

# Final Mid-Term Evaluation Report

Joint Programme on Empowering Adolescent Girls and Young Women through Education



## Volume 2: Country Reports – Mali

Delivered to UNESCO  
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## **H 1. Mali Country Report**

# **Independent External Evaluation “Joint Programme on Empowering Adolescent Girls and Young Women through Education”**

## **Country Report: Mali**

**Submitted by:  
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## Acronyms

<b>AE</b>	Académie d'Enseignement
<b>AMSS</b>	Association Malienne pour la Survie au Sahel
<b>ASDAP</b>	L'Association de Soutien au Développement des Activités de Population
<b>AU</b>	African Union
<b>CAFé</b>	Women's Learning Centre
<b>CED</b>	Development Education Centre
<b>DG</b>	Director-General
<b>DHS</b>	Demographic and Health Survey
<b>DNENF-LN</b>	National Directorate of Non-Formal Education and National Languages
<b>DP</b>	Development Partner
<b>ET</b>	Evaluation Team
<b>FFA</b>	Education 2030 Framework for Action
<b>FGD</b>	Focus Group Discussion
<b>FGM</b>	Female Genital Mutilation
<b>GBV</b>	Gender-Based Violence
<b>HQ</b>	Headquarters
<b>ICON</b>	ICON-Institute Consulting Group
<b>ICT</b>	Information and communication technology
<b>INGO</b>	International Non-Governmental Organizations
<b>JP</b>	Joint Programme
<b>KOICA</b>	Korean International Cooperation Agency
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MDG</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>MoH</b>	Ministry of Health
<b>MoU</b>	Memorandum of Understanding
<b>MVT</b>	Ministry of Vocational Training
<b>MWCF</b>	Ministry of Women, Children and Family
<b>NGO</b>	Non-governmental organization
<b>PRODEC</b>	Programme Decennal de l'Éducation au Mali
<b>PRODOC</b>	Project document
<b>SDG</b>	Sustainable Development Goal
<b>SMC</b>	School Management Committees
<b>SO</b>	Strategic Objective
<b>SRH</b>	Sexual and Reproductive Health
<b>SRHR</b>	Sexual and reproductive health and rights
<b>TAG</b>	Technical Advisory Group
<b>ToC</b>	Theory of Change
<b>ToR</b>	Terms of Reference
<b>ToT</b>	Training of Trainers
<b>UN</b>	United Nations
<b>UN Women</b>	The United Nations Entity for Gender Equality and the Empowerment of Women
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Population Fund
<b>WB</b>	The World Bank

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## Executive summary

The ‘Joint Programme on Empowering Adolescent Girls and Young Women through Education’ in Mali is a joint initiative of UNESCO, UNFPA and UN Women. Its implementation started in June 2016. This independent, external mid-term evaluation is commissioned by UNESCO.

Mali, a West African francophone country, is one of the three countries where the Joint Programme is being implemented.<sup>1</sup> It has an area of approximately 1,241,238 km<sup>2</sup> and a population of 14,694,565 inhabitants according to the last General Survey of Population and Housing (RGPH 2009). Estimates for 2016 stand at 17.99 million. Mali is one of the largest countries in West Africa. Mali is ranked by the UNDP Human Development Index as one of the poorest countries worldwide, occupying place 179 out of 187 in 2015.

Nowadays, Mali's territorial organization includes three levels: regions, sub-regions and communes / municipalities. Decentralization foresees the creation of 20 regions. Of these, 10 are currently operational (Kayes, Koulikoro, Sikasso, Segou, Mopti, Timbuktu, Gao, Kidal, Ménaka, Taoudéni as well as one district (Bamako). Another ten new regions are in the pipeline (Nioro, Kita, Nara, Dioïla, Bougouni, Koutiala, San, Bandiagara and Douentza). The regions have a total of 49 sub-regions, subdivided into 703 communes/municipalities which include 666 rural municipalities. At all levels, the different territorial units are administered by freely elected assemblies or councils, contributing to a transfer of powers, skills and resources from the central level to local institutions.

The Joint Programme is being implemented in three administrative regions (Segou, Mopti and Timbuktu) and in the District of Bamako through four main components:

- **Component 1:** Improving the quality and relevance of education: Through this component in Mali, the Joint Programme has strengthened the capacities of school management committee members, high level teacher's trainers and teachers on the management and gender related themes in formal and non-formal education settings. The component also focused on the revision of teaching materials considering gender life skills as well as the reporting and care system for girls and women adolescent in the education system in Mali.
- **Component 2:** Increasing synergy between health and education sectors: This component has focused on the integration of SRS into formal and non- formal education through capacity building, learning tools, counselling and services. Provides Water and clean sanitation and washing facilities at schools for adolescent girls and young women (and also young boys and men).
- **Component 3:** Creating an enabling environment: This component in Mali consisted of girls' mobilization to participate in the program activities and awareness at community level as well as advocacy to introduce girls' education and empowerment to the communities. It also supported Policies and strategies to ensure girls and young women's access to SRH services and information.
- **Component 4:** Data and Information Management and Use: Through this component, the Joint Programme in Mali tends to update data and evidence to inform policy making and programs. Also, it supports gender- responsive educational opportunities and empowerment of young women, and providing capacity building to the ministries on use and exploitation of data.

Led by UNESCO, the Joint Programme in Mali is implemented by the three UN partners UNESCO, UNWOMEN and UNFPA. The implementing partners for these UN partners are the ‘Association de Soutien au Développement des Activités de Population’ (ASDAP), the ‘Organisation pour un développement intégré au Sahel’ (ODI-Sahel), the ‘Association Malienne pour la Survie au Sahel’ (AMSS), the NGO Subahi-Gumo and the Association KISSAL.

Like the country implementation, the mid-term evaluation also faced external challenges:

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<sup>1</sup> The other two are Nepal and Tanzania.

- **Insecurity due to community conflicts and terrorist attacks:** Since 2012, the year of the military coup and the occupation of the three largest northern regions by armed groups, the North and the centre continue remain insecure to different and changing degrees.<sup>2</sup> This insecurity has posed constant challenges to the implementation<sup>3</sup> ;
- **The frequent lack of transportation to the North of Mali:** Due to the insecurity (conflict situation), the only secure way to travel to the Northern regions of Mali is normally by the humanitarian flights of UNHAS. However, the capacity of the air travel is restricted limiting monitoring opportunities<sup>4</sup>;
- **The strike of the teachers' union in Mali:** The trade union of primary and secondary school teachers of Mali is on strike since January 2020. Claims relate to a salary increase which is being understood to have been granted to other civil servants in Mali but not to these teachers<sup>5</sup>;
- **The beginning Coronavirus (COVID-19) pandemic in Mali:** During the data collection, news about the COVID-19 pandemic broke. After the field mission of the evaluator had ended, UNESCO Mali decided to halt all field implementation activities and in-country travel. UNESCO in Bamako also split its staffs into two groups for weekly rotation to protect its staff from the risks of the Coronavirus.<sup>6</sup>
- **Institutional instability and rotation:** The Government of Mali is changing its ministers at least once a year since 2013.<sup>7</sup> The country has had e.g. six Prime Ministers since 2013. When the ministers change, the members of the cabinet also change. Just a few weeks before the mid-term evaluation, the Minister of National/Primary Education passed away. The Ministry of Education (MoE) was merged with the Ministry of Higher Education and Scientific Research. Fortunately, UNESCO had carefully selected the Joint Programme's focal point at ministry level and this person remained in place throughout the following instability.<sup>8</sup>

Despite the above constraints, the mid-term evaluation was implemented as planned because of its fortunate timing.

The current mid-term evaluation applies a combination of qualitative and quantitative methods to arrive at key evaluation results for its key evaluation areas. Evaluation areas are: relevance and appropriateness; the assessment of outcomes and pathways to impact; efficiency and effectiveness; sustainability and, finally, coordination and partnership. The data collection has included group and individual interviews of some 95 stakeholders of the Joint Programme in its four implementation regions as well as an extensive programme and context document review.

Linked to the components and evaluation areas above, the mid-term evaluation of the Joint Programme in Mali has come out with the following summary findings:

#### **Relevance and appropriateness:**

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<sup>2</sup> See also: [https://en.wikipedia.org/wiki/Mali\\_War](https://en.wikipedia.org/wiki/Mali_War)

<sup>3</sup> This had an impact in that the national evaluator could visit the towns of Tombouctou and Mopti but not the local villages and sub-regions of Tombouctou and Mopti.

<sup>4</sup> With no flights availability during the planned field mission period of the evaluation, field data collection days had to be increased and overland travel had to be used.

<sup>5</sup> This strike has had some direct effects on the ability to organise observation of programme impact in certain target schools.

<sup>6</sup> The national evaluator thus sought the advice of UNESCO on a possible continuation of data collection. Luckily, the data collection could be completed before the general UN travel ban came into force.

<sup>7</sup> This is the year of the appointment of the current president for his first mandate.

<sup>8</sup> On the contrary, all UN agencies have noticed the impact of this instability on the programme as far as their focal point and interlocutors are concerned.

The Joint Programme is in line with both international objectives, including Goal 3 of the UNESCO education agenda, Mali's UNDAG, the UNSDCF, and the gender priorities of KOICA. At national level, it contributes to several policies, including the Strategic Framework for Economic Recovery and Sustainable Development (CREDD 2019-2023); the ten-year programme for the second generation of education and vocational training development (PRODEC 2 2019-2028); the National Programme for Health (PRODESS), and the National Plan for Youth (PNPJ).

Interviews with ministerial staff at central level show that the Programme is considered a reliable and credible partner of the Ministry of Education, supporting regional and local education plans at AE and CAP level.

As for beneficiaries needs, the Joint Programme addresses basic issues for adolescent girls and young women in project target zones. The intervention sectors are well considered and reflect actual needs of target communities.

According to the interviews conducted with the UN Agencies and stakeholders, the project leverages well on the added value of inter-agency cooperation and exemplifies a new way of the UN working together in the country.

The governance of the project is overall effective. While the planned steering committee has never met during the course of the project, the programme has *de facto* been coordinated by a Technical Advisory Committee (TAC) that regularly meets to coordinate the project. The TAC has been effective in this task, although some coordination issues became evident: remote implementation in northern regions (Timbuktu and Mopti) lacks the required remote management arrangements, a factor that weakens both management and coordination with local actors.

Interviews with local administrators reveal that the linkages between the Joint Programme and communal planning are sometimes weak, with administrations not always involved or informed about the project, in a context of advanced decentralization.

### **Efficiency and effectiveness:**

The Joint Programme activities are overall being implemented as intended. Adequate implementation strategies permitted to achieve progress on the first three components and to further the issues of adolescent's girls and young women' education and empowerment in the target communities. They permitted to secure the enrolment or re-enrolment of adolescent girls and young women, and to keep and protect them better in the formal and non-formal education systems. Results across Components 1, 2 and 3 are generally on track when compared to targets. Component 4 represents a large gap in implementation, with 44% of allocated budget utilised but little results or evidence of activities shown as of 31 December 2019. This may also be related to the lack of evidence for activities under sub-component 1.4, that involved setting up a reporting and monitoring for school-related GBV.

The implementation rate of the whole programme<sup>9</sup> stands at 54%, with higher values for Components 2 (61%) and Component 3 (63%). Assuming that the recently recommended extension of the implementation period up to 31 December 2021 is granted, programme expenditure is overall on track.

Some challenging aspects remain and are likely to continue having an impact on the Joint Programme effectiveness in Mali, e.g. the long-term strike of teachers in public schools, the long distance that adolescent girls have to often cover between their home and their school, for both primary and secondary schools, the limited understanding of topics that peer educators display when it comes to sexual and reproductive health activities in schools.

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<sup>9</sup> Calculated as the sum of cash disbursement and unliquidated obligations, divided by the budget allocated to the component

**Sustainability:**

The analysis of available outputs and outcomes suggests that the structures set up and / or reinforced by the programme will by and large continue after the end of the programme. As witnessed by the Director of 'Centre d'animation pédagogique'(CAP) in Segou and by the Director of the 'Académie d'Enseignement' (AE) in Mopti, "The school management committee (SME) members, the teachers' councillors and teachers will continue to share the skills and knowledge beyond the end of the programme"<sup>10</sup>. The 'Curriculum of capacity building for school management committees' will continue to be used, the documents designed for the training will remain for the MoE and the MoH. Water points and latrines will continue to serve schools with the good training of school management committees and provided that there is maintenance. The school management in the decentralised system and the SMCs that were set up or newly reinstated will remain for the schools even at the end of the programme. However, the sustainability of all activities in a decentralized system is linked to the inclusion of programme activities in the communal plans and the programme seems to be slow to initiate this collaboration. Interviews with UN Agencies do not indicate the existence of a sustainability or exit plan for the programme.

**Coordination and partnership:**

The Joint Programme in Mali is a multi-partnership programme and the result of the evaluation demonstrates that UN partnership and coordination work very well at all levels (reporting, joint monitoring, thematic meetings, coordinated communication of the three UN implementers with the ministries and its decentralized departments, planning and information sharing). The three UN partners are working closely and in a smooth manner. Despite institutional instability, they are coordinating efficiently with the ministries and their regional departments. However, the communication among regional and local department of the Ministry of Education as well as the communication among local implementing partners (NGOS) are not working well: as an example, each NGO is implementing its activities with their own partner section within the MoE without coordination with the others. Also, the communication between the "Academy of Education" (regional and local supervisory department of the MoE) and the "Centre d'Animation Pédagogique" (executive department) and is not working because of insufficient and misdirected information flow.

Other than the obvious synergies with governmental policies and initiatives, there is no evidence of the programme formalising partnership with other initiatives or formalised programmes at national level.

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<sup>10</sup> Interview on 9 March 2020 in Segou.



**The mid-term evaluation recommends the following:**

<b>Criteria</b>	<b>Recommendation</b>	<b>Directed at</b>
<b>Relevance and Appropriateness</b>		
R+A 1	A continuation of the Joint Programme after the end of the current end date is recommended.	UNESCO, UN Women, UNFPA
R+A 2	Should a continuation be possible, then a continuation of the current components is recommended since these respond the real needs of the country and of the beneficiaries.	UNESCO Mali
<b>Assessment of Outcomes and Pathways to Impact</b>		
O+PI 1	Build on the current strategy to upscale the Joint Programme in Mali and reach a sufficiently large number of schools and beneficiaries in the target regions.	UNESCO Mali, UN Women, UNFPA
O+PI 2	Review the toilet building plans to foresee more space so that girls can change their clothes in a clean environment.	UNESCO, UNFPA
O+PI 3	Consider throughout separate toilet blocks for girls and boys even where the Joint Programme only engages in renovation and not in new construction.	UNESCO Mali, UNFPA
<b>Efficiency and Effectiveness</b>		
E+E 1	If possible, the programme should extend its scope to other target areas as the work in the current zones is effective and efficient.	UNESCO Mali
E+E 2	Reduce the frequency of reporting of the Joint Programme for more efficiency and sufficiently long periods to report on.	UNESCO HQ
E+E 3	A modernized, country-centred and rapid communication and outreach strategy is suggested to launch Joint Programme information of UNESCO in Mali rapidly so that the many young beneficiaries with mobile phones will keep interest in UNESCO and its programme.	UNESCO Mali, UNESCO HQ
E+E 4	Find a way to continue the support to the internal displaced children enrolment in schools.	UNESCO Mali
E+E 5	Find a way to tackle the issue of distance from home to school for adolescent girls and young women in some of the target areas.	UNESCO Mali, UN Partners
E+E 6	More effort should be invested in component 4 that is far behind the other components in term of implementation and result.	UNESCO Mali
<b>Sustainability</b>		
S 1	Develop a sustainability plan in close collaboration with the final owners of the Joint Programme results at local level.	UNESCO Mali, UN partners
S 2	Emphasize that young women being certified at CAFés will be further accompanied so that they can create small businesses with success.	UNESCO Mali, UN Women
<b>Coordination and Partnership</b>		
C+P 1	Increase focus on coordination and partnership management in target areas where remote management is needed.	UNESCO Mali
C+P 2	More consideration should be given to joint ways to strengthen monitoring and communication in the remote areas of the Timbuktu and Mopti regions.	UNESCO, UN Partners
C+P 3	Increase the funding for UNWOMEN in the future for more implementation options of UN partners and for more balanced results.	UNESCO
C+P 4	Enhance consultation with religious leaders to create increased ownership of the Joint Programme at community level.	UNESCO Mali, UN Partners
C+P5	Enhance grassroots level coordination with the other UN agencies and development partners which are not implementers of the Joint Programme in Mali.	UNESCO

## Introduction

The present country report for Mali is part of documents presented for the mid-term evaluation of the ‘Joint Programme on empowering adolescent girls and young women through education’ commissioned by UNESCO. The report includes ten (10) sections which are:

1. Relevance and appropriateness
2. Assessment of outcomes and pathways to impact
3. Efficiency and effectiveness
4. Sustainability
5. Coordination and partnership
6. Contribution to UNESCO’s Global Priority Gender Equality
7. Strategies and modalities for strategic partnership and resource mobilization.
8. Conclusions
9. Recommendations
10. Lessons learned and appendices.

### 1. Relevance and appropriateness

The Joint Programme in Mali is aligned with the Global development agenda 2030. It specifically supports the Goal 4 of the Global agenda dedicated to education that is led by UNESCO, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”<sup>11</sup> It also supports the KOICA’s gender equality strategic objectives 1) *Economic empowerment for gender equality*; 2) *Social status for gender equality* and 3) *Basic rights for gender equality*.<sup>12</sup> It is also aligned with all relevant international instruments, the United Nations Development Assistance Framework (UNDAF) priorities and the recently introduced United Nations Sustainable Development Cooperation Framework (UNSDCF), as well as with the gender priorities of the donor, the Republic of Korea.

In Mali, the Strategic Framework for Economic Recovery and Sustainable Development, CREDD 2016-2018 mission was to “serve for all stakeholders as an integrating framework for sectorial policies and strategies at regional and local level. Its overall objective was “to promote inclusive and sustainable development for the benefit of the reduction of poverty and inequality in a united and peaceful Mali, based on the potential and the resilience capacities to achieve the 2030 Sustainable Development Goals (SDGs)”.<sup>13</sup> The current CREDD covers the years 2019-2023.

The Joint Programme contributes to the strategic component 5 (human capital development) of CREDD 2019-2023 and to its objectives 5.1-5.7. These objectives are:

Objective 5.1: Contribute to improving health and well-being of the Malian population with a view to accelerated demographic transition; Objective 5.2. Ensure the rights of citizens to education and training quality through an education system inclusive, better suited, consistent and functional; Objective 5.3. Ensure universal access to clean water services, hygiene and sanitation on the horizon of 2030; Objective 5.4 create the conditions for achieving the empowerment of women, children and the family objective Objective 5.7. Promote the social protection to prevent vulnerability and social exclusion.
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Based on this national policy, each government partner has developed their own plan to contribute to the national policy. Thus, the Ministry of Education has designed the “Ten-year programme for the second generation of education and vocational training development (PRODEC 2), 2019-2028”.

<sup>11</sup> From access to empowerment UNESCO strategy for gender equality in and through education 2019-2025.

<sup>12</sup> [http://www.koica.go.kr/koica\\_en/3437/subview.do](http://www.koica.go.kr/koica_en/3437/subview.do)

<sup>13</sup> Cadre stratégique de relance économique et développement durable (CREDD 2016-2018).

As trusted technical and financial partner of the Ministry of Education, the Joint Programme supports the achievement of the PRODEC through its components:

Component 1) “Improvement of the internal and external efficiency of the education system. This component mainly aims to improve the internal performance of the system, to promote the employability of young people and the socio-professional integration of graduates”;  
Component 2) “Improved teacher training and management. This component aims to make available to the education system qualified and sufficient teachers”;  
Component 3) Promotion of equitable and inclusive access to quality education for all” and  
Component 4) “Strengthening the education sector governance”.<sup>14</sup>

In addition to CREDD and PRODEC 2, the Joint Programme also supports the National Programme for Health (PRODESS), the National Plan for Youth (PNPJ) as well as the Gender Policy of the UN system in Mali.

According to the Ministry of Education itself, the Joint Programme is considered a reliable and credible partner of the Ministry of Education, It supports regional / local education plans at AE and CAP level. Through the Joint Programme, the three UN partners support the local implementing partners of the Joint Programme. These are ASDAP, AMSS, ODI-Sahel, Association Kisal, RENADJEF and Subahi-Gumu. The ministries are supporting Joint Programme plans at the national, regional and local level in three regions and the capital city of Bamako through the ministries of Education, of Health, of Youth and Sport and of Women, Family and Children.

As for beneficiaries needs, the Joint Programme activities address basic education issues for adolescent girls and young women in project target zones well.

Access to and the remaining of school-going girls in schools beyond primary level as well as the barriers to the inclusion of adolescent girls and young women in the communities are real problems in Mali. Social discrimination, violence, early marriages and pregnancies, and the acceptance of rural girls of housemaid jobs in large towns before school completion are just a few examples of these barriers. Respondents have unanimously confirmed that these challenges deserve the continued contribution of the three UN partners with their combined expertise.

In this perspective, the intervention sectors are well considered and effective based on the needs of communities: sexual health in school which is a barrier to girl’ education is well considered in the programme. Education infrastructure that helps break down barriers to girls' education is part of the main achievement of programme; literacy and life skills training that tackles the empowerment of young women is a strength and teachers and teachers trainers capacity building as well as curriculum development and adaptation to gender issues, tackles a fundamental problem of adolescent girls and young women in Mali; the UN Women community mobilization around education and gender related themes also addresses perceived needs and allows to mobilize whole communities around the themes of the programme.

According to the interviews conducted with the representatives of the three UN Agencies and the stakeholders, the project leverages well on the added value of inter-agency cooperation and on the specialisation area of each agency. In Mali, it is not common for UN agencies to work together, and the project represents a first for the country. All in all, the project has reinforced the idea of a new UN in Mali by setting an example and by highlighting the inter-sectoral needs of gender in education.

The governance of the project is overall effective. As of April 2020, the Steering Committee foreseen to be created at the start of the project never actually met. In its place, a Technical Advisory Committee (TAC) including all relevant stakeholders regularly meets to manage the project. The evidence collected

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<sup>14</sup> PRODEC 2, June 2019, page 12 and 13.

through secondary sources and interviews with stakeholders allows to conclude that the TAC has been overall effective in coordinating the project. At the same time, the project governance is not perfect.

In the northern regions of the country, for example, the security context implies the necessity of remote implementation, which in turn requisites specific remote management arrangement and tighter cooperation among both agencies and implementing partners. The interviews conducted revealed how closer monitoring and more coordination is needed to ensure the necessary synergies at the field level.

While the governance of the project is good at central and national level, some governance gaps are more evident at local level, and especially communal level.

Overall, the programme is aligned to the needs of the regional education plans, presenting similar objectives around adolescent girls' education. The objectives were considered relevant and appropriate by stakeholders, since they are focused on the perceived needs of adolescent girls and young women.

However, according to the interviews with local administrations (mainly mayors and representatives of education regional departments), the linkages with the communal planning and communal administration are sometimes weak, with administrations not always involved or informed about the project. Exemplary is the case of a mayor who was invited to a school to inaugurate the newly installed toilet, but was surprised because he was not informed of the project being implemented beforehand.

## 2. Assessment of outcomes and pathways to impact

By design, the Joint Programme has aimed to target 5% of all schools in the selected four implementation regions. From interviews with school principals, teachers and parents it was evident that the programme actions around and in schools (water pumps, toilets, training of School Management Committees (SMC) members and school parents' associations, of peer educators and teachers, the support to curriculum development and the provision of hygiene and sanitation kits as well as the counselling activities) have contributed considerably to keeping girls in school longer. These activities have created an attractive environment and more security, confidence and respect for girls. "*Since the presence of girl-friendly toilets, girls miss fewer classes in our schools*" said the president of the SMC of Segou<sup>15</sup>. "The availability of water pumps in our school decreases the rate of student sickness in our villages...and the proof is that the 'medical book' listing those missing students has fewer names in this year" said the school principal of Sienso in Segou region. These water pumps have contributed to the commitment of the parents towards their daughters' education. They have enhanced the commitment of school management committee members to the quality management of schools, in general, and towards girls' sanitation and hygiene needs, in particular. Girls can now also attend school during their monthly menstruation. The interviews have confirmed that the awareness-raising activities of the Joint Programme have transferred and made available information to communities on how and where best to advocate for girls' education and hygiene needs. The dynamics of an increased protection and support to girls are visible in all target communities of the programme. The educational authorities, those in charge of gender issues and the communities receive the appropriate messages from the Joint Programme. The programme is gender-sensitive, and all monitoring tools provide for gender-disaggregated information. However, as mentioned above, the interviews revealed some gaps in the monitoring of the northern regions, where the programme intervenes through remote implementation. There, the programme is *de facto* monitored with less intensity than the southern regions, generating both management and coordination issues.

Even if it is too early to talk about impact on societal change at this level of the Joint Programme in Mali, the mid-term evaluation confirms that the programme is heading towards or has achieved relevant outcomes already, with the seed of change securely planted to generate impact in the future.

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<sup>15</sup> Interview on 09 March 2020.

Below are two examples of outcomes of the Joint Programme:

**Capacity building of school management committee members: Led by UNESCO**

Prior to the start of the Joint Programme, school management committee members were elected by school authorities and communities, often without knowing what their exact roles and responsibilities were. In the newly decentralized system, school management committees are supposed to be responsible for the community level management of the schools. They are to follow up issues and thus also concerns that girls express, they are to contribute to the monitoring of teachers and students' presence in the schools, design and implement school projects and activities etc. However, the state school authorities are not able to train all the school management committees and they cannot fully play their roles and assume responsibilities. An old training curriculum existed but was outdated and not adapted to the needs of the community.

UNESCO and its implementing partners together the Ministry of Education and its decentralized services (Centre d'Animation Pédagogique and Academie d'Enseignement) have identified and trained some school management committees in Bamako district and in the Segou, Mopti and Timbuktu regions. The main objective of the training events was to make school management committees understand their roles and responsibilities with a specific focus on their role to support girls' education in their communities and to design and implement school-related projects.

Nowadays, Joint Programme capacity building permits school management committees to design their own school projects in a way that these include girls' education and they are implementing these projects in their respective school.

The School Management Committee president of Soninkoura comments: *"With these training events, we know how to advocate for and assist girls with special needs in our community...Beforehand, when a girl had problems, we did not know how to handle it but now, we have entrusted one designated person of the SMC to provide counselling. We also know now who to contact for these issues in case of questions thanks to these trainings."*

Now, all the members of school management committees that were trained by the Joint Programme know their roles well and the school authorities are happy to see the effect of the training on the selected schools.

Here is what the CAP Director of Segou said: *"We need to extend this training to all the schools under the 'Academy d'enseignement' of Segou because the management committees that benefited from the training are very different from the others in terms of collaboration, understanding and with regard to the school results achieved of girls"*.

In addition to providing practical training, the Joint Programme has assisted in the development of the new training curriculum which is now available to the school authorities. With this curriculum, the replication of the training for other school management committees in Mali is possible. This will produce sustainable outcomes. As an effect of the training, the school management committee of Segou (Soninkoura) has designed its own school project and brought electricity to its school.

**Girls' friendly toilets and water points in schools: Led by UNFPA**

Before the construction of latrines and water pumps, many schools had no drinking water points or gender-segregated latrines and the children left school either for home or they went to defecate around the school without washing hands or any other hygiene measure before coming to class. Girls abandoned classes completely at the start of their menstrual cycles and until the end of menstruation because of shame. They felt uncomfortable and exposed, and they also felt at risk to being physically attacked or raped. UNFPA and local implementing partners of the Joint Programme have identified schools with either no or only one toilet block with the support of the Ministry of Education. Gender-disaggregated toilet blocks (separate for boys and girls) and water pumps were constructed or rehabilitated in 10 schools.

With the latrine-building and rehabilitation of UNFPA, conditions largely improved, even if teachers often still have no separate toilets and have to use the children's toilets. As the principal of the school of Sienso in Segou region has witnessed, *"The students from here used to defecate outside of the school and came back without any hygiene measures. The girls used to go home and never come back for the remaining of the day, and sometimes longer, when they started their menstrual cycle because menstruation is a taboo in our community and is not discussed and has to be hidden. Girls and their families see it as shameful that boys may know that girls' menstruation has started. They were wasting a lot of time dealing with these issues before getting separate toilets and water pumps. With these toilets, it's a total relief for the girls in our school."* Also, with separate toilets and water pumps for girls and boys to wash their hands and drink, girls are no longer afraid to use the school toilets and they feel respected and free in their movements. They spend more time in class full time and this gets them better school results.

The water pumps have greatly improved hygiene in schools. According to the school Director of Dami in the Segou region, *"Our students did not know the difference between drinking and non-drinking water. With the presence of this pump, the students now understand that not all of the village water are drinkable. Now our*

*school has become a reference of hygiene in the village because of the toilets and the drinking water pump ...*<sup>16</sup>  
Pumps allow for good hygiene standards for the schools and help the surrounding communities. It is important to make sure that the pumps are maintained and remain publically accessible. The school managements committees play an important role in ensuring pathways to lasting impact.

According to the interviewees in the target zones of the Joint Programme, school management committees there are well organized and able to design their own school projects and then implement them. They are fully playing their roles and assume responsibilities for support to promoting gender equality in hygiene. Boys and teachers have more respect for girls following the building or rehabilitation of separated girls’ friendly toilets and due to capacity building activities. The community is more aware about how to deal with girls’ issues and takes up specific cases with school authorities. Adolescent girls and young women have a hygienic environment to continue their education. Adolescent girls attend school more regularly thanks to toilets and water point during their menstrual time. A curriculum for non-formal education / Cafés was designed under the Joint Programme adapted to the inclusion of gender issues.

There are a number of facilitating factors that are allowing the Joint Programme to achieve its results. The first of these is evidently the good partnership established with the Ministry of Education, and the synergies that the Programme is consolidating with the ongoing activities of the Malian government around education. At the same time, the interviewed stakeholders praised the management abilities of the programme management staff, who has proved to be an enabling factor for its success. Last but not least, the holistic approach of the programme is based on a good level of cooperation among both UN agencies and implementing partners.

On the contrary, it was possible to identify obstructing factors or hindrances that are preventing the Joint Programme to fully reach its potential. While joint monitoring is overall efficient, Different sources confirmed that the programme suffers from heavy reporting requirements, with multiple yearly reporting requirement sometimes reaching six reports a year. In addition, UNESCO Mali is required to report both

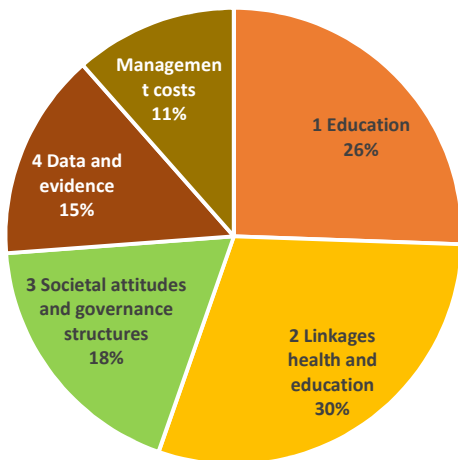
to UNESCO HQ and to KOICA. Coupled with horizontal coordination across the agencies, these reporting arrangements inevitably duplicate reporting efforts and divert precious resources from implementation.

In a similar way, rigid procedures hinder the communication efforts of the programme, especially for online communication and social media. As they are now, UNESCO procedures require any communication product to be approved at national and HQ level before being shared on the internet. This means that often communications are obsolete or outdated when they are ready to be shared.

According to interviewees, another point of improvement in the design of the programme

was the unbalanced allocation across components, with only 18% of the budget allocated to Component 3.

Budget allocation by component



<sup>16</sup> Interview with the school Director of Dami on 10 March 2020.

### 3. Efficiency and effectiveness

**Effectiveness:** The interviews and documents review have confirmed that the Joint Programme activities and strategy address basic education and development issues for adolescent girls and young women in the project target zones as intended. The intervention sectors are well considered and effective to address girls and young women issues in Malian communities (besides hygiene also sexual and reproductive health). The Joint Programme does advocate for empowerment and reduces barriers to girls' education. Girls' education including literacy curriculum adaptation and life skills training through non-formal education are well implemented. Community mobilization around education and gender equity also responds to the interest of communities to better understand such issues. During the implementation of the Joint Programme until the mid-term evaluation, the following achievements were noted under each component:

**Component 1:** 45.8% of funds assigned to Component 1 were utilised as of December 2019<sup>17</sup>. The first component has the following achievements: 5,633 adolescent girls and women learners (392 in CAFé and 5,241 in CED) attending non-formal basic education benefitting from the revised curriculum and learning manuals in Mali. 1,060 (F: 424; M: 636) school management committee members were trained on school management, school project design and management including girls issue management. 498 (F: 199; M: 299) school principals, teachers, teacher training institutes and pedagogical advisers were trained on literacy and numeracy pedagogy. 537 (F: 214, M: 323) non-formal education teachers (CED, CAF and CAFé facilitators) were trained on the didactics of reading, writing and mathematics. 12 textbooks were developed on the didactics of reading and writing in 12 national languages. The curriculum of CAFé for non-formal education was revised and integrating gender issues; 2 modules on reading, writing, mathematics pedagogy and on reproductive health were developed and 42 CAFé (F: 17; M: 25) teachers were trained on the revised educational curricula and textbooks. Among these achievements, the school management committees training was greatly appreciated by communities and school authorities and the results were observable in schools.

From the interviews with stakeholders, two main issues became evident in the implementation of Component 1 activities: first, there is a need to focus on the needs of internally displaced children, more vulnerable to drop out of or simply not enrol in school; secondly, the issue of distance from home to school is particularly perceived by adolescent girls and young women in some of the target areas, and is not currently addressed by the programme.

Another issue regards subcomponent 1.4. The component foresaw to “Establish care system with gender perspective at school”, that involved setting up a reporting and monitoring system at school on sexual abuse and gender-based violence (activity 1.4.1) and a training of teachers on the reporting and monitoring system created (activity 1.4.2), but we could not find evidence of activities being implemented. This might be due to difficulties related to the sensible nature of the activity, or because teachers have been on strike for a long time.

**Component 2:** 60.7% of funds allocated to Component 2 were utilised as of December 2019. Through this component, 4,702 (F: 2,286; M: 2,416) adolescent girls and young women and boys and men have had access to sanitation and clean water through the establishment of latrines and solar water points. 1,200 sexual and reproductive kits were provided to peer educators (girls and boys). 243 (F: 97, M: 146) teachers, trainers and peer educators were trained in teaching sexual and reproductive health. 250 SRH counselling sessions were held by 60 nurses trained on the subject. 20 youth clubs and children's governments were formed in the schools. 24 WASH committees were trained on menstrual hygiene and the management/maintenance of water pumps and latrines. Girl-friendly latrines and water solar pumps were built in 10 schools. Importantly, some girls voiced additional needs to improve the toilets that were built by the project. In particular, they expressed the need to have more space in the toilets so that they

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<sup>17</sup> For each component, this figure is calculated as the sum of cash disbursement and unliquidated obligations, divided by the budget allocated to the component.



could be able to change their clothes in a clean environment, and the opportunity of having separate toilet blocks for girls and boys even where the Joint Programme only engages in renovation and not in new construction.

**Component 3:** This component has an implementation rate of 63.1% as of December 2019. Under this component, the Joint Programme has mobilized 45,461 girls through 5 awareness raising sessions bringing political leaders to review considerations of the gender dimensions in the “Social, Economic and Cultural Development Plans/Plans de Développement Social, Economique et Culturel (PDSEC) of communes”. 153,277 community members were sensitized on girls’ retention, re-entry and access to education and informed on gender-based violence. Finally, 5,000 sets of information material (4 different types) were produced and disseminated. Under component 3, UN Women and local partners have been responsible for the mobilization of communities around the topic of girls’ education. The social mobilisation carried out by UN Women has contributed to a better knowledge base of rural communities concerning the issue of early pregnancy and how to avoid it. Through community mobilisation and mentoring UN Women has advocated for the rights of girls to attend school if they are pregnant. While the right for pregnant girls to attend school is guaranteed in Mali, cultural bias discourages girls reaching puberty from school attendance.

**Component 4:** 43.47% of the funds allocated to Component 4 has been disbursed, although there is limited evidence of either activity implementation or results. Interviews with stakeholder indicate that a strategy for data collection is under-developed at central level, but no document has been made accessible yet. Overall, Component 4 needs more attention because of its so far rather limited effect. The Component is not on track.

**Efficiency:** The total budget for the Joint Programme in Mali over five years is USD 5 million. A comparison of disbursement rate and activity implementation shows 53.45% for implementation versus a cash disbursement of 53.53% as of December 2019<sup>18</sup>. This is a very balanced result.

As far as efficiency is concerned, a comparison of the number of beneficiaries and of costs for water points and toilets shows that a block of 6 toilets has cost \$9,375 and a water pump has cost \$10,328 on average. These are serving at least 3000 students each. This represents an investment of 6.5 USD per student. The national evaluator concludes that this part of the programme is cost-effective.

As for the rest of the programme, programme management has generally contributed to the efficiency of the Joint Programme. The good technical management was evident in the way planning tools were designed and used (the Logframe of the programme, the 5 years’ work plan and timeline, the annual work plan declined into months), and in the reporting tools quality (bi-annual narrative reports, progress reports, synthesis reports and annual reports).

Following the assessment of efficiency and effectiveness, it is clear that the management tools adopted by the programme are adequate, although they could be strengthened for remote management in Northern regions.

#### 4. Sustainability

The analysis of available outputs and outcomes suggests that the structures set up and / or reinforced by the programme will by and large continue after the end of the programme (at the central level thematic groups: joint monitoring missions’ structures; at community level: school management committees; and at school level: peer educators and teachers). The documents developed (non-formal education curriculum, training documents on sexual health, SMC guidance etc.) will be available to the ministry and its decentralized departments and will serve schools and state structures even after the Joint Programme ends. The changes in children's behaviour due to available hygiene, sexual and reproductive

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<sup>18</sup> Financial Status Report as at 31 December 2019 (Expense in US Dollars)



health teaching, and a more respectful behaviour towards girls) are already visible in families and will remain in the communities<sup>19</sup>. The toilets and water points will continue to be used in schools under the good management of the SMC that have been well reinforced and are motivated to continue playing their roles and responsibilities. The young women benefiting from the CAFés' curriculum designed by the Joint Programme will continue to be used benefiting skills development but it is important that they continue to be accompanied not to lose the achieved benefits.

However, the repair of water infrastructure in case of breakdown is a concern for communities and school authorities. Also the municipalities do not seem to be involved in the Joint Programme implementation (In a country undergoing decentralization where all the communal development is the responsibility of the communal authorities).

The interviews with the UN Agencies do not indicate the existence of a sustainability or exit plan for the programme. If this is not developed before the end of the project in close consultation with the result owners, it is likely that regional and communal planning will continue on their own without making the most of the programme results.

## 5. Coordination and partnership

The Joint Programme in Mali is a multi-partnership programme and the result of the evaluation demonstrates that UN partnership and coordination work very well at all levels (reporting, joint monitoring, thematic meetings, coordinated communication of the three UN implementers with the ministries and its decentralized departments, planning and information sharing). “*UNESCO does not consider itself as the super boss but as equal partner to us, the other agencies*”, said a UN Partner interviewee. The partnership of the UN partners with line ministries is a very strong point of the Joint Programme. As mentioned above, the steering committee of the programme should have met once a year but the committee never met. It seems that the role of the steering committee is not necessary for the time being. In its place, the technical advisory group has been coordinating the programme at national level

There have been some issues due to institutional instability. While the focal point for the Ministry of Education has not changed, the other three ministerial focal points (Ministry of Youth and Sport, Ministry of Health, Ministry of Women Children and Family) have changed and thus were not able to know the programme extensively or follow it from the beginning. Nevertheless, the choice of ministerial focal points is considered excellent and the communication outstanding.

Also, at the regional level, it has been noticed the same changes for the Director of AE and CAP. An example is that since the beginning of the programme, the Director of AE in Timbuktu has changed three times and the latest one does not know much about the Joint Programme.

The partnership between the Joint Programme and ministries decentralized departments coordination is positive with focal points at different skill levels. The Centres d'animation pédagogique – Académies d'enseignement (CAP-AE) coordination for the programme needs improvement (problem of communication and understanding of roles). Some CAPs think that AE is taking over roles that the CAP should play, simply informing them but not coordinating on the division of roles. While the NGO-CAP / AE coordination is reasonable for the implementation of ad hoc activities, the communication between the focal points at CAP and AE level needs improvement (different focal points with different NGOs or UN partners do not consult each other internally in the same department). The coordination between NGOs (AMSS, ASDAP...) also needs improvement (each NGO carries out its activities and the idea of a team between them is not evident). The coordination between the Joint Programme and communal

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<sup>19</sup> Interview with school principal of Tombouctou on 14 March, 2020.

authorities / sub-regional authorities needs to be strengthened (CAP and AE affirm that these are only contacted by NGOs for the inauguration of infrastructures).

Other than the obvious synergies with governmental policies and initiatives, there is no evidence of the programme formalising partnership with other initiatives or formalised programmes at national level.

## 6. Contribution to UNESCO's global priority gender equality

The four components of the Joint Programme in Mali are fully aligned with the Global Priority Gender Equality of UNESCO. UNESCO considers all forms of discrimination based on gender violations of human rights and a significant barrier to the achievement of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals. UNESCO formulates: *“Women and men must enjoy equal opportunities, choices, capabilities, power and knowledge as equal citizens. Equipping girls and boys, women and men with the knowledge, values, attitudes and skills to tackle gender disparities is a precondition to building a sustainable future for all.”*<sup>20</sup>

The UN in Mali has assisted the Government of Mali with the drafting of its Gender-Based Violence Area of Responsibility Strategy 2018-2020.<sup>21</sup> The Joint Programme is part and parcel of this gender strategy. The GBV Area of Responsibility constitutes a focus area within the Global Protection Cluster (GPC) of which UNESCO is part.

The implementation philosophy of the Joint Programme clearly is in line with the UNESCO Global Priority Gender Equality.

## 7. Strategies and modalities for strategic partnership and resource mobilization

The Joint Programme is considered a foremost example of the concept of “One UN” as established in Mali since 2019<sup>22</sup> and as a result of the Joint Programme cooperation between UNESCO, UNFPA and UN Women.

The modalities for strategic partnership between UNESCO, UNFPA and UN Women include the setting up of a Technical Committee which undertakes monthly coordination meetings for forward planning, for reporting on past-month implementation and for a review of what has gone well and what needs improvement. There are also quarterly joint monitoring missions of the three agencies to programme areas. Annual reviews create a further opportunity for cooperation and partnership.

In resource mobilization, the UNESCO HQ level has been leading and KOICA

Additional resource mobilization activities are actively explored as are upcoming fundraising opportunities to benefit the Joint Programme in Mali. Besides the KOICA contribution of USD 5 million (minus 13% overhead costs), additional funds were mobilized from Norway under the “Our Rights, Our lives, Our future (O3)” programme in 2019 to further strengthen reproductive health and gender-based violence activities. The amount for Mali is estimated to be between 130,000-150,000 USD per year until 2022.<sup>23</sup>

The project team has accelerated the fundraising process starting January 2020 with the support of HQ and the resource mobilization officer for West Africa from UNESCO Regional Office in Dakar.

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<sup>20</sup> <https://en.unesco.org/genderequality>

<sup>21</sup> <https://www.globalprotectioncluster.org/wp-content/uploads/GBV-AoR-Strategy-2018-2020-FINAL-web-1.pdf>

<sup>22</sup> Interview with the Representative of UNESCO in Mali on 3 March 2020.

<sup>23</sup> Progress Report for Annual Review Meeting. The Joint Programme ‘Empowering Adolescent Girls and Young Women through Education in Mali’, Reporting Period: January 2019 to November 2019 p.6.

## 8. Conclusions

The mid-term evaluation concludes that the following aspects are most important:

- Very good programme coordination and partnership management of the Joint Programme;
- The programme is relevant and supports global and national policies / programmes of at least three key ministries in Mali (At the central level down to the real needs of the beneficiaries at the grassroots level). It could, however, improve its coordination with local (communal) administrations and implementing partners in the northern regions.
- Even if it is difficult to talk about impact at this level of the project, the effects of the actions are evident in the target zones of the Joint Programme;
- Good programme management with efficient management tools;
- The strategy, actions and project sectors respond to the real problems in the communities;
- The activities are sustainable;
- The performance of the project is appreciable to date;
- The reporting system is heavy, multiple-level and not harmonized;
- The remote areas need more consideration, monitoring and communication;
- The communication and outreach strategy and its procedures are not adapted to modern technology needs and rapid communication;
- The component 4 of the Joint Programme is far behind the other components and needs more attention;
- The context is changing due to the COROV-19, so the Joint Programme should keep an eye on this volatile context to adapt the programme work plan accordingly because all the activities of the Joint Programme stopped due to the pandemic in mid-march 2020.

Also, the Joint Programme is facing some challenging aspects with lesser impact on it which are:

- **Insecurity in the centre and northern regions of Mali:** The recurrent insecurity due to community conflict and the terrorist attacks have closed many schools in the centre and northern regions of Mali. This is impacting on the quality control and results of the programme;
- **The need is higher than the programme capacity of intervention:** The Joint Programme has targeted 50 schools per AE. When we compare the target schools to the total number of schools in Segou region - which is 1024 - we conclude that the programme is being implemented in just 4.88% of the total number of schools. While this is coherent with the programme design, the impacts of the programme are inevitably limited if compared to the national need.
- **The education level of some peer educators is too low for understanding and facilitating the counselling sessions with their peers:** Due to the low education level, it was difficult for some peer educators to efficiently facilitate the counselling sessions with their peers at the school setting;
- **The long-term strike of teachers is impacting some result of the programme:** All the primary and secondary schools are closed since January 2020 because of the strike of the teachers' trade union. This is discouraging the entire school authorities and students and is has an impact on all the activities and on observable impacts at the school setting;
- **The distance from school to home in some target areas is impacting programme results:** In some target villages of the Joint Programme, many girls are in the school from grade 1 to 6. The village does not have the grade 7 and all the students need to walk to schools between 4-8 kilometres from their villages. According to SMC and the parents of students, this is not safe and many girls are not ready to walk this distance and they prefer to leave the school after the 6<sup>th</sup> grade. "We are

encouraging people to send and maintain the girls to school but we all know that they cannot stay after the 6<sup>th</sup> grade”.<sup>24</sup> This has an impact on the programme results in some target areas;

- **Rural exodus in some target areas is impacting the programme results:** Knowing that the maid-servants are well paid in the capital city of Mali now (from 10,000 FCFA in the past to 30,000-50,000 FCFA now) many girls are dropping out of schools to move to Bamako. This has consequences for the programme results in some parts of Segou region.

Then, some changes are observed or are being observed in the Joint Programme implementation which are:

- **Time frame of the programme:** In the programme documents, this is a five years programme. However, the data collected have demonstrated that UNESCO Mali lost six (6) months between the signature of the agreement and the transfer of funds. Also, the UN partnership took more time to set up than expected. This has some impact on the planning documents for 2020 and the programme will now end in mid-2021). So far, there is no major impact on the programme results.
- **Intervention logic / Theory of Change:** In comparison with the overall Logframe of the Joint Programme, there is no national adaptation in Mali.
- **Temporary school fee support of UNESCO to internally displaced children:** During the school year 2018-2019, UNESCO provided school fees for the children of a group of some 250 internally displaced Peul so that some of their children of school-going age would be able to attend or re-join formal education. Displaced populations are not part of the beneficiaries mentioned in the Logframe for the Joint Programme in Mali. The question that arose was whether civil society initiatives supporting IDPs in the outskirts of Bamako should continue to be supported by UNESCO given the orientation of KOICA to supporting stabilization efforts at regional level.<sup>25</sup> The evaluation finds that support to this otherwise entirely unsupported group would be beneficial, if more clearly defined in terms of eligible age groups and budget requirements.
- A UNESCO HQ mission to Mali during 2-6 February 2020 recommended the review of the concept notes/project proposal to be drafted for the period post-2021 and the inclusion of support to IDPs in the Joint Programme. The respective passage reads: “provide review of the concept note/project proposal post 2021 with focus on security/ resilience such as including supporting internally displaced children's access into formal education”<sup>26</sup>.
- The UNESCO HQ mission – conducted before the Coronavirus outbreak in Africa – also recommended the end of the implementation of activities at the end of 2020 and the termination of the Mali project in June 2021. The first six months of 2021 would have been devoted to final reporting duties, the final evaluation of the country project and the closure of the project according to this recommendation.
- In the meantime, UNESCO Mali has agreed to a proposed extension of the project to the end of 2021 as suggested by UNESCO HQ. This will require a change of the implementation plans for the years 2020 and 2021 since all implementation is currently on hold due to the Coronavirus pandemic. An inclusion of the IDP children may be reconsidered based on the likely extension of the implementation period.
- Projects and programmes in Mali fall under the responsibility of the KOICA Regional Office in Senegal. The Regional Office is involved in the Joint Programme as a Technical Committee and Steering Committee member and is invited to participate in all field monitoring and evaluation missions. It supports projects and programmes in six West African countries.

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<sup>24</sup> Interview with the president of the school management committee of Tiambetraoare in Segou region, 11 March 2020.

<sup>25</sup> If supported by UNESCO, the civil society group (Association KISAL) in turn would restart their own learning support.

<sup>26</sup> Mission report of UNESCO HQ, 2 and 6 February 2020, p.3

- KOICA in Senegal and UNESCO in Mali have been able to establish good working relations. KOICA has indicated its willingness to favourably review an extension of the Joint Programme and is prepared to consider a second phase funding application. It is also favourable with regard to a replication of a programme of the same type, e.g. in Gambia or another West African country such as Guinea, due to the good results obtained in Mali to date.

## 9. Recommendations

Criterion	Recommendation	Directed at
<b>Relevance and Appropriateness</b>		
R+A 1	A continuation of the Joint Programme after the end of the current end date is recommended.	UNESCO, UN Women, UNFPA
R+A 2	Should a continuation be possible, then a continuation of the current components is recommended since these respond the real needs of the country and of the beneficiaries.	UNESCO Mali
<b>Assessment of Outcomes and Pathways to Impact</b>		
O+PI 1	Build on the current strategy and upscale the Joint Programme in Mali and reach a sufficiently large number of schools and beneficiaries in the target regions.	UNESCO Mali, UN Women, UNFPA
O+PI 2	Review the toilet building plans to foresee more space so that girls can change their clothes in a clean environment.	UNESCO, UNFPA
O+PI 3	Consider throughout separate toilet blocks for girls and boys even where the Joint Programme only engages in renovation and not in new construction.	UNESCO Mali, UNFPA
<b>Efficiency and Effectiveness</b>		
E+E 1	If possible, the programme should extend its scope to other target areas as the work in the current zones is effective and efficient.	UNESCO Mali
E+E 2	Reduce the frequency of reporting of the Joint Programme for more efficiency and sufficiently long periods to report on.	UNESCO HQ
E+E 3	A modernized, country-centred and rapid communication and outreach strategy is suggested to launch Joint Programme information of UNESCO in Mali rapidly so that the many young beneficiaries with mobile phones will keep interest in UNESCO and its programme.	UNESCO Mali, UNESCO HQ
E+E 4	Find a way to continue the support to the internal displaced children enrolment in schools.	UNESCO Mali
E+E 5	Find a way to tackle the issue of distance from home to school for adolescent girls and young women in some of the target areas.	UNESCO Mali, UN Partners
E+E 6	More effort should be invested in component 4 that is far behind the other components in term of implementation and result.	UNESCO Mali
<b>Sustainability</b>		
S 1	Develop a sustainability plan in close collaboration with the final owners of the Joint Programme results at local level.	UNESCO Mali, UN partners
S 2	Emphasize that young women being certified at CAFés will be further accompanied so that they can create small businesses with success.	UNESCO Mali, UN Women
<b>Coordination and Partnership</b>		
C+P 1	Increase focus on coordination and partnership management in target areas where remote management is needed.	UNESCO Mali
C+P 2	More consideration should be given to joint ways to strengthen monitoring and communication in the remote areas of the Timbuktu and Mopti regions.	UNESCO, UN Partners
C+P 3	Increase the funding for UNWOMEN in the future for more implementation options of UN partners and for more balanced results.	UNESCO
C+P 4	Enhance consultation with religious leaders to create increased ownership of the Joint Programme at community level.	UNESCO Mali, UN Partners
C+P5	Enhance grassroots level coordination with the other UN agencies and development partners which are not implementers of the Joint Programme in Mali.	UNESCO

## 10. Lessons learned

As lessons learned, the mid-term evaluation may highlight the following:

- **Good collaboration/partnership is a key success of the programme in Mali:** The good inter-UN development partnership and coordination has been a factor of key success of many achievements during the implementation of the Joint Programme in Mali. Even if the other UN agencies don't have equal funding for the implementation, this is not affecting their good collaboration with each other and with the ministries for the implementation of the programme;
- **The multi-sector and multi-partnership aspect of the Joint Programme is a factor of efficiency:** Girls education barriers are very complex in Mali and need the combined involvement of many sectors and partners to achieve the objectives. None of the UN agencies alone could have achieved the objectives of this programme due to the complexity in Mali;
- **The engagement, professionalism, motivation and belief in the programme of the team is a key factor of success:** Interviews at government decision-making level and with UN partners, as well as the quality of cooperation, the immediate availability of documents and the professional and rapid support of the programme staff during this evaluation suggest that the programme staff has played a key role in the success of the programme until now;
- **To be effective, UNESCO communication system and procedures needs to be adapted to current technologies and the needs of the Joint Programme:** The communication system of the UNESCO in Mali is too heavy for the current world of communication because content needs to be approved at too many different levels prior to posting. The communication strategy needs more rapid visibility and reaction capacity; at the end, the objectives are missed;
- **To be effective, the reporting system of the Joint Programme must avoid excessive duplication of efforts.** As it is, the programme shows that too many reports submitted at different level are a waste of resources and do not serve the management of the programme;
- **Coordination needs to be ensured at all levels, including the grassroots level with other UN agencies and development partners that are not implementers of the Joint Programme in Mali:** The national level coordination within the UN system (One UN idea) is strength of the Joint Programme. However, the coordination and complementarity with some local implementers at the grassroots level is missing.
- **Evaluation timing:** The mid-term evaluation of the Joint Programme could have been more efficient if more time had been given to the data collection and interviews, not only at the central Bamako level but also at the field level to permit the national evaluators to collect data from more different sources for comparison and triangulation.
- **Evaluation context:** The mid-term evaluation was affected by the armed conflict and insecurity context of Mali. Also, the strike of teachers' trade union and the difficulties of transportation means for the North of the country had a minor impact. Nonetheless, all the planned interviews were implemented, with only minor delays before the restrictions related to the pandemic.

## Appendices

- A. Key document consulted
- B. Chart of the Joint Programme government partners
- C. The implementing chart of the Joint Programme for Mali
- D. Interviews calendar
- E. Biodata of the evaluator
- F. Mali logical framework



## A. Key documents consulted

### **Website document:**

1. Bamako. *Girls' and Women's Education in Mali*. <https://en.unesco.org/fieldoffice/bamako/koica-mali> and <https://en.unesco.org/fieldoffice/bamako/koica-mali/multimedia>
2. Bamako. *Autonomisation des adolescentes et des jeunes femmes par l'éducation au Mali (2018)*. Projet KOICA-Mali. *Stratégie de Communication et de Visibilité*. Juin 2018.
3. Bamako (2019). *Les partenaires du projet Koica-Mali à l'écoute des communautés et des bénéficiaires*. <https://fr.unesco.org/news/partenaires-du-projet-koica-mali-lecoute-communautes-beneficiaires>.
4. Google search/wikipedia : [https://en.wikipedia.org/wiki/Mali\\_War](https://en.wikipedia.org/wiki/Mali_War).
5. KOICA Gender Equality Implementation Plan link: [http://www.koica.go.kr/koica\\_en/3437/subview.do](http://www.koica.go.kr/koica_en/3437/subview.do).

### **Joint Programme documents (hard and electronic versions):**

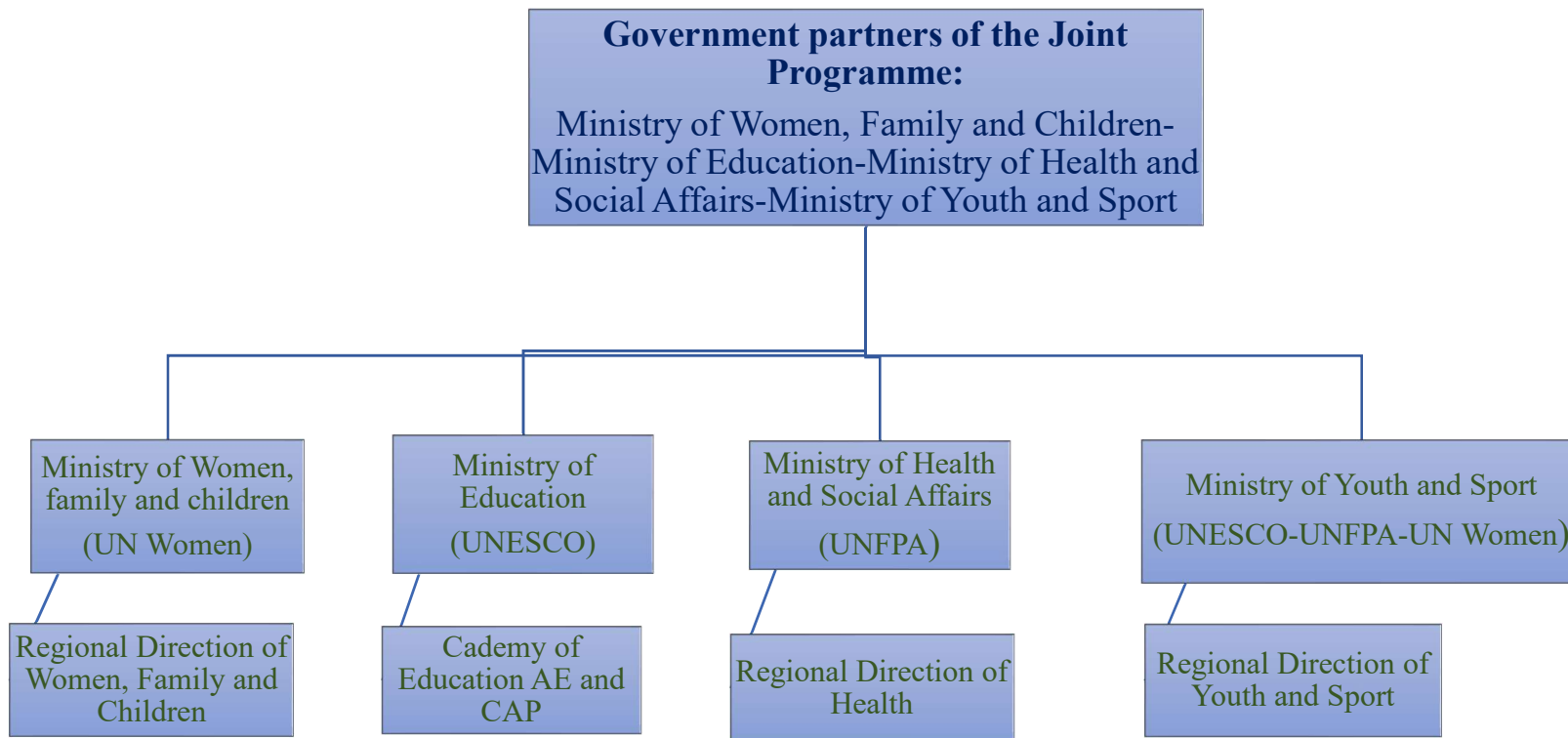
1. *Agreement between KOICA and UNESCO and trusts in letter, June 2016*.
2. *Décision N°2018-000454 portant la mise en place du comité technique de mis en œuvre du, Ministry of Education Mali, programme conjoint finance par KOICA, Mars 2018, UNESCO, Bamako Office*.
3. *Informative/synthesis document on the Joint Programme, July 2019, UNESCO Bamako Office*.
4. *The Mali Joint Project's Alignment to Development Agendas, two-page synthesis document, UNESCO*.
5. *Mali Joint Programme document, August 2018, UNESCO, Bamako Office*.
6. *Mali-KOICA Project document final version, UNESCO-KOICA, March 2016*.
7. *Target areas of the Joint Programme, excel document, UNESCO, Bamako Office*.
8. *Endorsement letters: Ministry of education, Ministry of Health, Ministry of Youth and the Ministry of Women, Family and Children*.
9. *Agreement plan of Operation between UNESCO and the Government of Mali*.
10. *The Joint Programme work plans, 2017, 2018, 2019 and 2020-2021, UNESCO, Bamako Office*.
11. *First Biannual Narrative Report of the Joint Programme "Empowering Adolescent Girls and Young Women through Education in Mali", Date of signature / 17 June 2016 – 31 December 2016, UNESCO, Bamako Office*.
12. *Second Biannual Narrative Report of the Joint Programme "Empowering Adolescent Girls and Young Women through Education in Mali", January 2017-June 2017, UNESCO, Bamako Office*.
13. *Third Biannual Narrative Report of the Joint Programme "Empowering Adolescent Girls and Young Women through Education in Mali", July 2017-February 2018, UNESCO, Bamako Office*.
14. *Fourth Biannual Narrative Report of the Joint Programme "Empowering Adolescent Girls and Young Women through Education in Mali", March 1 to June 30, 2018, UNESCO, Bamako Office*.
15. *Fifth Biannual Narrative Report of the Joint Programme "Empowering Adolescent Girls and Young Women through Education in Mali", July 1, 2018 to February 28, 2019, UNESCO, Bamako Office*.
16. *Sixth Biannual Narrative Report of the Joint Programme "Empowering Adolescent Girls and Young Women through Education in Mali" March 1, 2019 to June 30, 2019, UNESCO, Bamako Office*.
17. *Synthesis report of the Joint Programme, July 2016 to December 2018, UNESCO Bamako Office January 2019*.

18. *Progress report of the annual meeting, November 2017 to October 2018, UNESCO Bamako, November 2018.*
19. *Progress report for annual review meeting, January to November 2019, UNESCO Bamako, December 2019.*
20. *Mission Report, Dakar Liaison Officer (Jee Eun Chung) visit in Mali, 2-6 February 2020, UNESCO Dakar*

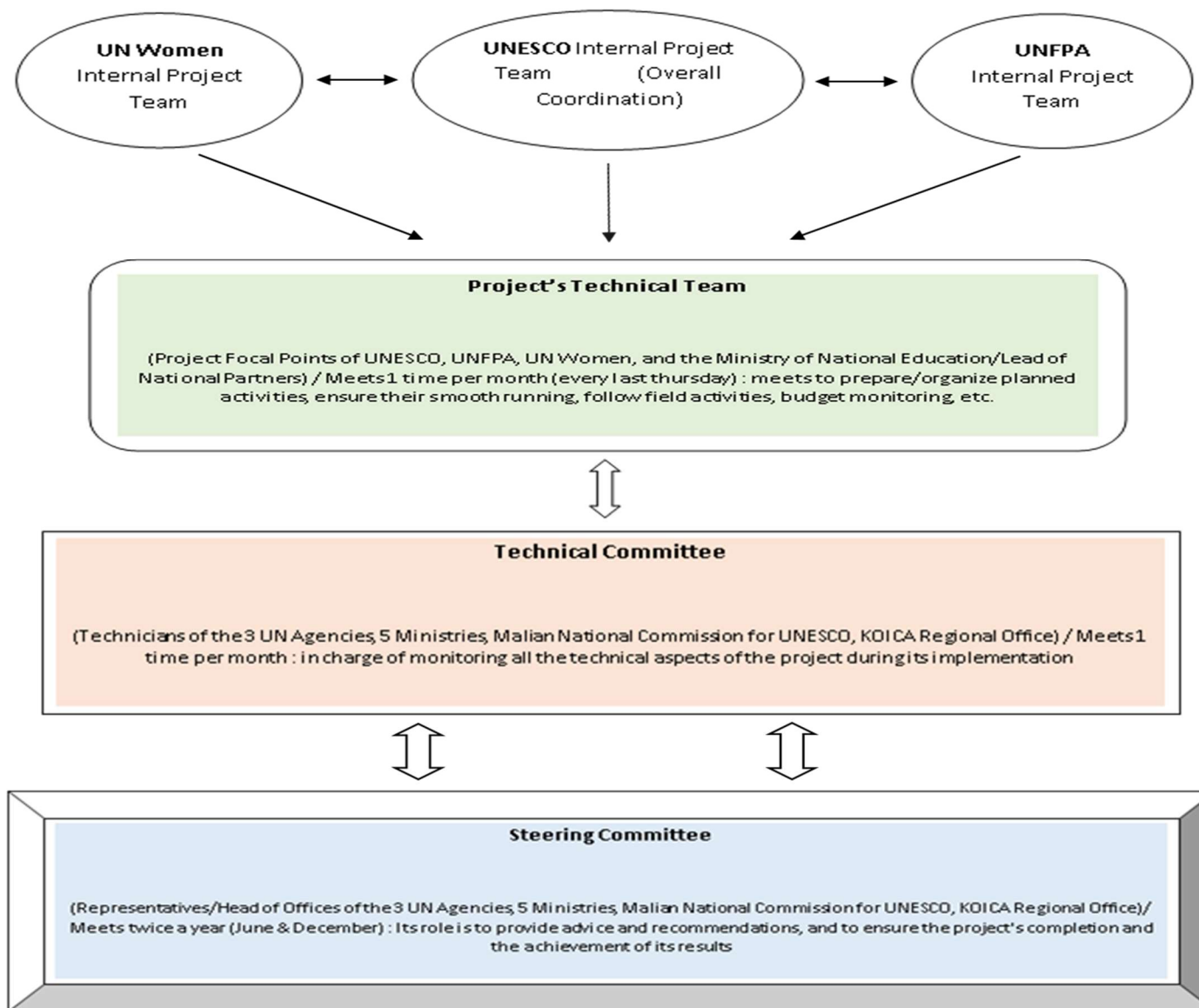
**National and international strategic documents:**

1. *Accord pour la paix et la réconciliation au mali issu du processus d'Alger, Mali, June 2015.*
2. *African Union Gender Strategy, 2018-2027, deuxième projet.*
3. *Cadre stratégique pour la relance économique et le développement durable (credd 2019 – 2023), mai 2019.*
4. *Stratégie Genre du système des Nations Unies au Mali, June 2016.*
5. *Programme décennal de développement de l'éducation et de la formation professionnelle (prodec 1), 2000-2010, January 2000.*
6. *Programme décennal de développement de l'éducation et de la formation professionnelle deuxième génération (prodec 2), 2019-2028, 5 June 2019.*
7. *Plan d'action multisectoriel sante des adolescents et des jeunes 2017-2021, Ministère de la Santé Mali.*
8. *Plan stratégique de la santé de la reproduction de la mère, du nouveau-né, de l'enfant, des adolescents et la nutrition (SRMNIA-Nut) 2019 – 2023, Ministère de la Santé du Mali.*
9. *Plan National de Promotion de la Jeunesse au Mali, January 2006, Ministère de la jeunesse et du Sport.*

B. Chart of government partners of the Joint Programme



### C. Implementation chart of the Joint Programme in Mali



## D. Interviews calendar

Date	Time	Activities	Location
<b>DAY 1: Monday, march 2, 2020</b>	09:30 - 12:00	Meeting of the evaluation team (Elenor and Yaya) for orientation	Hotel
	13:30 - 17:00	Meeting UNESCO Mali Team including the Country Director	UNESCO Office in Bko
<b>DAY 2 Tuesday, march 3, 2020</b>	08:30 - 09:00	Evaluation Team Meeting and travel to the Ministry of Education	Hotel to the MoE
	09:00 - 10:00	<b>Individual Meeting/interview</b> with Mme Sylla Fatoumata Cissé, technical advisor of the Ministry of Education, Focal point of the Joint Programme at the Ministry of Education and scientific research	Ministry of Education in Bamako
	10:20 - 11:20	<b>Individual Interview</b> with Mme Doucoure Bodo Soumaré, Chief of Girls education Section at the Ministry of Education	Ministry of Education in Bamako
	11:45 - 12:45	<b>Individual interview</b> with Mr. Abdramane Coulibaly of UNWOMEN, focal point of the Joint Programme at UNWOMEN	Home based interview (The interviewee was sick)
	13:10 - 14:15	<b>Focus Group interview</b> with the National Direction of Non-Formal education and local languages. Mr. Gouro Diall as team leader	National Direction of Non-formal education
	14:15 - 15:45	<b>Two persons interview with UNFPA Team</b> (Mohamed Moussa Ould and Mark Kene)	UNFPA Office in Bamako, Badalabougou
	16:20 - 18:30	<b>Individual Meeting with ASDA Director</b> (Mr Ousmane Traoré)	ASDAP Office in Bamako Faladjè
<b>DAY 3 Wednesday 4 March 2020</b>	09:00 - 10:30	Individual interview with Mme Barry Aissata Coulibaly, Responsible of Education, UNESCO National Commission	UNESCO Office, Bamako
	10:30 - 11:30	Individual Interview with M. Bréhima Bado Traoré, Section Head-Natioanal Direction of Youth and Sport	UNESCO Office, Bamako
	11:30 - 12:30	<b>Individual interview with Mme Traoré Bintou Tine</b> , Technical Advisor- Ministry of Health and Social Affairs	UNESCO Office in Bamako
	12:30 - 13:30	<b>Lunch</b>	
	13:45 -14:45	<b>Travel to the internal displaced camp of Dialakorobougou (32 km far from Bamako)</b>	UNESCO Vehicle
	14:45 - 15:30	<b>Visit the internal displaced camp of Dialakorobougou</b> , observe the students supported by the Joint Programme	Dialakorobougou
	15:30 - 16:20	<b>Travel Back to Bamako</b>	UNESCO Vehicle
	16:20 - 17:30	<b>Meeting with UNESCO Joint Programme team for mini debrief</b>	UNESCO Office
<b>DAY 4 Sunday march 8, 2020</b>	09: 14:00	Travel from Bamako to Segou	RN5 by rental vehicle
	15: 00- 17:00	Preparation of day 5 interviews	Hotel
<b>Day 5, Monday, March 9, 2020</b>	08:30 - 09:30	Group Interview with the Education Academy of Segou	Office of the Academy
	09:35 - 10:40	Group Interview with the CAP Director and Joint Programme focal points of the CAP of Segou	Office of the CAP

Date	Time	Activities	Location
	10:45 -11:45	Individual meeting with the area coordinator of ASDAP in Segou	Office of the CAP
	12:00 -13:00	<b>Lunch</b>	Segou
	16:00- 16:40	Visit of the toilets and water pumps of the school.	School Soninkoura
	16:45- 17:00	<b>Travel:</b> Back to Hotel Savana	Hotel
<b>Day 6: Tuesday March 10, 2020</b>	06:00- 09:00	Travel from Segou to San	Rental car and UNESCO Vehicle
	09:00- 10:00	Group Interview with the Education Academy of San	Academy Office in San
	10:10- 10:20	Travel to Sienso accompanied by the CAO Director	UNESCO Vehicle
	10:30- 11:30	Group interview with the School Management committee, students' parents, school Director and Mothers association of Sienso	Sienso School
	11:45-12:45	Travel to Tominian	RN5 by UNESCO vehicle
	13:00-13:30	Individual interview with the Director of CAP	CAP Office in Tominian
	13:30- 14:00	Travel to Diami school	Road by UNESCO Vehicle
	14:00- 15:00	Group interview with the school Management committee of Diami	Diami
	15:00-17:00	Travel from Diami to Mopti	RN5, by UNESCO Vehicle
	17: 00-18:00	Group interview with the Education Academy of Mopti	Academy Office in Severe, Mopti
<b>DAY 7 Wednesday March 11, 2020</b>	07:30- 08:30	Group interview with the ODI Sahel Joint Programme Team	ODI Sahel Office
	08:30- 09:30	Check in and stay at the airport of Mopti	Airport of Severe
	10:00- 10:30	Back to the hotel	Hotel
	10:30-10:45	Travel to Mopti for the School Abdoul Niang	RN5 to Mopti
	11:00- 13:00	Group interview with the CAP Director, school management Committee and Teacher of the school "Abdoul Niang", visit the latrines and water point	"School Abdoul Niang"
	13:00- 17:00	Back to the hotel then arrange data collected then correct and arrange notes	Hotel
<b>Day 8, Thursday, March 12, 2020</b>	08:00- 16:00	Stay in the Hotel for data analysis of Bamako, Segou and Mopti	Hotel
<b>Day 9, Friday march 13, 2020</b>	08: 00-09:00	Travel to the airport	Hotel to airport, rental vehicle
	10:55-13:00	Flight to Timbuktu	Mopti Timbuktu by UNHAS flight 006UN
	14:00- 15:00	Meeting with the Director of Academy for re-schedule the mission prior to the Hotel	Office of the Academy, taxi of Timbuktu
<b>Day 10, Saturday, March 14, 2020</b>	08:30- 09:30	Group interview with the SMC and school Director of Baidodji AG of Timbuktu	School Baidodji AG of Timbuktu
	10:00-11:20	Group interview with the SMC and school Director of Badou school of Timbuktu	Baadou School of Timbuktu
	11:30- 12:45	Interview with AMSS regional coordinator and focal point for the Joint Programme	AMSS Office
	13:00- 14:00	<b>Lunch</b>	

<b>Date</b>	<b>Time</b>	<b>Activities</b>	<b>Location</b>
	14:30- 16:30	<b>Group interview</b> with the Academy and CAP Director as well as all the focal points of the Joint Programme in the 2 departments	Academy office
	16:30- 17:00	Back to the Hotel	Hotel
<b>Day 11, Sunday March 15, 2020</b>	09:00- 10:30	Individual interview with Mr. Mahamane Oumar Sarro Community Development Agent ONG Subahi Gumo	Hotel
<b>Day 12, Monday March 16, 2020</b>	08:00-08:30	Travel to the Airport of Timbuktu	By Taxi
	10:00- 13:30	Flight from Timbuktu to Bamako	Timbuktu - Bamako Airport
	14:00- 15:30	Travel from Airport to Home	By rental Car.

## E. Biodata of the evaluator

Yaya Bouaré, the national expert for the mid-term evaluation of the Joint Programme in Mali has 17 years of experience in project/programme and development policy management at field, junior and senior level. He held monitoring and evaluation positions for more than 7 years within USAID-funded projects in Mali. Yaya is an expert in project management and development policy and their monitoring and evaluation with an emphasis on education, transitional youth, humanitarian, and conflict and security programmes in Mali.

As a national expert, Yaya has conducted many evaluation missions for donors which includes the Global Fund for Education, DFID, USAID and the United Nations in Mali.

He has a Master 2 degree in projects, programmes and development policy management and a maîtrise degree in English language.

Yaya is married and has three children (2 girls and 1 boy).



## F. Mali logical framework

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1	Y2	Y3	Y4	Y5		
<b>Outcome 1: Improved the quality of basic education</b>						\$716,814	\$1,454,979	\$980,597	\$615,822	\$656,567		
<b>JP ref. Component 1.1 School governance is strengthened (Education)</b>						\$155,000	\$273,186	\$280,000	\$310,029	\$260,000		
Knowledge and attitudes at school level in favor of gender responsive education improved	1.1.1 Design and conduct school management committees' (SMC) training and establish regular meetings	0	# of capacity strengthening training conducted for SMC members	At least 2 capacity strengthening trainings conducted for SMC members per region per year	- Training reports - Pre & post training and perception surveys - List of trainees - SMC work plans	30,000	0	0	60,029	10,000	140,000	<b>Risk 1:</b> Political and security instability <b>Assumption 1:</b> Availability of local actors & diversity of implementing actors involved in the project at local level  <b>Risk 2:</b> Lack of support from local authorities <b>Assumption 2:</b> Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
		0	# of SMC members trained on gender issues and their roles/responsibilities	175 of SMC members trained per region per year; 700 members in the 4 regions per year: a total of 3,500 SMC members in the 5-year project period								
		0	% of SMC members indicating knowledge and attitudes on gender issues enhanced	75% of SMC members indicating knowledge and attitudes on gender issues enhanced per region per year								
	1.1.2 Strengthen capacity of SMCs' on girls' education and health and gender	0	# of schools monitoring their daily gender practices and gender responsive education	At least 10 schools per region per year monitoring their daily gender practices: a total of 40 schools monitored per year, and 200 schools during the 5 years		95,000	0	0	0	50,000	145,000	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support and work in close collaboration with

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
	1.1.3 Monitor school Affairs and gender practice				- School monitoring reports - Interviews - In-site/ day-to-day observation logs in schools	10,000	60,000	10,000	0	50,000	50,000	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support & work in close collaboration with
<b>JP ref. Component 1.2</b> Teachers are capacitated on basic skills pedagogy						\$20,000	\$123,186	\$80,000	\$100,000	\$150,000		
Strengthened formal and non-formal education teachers' basic skills pedagogy	1.2.1 Conduct teacher training on literacy and numeracy pedagogy	N/A	# of teachers in formal education trained on literacy and numeracy pedagogy	250 teachers trained in literacy and numeracy pedagogy per year 1,250 teachers from formal education structures (primary schools, teacher training institutes) trained during the 5 years	- Training reports - Pre & post training and perception surveys - List of trainees - Training modules & manuals - Final test results for teachers	10,000	50,000	60,000	100,000	50,000	250,000	<b>Risk 1:</b> Political and security instability <b>Assumption 1:</b> Availability of local actors & diversity of implementing actors involved in the project at local level  <b>Risk 2:</b> Lack of support from local authorities <b>Assumption 2:</b> Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
		N/A	# of teachers in non-formal education trained on literacy and numeracy pedagogy	250 non-formal teachers trained in literacy and numeracy pedagogy per year: 1,250 teachers from non-formal education structures (CED, CAF, CAFé) trained during the 5 years								
	1.2.2 Build literacy and numeracy capacity for NFE	N/A	# of non-formal teachers trained on life skills	250 non-formal teachers trained in life skills per year (same teachers as 1.2.2): 2,500 teachers from non-formal education structures (CED, CAF, CAFé) trained during the 5 years		10,000	53,186	10,000	0	50,000	100,000	<b>Risk:</b> Political and security instability <b>Assumption:</b> Availability of local actors and diversity of implementing actors involved in the project at local level
		N/A		At least 75% of teachers of FE & NFE structures passed final tests of the trainings								

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
			% of pass rates for teachers achieving successful completion of the trainings									
	1.2.3 Conduct life skills capacity building for NFE					0	20,000	10,000	0	50,000	80,000	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved
<b>JP ref. Component 1.3</b> Education materials are aligned to gender related standards						0	\$45,000	\$95,000	\$100,000	0		
Education programs and contents are revised or introduced to ensure adolescent girls and young women can benefit from safe and quality educational opportunities	1.3.1 Review and revise CAFé curriculum and textbooks to enhance the gender issues and girls and women competencies based on the international gender standards and gender norms	0  0	# of CAFé curriculum and textbooks revised in alignment with gender issues  # of teachers trained and school management on the revision	At least 1 CAFé curriculum and 2 textbooks revised during the project timeframe  At least 50 teachers and school management trained on the revised educational curricula and textbooks process during the 5 years	- Revised CAFé curriculum - Revised textbooks - Assessment reports - Meeting minutes on the revision	0	30,000	80,000	100,000	0	210,000	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
	1.3.2 Train teachers and school management on the revision				- Training reports/ gender data - List of participants - Photos of training sessions - Testimonial videos	0	15,000	15,000	0	0	30,000	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved
<b>JP ref. Component 1.4</b> Establish care system with gender perspective at school						0	\$45,000	\$95,000	\$50,000	0		
Care system with gender perspective in primary and secondary schools established	1.4.1 Set up a reporting and monitoring system at school on sexual abuse and gender-based violence	0	# of reporting and monitoring systems established and in place at school  # of teachers trained on the reporting and monitoring systems	At least 1 reporting and monitoring system set up <b>at 1 school</b> per region during the timeframe of the project; 4 systems set up in 5 years  <b>100 teachers trained on the reporting and monitoring system per year per region; a total of 400 teachers per year in the 4 regions</b>	Availability of 1 functional reporting and monitoring system on sexual abuse and gender-based violence in 1 school per region	0	22,500	72,500	50,000	0	145,000	<b>Risk 1:</b> Political and security instability <b>Assumption 1:</b> Availability of local actors & diversity of implementing actors involved in the project at local level  <b>Risk 2:</b> Lack of support from local authorities <b>Assumption 2:</b> Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
	1.4.2 Train teachers on the reporting and monitoring system				- Training reports/ gender data - List of participants - Photos of training sessions - Testimonial videos	0	22,500	22,500	0	0	45,000	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved
<b>Outcome 2:</b> Improved SRH and WASH						\$351,970	\$602,377	\$335,000	\$50,000	\$150,000		
<b>JP ref. Component 2.1</b> SRH is well integrated into FE and NFE						\$185,156	\$407,000	\$215,000	\$50,000	\$150,000		
SRH is well integrated into formal and non-formal education through capacity building, learning tools, counseling and services	2.1.1 Adapt SHR education into FE at fundamental level and NFE in Café and CED	0	# of learning tools developed and made available to in-service teachers	At least 100 toolkits available for the education and given to schools/teachers of the 4 regions of the project	- Existence of an inter-sectorial SRH committee - Revised textbooks and training modules	60,156	0	50,000	50,000	50,000	210,156	<b>Risk 1:</b> Political and security instability <b>Assumption 1:</b> Availability of local actors & diversity of implementing actors involved in the project at local level  <b>Risk 2:</b> Lack of support from local authorities <b>Assumption 2:</b> Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
		0	# of people trained on SRH (teachers, trainers and students peer educators)	200 people within the school system (teachers, trainers and students peer educators) trained on SRH per year in the 4 regions of the project		0	0	0	0	0	0	
		0	# of SRH counseling and services provided by outreach nurses in the schools of the 4 regions	At least 100 SRH counseling and services provided by outreach nurses in the schools of the 4 regions								
	2.1.2 Develop learning tools of SRH	0	# of youth clubs formed in the schools of the 4 regions; % of	At least 5 youth clubs per region formed in the schools of the 4 regions (total of 20 youth clubs) 50% youth clubs trained per region and per year: a total of 200 per year	- Production of a Toolkit for learning sexual and reproductive health in schools	0	78,000	0	0	50,000	128,000	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
			youth clubs trained on peer support and counseling		- Assessment reports on schools with human bodies, posters and other visual tools to support SRH classes							
	2.1.3 Build capacity of teacher, trainers and peer educators on SRH				- Training reports - List of participants - Photos of trainings	0	0	0	0	50,000	50,000	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
	2.1.4 Conduct SRH within school dispensaries or to peer educators				- Availability of the kits at the teaching academies and schools in the 4 regions - Assessments on kit usage by teachers and pupils	0	104,000	0	0	0	104,000	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
	2.1.5 Outreach nurse to provide SRH counseling and services				- List of nurses or peer educators trained/ informed - Training/ information reports - List of participants - Training photos - Testimonial videos	75,000	75,000	0	0	0	150,000	<b>Risk:</b> Challenges in recruiting qualified national education specialists to implement the project <b>Assumption:</b> Availability of funds on time, starting the recruitment process as soon as funds are available

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
	2.1.6 Improve the use of SRH services by adolescents and young women				- Medical consultation registers	50,000	50,000	0	0	0	100,000	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved
	2.1.7 Form and train youth clubs for peer support and counseling				- Training reports - List of participants - Training photos - Testimonial videos	0	100,000	165,000	0	0	265,000	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
<b>JP ref. Component 2.2</b> Access to clean water and girl friendly sanitation is improved						\$166,814	\$195,377	\$120,000	0	0		
Water and clean sanitation and washing facilities at schools for adolescent girls and young women (and also young boys and men) are made available	2.2.1 Build capacity of WASH committees within school management committees	0	# of WASH committees trained	6 WASH committees trained to provide information and support on hygiene education to the schools within 6 schools per targeted area: 24 WASH committees during the project duration	- Training reports - List of participants - Training photos - Testimonial videos	10,000	20,000	20,000	0	0	50,000	<b>Risk 1:</b> Political and security instability <b>Assumption 1:</b> Availability of local actors & diversity of implementing actors involved in the project at local level  <b>Risk 2:</b> Lack of support from local authorities <b>Assumption 2:</b> Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
		0	# of schools with girl friendly latrines and water pumps built	6 schools in the 4 regions of the project per year benefited from girl friendly latrines and water pumps: a total of 24 schools during the project duration								
		0		At least 50% of adolescent girls and young women (and boys and men) accessing and using the latrines and								

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
	2.2.2 Build girls friendly latrines at school		% of adolescent girls and young women (and boys and men) accessing and using the latrines and water pumps at the target schools	water pumps at the target schools	List of adequate girls-friendly latrines in function	50,000	50,000	50,000	0	0	225,000	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved
	2.2.3 Establish water pumps at school				List of water pumps installed and producing safe water	106,814	72,877	50,000	0	0	247,877	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved
	2.2.4 Provide hygiene education to schools students and teachers				Number and reports on awareness raising sessions given by WASH committees to schools	0	52,500	0	0	0	52,500	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
<b>Outcome 3: Increased policy makers and community awareness on gender and education</b>						<b>\$204,844</b>	<b>\$285,656</b>	<b>\$130,597</b>	<b>\$225,000</b>	<b>\$77,238</b>		
<b>JP ref. Component 3.1</b> Vulnerable girls participate to project activities						<b>\$81,844</b>	<b>0</b>	<b>0</b>	<b>\$100,000</b>	<b>0</b>		



Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
Girls mobilized to participate in the programme activities	3.1.1 Conduct mapping of vulnerable girls at the community	0	# of community mapping identifying vulnerable girls developed	1 mapping per targeted area; 4 in total identifying vulnerable girls	Community mapping of vulnerable girls by region	20,000	0	0	50,000	0	70,000	<b>Risk 1:</b> Political and security instability <b>Assumption 1:</b> Availability of local actors and diversity of implementing actors involved in the project at local level  <b>Risk 2:</b> Lack of support from local authorities
	3.1.2 Mobilize girls for their participation	N/A	# of girls mobilized to participate in the program	10,000 girls mobilized for participation per region; 40,000 girls during the timeframe of the project	- List of participants - Training sessions - Testimonies - Photos & videos	61,844	0	0	50,000	0	111,844	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
<b>JP ref. Component 3.2</b> Community awareness on girls' education and health is improved						\$100,000	\$120,656	\$65,597	\$110,000	\$62,238		
Support built and awareness improved at community level and advocacy made for introduction of girls' education and empowerment	3.2.1 Conduct community education on girls access to education and health	N/A	# of community members (religious and traditional) mobilized and sensitized on girl's retention, re-entry and access to education and GBVs	At least 1,000 members (religious and traditional) mobilized by region by year and sensitized on girl's retention, re-entry and access to education and GBVs	- Advocacy materials - Advocacy action plans - Attendance records of community-based awareness sessions - Observations - Questionnaires - Subscription statistics on media (communicati-	0	50,000	0	0	0	50,000	<b>Risk 1:</b> Political and security instability <b>Assumption 1:</b> Availability of local actors & diversity of implementing actors involved in the project at local level  <b>Risk 2:</b> Lack of support from local authorities <b>Assumption 2:</b> Advocacy to the

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
			girl's education and health	using traditional and modern communication/information channels	on) programmes - List of communication programmes							local authorities to provide support and work in close collaboration with the 4 Ministries
	3.2.2 Conduct communication campaign on girls' education and health	0	# of different types of informative materials produced and disseminated	At least 4 different types of informative materials (billboards, posters, t-shirts, etc.) produced and disseminated per year per region, 16 per year for the 4 regions: in total, 80 during the timeframe of the project		50,000	50,565	50,000	50,000	50,000	300,565	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
	3.2.3 Produce and disseminate information and knowledge materials				- List of types of informative materials such as billboards, posters, t-shirts, etc. - List of material dissemination	50,000	20,000	15,597	60,000	12,238	102,238	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved
<b>JP ref. Component 3.3</b> Central and local government ready and willing to support						\$ 23,000	\$165,000	\$65,000	\$15,000	\$15,000		

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
Policies and strategies to ensure girls and young women's access to SRH services and information finalized or revised and validated	3.3.1 Build multisectoral platform for girls' education and health education	0	# of platforms for girls' education and health built	<p>At least 1 multisectoral platform for girls' education set up involving different actors working on girls' education (UN agencies, NGO, projects, etc.) and the national departments in charge of girls education (national education, vocational training, promotion of women, citizenship, health and hygiene, etc.)</p> <p>At least 1 policy review and/or assessment on the existing sectoral policies and strategies for gender issues</p>	Availability of a functional multisectoral platform on girls' education	0	20,000	0	0	0	85,000	<p><b>Risk 1:</b> Political and security instability</p> <p><b>Assumption 1:</b> Availability of local actors &amp; diversity of implementing actors involved in the project at local level</p> <p><b>Risk 2:</b> Lack of support from local authorities</p> <p><b>Assumption 2:</b> Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries</p>
	3.3.2 Advocate for SRH education	0	# of policy reviews and assessments on the existing sectoral policies and strategies for gender issues	At least 1 coalition of different actors involved in girls' education and health set up in order to reinforce the advocacy at the political level (while inter-sectoral committees will be more involved at the technical level)	List of advocacy support tools designed and used	23,000	15,000	65,000	15,000	15,000	125,000	<p><b>Risk:</b> Delays in the provision of funds</p> <p><b>Assumption:</b> Regular monitoring with partners involved</p>
	3.3.3 <sup>27</sup> Provide support in updating sector policies and strategies friendly to girls		# of a functional coalition that lobbies at the political level for girls' education and health		Review and/or assessment reports on the integration of girls education as a priority in sector policies and strategies	0	40,000	0	0	0	40,000	<p><b>Risk:</b> Lack of support from local authorities</p> <p><b>Assumption:</b> Advocacy to the local authorities to provide support &amp; work in close collaboration with the 4 Ministries</p>
	3.3.4 Establish coalition on				Functionality of a coalition that engages in	0	110,000	0	0	0	110,000	<p><b>Risk:</b> Lack of support from local authorities</p>

<sup>27</sup> As per the discussions with the Ministry of National Education, it has been agreed that the programme would support to update the current 2011 Gender National Policy of Mali involving other stakeholders and actors concerned. In this regard, "revise" is replaced with "update" under Activity 3.3.3 in this report hereafter.

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
	girls' education and health				political advocacy/ lobbying at least once a year							<b>Assumption:</b> Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
<b>Outcome 4: Strengthened data &amp; knowledge management</b>						\$5,000	\$293,760	\$235,000	\$30,793	\$169,329		
<b>JP ref. Component 4.1</b> Functional database on girls' education and health is established						0	\$173,600	\$230,000	0	\$100,000		
Updated data and evidence to inform policy making and programs to support gender-responsive educational opportunities and empowerment of young women, and providing capacity building to MoE and MoH on use and exploitation of data	4.1.1 Update contents database on sexual and reproductive health	N/A	EMIS updated with girls' education and SRH indicators	Girls' education and SRH indicators updated and integrated into the existing EMIS	Availability of relevant girls' education and SRH indicators in EMIS	0	23,600	15,000	0	50,000	80,000	<b>Risk 1:</b> Political and security instability <b>Assumption 1:</b> Availability of local actors & diversity of implementing actors involved in the project at local level  <b>Risk 2:</b> Lack of support from local authorities <b>Assumption 2:</b> Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
	4.1.2 Integrate SRH indicators in educational statistics (EMIS)	N/A	# of CPS agents trained in the usage of the database and better practices of data	At least 100 agents of the CPS (Planning and Statistics Section) of the National Education and Health ministries trained in the usage of the database and better practices of data collection		0	60,000	25,000	0	50,000	135,000	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
	4.1.3 Conduct training to MoE and MoH on database				- List of participants - Training sessions - Testimonies - Photos and videos	0	75,000	75,000	0	0	150,000	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
	4.1.4 Improve data collection through collection mode design, data collection strategy, data modeling, computer system					0	15 000	115,000	0	0	130,000	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved
<b>JP ref. Component 4.2</b> Monitoring and evaluation of the project is done with quality and timely manner						\$5,000	\$120,160	\$5,000	\$30,793	\$69,329		
Providing projects' monitoring and evaluation reports (content-based, financial, communication, etc.)	4.2.1 Conduct Endline survey (including SRH KAP study)	0	Data from Endline surveys collected and analyzed (KAP)	1 Endline survey reports with data available for all the outputs and activities of the project	KAP Assessment/ survey reports with quantitative and qualitative data on the different components of the project	0	50,000	0	0	50,000	100,000	<b>Risk:</b> Lack of support from local authorities <b>Assumption:</b> Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
		0	# of evaluations reports	2 evaluations; mid-term evaluation (December 2019) and final evaluation (October 2021)								
	4.2.2 Conduct external mid-term and final evaluations	0	# of project's steering and technical	At least 1 meeting per month for the Technical Committee (12 per year) and twice per year for the Steering Committee (in	External evaluation reports (mid-term and final)	0	15,160	0	15,793	0	30,320	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Timeframe					Budget (in USD)	Risks and Assumptions
						Y1 \$716,814	Y2 \$1,454,979	Y3 \$980,597	Y4 \$615,822	Y5 \$656,567		
	4.2.3 Maintain regular steering committee & technical committee meetings		committees' meetings	June and December of each year)	- Committee meeting minutes - List of participants - Photos	5,000	55,000	5,000	15,000	19,329	89,329	<b>Risk:</b> Delays in the provision of funds <b>Assumption:</b> Regular monitoring with partners involved

**\* Key changes to the logical framework:**

**Overall changes on logical framework**

A rigorous consultation process undertaken in February-June 2018 has updated result framework that is presented above with an indication of all the modifications in **yellow highlight**. The process involved active engagement and communication among key project team members including the KOICA Dakar, UNESCO HQ and other UN partners. The contents of the Logical Framework did not change however, it was identified during the whole course of project implementation, monitoring and reporting that there is less strategic linkages in the logics between different levels of activities and outputs with less effective indicators that were not SMART (Specific, Measurable, Achievable, Realistic and Time-bound) in terms of data tracking and reporting. Major changes are on the improved clarity of logical chain between activities and outputs to bring consistency and alignment towards results and update of baselines.

**1. Rephrased Activity and Output in highlight:**

- 1) Expressions refined: The highlights at both activity and output levels display action-and deliverable-oriented expressions in consideration of bringing more concrete and appropriate concepts, and avoiding duplicated areas of focus as detailed in the footnotes above.
- 2) Strategic link strengthened: More strategical link between activities, outputs and outcomes has been accomplished to ensure the results-orientation by the pertinent activity, output and outcome in the result chain. This entails that as per Output 1.1 speaking of school governance, the concept of “community” under Activity 1.1.1 is to be integrated into Activity 3.2.1 which focuses only on community awareness raising. Similarly, a “rural” component has been removed as per Output 2.2 dealing with schools in the district of Bamako. Activities under Output 1.1 and 2.2 are closely linked in school management’s capacity strengthening with different strategic focus.

**2. Means of Verification:**

The entire column of Means of Verification has been newly added since the 3rd Biannual Narrative Report (April 2018) and aligned with the updated data in the matrix. Updated means of verification means that more appropriate and traceable data are collected and validated from various sources.

**3. Performance Indicators/Targets:**

To strengthen indicators to be more effective, traceable and measurable against targets and towards results, a set of performance indicators (PIs) have been re-visited and revised. The previous PI set were more relevant to the activity level, not output-oriented. Targets are updated with more achievable and realistic information in detailed timeframes. The updates on the performance indicators and targets are also colored in yellow under each relevant column, based on the SMART criteria.

#### **4. Baseline:**

A new column for baseline data in highlighted heading is added in the logframe matrix after the internal baseline assessment. Through consultations and discussions among UNESCO Bamako, UNESCO HQ and other partners, securing a structured baseline survey turned out to be cost ineffective given the extremely high cost proposals from all the short-listed INGO/NGOs and limited candidature with extensive experience and expertise on baseline research. Additionally, most baseline data are zero or not applicable as shown in the column. This is due to the nature of Joint Programme's multi-sectoral interventions, which are the very first initiative supporting quality education for adolescent girls and women in Mali where relevant and reliable statistic sources are out of date with no update at national, regional and local levels since the conflict and crisis period.

In view of the above fundamental constraint with the absence of a sound baseline dataset, impacts of the Joint Programme's interventions will be measured based on an ex-ante and ex-post approach by strengthening impact-oriented monitoring and evaluation mechanisms.

### I 1.3: Mali country note

<b>Independent External Evaluation of the “Joint Programme on Empowering Adolescent Girls and Young Women through Education”</b>	
<p>COUNTRY VISIT  <b>EVALUATOR:</b> Yaya Bouaré  <b>COUNTRY:</b> Mali</p>	
<p>SUMMARY OF KEY ISSUES</p>	<ul style="list-style-type: none"> <li>• <b>Insecurity due to community conflicts and terrorist attacks:</b> Since 2012, the year of the military coup and the occupation of the three largest northern regions by armed groups, the North and the centre continue remain insecure to different and changing degrees. This insecurity has posed constant challenges to the implementation;</li> <li>• <b>The frequent lack of transportation to the North of Mali:</b> Due to the insecurity (conflict situation), the only secure way to travel to the Northern regions of Mali is normally by the humanitarian flights of UNHAS. However, the capacity of the air travel is restricted limiting monitoring opportunities;</li> <li>• <b>The strike of the teachers’ union in Mali:</b> The trade union of primary and secondary school teachers of Mali is on strike since January 2020. Claims relate to a salary increase which is being understood to have been granted to other civil servants in Mali but not to these teachers;</li> <li>• <b>The beginning COVID-19 pandemic in Mali:</b> During the data collection, news about the Coronavirus/Covid-19 pandemic broke. After the field mission of the evaluator had ended, UNESCO Mali decided to halt all field implementation activities and in-country travel. UNESCO in Bamako also split its staffs into two groups for weekly rotation to protect its staff from the risks of the Coronavirus.</li> </ul>
<p>1. CONTEXT</p>	<p>The ‘Joint Programme on Empowering Adolescent Girls and Young Women through Education’ in Mali is a joint initiative of UNESCO, UN Women and UNFPA. Its implementation started in June 2016. The Programme’s mid-term evaluation is commissioned by UNESCO as an independent, external evaluation</p> <p>The Joint Programme is being implemented in three administrative regions (Segou, Mopti and Timbuktu) and in the District of Bamako where the evaluation mission took place.</p> <p>The Joint Programme in Mali is aligned with the Global development agenda 2030. It specifically supports the Goal 4 of the Global agenda dedicated to education that is led by UNESCO, which aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” It also supports the KOICA’s gender equality strategic objectives 1) Economic empowerment for gender equality; 2) Social status for gender equality and 3) Basic rights for gender equality. It is also aligned with all relevant international instruments, the United Nations Development Assistance Framework (UNDAF) priorities and the recently introduced United Nations Sustainable Development Cooperation Framework (UNSDCF), as well as with the gender priorities of the donor, the Republic of Korea.</p> <p>In Mali, the Strategic Framework for Economic Recovery and Sustainable Development, CREDD 2016-2018 mission was to "serve for all stakeholders as an integrating framework for sectorial policies and strategies at regional and local level. Its overall objective was “to promote inclusive and sustainable development for the benefit of the reduction of poverty and inequality in a united and peaceful Mali, based on the potential and the resilience capacities to achieve the 2030 Sustainable Development Goals (SDGs)”. The current CREDD covers the years 2019-2023</p> <p>The Joint Programme is implemented by three UN partners (UNESCO, UNFPA and UNWOMEN) supporting the local implementing partners of the Joint Programme. These are ASDAP, AMSS, ODI-Sahel, Association Kisal, RENADJEF and Subahi-Gumu. The ministries are supporting Joint Programme plans at the national, regional and local level in three regions and the capital city of Bamako through the ministries of Education, of Health, of Youth and Sport and of Women, Family and Children</p>
<p>2.INTERVENTIONS</p>	<ul style="list-style-type: none"> <li>• <b>Component 1:</b> Improving the quality and relevance of education: Through this component in Mali, the Joint Programme has strengthening the capacities of school</li> </ul>



<p>(COMPONENT 1 -4)</p>	<p>management committee members, high level teacher’s trainers and teachers on the management and gender related themes in formal and non-formal education settings. The component also focused on the revision of teaching materials considering gender life skills as well as the reporting and care system for girls and women adolescent in the education system in Mali.</p> <ul style="list-style-type: none"> <li>• <b>Component 2:</b> Increasing synergy between health and education sectors: This component has focused on the integration of SRS into formal and non- formal education through capacity building, learning tools, counselling and services. Provides Water and clean sanitation and washing facilities at schools for adolescent girls and young women (and also young boys and men).</li> <li>• <b>Component 3:</b> Creating an enabling environment: This component in Mali consisted of girls’ mobilization to participate in the programme activities and awareness at community level as well as advocacy to introduce girls’ education and empowerment to the communities. It also supported Policies and strategies to ensure girls and young women's access to SRH services and information.</li> <li>• <b>Component 4:</b> Data and Information Management and Use: Through this component, the Joint Programme in Mali tends to update data and evidence to inform policy making and programs. Also, it supports gender- responsive educational opportunities and empowerment of young women, and providing capacity building to the ministries on use and exploitation of data.</li> </ul>
<p>3.CHANGES TO INTENDED INTERVENTIONS</p>	<p>Some changes are observed or are being observed in the Joint Programme implementations which are:</p> <ul style="list-style-type: none"> <li>• <b>Time frame of the programme:</b> In the programme documents, this is a five years programme. However, the data collected have demonstrated that UNESCO Mali lost six (6) months between the signature of the agreement and the transfer of funds. Also, the UN partnership took more time to set up than expected. This has some impact on the planning documents for 2020 and the programme will now end in mid-2021). So far, there is no major impact on the programme results.</li> <li>• <b>Intervention logic / Theory of Change:</b> In comparison with the overall Logframe of the Joint Programme, there is no national adaptation in Mali.</li> <li>• <b>Collaboration and partnership:</b> Due to the institutional instability, some focal points were replaced at the Ministry of Women, Children and Family. But there are no consequences for the key Ministry which is the Ministry of Education. Also, at the regional level, it has been noticed the same changes for the Director of AE and CAP. An example is since the beginning of the programme, the Director of AE in Timbuktu has changed three times and the last one does not know much about the Joint Programme.</li> <li>• <b>The steering committee’s roles and responsibilities in the programme:</b> The steering committee of the programme should meet once a year and the committee never met due to the numerous structures of the programme. It seems that the role of the steering committee is not necessary for the time being.</li> <li>• <b>Temporary school fee support of UNESCO to internally displaced children:</b> During the school year 2018-2019, UNESCO provided school fees for the children of a group of some 250 internally displaced Peul so that some of their children of school-going age would be able to attend or re-join formal education. Displaced populations are not part of the beneficiaries mentioned in the Logframe for the Joint Programme in Mali. The question that arose was whether civil society initiatives supporting IDPs in the outskirts of Bamako should continue to be supported by UNESCO given the orientation of KOICA to supporting stabilization efforts at regional level. The evaluation finds that support to this otherwise entirely unsupported group would be beneficial, if more clearly defined in terms of eligible age groups and budget requirements.</li> </ul>
<p>4. Achievements</p>	<p>Since the starting of the programme in Mali, it achieved the following:  <b>Component 1:</b> With 68.75% of implementation and 44.22% of cash disbursement as of December 2019. The first component has the following achievements: 5,633 adolescent girls and women learners (392 in CAFé and 5,241 in CED) attending non-formal basic education benefitting from the revised curriculum and learning manuals in Mali; 1,060 (F:</p>

	<p>424; M: 636) school management committee members were trained on school management, school project design and management including girls issue management; 498 (F: 199; M: 299) school principals, teachers, teachers training institutes and pedagogical advisers trained on literacy and numeracy pedagogy; 537 (F: 214, M: 323) non-formal education teachers (CED, CAF and CAFé facilitators) trained on the didactics of reading, writing and mathematics; 12 textbooks developed on the didactics of reading and writing in 12 national languages; the curriculum of CAFé revised integrating gender issues; 2 modules on reading, writing, mathematics pedagogy and on reproductive health were developed and 42 CAFé (F: 17; M: 25) teachers were trained on the revised educational curricula and textbooks. Among these achievements, the school management committees training was greatly appreciated by communities and school authorities and the effect was observable in schools.</p> <p><b>Component 2:</b> With 56, 50% of implementation and 60, 55% of cash disbursement as of December 2019. Through this component, 4,702 (F: 2,286; M: 2,416) adolescent girls and young women and boys and men have access to sanitation and clean water through the establishment of the latrines and solar water points; 1,200 sexual and reproductive kits provided to peer educators (girls and boys); 243 (F: 97, M: 146) teachers, trainers and peers educators trained on sexual health; 250 SRH counselling sessions held by 60 nurses trained on the subject; 20 youth clubs and children's governments formed in the schools; 24 WASH committees trained on menstrual hygiene and the management/maintenance of water pumps and latrines; Girl-friendly latrines and water solar pumps were built in 10 schools.</p> <p><b>Component 3:</b> With 58, 33% of implementation and 63, 05% of cash disbursement as of December 2019.</p> <p>Under this component, the Joint Programme has mobilized 45,461 girls through 5 awareness-raising sessions bringing political leaders to review considerations of the gender dimensions in the “Social, Economic and Cultural Development Plans/Plans de Développement Social, Economique et Culturel (PDSEC) of communes”; 153,277 community members sensitized on girls’ retention, re-entry and access to education and informed on gender-based violence and 5,000 informative materials through 4 different types produced and disseminated.</p> <p><b>Component 4:</b> With 12, 50% of implementation and 43, 47% of cash disbursement as of December 2019. Under component 4, school-related Gender based on violence reporting and monitoring strategy is under development and Data collection tools are developed. However, this component 4 needs more attention because of its limited effect observed during the mid-term evaluation.</p> <p>The above achievement under the 4 components is leading the country programme to the theory of change of the Joint Programme which is gender equality, gender equity and gender parity for the respect of Human Rights in Mali. However, the last component needs particular attention because it is not on track.</p>
<p>5. CHALLENGES</p>	<p>The mid-term evaluation activities in Mali faced some challenges with regard to the planned mission travel:</p> <ul style="list-style-type: none"> <li>• Insecurity in the centre and northern regions of Mali: The recurrent insecurity due to community conflict and the terrorist attacks have closed many schools in the centre and northern regions of Mali. This is impacting the quality control and results of the program;</li> <li>• <b>The long-term strike of teachers is impacting some result of the program:</b> All the primary and secondary schools are closed since January because of the strike of teachers’ trade union. This is discouraging the entire school authorities and students and is impacting all the activities and observable impacts at the school setting;</li> </ul> <p>As lessons from the field missions, the evaluation mission can retain:</p> <ul style="list-style-type: none"> <li>• Good collaboration/partnership as a key success of the programme in Mali;</li> <li>• The multi-sector and multi-partnership aspect of the Joint Programme as a factor of efficiency;</li> <li>• The engagement, professionalism, motivation and belief in the programme of the team as key factors of success;</li> <li>• UNESCO communication system is not fast and needs to be adapted to the world of technology and the current needs of the Joint Programme.</li> </ul>

6.SELF-ASSESSMENT TOOL	The self-assessment tool reflected the information in the field. There were no gap between the tool and the reality in the areas visited.
7.WAY FORWARD	<p>Based on the field visits, the mid-term evaluation noticed the following:</p> <ul style="list-style-type: none"> <li>• The programme is relevant and supports global and national policies / programmes of at least three key ministries in Mali (At the central level up to the real needs of the beneficiaries at the grassroots level).</li> <li>• Even if it is difficult to talk about impact at this level of the project, the effects of the actions are evident in the target zones of the Joint Programme;</li> <li>• The strategy, actions and project sectors respond to the real problem in the communities;</li> <li>• The activities are sustainable;</li> <li>• The performance of the project is appreciable to date;</li> <li>• The reporting system is heavy, multiple-level and not harmonized;</li> <li>• The remote areas need more consideration, monitoring and communication;</li> <li>• The communication and outreach strategy of the Joint Programme is not adapted to modern technology needs and rapid communication;</li> <li>• The component 4 of the Joint Programme is far behind the other components and needs more attention;</li> <li>• The context is changing due to the COROV-19, so the Joint Programme should keep an eye on this volatile context to adapt the programme work plan accordingly because all the activities of the Joint Programme stopped due to the pandemic in mid-march 2020.</li> </ul>
8.SUMMARY OF FINDINGS AND RECOMMENDATIONS	<p><b>Relevance and appropriateness:</b> The activities of the Joint Programme are supporting not only the national policy and the sectorial programmes of the Government of Mali but also the regional and local planning as well as the most urgent needs of communities (girls' exclusion/discrimination, early marriage and pregnancies, the need of hygiene and sanitation in schools...). However, the programme needs to better take into account the communal / and municipal planning in a country of advanced decentralization.</p> <p><b>Efficiency and effectiveness:</b> The evaluation expert can confirm that the Joint Programme is on track in Mali assuming that the recently recommended extension of the implementation period to 31 December 2021 is granted. However, some challenging aspects remain and have impact on the Joint Programme effectiveness in Mali, e.g. the long-term strike of teachers in public schools, the long distance that adolescent girls have to often cover between their home and their school, for both primary and secondary schools, the limited understanding of topics when it comes to sexual and reproductive health activities in schools.</p> <p><b>Sustainability:</b> The majority of the activities and components show results that suggest sustainability. The school management in the decentralised system and the SMCs that were set up or newly reinstated will remain for the schools even at the end of the programme. However, the repair of the water pumps has been flagged as a concern by communities and school regional authorities. Also, the sustainability of all activities in a decentralized system is linked to the inclusion of programme activities in the communal plans and the programme seems to be slow to initiate this collaboration.</p> <p><b>Coordination and partnership:</b> The Joint Programme in Mali is on track regarding the UN partnership of agencies and their cooperation as well as for the cooperation between the UN and line ministries and their regional and local departments. The three UN partners are working closely and in a smooth manner and they are coordinating efficiently with the ministries and their regional and local departments. However, the communication among regional and local department of the Ministry of Education as well as the communication among local implementing partners (NGOS) are not working well.</p>
9.EVALUATOR OBSERVATIONS	<p>Thus the evaluation expert observes the following aspects:</p> <ul style="list-style-type: none"> <li>• Very good programme coordination and partnership management of the Joint Programme;</li> </ul>

	<ul style="list-style-type: none"> <li>• The program is relevant and supports global and national policies / programs of at least three key ministries in Mali (At the central level up to the real needs of the beneficiaries at the grassroots level).</li> <li>• Even if it is difficult to talk about impact at this level of the project, the effects of the actions are evident in the target zones of the Joint Programme;</li> <li>• Good programme management with efficient management tools;</li> <li>• The strategy, actions and project sectors respond to the real problem in the communities;</li> <li>• The activities are sustainable;</li> <li>• The performance of the project is appreciable to date;</li> <li>• The reporting system is heavy, multiple and not harmonized.</li> <li>• The remote area needs more consideration, monitoring and communication</li> <li>• The communication and outreach strategy of the Joint Programme is not adapted to the world technology and rapid communication;</li> <li>• The component 4 of the Joint Programme is far behind of the other components and need more attention;</li> <li>• The context is changing due to the COROV-19, so the Joint Programme should keep an eye on this volatile context to adapt the programme work plan accordingly because all the activities of the Joint Programme stopped due to the pandemic in mid-march 2020.</li> </ul>																																	
<p>10. ANNEXES</p>	<p><b>Annexes:</b></p> <ul style="list-style-type: none"> <li>• <b>List and contact details of interviewees</b></li> </ul> <table border="1" data-bbox="456 926 1373 1936"> <thead> <tr> <th data-bbox="456 926 708 1066">Name and Surname</th> <th data-bbox="708 926 1005 1066">Functional Title and Institution</th> <th data-bbox="1005 926 1373 1066">Phone number and/or Email</th> </tr> </thead> <tbody> <tr> <td data-bbox="456 1066 708 1131">Edmon Moukala</td> <td data-bbox="708 1066 1005 1131">Head of Office UNESCO Mali</td> <td data-bbox="1005 1066 1373 1131">00223 20 23 34 94 <a href="mailto:e.moukala@unesco.org">e.moukala@unesco.org</a></td> </tr> <tr> <td data-bbox="456 1131 708 1194">Elmehdi Ag Muphtah</td> <td data-bbox="708 1131 1005 1194">Program Coordinator UNESCO Mali</td> <td data-bbox="1005 1131 1373 1194">00223 20 23 34 94 <a href="mailto:e.ag-muphtah@unesco.org">e.ag-muphtah@unesco.org</a></td> </tr> <tr> <td data-bbox="456 1194 708 1289">Amadou Djiteye</td> <td data-bbox="708 1194 1005 1289">Deputy Program Coordinator UNESCO Mali</td> <td data-bbox="1005 1194 1373 1289">66113510 <a href="mailto:a.guiteye@unesco.org">a.guiteye@unesco.org</a></td> </tr> <tr> <td data-bbox="456 1289 708 1354">Clarisse Njikam</td> <td data-bbox="708 1289 1005 1354">Communication Officer UNESCO Mali</td> <td data-bbox="1005 1289 1373 1354">22320239492 <a href="mailto:pc.njikam@unesco.org">pc.njikam@unesco.org</a></td> </tr> <tr> <td data-bbox="456 1354 708 1419">Mariama L Traoré</td> <td data-bbox="708 1354 1005 1419">Technical Assistant UNESCO</td> <td data-bbox="1005 1354 1373 1419"><a href="mailto:my.traore@unesco.org">my.traore@unesco.org</a></td> </tr> <tr> <td data-bbox="456 1419 708 1514">Mme Sylla Fatoumata Cissé</td> <td data-bbox="708 1419 1005 1514">Technical Advisor- Ministry of Education (including Higher ed.)</td> <td data-bbox="1005 1419 1373 1514">+2223 64374244 <a href="mailto:fatoumata.cisse19@yahoo.com">fatoumata.cisse19@yahoo.com</a></td> </tr> <tr> <td data-bbox="456 1514 708 1608">Mme Doucouré Bodo Soumaré</td> <td data-bbox="708 1514 1005 1608">Chief of Girl's education Section- Ministry of Education</td> <td data-bbox="1005 1514 1373 1608">+223 63275046 <a href="mailto:bodosoumar@yahoo.fr">bodosoumar@yahoo.fr</a></td> </tr> <tr> <td data-bbox="456 1608 708 1703">Mr. Abdramane Coulibaly</td> <td data-bbox="708 1608 1005 1703">Project coordinator - UNWOMEN</td> <td data-bbox="1005 1608 1373 1703">+223 79485519/82006525 <a href="mailto:abdramane.coulibaly@unwomen.org">abdramane.coulibaly@unwomen.org</a></td> </tr> <tr> <td data-bbox="456 1703 708 1797">Mr. Gouro Diall</td> <td data-bbox="708 1703 1005 1797">National Director-Non- formal education and local languages</td> <td data-bbox="1005 1703 1373 1797">+223 66715218 <a href="mailto:diallgouro02@yahoo.fr">diallgouro02@yahoo.fr</a></td> </tr> <tr> <td data-bbox="456 1797 708 1936">Mr. Issa Keita</td> <td data-bbox="708 1797 1005 1936">Focal point for Café - National Direction of Non-formal education and local languages</td> <td data-bbox="1005 1797 1373 1936">76256686 <a href="mailto:issakeita@gmail.com">issakeita@gmail.com</a></td> </tr> </tbody> </table>	Name and Surname	Functional Title and Institution	Phone number and/or Email	Edmon Moukala	Head of Office UNESCO Mali	00223 20 23 34 94 <a href="mailto:e.moukala@unesco.org">e.moukala@unesco.org</a>	Elmehdi Ag Muphtah	Program Coordinator UNESCO Mali	00223 20 23 34 94 <a href="mailto:e.ag-muphtah@unesco.org">e.ag-muphtah@unesco.org</a>	Amadou Djiteye	Deputy Program Coordinator UNESCO Mali	66113510 <a href="mailto:a.guiteye@unesco.org">a.guiteye@unesco.org</a>	Clarisse Njikam	Communication Officer UNESCO Mali	22320239492 <a href="mailto:pc.njikam@unesco.org">pc.njikam@unesco.org</a>	Mariama L Traoré	Technical Assistant UNESCO	<a href="mailto:my.traore@unesco.org">my.traore@unesco.org</a>	Mme Sylla Fatoumata Cissé	Technical Advisor- Ministry of Education (including Higher ed.)	+2223 64374244 <a href="mailto:fatoumata.cisse19@yahoo.com">fatoumata.cisse19@yahoo.com</a>	Mme Doucouré Bodo Soumaré	Chief of Girl's education Section- Ministry of Education	+223 63275046 <a href="mailto:bodosoumar@yahoo.fr">bodosoumar@yahoo.fr</a>	Mr. Abdramane Coulibaly	Project coordinator - UNWOMEN	+223 79485519/82006525 <a href="mailto:abdramane.coulibaly@unwomen.org">abdramane.coulibaly@unwomen.org</a>	Mr. Gouro Diall	National Director-Non- formal education and local languages	+223 66715218 <a href="mailto:diallgouro02@yahoo.fr">diallgouro02@yahoo.fr</a>	Mr. Issa Keita	Focal point for Café - National Direction of Non-formal education and local languages	76256686 <a href="mailto:issakeita@gmail.com">issakeita@gmail.com</a>
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**Interviews calendar**

Date	Time	Activities	Location
<b>DAY 1: Monday, march 2, 2020</b>	09:30 - 12:00	Meeting of the evaluation team (Elenor and Yaya) for orientation	Hotel
	13:30 - 17:00	Meeting UNESCO Mali Team including the Country Director	UNESCO Office in Bko
<b>DAY 2 Tuesday, march 3, 2020</b>	08:30 - 09:00	Evaluation Team Meeting and travel to the Ministry of Education	Hotel to the MoE
	09:00 - 10:00	<b>Individual Meeting/interview</b> with Mme Sylla Fatoumata Cissé, technical advisor of the Ministry of Education, Focal point of the Joint Programme at the Ministry of Education and scientific research	Ministry of Education in Bamako
	10:20 - 11:20	<b>Individual Interview</b> with Mme Doucoure Bodo Soumaré, Chief of Girls education Section at the Ministry of Education	Ministry of Education in Bamako
	11:45 - 12:45	<b>Individual interview</b> with Mr. Abdramane Coulibaly of UNWOMEN, focal point of the Joint Programme at UNWOMEN	Home based interview (The interviewee was sick)
	13:10 - 14:15	<b>Focus Group interview</b> with the National Direction of Non-Formal education and local languages. Mr. Gouro Diall as team leader	National Direction of Non-formal education
	14:15 - 15:45	<b>Two persons interview with UNFPA Team</b>	UNFPA Office in Bamako, Badalabougou



		(Mohamed Moussa Ould and Mark Kene)	
	16:20 - 18:30	<b>Individual Meeting with ASDA Director</b> (Mr Ousmane Traoré)	ASDAP Office in Bamako Faladjè
<b>DAY 3 Wednesday 4 March 2020</b>	09:00 - 10:30	Individual interview with Mme Barry Aissata Coulibaly, Responsible of Education, UNESCO National Commission	UNESCO Office, Bamako
	10:30 - 11:30	Individual Interview with M. Bréhima Bado Traoré, Section Head-Natioanal Direction of Youth and Sport	UNESCO Office, Bamako
	11:30 - 12:30	<b>Individual interview with Mme Traoré Bintou Tine</b> , Technical Advisor- Ministry of Health and Social Affairs	UNESCO Office in Bamako
	12:30 - 13:30	<b>Lunch</b>	
	13:45 - 14:45	<b>Travel to the internal displaced camp of Dialakorobougou (32 Km far from Bamako)</b>	UNESCO Vehicle
	14:45 - 15:30	<b>Visit the internal displaced camp of Dialakorobougou</b> , observe the students supported by the Joint Programme	Dialakorobougou
	15:30 - 16:20	<b>Travel Back to Bamako</b>	UNESCO Vehicle
	16:20 - 17:30	<b>Meeting with UNESCO Joint Programme team for mini debrief</b>	UNESCO Office
	<b>DAY 4 Sunday march 8,2020</b>	09: 14:00	Travel from Bamako to Segou
15: 00- 17:00		Preparation of day 5 interviews	Hotel
<b>Day 5, Monday, March 9, 2020</b>	08:30 - 09:30	Group Interview with the Education Academy of Segou	Office of the Academy
	09:35 - 10:40	Group Interview with the CAP Director and Joint Programme focal points of the CAP of Segou.	Office of the CAP

	10:45 - 11:45	Individual meeting with the area coordinator of ASDAP in Segou	Office of the CAP
	12:00 - 13:00	<b>Lunch</b>	Segou
	16:00- 16:40	Visit of the toilets and water pumps of the school.	School Soninkoura
	16:45- 17:00	<b>Travel:</b> Back to Hotel Savana	Hotel
<b>Day 6: Tuesday March 10, 2020</b>	06:00- 09:00	Travel from Segou to San	Rental car and UNESCO Vehicle
	09:00- 10:00	Group Interview with the Education Academy of San	Academy Office in San
	10:10- 10:20	Travel to Sienso accompanied by the CAO Director	UNESCO Vehicle
	10:30- 11:30	Group interview with the School Management committee, students' parents, school Director and Mothers association of Sienso	Sienso School
	11:45- 12:45	Travel To Tominian	RN5 by UNESCO vehicle
	13:00- 13:30	Individual interview with the Director of CAP	CAP Office in Tominian
	13:30- 14:00	Travel to Diami school	Road by UNESCO Vehicle
	14:00- 15:00	Group interview with the school Management committee of Diami	Diami
	15:00- 17:00	Travel from Diami to Mopti	RN5, by UNESCO Vehicle
	17: 00- 18:00	Group interview with the Education Academy of Mopti	Academy Office in Severe, Mopti
<b>DAY 7 Wednesday March 11, 2020</b>	07:30- 08:30	Group interview with ODI Sahel Joint Programme Team	ODI Sahel Office
	08:30- 09:30	Check in and stay at the Airport of Mopti	Airport of Severe
	10:00- 10:30	Back to the Hotel	Hotel
	10:30- 10:45	Travel to Mopti for the School Abdoul Niang	RN5 to Mopti

	11:00-13:00	Group interview with the CAP Director, school management Committee and Teacher of the school “Abdoul Niang”, visit the latrines and water point	“School Abdoul Niang”
	13:00-17:00	Back to the Hotel then arrange data collected then correct and arrange notes	Hotel
<b>Day 8, Thursday, March 12, 2020</b>	08:00-16:00	Stay in the Hotel for data analysis of Bamako, Segpou and Mopti	Hotel
<b>Day 9, Friday March 13, 2020</b>	08:00-09:00	Travel to the airport	Hotel to airport, rental vehicle
	10:55-13:00	Flight to Timbuktu	Mopti Timbuktu by UNHAS flight 006UN
	14:00-15:00	Meeting with the Director of Academy for re-schedule the mission prior too the Hotel	Office of the Academy, taxi of Timbuktu
<b>Day 10, Saturday, March 14, 2020</b>	08:30-09:30	Group interview with the SMC and school Director of Baidodji AG of Timbuktu	School Baidodji AG of Timbuktu
	10:00-11:20	Group interview with the SMC and school Director of Badou school of Timbuktu	Baadou School of Timbuktu
	11:30-12:45	Interview with AMSS regional coordinator and focal point for the Joint Programme	AMSS Office
	13:00-14:00	<b>Lunch</b>	
	14:30-16:30	<b>Group interview</b> with the Academy and CAP Director as well as all the focal points of the Joint Programme in the 2 departments	Academy office
	16:30-17:00	Back to the Hotel	Hotel
<b>Day 11, Sunday March 15, 2020</b>	09:00-10:30	Individual interview with Mr. Mahamane Oumar Sarro Community Development Agent ONG Subahi Gumo	Hotel

	<b>Day 12, Monday March 16, 2020</b>	08:00-08:30	Travel to the Airport of Timbuktu	By Taxi
		10:00-13:30	Flight from Timbuktu to Bamako	Timbuktu-Bamako Airport
		14:00-15:30	Travel from Airport to Home	By rental car