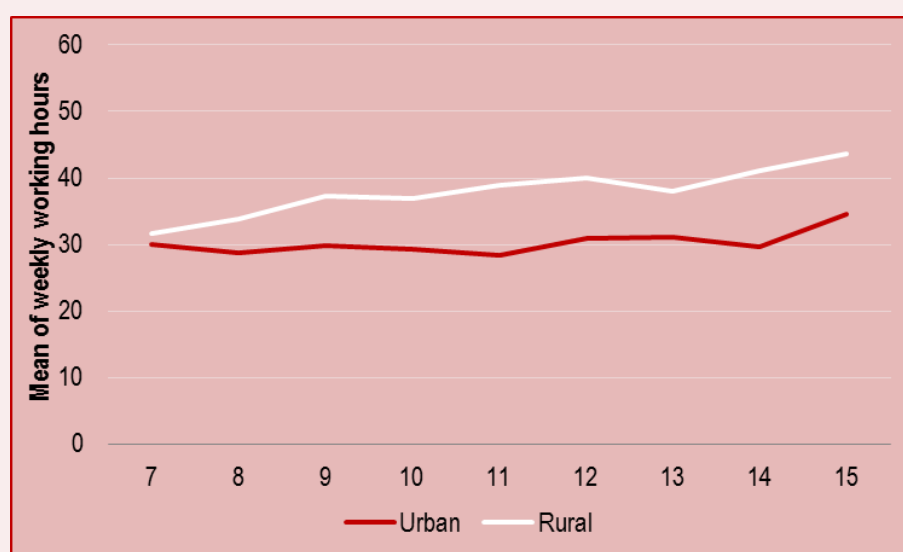
	Total	Boys	Girls
Unpaid family worker	94.2	94.2	94.1
Domestic paid worker	1.1	0.4	1.8
Paid worker	1.3	1.8	0.7
Self-employed/ Own account worker	1.4	1.3	1.4
Not categorized	2.1	2.3	1.9
Total children in employment ('000)	2,230	1,170	1,060

Source: Calculation based on micro-data from ENTE 2005.

HOURS OF WORK

The majority of working children (77%) work for 15 hours or more per week and spend on average 35.6 hours per week in employment. 30 per cent of all children in employment work 44 hours or more. On average, boys are engaged in employment for 37.1 hours per week and girls for 34 hours per week. Children 7-15 years old living in rural areas have longer hours of work compared to children in urban areas (**Figure 3.5**). On average children in urban areas work 30.5 hours and children in rural areas work 37.8 hours per week.

The data indicates that the majority of working children (76%) work six days or more per week

FIGURE 3.5: WEEKLY WORKING HOURS OF CHILDREN BY PLACE OF RESIDENCE

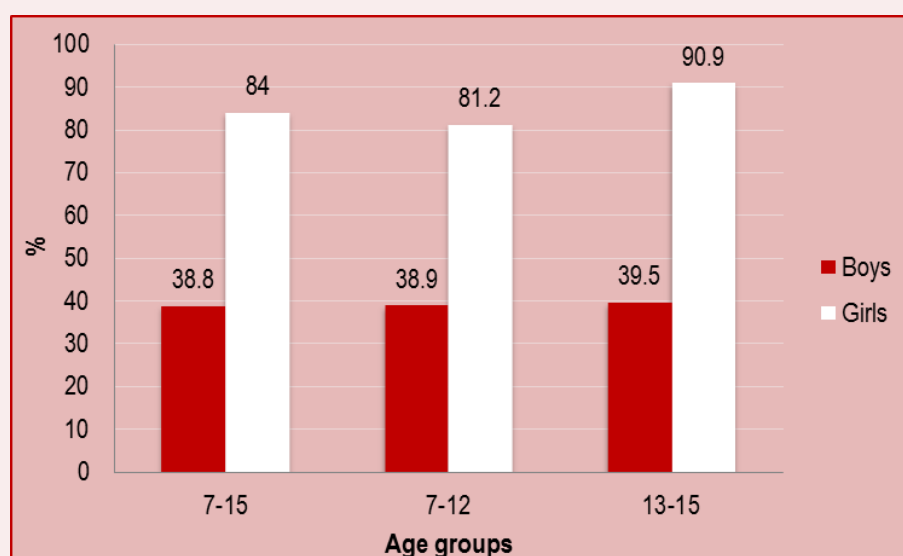
Source: Calculation based on micro-data from ENTE 2005.

3.3 UNPAID HOUSEHOLD SERVICES ('CHORES')

Employment in economic activity is not the only category of work involving children. A large number of children is engaged in other productive activities, and specifically unpaid household services (household chores) which fall outside the International System of National Accounts (SNA) production boundary and are typically excluded from published estimates of child labour. An estimated 1,870,000 children age 7-15 years old provide unpaid household services, i.e., perform 'household chores' for their households, indicating 60.3 per cent of children in this age group.³⁴ The proportion of girls performing chores is much higher than that of boys, and this difference increases with age (Figure 3.6). Among all children aged 7-15, 84 per cent of girls and 38.8 per cent of boys perform chores. Among younger children aged 7-12, these rates are 81.2 per cent for girls and 38.9 per cent for boys, and among older children aged 13-15, 90.9 per cent of girls and 39.5 per cent of boys perform unpaid household services.

There is virtually no difference between the proportion of children living in rural and urban areas engaged in household chores (60.4 % rural and 60.3% urban).

FIGURE 3.6: CHILDREN PERFORMING UNPAID HOUSEHOLD SERVICES



Source: Calculation based on micro-data from ENTE 2005.

HOURS SPENT IN UNPAID HOUSEHOLD SERVICES

On average children spend 22.9 hours per week performing unpaid household services. Girls spend more time than boys: 25 and 18.8 hours per week, respectively (Table 3.4). One out of

³⁴ Unpaid household services include household activities such as cooking, washing up, indoor cleaning and upkeep of abode, care of textiles, installation, servicing and repair of personal and household goods, outdoor cleaning and upkeep of surroundings, minor home improvements, maintenance and repair. Also includes care of family members and procurement of household goods and services.

two children who perform such chores spends 14 hours or more per week and 12.7 per cent of children spend above 43 hours per week on chores. The time spent in household chores is higher in rural areas (23.9 hours per week) than in urban areas (20.8 hours per week).

TABLE 3.4: MEAN OF WEEKLY HOURS SPENT IN HOUSEHOLD CHORES

	7-15 years	7-12 years	13-15 years
Total	22.9	21.7	25.6
Male	18.8	18.9	18.6
Female	25	23.2	28.9

Source: Calculation based on micro-data from ENTE 2005.

3.4 CHILDREN ATTENDING SCHOOL

The National Child Labour Survey included the following question to measure the current school attendance rate:

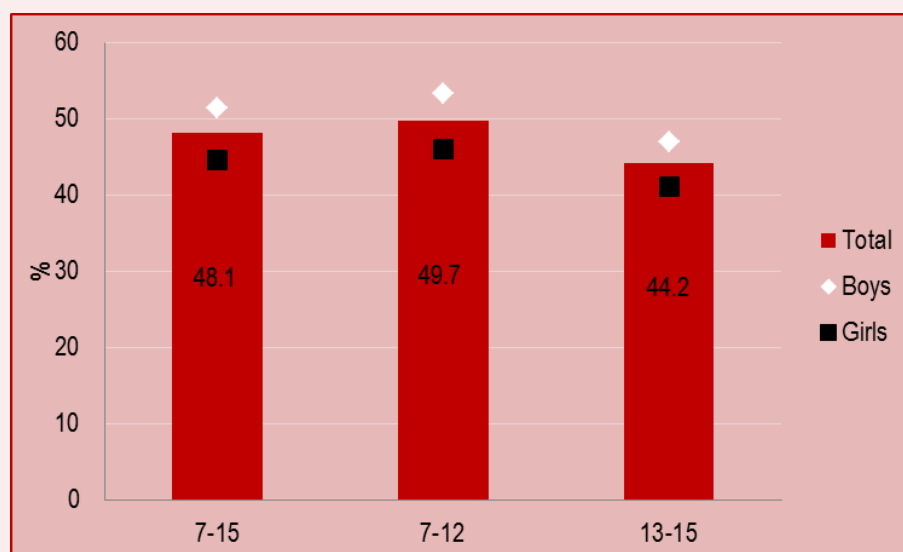
Is (NAME) attending school or pre-school during the current school year?

An analysis of the responses to this question provides a measure of attendance. The main finding is that while compulsory education in Mali covers children aged 7-15 only about one out of two children are attending school.³⁵ (Figure 3.7). The school attendance rate of children in primary school age is estimated at 49.7 per cent and at 44.2 per cent in the lower secondary school age range.

It is also estimated that 39 per cent of children aged 7-15 have never attended school. Boys are more likely to attend school than girls; 51.3 per cent of boys and 44.5 per cent of girls aged 7-15 are attending school.

³⁵ UNESCO Institute for Statistics.

FIGURE 3.7: SCHOOL ATTENDANCE RATES OF CHILDREN BY SEX AND AGE GROUPS



Source: Calculation based on micro-data from ENTE 2005.

Table 3.5 shows the reasons given for never attending. Due to missing responses for this question in the data set the table below gives only information on 76 per cent of the children who have never attended school. The main reason stated is that the families of the children do not allow the child to attend school, 31.1 per cent of children concerned. Another 21.2 per cent of children have never attended school because their parents cannot afford to send them to school. Around 11.8 per cent of children who have never attended school are lacking schools close to their household.

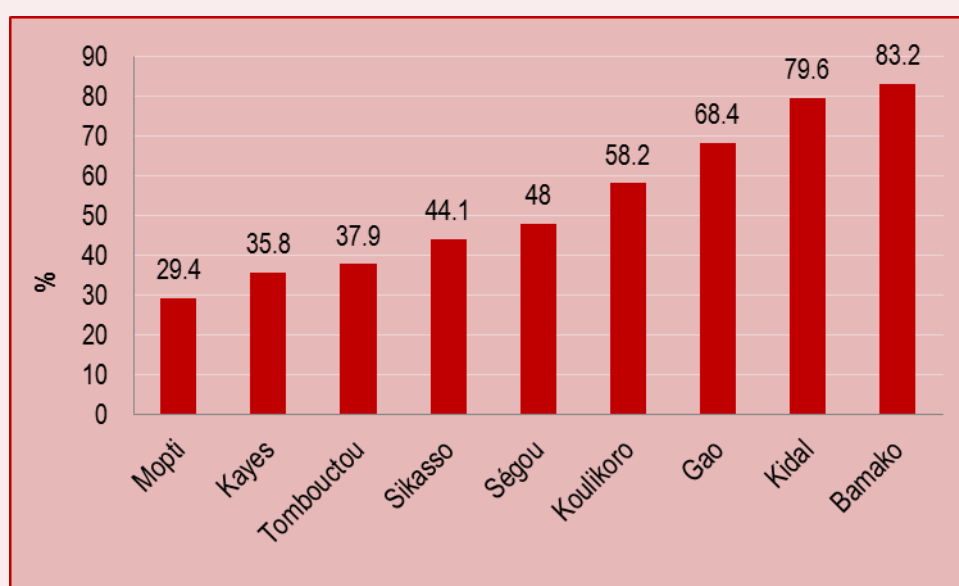
TABLE 3.5: REASONS WHY CHILDREN HAVE NEVER ATTENDED SCHOOL

Reasons for not attending school (7-15 yrs.)	All children
Too young	9.3
No school/ school too far	11.8
Cannot afford the school	21.2
Families do not allow for the school	31.1
Bad results at school	1.4
Education is not important	5.3
Working for a wage or as unpaid workers	2.9
Housework help at home	7.8
Illness	2.3
Others	6.8

Source: Calculation based on micro-data from ENTE 2005.

School attendance rates significantly by region. Those living in Mopti were found to have the lowest school attendance rates (29.4%). The highest school attendance rates are recorded in the capital city Bamako and Kidal: 83.2 per cent and 79.6 per cent of children (**Figure 3.8**). The school attendance rates of children living in rural areas are considerably lower than those living in urban areas. Among children aged 7-15, the school attendance rate is 64.4 per cent for urban children, but only 40.3 per cent for rural children.

FIGURE 3.8: SCHOOL ATTENDANCE RATES BY REGION



Source: Calculation based on micro-data from ENTE 2005.

GRADE REPETITION

The ENTE includes a question asked to the children on class repetition. “*Have you ever repeated a grade?*” The percentage of grade repeaters among children attending school is 25.8 per cent. When disaggregated by working status, it is seen that 27.5 per cent of all working children have repeated, as against 23.3 per cent of non-working children.

3.5 CHILDREN IN MULTIPLE ACTIVITIES

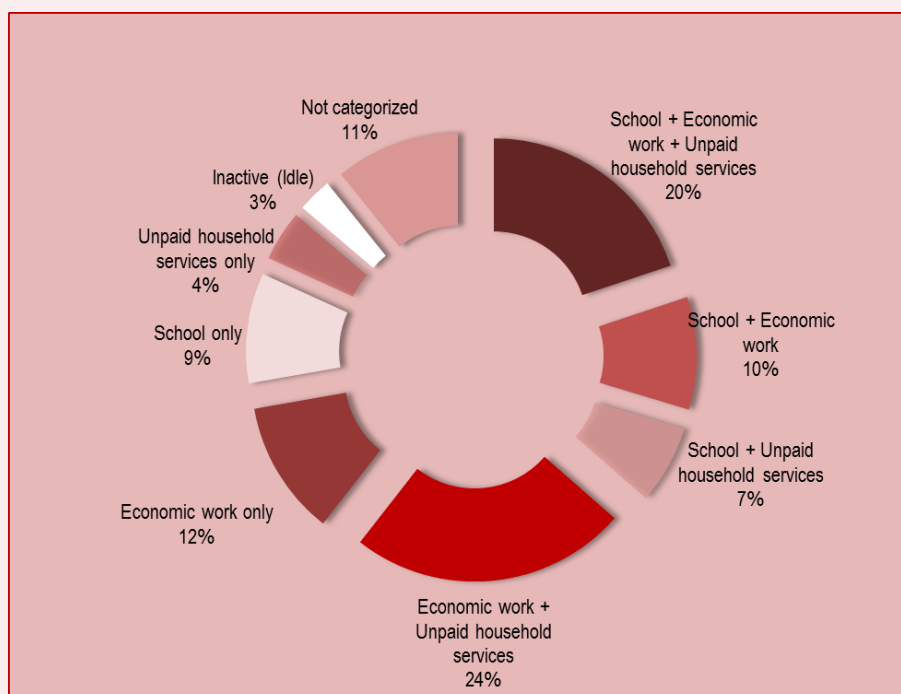
The majority of children (60%) aged 7-15 are engaged in at least two of the three activities examined by the survey, i.e., economic work, schooling and unpaid household services (**Figure 3.9**).

Most often, children are involved in economic work and performing chores without attending school, with this group representing 24 per cent of all children aged 7-15. The next most common time use pattern involves engagement in all three activities, with 20 per cent of all children spending part of their week in employment, part of it in school, and part of it performing household chores.

Only 9 per cent of children are engaged in the single activity of school attendance. Among children aged 7-15 years old 10 per cent are engaged solely in employment. The proportion of children engaged only in unpaid household services is around 4 per cent.

Few children aged 7-15 are 'inactive' or 'idle', i.e., they do not attend school, are not employed in economic work and do not provide unpaid household services. Inactive children account for only 3 per cent of all 7-15 year-olds. Most are very young children.

FIGURE 3.9: ACTIVITY STATUS OF CHILDREN 7-15 YEARS OLD



Source: Calculation based on micro-data from ENTE 2005.

ACTIVITY STATUS BY SEX

Time-use patterns differ somewhat between boys and girls. Boys are more likely to be solely engaged in economic work or economic work and school. Girls are more likely to combine their activities, whether economic work or school, with household chores.

TABLE 3.6: DISTRIBUTION OF CHILDREN BY ACTIVITIES AND SEX

Multiple activities of children	Boys	Girls
School + Economic work + Unpaid household services	13.6	26.8
School + Economic work	17	1.8
School + Unpaid household services	5.5	8.3
Economic work + Unpaid household services	13.4	35.9
Economic work only	19.5	3.1
School only	12.8	6.1
Unpaid household services only	1.8	7.3
Inactive (Idle)	3.4	2.5
Not categorized	12.9	8.3

Source: Calculation based on micro-data from ENTE 2005.

CHAPTER 4: IMPACT OF CHILDREN'S ACTIVITIES ON SCHOOLING

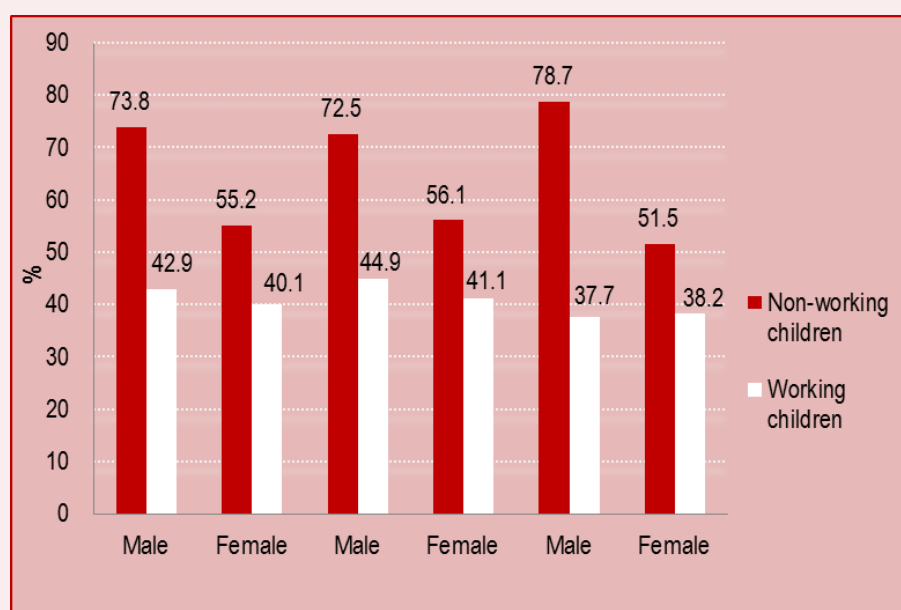
This chapter examines the impact of children's non-school activities and the hours spent in these activities on their school attendance.

4.1 SCHOOL ATTENDANCE: WORKING CHILDREN VS. NON-WORKING CHILDREN

The school attendance rates of working children are considerably lower than those of non-working children. Among children aged 7-15, the school attendance rate is 64.8 per cent for non-working children, but only 41.6 per cent for working children.

The gap in attendance between working and non-working children is even higher among older children and particularly among older boys. The school attendance rate among children aged 13-15 who are not in employment is 66.6 per cent, and drops to 38.5 per cent among working children. For boys in this age group the figures are 78.7 per cent attendance by non-working children and 37.7 per cent among working children (**Figure 4.1**).

FIGURE 4.1: SCHOOL ATTENDANCE RATES BY SEX, AGE GROUP AND WORKING STATUS



Source: Calculation based on micro-data from ENTE 2005.

DAYS IN SCHOOL LAST WEEK

The data on attendance rates elsewhere in this paper is based on analysis of the ENTE question “*Is (NAME) attending school or pre-school during the current school year?*” However the ENTE also asks the following question: “How many days was the child in school last week?” This provides interesting information for analysis because most data concerning school attendance is based on enrolment which does not necessarily tell us how many children are actually attending.

The analysis of the ENTE responses found that 84 per cent of non-working children attended for five days the previous week, but this fell to 63 per cent among working children.

2.3 per cent of non-working children reported they had not attended school at all during the past week, but 12.5 per cent of working children had not attended.

TABLE 4.1: NUMBER OF DAYS IN SCHOOL LAST WEEK

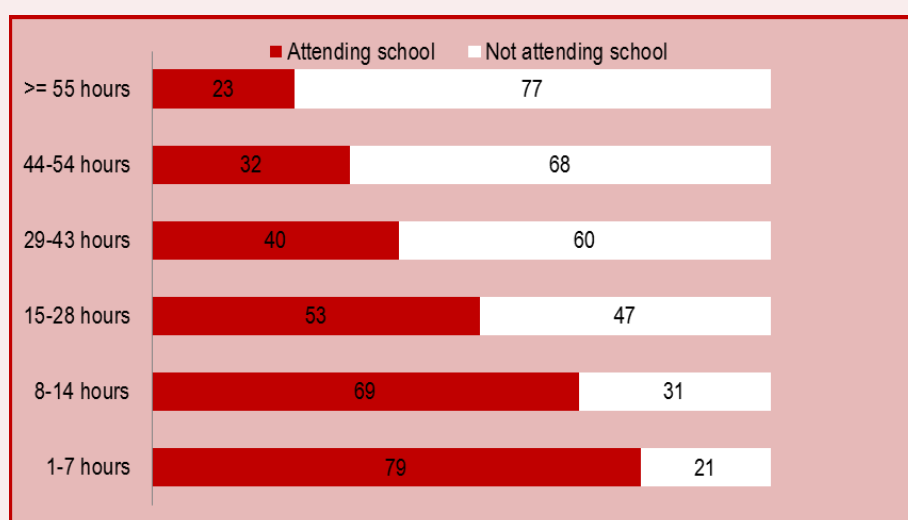
Nb. of days in school last week	Working children	Not working children
Was not in school	12.5	2.3
1 day in school	3.9	1.4
2 day in school	3.9	2
3 day in school	4.2	1.7
4 day in school	5.1	2.3
5 day in school	62.8	84.2
6 day in school	7.1	5.9

Source: Calculation based on micro-data from ENTE 2005.

THE ROLE OF WORKING HOURS ON SCHOOL ATTENDANCE

Children working long hours are less likely to attend school. **Figure 4.2** below shows the school attendance rate of working children by hours of work during the reference week and the negative effect of long working hours can be clearly observed. 79 per cent of children working between 1 and 7 hours per week are also attending school. As hours increase attendance falls steadily.

FIGURE 4.2: SCHOOL ATTENDANCE RATES OF WORKING CHILDREN 7-15 YEARS OLD BY GROUPED HOURS OF WORK PER WEEK

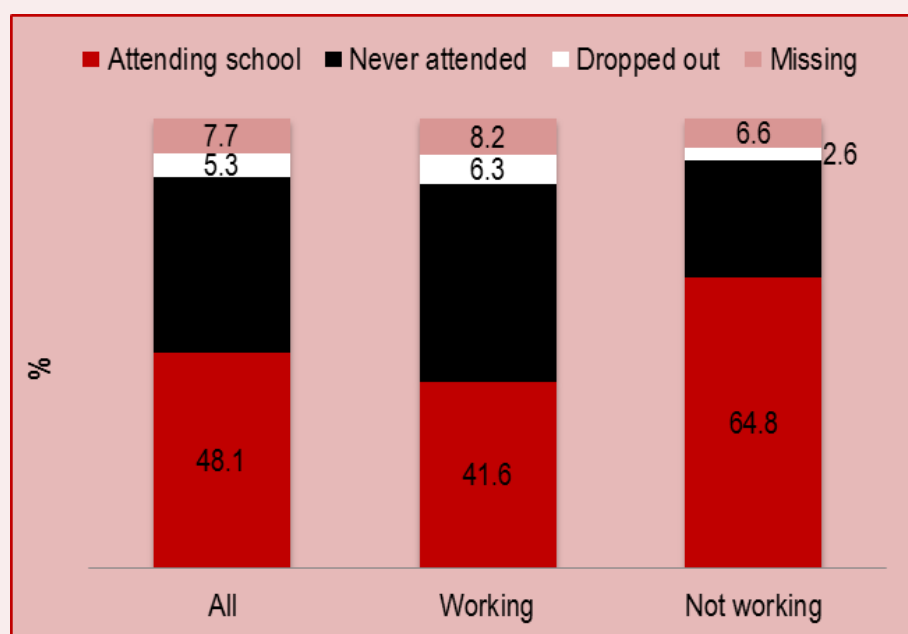


Source: Calculation based on micro-data from ENTE 2005.

SCHOOL EXPOSURE OF CHILDREN BY WORKING STATUS

Overall, 39 per cent of children 7-15 years old have never attended school in Mali and 5.3 per cent have dropped out school (**Figure 4.3**). Children who are not working are more likely to attend school (64.8%) than their non-working counterparts (41.6%). Working children have a higher risk of dropping out (6.3%) compared to non-working children (2.3%)

FIGURE 4.3: SCHOOL EXPOSURE OF CHILDREN BY WORKING STATUS

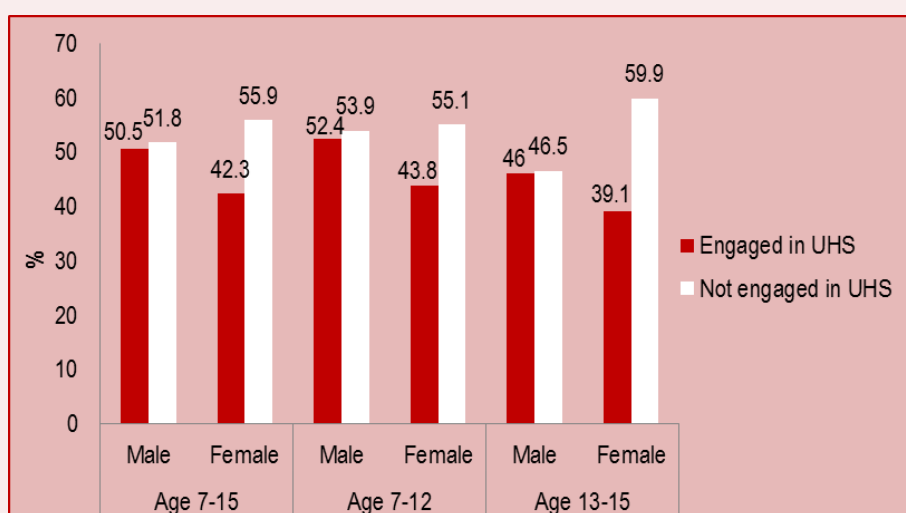


Source: Calculation based on micro-data from ENTE 2005.

4.2 IMPACT OF UNPAID HOUSEHOLD SERVICES ON SCHOOL ATTENDANCE

Among boys, involvement in unpaid household services appears to have relatively little impact on school attendance. However among girls there is a marked difference in attendance between those involved in household chores and those who are not. Among girls of 13-15 attendance is reported to be 59.9% for girls not engaged in household chores, but 39.1 per cent for those involved in household chores.

FIGURE 4.4: SCHOOL ATTENDANCE BY UNPAID HOUSEHOLD SERVICES ACTIVITIES



Source: Calculation based on micro-data from ENTE 2005.

CHAPTER 5: OUT OF SCHOOL CHILDREN

In this chapter, we are focusing on out of school children population. Who are the children that are excluded from schooling? Here, we look at the place of residence and activities of these children.

5.1 DEFINITION OF OUT OF SCHOOL CHILDREN AND REASON FOR FOCUS

The previous sections of this report indicated that involvement in work in Mali interferes with the ability of children to attend and benefit from schooling. There is, however, growing interest in learning more about out of school children. How many children are out of school? Who are these out of school children? Why are they out of school? What do they do with their time? Whilst we cannot answer all of these questions, analysis of the ENTE does allow us to learn more about how these children spend their time, how much time they are working, and where they are.

The answer to these questions could be important in the design of the policies that address this issue and, in practice, to bring out of school children into the classroom. In order to help consider these issues, the ENTE data has been further examined, looking at information on the situation of out of school children in the ENTE.

Children are considered to be out of school (OOSC) by UNESCO if they had no exposure to school during the school year in question. All other children are considered to be participating in school if they attended at any point during the reference period, no matter to what extent they were absent or whether they later dropped out. According to the UNESCO 2005 report on “Children out of school: Measuring exclusion from primary school” primary school age children are counted as being in school when they are participating either in primary or secondary education; however, primary school age children in pre-primary education are counted as out of school.³⁶

The numbers of out of school children who are part of the lower secondary school age category are counted in the same way and covers children of lower secondary school age who are not in primary or secondary school³⁷.

³⁶ Many reasons for counting children primary school age in pre-primary education as out of school are cited in the report. Pre-primary education cannot always be considered as appropriate for children of primary school age. Pre-primary attendance is of a different quality than no attendance, and so this must be taken into account separately when interpreting figures on the number of out-of-schoolchildren.

³⁷ UNICEF and the UNESCO Institute for Statistics, Global Initiative on Out-of-school Children- Conceptual and Methodological Framework, March 2011.

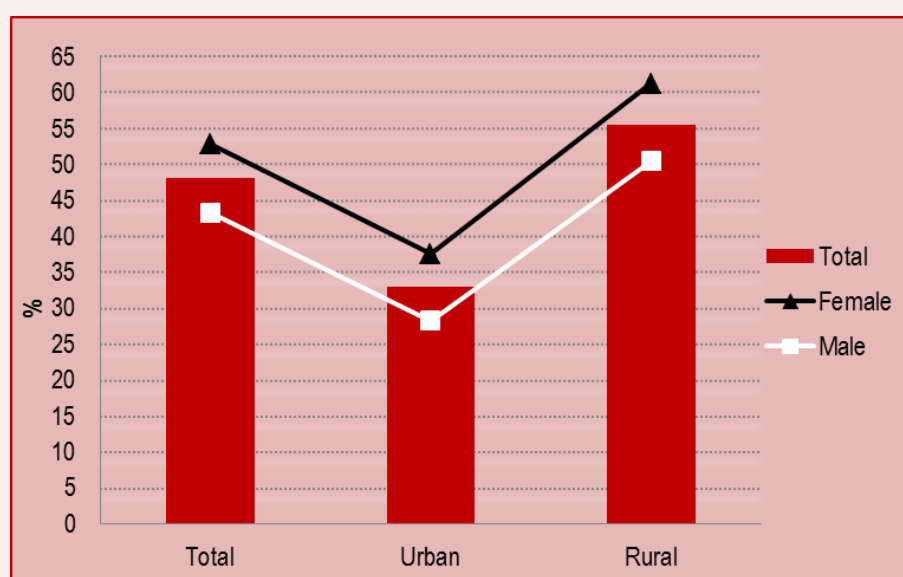
The total population of children out of school is the sum of primary school age and lower secondary school age children out of school

5.2 TOTAL POPULATION OF CHILDREN OUT OF SCHOOL

Based on the data from the ENTE 2005, a total of 1,372,000 children 7-15 years old were out of school in Mali. This represents 48 per cent of the child population aged 7-15(**Figure 5.1**). The rate of children out-of-school is higher in rural Mali, where 55.5 per cent of all children are out of school.

The distribution of children out of school by sex shows that girls continue to lag behind boys in their education. The rate of children not attending school is 43.3 per cent among boys and 52.8 per cent among girls. Moreover 53.6 per cent of the total children out of school are female.

FIGURE 5.1: OUT OF SCHOOL CHILDREN (7-15 YEARS OLD) BY SEX AND PLACE OF RESIDENCE



Source: Calculation based on micro-data from ENTE 2005.

5.3 PRIMARY SCHOOL AGE CHILDREN OUT OF SCHOOL

An estimated 947,000 children 7-12 years old were found to be out of school (**Table 5.1**). This number represents around 41 per cent of children of primary school age. In absolute terms, 509,000 girls of primary school age in Mali were not in school, compared to 438,000 boys.

There is a significant difference between the prevalence of out of school children in urban (30.5%) and rural (40.8%) areas. 78 per cent of all primary school age children live in rural areas.

TABLE 5.1: DISTRIBUTION OF PRIMARY SCHOOL AGE CHILDREN OUT-OF-SCHOOL BY PLACE OF RESIDENCE

Primary school age children	Total	Boys	Girls
Urban children out of school (,000)	207	93	114
<i>The rate of children out of school in urban areas</i>	(30.5 %)	(27.1 %)	(34 %)
Rural children out of school (,000)	740	345	395
<i>The rate of children out of school in rural areas</i>	(40.8 %)	(43 %)	(55.3 %)
Total children out of school (,000)	947	438	509

Source: Calculation based on micro-data from ENTE 2005.

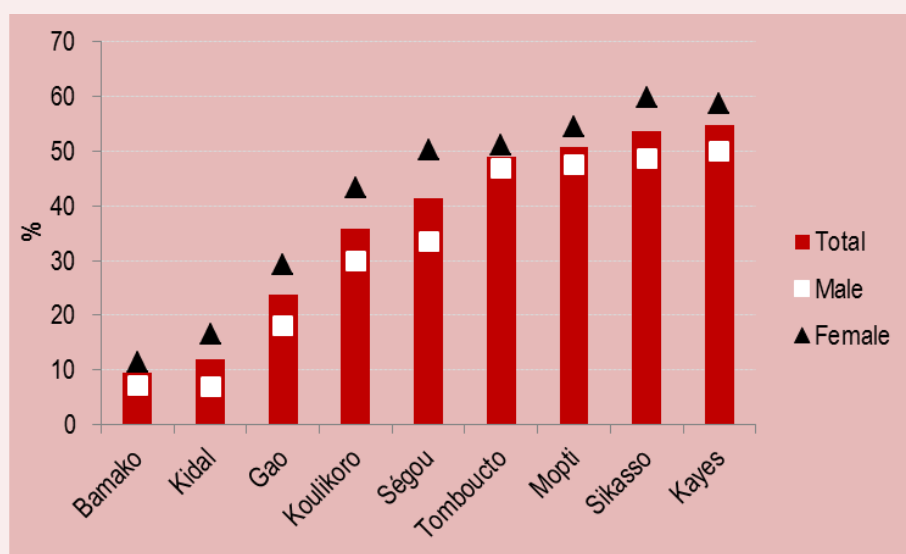
The greatest number of out of school children of primary school age is found in Sikasso. 23.7 per cent of total OOSC live in this region. Ségou is home to 19.9 per cent of the total OOSC and another 18.2 per cent are living in Kayes (**Table 5.2**). In other words, more than 60 per cent of OOSC reside in these regions.

TABLE 0.1: DISTRIBUTION OF OUT-OF-SCHOOL CHILDREN PRIMARY SCHOOL AGE BY REGION

	Total (%)	Boys (%)	Girls (%)
Kayes	18.2	17.8	18.5
Koulikoro	11.3	11.3	11.3
Sikasso	23.7	25.4	22.2
Ségou	19.9	18.4	21.2
Mopti	18	18.8	17.3
Tombouctou	4.3	4.6	4.1
Gao	2.8	2.3	3.2
Kidal	0.1	0.1	0.2
Bamako	1.7	1.3	2

Source: Calculation based on micro-data from ENTE 2005.

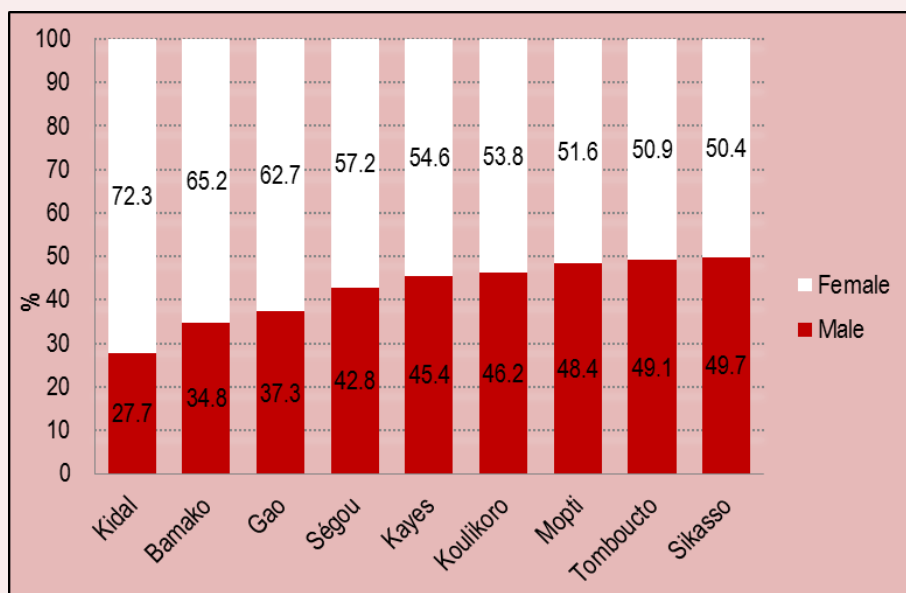
FIGURE 0.1: PRIMARY SCHOOL AGE CHILDREN OUT OF SCHOOL BY REGION



Source: Calculation based on micro-data from ENTE 2005.

A different look at the regional distribution of primary school-age children out of school shows that the proportion of out of school girls is greater than that of boys in each region (**Figure 5.3**).

FIGURE 0.2: DISTRIBUTION OF PRIMARY SCHOOL-AGE CHILDREN OUT OF SCHOOL BY REGION



Source: Calculation based on micro-data from ENTE 2005.

5.4 LOWER SECONDARY SCHOOL AGE CHILDREN OUT OF SCHOOL

The total number of children of lower secondary school age who are out of school is estimated to be around 425,000, which is 47.1 per cent of the total child population aged between 13-15 years. This is made up of 227,000 girls (53.2% of girls) and 198,000 boys (41.6% of boys). Girls constitute 53.4 per cent of the lower secondary school age children who are out of school.

The table 5.3 presents the rates of out-of-school children by place of residence. Among children of lower secondary school age who are out of school, 74.4 per cent live in rural areas. In urban areas, 41.1 per cent of eligible girls are not in school, compared to 26.1 per cent of boys. Girls constitute 64.2 per cent of all children who are not in school in urban areas. In rural areas, the proportion of children of lower secondary age that are not in school is 54.2 per cent, one of every two children. 48.8 per cent of boys and 61.1 per cent of girls are out of lower secondary school in rural areas

TABLE 5.3: DISTRIBUTION OF LOWER SECONDARY SCHOOL AGE CHILDREN OUT-OF-SCHOOL BY PLACE OF RESIDENCE

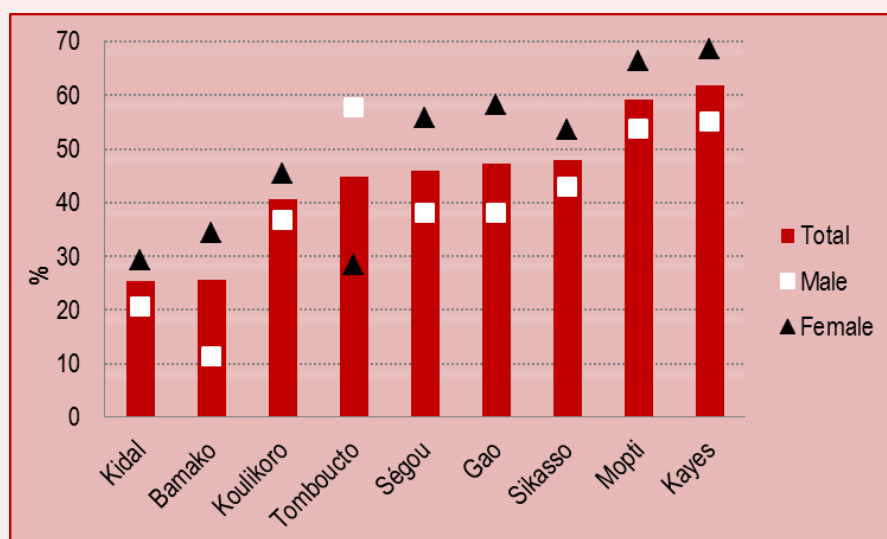
Lower secondary age children	Total	Boys	Girls
Urban children out of school (,000)	109	39	70
<i>The rate of children out of school in urban areas</i>	(34.0 %)	(26.1 %)	(41.1 %)
Rural children out of school (,000)	316	159	157
<i>The rate of children out of school in rural areas</i>	(54.2 %)	(48.8)	(61.1 %)
Total children out of school (,000)	425	198	227

Source: Calculation based on micro-data from ENTE 2005.

Figure 5.4 presents the total number of lower secondary school age children who are out of school by sex and region. The problem is again particularly acute for girls: a higher percentage of lower secondary school age girls are out of school compared to boys, with the exception of the Tombouctou region.³⁸

³⁸ Figure 5.4 presents the total number of lower secondary school age children who are out of school by sex and region. The problem is again particularly acute for girls: a higher percentage of lower secondary school age girls are out of school compared to boys, with the exception of the Tombouctou region.

FIGURE 5.4: LOWER SECONDARY SCHOOL AGE CHILDREN OUT OF SCHOOL BY SEX AND REGION



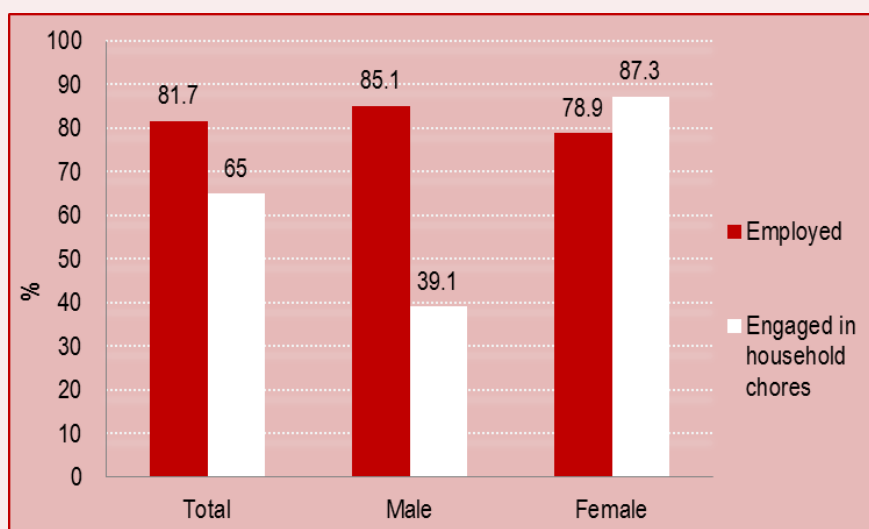
Source: Calculation based on micro-data from ENTE 2005.

5.5 ACTIVITIES OF CHILDREN OUT OF SCHOOL

The proportion of children out of school who are working and the proportion of children who are engaged in unpaid household services are presented in the figure below (**Figure 5.5**). Around 82 per cent of out of school children are in employment.

When engagement in household chores is observed, 65 per cent of children who are out of school are found performing household chores. The gender difference is marked: 87.3 per cent of girls compared to 39.1 of boys.

FIGURE 5.5: ACTIVITY STATUS OF OUT OF SCHOOL CHILDREN

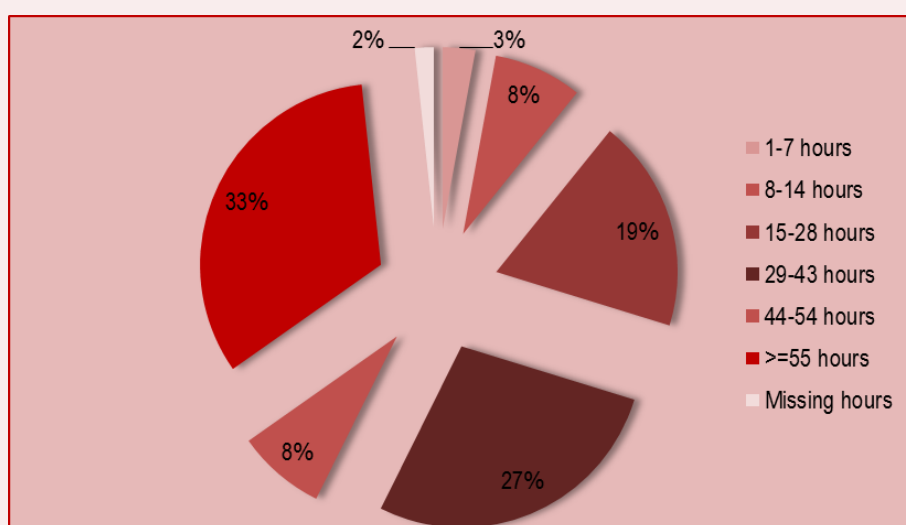


Source: Calculation based on micro-data from ENTE 2005.

OUT OF SCHOOL CHILDREN BY WORKING HOURS

Employment is particularly time intensive for out of school children. Around 70 per cent of children who are out of school work more than 29 hours a week (**Figure 5.6**). Moreover, the distribution of working children by weekly working hours shows 41 per cent of children are working 44 or more hours per week.

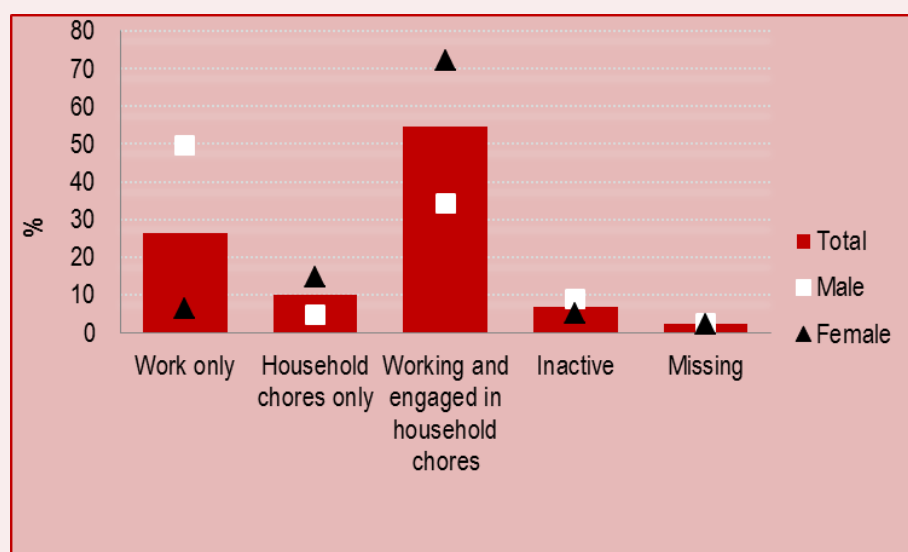
FIGURE 5.6: DISTRIBUTION OF OUT-OF-SCHOOL WORKING CHILDREN BY WORKING HOURS



Source: Calculation based on micro-data from ENTE 2005.

The figure below (**Figure 5.7**) measures the activity of children who are out of school. The gender difference appears clearly in the figure below. Girls are overrepresented in non-economic activities such as work in their 'own household'. They also often bear the double burden of work outside and inside the house which can explain their absence from schooling. Among girls who are out of school, 72 per cent are engaged in both activities, compared to 34.3 per cent of boys.

FIGURE 5.7: MULTIPLE ACTIVITIES OF OUT OF SCHOOL CHILDREN BY SEX



Source: Calculation based on micro-data from ENTE 2005.

CONCLUSIONS

KEY FINDINGS

Although Mali has made some progress in extending access to education, the proportion of children out of education remains among the highest in the world. At the same time the incidence of child labour and children's work is also very high. While the root causes of the child labour problem relate to the larger socio-economic circumstances facing Mali looking at the patterns of children's work and the impact on education can help in identifying ways to move forward.

Among the main findings of this report are that:

- A total of 2,235,000 children between 7-15 years are estimated to be in employment, almost 72 per cent of children in this age group. Less than half the children in this age group are reported to be attending school.
- Most working children, 94.2 per cent, are working as unpaid family workers.
- 70 per cent of working children are found in three areas, the regions of Kayes, Sikasso and Ségou.
- The school attendance rates of working children are considerably lower than those of non-working children. Among children aged 7-15, the school attendance rate is 64.8 per cent for non-working children, but only 41.6 per cent for working children (measured by any attendance during the school year).
- When asked a question concerning attendance during the past week, 84 per cent of non-working children had attended for five days, but only 63 per cent of working children had attended for five days suggesting a significant impact of work on regular attendance.
- 27.5 per cent of working children had repeated grades, compared to 23.3 per cent of non-working children
- 60.3 per cent of children perform unpaid household services "household chores" The proportion of girls performing chores is much higher than that of boys, and the difference increases with age Among all children aged 7-15, 84 per cent of girls and 38.8 per cent of boys perform chores. Girls also work longer hours. Among those aged 13-15 girls involved in household chores spend an average of 28.9 hours per week, compared to 18.6 hours of boys.
- Among out of school children 82 per cent are working

- 65 per cent of children who are out of school are found performing household chores. The gender difference is marked: 87.3 per cent of girls compared to 39.1 of boys.
- Among children not attending school 31 per cent of families “do not allow” the child to go to school.
- Unlike in many other Sub-Saharan African countries little progress has been made during the past ten years in reducing gender disparities in education.
- One of the result of the inadequacies in education is that there is a large pool of illiterate youth, many of them unemployed or underemployed.

POLICY IMPLICATIONS

This report does not examine the broader issues related to school attendance and child labour, the root cause that relate to poverty, social exclusion, broader social norms and a poorly resourced education infrastructure. The report has its primary focus on data – using data to see what we know about what children are doing with their time. However drawing on the picture of child labour and education that emerges there are some important messages for policy makers.

Mali is almost at the bottom of the world “league table” in education. According to the EFA report of 2010, from a group of 128 countries that had a complete set of indicators required to calculate the Education Development Index, Mali is ranked 127th. Urgent measures are needed to address this challenge. Many of the responses required are addressed through the Education Sector Plan (PISE) and the challenge is to operationalize this Plan, and in particular to increase both access to and quality of education.

At the same time with the PANATEM, the government of Mali has established a new framework and vision for tackling child labour, and it is important that support is provided to key elements including the need to improve the connection between work on tackling child labour and promoting education.

The points below highlight some possible future directions in policy and programmes. These relate specifically to child labour rather than to the general requirements in improving access to and quality of education which education stakeholders in Mali are regularly considering.

- Only one out of two children in Mali is attending school. There is a need for an intensification of programme interventions aimed at reaching out of school children including those in child labour, where possible reintegrating children in education and where this is not possible providing alternative support to provide basic literacy and numeracy skills.

- Mali has a large group of poorly educated young people some in child labour, some in insecure employment, many unemployed. Many of these may be too old to return to school, or may not wish to return to school. For both social and economic reasons there is a need to reach out to this group to develop basic skills and employability. A major literacy, numeracy and skills initiative targeting children aged 14 onwards could be an appropriate response to this problem and one for which international donor support could potentially be enlisted.
- Consideration should be given to targeting programme interventions on the major geographical concentrations of out of school children.
- Mali has made less progress on gender equity in education than many other sub Saharan African countries. There is a strong case for a renewed effort to tackle gender disparities in education. In connection with this a public awareness campaign highlighting the need for girls to be in school and the problem of children working excessive hours either at work or in their own homes could assist.
- Working children are not only more likely to be not enrolled; they attend less frequently than their non-working peers. As children in Mali work longer attendance at school falls. Steps should be taken to improve attendance monitoring with a view to identifying patterns of non-attendance and supporting interventions to assist children who may otherwise drop out of school and enter the workforce.

International Programme on the Elimination of Child Labour (IPEC)

International Labour Organization (ILO)
4, route des Morillons
CH-1211 Geneva 22 - Switzerland
+41 22 799 8181 (telephone)
+41 22 799 8771 (fax)
ipec@ilo.org

www.ilo.org/ipec - www.ilo.org/childlabour