Final Mid-Term Evaluation Report

Joint Programme on Empowering Adolescent Girls and Young Women through Education

Volume 1

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Acronyms

AA	Administrative Agent
AFIC	Adolescent Friendly Information Centre (UNFPA)
BSP	UNESCO Bureau of Strategic Planning
CapED	Capacity Development for Education Programme
CBO	Community-based Organization
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CSE	Comprehensive Sexuality Education
DAC	Development Assistance Committee
EMIS	Education Management Information System
EO	UNESCO Executive Office
EQ	Evaluation Question
ERG	Evaluation Reference Group
ESC/IGE	UNESCO Division for Education 2030 Support and Coordination / Section of Education for Inclusion and Gender Equality
FGM	Female Genital Mutilation
GBV	Gender-based Violence
HQ	Headquarters
ICPD	International Conference on Population and Development
ICT	Information and Communication Technology
INGO	International Non-Governmental Organization
JP	Joint Programme
JRMS	Joint Resource Mobilization Strategy
KII	Key Informant Interview
KOICA	Korean International Cooperation Agency
M&E	Monitoring and Evaluation
MGP	UNESCO's section for Mobilizing Government Partner Resources
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology (Nepal)
MoFA	Ministry of Foreign Affairs
MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
NSC	National Steering Committee
OECD	Organization for Economic Co-operation and Development
PSC	Programme Support Cost
RBM	Results-based Management
SDG	Sustainable Development Goal
SMC	School Management Committee (Mali)
SRH	Sexual and Reproductive Health
STEM	Science, Technology, Engineering and Mathematics
TAG	Technical Advisory Group
TC	Technical Committee
ToC	Theory of Change
ToR	Terms of Reference
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UN	United Nations
UN Women	The United Nations Entity for Gender Equality and the Empowerment of Women
UNDAF	United Nations Development Assistance Framework
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNSDCF	United Nations Sustainable Development Cooperation Framework
VAWC	Violence against Women and Children
WASH	Water, Sanitation and Hygiene

Executive Summary

Joint Programme on Empowering Adolescent Girls and Young Women through Education

The 'Joint Programme on Empowering Adolescent Girls and Young Women through Education' (hereinafter referred to as the 'Joint Programme' / JP) is an initiative of UNESCO, UN Women and the United Nations Development Fund (UNFPA). Implemented as of June 2016, the Joint Programme spans three countries, namely Mali, Nepal and Tanzania. All three UN partners contribute to its implementation in each country individually, with UNESCO serving as Global Coordinator and Administrative Agent. The Korean International Cooperation Agency (KOICA) is the sole donor at the international level. The Joint Programme is designed around four components:

- ❖ **Component 1.** Quality education: Improving the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management.
- ❖ **Component 2.** Health and well-being: Strengthening linkages between the health and education sectors to respond to the needs of adolescent girls and young women at risk of early pregnancy and school dropout through the provision of water and sanitation facilities, and Comprehensive Sexuality Education (CSE).
- ❖ **Component 3.** Enabling environments: Addressing the structural barriers to girls' education through advocacy and community engagement and supporting institutional and legislative change and inter-sectoral coordination.
- ❖ **Component 4.** Building the data and evidence base: Documenting and collecting relevant data to target interventions, and to inform gender-responsive policies and actions.

According to this blueprint and in using comparative advantages, UNESCO provides quality education (Component 1) and builds a data and evidence base (Component 4). UNFPA strengthens the linkages between health and education (Component 2) and UN Women seeks to create a more supportive institutional environment for adolescent girls and young women and promote their economic and social empowerment (Component 3). In practice, a cross-over adaptation of this job-sharing model has emerged in line with the partial redesign of approaches and outcomes at country level.

Purpose, objectives and use of the evaluation

UNESCO commissioned this mid-term evaluation as an independent, external, formative evaluation using mixed methods. The Terms of Reference (ToR) stipulate that the Joint Programme is to be assessed through the contribution of its three country programmes and that achievements and challenges for the period June 2016 to June 2019 should be examined. In close consultation with UNESCO, the use of more recent sources, i.e. end-of-2019 finance data and early to mid-2020 donor reporting has been authorized.[1]

The overall purpose of the evaluation is to assess the progress towards the Joint Programme's intended outcomes, with a focus on whether the Joint Programme is on-track to achieve its objectives. Strengths and weaknesses in implementation as well as lessons learned have been identified and evidence-based recommendations for the refinement of the Joint Programme approach developed. The findings and recommendations of the mid-term evaluation will inform UNESCO's senior management and field offices, the Technical Advisory Group (TAG), participating UN agencies, Member States, and donors as well as decision-making with regard to potential modifications to increase the likelihood of success during the current and subsequent implementation phases of the Joint Programme. The findings will also serve to guide more effective project planning processes for a potential phase II according to its Terms of Reference (ToR, p.12).

Evaluation approach and methodology

The evaluation adheres to the principles of the UNESCO Evaluation Policy of 2015 and the 2017 'United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation'. It adopts a gender equality and human rights approach for collecting and analysing data aimed at cultural sensitivity. It also applies coding in line with the Chatham house rules. It is aligned with the revised 2019 criteria of the Organisation for Economic Co-operation and Development's (OECD) - Development Assistance Committee (DAC).

Both qualitative and quantitative methods for data collection have been used. The evaluation combines desk review of documents with key informant interviews (KIIs – scoping and protocol-based), focus group discussions during missions and quantitative data collection at different levels and with key partners. 293 KIIs were conducted either online or in person. Quantitative analysis has been strengthened by the responses to questionnaires for the three UNESCO field offices in Mali, Nepal and Tanzania in February 2020. Two surveys (for implementing partners and beneficiaries) were launched and administered to 187 potential respondents online and offline in June 2020. Of these, 92 (or 49 percent of all potential respondents) have answered. In the group of final beneficiaries, 27 respondents are female and 0 male, for institutional beneficiaries, 17 are female and 7 male, and for implementing partners 13 are female and 27 are male. One person opted not to disclose gender. Four languages were on offer, these being English, French, Kiswahili and Nepali to promote a maximum coverage of stakeholders. These questionnaires have addressed the structure and profile of each country's implementation. Together with UNESCO finance data for the end of 2019, these have allowed conclusions at the crossroads of programme and finance.

The evaluation team has worked in close consultation with UNESCO staff, both at Headquarters and in Mali, Nepal and Tanzania. It has analysed the genesis and implementation of the Joint Programme formally starting in June 2016 in Nepal, Mali and Tanzania, and ongoing uninterruptedly until March 2020 when the COVID-19 lockdowns brought the Joint Programme to a quasi-standstill in all three countries. Implementation has not fully resumed as this report is delivered.

Conclusions

UNESCO is the only United Nations agency with a mandate to cover all aspects and levels of education. In view of this mandate, UNESCO was designated to serve as 'Global Coordinator' / 'Joint Programme Secretariat' and Administrative Agent (AA) of the Joint Programme. The resulting governance structure is a system of vertical and lateral linkages and cooperation, with UNESCO serving as global convening agency responsible for operational and programmatic coordination at global and national level.

The Joint Programme is designed to reach some 260,028 direct and 3,615,654 indirect beneficiaries. In the context of the JP, UN partners subcontracted or have otherwise engaged 102 implementing partners, to date. The largest number of partners is involved in Nepal (56) and the lowest in Tanzania (24). 81 partners are or have been engaged in component one, 35 in component two, 30 in component three and 23 in component four. One partner may have implemented or otherwise contributed to more than one activity. The JP had a difficult start since funding became available late and the number of potentially participating countries and donors remained fluid into 2016 and beyond. With funding decentralized at field level, individual country-based targets were set based on best practice considerations and past country experience with sector operations for same age groups. Programme targets were diversified in comparison with the overall results framework, but baselines were rarely used.

Challenges and achievements of the different county programme implementations were found to be substantial, with results being encouraging but fragile. Results vary across countries, both in terms of implementation rate, component structure, outputs and outcomes, and reception by stakeholders. As per 31.12.2019, the implementation rates for education are 52 percent on average, with 46 percent for Mali, 52 percent for Tanzania and 58 percent for Nepal. For linkages between health and education, the implementation rate is 57 percent on average, with 61 percent for Mali, 47 percent for Tanzania, 65 percent for Nepal. For the component 'Societal attitudes and governance structures', the implementation rate is 63 percent in Mali, 62 percent in Nepal, and 60

percent in Tanzania. In all three countries, the component shows high implementation rates, higher than other components for Mali and Tanzania, and relatively high in Nepal. As per the "Data and evidence base building" component, implementation stands at 40 percent on average and is the least implemented component in all countries.

In all three countries, delays have occurred and it is not clear whether these can be fully compensated during the remainder of the implementation period, given an expected period of up to six months of closure and an outstanding decision about the factual end date. If the end date moves to 31 December 2021, then there might be a possibility to meaningfully re-assume and complete the current results framework components.

The conceptual approach of the Joint Programme is found to be comprehensive, well-conceived, timely and well-designed. It is able to serve as a framework, either for complete replication or as a flexible framework toolbox. It is multi-sectoral, UN system and country-relevant in all three countries. It requires better UN coordination but is fully applicable in (post-) COVID-19 conditions, provided partial readjustments from face-to-face to online / offline learning opportunities are being made. This requires concise and forward-looking programme management, Information and Communication Technology (ICT) inclusion and implementation of Component 4 in new ways.

A good cooperation with line ministries exists in both Mali and Tanzania. Nepal is a special case, and a combination of frequent staff changes at line ministries and an ongoing decentralization process have imposed very specific conditions for both formal and non-formal education. This affects the standardization of teaching methodology, curriculum development and course content accreditation and the certification of beneficiary results. Programme management is team-oriented and effective in Mali and much less favourable in Nepal, with Tanzania occupying a middle-ground. Donor relations remain constrained in Nepal.

The current situation requires more qualitative consultation between the secretariat and country level with more forward-looking management. It also calls for streamlined Technical Committee process at country level. If the Joint Programme is to be continued and the present set of UN partners is to continue its cooperation, then much more time has to be invested into timely fund-raising and improved implementation modalities. The current situation where secretariat functions are to be assumed without adequate funding is untenable. UNESCO HQ spends too much time with reporting and too little time with the driving of agendas, the building of a Joint Programme profile, fund-raising and thematic development. The search for a much broader funding coalition beyond the current donor, KOICA, needs to be intensified if a continuation of the Joint Programme is attempted.

While the overall analysis of this report contains comparative data and analysis, the three country reports for Mali, Nepal and Tanzania are oriented towards an analysis of each country-based Joint Programme implementation and framework, and they are more descriptive in nature. Findings, conclusions and recommendations relate to a larger extent on field observation and in-country missions. Each country report presents recommendations tailored to the respective country context and the needs identified for the remaining implementation period.

Recommendations

The recommendations below are aligned with the evaluation criteria and each recommendation specifically addresses the entity that should take action.

No	Recommendation	Directed at	Timeline
Relevance and Appropriateness			
1	Strengthen synergies with UN partners at country and central levels to develop a resumption plan of COVID-19-interrupted implementation and review replication opportunities of the concept.	UNESCO JP Secretariat, Field Offices	Before the finalisation of the COVID-19 response packages
2	Create an identifiable and marketable profile of the JP.	UNESCO and UN partners	During the remainder of the current phase
3	Open up communication lines with stakeholders and beneficiaries e.g. through interactive platforms.	UNESCO and UN partners	During the remainder of the current phase
4	Create virtual learning options for beneficiaries to leave no one behind.	UNESCO ED Sector, Field Offices	During the current project period for ongoing interventions as part of the COVID-19 response package; In the longer run at strategic level to incorporate these options to the global intervention logic
5	Position the JP Secretariat to guide further programmatic developments and strengthen its processes. Strengthen the operational capacity of the Education Sector and Field Offices.	UNESCO JP Secretariat, UNESCO ED Sector EO, UNESCO BSP	Start as soon as possible to develop tools and guidance. The process is expected to be gradual and to last for 12 to 18 months
6	Establish baselines for newly assumed activities.	UNESCO JP Secretariat, UN Field Offices and partners	Before the finalisation of the COVID-19 response packages
Assessment of Outcomes and Pathways to Impact			
7	Identify pathways to impact more clearly and pursue realistic approaches in close cooperation with local partners.	All UN partners	Before the end of the current phase
8	Ensure effective work on standard-setting in education, labour market access, child protection and health and implement Output 2.4 and component 4 of the results framework.	UNESCO and UN partners	As soon as possible
9	Document improved perceptions of inclusivity more clearly.	UNESCO and UN partners, Field Offices	Before the next reporting period
Efficiency and Effectiveness			

10	Establish more streamlined and more effective results-based monitoring.	UNESCO and partners, UNESCO ED Sector EO, BSP, Field Offices	This process should start before the end of the current phase and be strengthened at the start of future projects
11	Promote, strengthen and lead management processes at central- and country-level (including a budget for management at central level) to accelerate the implementation rate of the JP when a full resumption of activities becomes possible.	UNESCO ED Sector, UNESCO ED Sector EO	As soon as posible
12	Ensure that currently dispersed and unimplemented ICT outputs are identified, regrouped and implemented.	All UN partners, Field Offices	Before the end of the current phase
13	Develop a communication strategy that facilitates communication with the public.	UNESCO JP Secretariat	The process should start during the current phase and be put on the agenda of the TAG/TC
14	Broaden the donor base of the JP beyond one single international donor and recognize country-based contributions as forming part of the JP.	All UN partners, UNESCO ED Sector EO	After the current phase
15	Finalize the Joint Resource Mobilization Strategy (JRMS) of December 2016 and get approval from the Technical Advisory Group.	All UN Partners/TAG	As soon as possible
16	Make sure that all key partners, including the country implementation teams of UNESCO and its UN partners as well as selected projects convene as soon as possible to discuss and agree operational, programmatic and work plan-related options. The resulting consolidated planning document (UN Agency Plan) should be presented to KOICA to keep it informed.	UNESCO JP Secretariat All UN Representatives at central level	As soon as possible
17	Develop a flexible funding mechanism ensuring effective cooperation among all UN partners.	UNESCO JP Secretariat, UNESCO ED Sector EO, UNESCO BSP, UN partners	After the current phase
Sustainability			
18	Position and prioritize the JP for funding by the 'Global Education Coalition' founded in March 2020.	UNESCO ED Sector EO	As soon as possible
19	Formulate a sustainability strategy and an exit plan for each JP at country level.	UNESCO and UN partners Field Offices and HQ	Before resumption of implementation in countries
20	Market the concept of the JP based on an agreed Joint Resource Mobilization	UNESCO and UN partners	Before the end of the current phase

	Strategy soon enough to ensure continuity if a continuation of partnership is envisaged.		
Coordination and Partnership			
21	Attach funding to UNESCO's operational and programmatic coordination role - in case the UN partners chose to retain the JP format - so as to ensure a joint profile of the JP and to deliver coordination and partnership able to go beyond the monitoring of annual or short-term targets.	UNESCO and UN partners	For future projects
22	Capitalize on the advantages, added value and synergies of an inter-agency, joint programming approach and encourage substantial contributions to an increased coherence and effectiveness of the JP at country level.	All UN partners Field Offices and HQ	Before the end of the current phase
23	Increase the frequency of Technical Committee meetings at country level.	UNESCO Field Offices and partners	As soon as possible
24	Promote evidence-based knowledge sharing about replicable JP concept elements.	All UN partners	As soon as possible (already ongoing)
25	Jointly assess country needs and jointly set priorities in the JP delivery model best suited to these needs	All UN partners	Before resumption of delivery for current activities Before the formulation of the project logframe for future projects

1. Methodology

1.1 Evaluation purpose, scope and approach

The overall purpose of the mid-term evaluation is to assess the progress towards the intended outcomes of the Joint Programme (JP), with a focus on whether it is on-track to achieve its objectives. UNESCO has commissioned the evaluation as an independent, external, formative evaluation using mixed methods. The Terms of Reference (ToR) define the four main objectives of the evaluation as to specifically:

- ❖ Review progress based on an assessment of the project outputs and (intermediate) outcomes to determine the extent to which its objectives are being achieved, including identification of pathways to impact;
- ❖ Assess the efficiency in the use of resources by assessing the scope and quality of the outputs delivered, the beneficiaries reached, and contributions to intended outcomes;
- ❖ Assess the relevance, effectiveness, and sustainability of the interventions conducted in the framework of the Joint Programme;
- ❖ Identify lessons learned, and suggest action-oriented recommendations to inform re-design of programming and implementation strategies for the remaining duration as necessary, and to steer the preparation and design of the phase II programming process.

The ToR also stipulate that the JP is to be assessed through the contribution of its three country programmes – Mali, Nepal and Tanzania – and that achievements and challenges for the period June 2016 to June 2019 are to be examined. The evaluation has focused on expected and achieved accomplishments, examining the results chain, processes, contextual factors and causality, in order to understand achievements or the lack thereof.

Methodological references: Executed between February and July 2020, the evaluation has adhered to the principles of the UNESCO Evaluation Policy of 2015[2] and the 'United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation' of 2017. It has adopted a gender equality and human rights approach for collecting and analysing data aimed at cultural sensitivity in line with the UNEG principles 'Integrating Human Rights and Gender Equality in Evaluations' of 2014.[3]

Types / levels of analysis as well as criteria: The analytical framework of the evaluation has contained but was not limited to policy / strategic analysis; processes; overall in relation to country level; organizational/ institutional performance to date (including partners); beneficiary angle and gender equality; funding and management performance and a potential phase II. In that, the evaluation is aligned with five of the revised criteria of the Organization for Economic Co-operation and Development's (OECD) - Development Assistance Committee (DAC) of 2019[4]: 'Relevance and Appropriateness', 'Assessment of Outcomes and Pathways to Impact', 'Efficiency and Effectiveness', 'Sustainability', and 'Coordination and Partnership'.

Organization of reports: The country programme evaluation reports and the mid-term evaluation report are aligned in terms of sequencing. Yet, country reports are shorter guidance documents which inform about conclusions and recommendations based on field visits, interviews and the analysis of reporting and other documentation.[5] They feed into the overall Joint Programme analysis and use the different national logframes and not the overall framework as their point of reference.[6] The findings and conclusions of overall and country-based analysis and of the different surveys, interviews, missions, workshops, research and desk reviews are combined in this report. Survey findings have also been integrated into this volume of the report. All parts of the mid-term evaluation can be consulted separately and are cross-referenced.

The governance structure of the mid-term evaluation is ensured by the establishment of an Evaluation Reference Group. It supports the evaluation process and is composed of: The UNESCO Education Sector / Division for Education 2030 Support and Coordination / Section of Education for Inclusion and Gender Equality (ED/ESC/IGE); The UNESCO Education Sector / Executive Office / Unit for Strategic Planning, Monitoring, Institutes and Field Coordination; The Division for Gender Equality in the Cabinet of the Director-General; The

UNESCO Internal Oversight Service (IOS) Evaluation Office as well as the UNESCO field office in one of the participating countries, and the Technical Advisory Group (TAG) of the Joint Programme.

The findings and recommendations of the mid-term evaluation are to inform UNESCO's senior management and field offices, TAG, participating UN agencies, Member States, and donors as well as decision-making with regard to potential modifications to increase the likelihood of success during the current and subsequent implementation phases of the Joint Programme. The findings and conclusions are to guide more effective project planning processes for a potential phase II.

1.2 Research methods and procedures

A blend of qualitative and quantitative data collection methods has been in use. The evaluation combines desk review of documents with key informant interviews (scoping and protocol-based), focus group discussions during missions and quantitative data collection at different levels and with key partners. The performance of the Joint Programme has been reviewed with the 'UNESCO Global Priority Gender Equality' in mind. The review of documents has included:

- ❖ UNESCO-specific JP documentation and background information;
- ❖ UN policies, strategies and frameworks on the subject matter, including background documents;
- ❖ The review of UN partner documentation on the JP and on own initiatives, strategies, policies, programmes and projects;
- ❖ Literature review of relevant academic publications and websites;
- ❖ An analyses of country-specific statistics, analyses, laws, and reference documentation;
- ❖ The review of the ToR of the 'Review of UNESCO Global Priority Gender Equality' and other relevant publications.
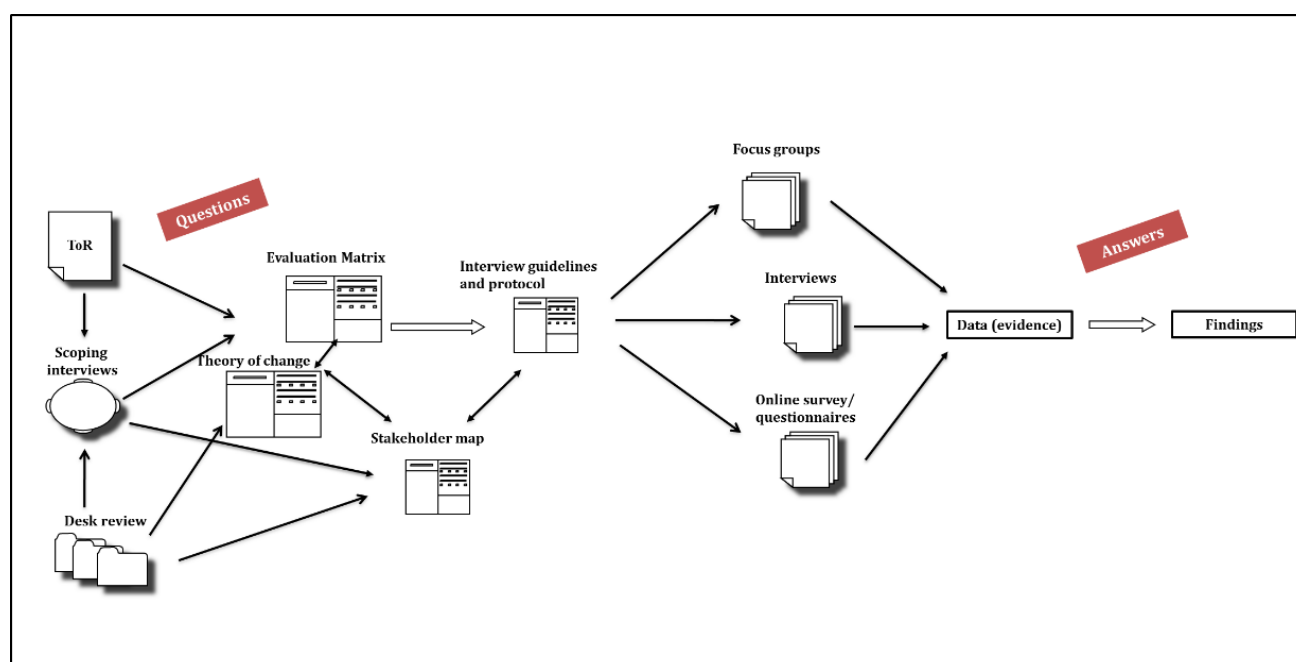
Qualitative data collection methods: The evaluation team has conducted 293 key informant interviews (KII) either online or in person. A list of all contacts has been submitted under separate cover.

Quantitative analysis has been strengthened by the responses to questionnaires for the three UNESCO field offices in Mali, Nepal and Tanzania in February 2020. These questionnaires have addressed the structure and profile of each country's implementation. Together with UNESCO finance data for the end of 2019, these have allowed to draw conclusions at the crossroads of programme and finance. Quantitative data collection methods through surveys**:** Two surveys (for implementing partners and beneficiaries) were launched and administered to 187 potential respondents online and offline[7] in June 2020. Of these, 92 (or 49 percent of all potential

respondents) have answered. 41 of the respondents come from implementing partners and the remainder (51) are beneficiaries. In the group of final beneficiaries, 27 respondents are female and zero are male. Within the respondents of the partners survey, we received responses from both institutional beneficiaries (17 female respondents and 7 male respondents), and implementing partners (13 female and 27 male). One individual opted not to disclose gender. The survey was delivered in four languages (English, French, Kiswahili and Nepali) to promote a maximum coverage of stakeholders.

Data Triangulation: A mixed-method approach with a blend of qualitative and quantitative data collection methods has been used to facilitate the triangulation of findings in order to verify and validate the data and information collected.[8]

During **field missions**, semi-structured interviews and participatory observation were accomplished as well as focus groups and other forms of direct participatory exchange and communication. Structured and semi-structured interviews were tailored to UN partner agencies, national and programme oversight bodies, the donor, implementing partners, as well as to final beneficiaries. The following main tasks were completed:

  i. A complete desk research on available Joint Programme documentation in each country to be visited before departure (e.g. project documents, work plans, reports, concept notes and concept papers, etc.);
  ii. Interviews with a mix of different stakeholders to be arranged in cooperation with UNESCO Field Offices; focus groups where feasible.
  iii. In every country, interviews with implementing partners, national authorities, staff of the UN partners, UNESCO, United Nations Development Fund (UNFPA) and UN Women, project-level representatives and stakeholders and, if possible, the donor.
  iv. Debriefings with Joint Programme participants, either in-country or via Skype, to discuss outcomes of interviews, and to validate preliminary findings;
  v. A compact country note of 4-5 pages, related to the mission travel results and the Joint Programme components as well as a concise country report of at least 15 pages.

1.3 Confidentiality and ethics
The evaluation has worked in close consultation and with good results with the UNESCO staff at UNESCO Headquarters and in Mali, Nepal and Tanzania. Donor representatives, UN partners and implementing partners as well as beneficiaries, government counterparts and other key stakeholders have also shared valuable insights. In doing so, attention has been paid to the 2008 'UNEG Ethical Guidelines for Evaluation' of the United Nations Evaluation Group while developing evidence-based recommendations for the refinement of the Joint Programme approach. The evaluation has paid attention to preserving impartiality, confidentiality and ethics standards in data collection and it has used gender-sensitive interview approaches and focus groups, and has explicitly encouraged and applied gender, human rights and culturally sensitive analysis of evidence. All information shared during interviews and meetings has been subject to coding in line with the 'Chatham House Rule'.

1.4 Methodological limitations
The Joint Programme started in June 2016 and proceeded uninterruptedly until mid-March 2020 when the **COVID-19 lockdowns** brought the JP to a quasi-standstill in all three countries. Implementation has not fully resumed as this report is delivered. This situation has posed a variety of methodological challenges for the implementation of the evaluation to which answers had to be found. These relate, among others, to deviations in tools and methods, e.g., to the need to adapt survey contents so as to partially substitute face-to-face interviews, and to an increased use of virtual meetings and existing secondary data as well as to adjustments of travel plans.

Virtual meetings: Since face-to-face meetings became increasingly impossible, virtual meetings of evaluation stakeholders became more important and prominent than originally planned. These had to be set up across European countries but also across time zones and for countries with weak online networks. New working methods had to be applied and remote forms of contact and review had to replace field missions as of mid-

March 2020. Delays became unavoidable since a re-planning of tasks was required. The timing of the original work plan had to be revised.

Debriefing: A virtual meeting of close to 30 participants on 10 July 2020 replaced the planned face-to-face workshop at UNESCO in Paris, planned as a direct exchange about preliminary results. Three virtual workshops were held to discuss and further develop the results on 11.08.2020 for Tanzania, on 14.08.2020 for Mali and on 02.10.2020 for Nepal.

Surveys: Two surveys were originally designed as a complement to interviews with beneficiaries and implementing partners. However, with global and in-country travel restrictions, the surveys had to be re-shaped to serve as a partial substitute for such interviews. In Nepal and in Tanzania, questionnaires were administered online or by phone – depending on network strength. The national evaluators facilitated local questionnaire-interviews in Nepali and Kiswahili. In Mali, most interviews could be conducted on-site before the lockdown and questionnaire respondents were all able to use French as a means of communication.

Adjustments to travel plans had to be made at short notice due to the rapid spread of COVID-19 and the related travel restrictions which led to a UN travel ban for all non-essential travel as of mid-March 2020. Two out of three scheduled missions of the international lead evaluator had to be cancelled[9] as well as a small part of the missions of the three national evaluators. Roughly 80 percent of the planned mission travel of national evaluators was completed with the active assistance of UNESCO's field offices.[10] Contacts were being kept via Skype and phone to reach UN and other stakeholders, mostly working from home offices.

Table 1 – Revised timeline for travel

Revised timeline for mid-term evaluation travel		
Event	**Duration**	**Status**
Start-up meeting / Team briefing at UNESCO HQ	04-05 February 2020	Completed
Field mission international evaluator	01-05 March 2020	Completed
Field missions of the three national evaluators	02-22 March 2020	Completed
Country Notes	30 April 2020	Completed
Country reports	30 April 2020	Completed

Other COVID-19 adaptations of the methodological approach include an increased use of existing secondary data and interviews, including scoping and re-interviewing. It was not possible to increase the available evaluation budget though.[11]

2. Context for and description of the Joint Programme

2.1 Context

The 'Joint Programme on Empowering Adolescent Girls and Young Women through Education' (hereinafter referred to as 'Joint Programme' or JP) is part of UNESCO's 'Global Partnership for Girls and Women's Education' launched in 2011. This partnership is better known as the "Better Life, Better Future" partnership.[12] It combines support to the integrated and indivisible nature of the Sustainable Development Goals (SDGs) with a strengthening of UNESCO's gender focus in the 2030 Agenda and a clearer positioning of its efforts in support of girls' and women's education.

UNESCO is the only United Nations agency with a **mandate** to cover all aspects and levels of education. Its role in education is to promote inclusive and equitable quality education and lifelong learning opportunities for all, and to ensure that these principles are inherent in all its programmes and operations. Through its Education

Sector, UNESCO has three interrelated strategic objectives: to support Member States in developing quality and inclusive education systems; to promote learning for responsible citizenship, putting an accent on rights, equity and inclusion; and leading and coordinating the 2030 Education Agenda.[13]

The COVID-19 pandemic is a context changer for the Joint Programme. By mid-July 2020, WHO reports 20,828 confirmed cases and 182 deaths for Mali, Nepal and Tanzania where the Joint Programme is implemented. While Mali and Tanzania report relatively low figures[14], Nepal is most affected with 17,844 confirmed cases and 40 deaths.[15] Beyond deaths and confirmed cases, the pandemic affects the wider fabric of society. It may develop into a defining element for gender equality at country level and influence future schooling and learning options, labour market access, sexual and reproductive health (SRH) and gender-based violence (GBV) responses, and health service orientation. It may thus affect the JP profoundly and for undefined periods of time.[16] For Mali, Nepal and Tanzania, effects began to show in March 2020 in the mid of the work on this evaluation. These were associated with the initially partial and then almost complete shutdown of most critical infrastructure, including venues of formal and non-formal learning. In all three countries, virus transmission restrictions began to kick in. A UN travel ban for all non-essential travel came into force in mid-March 2020. UNESCO has reacted to the pandemic, founded the 'Global Education Coalition' and published a number of guidance documents since March.[17] The pandemic-related risk potential affects different population groups to varying degrees.[18]

2.2 Description and focus of the Joint Programme

The Joint Programme was jointly developed by UNESCO, UNFPA and UN Women at leadership level.[19] Its core idea is to apply a common framework to a programme that would depart from gender parity and deliver quality education for adolescent girls and young women in a number of countries while prioritizing underserved regions with gender disparities. The new approach would combine global goals, joint UN agency engagement, be aligned with SDG 4 and 5 as well as SDG 3 and be of inter-disciplinary character of approach with national and local expertise and target-setting. It would combine gender with quality education, with special attention to the linkages between education and well-being/health, and address structural barriers preventing labour market and full participation in civil society processes of adolescent girls and young women. The Joint Programme would build a data and evidence base for future work. It would address major impediments to gender parity and equality in education and it would go beyond traditional approaches by investing into SRH, comprehensive sexuality education (CSE) and labour market access to empower adolescent girls and young women in addition to delivering quality education.[20] Structurally disadvantaged areas would be identified and selected in consultation with central government authorities. In order to put these principles in practice, an inter-disciplinary results framework was structured around four interconnected components:

- ❖ **Component 1.** Quality education: Improving the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management.
- ❖ **Component 2.** Health and well-being[21]: Strengthening linkages between the health and education sectors to respond to the needs of adolescent girls and young women at risk of early pregnancy and school dropout through the provision of water and sanitation facilities, and CSE.
- ❖ **Component 3.** Enabling environments: Addressing the structural barriers to girls' education through advocacy and community engagement and supporting institutional and legislative change and inter-sectoral coordination.
- ❖ **Component 4.** Building the data and evidence base: Documenting and collecting relevant data to target interventions, and to inform gender-responsive policies and actions.

The four components aim to:

- ❖ Support investments to improve the availability and quality of education in order to keep girls and young women in school and learning;
- ❖ Promote the health of girls and young women so that they can make successful transitions into adulthood, to the world of work while fully participating in society;
- ❖ Create an enabling environment that supports and values the education of girls and young women; and

- ❖ Create comprehensive databases and a rich evidence base on what works and what does not to empower girls and young women through education.

The three UN agencies have become partners at global and country level with the aim to share responsibilities for individual components:

- ❖ UNESCO for Component 1 and 4,
- ❖ UNFPA for Component 2, and
- ❖ UN Women for Component 3.

The 'Joint Programme Document', signed in November 2015, defines the JP strategy against which to assess results. It formulates: "The Joint Programme will seek to address the interface between education, health including sexual and reproductive health, and gender equality and women's empowerment, building on the complementarity and mutual reinforcement of the mandates of the participating agencies through an inter-sectoral approach and collaboration. The JP will emphasize the creation and use of opportunities for second-chance education and the application of information and communication technologies (ICT) as key strategies to accelerate and deepen learning opportunities for girls and young women."[22] For UNESCO, the Joint Programme is the first such endeavour in its history.[23] With the JP, UNESCO makes a further step from ensuring access to education to linking education with healthy transitions and the achievement of professional opportunities for those educated.[24] Currently, there are three country programmes. The following table shows the project locations:

Table 2 – Joint Programme implementation regions / districts

Joint Programme locations		
Mali	**Nepal**	**Tanzania**
- Mopti region - Ségou region - Timbuktu region - District of Bamako.	- District of Achham - District of Bajura - District of Rautahat - District of, Sarlahi and - District of Sunsari.	- Kasulu District in Kigoma - Mkoani District in Pemba - Ngorongoro District in Arusha - Sengerema District in Mwanza.

A 'World Inequality Database on Education' search below shows some basic facts on education in Mali, Nepal and Tanzania.

Table 3 – Education data for Mali, Nepal and Tanzania

Indicator[25]	Country		
	Mali	**Nepal**	**Tanzania**
Population	18.5 Million	29.3 Million	57.3 Million
Never been to school female	44%	12%	14%
Never been to school male	40%	12%	20%
Out of school children female (primary)	49%	15%	18%
Out of school children male (primary)	45%	18%	23%
Primary completion rate female	33%	79%	81%
Primary completion rate male	47%	89%	77%
Transition rate to lower secondary school female	87%	92%	53%
Transition rate to lower secondary school male	90%	90%	54%
Out-of-school adolescents female (lower secondary)	59%	7%	60%
Out-of-school adolescents male (lower secondary)	53%	6%	57%
Lower secondary completion rate female	21%	60%	20%
Lower secondary completion rate male	32%	70%	20%

While Mali and Nepal have a relatively high transition rate from primary to secondary school, Tanzania lags behind and it also has the lowest rate of lower secondary completion for both girls and boys. Mali has by far the lowest primary completion rate for both sexes. Nepal's lower secondary completion rates for girls are about three times those for female students in Mali and Tanzania. Mali has by far the highest level of out-of-school girls and boys and of those who have never been to school. Investment into formal education is therefore a priority for Mali, and the JP has responded to this need.

The Joint Programme intends to reach a total of 260,028 direct and some 3,615,654 indirect beneficiaries. The number of intended beneficiaries varies widely across countries and categories of beneficiaries in line with the individual country-based modifications made to the basic concept. Appendix B provides a further breakdown of beneficiaries.

Table 4 – Intended direct and indirect Joint Programme beneficiaries in Mali, Nepal and Tanzania

Beneficiaries	Mali	Nepal	Tanzania	Total
Direct beneficiaries	164,500	89,500	6,028	260,028
Indirect beneficiaries	610,000	519,700	2,485,954	3,615,654

2.3 The overall results framework

The overall results framework defines the intended JP **goal/impact** as: "Adolescent girls and young women are healthy and educated and are able to successfully transition into adulthood and fully participate in society".

The Joint Programme was established as a new approach with a global framework. The Standard Joint Programme Document (Prodoc) of 23/11/2015 lists the participating countries as Mali, Nepal, Niger, Pakistan, South Sudan and Tanzania for the first phase. It was endorsed by the Heads of Agencies of UNESCO, UNFPA and UN Women[26] at that point. The 'Joint Programme Document' was initially referenced as Standard Joint Programme Document but renamed in the Memorandum of Understanding (MoU) of June 2016. It confirms adolescent girls and young women (aged 10-24) as primary beneficiaries[27] and it sets a duration of 5 years for phase 1. Both, starting date and end date, have been modified since.[28] A 'Memorandum of Understanding between Participating UN Organizations and UNESCO regarding the Operational Aspects of a 'Joint Programme for Empowering Adolescent Girls and Young Women through Education at Global Level' was signed in June 2016. It appoints UNESCO as the Administrative Agent (AA) of the Joint Programme.[29] Efforts continued even beyond that point to either include a greater variety of countries or a combination of several donors. With the funding from the Korea International Cooperation Agency (KOICA) secured, all UN partners settled on the three current countries, Mali, Nepal and Tanzania, for implementation and the World Bank did not become a partner in the endeavour. UN to UN agreements at the country-level were concluded in all three countries between February 2016 and March 2017.[30] All project documents[31] at country level were approved and operational plans were signed and validated by national governments by the end of 2016.[32]

The original Theory of Change of 2015 was translated into country-specific solutions in 2015-2016. Revisions followed and the current status is documented in Appendix G. The framework was designed based on the four components above. The overall results framework and country-level logframes are thus not identical. The country-specific solutions show that Mali is nearest to the original design, with Nepal having moved away furthest.[33] There are areas where no direct resemblance of country logframes and the global results framework exists. Tanzania, for example, has introduced a component 5 entitled "Resources mobilized and used for girl's empowerment improved in selected communities" with Output 5.1 entitled "Project managed in a cost effective and timely manner".

Results framework and SDGs

While SDG 4[34] and 5 serve as a general reference to the Joint Programme's outputs and outcomes, it is also in clear support of SDG target 3.7: "By 2030, ensure universal access to sexual and reproductive healthcare

services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes" and to SDG target 6.b.: "Support and strengthen the participation of local communities in improving water and sanitation management". It equally contributes to SDG target 8.6: "By 2020, substantially reduce the proportion of youth not in employment, education or training". In its logframes, the JP also unpacks the UNESCO guidelines to Sexuality Education of 2009[35] as well as the UNESCO's 2014 'Operational Strategy on Youth 2014-2021'.[36]

Results framework and gender orientation

The Joint Programme addresses gender norms, gender-based discrimination, and other structural inequalities in each of the three participating countries through a multi-sectoral, multi-agency set of initiatives based on country logframes. It links and replicates approaches of the UNESCO strategy for gender equality in and through education 2019-2025.[37] Its strategic objectives are accompanied by three thematic priorities, these being 'Better data to inform action', 'Better legal, policy and planning frameworks to advance rights', and finally 'Better teaching and learning practices to empower'. Among the three thematic priorities, the replication in the JP of 'Better data to inform action' is weakest, to date.

Joint Programme framework as part of the wider UNESCO strategy

The Joint Programme benefits from the gender expertise of UNESCO's functional divisions and sections and from core strategic documents defining policy. **UNESCO's Medium-Term Strategy 2014-2021** defines UNESCO's Priority Gender Equality Goals as a) to strengthen the Organization's ability, through its policies, programmes and initiatives, to support the creation of an enabling environment for women and men from all walks of life, to contribute to and enjoy the benefits of sustainable development and peace, and b) to ensure that the Organization's contributions to peace and sustainable development have a positive and lasting impact on the achievement of women's empowerment and gender equality around the globe. **UNESCO's 'Gender Equality Action Plan'** (GEAP) for the period 2014-2021 aims to advance gender equality throughout its operations. In line with both, the Medium-Term Strategy 2014-2021 and the GEAP, the evaluation questions for this mid-term evaluation have been structured to address and assess gender equality dimensions of the Joint Programme and the evaluation matrix bears witness to this approach.

UNESCO's Global Priority Gender Equality and the Joint Programme: The Global Priority Gender Equality is the overarching policy reference for the Joint Programme[38]. UNESCO employs a dual approach for implementing gender equality through 'gender mainstreaming' in all programmes and projects, and 'gender-specific programming'. The Joint Programme is part of UNESCO's gender-specific programming and its design reflects the goals of GEAP 2014-2021.[39]

In the country reports and in Appendix G below, the issue of structural inequalities that prevent adolescent girls and young women from participating in learning and completing their education is reflected as a starting point for programming. While the Mali logframe makes reference to gender norms, the term is not used in the Nepal or Tanzania logframes. Direct references to structural discrimination or discrimination do not exist in any of the three logframes.

2.4 Main cooperation partners at government level

UNESCO has long-established partnerships with the government and line ministries wherever it operates. In the context of the Joint Programme, these relate to 15 different line ministries as shown below.

Table 5 – Main cooperation partners of the Joint Programme at government level

Main cooperation partners at government level		
Mali	**Nepal**	**Tanzania**
- Ministry of Education - Ministry for the promotion of Women, Children and Family	- Ministry of Education Science and Technology	- Ministry of Education, Science and Technology;

Main cooperation partners at government level		
- Ministry of Youth and Citizenship Construction - Ministry of Health and Public Hygiene - Ministry of Employment and Professional Training, and the - National Commission for UNESCO.	- Ministry of Federal Affairs and General Administration; and - Ministry of Women, Children and Senior Citizen.	- Zanzibar Ministry of Education and Vocational Training; - President's Office Regional Administration and Local Government; - Prime Minister's Office – Labour, Youth, Employment and Persons with Disability; - Ministry of Health, Community Development, Gender, Elders and Children; and - Ministry of Constitution and Legal Affairs.
6	3	6

2.5 Implementing partners

The Joint Programme is implemented through a network of 108 implementing partners.[40] Of these, 28 are partners in Mali, 57 in Nepal[41] and 23 in Tanzania. 81 partners are or have been engaged in Component one, 35 in Component two, 30 in Component three and 23 in Component four as per overall framework.[42] While the JP in Mali and Nepal involves local authorities (21 percent of total partners for Mali, 25 percent for Nepal) and organizations representing final beneficiaries (29 percent for Mali, 12 percent for Nepal), Tanzania has not communicated any according to our data.[43] On the other hand, Tanzania is strong in its involvement of government authorities.[44] The difference between implementing partners and development partners is often primarily semantic and fluid rather than substantial.[45]

Figure 1 – Number of partners, by type and country
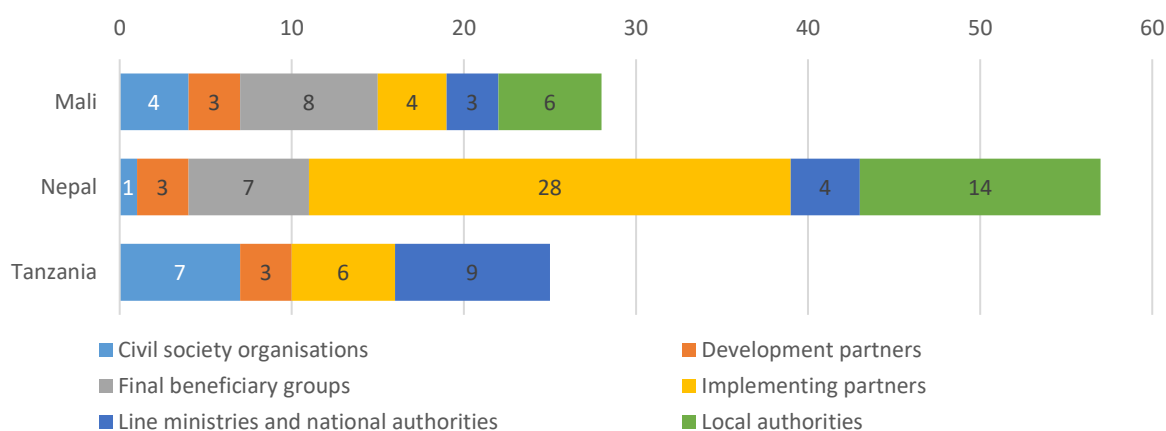
The extent to which the Joint Programme is effective related to the achievement of its objectives as expressed in the Theory of Change is detailed in Appendix G. All JP results are results at country level.

2.6 Management structure

UNESCO's role is that of a global convening agency and Administrative Agent (AA). As Global Convening Agency it is responsible for operational and programmatic coordination. It coordinates all Joint Programme partners, coordinates and compiles annual work plans and narrative reports, and it assumes the coordination of the monitoring of annual targets. It also convenes and reports on Technical Advisory Committee (TAG – see below) meetings and facilitates audits and evaluation. As AA, UNESCO is accountable for effective and impartial fiduciary management and financial reporting and for financial/administrative management. It receives and disburses donor contributions to the participating UN organizations.

At UNESCO HQ, the 'Section of Education for Inclusion and Gender Equality within the Division for Education 2030 Support and Coordination in the Education Sector' fully assumes the JP management and coordination function since the establishment of the programme. A global coordinator operated in ODG/GE and was part of the governance structure but had no role in the overall management of the JP or budget responsibility.[46]

Narrative and financial reporting timelines of UN partners and donor are not harmonized and this complicates the management and a synchronized and timely update of collective progress. This challenge has been pointed out by all three UN partners and causes frustration as does additional ad hoc reporting demanded by KOICA.[47]

2.7 Governance structure

The current governance structure is a system of vertical and lateral linkages and cooperation, with UNESCO leading the UN Partners coordination at global and national level.

Governance at global level: UNESCO is designated to serve as 'Global Coordinator' / 'Joint Programme Secretariat' and AA for the Joint Programme. The JP Secretariat was established and became fully functional in November 2017 with a Project Advisor and a Liaison Officer funded by the Republic of Korea.[48] Governance at global level is ensured by a **'Technical Advisory Group'** which was established in 2015 and is mandated to provide technical assistance and advice regarding the Joint Programme. It is composed of senior programme managers of the participating UN organizations (i.e., the Coordination Adviser, Youth and Demographic Dividend at UNFPA HQ in New York and the Senior Programme Manager/Policy Advisor for Women's Empowerment Principles at UN Women HQ). UNESCO assumes the sole role of representation of all international partners. The TAG serves as the coordination forum of the Joint Programme. Ideas to establish a 'Global Steering Committee' or a 'Partners Forum' did not materialize and are unlikely to be further pursued.[49]

Governance at country level: It is ensured by a **'National Steering Committee (NSC)'** which serves as a country-level management and oversight body. NSCs are established in all three countries. A **'Technical Committee (TC)'** is attached to the NSC with members from all participating agencies and government counterparts at national level. In total, three NSCs and two Technical Committees (for Mali and Tanzania) have been created. For TC and NSCs, UNESCO serves as convenor. The frequency of TC meetings is not uniform and varies from twice per year for Tanzania to once per month for Mali. Figure 1 on the next page shows the retroactive reconstruction of the JP governance structure at global and national level.

2.8 Donor and budget structure

The total budget of the Joint Programme is USD 15 million.[50] It is evenly divided into three country shares of USD 5 million each for Mali, Nepal and Tanzania. From each of these country shares, the amount of USD 575,221 is retained for management costs in the form of project support costs (PSC). This equals 11.5 percent of the total amount.

Resource mobilization: Initially, the Joint Programme aimed to mobilize a minimum of USD 36 million in phase 1.[51] This target has not been met and when UNESCO mobilized USD 15 million from the Republic of Korea for girls' education in 2015, this was originally meant to kick-start the programme for further joint resource mobilization.[52] In 2018, attempts were made to engage Canada, the United Kingdom and France and /or to establish a potential JP in South Sudan through linkages with UNFPA. It was hoped to secure further funding and, in the same year, attempts were made to either attract DFID funding or to form a coalition of UNESCO, UNFPA, UN Women and UNICEF for Pakistan.[53] Both initiatives did not materialize. In October 2019, the UN partners met to discuss possibilities of a replication of the Joint Programme model in Haiti and the need of a concept note to stimulate the mobilization of additional resources.[54] This attempt has not yet moved forward, to date.

Donor structure: The Joint Programme receives core funding for targeted action from the Republic of Korea through KOICA.[55] Currently, KOICA is the first donor of the Joint Programme initiative for the 5-year period in the current phase and the sole international donor of the Joint Programme. A 'Letter of Intent' was signed between Korea's Ministry of Foreign Affairs (MoFA) and UNESCO on 05/02/2016 to establish a framework

for cooperation. It follows the signature of a MoU between the two parties on the framework of voluntary contribution signed on 01/12/2015. The Letter of Intent aligns the Joint Programme with the 'Better Life for Girls' initiative, names Mali, Nepal and Tanzania as beneficiary countries and sets the indicative budget of the Joint Programme at USD 15 million.[56] It establishes a framework of cooperation between Korea and UNESCO with regard to identifying and implementing joint initiatives. In June 2016, the UNESCO's 'Bureau of Strategic Planning' and the 'Permanent Delegation of the Republic of Korea to UNESCO' signed individual cooperation agreements for USD 5,000,000 each for the three individual countries approving the project proposal for 'Empowering Adolescent Girls and Young Women through Education' as stipulated in the Letter of Intent. Schedules for the presentation of narrative and financial reports and the format of finance reports of UNESCO were defined as well as a format for narrative and synthesis reports. The first Annual Review Meeting with the donor took place in December 2017, the latest on 16 January 2020. KOICA is invited to participate in field missions and maintains constant exchanges with the AA. KOICA at country level is also engaged in the three NSCs and two TCs and thus interacts with other UN partners and key stakeholders.

Figure 2 – Joint programme coordination mechanism

UN PARTNERS AT GLOBAL LEVEL

Global Technical Advisory Group (TAG)

| UN Women HQ | UNESCO HQ | UNFPA HQ |

Global Coordinator — Joint Programme Secretariat

GLOBAL LEVEL

KOICA

NATIONAL LEVEL

KOICA Country or Regional Offices

National Steering Committees

Technical Committees (Mali and Tanzania only)

Key stakeholders at central level

UN PARTNERS AT NATIONAL LEVEL

UNESCO Mali	UNESCO Nepal	UNESCO Tanzania
UN Women Mali	UN Women Nepal	UN Women Tanzania
UNFPA Mali	UNFPA Nepal	UNFPA Tanzania

REGIONAL AND DISTRICT LEVEL

Local administrations and government entities — Implementing partners at regional and district level

COMMUNITY LEVEL (EXAMPLES)

School bodies — Teacher / parent organizations — CSOs, including women's and girl's rights organization

FINAL BENEFICIARIES

Final beneficiaries Mali — Final beneficiaries Nepal — Final beneficiaries Tanzania

3. Findings

More information on the evaluation criteria and the evaluation questions that have shaped the analysis is found in Appendix F below.

3.1 Relevance and appropriateness

This section explores the extent to which objectives and design of the Joint Programme respond to the needs of beneficiaries and are in line with global and country needs, policies and priorities. It references COVID-19 related findings, as needed, to assess how a suddenly changing global and national context may influence further chances for replication.

Overall Finding: Technically, the Joint Programme consists of three financially independent country programmes. The country level is thus the defining element in terms of performance. It is also the main management level. The evaluation finds that a distinction is necessary between the overall concept of the Joint Programme and its implementation at country level. Both levels are relevant and inter-connected and one cannot be explained and assessed without the other. Results analysis for UN partners is complicated by diverse legal and public sector frameworks, sometimes throughout the same country.[57] This creates added complexity.

Evidence of alignment with international strategies, policies and standards

The evaluation found that there is ample evidence of Joint Programme compliance with international norms and standards, policies and priorities. At the international level, UNESCO, UNFPA and UN Women individually and as JP partners[58] contribute to the relevance of the Joint Programme which is aligned with:

- ❖ The Global Priority Gender Equality: The achievement of gender equality has been designated as one of two Global Priorities for UNESCO's Medium-Term Strategy for 2008-2013 and has been reiterated in its 2014-2021 Medium-Term Strategy.
- ❖ The Global Partnership for Girls' and Women's Education, known as "Better Life, Better Future" which aims to increase women's and girls' learning opportunities and improve the quality of women's and adolescent girls' literacy and their education at secondary level.
- ❖ The 'United Nations system-wide policy on gender equality and the empowerment of women: Focusing on results and impact'.[59]
- ❖ The strengthening of UNESCO's gender focus in the 2030 Agenda and a clearer positioning of its efforts in support of girls' and women's education through the Joint Programme.
- ❖ The broad principle of leaving no one behind.
- ❖ UNFPA's focus on SDG 5[60] and partially SDG 3.[61]
- ❖ UN Women's focus on SDG 5 which intersects very well with SDG 4.
- ❖ Finally, the JP is fully aligned with all other relevant international instruments and with,
- ❖ The principles laid out in the 'United Nations Development Assistance Framework' (UNDAF) and its successor, the 'United Nations Sustainable Development Cooperation Framework' (UNSDCF)[62] of 3 June 2019.[63]

Evidence of alignment with national policies and strategies

The evaluation found that, at national level, all UN partners support the development and education needs of their host country and promote strategies in accordance with national laws, policies, strategies for gender equality and national priorities, national action plans and strategic documents of the individual participating countries related to girls' and women's empowerment. In all three countries, there is evidence of national policies and strategies to address adolescent girls and young women.[64] The commitment of national stakeholders to the JP is mostly rather high. Nepal poses problems in terms of the adoption of uniform education standards due to decentralization. At municipality level in Nepal, these cannot be taken for granted. Most counterparts are new and often have not worked with JP topics before. The degree of decentralization in Mali also influences the efficiency and effectiveness of public administration.

In all three countries and for all national initiatives of all UN partners, evidence shows that due attention has been paid to compliance with international norms and standards and national frameworks.

Theory of Change and identifiable profile

The evaluation finds that the original Theory of Change of 2015 was translated into country-specific solutions in 2015-2016. Revisions followed and the current status is documented in Appendix G. In comparison with the overall framework, Mali is nearest to the original design, with Nepal having moved away furthest. There are areas where no direct resemblance of country logframes and the global results framework exists. In the table below, these are referred to as 'Outputs not directly linked to global JP overall Result Framework'. Tanzania, for example, has introduced a component 5 entitled "Resources mobilized and used for girl's empowerment improved in selected communities" with Output 5.1 entitled "Project managed in a cost effective and timely manner". The overview below shows that no implementation has been attempted for the original Output 2.4 while Output 2.3 has been implemented in Tanzania only, though transferred into another context.[65] A simplified overview[66] may look as follows: [67]

Table 6 – Joint Programme results framework and framework adaptations at country level

Global Joint Programme		Corresponding output in national logframe		
Outcome	**Output**	**Mali**	**Nepal**	**Tanzania**
1 Education[68]	1.1 Education laws, policies, plans, programmes and contents	1.1	1.1	1.1
	1.2 Teacher training institutions strengthened	1.2	1.1 + 4.1	1.2
	1.3 Scale up of literacy and non-formal education	1.3	2.1 + 3.1	1.4
	1.4 Technical and vocational education and training (TVET) and skills development	1.4	3.2	1.5
2 Linkages health and education[69]	2.1 Community-based platforms and safe space	2.1	3.3 + 4.3	1.3 + 3.2
	2.2 Capacity of health service providers increased	2.2	N/A	2.1
	2.3 Linkages safe spaces, schools, social protection and health Programmes	N/A	N/A	2.2
	2.4 Policy and advocacy for education and health	N/A	N/A	N/A
3 Societal attitudes and governance structures[70]	3.1 Capacity and coordination of government officials	3.1	4.3	3.1
	3.2 Knowledge and attitudes at community level	3.2	4.4	1.7
	3.3 Leverage on ICT	3.3	3.4	N/A
4 Data and evidence[71]	4.1 Institutional and technical capacities strengthened	4.1	N/A	4.1
	4.2 Dynamic knowledge for JP and policies	4.2	1.2	N/A
	4.3 Produce, publish and disseminate	N/A	2.2	4.2
Outputs not directly linked to global JP overall Result Framework				
M&E (For further detail, please refer to Appendix G)			4.1	1.6
Other (For further detail, please refer to Appendix G)			4.2	5.1

The design of the national frameworks is not per se satisfactory and the processes are not always conclusive. In Nepal, an exercise of strengthening the logical framework was established in early 2018 to simplify the data set of indicators and targets. It was suspended due to staff turnover and resumed in early 2020. A revised Logframe for Nepal was officially endorsement by KOICA on 6 July 2020 and approved by the National Steering Committee on 10 August 2020 per the official correspondences.[72] Staff shortages and staff turnover were remarkable not favouring uniformity of approach.

Appendix G2 to G4 of this report show the three country frameworks and provide a more detailed view. A clear omission in the country frameworks is related to Output 2.4 of the overall results framework which reads: "Evidence-based policy and advocacy are supported to ensure laws and interventions in the education and health sectors are well-aligned to meet the needs of adolescent girls and young women." This omission has resulted in the rather weak performance of the JP in the area of legislative reform, to date.[73]

Needs assessments and baseline data as a basis for planning and virtual learning

Programming based on baseline data is recognized as good practice but has not been prioritized. Most baselines in country logframes are set at "0" indicating that no prior activity has occurred with, at times, seems rather unlikely.[74] Most implementers and HQ staff recognize that the real needs of the target beneficiaries have not been sufficiently researched in the preparatory phase of the JP and that communication with this group is limited even four years into the JP. In spite of this deficiency, they consider the objectives as per se adequate and relevant. Some stakeholders declare that the JP would be more relevant if it were to change from a top-down to a needs- and opportunity-based programming.[75]

The JP is understood as a transfer of knowledge, skills, behaviour and attitudes as well as of working methods. In spite of missing needs assessments, the JP is perceived as highly relevant.[76] Yet, sometimes the packaging process of sub-components produced compartmentalized projects too small to work beyond the output level, even for UNESCO. For the current situation and the need to plan COVID-19 responses, virtual learning opportunities would be easier identifiable had there been more specific data and needs assessment use during the design phase at country level.

Gender norms, gender-based discrimination, and other structural inequalities

The evaluation finds that the JP overall results framework and ToC pay due attention to gender norms, gender-based discrimination and other structural inequalities. It is the area of processes and management that poses problems at field level and influences options for success at central level.

The two areas where JP topics have met with firm resistance in the socio-political context are homosexuality / sexual orientation in Mali and the issue of adolescent pregnancy (and the resulting ban from state schools attendance) in Tanzania. In both instances, resistance to human rights-based solutions is political and value-driven. The JP navigates these issues with mixed success. In Mali, after a two-year delay, the issue of homosexuality has become debatable only recently.[77] In Tanzania, the ban on pregnant girls and adolescent mothers to attend state schools is still in place. Potential successes depend on the joint advocacy of all three UN partners at country level as well as on the stability of overall conditions and the availability of institutional memory in governmental partner organizations and ministries.

Sex-disaggregated data

Outcome 4 linked to Component 4 of the overall results framework foresees that a data and evidence base for gender-responsive education policies and actions is built. With the exception of Nepal, all countries define data-related outputs under Outcome 4. Nepal has shifted them to Outcome 1 and reports that 175 (8 female, 167 male) government officials and teachers from all districts have increased their knowledge and skills on effective use of the Education Management Information System (EMIS) to monitor and report on academic performance and school/student profiles by analyzing education-related data and information.[78] In Mali, the Joint Programme has developed data collection tools to update EMIS with girls' education and SRH indicators. Activities related to "Strengthened data and knowledge management" had been delayed since early 2019 due to the controversy surrounding CSE in Mali. This controversy has cooled down and the JP plans to accelerate implementation with the support of the Ministry of National Education.[79] In Tanzania, under Outcome 4, the JP is reported to have strengthened the national data collection processes for the Basic Education Management and Information System by mainstreaming new indicators in the existing data collection tools to facilitate the collection of data/information on out-of-school adolescent girls and boys, adolescent mothers and young women, provision of SRH at school level and dropout rates. 472 (137 female, 335 male) Adult Education Officers/Statistics and

Logistics Officers reported to have acquired knowledge and skills in the data collection tools for adult and non-formal education, in disaggregating / analysing data on non-formal education, short training programmes, dropouts and out-of-school youth access to non-formal education.[80] The understanding of what the building of a data and evidence base is supposed to achieve is country specific. In Nepal, data analysis and EMIS use are to be strengthened. In Mali,[81] the updating and, in Tanzania, the mainstreaming of new indicators in the existing data collection is promoted.

Synergies of UN partners and the strengthening of processes and operational capacity

Comparative advantages of UN partner agencies are not throughout used. Active collaboration between the Joint Programme and other UN agencies, bilateral or multilateral initiatives seems infrequent. Currently, the UN partners have a relatively loose cooperation at HQ level and their cooperation at country level varies. The closest to an owned identity of the JP as something supported by all three partners is the collaboration in Mali. In Mali, collaboration with partners is closer than in Nepal and Tanzania, and close ties also exist with the donor. Collaboration deficits are partially the result of a rocky start of the JP at country level, partly due to changing staff and counterparts, and sometimes also related to a lack of management of cooperation processes between the UN partners. Incentives for collaboration have been reduced by a proportionate sharing of the JP funding. Under that arrangement, UNESCO is taking up to 80 percent of funding.[82]

The mandates and expertise of the three UN agencies are mutually recognized and per se complementary, and valuable synergies are possible. However, the team spirit is limited in two out of three countries with Mali doing better than the rest. Each of the three UN partners has technical expertise, a solid knowledge base and a network of local partner organizations that facilitate the establishment and implementation of JP approaches. If well-used, this expertise permits evidence-based solutions of quality and creates added value and impact. The added value of UNESCO, UNFPA and UN Women in spearheading and supporting the JP at national level is related to the use of these potential synergies and to regular and trusting cooperation.

Synergies are found to having been best achieved either by a) jointly addressing key priority areas identified by adolescent girls and young women in the national, regional or local context, or b) complementing already existing priority initiatives of UN partners in efficient and effective ways. Joint implementation has the potential to demonstrate success and has indeed been proven valuable in country contexts. In Mali, for example, the close cooperation of UNESCO and UN Women has helped to maximize UN women's gains. During a potential phase II, it would be valuable to promote UN partner synergies much more clearly.

Clearly, many of the difficulties in getting the Joint Programme started are related to the paradox situation of establishing a joint programme without funding its coordination, M&E and the development of tools and harmonized procedures. There are, therefore, limitations to the understanding of the JP as a joint process. There is, for example, no monitoring of or reporting against the global level logical framework. This means that there is no programmatic direction/overall strategic thinking based on the global JP framework. Regional offices are also not involved in providing technical support to the Field Offices in Mali, Nepal and Tanzania. At central level, collaboration between the UN partners is relatively infrequent and solid joint processes have not emerged.[83] During the remaining months, central level coordination might cover issues like COVID-19 post-lockdown recovery measures, the joint review of pending and doable tasks and, not to forget, the careful planning of a second phase. Regular exchanges would be very helpful.

The collaboration between UNESCO, UNFPA and UN Women is traceable through joint briefings in the past where common pathways to results were mapped out and organized, and such coordination precedes the JP.[84] Inter-agency consultation uses formalized and non-formal working-level communication channels.[85] At central level, a TAG was established as planned. Meetings were held in April and June 2015, December 2016, January 2017, August 2018, August 2019 and February 2020. At country level, a UN partner in Nepal recalled one single technical coordination meeting to which they were invited in April 2019.[86] Joint processes and individual agency interests collide, e.g., at times in Nepal[87] and partially in Tanzania. The degree of commitment of

national and international stakeholders to the JP is very high in Tanzania and high in Mali whereas consultation processes at central government level have been less promising in Nepal.

To a large degree, cooperation is understood as coordinating timely reporting, a feature that absorbs considerable energy. Reporting is a joint and steady task and includes reporting deadlines that are either conflicting with agency reporting deadlines or are too short to have anything substantial to report.[88] UNESCO coordinates reporting. Frequent complaints of all three participating UN partners and in each country relate to reporting and the frequency of regular and additional ad hoc donor reporting requirements. These do not make it easier for UNESCO to build trust.[89] Per se though, there is a sense of joint ownership among the UN partners of the JP.

Approaches to engage beneficiaries and stakeholder views on relevance

It is a remarkable oversight that beneficiaries have not been consulted in the development of the objectives. This can only be explained by the senior level-only communication during the development phase.[90] In spite of this shortcoming, evaluation findings suggest that the JP objectives are valued as highly relevant, forward-looking, multi-dimensional and adaptable in the country context throughout all three countries. They are seen as opening up new perspectives for learners and teachers alike. The beneficiaries feel almost throughout positive about the JP and all final beneficiaries and institutional beneficiaries consider it useful and aligned to their needs[91] while some remark that its relevance would be greater if the link between training and work could be better defined. Generally, beneficiaries consider it relevant to deepen the JP in the future rather than to transfer it elsewhere. School teachers and supervisors in all three countries have expressed this view. The younger the beneficiaries are, the more they feel that they benefit directly. While for teachers the JP is not primarily an issue of promotion, for girls and young women the JP opens up potentially much more life-influencing opportunities. [92]

Evidence from the evaluation surveys suggests that out of the 41 implementing partners, 70 percent consider JP interventions to be very aligned with their own objectives. 27.5 percent see them as aligned and 2.5 percent consider them as somewhat aligned. 67.5 percent of the respondents see the JP objectives as very aligned with national policies, plans and strategies while 30 percent consider them to be aligned. One respondent doubted the alignment of the JP with the national policies, plans and strategies. Qualitative interviews and survey answers confirm the view that the JP is considered highly relevant to the SDG agenda. It is viewed as contributing to improved lives of vulnerable populations and as encouraging societal changes in the way parents treat their daughters in their rights to education, employment and citizenship.

Complementarity of the JP and other change-oriented gender initiatives countrywide

In all three countries, creative transmission formats such as theatre or drama were used for awareness-raising, and the involvement and information of beneficiaries, parents and local communities.[93] Complementarities with other change-oriented gender initiatives are reported to draw attention to inequalities and discriminatory practices. However, no linkage exists with UNESCO's Capacity Development for Education Programme (CapED) in Mali or Nepal although the orientation of both programmes in Nepal is very similar.[94]

Replication of the design or approaches of the Joint Programme

So far, there is limited evidence of an appropriation or replication of JP activities by national and local authorities. Yet, the training tool for school management committee (SMC) members in Mali will be scaled up nation-wide and it is published with the ministry logo. There is a pilot initiative in prevention and monitoring of GBV in Mali which can also be scaled up but otherwise appropriations by national authorities are not very advanced. To a limited degree, the replication of concepts is observed. In Mali, schools in the neighbourhood of JP implementations attempt to replicate SMC processes.[95] The JP concept of SMC establishment and management is considered fully replicable and attractive.[96] In all three countries, the replication and transfer of best practices and knowledge, skills, behaviour, attitudes and working methods is observed in the education sector. A sharing of newly acquired information between colleagues – e.g., between teachers, between school nurses, schools administrators as well as between those supervising proper sanitation and hygiene in schools is observed and reported.

3.2 Assessment of outcomes and pathways to impact

Impact refers to the "Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended."[97] The extent to which the JP has generated or may generate significant positive or negative, intended or unintended effects determines the degree to which transformative effects are being achieved at country level, or may be in the future. This section, therefore, analyses the transformative and potentially enduring character and the potential of changes, including the potential effects of the JP on people's well-being, human rights and gender equality.[98]

Testimonies from the survey
"My life has changed, I was no one but now girls called me a teacher. So I am somebody in the community. I am happy." (Tanzania beneficiary, aged bet)
"There are a lot of things I got from the programme, I have confidence, skills and am getting income from my business. I can now support my family." (Tanzania beneficiary, aged between 25 and 34)
"The programme enables me to make products and sell so I can advertise my products and I can also teach others. Also, I can use health facilities if I am sick or for any related issues concerning myself or my family health." (Tanzania beneficiary, aged between 35 and 44)
"I was staying home doing nothing. I got an opportunity to join the training, then I could start my own business. Later, I also got an opportunity to work as trainer. My confidence level has been increased, I am able to support my home from my income." (Nepal beneficiary, aged between 20 and 24)

Overall finding: The Joint Programme has fostered outcomes more suitable to equality than 'traditional' capacity development support. While the concept is timely, conclusive and replicable, its implementation at country level does not always match this quality in creating pathways to impact. The strategic orientation of the programme needs to be constant in order to re-affirm the relevance of the approach and added value of the joint interventions. In spite of obvious shortcomings and delays, objectives are broad enough to address beneficiary needs and the approval rate of beneficiaries is high. COVID-19 requires ongoing monitoring due to its potential to block pathways to impact.

Improved perception of inclusivity, drop-out rates and attitudinal changes

For Component 1, UNESCO uses both formal and non-formal learning approaches. The interventions are very varied and not easily comparable across countries. It is clear that formal education is central for programming in Mali,[99] often in combination with sexual and reproductive health and sanitation as well as school governance structure improvements and advocacy.[100] In Nepal and Tanzania[101], a mix of formal and non-formal approaches prevails, with more orientation towards labour market initiatives.[102] An enhanced access to quality education and safer and more inclusive learning environments for adolescent girls and young women have been attempted in all three countries. Reporting data clearly supports this observation. Interviews with the UN partners, line ministries, schools, SMCs, state and local administrations and UNESCO National Commissions also point to a perception of improved inclusivity of education in the intervention areas. Measurements of drop-out rates have not been systematically documented by the JP but survey results show a perception of increasing inclusivity (e.g. 95% of partner respondents agrees with the fact that the Joint Programme is changing attitudes towards adolescent girls and young women participating equally in education and training).

It is too early for drawing conclusions but individual country examples point to attitudinal changes and changes in the acceptability of girls' education, vocational training and employment/income generation. Evidence suggests that behavioural changes have occurred and that these are related to improved teaching and the availability of more inclusive and comprehensive quality learning materials and teaching aids. Such outcomes are reported, e.g., for education in Tanzania and for the attitudes of adolescent girls towards sexuality and early pregnancy.[103] Such outcomes can be considered a success and are witnessed by institutional learners, second-chance students, teachers and supervising staff in educational institutions across all three countries. For them,

reliable and factual information has been of particular importance. 92 percent of the final beneficiaries taking part in the survey expressed their view that, as a result of the Joint Programme, adolescent girls and young women are more capable of earning a living, supporting themselves and those dependent on them. 88 percent in this group feel that these changes would be sustainable.

Quality of education

Final beneficiaries demonstrate the very positive view of the Joint Programme's educational achievements. 85.7 percent strongly agree that the education provided to adolescent girls and young women has improved through the JP and 14.3 percent agree. 92.9 percent of the girls and young women believe that the JP has given them access to better training and skills development options. This is demonstrating a high degree of satisfaction.

Figure 3 – Perception of final beneficiaries on the achievement of the Joint Programme in education (N=14)

Answers distribution for Q11 — Strongly agree, Agree, Do not know

Category	Strongly agree	Agree	Do not know
As a result of the Joint Programme, adolescent girls and young women have access to better training and skill development opportunities	93%	7%	
As a result of the Joint Programme, adolescent girls and young women who previously dropped out of education have better opportunities for re-enrolment at formal education institutions	71%	21%	7%
As a result of the Joint Programme, teachers and educators are more able to provide the education needed for adolescent girls and young women	71%	29%	
As a result of the Joint Programme, education provided to adolescent girls and young women has improved	86%	14%	

In addition, 96 percent of the implementing partners participating in the survey perceive the JP as having improved the quality and adequacy of education provided to adolescent girls and young women. At the same time, an overwhelming majority of final beneficiary strongly believe that the JP has improved access to and quality of education (depending on sub-components, between 71.4 and 92.9 percent). Between 91 and 100 percent of institutional beneficiaries support this view (depending on the sub-components below).

74 percent of all respondents among the final beneficiaries and 92 percent of the institutional beneficiaries subscribe to the view that their trust in their own ability is significantly strengthened by the Joint Programme, and that this is noticeable across all three countries. An overwhelming majority of 96 percent of beneficiaries reports that the training has not only increased their trust in themselves but that they think that this increase will be lasting.

The survey results show that the final beneficiaries overwhelmingly feel that the JP has provided better opportunities for the re-enrolment of adolescent girls and young women. This view is equally shared by both implementing partners and institutional beneficiaries, although the implementing partners show somewhat less enthusiasm, with only 38 percent of respondents strongly agreeing, and another 52 percent agreeing. In addition,

87.5 percent of all beneficiaries think that, as a result of the Joint Programme, pregnant girls and young mothers are more able to enrol, remain enrolled or re-enrol in educational activities. Similarly, 84.3 percent of the implementing partners feel that the JP will lead to a reduction in the likelihood for girls to drop out of school. The findings of the evaluation for the three target countries suggest that students are very motivated to learn while not always being able to access formal schooling.

Identification of pathways to impact

Behavioural changes have been initiated in communities and confidence has risen according to the survey results and that in all three countries. Intensified work and standard-setting in education, labour market access, child protection and health have occurred and should be built on. However, both online and additional offline options for e-learning-based teaching and learning as well as knowledge-sharing options for beneficiaries are missing to continue the learning process. This limits inclusivity. Mobile phone-based applications may be useable and have proven valuable in other countries to share content. Where technical possible and meaningful, interactive internet-based fora would be helpful to engage with adolescent girls and young women as beneficiaries more systematically to keep motivation, and to document and secure progress. Communities of practice for school-based teaching staff and technical and vocational education and training (TVET) professionals may be a way to encourage synergies at country level and to continue qualification processes. Survey results point to a positive perception of the Joint Programme and to beneficiaries ready to highlight JP impact at individual beneficiary level. National capacities to align and strengthen national data and EMIS require attention as do overall JP results framework Components 2.4 and 4.

While the perception of outcomes is encouraging, the COVID-19 pandemic is exposing and exacerbating gender inequalities that affect girls and women in all three countries. It has the potential to eradicate or reduce some of the positive impacts that the JP has had, to date.

Standard-setting for outcomes and pathways to impact

A definition of impact indicators in the Joint Programme results framework exists.[104] The programme document defines the expected outcome of the JP as: "Increased availability and improved quality of national education, health, and social services for adolescent girls and young women, based on and promoting the principles of human rights and gender equality." Together with UNESCO's definition of gender[105] and its definition of empowerment,[106] this constitutes a basis for the assessment of outcomes and pathways to impact. (UNESCO and other UN agencies distinguish between gender-responsive[107], gender-sensitive[108] and gender-transformative action, defined to include policies and initiatives that challenge the root-causes of existing and biased / discriminatory policies, practices and programmes, and affect change for the betterment of life for all.[109]) In spite of certain shortcomings in the achievement of outcomes, the JP has a strong normative basis on gender equality grounded in international instruments.

The weakness of the overall results framework is that it is not based on baseline or country data. Its strength is that it is inclusive and addresses priority areas of policy and strategy for all three UN partners. It allows for quality choices. The selection of countries had not been completed when it was developed. The fact that the logframe served for donor communication purposes primarily and as a first step in transforming strategy into action partially explains why there are no indicators attached to the overall framework. Yet, it also means that progress cannot be measured.

Output 1.2 calls for ICT use in education. It focuses specifically on two aspects: 'Provide flexible in-service training, particularly for female teachers, serving in rural remote areas, through the use of ICTs as delivery mode' and 'develop local, girl-made, and gender-sensitive content and use of teaching methodologies that support girls' learning styles, through innovative mechanisms, including ICTs'. Output 1.3 calls for gender-sensitive content reading: 'Develop ICT-based, local, girl-made, gender-sensitive contents for second-chance and other alternative opportunities.' Output 2.1 calls for experimental approaches: 'Experiment with ICT to deliver SRH and life skills content to girls.' Output 3.2 calls for local media and communication campaigns and

for 'Support the design and development of locally-tailored media and communication campaigns (print and electronic) to be used to support advocacy for gender equality in education- including on ICT and innovation.' Finally, Output 3.3 is entirely dedicated to the use of ICT. This shows that ICT has been spread across outputs in the results framework and implementations have only very partially responded to the overall design. This may explain why most, if not all, training has remained face-to-face. In the COVID-19 post-lockdown phase, this is considered a handicap since the use of innovative and ICT-based teaching/learning platforms would contribute to the continuity of learning and could help to upscale the Joint Programme to reach a wider population of students in-country.

Output 2.4 of the overall results framework calls for evidence-based policy and advocacy supported to ensure laws and interventions in the education and health sectors are well-aligned to meet the needs of adolescent girls and young women. Output 2.4 has remained largely unimplemented in all three countries. This complicates the building of alliances and advocacy platforms to prioritize CSE and SRH in sectoral policies as well as linkages with sex-disaggregated data for policy and advocacy. Gender-specific data collection and analysis in country-based implementations creates limited data, and systematic data collection and analysis remain a weakness of the Joint Programme.

The lack of adequate support of management processes at the secretariat and country level has negatively affected outcomes at the level of Results-based Management (RBM).[110] Monitoring takes place at UN partners' field and HQ level as well as at the level of implementing partners. For the UN partners, both multiple agencies monitoring and single UN agency monitoring are in use. Visits to implementation sites are reported in two of three countries as too infrequent (Nepal and Tanzania).[111] In Mali, armed conflict restricts access to three out of the four areas where the JP is implemented and makes face-to-face monitoring more difficult. Had the JP been implemented in all six countries initially considered, then RBM and monitoring visits would not have been less complex. Besides Mali, also Niger and South Sudan are very fragile and in longstanding armed conflicts.

There are the following types of JP donor reporting: Annual reporting, bi-annual reporting, progress reports and synthesis reports as well as ad hoc reporting based on specific donor requests. In addition, there are mission reports, and TC, NSC and TAG minutes. Interviews and analysis suggest that the quality of reporting has improved over time as a result of more attention at the UNESCO JP Secretariat level. Besides quality, frequency and timelines remain an area of complaint for all three partners. When reviewed from KOICA's perspective, it appears that Mali's reporting is seen as satisfactory[112] while Tanzania's and Nepal's reporting are not.[113]

Milestones or targets are not always used to guide implementation. In two out of three countries, travel for monitoring processes is acknowledged to have been either infrequent and / or too short in terms of time spent with individual initiatives. In Mali, M&E processes have been characterized as per se sufficiently frequent. But, armed conflict and fragility limit options for field missions. The current pandemic may require new forms of monitoring depending on the freedom of movement of participants, UN and other key stakeholders. The description of implementation at output and outcome levels remains often general and is reporting-oriented and synchronized with annual and bi-annual reports, progress and synthesis reports as well as reports tailored to specific donor requests. For the initial phase of the projects these were less systematically provided than today.

Inhibiting factors

The factors that have obstructed the development of programme pathways are primarily: a) the late start of the JP implementation at country level, 1½ and sometimes more than 2 years after the signature of the Standard Joint Programme Document in November 2015, b) the lack of donor funding before mid-2016, c) the lack of central-level programme management capacity and of funding to guide the development of programme pathways, and d) the lack of 'identity' of the JP due to the adoption of a completely country-based implementation approach. Connected to the last point is e) a lack of communities of practice that would allow final beneficiaries (girls and young women) to share good practices and experiences; f) the inadequacy of communication channels that allow for beneficiaries to communicate and provide feedback to the Joint Programme (e.g., through mobile phone-based applications permitting downloads of teaching modules and other contents). Added to this is g) an

untapped potential for stronger synergies among UN Partners and h) an overemphasis on reporting at the expense of concept development. Last but not least, deviations have been caused by armed conflicts in Mali to which long-term strikes of school teachers are added; both complicating the drive for impact. Intentional and non-intentional gender bias in national policies and practices continues to require consolidated efforts of all three UN partners in all three countries. Seeds have been planted but too little time has passed to confirm overall impact.

The global governance of the Joint Programme has somewhat fallen victim of the operational and managerial challenges regarding its implementation. The strategic orientation of the programme needs to be constant in order to re-affirm the relevance of the approach and added value of the joint interventions. The JP is conceptually at the intersection of several SDG goals and greatly contributes to the International Conference on Population and Development (ICPD) objectives and demographic dividend agenda.[114] These synergies need to be actively highlighted through global governance and transmitted at country level. In addition, the JP is aligned with the respective programmes and activities of the three UN partners in-country and its interventions. It should be more visible in the respective country programmes and be less treated as an isolated programme or project.

Enablers and multiplying effects, especially in overcoming gender bias

New laws, standards or guidelines to close the gender gap create pathways to impact as do formally approved and nationally introduced quality learning and teaching materials. New school management procedures create pathways to impact as well as reliable and well-maintained water points and toilet blocks. A well-run website may add to available information and ensure acceptance and replication of JP approaches. So do longstanding and trusting working relationships between UN partners and national leaderships, line ministries and public service institutions. The insertion of JP experiences into the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) country reporting may also have enabling effects in overcoming gender bias.

Outcomes likely to contribute to societal change

Individual implementing partners report positive changes for skills and knowledge as well as for behavioural attitudes. Among these attitudes, interview respondents outline clear outcomes with a potential to advance societal change.[115] UNFPA in Mali and Nepal, for example, has been seen to efficiently contribute to improved hygiene in schools, thus permitting more constant, effective and protected attendance of girls, throughout menstruation and beyond. This has set positive examples for surrounding public schools and district education authorities. The Pastoral Women's Council working with UN Women in Tanzania has trained young Maasai women in biogas converter construction, exploitation and marketing as well as maintenance of solar panels.[116] Societal gender norms had to be negotiated between parents and the implementing partner on behalf of the 100 beneficiaries who themselves would not have been able to decide on an issue such as enrolment into training without the support of families and community. The success of the scheme can be attributed to deliberate, persisting and fine-tuned approaches and to offering a safe learning environment.[117]

3.3 Efficiency and effectiveness

This section combines effectiveness[118] and efficiency[119] and analyses the results and current status of the Joint Programme. To identify results and lessons learned to date, the governance structure, roles and responsibilities, performance, processes, management, monitoring, donor relations, finance status and particularly also the results in each of the three country programmes have been analysed based on available evidence.

Overall finding: Challenges and achievements of the different county programme implementations were found to be substantial, with results being encouraging but fragile. The current donor base is narrow and requires broadening. The communication of results is not sufficiently developed and chances for ICT require more effective use. In all three countries, a well-planned re-start of the JP after the COVID-19 lockdown is essential to complete the current phase with solid results.

Efficiency

Overall finding: Technically, the Joint Programme consists of three financially independent country programmes and the country level is the defining element in terms of performance and management. There is one international donor, KOICA. As mentioned above, the lack of central-level programme management capacity and funding to guide the development of programme pathways at country level needs to be overcome.

Financial flows

The evaluation reconstructed financial flows and a simplified representation for the KOICA contribution of USD 15 million[120] is as follows:

Figure 4 – Financial flows (KOICA contribution)
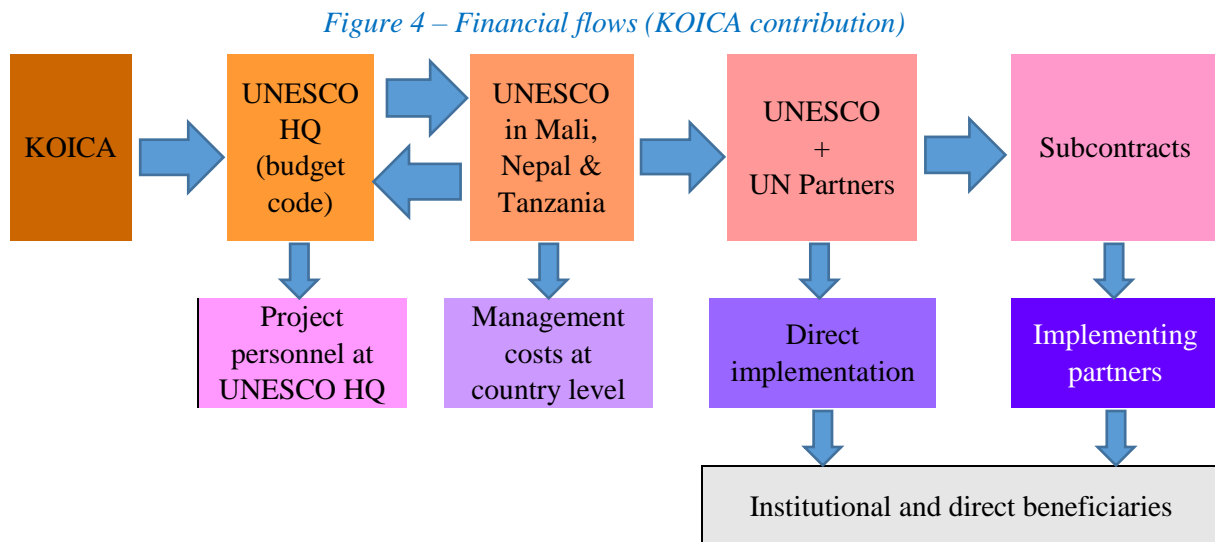
After the earmarked KOICA contribution is deposited with UNESCO centrally, a budget code is established. Authorization for the use of the donor funding is decentralized at field office level. Responsibility, there, rests with a team comprising the project coordinator, the country director and the authorizing officer (AO), normally the finance / admin officer. The project coordinator is able to individually authorise payments but normally in consultation with the other two. Certain uses of the contribution are predefined.[121]

A decentralized approach to the management of funding is applied, therefore:

❖ UNESCO HQ receives, administers, and manages KOICA contributions;
❖ UNESCO HQ channels the contribution in authorized tranches to its field offices;
❖ UNESCO field offices then either implement themselves or in cooperation with national line ministries and government partners, NGOs / development agencies / or civil society groups;
❖ UNFPA and UN Women receive designated funding from UNESCO field offices for their own implementation at country level;
❖ UNESCO field offices report on its implementation and consolidates narrative and final financial reports from the UN partners;
❖ UNESCO HQ transmits annual / biannual / progress / synthesis and special reports as well as final consolidated reporting to the donor at reporting periods defined by the donor.

Formalized roles and responsibilities towards KOICA

❖ UNESCO is the designated Global Coordinator and AA of the Joint Programme.
❖ The JP uses a combination of a pass-through and parallel funding modality and is administered by UNESCO as the AA.[122]

- ❖ The AA is the appointed interface between the participating UN organizations and the donor on the funding issue. UNESCO refers to Joint Programme funds as funds-in-trust.[123]
- ❖ The three UNESCO field offices in Bamako (Mali), Dar-es-Salaam (Tanzania) and Kathmandu (Nepal) serve as key partners in the financial management of programme funding at national level.
- ❖ As custodian of the KOICA contribution, UNESCO charges 11.5 percent programme support costs (PSC) for fund administration and fiduciary responsibilities.[124] It is responsible for the financial/administrative management of the Joint Programme.
- ❖ UNESCO has signed a MoU with its UN partners at global level and agency-to-agency agreements have been established in each country between UNESCO on the one hand side and UNFPA and UN Women on the other hand as a prerequisite for the channelling of funding.

Budget allocations by component and country

With one international donor only, the Joint Programme has a narrow funding base, something that has affected both country-based implementation and the capacity for central management. UNESCO could not initially recruit a central management team at HQ level. Without the authorization of field offices, HQ could not use any funds. Before a first tranche of KOICA funding became available, individual UNESCO field offices had to identify unspent balances and reserve funds to pre-finance the JP and bridge the funding gap.[125] After four years of implementation, budget allocations have become much easier. Allocations by component and country are shown below for the period up to 31 December 2019.

Figure 5 – Budget allocations by component and country
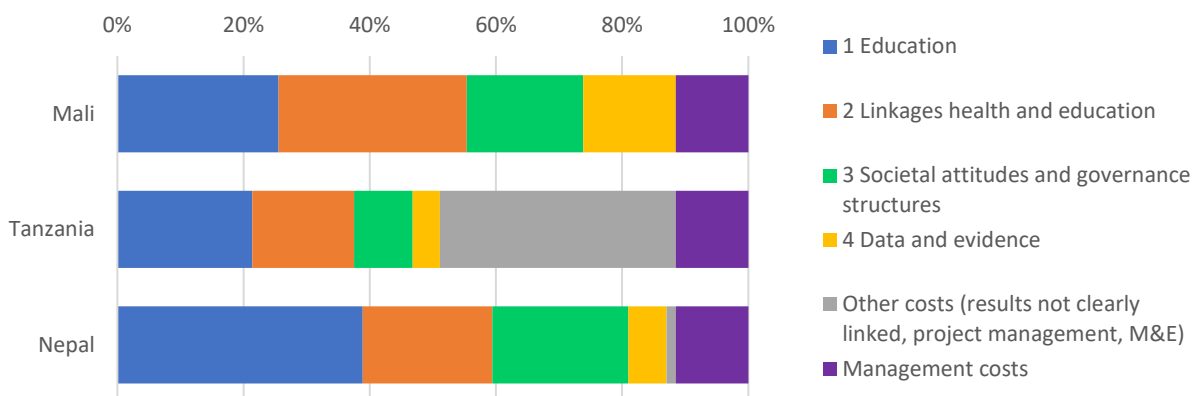
The clearest focus on education exists in Nepal where it accounts for almost 40 percent of all budget allocations. In addition, some 20 percent is allocated for linkages between health and education. This is followed by Mali where almost equal shares are invested in education and (slightly more) in linkages between education and health. Both together account for around 55 percent of all allocations in Mali. In Tanzania, project management costs are extensive leaving slightly more than 20 percent for allocations for education.

For all three countries, linkages between health and education are the second largest operational component. As per 31.12.2019, the implementation rates for education are 52 percent on average, with 46 percent for Mali, 52 percent for Tanzania and 58 percent for Nepal. For linkages between health and education, the implementation rate is 57 percent on average, with 61 percent for Mali, 47 percent for Tanzania and 65 percent for Mali.

Implementation rate for the component "Societal attitudes and governance structures" are relatively high: for this outcome, all three countries have an implementation rate between 60 and 63 percent. Data and evidence base building implementation stands at 40 percent on average and is thus the least implemented component of the four global outcomes. Governance structures are relevant to education in that they often relate to educational institutions, primarily primary and secondary schools.

Use of the Joint Programme resources in comparison with results achieved

Currently, end dates are under discussion and Joint Programme implementations may come to an end either in June or December 2021, depending on the country and UN partner. Actual implementation of individual partners may end three to six months earlier. The extent to which the Joint Programme is likely to be able to deliver agreed results in the future is highly relevant. Global coordination and management tools such as guideline documents, milestones, common tools for planning and monitoring of results, conceptual support exist but, while needed, are not in use at field level because of lack of field capacity and field-based practice. are generally lacking and are much needed.

Table 7[126] presents the allocations per outcome and individual country budget in absolute figures.[127] Towards the right, it reflects these outcomes as percentages of the total country allocation. In the column to the very right it shows the average percentage each component represents aggregated for all three countries. The table further illustrates the uneven allocation structure and uses the same categories (outcomes) as above. Particularly, Tanzania stands out in terms of so called 'other costs' which account for 37 percent of the total allocation. These 'other costs' represent remarkably high administration costs. These are charged on top of the 11.5 percent management costs charged across the board (rounded to 12 percent as per the table above). Because of the way the budget was allocated for Tanzania (and taking into account the fact that Tanzania's other costs also include USD 150,000 for the unlinked Output 1.6), it appears that 46 percent of Tanzania's budget, or USD 2,293,221 is allocated to overheads.

Table 7 – Total budget allocation, budget per intended outcome and country, and percentage share of country budget per outcome as per 31 December 2019

Global Joint Programme Outcomes/Components	Budget (in thousands of USD)				% of country budget			% of global budget
	Mali	Nepal	Tanzania	Total	Mali	Nepal	Tanzania	
1 Education	1,278	1,944	1,070	**4,292**	26	39	21	**29**
2 Linkages health and education	1,489	1,028	805	**3,322**	30	21	16	**22**
3 Societal attitudes and governance structures	923	1,078	465	**2,467**	18	22	9	**16**
4 Data and evidence	734	301	217	**1,252**	15	6	4	**8**
Other costs (results not clearly linked, project management, M&E)	0	74	1,868	**1,942**	0	1	37	**13**
Management costs	575	575	575	**1,726**	12	12	12	**12**
TOTAL	**5,000**	**5,000**	**5,000**	**15,000**	**100**	**100**	**100**	**100**

Figure 6 – Implementation rate as % of budget allocation per component and country
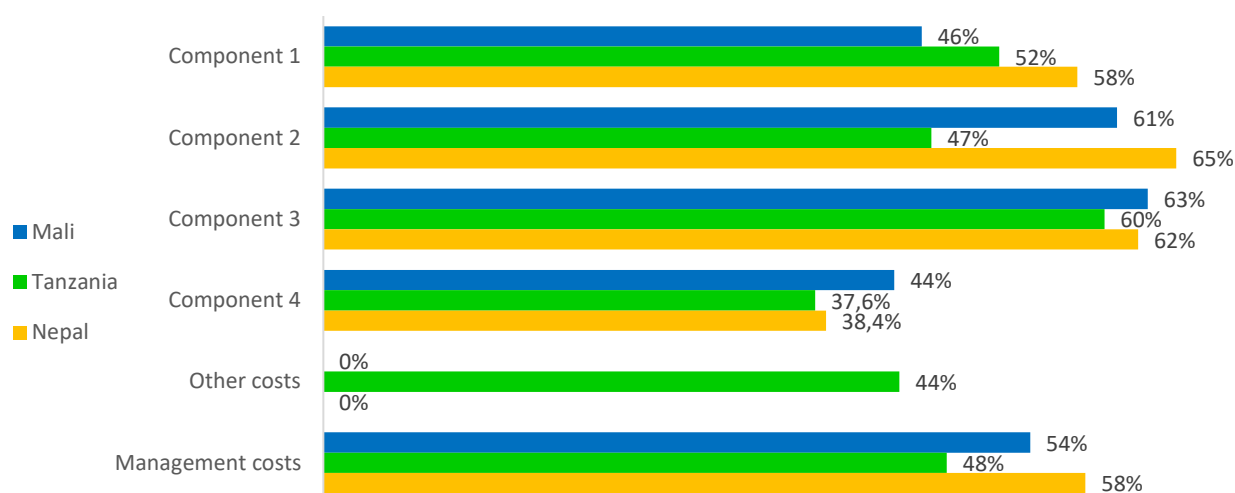
Education generally gets the highest percentage of all components, except of for Mali where 30 percent of the budget are allocated to Component 2. Nepal allocates almost 40 percent of the budget to Component 1 (education). Component 3 ranks third highest for Mali and Tanzania. Allocations are almost evenly split between Component 2 and 3 for Nepal. In all three country settings, Component 4 is the least funded but with wide differences: while Tanzania allocates 4 percent to Component 4, Mali allocates 15 percent, and Nepal allocates 6 percent. Clearly, budgets have been adapted to country preferences.

Implementation rate, disbursement and unliquidated balances at the end of 2019

The evaluation found that the remaining resources are sufficient for the completion of the current work programme. However, possible COVID-19-related re-adjustments require adequate planning. The evaluation has assessed the aspects of implementation, disbursement rate and unliquidated balances in more detail and the tables below present results for the end of 2019.

Table 8 – Implementation rate as per 31 December 2019

Global Joint Programme Outcomes	Budget (thousands)				Implementation rate (%)			
	Mali	Tanzania	Nepal	Total	Mali	Tanzania	Nepal	Average
1 Education	1.278	1.070	1.944	4.292	46	52	58	52
2 Linkages health and education	1.489	805	1.028	3.322	61	47	65	57
3 Societal attitudes and governance structures	923	465	1.079	2.467	63	60	62	62
4 Data and evidence	734	217	301	1.252	44	38	38	40
Other costs (results not clearly linked, project management, M&E)	0	1.868	74	1.942	0	44	0	22
Subtotal	4.425	4.425	4.425	13.274	54	48	58	53
Management costs	575	575	575	1.726	54	48	58	53
TOTAL	5.000	5.000	5.000	15.000	54	48	58	53

The figure above reflects the implementation rate per component and country at the end of 2019. At that point, some USD 8 million[128] of the USD 15 million either had been disbursed or was part of the unliquidated obligations. The overall implementation (calculated as the ratio of disbursement + unliquidated obligations /budget allocation per country) is highest for Nepal where the average implementation for all components is 58 percent. Tanzania has the lowest rate, with 48 percent.

Table 9 – Disbursement and unliquidated obligations as per 31 December 2019

Global Joint Programme Outcomes	Disbursement (USD thousands)				Unliquidated Obligations (USD thousands)			
	Mali	Nepal	Tanzania	Total	Mali	Nepal	Tanzania	Total
1 Education	565	1,077	530	**2,172**	20	44	23	**87**
2 Linkages health and education	902	650	331	**1,883**	2	20	44	**66**
3 Societal attitudes and governance structures	582	652	246	**1,481**	0	20	32	**51**
4 Data and evidence	319	116	81	**516**	1	0	499	**2**
Other costs (results not clearly linked, PM, M&E)	0	0	794	**794**	0	0	30	**30**
Subtotal	**2,368**	**2,495**	**1,982**	**6,845**	**23**	**84**	**128**	**236**
Management costs	308	324	258	**890**	3	11	17	**31**
TOTAL	**2,676**	**2,819**	**2,239**	**7,735**	**27**	**95**	**145**	**266**

The table above shows budgets allocated by country and component and disbursments and unliquidated obligations per country. While current expenditure levels will be higher and will vary from the end of 2019 status shown, the larger picture remains valid. It has to be taken into account that while most implementation stopped in March 2020 as a consequence of the COVID-19 pandemic, staff costs and other running costs continue to rise. While it is important to speed up implementation and disbursement, it is also important to reallocate the remaining resources based on updated data.

The aim of the efficient management of donor and agency funding is the conversion of funds, expertise and time into outputs, outcomes and impacts, in the most cost-effective way possible. Field monitoring of resource use included participation of the donor and, at times, brought all UN partners together for an exchange with implementing partners. Field visits were often rather short though. Tranches of funding normally are released once the donor accepts reporting. While, in Mali and Nepal, 2019 and 2020 funding has been received, year 5 funding for Tanzania was withheld and paid in 2020 only.[129] The comparatively low implementation rate in Tanzania seems clearly associated with this fact. Processes are becoming smoother and more efficient, but much energy is invested in reporting processes and logframe reviews.

A comparison between the JP approach and alternative approaches concerning the question as to whether outputs have been produced at reasonable cost is not easily possible due to the rather specific character of the JP. Comparisons are further complicated by the fact that the JP is the first programme of its kind and has not been replicated by UNESCO, that there is no unified financial monitoring system to provide data and that baselines were not defined. End dates for individual partners at country level are also under review, and comparisons of the JP results will therefore not be outright possible.

A flexible funding mechanism

It might be of use to identify new funding sources soon, if a continuation of the JP beyond 2021 is to be envisaged. In this context, a decision about the continuation of individual country implementations needs to be taken based on current performance and needs. If the global architecture of the JP were to be maintained, partners would need to define how field offices, regional offices and HQs should be involved without overburdening the JP bureaucracy. At the same time, a more equal partition of funding between UN partners should be agreed.

Cooperation and performance management

As mentioned above, the lack of central-level programme management capacity and funding to guide the development of programme pathways at country level needs to be overcome. In particular, clear guidelines and tools for project management and RBM, as well as monitoring and evaluation resources need to be developed

and implemented. This is a common point addressed at UNESCO and the Education Sector by other evaluations and assessments.

Evidence suggests that the lack of coordinated management has clearly been a major inhibitor of the Joint Programme.[130] At country level, the lack of cooperation between UN partner agencies and the late introduction of (joint) RBM procedures has slowed down implementation. Potential synergies of implementing partners have not been fully used. Much time has been spent on donor reporting at the expense of concept-development and forward planning. The periodicity of reporting is too frequent and too detailed to allow reporting on substantial changes (outcomes) and siphons staff resources away from implementation, in favour of output reporting.

The consequences of the current pandemic crisis require consolidated efforts of all three UN partners but also feedback from implementing partners and beneficiaries. Even if accelerated implementation can be achieved, the causes of the Joint Programme delays will influence its speedy conclusion. This may be illustrated by two observations:

- ❖ Certain key decisions had not been formalized before it started in June 2016. Uncertainty prevailed into 2017 and beyond about a) who would be its donors and b) how many countries would benefit.[131]
- ❖ Notwithstanding current projects funded by KOICA, as late as in 2018 discussions about expanding the Joint Programme to additional countries were ongoing, as expectations to secure additional funding were still realistic.

Successful multi-stakeholder partnership at national level requires buy-in and clarity in roles towards implementing partners, beneficiaries, the donor, individual central government, regional and local authorities and non-governmental counterparts. It requires functioning and proactive TCs and, where established, a supportive NSC at country level. It requires also a sensitive relationship with civil society. To date, the potential of joint action has by far not been used fully. Added value will be realized only if the three UN partners engage in closer coordination. The added value thus lies in the search for synergies.

Evidence of a resource mobilization strategy

UNESCO records show a first draft of a Joint Resource Mobilization Strategy (JRMS) dating from December 2016.[132] It foresees joint resource mobilization of the three UN partners but has not been finalized. The TAG has recommended its finalization in early 2018 but there is no evidence of any further action. Its speedy completion would be necessary if a further collaboration of the UN partners beyond phase I were to be envisaged.

Effectiveness

Overall finding: Education and curriculum development results are primarily positive and foster outcomes more suitable to equality than 'traditional' capacity development support. The integration of formal education and life skills has increased the perception of dignity of learners and it has motivated teachers. The linkages between training and income generation are not always well defined. It took individual country programmes roughly 1½ - 2 years out of the 5 years of planned implementation to become fully operational, depending on the country.

The Joint Programme is designed to reach 260,028 direct and 3,615,654 indirect beneficiaries in the three countries. As per 31.12.2019, the implementation rates for education are 52 percent on average, with 46 percent for Mali, 52 percent for Tanzania and 58 percent for Nepal. For linkages between health and education, the implementation rate is 57 percent on average, with 61 percent for Mali, 47 percent for Tanzania, 65 percent for Nepal. For the component 'Societal attitudes and governance structures', the implementation rate is 63 percent in Mali, 62 percent in Nepal, and 60 percent in Tanzania. In all three countries, the component shows high implementation rates, higher than other components for Mali and Tanzania, and relatively high in Nepal. As per the "Data and evidence base building" component, implementation stands at 40 percent on average and is the least implemented component in all countries.

Formal education

The Joint Programme addresses the structural barriers to girls' education in all three countries. It promotes value change, advocacy and community engagement, and supports favourable institutional modernization and legislative reform in the education sector as well as inter-sectoral cooperation of UN partners. In all three countries, the JP works in disadvantaged and neglected regions with limited infrastructure but diverse languages and cultural heritage.

In spite of initial delays, primarily **positive findings** have emerged for formal primary and secondary education. The number of beneficiaries is not always sufficiently high as is the case in Tanzania where only 6,028 beneficiaries are to directly benefit, of these, only 440 are out-of-school adolescent girls and young women. For Tanzania, it is too early to assess the effects of Component 1 implementation on the quality of the national education system fully. An accelerated implementation would be helpful.

Training of teachers and health staff in schools

Teacher training is frequently undertaken in all three countries. For Tanzania, a traditional close collaboration between UNESCO and the line ministry is noted, and some new curricula are to be developed such as for teacher training on citizenship and CSE. Evidence suggests that teaching staff values the availability of reliable and well-designed teacher's manuals and training sessions. Where there are not sufficient hard copies of guidelines or materials provided, those trained often pass on newly acquired knowledge, skills and working methods orally.

An improved quality of teaching is the main motivating factor for teachers and other professionals in the education sector in all three countries while professional advancement is not. In Mali and Nepal, teacher training is supported by UNESCO and UNFPA respectively, and in Mali, school management is also supported. Not all schools are sufficiently equipped for continuous teacher training. Mali faces specific challenges due to insecurity in the northern and central regions and 1,261schools were non-functional when evaluation missions were undertaken. A solution will have to be found for continuous **training of teachers and nurses** in Mali to safeguard hygiene and water availability in the future, and with a view to prevent an appropriation of water sources by individuals and outsiders. A general school closure due to COVID-19 occurred as of 19 March 2020, at a time when a teachers' strike was already ongoing.[133]

School management

A **rationalization of processes in school management** and gender-responsive innovations in hygiene, SRH and CSE have been observed in all three countries. In Mali, the 'Ministry of National Education, the Ministry of Women, Children and Family Promotion' and the 'Ministry of Youth and Sports' confirm that the JP has very positively assisted the government in its reform attempts in this area.[134] They attest the Programme national relevance as do authorities in Nepal and Tanzania.

Mali may serve as an example for changed procedures at schools. Before the start of the JP, SMCs used to be widely ignorant of their mandate and tasks. Since many members of these committees do not read or write, they lacked the means to get, process and apply management information and often showed little interest in the task.[135] Most of the changes that have been brought about in schools before the lockdown are related to the active inclusion of SMCs into the planning for each school that participates in the JP. By using different forms of indirect communication – e.g., theatre or drama – otherwise delicate issues were introduced and constructive solutions were presented. Students took active roles in these plays. It is significant that, in interviews, members of the surrounding communities of JP supported schools frequently stated that they also wanted to become part of the JP training to be able to replicate procedures. Since funds are limited, UNESCO decided that a replication would be best safeguarded by an approach where formerly trained members transfer their newly acquired knowledge and operating methods and skills to surrounding villages.

Beneficiaries' appreciation and perspectives on TVET and income generation

Adolescent girls and young women's **motivation to participate in TVET is high in all three countries**. They expect that the training will make them more independent and self-reliant. Evidence shows that girls prefer training that bridges the gap between learning and gainful employment / self-employment and that teaches labour market-relevant skills. They look for skills but also for management knowledge in how to build a business. Non-traditional training is by no means rejected but required more initial input of time and energy to convince parents or male partners to let girls and young women participate. It has shown that the age of the girls or young women matters as much as does the ability and to make informed decisions for one's own future.

The Joint Programme has meaningfully contributed to **good income generation results** where training has built on existing literacy and numeracy skills and where the topic of income has been addressed in concise ways. Linkages of TVET and labour market access / income-generation have not throughout been well defined though, in particular the need for start-up capital. Data on increased labour market access of programme beneficiaries remains to be collected. So far, a correlation of JP data implementation and national labour markets cannot be established for any of the three participating countries. The evaluation wishes to share four observations:

- ❖ The influence of the JP on the respective national labour markets seems low because initiatives are often relatively small and the investment in TVET is not always strategic.
- ❖ Business creation in the informal sector is prevalent since the JP operates in relatively localized rural labour markets where labour market access for adolescent girls and young women is per se difficult to expect.
- ❖ Discouraging value systems and systemic discrimination are reported more often for income generation than, e.g., for primary education which has gained acceptance, in general. Some stereotypes (e.g., that out of home-mobility is frivolous or encourages immoral behaviour) have not been fully overcome. Interviews suggest that the degree of control of sexuality influences training and labour market options.
- ❖ The younger the beneficiaries of the JP are, the less legal rights they possess to operate their own business or to obtain credit.

Not all income generation initiatives are as successful and well-documented as Energize in Tanzania.[136] Evidence suggests that, at times, training is rather short – sometimes less than a week. Interviews show that particularly these short trainings tend to lack business orientation, that trainers have insufficient time to transfer skills and the basics of managing a business, that the choice of skills is not always that of marketable skills and that occasionally materials used during training demonstrations are not locally available.[137] A gap also exists between being trained and being capable to apply the content of training, e.g., through the establishment of a small-scale business. Starter grants, loans or revolving funds are often missing. Sometimes, income prospects are simply low, e.g., for soap making. Clearly, training is to be adapted to the ability of learners and, where these are illiterate, the basics of learning are also those of reading and writing. Evidence suggests that this connection is fully understood in all three countries and specific trainings exist combining these aspects.

Challenges posed by missing linkages in national education systems

In Mali and Nepal, the fast-changing occupancy of ministerial positions in the national education ministries challenges the retention of capable incumbents and the institutional memory of agencies serving as JP partners. Under the circumstances, the training of ministerial staff, e.g., does not automatically ensure continued availability of expertise. In Nepal, the already mentioned decentralization results in great difficulties to adopt uniform, country-wide standards in education.

Since its inception in 2016, the Joint Programme has paid attention to the quality and relevance of education, with UNESCO leading many initiatives in all three countries.[138] **Curriculum development** based on dialogue between national authorities and UNESCO is no longer the only pathway. In Nepal, as a result of decentralization, UN partners are no longer in a position to effectively promote country-wide curriculum development and **standard-setting**.[139] This is due to the decentralization of authority over the approval of

content, teaching language and subjects to municipalities in 2017. It is practically impossible for the JP to mobilize the resources to effectively undertake policy advocacy at the level of all newly created 753 municipalities with curriculum approval authority. UNESCO has been producing guidelines since before full decentralization in 2017, based on the assessment of mainstreaming CSE into the curriculum. Today, they are still not considered fully applicable.[140]

The provision of water and sanitation facilities

Water and sanitation components enjoy broad support in all three countries. Separate school toilets for female and male users, e.g., are a visible and practical change and get praise as being very relevant.[141] Facilities have been constructed or rehabilitated and toilets/latrine blocks include separate blocks for girls and boys as well as water points. All three country logframes contain water and sanitation elements. While the construction of water points and sex-disaggregated latrine blocks dominates in Mali[142], more emphasis is placed on the mobilization of district authorities, the development of models and on mechanisms and capacity building in Tanzania.[143] In Nepal, Outcome 3 and 4 address water and sanitation.

'Adolescent Friendly Information Centres' (AFICs)

The establishment of so-called 'Adolescent Friendly Information Centres' (AFICs) in public schools in Nepal is one of the outcomes of the Joint Programme. This intervention is implemented by UNFPA and has led to the establishment of 50 AFICs. These provide reading materials on CSE and smart projectors in all 5 target districts, with 10 AFICs in each district. The establishment of AFICs is not a new concept and has been used by UNFPA elsewhere. AFICs address the lack of information on CSE, GBV, gender equity and social inclusion, and child marriage in the curriculum of public schools where these subjects are not normally included in the syllabus of adolescents. Reading materials are in the Nepali language. An application called Khulduli, or curiosity in English, can be accessed offline and has information about SRH and CSE related topics. It does include a games area for self-entertainment. The application is attractive and very well received. It shares reliable information on female health, sanitation, menstrual hygiene and puberty as well as about the risks of early marriage and sexually transmitted diseases.

Some countries report the number of people impacted by sanitation interventions, some countries report on the number of facilities provided. For this reason, aggregation of figures would be misleading and an overall number of implemented WASH facilities cannot be provided accurately.[144] In Mali, training of SMC members and school parents associations, peer educators and teachers has been attached to the issue of water and sanitation.[145] Demonstration kits for schools nurses have been used. With these, school nurses receive a limited number of sanitary pads which are meant to assist girls in distress. These kits work best where sufficient replenishments can be ensured and less brilliantly where the school nurse is male. The evaluation cannot provide a total number of improved facilities because results are not measured in a uniform way across countries.[146] However, interviews and research data point to frequent changes in behaviour and attitudes as a result of the Joint Programme. Gains in technical, health and social and emotional learning skills are being achieved.

CSE, SRH and the ability to lead a self-determined and dignified life

UNESCO aims to accompany the transition from childhood to adulthood and has invested into high quality, curriculum-based CSE. It has sponsored the development of technical guidance[147] and teacher's guides, and of manuals for adolescents in several countries. It also serves as a repository for materials on HIV and sexuality education,[148] and uses its strategy documents on education for health and well-being as basis for its interventions.

The Joint Programme addresses **comprehensive sexuality education** in two of the three countries. Mali does not work with the CSE concept but embeds SRH in Outcome 2: Improved SRH and Water, Sanitation and Hygiene (WASH). Output 2.1 is defined as: 'SRH is well integrated into formal and non-formal education through capacity building, learning tools, counselling and services.' In Nepal, Outcome 1 reads: 'Mainstream CSE and GBV, including violence against women and girls, in formal and non-formal education and foster a

safe learning environment, especially for adolescent girls and young women.' Tanzania addresses CSE also under Outcome 1 entitled 'Access, quality and relevance of education for adolescent girls and young women in Tanzania improved'. Output 1.2 introduces CSE as a means of pre-service and selected in-service teacher training and attaches one of the associated indicators as 'Number of teacher training curriculum on citizenship and CSE developed in alignment with national cultural contexts and international standards'.

Teachers and supervisors have frequently described CSE in interviews as being effective to address the issue of adolescent pregnancy. But there is no possibility to quantify the JP results in this area due to the many taboos attached to the sexuality of adolescent girls. Data on the use of CSE teaching or training modules and materials cannot be aggregated since these have not been systematically collected.

Survey results show that 80 percent of the final beneficiaries either strongly agree (53.3 percent) or agree (26.7 percent) that they can better access health services at school with the support from the JP. 66.7 percent feel that the capacity of the service staff to deliver sexual and reproductive health counselling and services has increased. The perception of the final beneficiaries of health related outcomes and of their ability to lead a self-determined and dignified life is largely positive. Final beneficiaries agree (26.7 percent) or strongly agree (73.3 percent) that adolescent girls and young women can access services like life skills training, CSE, SRH or services to address violence against women and girls more freely as a result of the JP and that they can subsequently convince others.

Figure 7 – Opinion of final beneficiaries on the health-related outcomes (N=15)
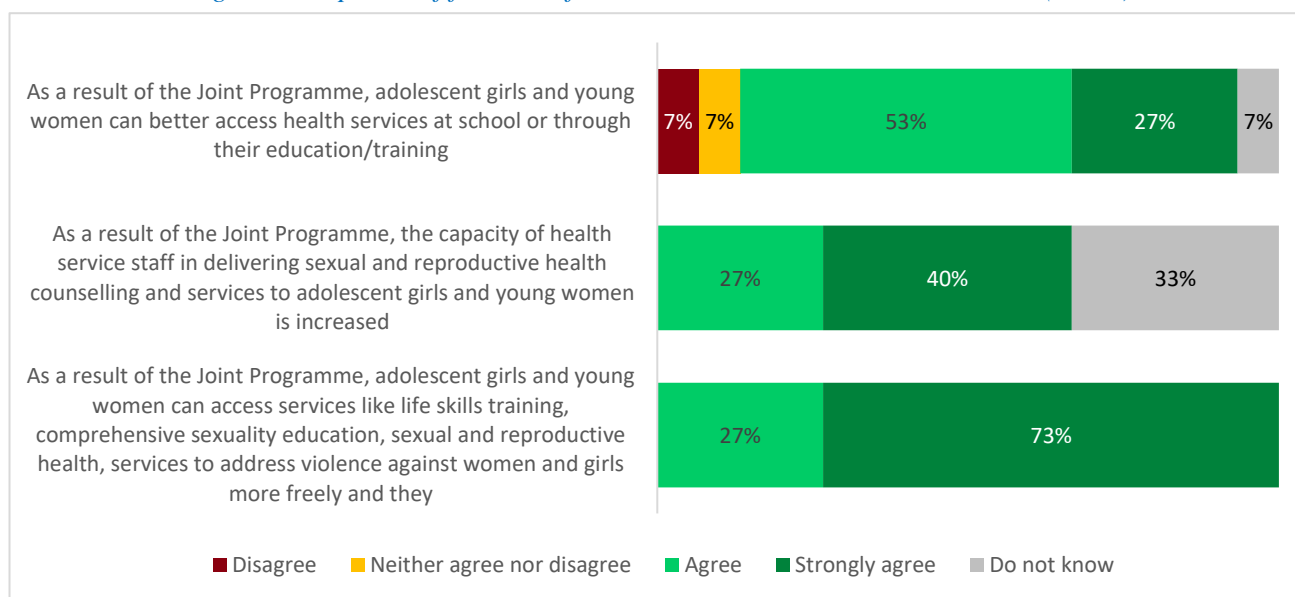
Early pregnancy and school dropout

No final solution has emerged with regard to the discriminatory practices towards pregnant girls in Tanzania where options for state school attendance cease once a girl gets pregnant. There is political pressure to apply conditionality to a planned USD 500 million World Bank grant for education to the Government of Tanzania. Yet, no human rights-based solution has become available as this report is presented. Of the three countries, only Tanzania references early pregnancy under its Logframe (Output 1.3). More than 55,000 schoolgirls are estimated to have been expelled from schools over the last decade[149] as a result of a ban on pregnant girls attending state primary and secondary schools which dates back to 1961. Girls who become pregnant are not re-admitted. Tanzania's Bureau of Statistics launched a survey in 2015 and 2016 which reveals that the country is among those with the highest adolescent pregnancy and birth rates in the world. 21 percent of girls aged 15 to 19 declare to have given birth. The Joint Programme has monitored policy development and advocacy support through the

assessment of the legal and regulatory framework on girls' education but decided to drop its advocacy for legal changes in the area of access to state schooling for pregnant girls in the light of the sensitive political climate.

Tanzania is not the only country in sub-Saharan Africa facing these problems. Of the 29 countries where female genital mutilation (FGM) is traditionally practiced in Africa, 26 have laws prohibiting the practice.[150] Mali, along with Liberia and Sierra Leone, are the only West African countries that have no legislation in place banning FGM. A draft bill against GBV has been tabled in **Mali** in 2017 and has still to be adopted by its parliament.[151] The Joint Programme in Mali supports curriculum development and teacher training to scale up the provision of the methods of teaching reading-writing and CSE in both formal and non-formal education.[152] This represents a double risk for adolescent girls. In Mali, specific measures to address FGM were delayed due to the fragile political context.[153] UNESCO has developed a document entitled 'International technical guidance on sexuality education: An evidence-informed approach' in 2018 which reviews approaches, key concepts, topics and learning objectives.

Peer review mechanisms

Peer review may take very different forms, and communities of practice are one trusted format. In the Joint Programme, the review of new content and methods may unite teachers, curriculum development may bring together different ministries and UN, database developers may exchange experience, or students may rate the success of sensitization campaigns. Existing JP peer review mechanisms at country level are mostly team-based. Currently, youth clubs provide formats for meeting, learning and debate. At central level, the TAG provides room for the review of joint work.

Trust and confidence-building

The evaluation surveys support the idea that trust has been built at various levels, in particular, in the form of self-confidence for those trained and educated and of those exercising a profession already such as teachers. For girls and young women, this confidence translates into trust in one's ability to build on JP training to find better jobs. Survey results show that, and interviews suggests the same. Survey respondents even accredit the JP with the potential that this trust is lasting.

Figure 8 – Final beneficiary opinion of the change in trust and self-confidence (N=25)
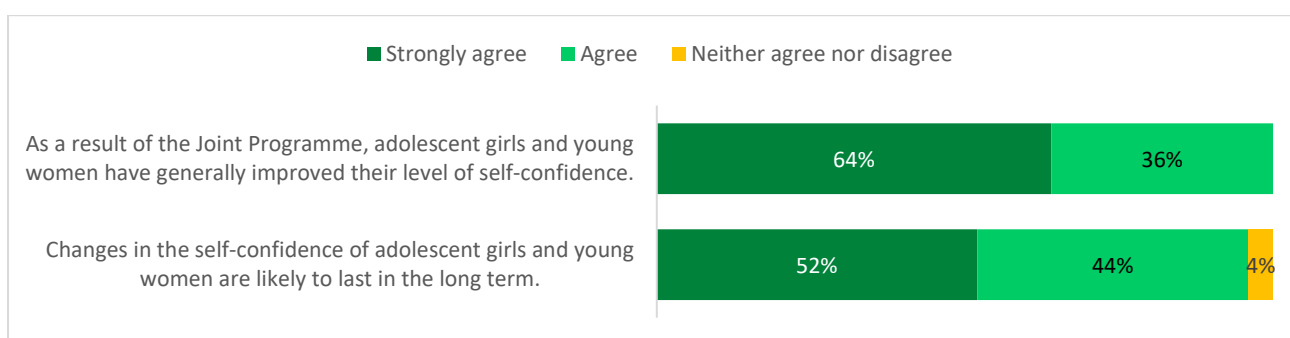
The figure above shows that 64 percent of final beneficiaries strongly feel that their participation in the JP provided them with an increased self-confidence. 96 percent of the responding final beneficiaries think that this change is likely to last in the long-term. In addition, 82 percent of final beneficiaries feel that, as a result of the JP, attitudes are changing, people in their community are more favourable to adolescent girls and young women being educated, and to them having equal rights to those adolescent boys and young men enjoy. 75 percent of the institutional beneficiaries share a similar opinion. Finally, 95 percent of the implementing partners also share this view.

The maintenance of trust depends on how comprehensively and fast initiatives can be re-started after initiatives have come to a standstill due to COVID-19. Final beneficiaries feel less threatened by a loss of confidence than by a reduction of income generation opportunities and a loss in the continuity of learning. According to the

survey results, 62.5 percent think that a loss in the continuity of learning is a serious or extremely serious threat, and 67 percent consider a loss of opportunity in income generation is a serious or extremely serious threat. These responses clearly reflect the very sensitive and often highly fragile socio-economic situations in which the beneficiaries live.

Collection, processing and use of sex-disaggregated data

The overall results framework calls for 'data and information management and use'. In doing so, it draws on the strengthening of institutional and technical capacities to generate data and evidence across sectors to promote adolescent girls' and young women's learning. Gains from it are to be used to guide the further implementation of the Joint Programme and to support education policy development and implementation. The framework foresees to produce, publish and disseminate information, knowledge materials and data to support the implementation of a cross-sectoral approach to the education of girls and young women.

- ❖ Output 4.1 calls for 'the establishment of searchable electronic national datasets to facilitate access to and use of information on education and gender equality as well as for to the production of 'electronic or print atlases on gender and education'. Output 4.3 repeats the call for the production of electronic or print atlases on gender and education.
- ❖ Output 4.2 calls for a 'robust, state of the art, evaluation methods in assessing the impact of policy and programmatic interventions' as well as for the development of a 'searchable database on good practices and lessons learned in the implementation of specific health and gender equality interventions in relation to education'.
- ❖ Output 4.3 foresees the production of 'profiles of girls' primary and secondary schooling trajectories (which focus on key transitions) as well as the production of 'searchable electronic national datasets to facilitate access to and use of information on education and gender equality'.

For Outcome 4 and in comparison with the global results framework, most activities are either behind schedule at country level, not included in country logframes or the results are still pending. UNESCO in Tanzania has achieved most progress in this area. Outcome 4 is defined in very different ways in different countries and particularly Nepal has diverted from the results framework.

- ❖ Outcome 4 in Mali is most closely aligned to the results framework and aims to update EMIS with girls' education and SRH indicators. Members of the Planning and Statistics Section of the National Education and Health ministries are trained in the usage of the database and better practices of data collection for EMIS.
- ❖ In Mali, Outcome 4 is used to deepen knowledge in nutrition, WASH and to promote CSE campaigns. [154]
- ❖ In Tanzania, the use of Outcome 4 activities is more aligned with the original results framework. Output 4.1.2 specifically addresses the linking up of data collection on adolescent girls, teenage mothers with the central Education Sector Management and Information Systems at regional and national levels to inform and strengthen gender-sensitive health and education policies and programmes formulation.

The recommended training of central statistics offices/national and subnational authorities to collect, analyse, disaggregate and use population-based data to inform and strengthen gender-sensitive health and education policies is part of the approach in Mali.

The Joint Programme reports on individual outcomes and outputs in only two out of the three countries by using sex-disaggregated data. A systematic and coordinated effort to build a data and evidence base for the entire JP has not emerged.

Violence prevention for adolescent girls and young women

All three country programmes address violence against adolescent girls and young women. The risks of early pregnancy and its causes and effects are introduced into teaching, including the exposure to GBV.

Findings suggest that violence is not openly discussed in the participating countries. At times, violence is seen as the privilege of the more powerful, be these family members or members of the community. The Joint Programme has established practices such as the reporting of incidents of violence in schools to either school nurses or teachers. Such reporting makes sense so long as a well-considered follow-up can be ensured. Otherwise, it may expose adolescent girls or young women and leave them unprotected, particularly in cases of sexual violence. Youth clubs as well as theatre and drama performances also support a healthy transition into adulthood. The need for information on the prevention of violence is wider than the JP initiatives on offer.[155]

The implementation in Mali is most clearly documented through interviews as having contributed to a reduction of violence against girls and young women. This is observed in the immediate local context and linked to interventions targeting formal education and the provision of proper means of sanitation and basic hygiene. There a clear cause and effect between reduction of violence against girls and provision due to improved sanitation and hygiene. There have been no country-wide campaigns to address violence against adolescent girls and young women in the context of the JP. Known country-wide JP campaigns relate mainly to the right to education and in this context, good results were achieved. In Tanzania, behavioural changes of girls are being reported in interviews with teachers and support persons.

JP training in Tanzania has adopted a well-informed perspective on this and other protection-related issues and emphasizes the use of youth clubs and centres.[156] Tanzania embeds the issue of violence against women and children into Outcome 1.1, 1.7, 2.2 and 4. In Nepal, guidelines on mainstreaming GBV prevention mechanisms are planned to be produced and information and outreach activities are prioritized to avoid abuse. In Mali, formal education has been prioritized to transmit information and 400 teachers are trained on reporting and monitoring systems per year. Based on the available documentation, a total number of initiatives cannot be easily established.

ICT as a means of advocacy and communication with the public and beneficiaries

Country implementations make use of public and private sector institutions to spread messages. While dedicated budgets are not available imaginative solutions have been found in some instances. UNESCO Mali, e.g., has used billboards for a girls' education campaign visible across the capital Bamako to inform the public about the JP.[157] UN Women's implementing partners use the '16 Days of Activism against Gender-based Violence' format for campaign.[158] All three partners commemorate the 8th of March, the 'International Women's Day'.[159] The 'Day of the African Child' is popular in Western African school contexts but is less gender equality-oriented than those above. UN Women in Tanzania uses national events like 'Farmer's Day' and 'Women's Day' as a forum to address women's issues and to promote women's initiatives and businesses through the Joint Programme.[160]

Interviews suggest that communication with the public and beneficiaries leaves much to be desired. ICT is also underutilized. A Joint Programme webpage has been created on the UNESCO website in 2018 but the use of interactive means of exchange between the Joint Programme and it's beneficiaries is underdeveloped. For UNFPA, no searchable webpage to reference and describe progress of the JP has been detected before the submission of this report. Mobile phone-related messaging and information-sharing is underutilized and underrated as a means of engaging with those for whom the Joint Programme is designed. Decentralized communication practices and communities of practice are lacking. The practice of triple or quadruple authorization of website or blog content both safeguards quality and considerably slows down interaction. This reduces effectiveness. For these and other reasons, outcomes are not being communicated as efficiently and often as this would otherwise be possible . It might be of added value to establish one joint website and to combine the hosting of brochures, news articles or multi-media as these become available to make the content more varied and attractive for the reader.[161]

Decentralization

The JP in Nepal was originally designed when Nepal was still a central government system. However, in the middle of its implementation (end of 2018 to early 2019) federalization took place with new local governments taking up office. This impacted the project and two aspects illustrate this: a) local governments were given very different (and much more) authority and autonomy than before; b) being autonomous, every municipal-level government implemented its own modality of work, own policies and guidelines, and its own governing structure. This influenced and complicated the existing coordination and project management structure as UNESCO works with and through government counterparts.

Legislative reform and modernization of existing legal frameworks

Output 1.1 of the overall framework foresees that 'education laws, policies, plans, programmes and contents are revised or introduced to ensure adolescent girls and young women can benefit from safe and quality educational opportunities. Yet, in implementation, UN partners are often reluctant to embark on time-consuming advocacy for draft laws where outcomes may not be achievable during the implementation period. Output 2.4 addresses the modernization of existing national standards.[162]

From the perspective of the evaluation, it is difficult to provide a comprehensive and complete assessment of all legislative reform processes supported by all UN partners since there is no summary reporting of such initiatives and their progress across countries. So far, there are no draft laws adopted with the help of all three partners of the Joint Programme according to available data. On the other hand, a number of regulations and guidelines have been drafted, e.g., for CSE in formal education at national level. Advocacy for the change of discriminatory laws and regulations has been undertaken but is generally not sufficiently documented and, at times, initiatives are not clearly attributable to the Joint Programme. Individual UN partners have supported draft laws either alone or together with other UN partners at country level and as 'One UN' but in most cases, each UN partner has acted alone in each country.

In formal education in Nepal, guidelines for the mainstreaming of CSE and GBV into formal and non-formal education curricula were finalized in October 2017. The development of 'Teacher Training Guidelines on School Health' by the National Health Education, Information and Communication Centre (NHEICC) was supported.[163] UN Women is supporting the process. It is unclear, at this point, whether capacity development of government institutions would de-block the situation in these two countries.

Examples of the JP results in Tanzania include UNESCO which has developed a 'Guidance and counselling for teacher training colleges' in 2018 to promote gender responsive pedagogy.[164] UNFPA sponsored a draft 'National Life Skills Standard Guide and Training Manual for Out-of-School Youth'[165] Its final approval by the government is still pending.[166] The JP also connects with existing legislative reform initiatives such as the revision and launching of a comprehensive manual on 'Guidance, Counselling and Child Protection Guide for Schools and Teacher Colleges in Tanzania' by the Ministry of Education, Science and Technology in mainland Tanzania.[167] The 'Age of Marriage Act' has been amended with UN Women's support in late 2019 to increase the minimum age for females to marry to 18 years.

3.4 Sustainability

In this section, the evaluation focus relates to the economic, social, financial, environmental, and institutional capacities of the Joint Programme and whether net benefits may be sustained over time. It examines resilience, risks and potential trade-offs. The actual flow of such benefits and the likelihood of their continuation over the medium and long-term are being analysed. Two levels are to be considered, the JP at country level and global developments.

Overall finding: There is currently no sustainability strategy but there are clearly pathways and opportunities to develop the thematic areas of the JP further. International coalitions and UNESCO partners express increasing interest to pursue pathways that promote integrated concepts of learning. There is trust in the JP's ability to

positively influence national frameworks but, at the same time, the JP is subject to COVID-19 and its potential impacts.

Self-confidence and lasting gains

In all three countries, self-confidence has been reported as having risen due to the Joint Programme. This is confirmed by the survey results and in evaluation face-to-face and skype interviews as well.[168] This confidence extends to income generation and to the potential to support the family. In interviews during the different evaluation missions, participants in Nepal and Tanzania have voiced their opinion that their ability to sustain themselves and those dependent on them has been very much enhanced by the JP. In Mali, this aspect is less prominent since formal education is the main addressee of the JP. Visible changes are expected for all three countries in the face of the COVID-19 pandemic. These are likely to affect socio-economic conditions and behavioural attitudes and confidence and thus have lasting effects on the sustainability of already realized results. It may be assumed that areas rather apart from global market influences may do better in building resilience provided environmental conditions and population density are favourable.

Geographic continuity or expansion

The likelihood of a phase II of the Joint Programme is limited for both, Nepal and Tanzania, while in Mali a funding request to the current donor may well prompt a positive response. While a vast majority of beneficiaries indicates that they favour a phase II without geographic expansion, and thus in the current countries, the donor is not throughout positive. Beneficiaries see shortcomings in implementation but feel that the JP results, to date, should be deepened and solidified in the current countries to become sustainable.[169]

Sustainability and exit strategy

At country level, attention to sustainability of JP achievements is primarily paid by each individual UN partner. Individual agencies plan to accompany and support individual promising projects beyond the formal end date of the JP. The likeliness that current programmatic JP initiatives are continued depends on the degree of complementarity and connectivity of these with existing UN partner portfolios.

During the 4th Technical Committee meeting on 24 October 2019, UNESCO in Tanzania reminded TC members of the need for a sustainability strategy. A sustainability strategy and an exit plan were supposed to be developed by March 2020.[170] Currently, there are no known exit strategies available. Even where such exit strategies have been in the process of development before the COVID-19 pandemic, these may need to be updated.

Replication options and marketability of the concept

UN partners see the potential of the Joint Programme concept but also stress the limitations of the current implementation. They point out the need for further consultation on continued collaboration beyond the current phase. This may include steps to further develop the current concept and debates on potential further collaboration in the framework of a new Joint Programme.

Not all pathways may be common pathways. In Tanzania, e.g., UNFPA and UN Women have secured funding together with UNICEF to continue JP approaches under a separate KOICA project funding agreement approved in April 2020. This leaves UNESCO behind. Opportunities for coalitions may arise around thematic areas, e.g., UN Women's second chance education project may provide linkages for further collaboration as may other initiatives.

The Joint Programme has no predecessor and there is also no other UNESCO programme replicating it, to date.[171] In the context of the JP, no new country projects have been acquired, planned or set up and no further significant funding has been firmly pledged. Whatever sustainability options are chosen in the end, they all seem to require additional funding in the short-run to develop proposals.

Sustainability of results in the light of COVID-19

COVID-19 has clearly influenced perceptions on quality of life and better material- and job-related success. Respondents of the mid-term evaluation surveys are hesitant to believe in the sustainability of an improved quality of life and of better material and job-related success in times of COVID-19. 41.7 percent each among the JP beneficiaries who participated in the evaluation-related survey identify a lack of continuity in learning and a lack of income generation possibilities as two extremely serious impacts of the current crisis. A lower sustainability of acquired learning results (including acquired skills and competences) is seen as a serious or somewhat serious risk of the crisis by 50 percent of the beneficiaries. Close to 60 percent expect increases in school dropouts and there is an even distribution of those who see this as either extremely serious or somewhat serious.

70.9 percent see a kicking-in or revival of discriminatory practices and/or early pregnancies as either extremely serious, serious or somewhat serious impact of the crisis. This high agreement rate is indicative of uncertainty and is pointing to serious societal and teaching/learning risks. Only 16.7 percent of all respondents declare that they do not know whether insecurity for girls and young women will be an impact. 83.3 percent do not subscribe to this view and expect extremely serious, serious or somewhat serious impacts of the COVID-19 crisis. The impact of COVID-19 on gender-based violence and domestic violence is considered to be somewhat serious by 34.8 percent, and 13 percent each consider it to be either serious or extremely serious. Also here, 60.8 percent show concern. 13 percent do not see it as a problem at all. Finally, risks related to a restricted freedom of movement of individuals are considered a serious impact and concern for 41.7 percent of respondents. One may conclude that a significant number of respondents identifies impacts that points to fragility in the group of beneficiaries.

Institutional beneficiaries share similar concerns than individual beneficiaries but to an even larger extent. More than 76 percent consider the lack of continuity in learning as extremely serious and more than 80 percent see the lack of income generation possibility as extremely serious. For the implementation period before March 2020, UN agencies tended to publish success stories showing heightened levels of trust in a possible improved quality of life and in better material and job-related successes. It remains to be seen whether these very positive trends persist. Beneficiaries tend to be very mindful of the risks and potential challenges awaiting them.

Currently, there are opportunities to clearly develop and refine delivery channels, monitoring tools, methods of planning and funding modalities as well as the thematic areas of the JP further. DAC members, multilateral development banks, vertical funds, other UN agencies, the European Union, other international organizations, and bilateral and private sector donor agencies express increasing interest to pursue pathways that promote integrated concepts of learning against the background of the current COVID crisis. The concept of the JP is valuable in this context and should be marketable should UN partners agree to continue their current alliance.

Figure 9 – Perception of beneficiaries on the impact of COVID-19 (N=24)
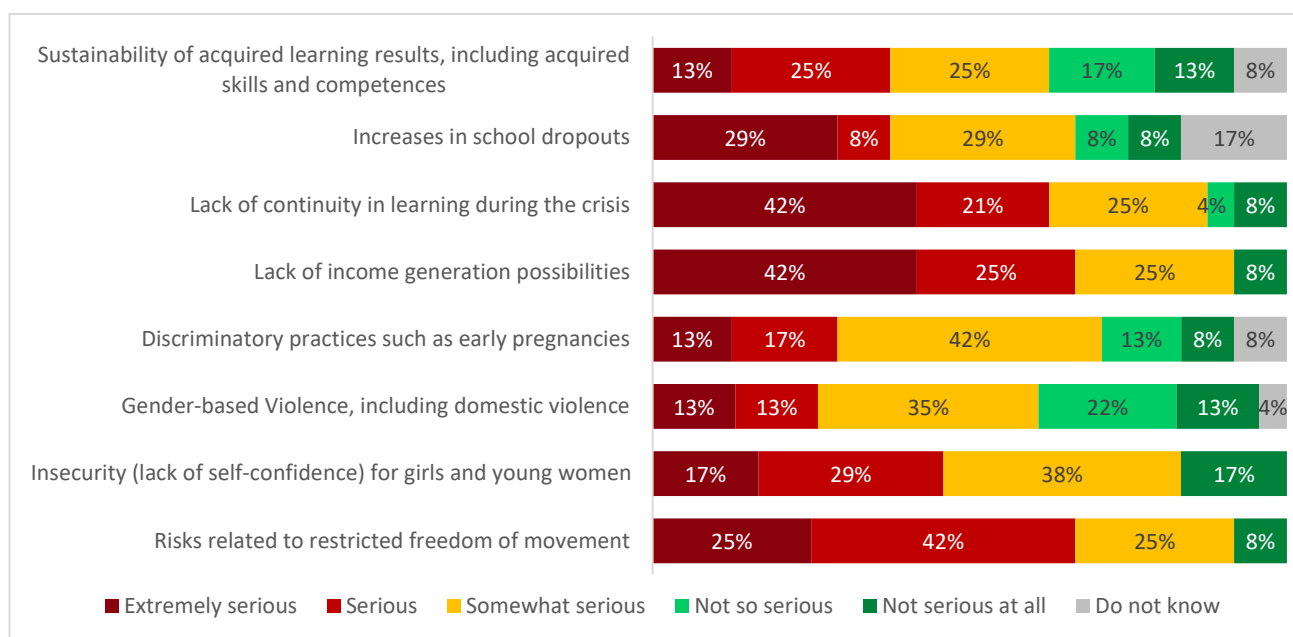
3.5 Coordination and partnership

Coordination and partnership relate to the working relations of the UN partners as well as to the coordination and partnership of the UN partners with others. It reviews the complementarity and degree of harmonisation of programme and policy approaches through coordination and the value added by partnership.

Overall finding: Coordination and partnership are central to the success of the JP concept. But, the complementarity and degree of harmonisation of programme and policy approaches through coordination is rather limited among the JP partners. The spirit of partnership is strongest in Mali, followed by Tanzania and Nepal. At country rather than at central level, a Joint Programme profile emerges. Further conceptual developments require a broader coordination and partnership approach and better funded central-level coordination as a prerequisite of a successful continuation.

Central-level coordination and partnership

A governance model was devised but it remained superficial and a systematic and sufficiently frequent engagement of all three UN partners in central level coordination was not achieved. The evaluation finds that coordination and partnership would have been much easier at all levels had they been introduced more systematically by all UN partners at the time of programme design. Once underrated, coordination has become an upward struggle. The start-up phase of the JP, for example, was dominated by fundraising and cooperation building. But those initially entrusted with partnership-building faced a lack of UNESCO staff resources, changing donor preferences and a number of other uncertainties.[172] All staff that had negotiated the UN partnership with the donor and that had contributed to the JP design and setting up of coordination was reposted in all three UN partner agencies within the first year after the signature of the Programme.[173]

Soon after the signature of the funding agreement with KOICA, UNESCO realized that the first tranche of funding would take several months, if not more, to be forthcoming. UNESCO field offices had to be notified and asked to loan funds from other programmes because UN partners had already been notified of the JP's start.[174] Delays and further uncertainties resulted and it could not easily be explained to field offices that UNESCO HQ's coordination role came with no funding attached and technically could only be supported from their own country allocations. The far-reaching loss of institutional memory and the already delayed implementation compounded problems. In order to fill the coordination and partnership gap, the donor proposed

to post two Korean staff to UNESCO HQ in November 2017, which made capacity-strengthening and donor-relations easier.[175] This also clearly strengthened coordination with both field offices and UN partners.

Joint assessments of country needs and performance and the joint setting of overall priorities and agendas remain an underdeveloped area.[176]

Coordination and partnership at country level

Coordination and partnership have been used in all three countries to report on the progress of the Joint Programme implementation and to remain in contact with line ministries. Joint missions also extended invitations to the donor in all three countries. Individual UN partners addressed the underlying causes of inequality and discrimination, i.e., through advocacy with government authorities. Coordination mechanisms were established following different patterns. In Mali, e.g., the TC meets every month but no NSC has met. In Nepal NSCs are organized on a needs basis but no fixed schedule for these meetings has been set. In Tanzania, biannual NSC and TC meetings are the rule.

The initial recruitment of JP coordinators / programme staff took up to two years and rotation and vacant posts at country leadership level added to the already incurred delays. The evaluation considers it problematic that the coordinators of the three UN partners never met physically to share their experiences and ideas about the continuation of the programme. The frequency of TC meetings, to be best set as once per month, appears most consequently implemented in Mali.

The relationship between UNESCO and its donor is different by country. In Mali, for example, the relationship is relaxed to the point of recruiting a replacement for the former successful JP coordinator from the donor agency KOICA. A close and fruitful working relationship was established between the Ministry of National Education and UNESCO. The Technical Committee was used to deepen it. One key factor promoting success was mutual trust, transparency and the active management role that UNESCO played. A win-win-situation emerged. UNESCO has long-established partnerships with host governments and line ministries and all three country programmes have benefited from these. But, in Nepal, relations with the donor are rather strained. In Tanzania, both exist side by side without open conflict or particular perspectives for the future. There is no indication that coordination between the JP and similar country-based initiatives of other donors and agencies has been strong.

UNESCO has worked with partners within and outside the UN system to advance gender equality in the context of the Joint Programme at country level. Interviews with coordinators of the JP implementers generally confirm this.[177]

ICT use has been foreseen but are not currently exploited to bring the different UN partners together, and to strengthen partnership. The establishment of communities of practice and of online / offline libraries of teaching materials would help to enable adolescent girls and young women to keep the dynamics of learning alive. The lack of such means has weakened coordination. Further improvements are clearly warranted.

Sharpening the profile

The name 'Joint Programme' is often not used to identify and portray existing JP outputs and outcomes, particularly at the local level. This limits the identification with the JP and its visibility[178] This phenomenon has been observed in the implementation practice of certain smaller implementing partners or civil society organizations who see their contracting UN agency as an end in itself.[179] Some government authorities at district or municipality level are also fully unaware of the meaning or affiliation of the Joint Programme. Such observations point to a lack of JP profile. It would have been necessary to inject funding into the initial framework planning and cooperation building activities at country level, to avoid some of the shortcomings that prevail.[180] The omission to sharpen the profile of the Joint Programme at central level has cost the JP dearly. A strengthening of the secretariat function of the JP and a transformation into a planning and management-oriented coordination function with donor linkages would certainly help to arrive at a more uniform and recognizable identity of the Joint Programme and it would allow for much more systematic forward-looking planning.

4. Conclusions

The mid-term evaluation presents its conclusions in this section, based on the findings of overall and country-based analysis and of the different surveys, interviews, missions and reviews undertaken in its support. Each individual conclusion is followed by an explanatory text.

Overall conclusion: It is too early to provide a well-considered assessment of the transformative nature of the Joint Programme effects, given the massive delays in implementation. However, evidence from the evaluation and survey results highlights the potential for impact. The Joint Programme has managed to initiate behavioural changes in communities and a rise of confidence of adolescent girls and young women is evidenced in all three countries. The JP has also succeeded at building capacity of education and health staff in schools and beneficiaries recognise the improvements. Training and income generation have to be better linked and start-up grants provision should be more standard. The collection, processing and use of sex-disaggregated data requires attention. Legislative reform and policy formulation at national level remain to be strengthened.

4.1 Relevance and appropriateness

Overall conclusion: The concept of the Joint Programme is of high quality, relevant at country level and replicable. Its gender-centred approach has the potential to lead to more gender-balanced education systems, better health and more inclusive labour markets. It has fostered outcomes more suitable to equality than 'traditional' capacity development support.

Strengthening of UN partner synergies: A strengthening of synergies of the UN partners at country and central levels and the sharpening of the Joint Programme profile are necessary to develop a relevant and timely planning document in the form of a UN Agency Plan of the three UN partners for the COVID-19-interrupted implementation resumption and beyond.[181] An inclusive assessment and consultation process of all three partners is required, at country level and globally. The relevance of the JP has to be safeguarded not only at individual UN agency level but at the level of all three partners jointly.[182]

4.2 Assessment of outcomes and pathways to impact

Overall conclusion: Pathways to impact have been opening up late and outcomes and pathways to impact are just beginning to manifest themselves.[183] It is too early to provide a well-considered assessment of the transformative nature of JP effects. More time is needed to integrate individual gains into a pattern of interconnected UN partner results and achievements. But results of the two surveys show a high degree satisfaction with JP interim results.

While these outcomes are encouraging the COVID-19 pandemic is exposing and exacerbating gender inequalities that affect women and girls in all three countries. It is likely to have a very negative impact on education, the labour market and the health status of young populations. It has the potential to eradicate some of the positive impacts that the JP has had, to date, at least partially or temporarily. It will take time to remedy the effects of COVID-19, should this be possible. In the meantime, frequent and substantial dialogue between UNESCO, UNFPA and UN Women is necessary. Areas of dialogue and joint action should include both central level and country-based action. At country level, it would be important to determine the current status of implementation and to define pathways to recovery and feasible action, to remedy the most serious effects of the pandemic on programme implementation, to cooperate in monitoring and assessments to use synergies and available resources effectively, to define the modus and timing of a resumption of activities and to jointly discuss pressing issues with government authorities, just to name a few. At central level, updates of these efforts should be presented and synergies should be identified to strengthen a common profile. The joint development of a phase II proposal is of importance if the concept is to develop into a reliable forward-looking cooperation pattern. This would also involve the identification of countries for future action.

4.3 Efficiency and effectiveness

For efficiency and effectiveness, more detailed conclusions are presented in view of the complexity and ongoing character of the Joint Programme.

Overall conclusion for efficiency and effectiveness: The evaluation concludes that the Joint Programme's holistic and multi-sectoral approach across the implementation of education, health and well-being (with the prevention of violence against adolescent girls and young women, CSE and SRH as components), youth and skills development outcomes is timely and relevant. The assumption that such an approach has the potential to break the cycle of exclusion and vulnerability at national level is confirmed by data. However, there is a gap between the concept and the management of the implementation of the JP which remains potentially limiting to the achievement of results.

Conclusions for efficiency:

Overall conclusion on the use of donor contribution: UNESCO and its UN partners face challenges in mobilising funding and in reporting about progress. Long after implementation started in June 2016, uncertainty about available funding prevailed. The Joint Programme developed a complex structure of financial flows, with central-level expenditure having to be authorized against individual budget codes at field level and for missions after the consent of the donor to participate in joint monitoring missions. KOICA funding could not be used at the HQ level of UN Partners but in countries of implementation only due to donor policy.[184] This weakened the coordination function at UNESCO HQ.

Global coordination and management: A central coordination and monitoring function was established late. No overall objectives, indicators or benchmarks were formulated at that level from the outset. Without designated funding, an increase in forward-looking planning capacity is difficult to achieve. Institutional memory has been lost early on and planning capacity is required now to respond to the challenges of COVID-19. The strength of the concept to address one of the weakest segments of society in gender-responsive and at times gender-transformative ways should be translated into streamlined processes and forward-looking planning and capacity. A UN Agency Plan as a joint partner document is required and should be shared with the donor to keep it informed.

The donor adopted a role, much closer to that of a UN partner than that of a donor, setting reporting deadlines and introducing formats according to its priorities and requirements[185], in some instances, aiming to preview UN partner reports of the individual participating agencies at country level before submission to UNESCO HQ in preparation of their submission to KOICA at central level. Harmonized UN reporting and the current reporting requirements conflict. The reporting formats and deadlines of UN partners do not match those of the donor. Reporting deadlines are not aligned with those of individual UN partners and there were up to four reports per years due, at times with rather short reporting periods.[186]

A more equal partition of funding and seed money for concept development: A different and more equal partition of funding may be envisaged in comparison with the current 80:10:10 for UNESCO, UNFPA and UN Women which is applied throughout but in Tanzania. It might lead to a more active involvement of UNESCO partners. Demographic dividend considerations may also guide the selection of countries. [187] Flexible funding mechanisms and seed money for further concept development may prove beneficial for all UN partners. This could lead to a diversification of the donor base and may assist in funding areas which have become relevant due to COVID-19 but cannot be addressed, at the moment.[188]

Conclusions for effectiveness:

Overall conclusion: The outcome objective of an increased availability and improved quality of national education, health and social services for adolescent girls and young women, based on and promoting the principles of human rights and gender equality is in the process of manifestation. However, a gap between the

concept and the management of the implementation of some of the JP elements remains potentially limiting to the achievement of results.

Comparability of results: The assessment of the project outputs and (intermediate) outcomes for all three countries has shown that measurable progress has been achieved, though belatedly. But the review also shows that a comparison across JP component areas, objectives and countries is not easily possible after country-adaptations have been made. Per se that is not problematic, as long as the results framework is understood as a guidance document and not as a result in itself.[189] Some of the interventions at country level would be more effective if funding would allow for larger inputs. An increased availability and improved quality of national education, health and social services for adolescent girls and young women, based on and promoting the principles of human rights and gender equality has been best achieved where a degree of national level education planning and coordination is still at work and effective and where UNESCO has been building good working relations with a relatively stable and capable government counterpart structure.

Beneficiary orientation: An active and moderated exchange between the JP and its beneficiaries has not been attempted but in Mali. Generally, the fact that female beneficiaries and teachers have access to mobile phones, even in remote areas, is underrated and websites, blogs or online events have not been sufficiently exploited. The ability to use online learning may be restricted in much of Mali, Nepal and Tanzania but the use of applications could be negotiated with telephone companies, so as to allow for the consultation and down-loadable relevant material. At times, and for the younger beneficiaries the difficulty to otherwise have to buy units or to pay for sustainable connections is both a challenge and an issue to be addressed. For teachers in the same school or training centre joint accounts may be possible. Face-to-face training is the preferred format for skills training. It seems possible but not straight forward to implant e-Learning in more systematic ways in the JP service delivery package. Technical obstacles are too frequent to guarantee effectiveness. Where income generation is undertaken, it should be clear what degree of independence is attempted and for whom. Evidence of country reports suggests that sometimes rather insignificant incomes are achieved (soap-making) or that training uses materials, which are not regionally available after the end of learning (dying chemicals). In certain instances, training is provided without start-up grants provision and learners simply go home without a possibility to apply their knowledge.

Communication: Project initiatives are located in remote areas with bad internet and even worse infrastructure. They are difficult to monitor and they are not easily visited by those who serve as opinion-leaders at national level and in the international community. But social media can communicate results directly and open up interactive channels between the UN partners and beneficiaries. The communication of results to the public remains with individual UN partners at country level. No common profile has emerged or been promoted and an identity of the JP either needs to be developed now or will not emerge before its end. The evaluation team considers this a great pity because the topics and sometimes approaches are of great relevance to the current global situation.

Income generation: To strengthen the springboard effect of the JP, training and income generation have to be better linked and start-up grants provision should be more standard. Girls' and young women's transition into healthy adulthood and the labour market through quality education remains a priority and has been prioritized as planned. The assumption that a gender-centred approach to education leads towards more gender-balanced education, better health and more inclusive labour markets, and that it fosters outcomes more suitable to equality than 'traditional' capacity development support remains a guiding JP principle and remains fully valid.

Programme management: The Joint Programme Secretariat is responsible for operational and programmatic coordination. Its responsibilities are meant to include coordinating all the JP partners, coordinating and compiling annual work plans and narrative reports, coordinating monitoring of annual targets, facilitating evaluation, and reporting back to the TAG. The Secretariat is involved in day-to-day coordination but does not hold any financial or programmatic accountability. All financial and programmatic accountability rests with the

country level. Programme management has to be strengthened, particularly if a phase II is envisaged. The implementation rate needs to accelerated and UN partners should meet to prioritize action after the shut-down.

4.4 Sustainability

Overall conclusion: The sudden suspension of all activities in March 2020 Due to the COVID-19 outbreak has fundamentally disrupted implementation dynamics while the Joint Programme is still ongoing. It is not clear how, when and to what extent a resumption of all operations can be envisaged and whether the original dynamic and orientation of action can be maintained. Highly effective review and planning processes are needed to ensure sustainability of achievements.

The pandemic may require re-planning to create the necessary flexibility for the UN partners to complete their components in ways that reflect the JP orientation. The degree to which each agency has completed its tasks before the pandemic will determine the willingness of partners to consider an extension.

The assumption that a phase II would follow the current phase I was a common understanding of all UN partners in 2015. This assumption seems no longer valid due to the challenges of the current situation, in particular those related to COVID-19. The rights of girls and young women to a self-determined life are increasingly at risk and a roll-back of acquired progress is noticeable. Challenges relate to options for and the availability of some form of regular and institution-based schooling and training at country level as well as to the increased restrictions of movement, family-related obligations and material losses seen as overriding needs for a self-determined future and the shrinking options for youth to secure gainful employment after school or training, The current JP interruption is unprecedented and unpredictable in its duration. The Joint Programme is confronted with a potential drop-out of girls and young women whose education pathway has already been interrupted beforehand and who have re-enrolled. Sustainability of learning achievements is threatened across all three countries by a) the inability of learners to return to institutions of learning, b) risks that teachers and trainers may not be cater for learners, c) the disruption of face-to-face teaching and learning in settings where no other means to replace or complement this form of teaching and knowledge-sharing is available, d) the risk that the current school year or more may be lost, e) depending on the degree of exposure to the virus and the aptitude of public administrations to respond, inabilities in formal and in non-formal education settings to return to normal capacities, and f) learners simply being left behind without options to rectify the situation.

4.5 Coordination and partnership

Overall conclusion: The evaluation concludes that the assumption that the UN partners would develop and use synergies among them to effectively develop the JP at country level has been only partially confirmed. Coordination and partnership have worked to varying degrees. The ability of UNESCO to consult with and lead partners should not be underestimated. But the actual leadership function has not been fully used to lead processes in two out of three countries, these being Nepal and Tanzania. At times, UNESCO field offices have understood their role more as interface with the donor and its reporting requirements than as a creator and developer of the JP.

4.6 Contribution to UNESCO's Global Priority Gender Equality

Overall conclusion: The Joint Programme Prodoc classifies the Joint Programme as gender-transformative. Evidence as collected during the mid-term analysis suggests that the Programme combines elements that are gender-responsiveness with others that are gender-transformative in character. Its design is relevant, forward-looking and promising and makes a valuable contribution to UNESCO's Global Priority Gender Equality. It has a great potential which UNESCO may have to use rather soon, if it is to remain lead agency of similar processes. The evaluation concludes that gender-specific programming has been applied but that a gap remains between the very refined conceptual framework at results framework level and some parts of country implementation exists, at time. A partially weak link is the step from TVET to earning.

- ❖ The implementation practice lacks strategic outlook and implementation considerations. While the strategic outlook and positioning of the JP overall design is clearly gender-transformative, the implementation and partially also the Logframe designs are rather gender-responsive.
- ❖ Potential synergies and prior achievements in favour of a more consolidated approach were not sufficiently well documented.
- ❖ Interaction with beneficiaries to raise issues of gender equality has infrequently been sought in the past but new UNESCO HQ-led attempts in this area are noted (stories/testimonies).
- ❖ The Programme is implemented *for* rather than *with* its beneficiaries.
- ❖ Traditional approaches to beneficiaries prevail.

The assumption that socially constructed roles, behaviours, activities and attributes in a given society can be shaped to arrive at human rights-based solutions has been proven right. Frequent examples of change are reflected in the individual country reports of this mid-term evaluation for Mali, Nepal and Tanzania. The survey results add to this. The assumption that there is the need to engage parents, communities, schools, health workers, women's groups and organizations as well as municipalities and religious and traditional leaders to ensure supportive gender norms in favour of girls' education has been correct and JP initiatives has been confirmed across the three countries.

4.7 Conclusions for the use of the intervention logic

Overall conclusion: As mentioned above, no uniform ToC has guided the development of the Joint Programme at country level. Based on the JP results framework, national logframes have been developed and adapted to needs. A completely undefined but most important area is the question which logframes are guiding JP implementation at national level, national intervention logics only, or also the overall results framework. It is necessary to be able to use both, if overall policy decisions require uniformity. Areas of importance in this respect are ICT, or Output 2.4 calling for the support of evidence-based policy and advocacy to ensure laws and interventions in the education and health sectors are well-aligned to meet the needs of adolescent girls and young women.

An intervention logic articulates the hierarchy of effects that an intervention is expected to produce: from outputs (under direct control), to outcomes (subject to direct influence) and impact (subject to indirect influence). As such, the intervention logic of the Joint Programme is consistent with the development needs and priorities of each participating country. It is consistent with preferences of the United Nations partners at the time of design, particularly as it concerns issues of system-wide coherence. Consistency between the broader strategic framework in which the intervention is framed – in this case the overall results framework – and a given country-level JP implementation is safeguarded in broad terms but variations have been adopted for a number of reasons. While Mali is closest to the overall framework, Tanzania and Nepal have introduced modifications, of which in Nepal are most extensive. A comparison of the semantics and sequencing structure of the three national logframes helps to understand that results are presented and measured in different ways across the operation.

Table 10 – Semantics and sequencing structure of Joint Programme country logframes

Mali	Nepal	Tanzania
Output	Expected Output	Key activities
Activity	Activity	Timeframe
Baseline	Performance Indicators	Budget (USD)
Performance indicators	Baseline	Responsibility Party
Targets	Targets	Partners
Means of verification	Means of Verification	Output indicators
Timeframe	Timeframe and annual budget breakdown	Risks and assumptions
Budget (in USD)	Budget (USD)	

Mali	Nepal	Tanzania
Risks and assumptions	Risks and assumptions	

An intervention logic can be defined as the articulated result's chain clarifying the interventions' objectives. Outcomes are the likely or achieved short-term and medium-term effects of an intervention's outputs. Output indicators show the degree of achievement of the direct products of an activity or set of activities. They are by nature activity-specific. Output indicators are directly connected to the intervention, unlike outcome or impact indicators, whose value is influenced by other interventions and phenomena. Performance indicators, on the other hand, record action or organizational performance and are focusing on resources and activities used and the way the financial cooperation is deployed (such as the quality of planning and programming, the use of human resources or the speed of implementation).

While Mali and Nepal use performance indicators, Tanzania uses output indicators. In addition, there is a tendency in formal and non-formal settings to use simply the wording 'percentage of' as a reference (for Nepal) or to set most baselines at zero (for Tanzania). This leaves room for two interpretations, either singularity, meaning that there is no context in which the invention is established, or lack of baseline data.

The most common approach to intervention logics is the results chain sequence inputs, activities, outputs, outcomes and impact.[190] The JP can be defined as a set of projects put together under the overall framework of a common goal, or it can be defined as a programme with a clearly defined programmatic approach and philosophy. Both connotations and perspectives are possible. The Joint Programme appears different, depending on the perspective of the reviewer. This does not make it easier to assess its current ToC. What characterizes the JP is its reference to primarily qualitative objectives at overall level. The rapid evolution of the situation on the ground would normally justify further revisions of individual country logframes. However, the remaining implementation period is short and the approval processes may take too long to bear fruit.

The mid-term review attempts to present a ToC that can be used to better track pathways to impact and highlight the various pathways to impact through the four components and their interactions. This said, the expected radical transformation in delivery modalities, priorities and intervention resulting from the COVID-19 would require to adapt the ToC in the light on the COVID-19 response packages currently developed. The pathways of change tied to the intervention – from inputs to outputs, outcomes, and impact – may have to be re-articulated and modified in view of the reduced time window for the remainder of implementation and possible follow-up.

The ToC also shows the complementarity of the interventions by the three agencies and the added-value of a comprehensive approach tackling education, health, employability and citizenship all at the same time and has already shown result at individual beneficiary level. Another aspect that the ToC tries to highlight is that there are two main pathways intertwined, one targeting individuals, one targeting institutions. The time horizon for change of each pathway is intrinsically different and, based on the findings of the mid-term review, the change at individual level appears to materialise at a quicker pace. Another aspect to consider is that Component 4 should be used as much as a tool to monitor the situation and progress than as an outcome in itself through providing more accurate data on the situation of adolescent girls and young women across various aspects of their lives. In this regard, the ToC also attempts to capture the process nature of the Joint Programme through the regular assessment of needs at individual and institutional level. These assessments should inform the intervention modalities and their balance to ensure relevance, effectiveness and efficiency.

The ToC should not replace the logframe or intervention logic but complement these tools, especially in identifying various ways with which the expected impact can be achieved. It also provides a more flexible framework with which to jointly agree on the strategic approach to use in a given context before elaborating the logframe and defining the interventions, indicators and targets. Finally, the ToC will also help in reporting to the donor as it provides directions to develop the narrative of how the outcomes contribute to make an impact.

In order to build the ToC, the following key assumptions have been used.

Assumptions about transition from outputs to outcomes:

- ❖ Adolescent girls and women need to have knowledge about sexual and reproductive health, quality education, access to health and education to exercise their rights and take an active role in society as workers, citizens and role models
- ❖ Perception towards adolescent girls and young women's empowerment need to change to allow them to take an active role in society
- ❖ Interventions towards final beneficiaries must be complemented by interventions at institutional level through capacity development and advocacy to foster an enabling environment for realisation of outcomes and sustainability of outcomes and impact
- ❖ Interventions on data availability are necessary for evidence-based policy making, monitoring of outcomes and to inform adaptation of the programme and other related policies
- ❖ Pathways to long term change rely on attitudinal changes in communities, society and at individual level to both create enabling environments and to provide trust and confidence to adolescent girls and young women
- ❖ Empowered adolescent girls and young women further contribute to further the SDG agenda, the ICPD objective and the realisation of the demographic dividend.

Inhibitors and bottlenecks

- ❖ Unfavourable legal framework for access to health and education of girls and women, and more specifically of pregnant girls and women or young mothers
- ❖ Negative attitude towards girls and women access to education and to self-employment in the communities
- ❖ Limited resources of the programme do not yet allow for reaching a critical mass at country level
- ❖ Implementation modalities not allowing to seek synergies and further partnerships/institutionalisation of the outcomes in national/local authorities

Figure 10 – Proposed Theory of Change for the Joint Programme

4.8 Conclusions for performance and management process

Overall conclusion: UNESCO has lost time by not sufficiently planning for the transition from agenda-setting to the coordination of Joint Programme implementation and monitoring. The lack of designated funding at central level made it harder to firmly establish evidence-based and uniform monitoring tools demonstrating results, to device donor-agreed reporting procedures and to use opportunities for an exchange between countries of experience and results and to promote joint planning across countries. During the last two years, these areas have all been strengthened. Coordination has been reinforced but much time is spent on reporting at the expense of forward planning. The mid-2020 performance and management situation is mixed.

- ❖ Joint UN partner discussions are infrequent and not sufficiently documented at country level.
- ❖ All three country JPs have developed functioning and stable relationships at the level of all UN partners and in collaboration with host governments;
- ❖ Performance and a potential extension of the JP to December 2021 are connected. If a no cost-extension is the only available option, as seems likely, then such an extension would affect different agencies in different ways.[191] What if not all country partners agree on extension like in Nepal, where UNFPA is not favourable while UN Women is favourable? Is it then still a JP, simply with one partner missing? And how would this affect the existing UN to UN agreements?
- ❖ At the process level, the evaluation notes insufficient facilitation of communication and exchange between country management teams.

National ownership is strong. The performance is different for the three participating countries due to different priority settings and the need to embrace and comply with national, regional and municipal policy environments and legal frameworks. Like at central level, changing management responsibilities have affected the JP. The organizational performance of the JP is mixed, to date:

- ❖ Among UN partners, coordination and collaboration is best in Mali, followed by Tanzania and Nepal;
- ❖ Collaboration with implementing partners is of equal quality in all three countries;
- ❖ The beneficiary angle is most effectively addressed in Mali;
- ❖ Funding considerations and considerations related to donor relations are best addressed in Mali, followed by Tanzania, with Nepal showing disconnection, distrust and stress;
- ❖ A comparison of UN partner management approaches (UNESCO, UNFPA and UN Women) shows that key competences are used in each agency across all three countries well but that experiments are avoided;
- ❖ A comparison of management results and achievements based on the framework of the Joint Programme by country, to date, is complicated by the turnover of staff;
- ❖ Management has paid little to no attention to the building of management capacity in the area of ICT;
- ❖ Component 4 management seems weak and the Joint Programme did not build a data and evidence base for future work, to date;
- ❖ Knowledge sharing is underdeveloped among the UN partners in Nepal and Tanzania whereas is institutionalized in a functioning Technical Committee in Mali;
- ❖ The responses to the Excel-based initial inquiry with UNESCO field offices show good collaboration at all levels and readiness to assist the evaluation team. The same is true for the SurveyMonkey online survey;
- ❖ Monitoring and evaluation are not institutionalized as learning processes and tend to serve reporting purposes primarily;
- ❖ A Joint Programme phase II planning is feasible in Mali, is unlikely in Tanzania and seems impossible in Nepal.
- ❖ Management is not visibly preparing for phase II planning, yet. An exit strategy is not yet developed.

5. Recommendations

A resume of the evaluation results is presented in the form of action-oriented recommendations below. These aim to inform the design and implementation strategies for the remaining duration and, if so decided, beyond phase I. [192]

The mid-term evaluation encourages UNESCO and its partners to spearhead proactive, pragmatic and promising solutions for the remainder of the implementation period and to promote and lead a process of firmly establishing still missing links. Learning and management have to be strengthened to make informed decisions about a continuation of the strategic architecture and the combination of partners for the future. A potential replication of the JP concept may be envisaged as a result of partner discussions. The evaluation recommends accepting that the sudden and deep changes faced by the Programme due to COVID-19 require updated methods of coordination and cooperation.

No	Recommendation	Directed at	Timeline
Relevance and Appropriateness			
1	Strengthen synergies with UN partners at country and central levels to develop a resumption plan of COVID-19-interrupted implementation and review replication opportunities of the concept.	UNESCO JP Secretariat, Field Offices	Before the finalisation of the COVID-19 response packages
2	Create an identifiable and marketable profile of the JP.	UNESCO and UN partners	During the remainder of the current phase
3	Open up communication lines with stakeholders and beneficiaries, e.g., through interactive platforms.	UNESCO and UN partners	During the remainder of the current phase
4	Create virtual learning options for beneficiaries to leave no one behind.	UNESCO ED Sector Field Offices	During the current project period for ongoing interventions as part of the COVID-19 response package In the longer run at strategic level to incorporate these options to the global intervention logic
5	Position the JP secretariat to guide further programmatic developments and strengthen its processes. Strengthen the operational capacity of the Education Sector and Field Offices.	UNESCO JP Secretariat, UNESCO ED Sector EO, UNESCO BSP	Start as soon as possible to develop tools and guidance. The process is expected to be gradual and to last for 12 to 18 months
6	Establish baselines for newly assumed activities.	UNESCO JP Secretariat, UN Field Offices and partners	Before the finalisation of the COVID-19 response packages
Assessment of Outcomes and Pathways to Impact			
7	Identify pathways to impact more clearly and pursue realistic approaches in close cooperation with local partners.	All UN partners	Before the end of the current phase

8	Ensure effective work on standard-setting in education, labour market access, child protection and health and implement Output 2.4 and component 4 of the results framework.	UNESCO and UN partners	As soon as possible
9	Document improved perceptions of inclusivity more clearly.	UNESCO and UN partners, Field Offices	Before the next reporting period
Efficiency and Effectiveness			
10	Establish more streamlined and more effective results-based monitoring.	UNESCO and partners, UNESCO ED Sector EO, BSP Field Offices	This process should start before the end of the current phase and be strengthened at the start of future projects
11	Promote, strengthen and lead management processes at central- and country-level (including a budget for management at central level) to accelerate the implementation rate of the JP when a full resumption of activities becomes possible.	UNESCO ED Sector, UNESCO ED Sector EO	As soon as posible
12	Ensure that currently dispersed and unimplemented ICT outputs are identified, regrouped and implemented.	All UN partners, Field Offices	Before the end of the current phase
13	Develop a communication strategy that facilitates communication with the public.	UNESCO JP Secretariat,	The process should start during the current phase and be put on the agenda of the TAG/TC
14	Broaden the donor base of the JP beyond one single international donor and recognize country-based contributions as forming part of the JP.	All UN partners, UNESCO ED Sector EO	After the current phase
15	Finalize the Joint Resource Mobilization Strategy (JRMS) of December 2016 and get approval from the Technical Advisory Group.	All UN Partners/TAG	As soon as possible
16	Make sure that all key partners, including the country implementation teams of UNESCO and its UN partners as well as selected projects convene as soon as possible to discuss and agree operational, programmatic and work plan-related options. The resulting consolidated planning document (UN Agency Plan) should be presented to KOICA to keep it informed.	UNESCO JP Secretariat All UN Representatives at central level	As soon as possible
17	Develop a flexible funding mechanism ensuring effective cooperation among all UN partners.	UNESCO JP Secretariat, UNESCO ED Sector EO, UNESCO BSP, UN partners	After the current phase

	Sustainability		
18	Position and prioritize the JP for funding by the 'Global Education Coalition' founded in March 2020.	UNESCO ED Sector EO	As soon as possible
19	Formulate a sustainability strategy and an exit plan for each JP at country level.	UNESCO and UN partners Field Offices HQ	Before resumption of implementation in countries
20	Market the concept of the JP based on an agreed Joint Resource Mobilization Strategy soon enough to ensure continuity if a continuation of partnership is envisaged.	UNESCO and UN partners	Before the end of the current phase
	Coordination and Partnership		
21	Attach funding to UNESCO's operational and programmatic coordination role - in case the UN partners chose to retain the JP format - so as to ensure a joint profile of the JP and to deliver coordination and partnership able to go beyond the monitoring of annual or short-term targets.	UNESCO and UN partners	For future projects
22	Capitalize on the advantages, added value and synergies of an inter-agency, joint programming approach and encourage substantial contributions to an increased coherence and effectiveness of the JP at country level.	All UN partners Field Offices and HQ	Before the end of the current phase
23	Increase the frequency of Technical Committee meetings at country level.	UNESCO Field Offices and partners	As soon as possible
24	Promote evidence-based knowledge sharing about replicable JP concept elements.	All UN partners	As soon as possible (already ongoing)
25	Jointly assess country needs and jointly set priorities in the JP delivery model best suited to these needs	All UN partners	Before resumption of delivery for current activities Before the formulation of the project logframe for future projects

6. Appendices

A. Terms of reference

**Mid-Term Evaluation of the Joint Programme on Empowering
Adolescent Girls and Young Women through Education**

1. INTRODUCTION

1.1. Background to the Joint Programme

The Joint Programme on Empowering Adolescent Girls and Young Women through Education is a joint initiative between UNESCO, UNFPA and UN Women under the Global Partnership for Girls' and Women's Education "Better Life, Better Future". Leveraging expertise, experience and networks of the three UN agencies, it applies a holistic, multi-sectoral approach across education, health, youth and skills development sectors.

Over an initial period of five years (2016-2021), the goal is to reach adolescent girls (10-19 years) and young women (20-24 years) to break the cycle of exclusion and vulnerability. At the global level, the Joint Programme's expected outcome is the increased availability and improved quality of national education, health and social services for adolescent girls and young women, based on and promoting the principles of human rights and gender equality.

The Joint Programme takes a life-cycle perspective with the aim to:
- Ensure that girls and young women benefit from a full cycle of quality education;
- Empower girls and young women with relevant knowledge and skills; and
- Foster adolescent girls' and young women's healthy transition into adulthood and the labour market, and to fully participate in society.

The objectives of the Joint Programme contribute to the 2030 Agenda for Sustainable Development Goals (SDGs), particularly SDG 4 and 5 on inclusive quality education and gender equality, and support the implementation of national development plans and strategies.

1.2. Areas of Focus

The Joint Programme supports investments through the education sector and strengthens linkages across relevant sectors, through the following four inter-connected components:
- *Component 1. Quality education*: Improving the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management.
- *Component 2. Health and well-being*: Strengthening linkages between the health and education sectors to respond to the needs of adolescent girls and young women at risk of early pregnancy and school dropout through the provision of water and sanitation facilities, and comprehensive sexuality education (CSE).
- *Component 3. Enabling environments*: Addressing the structural barriers to girls' education through advocacy and community engagement, and supporting institutional and legislative change and inter-sectoral coordination.
- *Component 4. Building the data and evidence base:* Documenting and collecting relevant data to target interventions, and to inform gender-responsive policies and actions.

1.3. Management and Coordination Mechanisms

The Joint Programme has management and coordination mechanisms at the global and country levels. At the global level, it is managed by the Global Steering Committee, the Global Coordinator/Joint Programme Secretariat and the Administrative Agent. While the Global Steering Committee, including representation from the Heads of Agency of all signatories to the Joint Programme Document, is the highest decision-making body for strategic guidance, fiduciary and management oversight and coordination, the latter two bodies are within UNESCO which acts as the Global Convening Agency

with responsibility for operational and programmatic coordination. In addition, the Technical Advisory Group (TAG), comprised of senior programme managers of all participating agencies (UNESCO, UNFPA and UN Women), provides technical assistance and advice regarding the Joint Programme.

The oversight of the Joint Programme in country lies with the country-level management and oversight body which is a National Steering Committee (NSC). The NSC consists of the representatives from line Ministries, participating UN agencies and donors. A Technical Committee is attached to the NSC with designated members from all participating agencies and government counterparts.

The participating UN organizations are UNESCO, UNFPA and UN Women. The above described four components are led by each agency. UNESCO provides quality, relevant and gender-sensitive education and build the data and evidence base (Component 1 and 4). UNFPA works to strengthen the policy and programmatic linkages between the health and education sectors (Component 2) whereas UN Women seeks to create a more supportive institutional environment for adolescent girls and young women and to promote their economic and social empowerment (Component 3).

1.4. Phase I Countries

The Joint Programme was launched in three countries (Mali, Nepal and the United Republic of Tanzania) in the first phase. In selecting the Phase I countries, priority was given to Sub-Saharan African and South West Asia with a particular focus on post-conflict and post-disaster affected countries.

All three countries as classified as low-income countries, based on the World Bank's classification, defined as those with Gross National Income per capita of USD 1,025 or less in 2018[1]. The three countries also rate poorly on the United Nations Development Programme (UNDP)'s Gender Inequality Index, which measures gender inequalities in three important aspects of human development: reproductive health; women's empowerment; and economic status. The higher the Index value, the greater the disparities between females and males. Mali, Nepal and Tanzania rank 182, 149 and 154 out of 189 countries.[2] Even if there are provisions within the education sector to ensure equality of access to education for girls, social and cultural values tend to override such provisions. Numerous barriers prevent adolescent girls and young women from accessing education, including poverty, child marriage, early pregnancy, gender-based violence, limited provision of water, sanitation and hygiene in schools, and gender bias.

The Joint Programme countries have prioritized intervention areas in geographically remote settings. In Mali, the Joint Programme is implemented in four regions (Mopti, Ségou, Timbuktu and the district of Bamako). Nepal has five target districts (Achham, Bajura, Rautahat, Sarlahi, and Sunsari) and Tanzania targets hard-to-reach districts (Kasulu in Kigoma, Mkoani in Pemba Zanzibar, Ngorongoro in Arusha and Sengerema in Mwanza).

Drawing on the experience, tools and lessons learned from these countries, the Joint Programme seeks to extend to additional countries for Phase II with the lowest education and gender equality indicators, subject to country-readiness, resource availability and other partners' interests.

With support from the Republic of Korea through the Korea International Cooperation Agency (KOICA), each country receives 5 million USD,[3] for the five year period. The Joint Programme is reaching an estimated 2 million people, including in- and out-of-school adolescent girls and young women, boys and young men, teachers, policymakers and community members.

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[1] World Bank, World Bank Country and Lending Groups, Country Classification. World Bank website.
[2] UNDP, 2018. Human Development Indices and Indicators: 2018 Statistical Update. New York, UNDP.
[3] As of June 2019, each country has received the three-year funds which account for around USD 3 million out of 5 million.

2. PURPOSE AND USE OF THE EVALUATION

As the Joint Programme has reached beyond the halfway point in its five-year life span, a formative evaluation is being commissioned by UNESCO. Conducted by a team of independent external experts it will examine progress and achievements as well as challenges to implementation of programme interventions at the country level for the period of June 2016 to June 2019. The overall purpose of this mid-term evaluation is to assess the progress towards the Programme's intended outcomes, with a focus on whether the Programme is on-track to achieve its objectives. It will identify strengths and weaknesses in implementation as well as lessons learnt, and provide evidence-based recommendations for the refinement of the Joint Programme's approach as necessary. The findings of the evaluation will inform decision-making with regard to potential modifications to increase the likelihood of success during subsequent implementation phases of the Joint Programme. The findings will also serve to guide better, more effective project planning processes for Phase II countries.

Specifically, the main objectives of the evaluation are to:

1. Review progress based on an assessment of the project outputs and (intermediate) outcomes to determine the extent to which its objectives are being achieved, including identification of pathways to impact;
2. Assess the relevance, effectiveness, and sustainability of the interventions conducted in the framework of the Joint Programme;
3. Assess the efficiency in the use of resources by assessing the scope and quality of the outputs delivered, the beneficiaries reached, and contributions to intended outcomes;
4. Identify lessons learned, and suggest action-oriented recommendations to inform re-design of programming and implementation strategies for the remaining duration as necessary, and to steer the preparation and design of the Phase II programming process.

The evaluation report will be shared with relevant key stakeholders. The findings of the evaluation will be used by a diverse audience, including the Joint Programme Secretariat and Executive Office at UNESCO HQ and field offices concerned, KOICA HQ and local offices in the participating countries, and partner UN agencies (UNFPA and UN Women) at global, regional and national levels. The findings and results will be presented to each country's National Steering Committee and Technical Committee. The Office of the Director-General's Gender Equality Division will be included as a user, given that the Director of the Division serves as a Global Coordinator of the Joint Programme with an overall coordination role with partner UN agencies at the global level.

3. SCOPE OF THE EVALUATION AND EVALUATION QUESTIONS

The evaluation will include a review of the programme design and assumptions of the programme which will feed into the development of a Theory of Change (ToC) for the Joint Programme. The evaluation questions will be validated and further refined during the inception phase of the evaluation. The following indicative questions will be considered throughout the evaluation. A set of sub questions will be identified for these questions, as appropriate and through close consultation with the country-level stakeholders.

3.1. Relevance and Appropriateness
- To what extent is the Joint Programme aligned with national development and education needs and strategies as well as regional and international priorities and frameworks including those aiming to promote gender equality and women's empowerment?
- To what extent are the Programme's objectives and activities relevant to address the real needs of the target beneficiaries?

- To what extent is the Joint Programme addressing gender norms, gender-based discrimination, and other structural inequalities that may prevent adolescent girls and young women from participating in, learning and completing their education?
- To what extent is the Programme responsive to strategic gender needs, social and cultural values, conditions and practices?
- What is the added value of UNESCO, UNFPA and UN Women in spearheading and supporting these programmes?

3.2. Assessment of Outcomes and Pathways to Impact

- To what extent is the Programme interventions contributing to enhancing access to quality education and creating safe and inclusive learning environments for adolescent girls and young women through its multi-sectoral approach? What were key enabling factors and obstacles?
- Is there evidence of intended or unintended results (positive or negative) related to gender equality?
- What changes have occurred in the conditions/lives of direct and indirect beneficiaries as a result of the Programme's support, including both intended and unintended effects?
- What other similar interventions or previous and existing partnerships have supported to the objectives of the Programme? How well did they contribute?
- What were key enabling factors/obstacles and lessons learned?

3.3. Efficiency and Effectiveness

- How well did the Programme's global-level support in policy advisory, programme and strategic support contribute to country-level implementation?
- What evidence is there of the use of a gender-responsive monitoring system throughout the Joint Programme's implementation?
- To what extent was the Programme efficient in delivering the activities in terms of cost effectiveness of its operations and use of resources?
- To what extent were the interventions effective considering the scope, size and resource allocation of the Programme?
- Have the outputs set in the logical framework been achieved in a timely manner?
- What are any key factors that have facilitated or obstructed the achievement of the outcomes?
- To what extent will the Joint Programme be likely to achieve its outcomes and objectives?

3.4. Sustainability

- To what extent have the interventions contributed to strengthening national capacities, systems and ownership to address barriers to girls' and women's education and support the Joint Programme's goal?
- To what extent has the Joint Programme contributed to social or cultural transformation change aiming to advance gender equality?
- How are national and local authorities, institutions and other stakeholders using enhanced knowledge/skills/systems to transform the way they work for increased access and participation of adolescent girls and young women to quality education?
- To what extent are the benefits of the Joint Programme likely to continue after its completion? What specific changes will be sustained beyond its lifetime with what demonstrated approaches or influencing factors if applicable?

3.5. Coordination and Partnership

- How well did the Joint Programme support coordination with and among the government counterparts, other UN agencies, the donor, NGOs and/or implementing partners at national, regional and local levels?

- How well did the Joint Programme benefit from global-level management, coordination and partnership with other UN agencies? How well did the Joint Programme's global coordination contribute to country-level support?
- How well did the distributed roles and responsibilities among the three UN agencies support consolidated efforts towards the expected results? What improvements could be foreseen to achieve the optimal level of cooperation?
- To what extent did the partnerships with key stakeholders contribute to programme design, consolidated work planning, project delivery and monitoring at both global and country levels?
- To what extent has the visibility of the Joint Programme been assured to increase potential for replication or resource mobilization?

4. EVALUATION APPROACH AND METHODOLOGY

The mid-term evaluation will adopt both a retrospective and forward-looking approach. It will enable learning and feed into decision-making of country-level key stakeholders on the future implementation of the strategy through an evidence-based assessment of the achievements and challenges of the intervention for the remaining period as well as strategic planning and project design of the Phase II Programme at the global level.

4.1. Desk Review

- Analysis of biannual narrative reports, annual review reports and synthesis reports including internal assessment for each country programme as completed by HQ's Joint Programme Secretariat (results-oriented progress monitoring template to be developed and shared by the Secretariat as necessary);
- Review of the global Standard Joint Programme Document, country programme documents, mission reports or summaries by UNESCO and partner agencies, minutes of the National Steering Committee meetings, minutes of the TAG meeting;
- Review of framework agreements and UN-UN partnership agreements at both international and country levels;
- Analysis of country-level logical framework in view of:
  - ✓ the linkages between the activities, expected outputs and outcomes were set out towards the objectives and goal;
  - ✓ the scope of activities are achievable and realistic;
  - ✓ the performance indicators defined at both output and outcome levels are appropriate;
  - ✓ the targets were set based on the SMART criteria;
  - ✓ baseline values were drawn from relevant surveys/studies conducted;
  - ✓ gender equality considerations were reflected in the framework.

4.2. Reconstruction of a Theory of Change (ToC) for each country programme

- Based on the analysis of the country-level logical framework, intervention logic and/or implicit ToC, the evaluation findings shall feed into the development of a ToC for the country interventions. The findings and recommendations will serve to refine the ToC which will help guide the Joint Programme for the remaining implementation period.

4.3. Field-based Data Collection

- Questionnaires and surveys addressed as appropriate to groups of stakeholders at various levels (e.g., key government counterparts, project implementation partners, UN partners and other stakeholders);
- Semi-structured interviews, focus group discussions and meetings (in person, via Skype and telephone) with the Joint Programme Teams, and relevant stakeholders at UNESCO, UNFPA and UN Women HQs and field offices, the donor, implementing partners and other key stakeholders, including beneficiaries;

- Field visits to the respective field offices as well as project sites[4] for field observations and meetings with local stakeholders including UNESCO staff, local government officials and partners involved in the implementation, including interviews with direct beneficiaries, particularly adolescent girls and young women and community leaders (members).

4.4. Participatory Consultation

- Travel to Paris for interviews and a final stakeholder workshop with the members of the evaluation reference group and relevant units at UNESCO HQ to discuss and validate findings and recommendations.
- Field-level workshops to deliver country results and recommendations through a Power Point supported presentation at UNESCO field offices.

5. PLANNING AND IMPLEMENTATION ARRANGEMENTS

5.1. Management and Implementation Responsibilities

The evaluation will be managed by the Section of Education for Inclusion and Gender Equality in the Education Sector (ED/ESC/IGE) with support from the UNESCO Internal Oversight Service (IOS). It will be conducted by a team of external consultants. The composition of the evaluation team is recommended as one international lead evaluator and three national or international consultants based in each participating country.

The lead evaluator will be responsible for leading the evaluation efforts from a global perspective. S/he will develop a detailed work plan an evaluation methodology and data collection tools, to conduct data collection and analysis, as well as to conduct fieldwork and to prepare the draft and final global evaluation report and a PowerPoint (PPT) presentation of the process and results in English. The lead evaluator will present findings and recommendations at the stakeholder workshop that will held in Paris in November 2019. The national level evaluators will work closely with the lead evaluator for country-level data collection, processing and validation as well as preparation of country reports and country-level presentations of the findings.

The evaluators are expected to contribute specific knowledge of and experience in evaluating girls' and women's education initiatives. ED/ESC/IGE is responsible for the overall management of the evaluation and quality assurance of the deliverables.

5.2. Evaluation Reference Group

A reference group will be established to accompany the evaluation process and provide feedback on and quality assurance on the Term of Reference, the methodology and evaluation process as well as the inception report and draft evaluation report. The reference group comprises members from UNESCO HQ's ED/ESC/IGE, the Division for Gender Equality in the Office of the Director-General, and the IOS Evaluation Office as well as the UNESCO Field Office in one of the participating country, and the TAG. The reference group shall liaise electronically and meet during the evaluation, as necessary.

5.3. Logistics

The Joint Programme Secretariat at UNESCO HQ will assist in the preparation and organization of the evaluation exercise and will facilitate the field visits of the evaluators. The evaluators will be expected to be self-sufficient for their own logistics: office space, administrative and secretarial support, telecommunications, printing of documentation, travel, etc. Suitable office space will be provided for the lead evaluator during the visit to the UNESCO premises. S/he will also be responsible for administering and disseminating all methodological tools such as surveys, and logistics related to travel.

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[4] Each country's target areas are indicated in 1.4 Phase I Countries. Details of field trips to the project sites will be determined in consultation with UNESCO field offices during the inception phase.

ED will provide access to all relevant documentation and contact details of all stakeholders concerned and distribution lists. It will also facilitate access to UNESCO, UNFPA and UN Women staff from HQ, regional and field offices engaged in project delivery.

6. EVALUATION RESOURCES

The mid-term evaluation team will consist of an international consultant as a lead evaluator and three national consultants supporting each country programme evaluation.

6.1. Qualifications

The **lead evaluator** will possess the following mandatory and/or desirable qualifications and experience:

Essential:
- Advanced university degree in Education, Social Sciences, Political Sciences, Economics, or any related area;
- At least 10 years of working experience acquired at international level or in an international setting;
- Senior experience of at least 7 years in project and/or programme evaluation, planning and management ;
- Knowledge of and experience in applying qualitative and quantitative data analysis techniques and RBM principles;
- Understanding and knowledge of the UN mandates and its programming in relation to Human Rights and Gender Equality issues;
- Professional experience in the field of gender equality or girls' and women's education evidence by at least 5 assignments or research in these fields;
- Excellent analytical and demonstrated drafting skills in English;
- No previous involvement in the implementation of the activities under review.

Desired:
- Work experience in the UN or experience with assignments for the UN;
- Experience with assignments focusing on multi-stakeholder partnerships, and/or education capacity building;
- Working knowledge of French.

The **three national consultants** should possess the following qualifications:

- University degree in Education, Social Sciences, and Project Management or other relevant field of study;
- At least 5 years of relevant work experience in the country where the evaluation will be undertaken, preferably working in girls' education;
- Understanding and application of UN mandates in Human Rights and Gender Equality;
- Excellent analytical and demonstrated drafting skills in English and the local language(s) with an ability to effectively interpret and translate between both English and the local language(s).

Preference will be given to evaluation teams that are gender and geographically balanced.

Verification of these qualifications will be based on the provided Curriculum Vitae. Moreover, references, web links or electronic copies of two or three examples of recently completed evaluation reports should be provided together with the technical proposal including a work plan for the assignment. Candidates are also encouraged to submit other references such as research papers or articles that demonstrate their familiarity with the subject under review.

6.2. Deliverables and Timeline

The mid-term evaluation is expected to be conducted between September 2019 and December 2019 for an indicative 45 working days for the international consultant and 25 working days for each of the three national consultants' in-country assignments from the day of signing the contract to complete the assignment.

The lead evaluator will visit all the three countries concerned, possibly in one round trip, while the local evaluators will conduct field site visits in the assignment country. In addition, the lead evaluator is expected to travel to Paris at least twice to participate in an entrance meeting during the inception phase, to conduct interviews during the data collection phase, and to hold a stakeholder workshop for discussing and validating findings and recommendations. Some tasks may be conducted via Skype or video conference.

The evaluation team will be required to deliver the following key deliverables.
- Inception report including an assessment of project design quality, a draft reconstructed Theory of Change, evaluation framework, detailed evaluation methodology, a tailored progress monitoring template and work plan.
- Workshop for the presentation and validation of the findings and recommendations to the Reference Group at the global level.
- Draft and Final Evaluation report of 40-50 pages excluding annexes to be structured as follows. Detailed country specific evaluation reports for each country Joint Programme to attached in annexes, with no more than 20 pages excluding annexes and the same structure as outlined below. They can also include extracts from the overall Final Evaluation report.
  - ✓ Executive summary (maximum four pages);
  - ✓ Purpose and use of the evaluation;
  - ✓ Methodology (including challenges and limitations);
  - ✓ Programme description and Theory of Change of the Joint Programme at the global level;
  - ✓ Findings;
  - ✓ Conclusions;
  - ✓ Lessons learned;
  - ✓ Recommendations;
  - ✓ Annexes (including interview list, key documents consulted, the Terms of Reference and detailed country evaluation reports).

The Draft and Final Evaluation reports should be written in in English in accordance with the UNESCO template for evaluation reports in respect of the United Nations Evaluation Group's (UNEG) quality requirements for evaluation reports and UNESCO's Education Sector Visual Identity guidelines.

The indicative timetable of key activities and deliverables is shown below.

Action (Deliverable)	Responsible	Deadline
Submission of Request for Proposals	Evaluator(s)	early September 2019
Contractual arrangement with the selected evaluation team; Documents provided	ED/ESC/IGE and ED/EO/SPM	end of September 2019
Kick-off meeting	Lead evaluator, ED/ESC/IGE, ED/EO/SPM, IOS and TAG	early October 2019
Desk review	Evaluators	mid October 2019
Submission of inception report	Lead evaluator	end of October 2019

Field visits for data collection and analysis	Evaluators, ED/ESC/IGE, TAG, Field Offices	October – November 2019[5]
Stakeholder workshop	Lead evaluator and Reference Group	mid November 2019
Submission of draft evaluation report	Lead evaluator	end of November 2019
Provision of feedback on draft evaluation report	Reference Group	December 2019
Submission of a final evaluation report	Lead evaluator	mid December 2019
Presentation of a final evaluation report at UNESCO HQ and field offices	Evaluators	end of December 2019

7. ETHICAL CONSIDERATIONS

This mid-term evaluation should be carried out in line with the UNEG Norms and Standards for Evaluation, according to the UNEG Code of Conduct for Evaluation in the UN System, as well as in respect of the guidelines for integrating human rights and gender equality in evaluations as established by UNEG.

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[5] The international consultant will make one round trip to all three participating countries for a period of 2-3 weeks to undertake in-country field trips.

B. Programme description

From concept idea to Joint Programme

Gender Equality has been a global priority for UNESCO since 2008 and features clearly in the Organization's current Medium-Term Strategy, Programme and Budget Documents. The achievement of gender equality has been designated as one of two Global Priorities for the UNESCO 2008-2013 Medium-Term Strategy and has been reiterated in its 2014-2021 Medium-Term Strategy. The 2014 'UNESCO's Premise: Gender Equality – a Global Priority' refers to gender equality as the equal rights, responsibilities and opportunities of women and men and girls and boys. It situates gender equality is a human rights principle, a precondition for sustainable, people-centred development, and it as a goal in and of itself.

The Global Partnership for Girls' and Women's Education, known as "Better Life, Better Future", was launched in 2011 and aims to break the cycle of poverty and foster greater social justice through providing education to women and girls, under the umbrella of the Sustainable Development Goal (SDG) 4. This partnership aims to increase women´s and girls´ learning opportunities and improve the quality of women´s and adolescent girls´ literacy and their education at secondary level. Its key targets are meant to be scaled up geographically, engaging more partners along the way, and they aim to identify good and transferrable practices.[193]

The Joint Programme on 'Empowering Adolescent Girls and Young Women through Education' is part of the Global Partnership portfolio and the result of gender-specific programming. It was jointly developed by UNESCO, UNFPA and UN Women at leadership level. Its core idea was to apply a common framework to a programme that would depart from gender parity and deliver quality education for adolescent girls and young women in a number of countries prioritizing underserved regions with gender disparities. The new approach would combine global goals, joint UN agency engagement, and an inter-disciplinary character of approach with national and local expertise and target-setting. It would combine gender with quality education, with special attention to the linkages between education and well-being/health, and address structural barriers preventing labour market and full participation in civil society processes of adolescent girls and young women. The Joint Programme would build a data and evidence base for future work.[194] It would therefore address major impediments to gender parity and equality in education and it would go beyond traditional approaches by investing into sexual and reproductive health (SRH), comprehensive sexuality education (CSE) and labour market access to empower adolescent girls and young women in addition to education.

For UNESCO, support to the integrated and indivisible nature of the SDGs is combined with a strengthening of its gender focus in the 2030 Agenda and a clearer positioning of its efforts in support of girls' and women's education through the Programme. UNESCO also aims to enhance girls' and women's education clearly aligned to SDG 4 and SDG 5 as well as the broad principle of leaving no one behind. UNFPA has been a UN partner in the Joint Programme as of its launching, thus strengthening attention to SDG 5 (and partially to SDG 3).[195] Currently, it focuses primarily on SDG 5, with inputs into issues such as child, early and forced marriage, water and sanitation facilities, engaging men and boys, and the strengthening of health systems. The collaboration between UNESCO, UNFPA and UN Women[196] is traceable through joint briefings where common pathways to achieving planned results are mapped out and organized as well as through inter-agency consultation.[197] Discussions were also initiated with the World Bank regarding their possible participation. Given the nature of its mandate, UN Women aims to focus primarily on SDG 5 and adds competence on such topics as community mobilisation around transformative gender norms, social engagement and leadership amongst girls and women. Of course, these intersect very well with the SDG 4, and intrinsically contribute to the Joint Programme's encouragement of educational attainment in adolescent girls and women through creating an improved social, legal and administrative environment in which adolescent girls and young women can participate in quality education and training.

A 'Standard Joint Programme Document' for the programme was signed by all three UN organizations on 23 November 2015 targeting adolescent girls (10-19 years old) and young women (20-24 years old).[198] This document sets the programme duration at five years for phase I, with an anticipated start date of 01/01/2016 and an anticipated end date of 31/12/2020.[199] UNESCO was designated as a global programme coordinator and administrative agent. The total estimated budget was set at USD 35,105,030, with UNESCO contributing with its own means in the amount of USD 450,000. The budget was reduced to USD 15 million. A no-cost extension was agreed to June 2021.[200] The number of countries currently participating stands at three. Currently, and in relation to the potential consequences of the COVID-19 pandemic, an extension of the Joint Programme to the end of 2021 is under discussion.

While the promotion of gender equality and women's empowerment (SDG, goal 5) is coordinated by the Division for Gender Equality in the Cabinet of the Director-General (DG), education is spread across a global network of 53 UNESCO field offices and specialized institutes and centres, with UNESCO HQ providing lead guidance, supervision, and services. To further advance the global priority of Gender Equality, a dedicated 'Section of Education for Inclusion and Gender Equality' specifically addresses the gender dimensions in education since 2015 and a strategy has been developed to further guide strategic directions in this area.[201]

Focus

The Joint Programme has four components:

- ❖ **Component 1.** Quality education: Improving the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management.
- ❖ **Component 2.** Health and well-being: Strengthening linkages between the health and education sectors to respond to the needs of adolescent girls and young women at risk of early pregnancy and school dropout through the provision of water and sanitation facilities.
- ❖ **Component 3.** Enabling environments: Addressing the structural barriers to girls' education through advocacy and community engagement, and supporting institutional and legislative change and inter-sectoral coordination.
- ❖ **Component 4.** Building the data and evidence base: Documenting and collecting relevant data to target interventions, and to inform gender-responsive policies and actions.

Sharing of tasks: While UNESCO provides quality, relevant and gender-sensitive education and builds the data and evidence base for Component 1 and 4, UNFPA strengthens the linkages between health and education (Component 2), and UN Women seeks to create a more supportive institutional environment for adolescent girls and young women and to promote their economic and social empowerment (Component 3).

Alignment: The Joint Programme is fully aligned with all relevant international instruments and with the 'United Nations Development Assistance Framework' (UNDAF), in place for the first three year of its existence. General Assembly (GA) resolution 72/279 of 31 May 2018 has elevated UNDAF and renamed it the 'United Nations Sustainable Development Cooperation Framework' (UNSDCF) in the process[202]. The Joint Programme is also aligned with the United Nations Development Group's guidance on Joint Programmes. In addition to that, the Programme and its country-based projects are aligned with the priorities of the donor, the Republic of Korea, in particular with its 'Better Life for Girls' initiative. The Joint Programme seeks full alignment with the national priorities, national action plans and strategic documents of the participating countries.

Number of beneficiaries

Beneficiaries	Mali	Nepal	Tanzania
Direct Beneficiaries	**164,500**	**89,500**	**6,028**
Breakdown of direct beneficiaries	- 120,000 adolescent girls and young women - 2,000 Out-of-school adolescent girls and young women - 20,000 Adolescent boys and young men - 1,000 Government officials in the Ministry of National Education (MoNE) and other relevant ministries and their agencies - 1,000 School teachers and literacy facilitators - 500 Heads of school - 20,000 Community members and parents	- 25,000 adolescent girls and young women - 2,000 out-of-school adolescent girls and young women - 20,000 girl students - 20,000 adolescent boys and young men - 15,000 boy students - 100 Community learning centre facilitators (female) - 500 government officials (M: 400, F: 100) - 400 NGO staff (M: 300, F: 100) - 1,000 school teachers (M: 700, F: 300) - 5,000 community members and parents (M: 3,000, F: 2,000) - 500 Education training centre trainers (M: 300, F: 200)	- 4,200 adolescent girls in school; - 440 out-of-school adolescent girls and young women; - 840 adolescent boys in school; - 88 out-of-school young boys; - 300 teachers including headmasters and head teachers; - 24 District and Ward officials; - 8 health care providers; - 8 journalists; and - 120 school board members and parents.
Indirect beneficiaries	**610,000**	**519,700**	**2,485,954**
Indirect beneficiaries breakdown	- 300,000 adolescent girls and young women - 5,000 Out-of-school adolescent girls and young women - 100,000 Adolescent boys and young men - 2,000 Government officials in the Ministry of National Education (MoNE) and other relevant ministries and their agencies - 2,000 School teachers and literacy facilitators - 1,000 Heads of school - 200,000 Community members and parents	- 75,000 adolescent girls and young women - 8,000 out-of-school adolescent girls and young women - 170,000 girl students - 90,000 adolescent boys and young men - 150,000 boy students - 200 Community learning centre facilitators (female) - 1,000 government officials (M: 800, F: 200) - 1,500 NGO staff (M: 1,100, F: 400) - 3,000 school teachers (M: 2,000, F: 1,000) - 20,000 community members and parents (M: 10,000, F: 10,000) - 1,000 Education training centre trainers (M: 700, F: 300)	- 12,600 adolescent girls in school; - 1,320 out-of-school adolescent girls and young women; - 2,520 adolescent boys in school; - 254 out-of-school young boys; - 900 teachers including headmasters and head teachers; - 360 school board members, parents and key community members; and - 2,468,000 community radio audience

Governance structure

Original plans for the management and coordination foresaw the establishment of a 'Global Steering Committee' with Heads of Agencies as members and a Technical Advisory Group (TAG) composed of

Senior Programme Managers of the participating UN organizations attached. A Partners Forum, originally foreseen in the Project Document, was contemplated and would have comprised representatives of all donors, technical partners such as the World Bank, and civil society groups.[203] With the intended partnership not materializing, the TAG is assuming the role of representation of all international partners. As foreseen, the TAG is composed of senior programme managers of all signatories to the Joint Programme Document and serves as a coordination forum.[204]

The oversight of the JP at country level lies with a country-level management and oversight body called 'National Steering Committee (NSC)' (see section 2.5). A Technical Committee is attached to the NSC with members from all participating agencies and government counterparts at national level. At national level, three National Steering Committees and two Technical Groups (for Mali and Tanzania) have been created for national-level coordination. For these, UNESCO serves as convenor. The governance structure of the mid-term evaluation is ensured by the establishment of an Evaluation Reference Group (ERG)[205].

UNESCO's role is that of a global convening agency and that of Administrative Agent (AA). As Global Convening Agency it is responsible for operational and programmatic coordination. It coordinates all Joint Programme partners, coordinates and compiles annual work plans and narrative reports, and it assumes the coordination of the monitoring of annual targets. It also reports on TAG meetings and facilitates audits and evaluation. As the AA, UNESCO is accountable for effective and impartial fiduciary management and financial reporting and for financial/administrative management. It receives and disburses donor contributions to the participating UN Organizations.

The current governance structure is a system of vertical and lateral linkages and cooperation patterns, with UNESCO leading the UN partners' coordination at global and national level. The donor is in constant exchange with UNESCO for coordination purposes and reporting. The donor, the Korean International Cooperation Agency (KOICA), is also invited to participate in field missions. Figure 1 is a retroactive reconstruction of the governance structure of the Joint Programme.

Donor structure

The Republic of Korea is one of the major donors to UNESCO's Education Sector and, together with other countries, represents 'Asia and the Pacific' on the 'SDG – Education 2030 Steering Committee'. It is the largest donor to UNESCO in the area of girls' education. At a political level, the Republic of Korea has demonstrated strong support for the 2030 Agenda for Sustainable Development, as is already reflected in its operational policies.

Korea serves as an exclusive donor of the Joint Programme at global level and a Memorandum of Understanding (MoU) was signed between its MoFA and UNESCO on 1 December 2015. KOICA has been entrusted by the MOFA as designated partner of UNESCO in the initiative.

A 'Letter of Intent' was signed by UNESCO and the MoFA on 5 February 2016 and establishes a framework of cooperation between the Republic of Korea and UNESCO with regard to identifying and implementing joint initiatives. It sets the indicative budget of the Joint Programme at USD 15 million, including a provision for a liaison officer. The Letter of Intent also covers the support of the Republic of Korea to the UNESCO-UNFPA-UN Women Joint Programme for the 'Empowerment of Adolescent Girls and Young Women through Education' within the donor's framework initiative 'Better Life for Girls'.

Recently, KOICA has decentralized its operations. While there are KOICA offices in Kathmandu, Nepal and Dar es Salaam, Tanzania, the KOICA Regional Office in Dakar, Senegal is in charge of Mali.[206] For the JP, increased engagement in the governance structures at country level is observed as a consequence as well as oversight of the programme, generally through the reporting mechanisms. The donor also regularly participates in field missions and Korean staff is supporting the JP at different levels.[207]

Programme management and coordination mechanisms

At UNESCO, project management and coordination are assumed by the UNESCO Education Sector, Division for Education 2030 Support and Coordination, Section of Education for Inclusion and Gender Equality and its Joint Programme Secretariat. The Programme Secretariat is responsible for operational and programmatic coordination. Its responsibilities are meant to include coordinating all the Joint Programme partners, coordinating and compiling annual work plans and narrative reports, coordinating monitoring of annual targets, facilitating audits and evaluation, and reporting back to the TAG. The Secretariat is involved in day-to-day coordination, but does not hold any financial or programmatic accountability. All financial and programmatic accountability rests with the country level.

Country programmes are being managed at national level and reporting on programme progress and results is situated at that same level. The donor takes a pro-active stance and is participating in monitoring visits at country level. Regular coordination meetings are set up in this context between the three UN partners and the donor. At national level, the following UNESCO offices share responsibilities:

- ❖ The UNESCO Office in Bamako, National Office for Mali;
- ❖ The UNESCO Office in Kathmandu, National Office for Nepal;
- ❖ The UNESCO Office in Dar es Salaam, National Office for Tanzania.

In each of the three country programmes, national and international partners collaborate according to the needs and specificities of their national programme. UNESCO's Offices, either at country or regional level, serve as programme managers.

Financial management and administrative arrangements

The Joint Programme uses a combination of a pass-through and parallel funding modality and is administered by UNESCO as the Administrative Agent (AA). The AA is the appointed interface between the Participating UN Organizations and the donor on the funding issue. UNESCO refers to Joint Programme funds as funds-in-trust.[208] Agency-to-agency agreements have been established in each country for the channelling of funds to the UN partner agencies.

C. Key documents consulted

This bibliography sorts documents according to thematic relevance and years and offers further reading.

UNESCO and UN Partner documents for the Joint Programme

"Joint Programme on Empowering Adolescent Girls and Young Women through Education" documentation relates to**:**

UNESCO
———— Administrative documentation ADM
———— Annual Review Meetings
———— Briefings and summaries
———— Communications
———— Country specific documentation
———— UN Partners and their programmes and projects
———— Letters of Cooperation
———— KOICA agreement and Funds in trust
———— Mission Reports
———— Training Reports
———— Operational strategy
———— Prodoc
———— Proposal / Concept notes / Concept papers
———— Reporting (annual, bi-annual, progress and synthesis reports)
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D. List of key interlocutors

UN Partners
UNESCO Functional units and field offices
National, regional and district authorities
Implementing partners / development partners
Beneficiaries
UNESCO Education Sector / Division for Education 2030 Support and Coordination / Section of Education for Inclusion and Gender Equality
Chief of Section, Project Advisor, Liaison Officer
UNESCO Education Sector / Executive Office / Unit for Strategic Planning, Monitoring, Institutes and Field Coordination
Chief of Unit, Project Officer
UNESCO / Bureau of Strategic Planning / Section for Mobilizing Government Partner Resources
Programme Specialist
UNESCO Division for Gender Equality
Director for Gender Equality
Technical Advisory Group of the Joint Programme
UN Partners in New York and Geneva
Other members of the Evaluation Reference Group for the Joint Programme at UNESCO HQ
Senior Gender Advisor, Programme Specialist
UNESCO Bangkok, Asia and Pacific Regional Bureau for Education
Chief of Section for Inclusive Quality Education
Mali
92 UN partners, national, regional and district authorities and implementing partners, final beneficiaries as well as the donor.
Tanzania
50 UN partners, national, regional and district authorities and implementing partners, final beneficiaries as well as the donor.
Nepal
81 UN partners, national, regional and district authorities and implementing partners, final beneficiaries as well as donor.
Total number of interviews : 293
The names of all interview partners are coded and a coding list is submitted with this report under separate cover.

E. Data collection instruments

Data collection has been based on:

❖ The questions formulated in the evaluation matrix (see Appendix F);
❖ The methodological tools of the evaluation including participatory approaches and feedback-seeking;
❖ The results of the work of national evaluators at country level in the form of country reports (see also Appendix H);
❖ The work of international evaluators:
❖ Survey results (see also Appendix I);
❖ Interview protocols for semi-structured interviews at the various levels of evaluation (attached to this report as Appendix J).

The qualitative and quantitative data collection methods used by the evaluation team have comprised but were not limited to:

❖ Desk/document review;
❖ Scoping interviews and semi-structured Interviews with participating UN agencies (UNESCO, UNFPA and UN Women) and coordination bodies (see Appendix J for the respective interview protocols);
❖ Scoping and semi-structured interviews tailored to ministries and national authorities;
❖ Interviews with national oversight bodies (NSCs) and with the donor;
❖ Interviews with development partners and civil society organizations in the field;
❖ Focus groups;
❖ An online survey questionnaire for final beneficiaries in all three countries to address current or former participants of education or training, local women's or girls' associations, teachers and teachers' unions, principals and other local partners;
❖ An online questionnaire for development partners.

In addition:
❖ Field missions were conducted as a modality for collecting information, both by the lead evaluator and the national evaluators,
❖ In-country missions of the national evaluators took place with a view of observing implementation and of collecting qualitative data,
❖ Direct observation of implementation was used.

Key informant interviews (KIIs): The main data source are individual and collective semi-structured interviews where respondents were given the opportunity to present their experience on the JP and provide facts for the triangulation of findings. The topics covered in these interviews were derived directly from the evaluation matrix (Appendix F). Interviews before departure to the field were being organised in the form of scoping interviews. Country-based 'itineraries' were prepared in consultation with UNESCO and its national focal points in the field offices. Interview orientation has varied according to stakeholder involvement, and in line with national or other contexts parameters. Guidance documents in the form of interview protocols were used to facilitate uniformity of approach. But it was made clear that these guidance documents would not have to be translated into a series of questions one by one.[209]

Stakeholder consultation strategies: Within the limits of the available time and working days allocated for the evaluation, the consultation strategy has sought to achieve a comprehensive and balanced engagement with relevant stakeholder groups. In relation to stakeholder consultations, the evaluation team has differentiated between the two levels at which the JP has been conceptualised and implemented: the overall Programme and the country-based Programme level. The evaluation has therefore had two stakeholders' consultation strategies. The first related to the three country-based

Programmes. This consultation strategy has been achieved through mission travel to and within participating countries, stakeholder consultations, an Excel-based initial inquiry at UNESCO field office level and a survey for implementing partners and final beneficiaries as stakeholders of the Joint Programme. The second perspective related to interviews at the TAG/UN agency and the donor level.

Key informants at overall Programme level: At this level, a global perspective is kept in mind, and how the JP relates to global results and processes. UNESCO staff is involved in initial conceptualization, development and ongoing coordination, monitoring and/or evaluation. It has been consulted either face-to-face at UNESCO HQ or via Skype. In general, key informants of the Joint Programme have been identified with the assistance of UNESCO HQ and field office staff.

Quantitative data collection methods: One questionnaire and two survey formats have been developed and launched for that purpose.

❖ An initial 'Questionnaire for UNESCO field offices' which has been administered in February 2020 so as to obtain reliable and comparable data sets for the implementation status of the Joint Programme (see Appendix I.1). It has addressed the three UNESCO field offices in Bamako, Dar es Salaam and Kathmandu. Results have been returned within three days after distribution.

❖ An online survey for two other important stakeholders groups:
  o Implementing partners / development partners and
  o Final beneficiaries.

The survey is a complex exercise since it had to have eight formats. There are functionally two different groups of participants and then there were four languages required to reach all groups fully (English, French, Kiswahili and Nepali (See Appendix I for further information). Particularly, not all beneficiaries could be fully reached online and thus telephone interviews had to be organized in parallel with online survey activities. These strictly following the online survey version. Naturally, this has complicated the exercise.

F. Evaluation Matrix

26 evaluation questions have been formulated and validated together with UNESCO to structure the evaluation process and to arrive at informed recommendations. They relate to the following criteria:

- ❖ Relevance and Appropriateness (6 questions)
- ❖ Assessment of Outcomes and Pathways to Impact (5 questions)
- ❖ Efficiency and Effectiveness (7 questions)
- ❖ Sustainability (4 questions)
- ❖ Coordination and Partnership (4 questions).

The resulting evaluation matrix is presented below. Please keep in mind that the sequence of EQ 16 and 17 have been reversed in the presentation of section 4 above to facilitate the flow of the text.

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
Relevance and Appropriateness	EQ1	To what extent is the Joint Programme aligned with national development and education needs and strategies as well as regional and international priorities and frameworks including those aiming to promote gender equality, women's empowerment and quality education for adolescent girls and young women?	- Evidence of alliance with international strategies, policies and standards - Evidence of alignment with national policies, strategies for quality education, gender equality, women's empowerment -Evidence of national policies and strategies to address adolescent girls and young women	- Review of international instruments including goals and targets related to SDG 4 and SDG 5 - Review of UNESCO policies and strategy documents - National sectoral policies, and strategies' review - Review of UN partner strategies and policies - Interviews with UN and national authorities - Joint Programme document review

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
	EQ2	To what extent is the Joint Programme addressing gender norms, gender-based discrimination, and other structural inequalities that may prevent adolescent girls and young women from participating in, learning and completing their education?	- Evidence of provisions in the JP documentation / Logframe matrices - Evidence of provisions in the national project documentation / Logframe matrices	- Review of international instruments - National policies and strategies' review - Face-to-face and Skype interviews - Country data and indices - Review of UNESCO policy and strategy documents including Programme reports
	EQ3	To what extent are the Programme's objectives and activities relevant to address the real needs of the target beneficiaries? Have the beneficiaries been consulted in the development of the objectives?	- Degree to which needs assessments have been undertaken - Evidence of baseline data - Sex-disaggregated data availability - Perception of relevance from stakeholders and beneficiaries	- Face-to-face and Skype interviews - Focus groups at country level - Online survey - Interviews with key stakeholders at national level - Direct observation during field work.
	EQ4	To what extent has the Programme become relevant in the national context to overcome inequalities and discriminatory practices in education and have culturally sensitive approaches been adopted in the process?	- Evidence of appropriation of the JP activities by national and local authorities (also relevant for sustainability) - Extent to which a replication of the JP design or approaches has been observed - Complementarity of the JP approaches and other change-oriented gender initiatives countrywide	- National policies and strategies' review - Review of KOICA policies - Country data and indices - Face-to-face and Skype interviews
	EQ5	What is the added value of UNESCO, UNFPA and UN Women in spearheading and supporting the Joint Programme at national level?	- Degree to which comparative advantages of UN Partner agencies are being brought to bear fruit in the JP implementation - Degree to which UN partners collaborate in the Joint Programme at country level and at HQ level at country level	- Review of UNESCO, UNFPA and UN Women strategies and mandates - Review of national governance structures and their minutes and reports - Face-to-face and Skype interviews - Joint Programme document review

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
			- Degree to which the mandates and expertise of individual UN partners produce synergies in the JP - Degree to which synergies are being used by the JP partners	
	EQ6	Are the current Joint Programme governance structures and tools well-designed and respected and would modifications be beneficial?	- Degree to which planned governance bodies have been established and are convening at regular intervals - Degree to which cooperation with UN partners is steady and governed by trust - Evidence of mutual or complementary advocacy messages	- Face-to-face and Skype Interviews - Focus groups at country level - Interviews with key stakeholders at national level
Assessment of Outcomes and Pathways to Impact	EQ7	To what extent are the Programme interventions contributing to enhancing access to quality education and creating safe and inclusive learning environments for adolescent girls and young women through its multi-sectoral approach? What were key enabling factors and obstacles?	- Extent to which the JP is understood as a joint process by UN partners - Evidence of reduction in girls' drop-out in the intervention areas, increased perception of inclusivity and quality of education - Evidence of improved perception of inclusivity and quality of education in the intervention areas - Increase of integration into regular structures of adolescent girls and young women	- Interviews with final beneficiaries - Interviews with key stakeholders at national and regional level - Survey - Joint Programme document review - National statistics
	EQ8	Which context factors have facilitated or obstructed the development of the Programme pathways? (including gender equality)	- Evidence and nature of major inhibitors causing deviations in the intended outcomes and implementation - Evidence and nature of enablers and multiplying effects in achieving the Programme outcomes and intended	- Review of UNESCO project documentation - Review of national legislation, policies and strategies - Interviews with beneficiaries and implementing partners

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
			impact, especially in overcoming gender bias in national policies and practices - Evidence of unintended positive impact - Evidence of unintended negative impact related to the COVID-19 pandemic	- Interviews with UN agencies and national authorities
	EQ9	How robust and gender-sensitive are the results frameworks, monitoring systems, reporting and data regarding gender equality mainstreaming for specific country projects?	- Evidence of results frameworks - Application of Results-based Management and regular monitoring - Quality of reporting (all kinds of report) - Orientation of frameworks, monitoring systems and reporting towards qualitative and quantitative gender-specific analysis	- Interviews with key stakeholders at national level - Review of UNESCO project documentation, policy and strategy documents, including Joint Programme reporting
	EQ10	Are there outcomes of the Joint Programme likely to contribute to societal change?	- Evidence of behavioural changes - Evidence of attitudinal changes and changes in acceptability of girls' education, vocational training and employment/income generation - Perceptions of decreased levels of VAWC - Degree of evidence of modified societal gender norms - Contribution to achievement of SDG 4 and 5 as well as 3 - Evidence of contributions to and of Programmes and interventions from other development agencies	- Face-to-face and Skype interviews - Country project questionnaire - Review of UNESCO project documentation, policy and strategy documents, including Joint Programme reporting
	EQ11	What are strengths and weaknesses in implementation (at process level) as well as lessons-learnt in working towards outcomes?	- Evidence of description and monitoring of implementation processes - Extent to which lessons learnt have emerged	- Face-to-face and Skype interviews - Interviews with key stakeholders at national and regional level - Focus groups at country level - Missions and observation

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
			- Degree to which processes impact outcomes - Monitoring of results achieved by implementing partners	
Efficiency and Effectiveness	EQ12	To what degree has the Joint Programme and its country projects improved the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management? (Component 1)	- Availability of gender equality-sensitive JP counterparts - Number of initiatives in curriculum development with specific attention to the needs of adolescent girls and young women - Evidence of adaptation of school infrastructure to the needs of adolescent girls and young women - Evidence of inclusion of needs of adolescent girls and young women into the training of teaching or health staff in schools - Degree to which schools are being supported in better management of education for adolescent girls and young women - Legislative reform orientation	- Review of UNESCO project documentation, policy and strategy documents, including Joint Programme reporting - Face-to-face and Skype interviews - Interviews with key stakeholders at national and regional level - Interviews with implementing partners - Interviews with final beneficiaries at local / regional level - Policies, strategies and guidelines at national and regional level

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
	EQ13	Is the risk of early pregnancy and school dropout adequately addressed through the provision of water and sanitation facilities, and comprehensive sexuality education (CSE)? (Component 2)	- Number of initiatives within the total JP portfolio at country level to address early pregnancy and school dropout - Number of facilities addressing the provision of water and sanitation facilities - Prevalence of CSE at participating institutions, schools, training centres, in TVET initiatives - Number of JP initiatives addressing violence against and drop-out of adolescent girls and young women	- Review of UNESCO project documentation, policy and strategy documents, including Joint Programme reporting - Face-to-face and Skype interviews - Interviews with key stakeholders at national and regional level - Interviews with final beneficiaries - Review of UN partner strategies, policies and JP documentation - Interviews with implementing partners
	EQ14	Is the Joint Programme addressing the structural barriers to girls' education through the promotion of advocacy and community engagement, and is it supporting favourable institutional modernization and legislative reform as well as inter-sectoral coordination? (Component 3)	- Prevalence of advocacy and community engagement - Number of draft laws / regulations proposed - Character of changed or modified procedures at schools - Number of peer review mechanisms to provide inter-sectoral coordination. - Has trust in the value of change been built	- Review of UNESCO project documentation, policy and strategy documents, including reporting - Face-to-face and Skype interviews - Interviews with key stakeholders at national and regional level - Review of donor policies
	EQ15	To what extent has the Joint Programme been able to build a data and evidence base, yet? (Component 4)	- Evidence of sex-disaggregated data collection to feed into national data / statistics - Linkage between data collection and the Education Management Information System (EMIS) - Availability of means and ways to collect, process and use sex-disaggregated data systematically	- Review of UNESCO project documentation, policy and strategy documents, including Joint Programme reporting - Face-to-face and Skype interviews - Interviews with key stakeholders at national and regional level Interviews with implementing partners

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
	EQ16	To what degree is the Joint Programme and its implementation at country level cost-efficient and timely?	- Percentage of use of the JP resources in comparison with results achieved - Disbursement level at the end of 2019 - Availability of plans and practices to speed up implementation and disbursement	- Face-to-face and Skype interviews - Review of UNESCO project documentation, policy and strategy documents, including Joint Programme reporting - Interviews with key stakeholders at national and regional level
	EQ17	To what degree does the Programme practice foster adolescent girls' and young women's healthy transition into adulthood, the labour market, and to full participation in society?	- Evidence of reduction of violence against adolescent girls and young women benefiting from the JP - Evidence of reduction of limitations for pregnant girls or young mothers to enrol, or to remain enrolled - Evidence of gains in the beneficiaries' technical, health and Social and Emotional Learning (SEL) skills - Evidence of gains in trust in one's own ability to achieve a healthy transition into adulthood and to be able to fully participate in society - Evidence of increased labour market access for Programme beneficiaries	- Survey - Face-to-face and Skype interviews - Interviews with key stakeholders at national, regional and local level - Review of UNESCO project documentation, policy and strategy documents, including Joint Programme reporting
	EQ18	To what degree does the Joint Programme and its implementation at country level strike you as effective?	- Degree to which central problems of equality are being addressed by the JP - Degree to which implementation has been combined with data and evidence base building - Has the focus of the JP remained that of addressing the needs of adolescent girls and young women throughout implementation?	- Interviews with key stakeholders at national level - Review of UNESCO project documentation, policy and strategy documents, including Joint Programme reporting - Review of TAG, NSC and national oversight body approaches - National policies and strategies' review

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
				- Review of UN partner strategies, policies and JP documentation
Sustainability	EQ19	How has the sustainability of the Programme been defined at Joint Programme level overall and at national level specifically? (Exit strategies, etc.)	- Degree to which ways and means are being developed to continue the thematic areas addressed by the current JP in case the Programme is not continued - Pathways to develop the thematic areas currently addressed by the JP in the future - Evidence and documentation of risks and limitations in the reports, adaptation of exit strategies and logframes	- Review of donor policies - Review of UN partner strategies, policies and Joint Programme statements - Interviews with national line ministries and authorities - National policies and strategies' review - Interviews with key stakeholders at national level
	EQ20	Is Programme sustainability and quality service delivery in the future best safeguarded through the deepening and continuation of the Programme in the already participating countries or through geographic expansion?	- Degree of trust and confidence in the JP by partners and beneficiaries to positively influence and modernize national frameworks at all levels in the future - Extend to which full participation in society may be enhanced by a phase two in your country - Degree of preference for a continuation of the JP in other countries than one's own	- Interviews with line ministries and authorities at national level - Interviews with key stakeholders at national level - Interviews with implementing partners - Interviews with teachers, students, women's organizations, etc.
	EQ21	Are Programme outcomes likely to become sustainable by improving the capacities of government institutions?	- Number of initiatives to modify and modernize legal frameworks - Number of draft laws, policies, guidelines, plans or significant new regulations passed - Increase in belief in improved quality of life and better material and job-related success	- Interviews with key stakeholders at national and regional level - Interviews with implementing partners - Face-to-face and Skype interviews - Interviews with key stakeholders at national, regional and local level - Review of UN partner strategies, policies and JP documentation

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
	EQ22	Are features such as an enabling environment for behavioural and environmental change likely to continue after the end of the Programme in June 2021?	- Degree to which an increase of self-confidence of adolescent girls and young women as a result of the Joint Programme has been observed, to date - Expectations that such changes are going to be lasting - Confidence of final beneficiaries in being better able to support oneself, family, children or other relations in the future - Has CSE and SRH markedly improved beneficiaries' ability to lead a self-determined and dignified life	- Face-to-face and Skype interviews - Interviews with key stakeholders at national and local level - Focus groups with teachers, women's organizations and those seeing the Joint Programme implementation as observers - Focus groups with final beneficiaries - Review of national policies and strategies
Coordination and Partnership	EQ23	How well has UNESCO worked with partners within and outside the UN system to advance gender equality in the context of the Joint Programme at country level?	- Degree to which JP activities have made use of existing gender equality campaigns, dynamics, process, organizations, Programmes, projects and standard-setting tools to advance gender at country level - Have coordination and partnership been used to advance gender equality topics at all levels	- Review of past UNESCO, UNFPA and UN Women initiatives at country level - Face-to-face and Skype interviews - Interviews with key stakeholders at national level - Review of policies and mandates
	EQ24	Would coordination within the Programme activities and with outside partners be best safeguarded by strengthening the UNESCO HQ level?	- Degree to which the JP profile would preferably be more uniform, recognizable and where coordination should be strengthened at central level - Degree to which the JP is seen as uniquely country-based, also in the future	- Interviews with key stakeholders at global, national and regional level - Focus groups at country level - Review of donor policies - Face-to-face and Skype interviews

OECD-DAC expanded criteria	EQ#	Evaluation question	Indicators	Data collection method
	EQ25	To what degree are measures/initiatives under the Joint Programme compatible and coordinated with other UNESCO, UNFPA and/or UN Women Programmes and projects and is there coordination with such interventions?	- Percentage of new initiatives and projects set up anew under the JP - Percentage of ongoing projects to which components were attached - Quality of coordination between UN partners quality of partnerships between UN partners and donors - Have win-win-situations been used in coordination and partnership - Has compatibility been an issue	- Review of UNESCO project documentation, policy and strategy documents, including reporting - Review of UN partner strategies, policies and JP documentation - Interviews with key stakeholders at national and regional level - Interviews with UN and implementing partners
	EQ26	Have formalized partnerships emerged at national level been formed between the Joint Programme and its components on the one hand side and other initiatives or formalized Programmes at national level?	- Evidence of partnerships formed at national level - Degree of foreseeably lasting quality of partnerships - Use of coordination bodies at JP level for liaison, coordination and partnership with national and regional education, gender-focussed and SRH-focused partners	- Face-to-face and Skype interviews - Interviews with key stakeholders at national and regional level - Review of UN partner strategies, policies and JP documentation - Review of communication with the public and JP visibility - Review of donor policies

G. Result framework

G 1. JOINT PROGRAMME RESULTS FRAMEWORK (OVERALL)

GOAL / IMPACT

Adolescent girls and young women are healthy and educated and are able to successfully transition into adulthood and fully participate in society

<u>Strategic Programme objective:</u> Promote gender equality and the empowerment of adolescent girls and young women in selected countries of South and West Asia and Sub Saharan Africa through holistic and comprehensive approaches to quality education

<u>Overall expected outcome:</u> Increased availability and improved quality of national education, health and social services for adolescent girls and young women, based on and promoting the principles of human rights and gender equality

Impact indicators
- Literacy rate among adolescent girls ages 15-19, 20-24 year olds
- Adolescent birth rate or births before age 18 (among young women 20-24)
- Child marriage (% young women 20-24 years old married/in union by age 15/18)
- Labour force participation of young women 20-24
- Increase agency of adolescent girls/young women (decision-making in household, gender attitudes, final say over health care, etc. - composite indicator from DHS
- School progression (entry, completion, transition) and attainment indicators
- Learning achievement (reading, mathematics, and other relevant areas)

Component 1 **Improving the quality and relevance of education**	Component 2 **Increasing synergy between health and education sectors**	Component 3 - Creating an enabling environment	Component 4 **Data and Information Management and Use**
Outcome 1 - Quality and relevance of education for adolescent girls and young women are improved	**Outcome 2 - Linkages between the health and education sectors are strengthened to increase vulnerable adolescent girls' and young women's access to sexual and reproductive health (SRH) information, services, life skills and other social protection Programmes tailored to their life**	**Outcome3 - Societal attitudes and governance structures and mechanisms are strengthened to become more conducive to the education of adolescent girls and young women**	**Outcome4 - Data and evidence base for gender- responsive education policies and actions is built**

	circumstances		
Output 1.1 - Education laws, policies, plans, Programmes and contents are revised or introduced to ensure adolescent girls and young women can benefit from safe and quality educational opportunities • Institutionalize gender review and analysis of education laws, policies, curriculum, textbook, and teacher training. • Support the introduction of girl- friendly school policies. • Support efforts to align national curriculum on comprehensive sexuality education with international standards. • Support the development of national policies on zero-tolerance for gender- based violence in and around schools, and the implementation of monitoring and reporting systems to ensure that abuses do not go unnoticed.	**Output 2.1 - Community-based platforms and safe spaces are expanded for adolescent girls (10-14, 15-19) at risk of early pregnancy and school dropout to access life skills, comprehensive sexuality education, and referrals to SRH information and services** • Develop community mapping methodologies to identify vulnerable adolescent girls. • Recruit adolescent girls to participate in the Programme. • Support community mobilization and working with parents and families. • Strengthen the capacity of mentors to manage and implement the safe spaces platforms for girls • Experiment with ICT to deliver SRH and life skills content to girls. • Facilitate referrals and access to services, including general preventive health check-up.	**Output 3.1 - Capacity, coordination, and cooperation of relevant government officials across sectors are increased and facilitated to enable the formulation of gender-responsive policies, legislation and budgets relating to educational opportunities for adolescent girls and young women** • Develop training materials on gender-sensitive education policy and budgeting (collaboration between local experts and the UN Women Training Centre in Santo Domingo). • Train relevant government officials in gender-responsive budgeting, gender-sensitive policy development and legislation. • Convene biannual inter-sectoral meetings of senior officials and ministers of education, gender equality, health, and finance to discuss the Joint Programme overall progress, share lessons learned and challenges to be addressed in implementation. • Conduct inception training for relevant government officials to gain support for the Joint Programme. • Support the organization and servicing a Community of	**Output 4.1 - Institutional and technical capacities are strengthened to generate data and evidence across sectors to promote adolescent girls' and young women's learning**. • Conduct comprehensive review of the education data eco-system in relation to gender-related issues in schools and classrooms. Support the use of disaggregated data - especially in exploring multiple disadvantages - for policy and advocacy. • Produce electronic or print atlases on gender and education. [1 SEP] Conduct assessment of national data systems as baseline for formulating national data plans which document existing data sources and which set out objectives for improving data quality on education and gender equality. • Train central statistics offices/national and subnational authorities to collect, analyse, disaggregate and use population- based data to inform and strengthen gender-sensitive health and

		Practice (CoP) of gender equality and education ministers and relevant government officials of all beneficiary countries of the Joint Programme. • Produce, translate and disseminate reports of the CoP on lessons learned and means of accelerating implementation in countries.	education policies. Introduce new mixed-method approaches to address data and evidence gaps, through the identification of policy priorities and consensus on key issues. • Support the establishment of searchable electronic national datasets to facilitate access to and use of information on education and gender equality. • Organize policy workshops for statisticians, policymakers and other officials to share evidence and findings at the national and sub-national levels.
Output 1.2. - Teacher training institutions are strengthened to provide pre- and in-service gender-sensitive training (including comprehensive sexuality education) • Conduct rigorous gender review of teacher policies, strategies, and provisions/Programmes for teacher training and professional development. • Provide gender mainstreaming in teacher training institutions and institutionalization of gender training in pre-service teacher training Programmes. • Develop and implement strong teacher codes of conduct that	**Output 2.2 Capacity of health service providers is increased to support community outreach and deliver SRH information, counselling and services to adolescent girls and young women** • Support assessments and implementation of national quality standards and provider competencies on adolescent sexual and reproductive health. • Train health care workers to deliver good quality services and ensure confidentiality, supportive supervision, improve clinic friendliness (pre- and in-service). • Conduct outreach and build community support for adolescent	**Output 3.2 - Knowledge and attitudes at the community level are improved, especially among parents, adolescent girls/young women and community leaders in favour of gender- responsive education, including through science and technology** • Support the design and development of locally-tailored media and communication campaigns (print and electronic) to be used to support advocacy for gender equality in education- including on ICT and innovation. • Support the identification and mobilization of "national and	**Output 4.2 - A dynamic knowledge is established and used to guide the further implementation of the Joint Programme and to support education policy development and implementation** • Produce a searchable database on good practices and lessons learned in the implementation of specific health and gender equality interventions in relation to education. • Support the development and application of robust state of the art evaluation methods in assessing the impact of policy

promote gender equality. • Provide flexible in-service training, particularly for female teachers, serving in rural remote areas, through the use of ICTs as delivery mode. • Provide professional development for female teachers/ school leaders; • Create, contribute to and utilize digital resource libraries on gender-responsive teaching and learning materials for teachers. • Develop local, girl-made, and gender-sensitive content and use of teaching methodologies that support girls' learning styles, through innovative mechanisms, including ICTs. • Support the revision and introduction of contents and curricula that promote adolescent girls and young women's advancement through STEM education. • Support the organization and servicing of a community of practice (CoP) on innovative teaching for adolescent girls and young women, and to support female teachers.	sexual and reproductive health. • Expand contraceptive access to have a wide mix of methods. • Leverage mobile technologies and other information platforms to provide comprehensive SRH information and improve the quality of services.	community champions of gender equality in education" to serve as spokespersons and role models for girls' and young women's empowerment through second chance education. • Development and implementation of an information campaign to address biases against girls and young women's education and to draw attention to the value of and options for "second chances".	and programmatic interventions.

Output 1.3 - Literacy and non-formal education provision to adolescent girls and young women are scaled up	Output 2.3 - Programmatic linkages between girls' safe spaces platforms, schools with other social protection and health Programmes and resources are strengthened	Output 3.3 - The knowledge and capacities of relevant stakeholders to leverage ICTs to improve educational and employment opportunities of adolescent girls and young women are strengthened	Output 4.3. - Produce, publish and disseminate information, knowledge materials and data to support the implementation of a cross-sectoral approach to the education of girls and young women
• Provide second-chance opportunities and other alternative accelerated learning opportunities that may allow adolescent girls to return to the mainstream education. • Develop ICT-based, local, girl-made, gender-sensitive contents for second-chance and other alternative opportunities. • • Strengthen national capacity to develop and implement comprehensive sexuality education for in-school and out-of- school Programmes.	• Support youth-led assessments of existing platforms and Programmes on social protection and health available to adolescent girls and young women • Provide/Expand school health services. Strengthen the capacity of youth-led networks to support necessary linkages among sectors to establish referrals to non-educational services. • Work with health services cadre and community groups to support clinic referrals, voucher schemes in the community, and other models that facilitate adolescent girls' access to SRH information and services. • Support referrals to other community-based support, e.g., savings clubs and livelihoods Programmes.	• Conduct comprehensive study to increase understanding on how ICT access and use differ between adolescent girls/young women and adolescent boys/young men. • Develop a new tracking/monitoring system to collect data on ICT use for educational purposes with explicit attention paid to gender differences. • Map relevant local and national education and ICT actors (educators and employers) and establish learning and peer support networks. • Establish regular "National ICT Classrooms/local job fairs and exhibitions" to engage local ICT partners, employers, schools and ministries of gender equality and gender advocates in providing hands-on opportunities to link education, technology and work opportunities.	• Conduct assessment of available national education data to guide the development of a strategy for improving data quality on education and gender equality. • Conduct a comprehensive review of available education data sources in relation to capturing gender-related issues in schools and classrooms • Produce electronic or print atlases on gender and education. • Produce profiles of girls' primary and secondary schooling trajectories (which focus on key transitions). • Produce searchable electronic national datasets to facilitate access to and use of information on education and gender equality.

Output 1.4 - The provision of TVET and skills development for the world of work is strengthened for adolescent girls and young women • Integrate gender-responsive transversal skills for both adolescent girls/young women and adolescent boys/young men on equal terms. • Provide career guidance and counselling to adolescent girls and young women. • Organize community awareness-raising campaigns. • Provide incentives. • Conduct labour market analysis including approaches for maximizing livelihoods opportunities for adolescent girls and young women, agricultural value chains and skills needs, etc.	**Output 2.4 - Evidence-based policy and advocacy are supported to ensure laws and interventions in the education and health sectors are well-aligned to meet the needs of adolescent girls and young women** • Build alliances and advocacy platforms to prioritize CSE and SRH in sectoral policies. • Support the use of disaggregated data for policy and advocacy • Train implementing partners on the use of disaggregated data to identify and target sub-national areas with high risk of adolescent girls' early school-leaving and early motherhood. • Mobilize communities and use mobile technologies to increase awareness of relevant laws on adolescent girls and young women's access to SRH.[1] • Advocate for social protection Programmes (e.g., conditional cash transfer Programmes) that increase school participation for vulnerable adolescent girls

G 2. COMPARISON OF GLOBAL AND NATIONAL LOGFRAMES

In order to better contextualise and compare national and global Joint Programme approaches, the evaluation team retrieved and analysed the current logical frameworks of the three national Programmes. The analysis aims at identifying contribution linkages between the results planned at national level and the results stated in the JP Global Result Framework, while highlighting observations about differences.

G 2.1: MALI

Global JP Results		Corresponding output in national LF and coverage
Outcomes	**Outputs (abbreviated)**	
1 Education	1.1 Education laws, policies, plans, Programmes and contents	1.1 Knowledge and attitudes at school level in favour of gender responsive education improved
	1.2 Teacher training institutions strengthened	1.2 Strengthened formal and non-formal education teachers' basic skills pedagogy
	1.3 Scale up of literacy and non-formal education	1.3 Education programs and contents are revised or introduced to ensure adolescent girls and young women can benefit from safe and quality educational opportunities
	1.4 TVET and skills development	1.4 Care system with gender perspective in primary and secondary schools established
2 Linkages health and education	2.1 Community-based platforms and safe space	2.1 SRH is well integrated into formal and non- formal education through capacity building, learning tools, counselling and services
	2.2 Capacity of health service providers increased	2.2 Water and clean sanitation and washing facilities at schools for adolescent girls and young women (and also young boys and men) are made available
	2.3 Linkages safe spaces, schools, social protection and health Programmes	N/A
	2.4 Policy and advocacy for education and health	N/A
3 Societal attitudes and governance structures	3.1 Capacity and coordination of government officials	3.1 Girls mobilized to participate in the Programme activities
	3.2 Knowledge and attitudes at community level	3.2 Support built and awareness improved at community level and advocacy made for introduction of girls' education and empowerment
	3.3 Leverage on ICT	3.3 Policies and strategies to ensure girls and young women's access to SRH services and information finalized or revised and validated
4 Data and evidence	4.1 Institutional and technical capacities strengthened	4.1 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
	4.2 Dynamic knowledge for JP and policies	4.2 Providing projects' monitoring and evaluation reports (content-based, financial, communication, etc.)
	4.3 Produce, publish and disseminate	N/A

Of the three countries, the Mali project is the one that more closely follows the Global Results Framework. Almost all global outputs are adopted, with the exception of Global Outputs 2.3, 2.4 and 4.3. While they are clearly adapted to the national context, the adopted national outputs also closely reflect the description of the Global Results Framework, clearly identifying contribution pathways at global level.

G 2.2: TANZANIA

Global JP		Corresponding output in national LF and coverage
Outcome	**Output**	
1 Education	1.1 Education laws, policies, plans, Programmes and contents	1.1 Education and child protection legal & regulatory frameworks reviewed and implemented to ensure adolescent girls and young women benefit from safe and quality educational opportunities
	1.2 Teacher training institutions strengthened	1.2 Pre-service & selected in-service teachers including key education personnel equipped adequately to deliver relevant and quality citizenship and comprehensive sexuality education in basic education Programme
	1.3 Scale up of literacy and non-formal education	1.4 Literacy and non-formal education provision to out of school adolescent girls and young women are scaled up
	1.4 TVET and skills development	1.5 Formal and non-formal TVET and entrepreneurial skills development opportunities provision for livelihoods development of adolescent girls and young women at secondary level and out of school increased
2 Linkages health and education	2.1 Community-based platforms and safe space	1.3 Functioning systems for guidance and counselling of students in place, promoting safe environments for adolescent girls in schools **AND** 3.2 Economic empowerment of teenage mothers in selected communities promoted
	2.2 Capacity of health service providers increased	2.1 Capacity of health service providers increased to support community outreach and deliver SRH information, counselling and services to out-of-school adolescent girls, teenage mothers and young women
	2.3 Linkages safe spaces, schools, social protection and health Programmes	2.2 Programmatic linkages between youth clubs and girls' safe environment platforms in and out of school with other social protection and health Programmes reinforced
	2.4 Policy and advocacy for education and health	N/A
3 Societal attitudes and governance structures	3.1 Capacity and coordination of government officials	3.1 Capacity, coordination, and cooperation of relevant government officials across sectors are increased and facilitated to enable the formulation of gender-responsive policies, legislation and budgets relating to educational opportunities for adolescent girls and young women.
	3.2 Knowledge and attitudes at community level	1.7 Knowledge and attitudes at school and community levels in favour of gender-responsive education improved
	3.3 Leverage on ICT	N/A explicitly, although ICT activities are included in output 2.1

Global JP		Corresponding output in national LF and coverage
Outcome	Output	
4 Data and evidence	4.1 Institutional and technical capacities strengthened	4.1 Institutional and technical capacities are strengthened to generate data and evidence across sectors to promote adolescent girls' and young women's learning
	4.2 Dynamic knowledge for JP and policies	N/A
	4.3 Produce, publish and disseminate	4.2 Produce, publish and disseminate information, knowledge materials and data to support the implementation of a cross sectoral approach to the education of girls and young women
Outputs not directly linked to global JP Result Framework		
1.6 Improved hygiene (water and sanitation) environments for girls in selected schools		
5.1 Project managed in a cost effective and timely manner		

The Tanzania project mostly follows the Global Results Framework. All but two global outputs (outputs 2.4 and 3.3) are adopted but with a higher degree of contextualisation if compared to Mali. Two additional outputs are also included: a programmatic WASH output (output 1.6), and a general project management output (output 5.1). The logical framework of the Tanzania project demonstrates a relatively high level of contextualisation at activity and indicator level.

G 2.3: NEPAL

Global JP		Corresponding output in national LF and coverage
Outcome	Output	
1 Education	1.1 Education laws, policies, plans, Programmes and contents	1.1 CSE and GBV mainstreamed in formal and non-formal education, benefitting especially adolescent girls and young women
	1.2 Teacher training institutions strengthened	1.1 CSE and GBV mainstreamed in formal and non-formal education, benefitting especially adolescent girls and young women **AND** 4.1 Capacity development of key institutions to foster a healthy learning environment by understanding and meeting students' It introduces al needs
	1.3 Scale up of literacy and non-formal education	2.1 Access to functional literacy and NFE Programmes enhanced, especially for adolescent girls and young women **AND** 3.1 Enhanced capacities of relevant stakeholders to provide access for adolescent girls and young women to sexual and reproductive health information, services and life skills
	1.4 TVET and skills development	3.2 Vocational skills training provided and advantages to enter and remain in the labour market created, with a specific focus on the most vulnerable adolescent girls and young women

2 Linkages health and education	2.1 Community-based platforms and safe space	3.3 Adolescent girls and young women gain access to information on comprehensive sexuality, rights, gender- based violence and reproductive health through safe learning spaces and sensitized community **AND** 4.3 The assessment and up-scaling of the provision of healthy food, safe water and sanitation at school and community level fosters conducive learning in a safe and healthy environment
	2.2 Capacity of health service providers increased	N/A
	2.3 Linkages safe spaces, schools, social protection and health Programmes	N/A
	2.4 Policy and advocacy for education and health	N/A
3 Societal attitudes and governance structures	3.1 Capacity and coordination of government officials	4.3 The assessment and up-scaling of the provision of healthy food, safe water and sanitation at school and community level fosters conducive learning in a safe and healthy environment
	3.2 Knowledge and attitudes at community level	4.4 Community and student clubs mobilized to advocate issues of adolescent girls and young women
	3.3 Leverage on ICT	3.4 ICT tools used for delivering CSE
4 Data and evidence	4.1 Institutional and technical capacities strengthened	N/A
	4.2 Dynamic knowledge for JP and policies	1.2 Existing knowledge on CSE shared and multiplied on national as well as regional level for achieving informed policies and practices
	4.3 Produce, publish and disseminate	2.2 Background knowledge on socio-economic needs and interventions of out-of-school girls and young women available to inform and direct interventions

Outputs not directly linked to global JP Result Framework
Under Component 1 - 4.1 Capacity development of key institutions to foster a healthy learning environment by understanding and meeting students' **nutritional needs**
Under Component 2 - 4.2 Safe and healthy learning environment supported through improved knowledge and awareness of community members and key stakeholders on healthy food, safe water and sanitation, as well as the broader issues of gender equality especially with regard to adolescent girls and young women

The Nepal logframe differs most from the global framework. The linkages identified are weaker than those established in Mali and Tanzania, significantly diminishing the capacity of Nepal to position itself within the international contest. At the same time, unlike the other two countries, the Nepal project includes two outputs that are not directly linkable to the Joint Programme and address nutrition issues in parallel to promoting CSE and reproductive health, water, sanitation. The team has contacted the UNESCO field office in Nepal to better understand the linkages between global and national framework but in view of further revisions the focus is changing and more emphasis is on current adaptations.

G 3. COMBINING FINANCIAL STATUS ANALYSIS AND NATIONAL FRAMEWORKS

Below, the three UNESCO financial status reports for Mali, Tanzania and Nepal as at 31.12.2019 are combined for budget, disbursement and unliquidated obligations (all in USD). Then the implementation rate of each outcome is calculated per country expressed as percentage of total budget.

Global JP Outcomes	Budget				Disbursement				Unliquidated Obligations			
	Mali	Nepal	Tanzania	**Total**	Mali	Nepal	Tanzania	Total	Mali	Nepal	Tanzania	**Total**
1 Education	1.278.215	1.943.939	1.070.000	**4.292.154**	565.334	1.076.822	530.307	**2.172.463**	19.677	44.383	22.733	**86.794**
2 Linkages health and education	1.489.347	1.027.587	805.000	**3.321.934**	901.904	650.086	330.705	**1.882.695**	2.323	20.207	43.651	**66.181**
3 Societal attitudes and governance structures	923.335	1.078.543	465.000	**2.466.878**	582.198	652.442	246.095	**1.480.735**	0	19.585	31.718	**51.303**
4 Data and evidence	733.882	301.090	216.779	**1.251.751**	319.041	115.755	81.050	**515.846**	1.451	0	499	**1.950**
Other costs (results not clearly linked, project management, M&E)	0	73.620	1.868.000	**1.941.620**	0	0	793.613	**793.613**	0	0	29.503	**29.503**
Subtotal	**4.424.779**	**4.424.779**	**4.424.779**	**13.274.337**	**2.368.477**	**2.495.105**	**1.981.770**	**6.845.352**	**23.451**	**84.176**	**128.104**	**235.731**
Management costs	575.221	575.221	575.221	**1.725.663**	307.902	324.364	257.630	**889.896**	3.049	10.943	16.654	**30.645**
TOTAL	**5.000.000**	**5.000.000**	**5.000.000**	**15.000.000**	**2.676.379**	**2.819.468**	**2.239.400**	**7.735.248**	**26.500**	**95.118**	**144.757**	**266.376**

G 4. COUNTRY SPECIFIC LOGFRAME MATRICES FOR THE JOINT PROGRAMME

The following Logframes were extracted from the National Synthesis Reports covering the implementation period June 2016-December 2018. The highlighted text refers to the sections of the Logframes that were modified.

G 4.1: NEPAL LOGFRAME MATRIX

Expected Output	Activity	Performance Indicators	Baseline	Targets	Means of Verification	Timeframe and Annual Budget Breakdown (USD)					Budget (USD)	Risks and Assumptions
						Y1 716,814	Y2 1,454,979	Y3 980,597	Y4 615,822	Y5 656,567		
	Outcome 1: Mainstream CSE and GBV, including violence against women and girls, in formal and non-formal education and foster a safe learning environment, especially for adolescent girls and young women					**178,580**	**168,483**	**38,156**	**119,743**	**92,107**	**597,069**	
	JP ref. Component 1 (Education)					**178,580**	**103,584**	**25,161**	**41,252**	**56,358**	**404,934**	
1.1 CSE and GBV mainstreamed in formal and non-formal education, benefitting especially adolescent girls and young women	1.1.1 Review existing formal and non-formal policies, plans, Programmes, and curricula with relation to CSE and GBV, including violence against women and girls	Guidelines on mainstreaming CSE and GBV into formal as well as non-formal education curriculum developed	N/A	At least 1 policy guideline produced on mainstreaming CSE and GBV into formal and non-formal education curriculum	Policies review document, curriculum review document, workshop/ meeting documents	42,139	0	0	0	0	42,139	**Risk 1:** Limited capacity of policy makers **Risk 2:** Political change/ instability **Assumption:** Commitment from stakeholders
	1.1.2 Revise/update formal and non-formal education policies, plans, Programmes and curricula, based on the review findings and in line with the International Technical Guidance on Sexuality Education (ITGSE)	# of relevant policies/plans/ Programmes/ curriculum revised to mainstream CSE and GBV	N/A	At least 2 policies/ plans/Programmes/ curriculum revised	Policies, plans, Programme and curriculum in place	28,039	25,719	0	0	0	53,758	
	1.1.3 Assess the knowledge and needs of adolescent girls and boys of CSE	# of assessment/ review reports on relevant policies/ plans/Programmes/ curriculum produced	N/A	1 desk review report produced	Assessment reports on the level of knowledge and needs of adolescent girls and boys of CSE	51,439	0	0	0	0	51,439	
	1.1.4 Develop/reinforce capacities of MoE and other relevant ministries (individual, institutional, organizational) to mainstream CSE in formal and non-formal settings	# of policy makers/ officials/ stakeholders trained on implementation of CSE and GBV	N/A	90 policy makers/ officials/stakeholders trained on implementation of CSE and GBV	Training materials	25,114	22,794	4,559	9,589	27,311	89,366	
	1.1.5 Develop/reinforce capacities of MoE (individual, institutional, organizational) on gender-responsive budgeting, gender-sensitive policy development and legislation	# of policy makers/ officials/ stakeholders (men & women) informed about ITGSE, gender-responsive budgeting and gender-sensitive policy development	N/A	150 officials from the government, universities, CLCs and school teachers participated in the Programme	Training materials	0	25,544	9,309	10,339	0	45,191	

Expected Output		Activity	Performance Indicators	Baseline	Targets	Means of Verification	Timeframe and Annual Budget Breakdown (USD)					Budget (USD)	Risks and Assumptions
							Y1 716,814	Y2 1,454,979	Y3 980,597	Y4 615,822	Y5 656,567		
		1.1.6 Develop/reinforce capacity of Teacher Education Institutions (TEIs) to mainstream CSE in pre- and in- service teacher training	# of Teacher Education Institute (TEIs) adopting revised curriculum and providing training packages to mainstream CSE and GBV	N/A	At least 75 Teacher Education Institutions (TEIs) mainstream sexuality education in pre- and in-service teacher training	Training materials	31,849	29,529	11,294	21,324	29,046	123,041	
JP ref. Component 4 (Data, information and knowledge management and use)							**0**	**64,899**	**12,996**	**78,491**	**35,749**	**192,135**	
1.2 Existing knowledge on CSE shared and multiplied on national as well as regional level for achieving informed policies and practices		1.2.1 Organize a national workshop and a sub-regional symposium of SAARC countries to share successful experiences and lesson learnt with regard to CSE	# of national/ regional workshops/ symposiums organized for lessons sharing in mainstreaming CSE and GBV	N/A	At least 3 national and 1 regional workshops/symp osiums organized during the 5 years of the project period	Workshop outcome documents and policy recommendatio n reports	0	33,669	0	60,464	0	94,132	**Risk 1:** Limited capacity of policy makers **Risk 2:** Political change/ instability **Assumption 1:** Commitment from stakeholders **Assumption 2:** International practices adaptable to Nepali context
			# of national and regional stakeholders involved in experience-sharing about CSE and GBV	N/A	120 national and 20 regional stakeholders (policy makers, NGOs, ..) participated in the events								
			Outcome documents and policy recommendations from workshops/ symposiums produced and disseminated to the participating countries	N/A	4 reports produced and 2 policy recommendation s developed and shared in support of evidence-based policy and practice								
		1.2.3 Strengthen existing EMIS including NFE-MIS and M&E systems to generate gender-disaggregated data to support targeted intervention	# of stakeholders trained on data collection with a focus on gender-disaggregated data	N/A	At least 60 stakeholders trained on data collection	Training materials	0	31,231	12,996	18,027	35,749	98,002	**Risk 1:** Limited capacity of policy makers **Risk 2:** Political change/ instability **Assumption:** Commitment from stakeholders
			Data collection mechanism in place from all the 4 project districts	N/A	EMIS report produced and submitted from the project districts								
Outcome 2: Enhance access to, participation, transition and achievement in education and functional literacy, especially for adolescent girls and young women							**72,828**	**88,187**	**51,717**	**41,778**	**71,373**	**325,883**	
JP ref. Component 1 (Education)							**45,989**	**43,669**	**30,434**	**25,464**	**71,373**	**216,928**	

Expected Output		Activity	Performance Indicators	Baseline	Targets	Means of Verification	Timeframe and Annual Budget Breakdown (USD)					Budget (USD)	Risks and Assumptions
							Y1 716,814	Y2 1,454,979	Y3 980,597	Y4 615,822	Y5 656,567		
2.1 Access to functional literacy and NFE Programmes enhanced, especially for adolescent girls and young women		2.1.1 Conduct functional literacy, family literacy and mother tongue-based Programmes to community members, including adolescent girls and young women, through CLCs	# of education service providers trained in providing functional literacy and NFE	N/A	25 CLCs trained in providing functional literacy	Training materials	45,989	43,669	30,434	25,464	71,373	216,928	**Risk 1:** Limited capacity of policy makers **Risk 2:** Political change/ instability **Assumption:** Commitment from stakeholders
			# of community members trained	N/A	At least 500 community members provided with functional literacy and other NFE Programmes through CLCs								
			# of adolescent girls and young women participated in functional literacy classes	N/A	500 Adolescent girls and young women participated in functional literacy classes								
			# of literacy classes on both functional and family literacy conducted and participants through CLCs	N/A	At least 25 CLC classes conducted with 500 people								
			# of mother tongue-based Programmes conducted and participants through CLCs	N/A	At least 10 mother tongue based Programmes with more than 200 children								
		JP ref. Component 4 (Data, information and knowledge management and use)					166,814	195,377	120,000	0	0	108,955	
2.2 Background knowledge on socio-economic needs and interventions of out-of-school girls and young women available to inform and direct interventions		2.2.1 Map out-of-school adolescent girls and young women and identify their socio-economic needs for targeted interventions	# of districts and beneficiaries reached out for the assessment studies	N/A	5 districts with more than 30,000 households reached out	Report produced and disseminated	26,839	44,519	21,284	16,314	0	108,955	**Risk 1:** Limited capacity of policy makers **Risk 2:** Political change/ instability **Assumption 1:** Commitment from stakeholders **Assumption 2:** Suitable methodology used and quality data collected
			Comprehensive mapping of socio-economic needs and interventions in target districts developed	N/A	1 comprehensive mapping								

Expected Output		Activity	Performance Indicators	Baseline	Targets	Means of Verification	Timeframe and Annual Budget Breakdown (USD)					Budget (USD)	Risks and Assumptions
							Y1 716,814	Y2 1,454,979	Y3 980,597	Y4 615,822	Y5 656,567		
			# of reports with recommendations produced based on information collected	N/A	5 report								
Outcome 3: Increase access for vulnerable, out-of-school adolescent girls and young women to CSE, and information, services, life skills and other relevant Programmes on GBV, including violence against women and girls and reproductive health							**278,641**	**487,881**	**581,046**	**378,631**	**133,740**	**1,859,940**	
		JP ref. Component 1 (Education)					**185,488**	**300,877**	**345,975**	**327,905**	**39,939**	**1,200,184**	
3.1 Enhanced capacities of relevant stakeholders to provide access for adolescent girls and young women to sexual and reproductive health information, services and life skills		3.1.1 Establish and promote adolescent-friendly learning spaces that include books and Adolescent Friendly Information (AFI) corners at schools	# of adolescent-friendly learning spaces established at schools	N/A	At least 50 adolescent friendly learning spaces at schools	Guidelines produced and disseminated, AFI corners set up	71,121	59,161	49,859	41,905	39,939	261,986	**Assumption 1:** Availability of spaces and infrastructure **Assumption 2:** Availability of resources for long-term management
		3.1.2 Equip and strengthen CLCs for the promotion of CSE and GBV, including violence against women and girls, with focus on adolescent girls and young women from marginalized communities	# of services provided fulfilling needs as perceived by users # of CLCs strengthened in delivering CSE # of CSE Programmes tested and enhanced through CLCs # of adolescent boys and girls having access to CSE in CLCs	N/A	At least 25 CLCs providing access for 500 girls and 400 boys from marginalized communities	Training materials	71,978	67,337	40,867	30,928	0	211,110	**Risk:** Societal restrictions and taboo around sexuality **Assumption:** Support and commitment from local-level stakeholders
		3.1.3 Sensitize head teachers and teachers on issues related to health, WASH (water, sanitation and hygiene) maintenance, and girls- and LGBTI (lesbian, gay, bisexual, transgender and intersex)-friendly learning environment	# of head teachers/teachers (men & women) sensitized on issues related to health, hygiene, WASH maintenance and a girls-friendly learning environment	N/A	At least 2,100 teachers/head teachers sensitized on issues related to health, hygiene, WASH maintenance and a girls-friendly learning environment At least 160 head teachers and 2,000 teachers, both males and females,	Training materials	42,389	58,737	32,267	22,328	0	155,721	**Risk:** Societal restrictions and taboo around sexuality **Assumption:** Support and commitment from local-level stakeholders

Expected Output		Activity	Performance Indicators	Baseline	Targets	Means of Verification	Timeframe and Annual Budget Breakdown (USD)					Budget (USD)	Risks and Assumptions
							Y1 716,814	Y2 1,454,979	Y3 980,597	Y4 615,822	Y5 656,567		
					sensitized on issues related to health, hygiene, WASH maintenance, and girls- and LGBTI-friendly learning environment								
		3.1.4 Train head teachers and teachers on providing support to students on CSE and reproductive health, especially to adolescent girls and young women	# of head teachers/teachers (men & women) trained to support students on CSE and reproductive health	N/A	At least 500 head teachers and teachers developed capacity on providing support to students on CSE and reproductive health, especially to adolescent girls and young women	Training materials	0	14,161	22,782	34,424	0	71,367	**Risk:** Societal restrictions and taboo around sexuality **Assumption:** Support and commitment from local-level stakeholders
3.2 Vocational skills training provided and advantages to enter and remain in the labour market created, with a specific focus on the most vulnerable adolescent girls and young women		3.2.1 Conduct TVET skills development Programmes for out-of-school adolescent girls and young women in schools and CLCs and organize job fairs/exhibition to engage adolescent girls and young women in providing hands-on opportunities to link education, technology and work opportunities	# of TVET curriculum plans/training materials developed/adapted based on local needs		20 TVET curriculum plans/training materials	Training materials, participants' surveys	0	101,480	200,200	198,320	0	500,000	**Risk:** Social norms and restriction on girls
			# of adolescent girls and young women participating in TVET skills courses		At least 4,000 out-of-school adolescent girls and young women in TVET skills courses								
			# of participants in job fairs organized		At least 1 job fair/exhibition held per district to link education, technology and work opportunities								
			# of employment opportunities presented through job fairs		800 job opportunities at the fairs								
		JP ref. Component 2 (Health and education)					93,153	187,005	201,526	35,212	59,193	**$576,088**	
3.3 Adolescent girls and young women gain access to information on comprehensive sexuality, rights,		3.3.1 Develop and disseminate materials on CSE and reproductive health and rights of adolescent girls and young women through schools	# of IEC materials developed for community members, trainers, teachers and adolescent		Materials in at least 2 local languages and/or mother tongue on sexuality education and reproductive	Materials In different languages disseminated	0	23,475	120,668	0	0	144,143	**Risk:** Materials developed not fully put into use

Expected Output		Activity	Performance Indicators	Baseline	Targets	Means of Verification	Timeframe and Annual Budget Breakdown (USD)					Budget (USD)	Risks and Assumptions
							Y1 716,814	Y2 1,454,979	Y3 980,597	Y4 615,822	Y5 656,567		
gender- based violence and reproductive health through safe learning spaces and sensitized community					health and the rights of adolescent girls and young women and disseminated through at least 50 schools								
		3.3.2 Strengthen and ensure schools as a safe space for adolescent girls to access information and counselling on CSE, reproductive health and gender equality through trained facilitators and volunteers	# of local languages in which the IEC materials are developed # of schools and CLCs having access to and using the materials		1 local languages in which the IEC materials developed	Users' survey	0	0	22,503	0	0	22,503	**Risk:** Societal restrictions and taboo around sexuality **Assumption:** Support and commitment from local-level stakeholders
			# of facilitators and volunteers trained to provide counselling		At least 50 facilitators and volunteers trained to provide counselling								
		3.3.3 Sensitize CLC facilitators, social mobilizers and peer educators on issues related to health, hygiene, WASH maintenance, and girls-friendly learning environment	# of social mobilizers and peer educators sensitized on issues related to health, hygiene, WASH maintenance, and girls-learning environment		At least 25 CLC facilitators, social mobilizers and peer educators sensitized	Sensitization materials	23,809	40,157	3,687	13,748	26,006	107,407	**Risk:** Societal restrictions and taboo around sexuality **Assumption:** Support and commitment from local-level stakeholders
		3.3.4 Provide information and training to community members, including out-of-schools adolescents, through Community Learning Centres (CLCs) and/or girls' Programmes on the importance of education, especially with regard to CSE and GBV, including violence against women and girls	# of community members (men & women) including parents and out-of-school adolescents receiving training on the importance of education, especially with regard to CSE and GBV		At least 3,000 community members trained Master ToTs conducted to develop at least 40 social mobilizers and peer educators	Training materials/ curriculum plan	32,355	88,704	32,234	0	0	153,293	**Risk:** Societal restrictions and taboo around sexuality **Assumption:** Support and commitment from local-level stakeholders
		3.3.5 Conduct outreach activities and build community support for CSE and GBV, including violence against women and girls, education and reproductive health of out-of-school adolescent girls and young women through CLCs, volunteers and various girls' Programmes	# of community members reached through outreach activities		At least 15,000 adolescent girls and young women outreached in community support	Campaign materials, activities report	36,989	34,669	22,434	21,464	33,186	148,741	**Risk:** Societal restrictions and taboo around sexuality **Assumption:** Support and commitment from local-level stakeholders

Expected Output		Activity	Performance Indicators	Baseline	Targets	Means of Verification	Timeframe and Annual Budget Breakdown (USD)					Budget (USD)	Risks and Assumptions
							Y1 716,814	Y2 1,454,979	Y3 980,597	Y4 615,822	Y5 656,567		
JP ref. Component 3 (Creating an enabling environment)							**0**	**0**	**33,545**	**15,514**	**34,608**	**83,667**	
3.4 ICT tools used for delivering CSE		3.4.1 Strengthen the delivery of CSE through the use of ICTs	# of ICT courses on CSE developed		At least 3 courses on CSE through the use of ICTs	Mobile application launched	0	0	33,545	15,514	34,608	83,667	**Assumption:** Accessibility by beneficiaries
			# of trainers trained on transmitting ICT skills		25 trainers trained								
			# of learners mastering learning through ICT		At least 150 learners mastered learning through ICT								
Outcome 4: Foster a safe and healthy environment which is conducive to adolescent girls' and young women's learning by addressing GBV, improving provisions of healthy food, clean water and sanitation, and strengthening favourable societal attitudes and service delivery mechanisms							**239,863**	**435,439**	**405,932**	**219,704**	**267,328**	**1,568,267**	
JP ref. Component 1 (Education)							**31,619**	**29,299**	**11,064**	**16,094**	**33,816**	**121,891**	
4.1 Capacity development of key institutions to foster a healthy learning environment by understanding and meeting students' nutritional needs		4.1.1 Capacity development (individual, organizational and institutional) of MoE and their institutions, School Management Committees (SMCs) and Food Management Committees (FMCs) with regard to administering school feeding related Programmes and understanding nutritional needs of students, especially adolescent girls	# of MoE officials and members of SMCs and FMCs trained with regard to administering school feeding related Programmes and understanding nutritional needs of students		At least 100 officials from MoE and its institutions, and at least 1,000 members of SMCs and FMCs enhanced their capacity with regard to administering school feeding related Programmes and understanding the nutritional needs of students, especially adolescent girls	Guidelines and training materials	31,619	29,299	11,064	16,094	33,816	121,891	**Assumption:** Support and commitment from local-level stakeholders
JP ref. Component 2 (Health and education)							**87,558**	**123,152**	**111,618**	**47,219**	**81,953**	**451,499**	
4.2 Safe and healthy learning environment supported through improved knowledge and awareness of community members and key stakeholders on healthy food, safe water and sanitation, as well as the		4.2.1 Orient community members on their nutritional needs, especially, with regard to pregnant women and children through CLCs	# of community members oriented on nutritional needs, especially of pregnant women and children		At least 500 community members oriented through CLCs	Guidelines and training materials	33,299	30,979	12,744	17,774	35,496	130,291	**Assumption:** Support and commitment from local-level stakeholders
			# of neo-literate women trained on advocating the importance of healthy nutrition		At least 40 neo-literate women empowered to advocate the importance of healthy nutrition								

Expected Output		Activity	Performance Indicators	Baseline	Targets	Means of Verification	Timeframe and Annual Budget Breakdown (USD)					Budget (USD)	Risks and Assumptions
							Y1 716,814	Y2 1,454,979	Y3 980,597	Y4 615,822	Y5 656,567		
broader issues of gender equality especially with regard to adolescent girls and young women		4.2.2 Through CLCs, orient parents, community members, particularly girls and women, on means and opportunities for accessing safe and clean water and basic sanitation, and in promoting the safety of girls and young women in this regard	# of community members informed about accessing safe and clean water and basic sanitation		At least 250 community members informed about accessing safe and clean water and basic sanitation	Guidelines and training materials	0	39,186	34,950	11,981	0	86,116	**Assumption:** Support and commitment from local-level stakeholders
		4.2.3 Carry out locally-tailored campaigns, (using print and electronic media, community radios, street plays, posters, hoarding boards) and advocate for CSE and reproductive health, water, sanitation and nutrition, especially targeting adolescent girls and young women	# of campaigns held and advocacy materials disseminated on healthy food, safe water and sanitation, as well as the broader issues of gender equality		20 campaigns held and advocacy materials disseminated to at least 100,000 beneficiaries in at least 2 local languages	Guidelines and training materials	54,259	52,988	63,925	17,464	46,456	235,091	**Risk:** Societal restrictions and taboo around sexuality **Assumption:** Support and commitment from local-level stakeholders
JP ref. Component 3 (Creating an enabling environment)							120,686	282,989	283,250	156,392	151,559	994,876	
4.3 The assessment and up-scaling of the provision of healthy food, safe water and sanitation at school and community level fosters conducive learning in a safe and healthy environment		4.3.1 Assess the need, availability and quality of food, drinking water and basic sanitation facilities at school and local community	# of schools and communities in targeted districts assessed on the availability and quality of food, drinking water and basic sanitation facilities conducted An assessment report with recommendations produced		At least 2 schools and 2 community from each districts assessed on the availability and quality of food, drinking water and basic sanitation facilities conducted	Assessment report	28,708	43,984	16,950	0	0	89,641	**Risk 1:** Difficult road access due to weather conditions **Risk 2:** Unavailability of construction materials
			# of schools supported with healthy food Programmes, safe drinking water and basic sanitation facilities		At least 40 schools supported with regard to the up-scaling of school facilities, especially with regard to healthy food, safe water and basic sanitation facilities								
		4.3.2 Support the up-scaling of school facilities, especially with regard to healthy food, safe water and basic sanitation facilities, with special focus on reducing the	# of schools participating in pilot Programmes on alternative sustainable source and management of		At least 1 school in each district participated in pilot Programmes	Up-scaling plan, budget and completion report	0	58,669	60,434	35,464	53,186	207,752	**Risk 1:** Difficult road access due to weather conditions **Risk 2:** Unavailability of construction materials

Expected Output		Activity	Performance Indicators	Baseline	Targets	Means of Verification	Timeframe and Annual Budget Breakdown (USD)					Budget (USD)	Risks and Assumptions
							Y1 716,814	Y2 1,454,979	Y3 980,597	Y4 615,822	Y5 656,567		
		vulnerability of adolescent girls and young women	clean water implemented in targeted districts										
		4.3.3 Pilot Programmes on rainwater harvesting and other alternative and sustainable sources for clean water access in schools and local communities, especially those reduce the vulnerability of girls and young women to violence during water collection-related activities	# of school management committee/ community members in piloted schools and communities trained to foster safe learning and healthy environment for adolescent girl and young women		20SMC/community members in piloted schools and communities trained to foster safe learning and healthy environment for adolescent girls and young women	Pilot Programme plans, budget and completion report, users' survey	30,989	61,669	63,434	37,464	35,186	228,741	**Risk 1:** Difficult road access due to weather conditions **Risk 2:** Unavailability of construction materials
4.4 Community and student clubs mobilized to advocate issues of adolescent girls and young women		4.4.1 Mobilize student clubs (at schools) and community clubs to advocate CSE, reproductive health, GBV (ending violence against women and girls, EVAWG), water, sanitation and nutrition, with focus on issues of adolescent girls and young women	# of student clubs at schools and community clubs mobilized to advocate issues of adolescent girls and young women		At least 160 student clubs and 40 community clubs supported and mobilized	Clubs profiles, activities report	60,989	118,669	142,434	83,464	63,186	468,741	
			# of members/ participants on activities organized by these clubs		At least 3,000 members participated on the club's activities								

* Key changes on the logical framework:

1. **Indicators:** On the original logical framework, <u>duplication in both columns of output indicators and performance indicators has been removed</u> as displayed from the 3rd Biannual Narrative report. An exercise of strengthening the logical framework was established in early 2018 and suspended due to staff turnover. Discussions will be resumed with key stakeholders in order to simplify the data set of indicators and targets.
2. **Baseline:** <u>Baseline values have been updated</u> as per a baseline survey conducted in the 5 project districts. Information was collected to assess the knowledge and needs of adolescent girls and boys with regard to CSE. As there are no pre-existing CSE-related activities conducted in the project districts, the status of baseline is zero and/or not applicable in most cases.
3. **Expected impact on the Programme from the strengthened logical framework:** The process of strengthening the logical framework with more results-oriented indicators will involve engagement and consultation with key partner agencies which will be conducted after the mid-term evaluation planned in the 1st half of 2019. More streamlined and well-aligned information is expected to lead to more efficient and timely management of the project's implementation and monitoring, and ensure quality delivery.
4. **Way forward to strengthen logical framework:** During the Coordination Meeting with KOICA and UN partners in May 2018, discrepancies in the original logical framework were addressed. Key discussion points with the partners in the meetings included: rephrasing, aligning with appropriate hierarchical numbering, re-streamlining duplicated areas of activities, and establishing well-defined performance indicators at the output and outcome levels. After the discussions among the partner agencies, key suggested revisions will be presented and discussed at the following National Steering Committee (NSC) meeting. The Project Team will pursue a pre-approval from the donor at the country level, and subsequently, approval from the NSC, to correct these discrepancies in the upcoming reports' logical framework.

G 4.2: MALI LOGFRAME MATRIX

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		
Outcome 1: Improved the quality of basic education						$155,000	$273,186	$280,000	$310,029	$260,000		
JP ref. Component 1.1 School governance is strengthened (Education)						$135,000	$60,000	$10,000	$60,029	$110,000		
Knowledge and attitudes at school level in favour of gender responsive education improved	1.1.1 Design and conduct school management committees' (SMC) training and establish regular meetings	0 0 0 0	# of capacity strengthening training conducted for SMC members # of SMC members trained on gender issues and their roles/ responsibilities % of SMC members indicating knowledge and attitudes on gender issues enhanced # of schools monitoring their daily gender practices and	At least 2 capacity strengthening trainings conducted for SMC members per region per year 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 75% of SMC members indicating knowledge and attitudes on gender issues enhanced per region per year At least 10 schools per region per year monitoring their daily gender practices: a total of 40 schools monitored	- Training reports - Pre & post training and perception surveys - List of trainees - SMC work plans	30,000	0	0	60,029	10,000	140,000	**Risk 1:** Political and security instability **Assumption 1:** Availability of local actors & diversity of implementing actors involved in the project at local level **Risk 2:** Lack of support from local authorities **Assumption 2:** Advocacy to the local authorities to provide support and work in close collaboration

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		
			gender responsive education	per year, and 200 schools during the 5 years								with the 4 Ministries
	1.1.2 Strengthen capacity of SMCs' on girls' education health and gender					95,000	0	0	0	50,000	145,000	**Risk:** Lack of support from local authorities **Assumption:** Advocacy to the local authorities to
	1.1.3 Monitor school Affairs and gender practice				- School monitoring reports - Interviews - In-site/ day-to-day observation logs in	10,000	60,000	10,000	0	50,000	50,000	**Risk:** Lack of support from local authorities **Assumption:** Advocacy to the local authorities to
JP ref. Component 1.2 Teachers are capacitated on basic skills pedagogy						$20,000	$123,186	$80,000	$100,000	$150,000		

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		
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	50,0000	60,000	100,000	50,000	250,000	**Risk 1:** Political and security instability **Assumption 1:** Availability of local actors & diversity of implementing actors involved in the project at local level **Risk 2:** Lack of support from local authorities **Assumption 2:** Advocacy
		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								
		N/A	# of non-formal teachers trained on life skills									
	1.2.2 Build literacy and numeracy capacity for NFE	N/A	% of pass rates for teachers achieving successful completion of the trainings	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	**Risk:** Political and security instability **Assumption:** Availability of local actors and diversity of implementing actors involved in 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		
				At least 75% of teachers of FE & NFE structures passed final tests of the trainings								project at local level
	1.2.3 Conduct life skills capacity building for NFE					0	20,000	10,000	0	50,000	80,000	**Risk:** Delays in the provision of funds **Assumption**: Regular monitoring
JP ref. Component 1.3 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	**Risk:** Lack of support from local authorities **Assumption:** 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	0	15,000	15,000	0	0	30,000	**Risk:** Delays in the provision of funds **Assumption**: Regular monitoring with partners involved
JP ref. Component 1.4 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 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 at 1 school per region during the timeframe of the project; 4 systems set up in 5 years 100 teachers trained on the reporting and monitoring system per year per region; a total of 400 teachers per year in the 4 regions	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	**Risk 1:** Political and security instability **Assumption 1:** Availability of local actors & diversity of implementing actors involved in the project at local level **Risk 2:** Lack of support from local authorities **Assumption 2:** Advocacy to the local

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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		
												authorities to provide support and work in close collaboration with the 4 Ministries
	1.4.2 Train teachers on the reporting and monitoring system				- Training reports/ gender data - List of participants - Photos of training sessions - Testimonial	0	22,500	22,500	0	0	45,000	**Risk:** Delays in the provision of funds **Assumption**: Regular monitoring with partners involved
Outcome 2: Improved SRH and WASH						$351,970	$602,377	$335,000	$50,000	$150,000		
JP ref. Component 2.1 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	2.1.1 Adapt SHR education into FE at fundamental level and NFE	0	# of learning tools developed and made available to in-	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	60,156	0	50,000	50,000	50,000	210,156	**Risk 1:** Political and security instability **Assumption 1:** Availability

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		
through capacity building, learning tools, counselling and services	in Café and CED	0	service teachers # 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	training modules							of local actors & diversity of implementing actors involved in the project at local level **Risk 2:** Lack of support from local authorities **Assumption 2:** Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
		0	# of SRH counselling and services provided by outreach nurses in the schools of the 4 regions	At least 100 SRH counselling and services provided by outreach nurses in the schools of the 4 regions								
		0	# of youth clubs formed in the schools of the 4 regions; % of youth clubs trained on peer support and counselling	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								
	2.1.2 Develop learning tools of SRH				- Production of a Toolkit for learning sexual and reproductive health in schools - Assessment reports on schools with	0	78,000	0	0	50,000	128,000	**Risk:** Delays in the provision of funds **Assumption:** 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		
					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	**Risk:** Lack of support from local authorities **Assumption:** 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	**Risk:** Lack of support from local authorities **Assumption:** Advocacy to the local authorities to provide support & work in close

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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		
												collaboration with the 4 Ministries
	2.1.5 Outreach nurse to provide SRH counselling 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	**Risk:** Challenges in recruiting qualified national education specialists to implement the project **Assumption:** Availability of funds on time, starting the recruitment process as soon as funds are available
	2.1.6 Improve the use of SRH services by adolescents				- Medical consultation registers	50,000	50,000	0	0	0	100,000	**Risk:** Delays in the provision of funds **Assumption:** Regular

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		
	and young women											monitoring with partners involved
	2.1.7 Form and train youth clubs for peer support and counselling				- Training reports - List of participants - Training photos - Testimonial videos	0	100,000	165,000	0	0	265,000	**Risk:** Lack of support from local authorities **Assumption:** Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
JP ref. Component 2.2 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	2.2.1 Build capacity of WASH committees within school management committees	0 0	# of WASH committees trained # of schools with girl friendly latrines and water pumps built	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	**Risk 1:** Political and security instability **Assumption 1:** Availability of local actors & diversity of implementing actors

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		
also young boys and men) are made available		0	% of adolescent girls and young women (and boys and men) accessing and using the latrines and water pumps at the target schools	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 At least 50% of adolescent girls and young women (and boys and men) accessing and using the latrines and water pumps at the target schools								involved in the project at local level **Risk 2:** Lack of support from local authorities **Assumption 2:** Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
	2.2.2 Build girls friendly latrines at school				List of adequate girls-friendly latrines in function	50,000	50,000	50,000	0	0	225,000	**Risk:** Delays in the provision of funds **Assumption:** 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		
	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	**Risk:** Delays in the provision of funds **Assumption:** 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	**Risk:** Lack of support from local authorities **Assumption:** Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
Outcome 3: Increased policy makers and community awareness on gender and education						$204,844	$285,656	$130,597	$225,000	$77,238		
JP ref. Component 3.1 Vulnerable girls participate to project activities						$81,844	0	0	$100,000	0		

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 N/A	# of community mapping identifying vulnerable girls developed # of girls mobilized to participate in the program	1 mapping per targeted area; 4 in total identifying vulnerable girls 10,000 girls mobilized for participation per region; 40,000 girls during the timeframe of the project	Community mapping of vulnerable girls by region	20,000	0	0	50,000	0	70,000	**Risk 1:** Political and security instability **Assumption 1:** Availability of local actors and diversity of implementing actors involved in the
	3.1.2 Mobilize girls for their participation				- List of participants - Training sessions - Testimonies - Photos & videos	61,844	0	0	50,000	0	111,844	**Risk:** Lack of support from local authorities **Assumption:** Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
JP ref. Component 3.2 Community awareness on girls' education and health is improved						$100,000	$120,656	$65,597	$110,000	$62,238		

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		
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 communities 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	0	50,000	0	0	0	50,000	**Risk 1:** Political and security instability **Assumption 1:** Availability of local actors & diversity of implementing actors involved in the project at local level
		0	# of communication campaigns on girl's education and health	At least 2 communication campaigns per year per region during popular, national, traditional, and/or religious ceremonies/celebrations using traditional and modern communication/ information channels	- Advocacy action plans - Attendance records of community-based awareness sessions - Observations - Questionnaires - Subscription statistics on media (communi-cation) Programmes - List of communicate-on Programmes							**Risk 2:** Lack of support from local authorities **Assumption 2:** Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
		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								

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		
	3.2.2 Conduct communication campaign on girls' education and health					50,000	50,565	50,0000	50,000	50,000	300,565	**Risk:** Lack of support from local authorities **Assumption:** 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	**Risk:** Delays in the provision of funds **Assumption**: Regular monitoring with partners involved
JP ref. Component 3.3 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 0 0	# of platforms for girls' education and health built # of policy reviews and assessments on the existing sectoral policies and strategies for gender issues # of a functional coalition that lobbies at the political level for girls' education and health	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.) At least 1 policy review and/or assessment 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	Availability of a functional multisectoral platform on girls education	0	20,000	0	0	0	85,000	**Risk 1:** Political and security instability **Assumption 1:** Availability of local actors & diversity of implementing actors involved in the project at local level **Risk 2:** Lack of support from local authorities **Assumption 2:** Advocacy to the local authorities to provide support and work in close collaboration with the 4 Ministries
	3.3.2 Advocate for SRH education				List of advocacy support tools	23,000	15,000	65,000	15,000	15,000	125,000	**Risk:** Delays in the provision of funds

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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		
				more involved at the technical level)	designed and used							**Assumption**: Regular monitoring with partners involved
	3.3.3[210] Provide support in updating sector policies and strategies friendly to girls				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	**Risk:** Lack of support from local authorities **Assumption:** Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
	3.3.4 Establish coalition on girls' education and health				Functionality of a coalition that engages in political advocacy/ lobbying at least once a year	0	110,000	0	0	0	110,000	**Risk:** Lack of support from local authorities **Assumption:** Advocacy to the local authorities to provide support & work in close collaboration

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		
												with the 4 Ministries
Outcome 4: Strengthened data & knowledge management						$5,000	$293,760	$235,000	$30,793	$169,329		
JP ref. Component 4.1 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

N/A | EMIS updated with girls' education and SRH indicators

# of CPS agents trained in the usage of the database and better practices of data | Girls' education and SRH indicators updated and integrated into the existing EMIS

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 | Availability of relevant girls' education and SRH indicators in EMIS | 0 | 23,600 | 15,000 | 0 | 50,000 | 80,000 | **Risk 1:** Political and security instability **Assumption 1:** Availability of local actors & diversity of implementing actors involved in the project at local level

Risk 2: Lack of support from local authorities **Assumption 2:** Advocacy to the local authorities to provide support and work in close collaboration |

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		
												with the 4 Ministries
	4.1.2 Integrate SRH indicators in educational statistics (EMIS)					0	60,000	25,000	0	50,000	135,000	**Risk:** Delays in the provision of funds **Assumption**: Regular monitoring with partners involved
	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	**Risk:** Lack of support from local authorities **Assumption:** 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,					0	15 000	115,000	0	0	130,000	**Risk:** Delays in the provision of funds **Assumption**: Regular

Output	Activity	Baseline	Performance Indicators	Targets	Means of Verification	Y1 $716,814	Y2 $1,454,979	Y3 $980,597	Y4 $615,822	Y5 $656,567	Budget (in USD)	Risks and Assumptions
	data collection strategy, data modelling, computer system											monitoring with partners involved
JP ref. Component 4.2 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, communicate-on, etc.)	4.2.1 Conduct end line survey (including SRH KAP study)	0 0 0	Data from end line surveys collected and analyzed (KAP) # of evaluations reports # of project's steering and technical committees meetings	1 end line survey reports with data available for all the outputs and activities of the project 2 evaluations; mid-term evaluation (December 2019) and final evaluation (October 2021) At least 1 meeting per month for the Technical Committee (12 per year) and twice per year for the Steering Committee (in June and December of each year)	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	**Risk:** Lack of support from local authorities **Assumption:** Advocacy to the local authorities to provide support & work in close collaboration with the 4 Ministries
	4.2.2 Conduct external mid-term and final evaluations				External evaluation reports (mid-term and final)	0	15,160	0	15,793	0	30,320	**Risk:** Delays in the provision of funds **Assumption:** 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				- Committee meeting minutes - List of participants - Photos	5,000	55,000	5,000	15,000	19,329	89,329	**Risk:** Delays in the provision of funds **Assumption**: Regular monitoring with partners involved

* Key changes to the logical framework:

Overall changes of the logical framework for Mali: The above represents the result framework status as per revisions undertaken between February and June 2018. Modifications made at that point are highlighted in yellow. The process involved consultation between the UNESCO team members, KOICA Dakar, UNESCO HQ and UN partners. Attention was paid to SMART indicator use (Specific, Measurable, Achievable, Realistic and Time-bound) for data tracking and reporting purposes. The changes achieved improved clarity in the results chain between activities and outputs and increased consistency and alignment towards results as well as an update of baselines.

1. Rephrased Activity and Output (as highlighted):

1) At activity and output level, more action-and deliverable-oriented expressions were used.

2) Strategic linkages were strengthened: More strategical linkages between activities, outputs and outcomes to ensure the results-orientation e.g. for Output 1.1 speaking of school governance, the concept of "community" under Activity 1.1.1 has been 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 to school management's capacity strengthening with new 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. The updated allows 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) has been re-visited and revised. The previous PI set was 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 highlighted in yellow in each relevant column, based on SMART criteria.

4. Baseline:

A new column for baseline data (highlighted heading) is added in the logframe matrix. Through consultations and discussions among UNESCO Bamako, UNESCO HQ and other partners, securing a structured baseline survey turned out not to be cost effective 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 statistics 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.

G 4.3: TANZANIA LOGFRAME MATRIX

Project Name	EMPOWERING ADOLESCENT GIRLS AND YOUNG WOMEN THROUGH EDUCATION IN TANZANIA
Goal	Adolescent girls and young women are healthy and educated and are able to successfully transition into adulthood and fully participate in society
Objectives	To promote gender equality and the empowerment of adolescent girls and young women in selected regions of Tanzania through holistic and comprehensive approach to quality education

Key activities	Timeframe					Budget (USD)	Responsibility Party	Partners	Output Indicators (Baseline and Target)	Risks and Assumptions
	2016	2017	2018	2019	2020					
OUTCOME 1: Access, quality and relevance of education for adolescent girls and young women in Tanzania improved										
	190,000	700,000	425,000	255,000	35,000				**Budget (USD): 1,605,000**	
Output 1.1: Education and child protection legal & regulatory frameworks reviewed and implemented to ensure adolescent girls and young women benefit from safe and quality educational opportunities										
	20,000	50,000	45,000	5,000	0				**Budget (USD): 120,000**	
Act 1.1.1: Review the implementation of the guidelines for schools effective and expedite response to reports of violence against students and other forms of abuse in the school setting and protection from violence against girls and young women.		10,000	5,000	5,000		20,000	UNESCO MoEST PO-RALG	UN Women District Council	1. Percentage of target schools with functional structure/system implementing the guidelines related to prevention against school violence and other forms of abuse in the school setting specifically for girls	**RISK:** Contradictory traditional and formal norms leading to resistance at community level for law enforcement measures.
Act 1.1.2: Strengthen capacity of local authorities, school management and school-parent committees to effectively implement legal and regulatory frameworks	20,000	40,000	40,000			100,000	UNESCO PO-RALG District Council	MoEST	**Baseline:** 45 % primary school and 75 % secondary school **Target:** 100% primary school and	**ASSUMPTION:** Community sensitization is the key for getting buy-in on risks of early marriage

in promoting girls and adolescents' education.									100% secondary school 2. Number of persons from local authorities, school management and school-parent committees aware of the existing legal and regulatory framework **Baseline**: 0 **Target**: 15 headmasters and teachers, 6 district officials, and 30 parents from each district – in total, 204 in the 4 target districts	and teenage pregnancy.
Output 1.2: Pre-service & selected in-service teachers including key education personnel equipped adequately to deliver relevant and quality citizenship and comprehensive sexuality education in basic education Programme										
	40,000	100,000	75,000	65,000	20,000				**Budget (USD): 300,000**	
Act 1.2.1: Develop, introduce and implement (global) citizenship education (peace and tolerance, environment, civic, human rights and gender) education in teacher colleges and selected schools.	40,000	15,000	15,000	30,000		100,000	UNESCO MoEST TIE OUT Teacher Colleges	District Council CBOs FBOs	1. Number of in-service teachers, headmasters and tutors equipped with knowledge on providing (Global) Citizenship Education and	**RISK:** Teachers and community resistance to sexuality education. **ASSUMPTIONS:**

Activity									Indicators	Assumptions
Act 1.2.2: Align national teacher education curriculum on comprehensive sexuality education with national cultural contexts and international standards.		25,000	25,000			50,000	UNESCO MoEST NACTE TIE	UNFPA MoHCD GEC TACAIDS	Comprehensive Sexuality Education **Baseline**: 0 **Target:** A total of 300 teachers and teachers from the 60 target schools and 20 principals and tutors from the 4 Teacher Colleges	1. Community sensitization and mobilization of cultural leaders for the importance of sexuality education to reduce teenage pregnancy.
Act 1.2.3: Provide capacity building Programme for in-service, pre-service teachers and college tutors on delivery of comprehensive sexuality education.		40,000	20,000	20,000	20,000	100,000	UNESCO MoEST NACTE TIE	UNFPA MoHCD GEC TACAIDS Teacher Colleges	2. Number of teacher training curriculum on citizenship and CSE developed in alignment with national cultural contexts and international standards **Baseline:** 0 **Target:** 2 (1 for OUT, 1 for teacher education diploma levels)	2. Synergies with health facilities for extra-curricular delivery of sexual and reproductive health education of students in primary and secondary school.
Act 1.2.4: Develop and produce quality teaching and learning materials on citizenship and sexuality education.		20,000	15,000	15,000		50,000	UNESCO MoEST NACTE TIE	UNFPA MoHCD GEC TACAIDS Teacher Colleges	3. Number of schools and Teacher Colleges providing supplementary teaching and learning materials on Global Citizenship	

									Education and Comprehensive Sexuality Education **Baseline:** 0 **Target:** 40 primary, 20 secondary schools and 4 Teacher Colleges in the 4 target districts	
Output 1.3: Functioning systems for guidance and counselling of students in place, promoting safe environments for adolescent girls in schools										
	0	85,000	50,000	15,000	0				**Budget (USD): 150,000**	
Act 1.3.1: Establish self-supporting school youth clubs in particular for adolescent girls.		20,000	20,000	10,000		50,000	UNESCO PO-RALG District Council	UNFPA UN Women MoEST MoHCD GEC CBOs FBOs	1. Percentage of target adolescent students (boys and girls) accessing guidance and counselling services on SRH and SGBV at school level **Baseline**: 0 % **Target:** 70 % at the 15 target schools in 4 districts 2. Number of self-supporting school youth clubs for adolescent girls established and run **Baseline**: 0 **Target:** 120 (2 each at 15 target schools per district)	**RISK:** Traditional, conservative and punitive approaches of school matrons and patrons in dealing with adolescents **ASSUMPTION:** Undertake training, sensitization, exercises of school teachers and counsellors and develop inspection mechanisms.
Act 1.3.2: Strengthen youth focused guidance and counselling support services at school level including referral systems for SGBV.		25,000	20,000	5,000		50,000	UNESCO PO-RALG District Council	UNFPA UN Women MoEST MoHCD GEC CBOs FBOs		
Act 1.3.3: Review/adapt quality-learning materials on SRH education for adolescent girls in schools.		40,000	10,000			50,000	UNESCO MoEST TIE	UNFPA MoHCD GEC		

									3. Number of schools with functioning youth clubs providing referral, guidance and counselling services **Baseline:** 17 primary and 11 secondary schools **Target:** 40 primary and 20 secondary schools in the 4 target districts 4. Number of youth clubs using quality learning materials on SRH education for adolescent girls adapted **Baseline**: 0 **Target**: 120 (2 youth clubs in each target school)	
Output 1.4: Literacy and non-formal education provision to out of school adolescent girls and young women are scaled up										
	75,000	55,000	50,000	30,000	0				**Budget (USD): 210,000**	
Act 1.4.1: Provide (ICT–based) second-chance Literacy and Numeracy Education Programmes targeting out of school adolescent girls and young women.	75,000	25,000	20,000			120,000	UNESCO MoEST IAE	District Council MoHCD GEC CBOs FBOs	1. Number of out-of-school girls enrolled and completed literacy and numeracy skills development trainings	**RISK:** Heavy workload of young mothers and adolescent girls as well as limited support by community

Act 1.4.2 Strengthen national capacity to develop and implement Life Skills (ECCE-parental education, citizenship education and self-esteem).		30,000	30,000	30,000		90,000	UNESCO MoEST IAE PO-RALG	MoHCD GEC TADIO CBOs FBOs	**Baseline:** 0 **Target:** 440 girls enrolled (220 per year for Y3 and Y4) and 240 girls completed (120 per year for Y3 and Y4) 2. Percentage of target out-of-school girls with improved level of knowledge in literacy and numeracy **Baseline:** 0 % **Target:** 70 % 3. Number of non-formal education centres providing ICT-based literacy and numeracy skills training courses **Baseline:** 0 **Target:** At least 1 centre in each target district per annum 4. Number of participants trained on Life Skills development (ECCE-parental care education, citizenship	for teenage and young mothers' re-enrolment in education. **ASSUMPTIONS:** 1. Community sensitization on importance of out-of-school girls and young women education. 2. Support the establishment of community child care linked with Governments' policy of 1 year free and compulsory pre-primary education centres.

									education and self-esteem) **Baseline**: 0 **Target:** 160 government officers (64 at Ministry level and 96 at district level) in the 4 target districts	
Output 1.5: Formal and non-formal TVET and entrepreneurial skills development opportunities provision for livelihoods development of adolescent girls and young women at secondary level and out of school increased										
	40,000	215,000	100,000	70,000	15,000				**Budget (USD): 440,000**	
Act 1.5.1: Strengthen national and sub-national efforts to introduce and implement pre-vocational and entrepreneurial skills in secondary schools and other non-formal education settings.	40,000	15,000	15,000			70,000	UNESCO MoEST PO-RALG TIE IAE	ILO FAO UN Women Employers As. Farmers Assoc. Tourism Assoc. District Councils	1. Number of secondary schools with adopted extracurricular pre-vocational and entrepreneurial skills development curriculum **Baseline:** 0 **Target:** 16 secondary schools in the 4 target districts	**RISK:** In the past schools had farming land which is currently exploited by individuals. Hence, it is expected that getting that land back for school use under the Junior Farmer School concept will likely to meet the resistance of the teachers and community
Act 1.5.2: Develop vocational training manuals and conduct training in the area of creative industries, green businesses based on local resources, market analyses and value chain promotion including the introduction of Junior Farmer Schools		100,000	25,000	25,000		150,000	UNESCO UN Women MoEST PO-RALG District Council Folk Development. Colleges	MoEST CBOs Farmers Associations FAO	2. Number of targeted adolescent girls and young women participating in pre-vocational and entrepreneurial skills development in non-formal educational settings	

in selected Secondary Schools.									**Baseline:** 0 **Target:** 440 out of school teenage girls and young women have learnt a vocational skill trade	members who are currently farming that land.
Act 1.5.3: Advocate for development and implementation of qualification framework for non-formal and life skills education Programme for mainstreaming in formal education systems.			15,000	5,000		20,000	UNESCO MoEST PO-RALG TIE VETA ILO	MoEST PO-RALG NECTA PMO-LYED	3. Percentage of adolescent girls, teenage mothers and young women completed internship through the non-formal vocational training system **Baseline:** 0 **Target:** 60 % of the adolescent girls, teenage mothers and young women placed in the internship Programme	**ASSUMPTION:** Community sensitization for support of school farming to substitute the previously WFP school feeding Programme and improve students nutrition.
Act 1.5.4: Establish internship Programmes with private and public enterprises for adolescent girls, teenage mothers and young women.		20,000	15,000	10,000	5,000	50,000	UNESCO UN Women VETA MoEST	PMO-LYED Private Sector Local Government ILO		
Act 1.5.5: Strengthen the capacity of national and sub-national efforts to provide technical and vocational skills development opportunities including creative industries and green business to adolescent girls and young women in- and out of school.		80,000	30,000	30,000	10,000	150,000	UNESCO UN Women VETA ILO	UN Women MoEST MoALF District Council CBOs Private Sector FAO	4. Number of district vocational training centres adopting the inclusion of creative industries and green business into the training courses **Baseline:** 0 **Target:** 4 centres (1 in each district)	
Output 1.6: Improved hygiene (water and sanitation) environments for girls in selected schools										

	15,000	90,000	35,000	10,000	0				Budget (USD): 150,000	
Act 1.6.1: Mobilize District Authorities for budget allocation for adequate hygiene infrastructure availability, including toilets and clean water provision in selected schools.	15,000	10,000	5,000			30,000	UN Women PO-RALG District Council, CBOs FBOs UNESCO	Private Sector CBOs FBOs	1. Number of schools with adequate hygiene infrastructure including toilets and clean water provision **Baseline**: 27 primary and 19 secondary schools in the 4 target districts **Target:** 40 primary and 20 secondary schools in the 4 target districts	**RISK:** Limited buy-in and willingness of private sector and communities to support provision of water and sanitation facilities in schools.
Act 1.6.2: Develop models for rain water harvesting to improve water supply in schools to be used for hygiene purposes and extracurricular activities such as gardening and farming.		50,000	10,000			60,000	UNESCO PO-RALG District Council	Private Sector CBOs FBOs	2. Number of school management personnel equipped with knowledge on management and maintenance of water and sanitation facilities at the target schools	**ASSUMPTION:** Engage high level officials and traditional leaders in community and private sector and local government mobilization for support for creation adequate hygiene infrastructures.
Act 1.6.3: Develop mechanisms for support installation of boreholes by communities, local governments, civil society and the private sector.		20,000	10,000			30,000	UNESCO PO-RALG District Council	Private Sector CBOs FBOs		
Act 1.6.4: Build capacity of schools for management and maintenance of water and toilet infrastructures.		10,000	10,000	10,000		30,000	UNESCO PO-RALG District Council	Private Sector CBOs FBOs	**Baseline:** 0 **Target:** 1 management/ maintenance staff or division at each target school	
Output 1.7: Knowledge and attitudes at school and community levels in favour of gender-responsive education improved										
	0	105,000	70,000	60,000	0				Budget (USD): 235,000	

Activity									Indicators	Risk/Assumption
Act 1.7.1: Develop and implement models for community-based ECCE and parental education.		25,000	10,000	10,000		45,000	UNESCO MoEST PO-RALG TADIO	District Council MoHCD GSC CBOs FBOs	1. Number of models for community-based ECCE and parental care education developed	RISK: Prevailing discriminatory and cultural practices and community resistance against the promotion of education for teenage girls and young women.
Act 1.7.2: Mobilize community support on girls retention, access to SRH education, information and protection from violence against girls and young women through socio-cultural dialogue.		50,000	50,000	50,000		150,000	UNESCO PO-RALG	UN Women UNFPA District Council CBOs FBOs TADIO	Baseline: 0 Target: 1 in each target district	
Act 1.7.3: Support the design and development of locally tailored communication sensitization campaign for community radios to support empowerment of adolescent girls, teenage mothers and young women and the fulfilment of their rights.		30,000	10,000			40,000	UNESCO TADIO	UN Women UNFPA CRs District Council CBOs FBOs	2. Percentage of target community members' awareness increased in support of gender-responsive education Baseline: 0 % Target: 70 % 3. Number of radio Programmes with content supporting adolescent girls and young women empowerment Baseline: 0 Target: 80 programs per year in the 4 target districts 4. Number of communication sensitization campaigns	ASSUMPTION: Community sensitization campaign through socio-cultural approach and community radios outreach.

									<mark>undertaken in target districts</mark> **<mark>Baseline:</mark>** <mark>0</mark> **<mark>Target:</mark>** <mark>2 per target districts</mark>	

OUTCOME 2: Multi-sectoral functional systems in place for increased access to quality, age and cultural appropriate sexual and reproductive health (SRH) information & services, as well as other social protection support systems of vulnerable for in- and out-of-school adolescent girls and young women										
	100,000	125,000	145,000	20,000	0				**Budget (USD): 390,000**	
Output 2.1: Capacity of health service providers increased to support community outreach and deliver SRH information, counselling and services to out-of-school adolescent girls, teenage mothers and young women										
	80,000	30,000	60,000	10,000	0				**Budget (USD): 180,000**	
Act 2.1.1: Support delivery of culturally, pedagogically appropriate and youth-friendly SRHE package for health providers to out-of-school adolescent girls and young women.	50,000	20,000	10,000			80,000	UNESCO UNFPA	MoHCD GSC TACAIDS MoEST IAE MoS PMO-LYED CBOs FBOs	1. Number of youth-friendly SRHE and counselling sessions held by health officials and community health promoters at youth centres levels **Baseline:** 0 **Target:** <mark>1 session every 6 months per youth centre.</mark> <mark>2. Percentage of health providers using SRHE package for out-of-school girls and young mothers</mark> **<mark>Baseline:</mark>** <mark>0 %</mark> **<mark>Target:</mark>** <mark>70 %</mark>	**RISK:** Traditional and religious leaders and community resistance to sexual education Programmes. **ASSUMPTION:** 1. Community sensitization on the importance of sexual and reproductive health education Programmes.
Act 2.1.2: Strengthen national capacity to develop and implement sexuality education Programmes targeting out of school adolescent girls, teenage mothers and young women.	30,000	10,000	10,000			50,000	UNFPA	UNESCO MoEST PO-RALG CBOs FBOs		
Act 2.1.3: Develop a model for leveraging ICT			40,000	10,000		50,000	UNESCO UNFPA	UN Women		

and other mobile technologies and information platform to provide sexual and reproductive health information.								PO-RALG MoHCD GSC CBOs/FBOs TADIO	3. Number of national officials trained on sexuality education Programme implementation **Baseline**: 0 **Target:** 4 per target district, 9 from ministry level	2. Promotion of synergies between formal and traditional health providers for wider community outreach.
Output 2.2: Programmatic linkages between youth clubs and girls' safe environment platforms in and out of school with other social protection and health Programmes reinforced										
	20,000	95,000	85,000	10,000	0				**Budget (USD): 210,000**	
Act 2.2.1: Strengthen linkages between schools, health and social and legal protection services for synergy and adequate information and services provision and protection from violence against girls and young women.		20,000	5,000	5,000		30,000	UNESCO UNFPA	UN Women PO-RALG MoEST MoHCD GSC CBOs FBOs	1. Number of youth clubs and youth centres formed **Baselines:** 0 **Target:** 30 youth clubs and 1 youth centre in each district	**RISK:** Prevailing discriminatory and cultural practices and community resistance against the promotion of education for teenage girls and young women.
Act 2.2.2: Support the establishment and strengthening of multi-purpose community based youth centres for out of school youth, based on volunteer schemes and community support for effective and sustainable management of the centres.	20,000	60,000	70,000			150,000	UNESCO UNFPA	UN Women PO-RALG MICAS Private Sector CBOs FBOs	2. Number of schools and youth centres linked with SRH services delivery and support facilities **Baseline:** 0 **Target:** 15 schools and 1 youth centre in each district	**ASSUMPTION:** Community sensitization for the importance of

Activity						Total	Funding	Partners	Indicator	Risk/Assumption
Act 2.2.3: Provide managerial and programmatic capacity development for the delivery of peer-led services in youth centers including linkages with public health and other services.		15,000	10,000	5,000		30,000	UNESCO UNFPA	PO-RALG CBOs FBOs	3. Percentage of youth capable of managing peer-led services and Programmes in youth centres with linkage to public health and other services. **Baseline**: 0 **Target:** 30%	educational activities for the healthy development of adolescent girls and young women.
OUTCOME 3: Societal attitudes are transformed and governance structures and mechanisms mobilized to become more conducive to the empowerment of adolescent girls and young women through education										
	105,000	130,000	105,000	120,000	35,000				**Budget (USD): 495,000**	
Output 3.1: Capacity, coordination, and cooperation of relevant government officials across sectors are increased and facilitated to enable the formulation of gender-responsive policies, legislation and budgets relating to educational opportunities for adolescent girls and young women.										
	105,000	35,000	30,000	35,000	25,000				**Budget (USD): 230,000**	
Act 3.1.1: Lobby and advocate for the harmonization of discriminatory legal frameworks.	30,000	5,000	5,000	5,000	5,000	50,000	UN Women UNFPA	UNESCO Parliament MoHCDG EC MoEST CSOs TADIO	1. Number of functioning mechanisms at district and community level for defence of girls and women rights[211]	**RISK:** Prevailing discriminatory and cultural practices and community resistance against the promotion of education for teenage girls and young women.
Act 3.1.2: Advocate and support the establishment of district and community level mechanisms to disseminate, coordinate and monitor implementation of education, legal and regulatory frameworks for	70,000	20,000	20,000	25,000	15,000	150,000	UN Women UNESCO	UNFPA TADIO PO-RALG MoEST Region Adm District Council	**Baseline:** 0 **Target:** 4 functioning mechanisms at district and community level. 2. Number of national/	**ASSUMPTION:** Community

the empowerment and fulfilment of rights of adolescent girls, young mothers and young women.								CBOs FBOs	regional/district/community plans addressing a coordinated approach on gender-responsive policy development, legislation and budgeting.	sensitization campaign through socio-cultural approach and community radios outreach.
Act 3.1.3: Support capacity strengthening for government officials on results-based and gender-responsive planning and budgeting in selected districts.	5,000	10,000	5,000	5,000	5,000	30,000	UN Women	UNESCO District Council MoEST MoHCD GSC PO-RALG	**Baseline**: 0 **Target**: 4 GRP (one per districts) 3. Number of government officials equipped with knowledge on results-based and gender responsive planning and budgeting **Baseline:** 0 **Target:** 20 government officials in the 4 districts	
Output 3.2: Economic empowerment of teenage mothers in selected communities promoted										
	0	95,000	75,000	85,000	10,000				**Budget (USD): 265,000**	
Act 3.2.1: Strengthen the capacity of out of school adolescent girls and in particular teenage mothers to start up local resource-		60,000	45,000	45,000		150,000	UN Women UNESCO District Council	PO-RALG Private Sector MoALF MITI	1. Number of income generating groups and associations of out-of-school adolescent	**RISK:** Unavailability of affordable childcare services deter young mothers

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Activity	Y1	Y2	Y3	Y4	Y5	Total	UN	Partners	Indicators	Risk/Assumption
based creative industry and green business livelihoods.									==girls and teenage mothers formed== **Baseline:** 0 ==**Target:** 2 in each district==	to attend training sessions.
Act 3.2.2: Develop mechanisms for revolving funds financing and association forming for business creation for out of school adolescent girls and in particular teenage mothers.		30,000	10,000	10,000		50,000	UN Women UNESCO District Council	PO-RALG Private Sector SACCOS CBOs FBOs	2. Number of district councils allocating funds for business creation in support of out-of-school adolescent girls and teenage mothers **Baseline:** 0 **Target:** All 4 districts	**ASSUMPTION:** Support the establishment of community childcare centers.
Act 3.2.3: Mobilize local government, communities and private sector for support of start-up businesses of out of school adolescent girls, teenage mothers and young women.		5,000	5,000	5,000		15,000	UN Women UNESCO PO-RALG District Council	District Council Private Sector CBOs FBOs UN Women	3. Number of market outlets selling products produced by adolescent girls and teenage mothers **Baseline:** 0 **Target:** 3 market outlets in the 4 districts	
Act 3.2.4: Support and promote linkages between out-of-school adolescent girls and teenage mothers' production groups and markets.			15,000	25,000	10,000	50,000	UN Women UNESCO PO-RALG District Council	Private Sector Producers Associations		
OUTCOME 4: Data and evidence-based gender-responsive education policies and action is built										
	73,000	27,000	38,779	12,000	66,000				**Budget (USD): 216,779**	
Output 4.1: Institutional and technical capacities are strengthened to generate data and evidence across sectors to promote adolescent girls' and young women's learning										
	40,000	25,000	16,779	0	5,000				**Budget (USD): 86,779**	
Act 4.1.1: Strengthen existing mechanisms for data collection and	15,000	10,000	5,000			30,000	UNESCO UNFPA UN Women	==PO-RALG MoEST==	1. Number of districts with data collection	**RISK:** Limited quality and accuracy of

Activity						Total	Agency	Partners	Indicators	Risk / Assumption
management at district level on the prevalence of issues related to adolescent girls, teenage mothers and young women.								TADIO NBS District Council	mechanisms to capture adolescent girls and teenage mothers specific information	data due to poor importance given to evidence based planning and giving in to political pressures.
Act 4.1.2: Link up data collection on adolescent girls, teenage mothers related areas with central Education Sector Management and Information Systems (ESMIS) at regional and national levels to inform and strengthen gender-sensitive health and education policies and Programmes formulation.		10,000	6,779			16,779	UNESCO	UN Women MoEST PO-RALG District Council	**Baseline:** 0 **Target:** All 4 districts (2 in Year 3 and 2 in Year 4) 2. ESMIS reflecting wider indicators on gender equality, girls empowerment and quality education **Baseline:** No **Target:** Yes	planning and giving in to political pressures. **ASSUMPTION:** Mobilizing buy-in of high-level officials at district level on importance of quality data collection systems.
Output 4.2: Produce, publish and disseminate information, knowledge materials and data to support the implementation of a cross sectoral approach to the education of girls and young women										
	33,000	2,000	22,000	120,00	61,000				**Budget (USD): 130,000**	
Act 4.2.1: Conduct situational analysis on girls' education and empowerment for the development of Project Baselines and End lines.	30,000				20,000	50,000	UNESCO	UN Women UNFPA MoEST PO-RALG ILO NBS OCGS District Council TADIO	1. Number of project-based analysis including baseline and end-line and cross-sectoral assessment reports, publications and policy briefs produced and shared **Baseline:** 0 **Target:** 2 analysis/ assessment reports,	**RISK:** Low reliability and non-validation of data and information. **ASSUMPTION:** 1. The use of baseline surveys will improve the

										quality of
								UDSM	2 best practices documentaries, Mid-term and Final evaluation reports	available data. 2. Assurance of data reliability will further be monitored through consultation and validation meetings.
Act 4.2.2: Develop and implement the Project M&E framework including progress review mechanisms.	3,000	2,000	2,000	2,000	1,000	10,000	UNESCO	UN Women UNFPA ILO District Council PO-RALG MoEST TADIO	2. Skills training completion rates, prevalence rates on violence against women and children, needs assessment	
Act 4.2.3: Support documentation and publication of best practices.				10,000	10,000	20,000	UNESCO	UN Women UNFPA ILO District Council TADIO	collected from target groups and reflected in project reports and monitoring reports. **Baseline:** 0 **Target:** 2	
Act 4.2.4: Mid Term and End Project Evaluation and dissemination for policy formulation.			20,000		30,000	50,000	UNESCO	UN WOMEN UNFPA District Council TADIO UDSM	survey/assessment reports	
OUTCOME 5: Resources mobilized and used for girls empowerment improved in selected communities										
	231,115	367,885	458,000	391,000	270,000				**Budget (USD): 1,718,000**	
Output 5.1: Project managed in a cost effective and timely manner										
	231,115	367,885	458,000	391,000	270,000				**Budget (USD): 1,718,000**	
Act 5.1.1: Deployment of project personnel (HQ and Dar Office).	193,115	342,885	388,000	316,000	240,000	1,480,000	UNESCO	UNFPA UN Women	1. Number of approved annual work plans and reports	**RISK:** Resources not available on a timely manner.
Act 5.1.2: Ensure project visibility.	5,000	10,000	10,000	10,000	15,000	50,000	UNESCO	UNFPA		

									Baseline: Not Applicable Target: 5 annual work plans and 10 reports (8 biannual, 1 synthesis, and 1 final)	ASSUMPTION: 1. Reports submitted within the deadline to ensure funding transfer.
								UN Women Government Authorities KOICA MEDIA		
Act 5.1.3: Project reporting and planning endorsement.	15,000	5,000	10,000	5000	15,000	50,000	UNESCO	UNFPA UN Women	2. Number of project personnel in place Baseline: 0	2. Structured and clear delegation of tasks among the project team members.
Act 5.1.4: Deployment of project equipment.	18,000	10,000	50,000	60,000		138,000	UNESCO	District Council	Target: 6 (2 at HQ and 4 in the Dar Office) 3. Number and modality of visibility action plans conducted and published Baseline: 0 Target: 12 news articles per year, quarterly updates on the website, UNESTEAMS and social networking sites	
Total (excluding 13% PSC)	699,115	1,349,885	1,171,779	798,000	406,000	4,424,779				
13% PSC	90,885	175,485	152,331	103,740	52,780	575,221				
Grand Total	790,000	1,525,370	1,324,110	901,740	458,780	5,000,000				

Key changes made to the logical framework for Tanzania:

An overall strengthening process of the logical framework was conducted over a 4-month period from February to June 2018. In close consultation with the UN partners, UNESCO HQ, UNESCO Regional Office and government counterparts, the logical framework was reviewed with the view to enhance consistency and increase outcome and output level indicators. These indicators are aligned with the updated targets that are more achievable, measurable and time bound against the updated baseline data.

The process aimed to ensure stronger linkages between the implementation of the planned activities and the desired results to track the Programme delivery better through clarity of expressions and updated baselines and targets. All the changes are highlighted in yellow in the logical framework above.

Key changes may be summarized as:

- **Highlighted activities are rephrased** in a more action- and results-oriented fashion.

  1. Concerning Activity 1.3.3, the government has already developed the quality learning materials on SRH education for adolescent girls. Hence, the activity was re-oriented **from 'develop' to 'review'**. This revision is reflected subsequently in the 3rd Biannual Narrative Report.

  2. Activity 4.1.2 and 4.1.3, relating to the re-entry of teenage mothers, were removed due to the political sensitivities of this specific issue *as per the brief explanation on the Changes of the Plan in 1. PROJECT SUMMARY (table).* Discussions are underway with UN partners on this component.

- **Replacement of one agency responsible** for implementation is reflected**.**

During the review process of the log frame and M&E matrix, the column for 'key responsible partners' was amended to align with the changes. In the responsible party and partners columns, **COMNETA has been replaced with TADIO**. COMNETA was disbanded in March 2017 due to its organizational challenges. Followed by the election of interim leaders and the appointment of a legal expert, a newly formulated NGO named Tanzania Development Information Organization (TADIO) took over the previous functions of COMNETA. Accordingly, UNESCO confirmed the partnership with TADIO.

- **The M&E framework are duly updated** in alignment with the revisions and updates.

H. Country reports

For the three country reports on Mali, Nepal and Tanzania, please see Volume 2 of the Evaluation report.

I. Survey results

The use of an effectively designed survey instrument enhances the credibility and validity of qualitative evaluation findings to ensure more insightful conclusions. The evaluation design therefore combines a mixed methods approach with qualitative and quantitative analysis. Both primary and secondary data have been used. Data collection has included desk and project document review, administration of questionnaires, key informant interviews (KII) with 293 persons and focus group discussions.

Besides the initial questionnaire for UNESCO field offices of February 2020, a survey for beneficiaries and for implementing partners has been launched in June after field work was temporarily interrupted by the COVID-19 lockdowns in Mali, Nepal and Tanzania.

I 1. Initial questionnaire for UNESCO field offices

An Excel-based initial questionnaire has been circulated to UNESCO field offices in February 2020 to inquire about the current status of JP implementation and to better understand the partnership structure in each country. Its elements are shown below. The return rate of questionnaires is 100%.

Type of partner	Sector of operation	Type of intervention related to the JP objectives	JP Component (Education, Gender, SHR, Data)	Name of intervention/initiative related JP (including start/end date)	Achieved interim/final results
Development partners					
Implementing partners					
Line ministries and national authorities					
Local authorities					

Civil society organisations					
Final beneficiary groups					

I 1.1: Findings of questionnaire for UNESCO field offices

The findings of the questionnaire have informed the evaluation in terms of the number of implementing partners and their attribution per country as well as for the ToC. The questionnaires have documented the status of implementation as of later February 2020. It is noted that this status cannot be cross-referenced with the financial status used for the mid-term evaluation since no financial status for that month can be provided.

I 2. Online questionnaire for implementing partners and beneficiaries

Two online questionnaires were distributed by the evaluation team to some 156 persons who had been proposed by UNESCO or its partners. The questionnaires were administered via an instructive email and distributed to 187 potential respondents. Recipients were implementing partners and beneficiaries. Of the 187 persons consulted, 49 percent returned the questionnaire by 26 June 2020 when the survey was closed.

The following were contacted:

Country	Beneficiary	Partner	Grand Total	Percentage
Mali	22	22	44	24%
Nepal	30	14	44	24%
Tanzania	37	62	99	53%
Grand Total	**89**	**98**	**187**	100%
	48%	52%	100%	

The group of final beneficiaries is composed of two sub-groups. One consists of adolescent girls and young women. The second consists of teachers, school advisory bodies, parent-teacher organizations, and beneficiaries from institutions who received further training and others who directly benefit from the Joint Programme. The idea of splitting up the April 2020 survey into more than two questionnaires and to administer it to 'micro-groups' has been not further pursued due to methodological concerns of receiving answers for a set of too small groups, with limited validity and ability to meaningfully interpret

results. In order to allow for anonymization and clarity at the same time, control questions have been introduced to allow for a distinction between the different final beneficiary groups.

The survey questionnaires were approved by UNESCO as part of the inception report and applied in June 2020 using SurveyMonkey. Email invitations were sent to the desired recipients of the survey with a hyper-link to the SurveyMonkey tool, guaranteeing that the respondents were able to complete the online questionnaire only once. The programme of the questionnaire has allowed respondents to complete the questionnaire in several stages. The target group has been given one week to complete the questionnaire. After three days, respondents who have not completed the questionnaire have received a targeted e-mail reminder with a final deadline.

A particular concern has arisen with regard to the online availability of certain respondents. In rural Nepal particularly, but also in rural Tanzania, low transmission speed and linguistic problems has been noted. Two remedies have been used:

- ❖ Besides English and French, Kiswahili and Nepali has been used to reach a maximum number of respondents
- ❖ Besides online responses, personal interviews over mobile phone have been offered. The questionnaires have been administered by the national evaluators of the evaluation and therefore by persons familiar with content.
- ❖ The evaluators have also retranslated into English free entry fields for comments so as to safeguard comparability of analysis.

In cooperation with the UNESCO field offices in the three countries, lists of relevant development partners / implementing partners and of final beneficiaries have been composed and forwarded to the evaluation team.

I 2.1: Survey findings for implementing partners and beneficiaries

All information on the findings of the online and interview-based survey for implementing partners and beneficiaries has been included in the main body of the text in the sections 2-6 above.

Only questions with quantitative answers are provided, qualitative answer are not presented. The "skipped" category results in questions that were skipped by the programme as not relevant for the respondent based on filtering questions.

Implementing partners survey results

Q1. What is your sex?		
Answer Choices	Responses	
Male	65,85%	27
Female	31,71%	13
Prefer not to answer	2,44%	1
	Answered	**41**
	Skipped	**0**
Q2. What is your age?		
Answer Choices	Responses	
Prefer not to answer	2,44%	1
Under 10	0,00%	0
10 to 14	0,00%	0
15 to 19	0,00%	0
20 to 24	0,00%	0
25 to 34	21,95%	9
35 to 44	34,15%	14
45 to 54	31,71%	13
55 or above	9,76%	4
65 to 74	0,00%	0
75 or older	0,00%	0
	Answered	**41**
	Skipped	**0**

Q3. What type of organization/institution do you work for?		
Answer Choices	Responses	
UN Agency - UNFPA	4,88%	2
UN Agency - UN Women	2,44%	1
UN Agency - UNESCO	17,07%	7
UN Agency - Other	0,00%	0
Government administration / line ministry - Central government	0,00%	0
Government administration / line ministry - Regional or local government (including education and health)	14,63%	6
Government administration / line ministry - Other	9,76%	4
Development partner / Civil society organization / NGO	39,02%	16
Academic institution / Policy research organization	4,88%	2
Private company	4,88%	2
Other (please specify)	2,44%	1
	Answered	**41**
	Skipped	**0**

Q4. What is the focus of your organization/institution? (check all that apply)		
Answer Choices	Responses	
Advocacy	60,98%	25
Capacity development	58,54%	24
Child protection	39,02%	16
Children and youth	51,22%	21
Donor	4,88%	2
Education, teaching and learning	75,61%	31
Gender equality	56,10%	23
Health	31,71%	13
Income generation	29,27%	12
Media	9,76%	4

Policy research	12,20%	5
Regional or local development body	4,88%	2
Regional or local government	14,63%	6
Sexual and reproductive health	46,34%	19
Violence against women and girls	53,66%	22
Vocational training / TVET	39,02%	16
Water, sanitation and hygiene (WASH)	31,71%	13
Women's empowerment, women's organization	51,22%	21
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Other (please specify)	0,00%	0
	Answered	**41**
	Skipped	**0**
Q8. Has your organization been involved in the activities of the "Joint Programme on Empowering Adolescent Girls and Young Women through Education" with UNESCO, UNFPA or UN Women?		
Answer Choices	Responses	
Yes	100,00%	41
No	0,00%	0
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Other (please specify)	0,00%	0
	Answered	**41**
	Skipped	**0**
Q9. For which UN organization do you implement activities?		
Answer Choices	Responses	
UNESCO	87,80%	36
UNFPA	4,88%	2
UN Women	4,88%	2
None of the ones above	2,44%	1

Do not know	0,00%	0
Prefer not to answer	0,00%	0
	Answered	41
	Skipped	0

Q10. In what component of the Joint Programme is your institution or organization/institution involved? (check all that apply)		
Answer Choices	Responses	
Component 1. Quality education	75,61%	31
Component 2. Health and well-being	41,46%	17
Component 3. Enabling environments	46,34%	19
Component 4. Building the data and evidence base	21,95%	9
Do not know	2,44%	1
Prefer not to answer	4,88%	2
	Answered	**41**
	Skipped	**0**

Q11. In which sector does / did your organization/institution contribute to the Joint Programme?		
Answer Choices	Responses	
Advocacy	51,22%	21
Capacity development	68,29%	28
Child protection	17,07%	7
Children and youth	26,83%	11
Donor	0,00%	0
Education, teaching and learning	68,29%	28
Gender equality	53,66%	22
Health	26,83%	11
Income generation	26,83%	11
Media	4,88%	2
Policy research	0,00%	0
Regional or local development body	2,44%	1
Regional or local government	9,76%	4

Sexual and reproductive health	48,78%	20
Violence against women and girls	41,46%	17
Vocational training / TVET	24,39%	10
Water, Sanitation and Hygiene (WASH)	21,95%	9
Women's empowerment, women's organization	53,66%	22
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Other (please specify)	7,32%	3
	Answered	**41**
	Skipped	**0**

Q12. Among other things, the Joint Programme aims to:· Improve education and training for girls and young women· Improve access to sexual and reproductive health information for girls and women, including at school· Change stereotypes and perceptions to support girls and young women to study and learn useful skills· Empower adolescent girls and young women· Capacitate them to earn their own incomeAre these objectives in line with the policy/objectives of your organization/institution?

Answer Choices	Responses	
Very aligned	70,00%	28
Aligned	27,50%	11
Somewhat aligned	2,50%	1
Not aligned	0,00%	0
Not aligned at all	0,00%	0
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)	0,00%	0
	Answered	**40**
	Skipped	**1**

Q13. Among other things, the Joint Programme aims to:· Improve education and training for girls and young women· Improve access to sexual and reproductive health information for girls and women, including at school· Change stereotypes and perceptions to support girls and young women to study and learn useful skills· Empower adolescent girls and young women· Assist them to earn their own incomeDo you think that these objectives are in line with the national priorities, national action plans and strategic documents?

Answer Choices	Responses

Very aligned	67,50%	27
Aligned	30,00%	12
Somewhat aligned	0,00%	0
Not aligned	2,50%	1
Not aligned at all	0,00%	0
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		14
	Answered	40
	Skipped	1
Q14. Has your organization/institution actively participated in shaping the Joint Programme at national level? This refers for example to the definition of objectives, results, or activities.		
Answer Choices	Responses	
Yes	55,00%	22
No	27,50%	11
Do not know	7,50%	3
Prefer not to answer	10,00%	4
	Answered	40
Q15. Do you think the Joint Programme is innovative?		
Answer Choices	Responses	
Yes	90,00%	36
No	5,00%	2
Do not know	0,00%	0
Prefer not to answer	5,00%	2
	Answered	40
	Skipped	1
Q17. Should the Joint Programme be continued after the current phase?		
Answer Choices	Responses	
Yes	92,50%	37

No	2,50%	1
Do not know	2,50%	1
Prefer not to answer	2,50%	1
Could you explain why? (this question is optional)		23
	Answered	**40**
	Skipped	**1**

Q18. The Joint Programme has improved the quality and adequacy of education provided to adolescent girls and young women		
Answer Choices	Responses	
Strongly agree	44,83%	13
Agree	51,72%	15
Neither agree nor disagree	0,00%	0
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	3,45%	1
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		13
	Answered	**29**
	Skipped	**12**

Q19. As a result of the Joint Programme, teachers and educators are more able to provide quality education and training that ensures the teaching of supportive gender norms in favour of girls' education		
Answer Choices	Responses	
Strongly agree	55,17%	16
Agree	41,38%	12
Neither agree nor disagree	0,00%	0
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	3,45%	1
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		14

	Answered	29
	Skipped	12

Q20. As a result of the Joint Programme, adolescent girls and young women who previously dropped out of education have better opportunities for re-enrolment at formal education institutions		
Answer Choices	Responses	
Strongly agree	37,93%	11
Agree	48,28%	14
Neither agree nor disagree	6,90%	2
Disagree	3,45%	1
Strongly disagree	0,00%	0
Do not know	3,45%	1
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		15
	Answered	29
	Skipped	12

Q21. As a result of the Joint Programme, adolescent girls and young women can explore alternative options such as literacy, numeracy and non-formal education, combined with income generation opportunities		
Answer Choices	Responses	
Strongly agree	55,17%	16
Agree	31,03%	9
Neither agree nor disagree	3,45%	1
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	6,90%	2
Prefer not to answer	3,45%	1
Can you explain why? (this question is optional)		8
	Answered	29
	Skipped	12

Q24. As a result of the Joint Programme, adolescent girls at risk of early pregnancy and school dropout have more access to community-based platforms and safe spaces providing services like life skills training, comprehensive sexuality education, and referrals to SRH information and services

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Answer Choices	Responses	
Strongly agree	42,86%	9
Agree	47,62%	10
Neither agree nor disagree	4,76%	1
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	4,76%	1
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		8
	Answered	**21**
	Skipped	**20**

Q25. As a result of the Joint Programme, hygiene in schools is improved (for example, there are more separate toilet facilities for girls/boys or women/men, or menstruating girls are being supported through the provision of sanitary pads or other means)

Answer Choices	Responses	
Strongly agree	23,81%	5
Agree	52,38%	11
Neither agree nor disagree	9,52%	2
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	14,29%	3
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		8
	Answered	**21**
	Skipped	**20**

Q26. As a result of the Joint Programme, the capacity of health service providers in delivering sexual and reproductive health counselling and services to adolescent girls and young women is increased

Answer Choices	Responses	
Strongly agree	23,81%	5
Agree	47,62%	10
Neither agree nor disagree	14,29%	3

Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	14,29%	3
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		6
	Answered	**21**
	Skipped	**20**

Q27. As a result of the Joint Programme, adolescent girls and young women can better access nurses / health services at school		
Answer Choices	Responses	
Strongly agree	14,29%	3
Agree	42,86%	9
Neither agree nor disagree	9,52%	2
Disagree	4,76%	1
Strongly disagree	0,00%	0
Do not know	23,81%	5
Prefer not to answer	4,76%	1
Can you explain why? (this question is optional)		4
	Answered	**21**
	Skipped	**20**

Q30. As a result of the Joint Programme, attitudes are changing: people in communities are more favourable to the idea of adolescent girls and young women participating equally in education and training		
Answer Choices	Responses	
Strongly agree	25,00%	5
Agree	70,00%	14
Neither agree nor disagree	0,00%	0
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	5,00%	1
Prefer not to answer	0,00%	0

Can you explain why? (this question is optional)		7
	Answered	**20**
	Skipped	**21**

Q31. As a result of the Joint Programme, education and training organizations/institutions (including yours if applicable) are better equipped to provide ICT (Information and Communication Technology) opportunities (training or employment) to adolescent girls and young women		
Answer Choices	Responses	
Strongly agree	5,00%	1
Agree	65,00%	13
Neither agree nor disagree	20,00%	4
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	10,00%	2
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		5
	Answered	**20**
	Skipped	**21**

Q34. As a result of the Joint Programme, the capacities of key education stakeholders (teachers, trainers, teachers' trainers) have improved		
Answer Choices	Responses	
Strongly agree	52,17%	12
Agree	65,22%	15
Neither agree nor disagree	0,00%	0
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	13,04%	3
Prefer not to answer	8,70%	2
Can you explain why? (this question is optional)		11
	Answered	**23**
	Skipped	**6**

Q35. Changes in the capacities of key education stakeholders are likely to last over the long-term

Answer Choices	Responses	
Strongly agree	25,00%	8
Agree	56,25%	18
Neither agree nor disagree	6,25%	2
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	12,50%	4
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		13
	Answered	**32**
	Skipped	**9**

Q36. As a result of the Joint Programme, early pregancies are less likely to happen among beneficiaries.		
Answer Choices	Responses	
Strongly agree	25,00%	8
Agree	65,63%	21
Neither agree nor disagree	6,25%	2
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	3,13%	1
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		14
	Answered	**32**
	Skipped	**9**

Q37. As a result of the Joint Programme, early marriages are less likely to happen among beneficiaries.		
Answer Choices	Responses	
Strongly agree	34,38%	11
Agree	56,25%	18
Neither agree nor disagree	6,25%	2
Disagree	0,00%	0

Strongly disagree	0,00%	0
Do not know	3,13%	1
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		11
	Answered	**32**
	Skipped	**9**

Q38. As a result of the Joint Programme, adolescent girls and young women are less likely to drop out of school.		
Answer Choices	Responses	
Strongly agree	15,63%	5
Agree	68,75%	22
Neither agree nor disagree	9,38%	3
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	6,25%	2
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		11
	Answered	**32**
	Skipped	**9**

Q39. Changes in the dropout for adolescent girls and young women are likely to last after the Joint Programme has come to an end		
Answer Choices	Responses	
Strongly agree	6,25%	2
Agree	65,63%	21
Neither agree nor disagree	9,38%	3
Disagree	6,25%	2
Strongly disagree	0,00%	0
Do not know	12,50%	4
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		12
	Answered	**32**

	Skipped	9
Q40. As a result of the Joint Programme, adolescent girls and young women are more capable of earning a living, supporting themselves and those dependent on them		
Answer Choices	Responses	
Strongly agree	25,00%	8
Agree	43,75%	14
Neither agree nor disagree	12,50%	4
Disagree	3,13%	1
Strongly disagree	0,00%	0
Do not know	15,63%	5
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		13
	Answered	32
	Skipped	9
Q41. Changes in the income generation capacities of adolescent girls and young women are likely to last in the long term		
Answer Choices	Responses	
Strongly agree	21,88%	7
Agree	40,63%	13
Neither agree nor disagree	15,63%	5
Disagree	6,25%	2
Strongly disagree	0,00%	0
Do not know	15,63%	5
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		11
	Answered	32
	Skipped	9
Q42. As a result of the Joint Programme, adolescent girls and young women have generally improved their level of self-confidence.		
Answer Choices	Responses	
Strongly agree	43,75%	14

Agree	46,88%	15
Neither agree nor disagree	3,13%	1
Disagree	0,00%	0
Strongly disagree	0,00%	0
Do not know	6,25%	2
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		10
	Answered	**32**
	Skipped	**9**
Q43. Changes in the self-confidence of adolescent girls and young women are likely to last in the long term		
Answer Choices	Responses	
Strongly agree	18,75%	6
Agree	68,75%	22
Neither agree nor disagree	3,13%	1
Disagree	3,13%	1
Strongly disagree	0,00%	0
Do not know	6,25%	2
Prefer not to answer	0,00%	0
Can you explain why? (this question is optional)		9
	Answered	**32**
	Skipped	**9**

Q44. How serious do you think the effects of the Coronavirus pandemics will be for adolescent girls and young women?														
	Very serious (%)		Serious (%)		Somewhat serious (%)		Not serious (%)		Not serious at all (%)		Prefer not to answer (%)		I do not know (%)		Total
Risks related to restricted freedom of movement	37,50	12	43,75	14	15,63	5	3,13	1	0,00	0	0,00	0	0,00	0	32
Lack of self-confidence for girls and young women	9,38	3	34,38	11	37,50	12	12,50	4	6,25	2	0,00	0	0,00	0	32
Gender-based violence including domestic violence	31,25	10	43,75	14	18,75	6	3,13	1	3,13	1	0,00	0	0,00	0	32
Increased risk of under-age marriage and/or early pregnancy	21,88	7	31,25	10	28,13	9	15,63	5	3,13	1	0,00	0	0,00	0	32
Lack of income generation possibilities	50,00	16	28,13	9	18,75	6	0,00	0	3,13	1	0,00	0	0,00	0	32
Lack of continuity in learning during the crisis	59,38	19	37,50	12	3,13	1	0,00	0	0,00	0	0,00	0	0,00	0	32
Increases in school dropouts	40,63	13	28,13	9	18,75	6	6,25	2	3,13	1	0,00	0	3,13	1	32
Loss of prior learning achievements and sustainability	34,38	11	50,00	16	12,50	4	3,13	1	0,00	0	0,00	0	0,00	0	32
Other (please specify)															3
													Answered		32
													Skipped		9

Q45. Do you fear that your operations cannot be restarted after the lockdown? For how many months can you sustain waiting?		
Answer Choices	Responses	
No major problem for our operations, after the lockdown my organization can restart working	71,88%	23
We can afford to wait for these months maximum:	28,13%	9
	Answered	32
	Skipped	9

Institutional beneficiaries survey results

Q1. What is your gender?		
Answer Choices	Responses	
Male	29,17%	7
Female	70,83%	17
Prefer not to answer	0,00%	0
	Answered	**24**
	Skipped	**0**
Q2. What is your age?		
Answer Choices	Responses	
Prefer not to answer	0,00%	0
Under 10	0,00%	0
10 to 14	0,00%	0
15 to 19	4,17%	1
20 to 24	29,17%	7
25 to 34	8,33%	2
35 to 44	37,50%	9
45 to 54	12,50%	3
55 or above	8,33%	2
65 to 74	0,00%	0
75 or older	0,00%	0
	Answered	**24**
	Skipped	**0**
Q3. Which of the following best describes you? (check all that apply)		
Answer Choices	Responses	
Student or trainee	12,50%	3
Former student or trainee	4,17%	1
Teacher	25,00%	6
School supervisor or principal	4,17%	1
Nurse, health or hygiene responsible at school or training centre	0,00%	0
Other school employee	0,00%	0
Member of Parents association	0,00%	0
Member of Teachers association	0,00%	0
Trainer	29,17%	7

Member of a women's organization or network	0,00%	0
Civil servant or government official directly benefitting from project support	29,17%	7
None of these	8,33%	2
Prefer not to answer	0,00%	0
Other (please specify)	16,67%	4
	Answered	**24**
	Skipped	**0**

Q5. UNESCO, UNFPA and UN Women are responsible for the "Joint Programme on Empowering Adolescent Girls and Young Women through Education". It aims to do many things for girls and young women: · Improve the quality of education for adolescent girls and young women · Improve hygiene and construct school toilets that are separate for girls and boys and that protect their privacy · Prevent sexual and other violence against adolescent girls and young women and strengthen their self-confidence · Alert to the risks of early marriage and child-bearing at young age · Provide skills for those no longer in school to be able to earn a living · Improve sexual and reproductive health knowledge, and the knowledge about a girls' body and its functions · Change stereotypes and perceptions to support girls and young women to study and learn useful skillsHave you been involved in the activities of the Joint Programme?

Answer Choices	Responses	
Yes	100,00%	24
No	0,00%	0
Do not know	0,00%	0
Prefer not to answer	0,00%	0
	Answered	**24**
	Skipped	**0**

Q6. In what component of the Joint Programme have you been involved? (check all that apply)

Answer Choices	Responses	
Improve education and training for girls and young women (this includes improving income generation and life skills)	37,50%	9
Improve access to sexual and reproductive health information for girls and women, including at school (this includes promoting hygiene and good practices)	62,50%	15
Change stereotypes and perceptions to support girls and young women to study and learn useful skills (this includes addressing violence against girls and young women, providing equal chances for all)	37,50%	9
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Other (please specify)	12,50%	3
	Answered	**24**
	Skipped	**0**

Q7. The "Joint Programme on Empowering Adolescent Girls and Young Women through Education" is implemented by UNESCO, UNFPA and UN Women. As mentioned, it aims at doing many things for girls and young women:· Improve education for adolescent girls and young women, including training on useful skills that can earn them an income· Improve access to health services for girls and women, including at school· Change stereotypes and perceptions to support girls and young women to study and learn useful skills· Improve access to life skills information· Better understand one's body· LearningHow important are these objectives to you?															
	Very important		Important		Somewhat important		Not really important		Not important at all		Do not know		Prefer not to answer		Total
Improve education for adolescent girls and young women, including training on useful skills that can earn them an income	83,33%	20	12,50%	3	0,00%	0	0,00%	0	0,00%	0	0,00%	0	4,17%	1	24
Improve access to education on sexual and reproductive health for girls and women, including at school	83,33%	20	16,67%	4	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	24
Change stereotypes and perceptions to support girls and young women to study and learn useful skills	91,67%	22	8,33%	2	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	24
Comments, if any															
													Answered		**24**
													Skipped		**0**

Q8. If you had to choose one objective, which one would be the most important?			
Answer Choices		Responses	
Improve education for adolescent girls and young women, including training on useful skills that can earn them an income (this include life skills and learning in general)		58,33%	14
Improve access to health services for girls and women, including at school, and including understanding one's body		33,33%	8
Change stereotypes and perceptions to support girls and young women to study and learn useful skills		8,33%	2
Do not know		0,00%	0
Prefer not to answer		0,00%	0
Other (please specify)		0,00%	0
	Answered		**24**
	Skipped		**0**
Q9. Have you or your organization/institution been consulted in defining the Joint Programme? This could refer to definition of objectives, results, or activities.			

Answer Choices	Responses	
Yes	87,50%	21
No	12,50%	3
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Comments		4
	Answered	**24**
	Skipped	**0**

Q10. Do you think that the Joint Programme activities are useful?

Answer Choices	Responses	
Very useful	87,50%	21
Useful	12,50%	3
Somewhat useful	0,00%	0
Not so useful	0,00%	0
Not useful at all	0,00%	0
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Comments, if any		3
	Answered	**24**
	Skipped	**0**

Q23. What are the most precious gains of your activities that you would wish to preserve?

Answer Choices	Responses	
Gains in education, including life and income generation skills	54,55%	12
Gains in health, including for sexual and reproductive health, hygiene, and sanitation	59,09%	13
Gains in self-confidence and in the way girls and young women access education	72,73%	16
Prefer not to answer	4,55%	1
Other (please specify)	4,55%	1
	Answered	**22**
	Skipped	**2**

Final beneficiaries survey results

Q1. What is your gender?		
Answer Choices	Responses	
Male	0,00%	0
Female	100,00%	27
Prefer not to answer	0,00%	0
	Answered	**27**
	Skipped	**0**
Q2. What is your age?		
Answer Choices	Responses	
Prefer not to answer	0,00%	0
Under 10	0,00%	0
10 to 14	3,70%	1
15 to 19	37,04%	10
20 to 24	40,74%	11
25 to 34	14,81%	4
35 to 44	3,70%	1
45 to 54	0,00%	0
55 or above	0,00%	0
65 to 74	0,00%	0
75 or older	0,00%	0
	Answered	**27**
	Skipped	**0**
Q3. Which of the following best describes you? (check all that apply)		
Answer Choices	Responses	
Student or trainee	62,96%	17
Former student or trainee	25,93%	7
Teacher	0,00%	0

School supervisor or principal	0,00%	0
Nurse, health or hygiene responsible at school or training centre	0,00%	0
Other school employee	0,00%	0
Member of Parents association	0,00%	0
Member of Teachers association	0,00%	0
Trainer	14,81%	4
Member of a women's organization or network	0,00%	0
Civil servant or government official directly benefitting from project support	0,00%	0
None of these	3,70%	1
Prefer not to answer	0,00%	0
Other (please specify)	14,81%	4
	Answered	**27**
	Skipped	**0**

Q5. UNESCO, UNFPA and UN Women are responsible for the "Joint Programme on Empowering Adolescent Girls and Young Women through Education". It aims to do many things for girls and young women: · Improve the quality of education for adolescent girls and young women · Improve hygiene and construct school toilets that are separate for girls and boys and that protect their privacy · Prevent sexual and other violence against adolescent girls and young women and strengthen their self-confidence · Alert to the risks of early marriage and child-bearing at young age · Provide skills for those no longer in school to be able to earn a living · Improve sexual and reproductive health knowledge, and the knowledge about a girls' body and its functions · Change stereotypes and perceptions to support girls and young women to study and learn useful skillsHave you been involved in the activities of the Joint Programme?		
Answer Choices	Responses	
Yes	96,30%	26
No	0,00%	0
Do not know	3,70%	1
Prefer not to answer	0,00%	0
	Answered	**27**
	Skipped	**0**

Q6. In what component of the Joint Programme have you been involved? (check all that apply)		
Answer Choices	Responses	
Improve education and training for girls and young women (this includes improving income generation and life skills)	59,26%	16

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Improve access to sexual and reproductive health information for girls and women, including at school (this includes promoting hygiene and good practices)	55,56%	15
Change stereotypes and perceptions to support girls and young women to study and learn useful skills (this includes addressing violence against girls and young women, providing equal chances for all)	48,15%	13
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Other (please specify)	3,70%	1
	Answered	**27**
	Skipped	**0**

Q7. The "Joint Programme on Empowering Adolescent Girls and Young Women through Education" is implemented by UNESCO, UNFPA and UN Women. As mentioned, it aims at doing many things for girls and young women:· Improve education for adolescent girls and young women, including training on useful skills that can earn them an income· Improve access to health services for girls and women, including at school· Change stereotypes and perceptions to support girls and young women to study and learn useful skills· Improve access to life skills information· Better understand one's body· LearningHow important are these objectives to you?

	Very important		Important		Somewhat important		Not really important		Not important at all		Do not know		Prefer not to answer		Total
Improve education for adolescent girls and young women, including training on useful skills that can earn them an income	84,00%	21	16,00%	4	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	25
Improve access to education on sexual and reproductive health for girls and women, including at school	88,00%	22	8,00%	2	4,00%	1	0,00%	0	0,00%	0	0,00%	0	0,00%	0	25
Change stereotypes and perceptions to support girls and young women to study and learn useful skills	88,00%	22	12,00%	3	0,00%	0	0,00%	0	0,00%	0	0,00%	0	0,00%	0	25

Q8. If you had to choose one objective, which one would be the most important?		
Answer Choices	Responses	
Improve education for adolescent girls and young women, including training on useful skills that can earn them an income (this include life skills and learning in general)	68,00%	17
Improve access to health services for girls and women, including at school, and including understanding one's body	20,00%	5
Change stereotypes and perceptions to support girls and young women to study and learn useful skills	12,00%	3
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Other (please specify)	0,00%	0
	Answered	**25**
	Skipped	**2**

Q9. Have you or your organization/institution been consulted in defining the Joint Programme? This could refer to definition of objectives, results, or activities.		
Answer Choices	Responses	
Yes	76,00%	19
No	4,00%	1
Do not know	20,00%	5
Prefer not to answer	0,00%	0
Comments		8
	Answered	**25**
	Skipped	**2**

Q10. Do you think that the Joint Programme activities are useful?		
Answer Choices	Responses	
Very useful	96,00%	24
Useful	4,00%	1
Somewhat useful	0,00%	0
Not so useful	0,00%	0
Not useful at all	0,00%	0
Do not know	0,00%	0
Prefer not to answer	0,00%	0
Comments, if any		4
	Answered	**25**
	Skipped	**2**

Q11. How much do you agree with the following statements?															
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Do not know		Prefer not to answer		Total
The Joint Programme has improved the education provided to adolescent girls and young women	0,00%	0	0,00%	0	0,00%	0	14,29%	2	85,71%	12	0,00%	0	0,00%	0	14
As a result of the Joint Programme, teachers and educators are more able to provide the education needed for adolescent girls and young women	0,00%	0	0,00%	0	0,00%	0	28,57%	4	71,43%	10	0,00%	0	0,00%	0	14
As a result of the Joint Programme, adolescent girls and young women who previously dropped out of education have better opportunities for re-enrolment at formal education institutions	0,00%	0	0,00%	0	0,00%	0	21,43%	3	71,43%	10	7,14%	1	0,00%	0	14
As a result of the Joint Programme, adolescent girls and young women have access to better training and skill development opportunities	0,00%	0	0,00%	0	0,00%	0	7,14%	1	92,86%	13	0,00%	0	0,00%	0	14
													Answered		**14**
													Skipped		**13**

Q14. How much do you agree with the following statements?															
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Do not know		Prefer not to answer		Total
As a result of the Joint Programme, adolescent girls and young women can access services like life skills training, comprehensive sexuality education, sexual and reproductive health, services to address violence against women and girls more freely and they can convince others	0,00%	0	0,00%	0	0,00%	0	26,67%	4	73,33%	11	0,00%	0	0,00%	0	15
As a result of the Joint Programme, the capacity of health service staff in delivering sexual and reproductive health counselling and services to adolescent girls and young women is increased	0,00%	0	0,00%	0	0,00%	0	26,67%	4	40,00%	6	33,33%	5	0,00%	0	15
As a result of the Joint Programme, adolescent girls and young women can better access health services at school or through their education/training	0,00%	0	6,67%	1	6,67%	1	53,33%	8	26,67%	4	6,67%	1	0,00%	0	15
Comments, if any															0
													Answered		**15**
													Skipped		**12**

Q17. How much do you agree with the following statements?															Total
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Do not know		Prefer not to answer		Total
As a result of the Programme, attitudes are changing: people in your community are more favourable to the adolescent girls and young women being educated, and to them having equal rights with adolescent boys and young men?	0,00%	0	9,09%	1	9,09%	1	0,00%	0	81,82%	9	0,00%	0	0,00%	0	11
As a result of the Joint Programme, education and training organizations/institutions (including yours if you are part of one) are better able to fight discrimination against women and girls	0,00%	0	0,00%	0	0,00%	0	9,09%	1	90,91%	10	0,00%	0	0,00%	0	11
As a result of the Joint Programme, adolescent girls and young women have better access to ICT (Information and Communication Technology) opportunities, including skills to use computers and mobile phones	0,00%	0	0,00%	0	36,36%	4	27,27%	3	36,36%	4	0,00%	0	0,00%	0	11
Comments, if any															3
														Answered	**11**
														Skipped	**16**

Q20. How much do you agree with the following statements?															Total
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		Do not know		Prefer not to answer		
As a result of the Joint Programme, the capacities of teachers, and teachers' trainers have generally improved.	0,00%	0	0,00%	0	0,00%	0	28,00%	7	44,00%	11	28,00%	7	0,00%	0	25
Changes in teachers' capacities are likely to last in the long term.	0,00%	0	0,00%	0	4,00%	1	36,00%	9	32,00%	8	28,00%	7	0,00%	0	25
As a result of the Joint Programme, pregnant girls and young mothers are more able to enrol, remain enrolled or reenrol in educational activities.	0,00%	0	0,00%	0	8,00%	2	48,00%	12	44,00%	11	0,00%	0	0,00%	0	25
Changes in educational opportunities are likely to last in the long term.	0,00%	0	0,00%	0	12,00%	3	56,00%	14	32,00%	8	0,00%	0	0,00%	0	25
As a result of the Joint Programme, adolescent girls and young women are more capable of earning a living, supporting themselves and those dependent on them.	0,00%	0	0,00%	0	8,00%	2	32,00%	8	60,00%	15	0,00%	0	0,00%	0	25
Changes in the income generation capacity of adolescent girls and young women are likely to last in the long term.	0,00%	0	0,00%	0	12,00%	3	48,00%	12	40,00%	10	0,00%	0	0,00%	0	25
As a result of the Joint Programme, adolescent girls and young women have generally improved their level of self-confidence.	0,00%	0	0,00%	0	0,00%	0	36,00%	9	64,00%	16	0,00%	0	0,00%	0	25
Changes in the self-confidence of adolescent girls and young women are likely to last in the long term.	0,00%	0	0,00%	0	4,00%	1	44,00%	11	52,00%	13	0,00%	0	0,00%	0	25
Comments, if any															1
													Answered		**25**
													Skipped		**2**

Q21. How serious do you think the effects of the COVID-19 pandemic will be for adolescent girls and young women?															
	Extremely serious		Serious		Somewhat serious		Not so serious		Not serious at all		Do not know		Prefer not to answer		Total
Risks related to restricted freedom of movement	25,00%	6	41,67%	10	25,00%	6	0,00%	0	8,33%	2	0,00%	0	0,00%	0	24
Insecurity (lack of self-confidence) for girls and young women	16,67%	4	29,17%	7	37,50%	9	0,00%	0	16,67%	4	0,00%	0	0,00%	0	24
Gender-based Violence, including domestic violence	13,04%	3	13,04%	3	34,78%	8	21,74%	5	13,04%	3	4,35%	1	0,00%	0	23
Discriminatory practices such as early pregnancies	12,50%	3	16,67%	4	41,67%	10	12,50%	3	8,33%	2	8,33%	2	0,00%	0	24
Lack of income generation possibilities	41,67%	10	25,00%	6	25,00%	6	0,00%	0	8,33%	2	0,00%	0	0,00%	0	24
Lack of continuity in learning during the crisis	41,67%	10	20,83%	5	25,00%	6	4,17%	1	8,33%	2	0,00%	0	0,00%	0	24
Increases in school dropouts	29,17%	7	8,33%	2	29,17%	7	8,33%	2	8,33%	2	16,67%	4	0,00%	0	24
Sustainability of acquired learning results, including acquired skills and competences	12,50%	3	25,00%	6	25,00%	6	16,67%	4	12,50%	3	8,33%	2	0,00%	0	24
Other (please specify)															5
													Answered		24
													Skipped		3

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Q23. What are the most precious gains of your activities that you would wish to preserve?		
Answer Choices	Responses	
Gains in education, including life and income generation skills	58,33%	14
Gains in health, including for sexual and reproductive health, hygiene, and sanitation	33,33%	8
Gains in self-confidence and in the way girls and young women access education	54,17%	13
Prefer not to answer	4,17%	1
Other (please specify)	0,00%	0
	Answered	**24**
	Skipped	**3**

J. Interview protocols

Interview guidelines for participating UN agencies, national oversight bodies (NSCs) and the central coordination body TAG, for ministries and national authorities and for development partners.

J 1. Interview protocol for participating UN agencies, national oversight bodies (NSCs) and the central coordination body TAG

Interview Data		
Name(s) of the interviewee(s):	Position:	Institution/Organization:
Interview date:	Interviewer:	Country:

Start of Interview

Presentation of the interviewer The members of the evaluation team should introduce themselves, present the evaluation (the objectives and scope) and also present the main purpose of the interview, that is, why it is important for us to have an interview with the informant.
Confidentiality aspects / UNEG standards It is very important during the introduction to explain confidentiality aspects as well as how the responses of the interviewee will be treated and processed on the basis of what it is stipulated in the UNEG evaluation standards.
Framing question First of all, I would like to double check with you what has been your/your personal involvement with the Joint Programme. According to the documentation I have been provided, your organisation may have been involved in [capacity] Is that correct? Am I missing something? / could you complement it?
Framing question First of all, I would like to double check with you what has been your/your personal involvement with the Joint Programme. According to the documentation I have been provided, you / your organisation may have been involved in the capacity of … Is that correct? Am I missing something? / could you complement it?

Questions (Topic to be addressed during interview to guide discussions)

Dimension	EQ	Topic
Relevance and Appropriateness	EQ1	To what extent is the Joint Programme aligned with international and national development and education needs, strategies, priorities and frameworks including those aiming to promote gender equality, women's empowerment and health through quality education for adolescent girls and young women?
	EQ2	To what extent is the Joint Programme addressing gender norms, gender-based discrimination, and other structural inequalities that may prevent adolescent girls and young women from participating in, learning and completing their education?
	EQ3	To what extent are the Programme's objectives and activities relevant to address the real needs of the target beneficiaries? Have the beneficiaries been consulted in the development of the objectives?
	EQ4	To what extent has the Programme become relevant in the national context to overcome inequalities and discriminatory practices in education and have culturally sensitive approaches been adopted in the process?
	EQ5	What is the added value of UNESCO, UNFPA and UN Women in spearheading and supporting the Joint Programme at national level?

	EQ6	Are the current governance structures and tools well-designed and respected and/or would modifications be beneficial?
Assessment of Outcomes and Pathways to Impact	EQ7	To what extent are the Programme interventions contributing to enhancing access to quality education and creating safe and inclusive learning environments for adolescent girls and young women through its multi-sectoral approach? What were key enabling factors and obstacles?
	EQ8	Which factors have facilitated or obstructed the development of Programme pathways?
	EQ9	How robust and gender-sensitive are the results frameworks, monitoring systems, reporting and data regarding gender equality mainstreaming for specific country projects?
	EQ10	Are there outcomes that you can clearly attribute to the Programme or its projects?
	EQ11	What are strengths and weaknesses in implementation as well as lessons-learnt in working towards outcomes?
Efficiency and Effectiveness	EQ12	To what degree has the Joint Programme and its country projects improved the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management? (Component 1)
	EQ13	Is the risk of early pregnancy and school dropout adequately addressed through the provision of water and sanitation facilities, and comprehensive sexuality education (CSE) (Component 2)
	EQ14	Is the Programme / project addressing the structural barriers to girls' education through advocacy and community engagement, and supporting institutional and legislative change and inter-sectoral coordination?
	EQ15	Has the Joint Programme been able to build a data and evidence base, yet? (Component 4)
	EQ16	To what degree does the Joint Programme and its implementation at country level strike you as cost-efficient and timely?
	EQ17	To what degree fosters the Programme adolescent girls' and young women's healthy transition into adulthood, the labour market, and to full participation in society?
	EQ18	To what degree does the Joint Programme and its implementation at country level strike you as effective? Please provide examples.
Sustainability	EQ19	Has the sustainability of the Programme been defined at Joint Programme level overall and at national level specifically, and if yes, how?
	EQ20	Is Programme sustainability and quality service delivery in the future best safeguarded through the deepening and continuation of the Programme in the already participating countries or through geographic expansion?
	EQ21	Has the Programme become sustainable by improving or designing legal instruments and if yes, have draft laws been enacted?
	EQ22	Are features such as an enabling environment for behavioural and environmental change likely to continue after the end of phase of the Programme in June 2021?
Coordination and Partnership	EQ23	How well has UNESCO worked with partners within and outside the UN system to advance gender equality in the context of the Joint Programme?
	EQ24	Would coordination within the Programme activities and with outside partners be best safeguarded by strengthening the UNESCO HQ level?
	EQ25	To what degree are measures / initiatives under the Joint Programme compatible with other UNESCO, UNFPA and/or UN Women Programmes and projects and is there coordination with such interventions?
	EQ26	Have formalized partnerships emerged at national level between the Joint Programme and its components on the one hand side and other initiatives or formalized Programmes at national level?

Interview closure

Closing question
On what aspects do you think there was/is **room for improvement** and how. Any **recommendations for the future**? Comments on any other **aspects not covered** during the interviews.
Linking question
Who else should I talk to here in your organization or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?
Wrap-up
Remind the interviewees to send us any evidence related information mentioned during the interview.
End of the interview
Thank the interviewees for the time and contributions. Inform on when the Final Evaluation Report will be available. Give your personal email. Make sure you have the interviewee details.

J 2. Interview protocols for structured and semi-structured interviews tailored to ministries and national authorities

Interview Data		
Name(s) of the interviewee(s):	Position:	Institution/Organization:
Interview date:	Interviewer:	Country:

Start of Interview

Presentation of the interviewer
The members of the evaluation team should introduce themselves, present the evaluation (the objectives and scope) and also present the main purpose of the interview, that is, why it is important for us to have an interview with the informant.
Confidentiality aspects / UNEG standards
It is very important during the introduction to explain confidentiality aspects as well as how the responses of the interviewee will be treated and processed on the basis of what it is stipulated in the UNEG evaluation standards.
Framing question
First of all, I would like to double check with you what has been your/your personal involvement with the Joint Programme. According to the documentation I have been provided, your organisation may have been involved in [capacity] Is that correct? Am I missing something? / could you complement it?
Framing question
First of all, I would like to double check with you what has been your/your personal involvement with the Joint Programme. According to the documentation I have been provided, you / your organisation may have been involved in the capacity of … Is that correct? Am I missing something? / could you complement it?

Questions (Topic to be addressed during interview to guide discussions)

Dimension	EQ	Topic
Relevance and Appropriateness	EQ1	To what extent is the Joint Programme aligned with national development and education needs and strategies including those aiming to promote gender equality, women's empowerment and quality education for adolescent girls and young women?
	EQ2	To what extent is the Joint Programme addressing gender norms, gender-based discrimination, and other structural inequalities that may prevent adolescent girls and young women from participating in, learning and completing their education?

	EQ3	Are the objectives and interventions of the Joint Programme aligned with and responding to the needs of beneficiaries?
	EQ4	To what extent has the Programme become relevant in the national context to overcome inequalities and discriminatory practices in education and have culturally sensitive approaches been adopted in the process?
	EQ5	What is the added value of UNESCO, UNFPA and UN Women in spearheading and supporting the Joint Programme at national level?
	EQ6	n / a
Assessment of Outcomes and Pathways to Impact	EQ7	To what extent are the Programme interventions contributing to enhancing access to quality education and creating safe and inclusive learning environments for adolescent girls and young women through its multi-sectoral approach? What were key enabling factors and obstacles?
	EQ8	Which factors have facilitated or obstructed the development of project / Programme pathways?
	EQ9	n / a
	EQ10	Are there outcomes that you can clearly attribute to the Programme or its projects?
	EQ11	What are strengths and weaknesses in implementation as well as lessons-learnt in working towards outcomes?
Efficiency and Effectiveness	EQ12	To what degree has the Joint Programme and its country projects improved the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management? (Component 1)
	EQ13	Is the risk of early pregnancy and school dropout adequately addressed through the provision of water and sanitation facilities, and comprehensive sexuality education (CSE) (Component 2)
	EQ14	Is the project addressing the structural barriers to girls' education through advocacy and community engagement, and supporting institutional and legislative change and inter-sectoral coordination?
	EQ15	Has the Joint Programme been able to build a data and evidence base, yet? (Component 4)
	EQ16	To what degree does the Joint Programme and its implementation at country level strike you as cost-efficient and timely?
	EQ17	To what degree fosters the Programme adolescent girls' and young women's healthy transition into adulthood, the labour market, and to full participation in society?
	EQ18	To what degree does the Joint Programme and its implementation at country level strike you as effective? Please provide examples.
Sustainability	EQ19	Has the sustainability of the Programme been defined at Joint Programme level overall and at national level specifically, and if yes, how?
	EQ20	Is Programme sustainability and quality service delivery in the future best safeguarded through the deepening and continuation of the Programme in the already participating countries or through geographic expansion?
	EQ21	Has the Programme become sustainable by improving or designing legal instruments and if yes, have draft laws been enacted?
	EQ22	Are features such as an enabling environment for behavioural and environmental change likely to continue after the end of phase of the Programme in June 2020?
Coordination and Partnership	EQ23	How well has UNESCO worked with partners within and outside the UN system to advance gender equality in the context of the Joint Programme at country level?
	EQ24	Would coordination within the Programme activities and with outside partners be best safeguarded by strengthening the UNESCO HQ level?

	EQ25	To what degree are measures/initiatives under the Joint Programme compatible with other UNESCO, UNFPA and/or UN Women Programmes and projects and is there coordination with such interventions?
	EQ26	Have formalized partnerships emerged at national level between the Joint Programme and its components on the one hand side and other initiatives or formalized Programmes at national level?

Interview closure

Closing question
On what aspects do you think there was/is **room for improvement** and how. Any **recommendations for the future**? Comments on any other **aspects not covered** during the interviews.
Linking question
Who else should I talk to here in your organization or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?
Wrap-up
Remind the interviewees to send us any evidence related information mentioned during the interview.
End of the interview
Thank the interviewees for the time and contributions. Inform on when the Final Evaluation Report will be available. Give your personal email. Make sure you have the interviewee details.

J 3. Interview protocols for structured and semi-structured interviews tailored to implementing partners

Interview Data		
Name(s) of the interviewee(s):	Position:	Institution/Organization:
Interview date:	Interviewer:	Country:

Start of Interview

Presentation of the interviewer
The members of the evaluation team should introduce themselves, present the evaluation (the objectives and scope) and also present the main purpose of the interview, that is, why it is important for us to have an interview with the informant.
Confidentiality aspects / UNEG standards
It is very important during the introduction to explain confidentiality aspects as well as how the responses of the interviewee will be treated and processed on the basis of what it is stipulated in the UNEG evaluation standards.
Framing question
First of all, I would like to double check with you what has been your/your personal involvement with the Joint Programme. According to the documentation I have been provided, your organisation may have been involved in [capacity] Is that correct? Am I missing something? / could you complement it?
Framing question
First of all, I would like to double check with you what has been your/your personal involvement with the Joint Programme. According to the documentation I have been provided, you / your organisation may have been involved in the capacity of … Is that correct? Am I missing something? / could you complement it?

Questions (Topic to be addressed during interview to guide discussions)

Dimension	EQ	Topic
Relevance and	EQ1	Do you consider the UNESCO, UNFPA and UN Women Joint Programme well designed to promote gender equality, women's empowerment and quality education for adolescent girls and young women?
	EQ2	To what extent is the country project or are its elements addressing gender norms, gender-based discrimination, and other structural inequalities that may prevent adolescent girls and young women from participating in, learning and completing their education?
	EQ3	Are the objectives and interventions of the Joint Programme aligned with and responding to the needs of beneficiaries?
	EQ4	To what extent has the Programme become relevant in the national context to overcome inequalities and discriminatory practices in education and have culturally sensitive approaches been adopted in the process?
	EQ5	What is the added value of UNESCO, UNFPA and UN Women in spearheading and supporting the Joint Programme at national level?
	EQ6	As an implementing partner, would you make changes or modifications to the design of the project at country level, or to the part for which you have responsibility?
Assessment of Outcomes and Pathways to Impact	EQ7	To what extent are the Programme interventions contributing to enhancing access to quality education and creating safe and inclusive learning environments for adolescent girls and young women through its multi-sectoral approach? What were key enabling factors and obstacles?
	EQ8	Which factors have facilitated or obstructed the development of project pathways?
	EQ9	How robust and gender-sensitive are the results frameworks, monitoring systems, reporting and data regarding gender equality mainstreaming for specific country projects?
	EQ10	Are there outcomes that you can clearly attribute to the project(s) in which you engage?
	EQ11	What are strengths and weaknesses in implementation as well as lessons-learnt in working towards outcomes?
Efficiency and Effectiveness	EQ12	To what degree have the country projects improved the quality and relevance of education for adolescent girls and young women through policy advocacy, curriculum development and support to school management? (Component 1)
	EQ13	Is the risk of early pregnancy and school dropout adequately addressed through the provision of water and sanitation facilities, and comprehensive sexuality education (CSE) (Component 2)
	EQ14	Is the project addressing the structural barriers to girls' education through advocacy and community engagement, and supporting institutional and legislative change and inter-sectoral coordination?
	EQ15	Has the Joint Programme for which you are responsible been able to build a data and evidence base, yet? (Component 4)
	EQ16	To what degree does the Joint Programme and its implementation at country level strike you as cost-efficient and timely?
	EQ17	To what degree fosters the Programme adolescent girls' and young women's healthy transition into adulthood, the labour market, and to full participation in society?
	EQ18	To what degree does the implementation at country level strike you as effective? Please provide examples.
Sustainability	EQ19	Has the sustainability of the Programme been defined at Joint Programme level overall and at national level specifically, and if yes, how?

	EQ20	Should new project areas be served, or do prevailing needs suggest that the existing ones be further developed after June 2021?
	EQ21	Has the Programme become sustainable by improving or designing legal instruments and if yes, have draft laws been enacted?
	EQ22	Are features such as an enabling environment for behavioural and environmental change likely to continue after the end of phase of the Programme in June 2020?
Coordination and Partnership	EQ23	How well has UNESCO worked with partners within and outside the UN system to advance gender equality in the context of the Joint Programme at country level?
	EQ24	n / a
	EQ25	n / a
	EQ26	Have formalized partnerships emerged at national level between the Joint Programme and its components on the one hand side and other initiatives or formalized Programmes at national level?

Interview closure

Closing question   On what aspects do you think there was/is **room for improvement** and how. Any **recommendations for the future**? Comments on any other **aspects not covered** during the interviews.
Linking question   Who else should I talk to here in your organization or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?
Wrap-up   Remind the interviewees to send us any evidence related information mentioned during the interview.
End of the interview   Thank the interviewees for the time and contributions. Inform on when the Final Evaluation Report will be available. Give your personal email. Make sure you have the interviewee details.

J 4. Interview protocols for structured and semi-structured interviews to final beneficiaries

The protocols include current or former participants of education or training, local women's or girls' associations, teachers and teachers' unions, principals etc.)

Interview Data		
Name(s) of the interviewee(s):	Position:	Institution/Organization:
Interview date:	Interviewer:	Country:

Start of Interview

Presentation of the interviewer   The members of the evaluation team should introduce themselves, present the evaluation (the objectives and scope) and also present the main purpose of the interview, that is, why it is important for us to have an interview with the informant.
Confidentiality aspects / UNEG standards   It is very important during the introduction to explain confidentiality aspects as well as how the responses of the interviewee will be treated and processed on the basis of what it is stipulated in the UNEG evaluation standards.
Framing question   First of all I would like to double check with you what has been your/your personal involvement with the Joint Programme. According to the documentation I have been provided, your organisation may

have been involved in [capacity] Is that correct? Am I missing something? / could you complement it?

Framing question
First of all I would like to double check with you what has been your/your personal involvement with the Joint Programme. According to the documentation I have been provided, you / your organisation may have been involved in the capacity of … Is that correct? Am I missing something? / could you complement it?

Questions (Topic to be addressed during interview to guide discussions)

Dimension	EQ	Topic
Relevance and Appropriateness	EQ1	Do you consider the UNESCO, UNFPA and UN Women Joint Programme well designed to promote gender equality, women's empowerment and quality education for adolescent girls and young women?
	EQ2	Is the Joint Programme as you know it addressing gender norms, gender-based discrimination, and other structural inequalities that may prevent adolescent girls and young women from participating in, learning and completing their education?
	EQ3	Does the Programme make sense in addressing real needs and have the beneficiaries been included into shaping the project?
	EQ4	Do you see the Programme in which you engage as relevant at national level?
	EQ5	n / a
	EQ6	If you look at the project structures and tools, do you consider them well-designed or would modifications be beneficial? If you consider modifications, what would you change?
Assessment of Outcomes and Pathways to Impact	EQ7	Is the project activity in which you participate contributing to enhancing access to quality education and creating safe and inclusive learning environments for adolescent girls and young women through its multi-sectoral approach? What were key enabling factors and obstacles?
	EQ8	Which factors have facilitated or obstructed the development of pathways for the future?
	EQ9	n / a
	EQ10	What has been the preliminary result of you participating in the Programme /a local women's initiative / training / formal education / TVET / on-the-job training?
	EQ11	What lessons have you learned in participating in the Programme?
Efficiency and Effectiveness	EQ12	n / a
	EQ13	Is the risk of early pregnancy and school dropout addressed through the provision of water and sanitation facilities, and comprehensive sexuality education (CSE)?
	EQ14	n / a
	EQ15	n / a
	EQ16	Have you seen delays in implementation?
	EQ17	Do you think that, as a beneficiary of the Programme, you are better able to find work that pays? Do you consider more equipped for a healthy transition into adulthood? Do you think that your participation helps you to fully participate in society?
	EQ18	What has worked particularly well? What has not worked well?
Sustainability	EQ19	n / a
	EQ20	Should new project areas be served, or do prevailing needs suggest that the existing ones be further developed after June 2021?

	EQ21	n / a
	EQ22	Are features such as an enabling environment for behavioural and environmental change likely to continue after the end of current phase of the Programme in June 2021?
Coordination and Partnership	EQ23	n / a
	EQ24	n / a
	EQ25	n / a
	EQ26	n / a

Interview closure

Closing question   On what aspects do you think there was/is **room for improvement** and how. Any **recommendations for the future**? Comments on any other **aspects not covered** during the interviews.
Linking question   Who else should I talk to here in your organization or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?
Wrap-up   Remind the interviewees to send us any evidence related information mentioned during the interview.
End of the interview   Thank the interviewees for the time and contributions. Inform on when the Final Evaluation Report will be available. Give your personal email. Make sure you have the interviewee details.

K. Biodata of evaluators

Expert	Responsibilities
Ms. Elenor Richter Lyonette (Lead Evaluator)[212]	• Shared coordination and steering of the evaluation • Elaboration of evaluation methodology, data collection tools and compiling of findings. • Main responsibility for inception report and final report • Contributions to the desk review, inception, draft and final reports • Assistance to field visits and own field mission • Presentation of results.
Mr. Marco Gozio (Team Member)	• Technical backstopping • Survey (design, programming, administration, response analysis) Evaluation support and data collection
Mr. Christophe Dietrich - ICON (Evaluation Manager)	• Liaises with UNESCO Evaluation Manager • Support of evaluation team (methodology, field visits) • Development and delivery of surveys; analysis of survey results and data; • Organization of field trips and meetings • Quality assurance of deliverables; • Presentation of results.
Mr. Yaya Bouaré (National evaluator) Mali	• Liaise with UNESCO Field Office and with UN partners in Mali • Assist the international evaluator in the high-level interviews (Ministries, Development partners, Donor, etc.) • Undertake desk review of available documentation and country data for Mali • Perform the data collection in the intervention districts • Present results and draft of country notes / country reports.
Mr. Prabin Chitrakar (National evaluator) Nepal	• Liaise with UNESCO Field Office and with UN partners in Nepal • Assist the international evaluator in the high-level interviews (Ministries, Development partners, Donor, etc.) • Undertake desk review of available documentation and country data for Nepal • Perform the data collection in the intervention districts • Present results and draft of country notes / country reports.
Ms. Jennifer Mhando (National evaluator) Tanzania	• Liaise with UNESCO Field Office and with UN partners in Tanzania • Assist the international evaluator in the high-level interviews (Ministries, Development partners, Donor, etc.) • Undertake desk review of available documentation and country data for Tanzania • Perform the data collection in the intervention districts • Present results and draft of country notes / country reports.

Endnotes

[1] The title of each report is cited whenever such reporting is being referenced in the following text.

[2] UNESCO Internal Oversight Service / Evaluation Office document, IOS/EVS/PI/162. The guiding UNESCO standards for evaluation are impartiality, intentionality, transparency, ethics, timeliness, quality inclusiveness, equity, utility, empowerment and gender equality.

[3] Building on the 2011 'Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance'.

[4] OECD (2019). Better Criteria for Better Evaluation. Revised Evaluation Criteria. Definitions and Principles for Use.

[5] Country reports and this report differ in approach. Country reports allow for insights into current implementation while this report draws on a wider set of data and documentation, including quantitative analysis and survey data. Key documents for national projects and interview partners are referenced in the country reports only.

[6] Country reports have been finalized after the COVID-19 lockdowns started in mid-March 2020. They do not respond to all questions formulated in the evaluation matrix which, in itself, adopts an overall analysis perspective.

[7] Offline because internet connections have found to be not sufficiently reliable in a number of implementation districts or municipalities.

[8] The different types of triangulation are methods triangulation, data sources triangulation and theory triangulation.

[9] The international lead evaluator had to cancel the mission to Tanzania less than 24 hours before departure and also the mission to Nepal planned for the end of March and early April. The mission travel for the international lead evaluator had to be reduced to one mission covering Mali. Its length has remained comparable to those of UNESCO HQ staff in their own field missions and the Programme was fully covered

[10] While all in-country travel could be completed in Mali, about 85% or the planned travel of the national evaluator could be completed in Tanzania. In Nepal, destinations in the west were visited while destinations in the east of Nepal were no longer accessible and will not be for some time to come.

[11] A professional peer review of the UNESCO evaluation function was concluded in January 2020. It recalls the earmarking of 3% of the activity or non-staff Regular Budget allocation that Sectors earmark and recommends a strengthening of the evaluation function.

[12] UNESCO "Better Life, Better Future": Global partnership for girls' and women's education. https://en.unesco.org/themes/education-and-gender-equality/better-life-better-future

[13] UNESCO (2019d). To achieve this, UNESCO plays an intellectual and normative role with a global reach and a technical and operational role at country level. Reference is made to UNESCO (2015a) and to UNESCO (2017f).

[14] As of 21.07.2020, WHO reports 2,475 confirmed cases for Mali and 121 deaths. For Tanzania, 509 confirmed cases contrast with only 21 deaths.

[15] https://covid19.who.int/region/searo/country/np accessed on 15 June 2020.

[16] A comprehensive review of the effects of the Covid-19 pandemic is not part of the ToR for this mid-term evaluation since the ToR were drafted in 2019.

[17] For example, UNESCO (2020g) and the State of World Population report 2020.

[18] Risks are higher and different for adolescent girls than e.g. for the general population. In addition, all three Joint Programme implementations take place in disadvantaged, environmentally fragile, mostly remote and poverty-stricken regions. Already before the pandemic, reliable baseline data for these areas were scarce. For adolescent girls the interruption of formal and non-formal education is a threat that may lead to indefinite exclusion. Multiple and intersecting economic, socio-cultural and political constraints may reframe their options and perspectives. The ability of the three UN partners to deliver in all four component areas is thus most relevant in the current situation.

[19] The JP was initiated by the former UNESCO Director-General, Irina Boora and the UN Women Executive Director, Phumzile Mlambo-Nycuka who were later joined by the Executive Director of UNFPA, Babatunde Osotimehin.

[20] The Standard Joint Programme Document of November 2015 therefore formulates on page 4: "The Joint Programme will seek to address the interface between education, health including sexual and reproductive health, and gender equality and women's empowerment, building on the complementarity and mutual reinforcement of the mandates of the participating agencies through an inter-sectoral approach and collaboration. The Joint Programme will emphasize the creation and use of opportunities for second-chance education and the application of information and communication technologies (ICT) as key strategies to accelerate and deepen learning opportunities for girls and young women."

[21] The Prodoc of November 2015 defines this as "Increasing synergy between health and education sectors."

[22] The 'Joint Programme Document' of November 2015 establishes the Joint Programme and serves as a reference for the evaluation. Here, reference is made to p.4. It still lists four partners UNESCO, UNFPA, UN Women and the World Bank as having joined forces to tackle the challenges of education, gender equality, health and empowerment as an inter-sectoral development issue. The World Bank will opt out subsequently but the remaining three partners implement the already signed agreement.

[23] Interview UNESCO_1.

[24] As recommended also by GPE (2019) and UNESCO (2019a), among others.

[25] UNESCO/GEM Report/UIS/WIDE. World Inequality Database on Education (Search of 25 July 2020). https://www.education-inequalities.org/countries/mali#?dimension=sex&group=all&year=latest.

[26] UNESCO and UN Women have signed a 'Letter of Cooperation' to build on their mutually reinforcing mandates and intensify cooperation on gender equality on 25 May 2012.

[27] Adolescent girls (10-19 years old) and young women (20-24 years old).

[28] A further revision to 31/12/2021 is under discussion.

[29] Section 1, point 6 sets the level of the administrative fee at 1% of the amount contributed by each the donor that has signed an Administrative Arrangement to meet the Administrative Agent's costs. Section 2, point 8 stipulates that indirect costs of the

Participating UN Organizations recovered through Programme support costs will be 7%. In accordance with UN General Assembly resolution 62/208 all other costs will be recovered as direct costs.

[30] For Mali: 21 Feb 2017 for UNESCO-UNFPA and 21 Feb 2016 for UNESCO-UN Women; Nepal: 22 Dec 2016 for UNESCO-UNFPA, and 29 Dec 2016 for UNESCO-UN Women; and Tanzania: 06 March 2017 for UNESCO-UNFPA, and 28 Feb 2017 for UNESCO-UN Women. See also: JP Progress Report: 1 June 2016 - 30 April 2018, p.9.

[31] These Project Documents are aligned to SDGs, UNDAFs, and other national and sub-national policies and plans.

[32] In Mali, the JP had endorsement by the Ministry of Education on 19 February 2016 and an approved Plan of Operation on 26 August 2016. In Nepal, the endorsement of the government was obtained in February 2016, and the Plan of Operation approved in July 2016. Tanzania had their Plan of Operation signed on 18 October 2016. See also: ibid, p.9.

[33] Comparisons between programmes are therefore only partially possible. Reference is made to Appendix H of this report which provides full detail. For further reference, see also section 2.

[34] See also: UNESCO (2018b) and UNESCO (2017f).

[35] UNESCO (2009). See e.g. p.2. This publication has been prepared by UNESCO in cooperation with UNAIDS, UNFPA and WHO.

[36] UNESCO (2014c), p.18. Para 28 reads: "Rather than developing isolated actions, UNESCO will prioritize rights-based scale economy interventions with critical mass impact that can engage its vast network of partners, strengthen international and regional cooperation within the areas of its mandate, and foster alliances, intellectual cooperation, knowledge-sharing and operational partnerships."

[37] Impact indicators of the JP at global level are: a) Literacy rate among adolescent girls ages 15-19, 20-24 year olds; b) Adolescent birth rate or births before age 18 (among young women 20-24); c) Child marriage (% of young women 20-24 years old married/in union by age 15/18); d) Labour force participation of young women 20-24; e) Increase agency of adolescent girls/young women (decision-making in household, gender attitudes, final say over health care, etc. - composite indicator from DHS; f) School progression (entry, completion, transition) and attainment indicators; g) Learning achievement (reading, mathematics, and other relevant areas).

[38] UNESCO has two global priorities, one being Gender Equality, the other being Africa.

[39] The GEAP aims at: a) Ensuring that gender equality is a constituent element of the global education agenda with a focus on "equality of opportunity" as well as "equality of outcome", especially in the post-2015 agenda; b) Identifying gender specific targets and timelines within the framework of inclusive, quality, and lifelong learning opportunities for all in support of creative and global citizenship for women and men (from all walks of life), c) for GP I Education: Education policies, processes and practices in Member States developed, implemented and evaluated through the lens of gender equality and empowerment.

[40] The analysis presented in this paragraph is based on the feedback in a questionnaire for UNESCO field offices circulated in mid-February 2020 and returned between 20 and 24 February 2020.

[41] The high number of partners in Nepal is both, diversified and locally adapted. At the same time, it is likely to result in small projects with limited sustainability prospects which are difficult to manage.

[42] The data on partners is derived from the questionnaire answers to the questionnaire for UNESCO field offices shared in February 2020. One partner may have implemented or otherwise contributed to more than one activity.

[43] Yet, we are aware of at least one example of an organization representing beneficiaries as partner of the JP and UN Women in Tanzania. The analysis may therefore not be all-conclusive for final beneficiary representation but is the best possible attempt to describe the structure.

[44] 9 government authorities in Tanzania (in contrast to 3 for Mali and 4 for Nepal) and CSOs (7 for Tanzania, in contrast to 4 for Mali and only one for Nepal).

[45] The 'naming' of these agencies is not uniform across countries, partners and regions. What is called 'development agency' in one context may figure as 'development partner' or 'implementing partner' elsewhere. This has to be kept in mind for reading Section 4 tables.

[46] UNESCO had a global coordinator in ODG/GE who was part of the governance structure but she had no role in the overall management of the JP (Interview UNESCO_4). - According to interview UNESCO_10 a dedicated UNESCO project office to manage the Joint Programme has emerged at the end of 2016 after discussions with the donor. KOICA supports Korean staff to manage the JP at HQ level as of 2017 but there are also two additional staff paid by the project.

[47] In 2018 only, 2 biannual narrative reports (submission in April and July), one progress report to support the Annual Review Meeting with the donor (submission in October to support the meeting in December), and a Synthesis report covering June 2016-December 2018 (submission in January 2019) were due. 2019 and 2020 are not much better. So far, the donor shows no inclination to change any of these requirements.

[48] Minutes of the Joint Programme Technical Advisory Group Meeting 2018 held in August 2018, p.2. The Joint Programme Secretariat is attached to ED/ESC/IGE.

[49] See: Project Document signed on 23/11/2015 by UNESCO, UNFPA and UN Women.

[50] Initially set at USD 35,105,030, the total budget was reduced to USD 15 million when the option of a World Bank participation did not materialize. UNESCO's contribution was set at USD 450,000.

[51] Joint Resource Mobilization Strategy (Draft of 16/12/2016). It then aimed at covering six countries: Mali, Nepal, Niger, Pakistan, South Sudan and Tanzania.

[52] Minutes of the Joint Programme Technical Advisory Group Meeting 2018 of 23/08/2018, p.2.

[53] UNESCO summary record of a conference call with UNESCO Islamabad on 3 July 2018.

[54] Summary record of a meeting of the three UN partners on 21/10/2019.

[55] The Republic of Korea (ROK) is the fifth largest donor to UNESCO's Education Sector and, together with China and Japan, represents 'Asia and the Pacific' on the 'SDG – Education 2030 Steering Committee'. It is the largest donor to UNESCO in the area of girls' education. At the political level, Korea has demonstrated strong support for the 2030 Agenda for Sustainable Development, as is already reflected in its operational policies.

[56] The Letter of Intent includes the provision for a Liaison Officer at P4 level whose ToR are jointly defined by MoFA and UNESCO. See: Letter of Intent, page 1-2.

[57] E.g. in Nepal where numerous working languages and beneficiary and agency-specificities complicate implementation.

[58] The collaboration between UNESCO, UN Women and UNFPA is traceable through joint briefings where common pathways to achieving planned results are mapped out and organized as well as through inter-agency consultation such as the Joint Briefing on the common elements of the UNDP, UNFPA, UNICEF, UN-Women Strategic Plans 2018-21 in New York on 27 April 2017. Initially, even a participation of the World Bank seemed possible. https://www.unwomen.org/-/media/headquarters/attachments/sections/executive%20board/2017/first%20regular%20session%202017/common%20elements%20of%20strategic%20plans-%20final%2027%20april.pdf?la=en&vs=635

[59] This policy dates back to 2006 (CEB/2006/2).

[60] Its focus on SDG 5 includes inputs into thematic areas such as child, early and forced marriage, CSE, water and sanitation facilities, engaging men and boys, and the strengthening of health systems.

[61] SDG Goal 3. Target 3.7: By 2020, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and Programmes.

[62] UNDAF has been elevated in May 2018 and has become the 'United Nations Sustainable Development Cooperation Framework'. UNSDCF is currently the most important instrument for planning and implementation of the UN development activities at country level in support of the implementation of the 2030 Agenda for Sustainable Development (2030 Agenda).

[63] United Nations Sustainable Development Group (2019). United Nations Sustainable Development Cooperation Framework – Internal Guidance. (Final version), New York, 03 May 2019.

[64] Yet, these national policies and strategies may often not be fully implemented due to a lack of resources or sense of urgency. Further information can be located in the country reports.

[65] It has not been easy to attribute all elements of the original logframe at country level.

[66] The outcome and output titles have been shortened for easy reading.

[67] Attribution to the original overall logframe design is not always easy, particularly for Nepal where the idea of component responsibilities as established for the three UN partners in 2015 as also been partially abandoned for certain outcomes / components. – All attributions are based on the response to a survey of this evaluation for UNESCO field offices in February 2020 and on the current versions of country logframes.

[68] The full title of Outcome 1 reads: Quality and relevance of education for adolescent girls and young women are improved.

[69] The full title of Outcome 2 reads: Linkages between the health and education sectors are strengthened to increase vulnerable adolescent girls' and young women's access to sexual and reproductive health (SRH) information, services, life skills and other social protection Programmes tailored to their life circumstances

[70] The full title of Outcome 3 reads: Societal attitudes and governance structures and mechanisms are strengthened to become more conducive to the education of adolescent girls and young women.

[71] The full title of Outcome 4 reads: Data and evidence base for gender-responsive education policies and actions is built.

[72] The Nepal logframe is the logframe that differed most from the global framework. The linkages were weaker than those established in the Mali and Tanzania logframes and comparability across Programmes was thus reduced. Two outputs were included that are not directly linkable to the JP. These address nutrition in parallel to promoting CSE and reproductive health, water and sanitation. The final approval of the revised logical framework has been affected on 10 August 2020 after the submission of this report

[73] **Error! Reference source not found.** provides a comparison of overall and national frameworks for further information.

[74] Please compare G 4 for more detail.

[75] All beneficiary views reflected have been shared in interviews with members of the evaluation team.

[76] See also the Country Report for Tanzania. - The few needs assessments undertaken by individual agencies are not recalled as having been coordinated. The overall results framework foresees mapping in outcome 2. Activity 2.2.1 of the Nepal framework foresees the development of a comprehensive mapping of socio-economic needs and interventions in target districts. Activity 3.1.1 of the Mali logframe reads 'Conduct mapping of vulnerable girls at the community'. In Tanzania, mapping of potential implementing partners is not part of the logframe, but lengthy mapping is reported.

[77] Interview with UNESCO_12.

[78] Source: 7th Biannual Narrative Report for Nepal, Kathmandu. May 2020, p.8.

[79] Source: 7th Biannual Narrative Report for Mali, Bamako, May 2020, p.10.

[80] Source: 7th Biannual Narrative Report for Tanzania, Dar es Salaam, May 2020, p.17.

[81] Mali acknowledges some delays in implementation. Interview with UNESCO_12.

[82] Confirmed in interviews with UNESCO_1, UNESCO_4 and UNESCO_10 as well as UN partner_9, UN partner_10, UN partner_11 and UN partner_22. In Tanzania, UNFPA took around USD 50,000 (approximately 1%) only for one activity (not output unlike in other country cases) and 10% went to UN Women while the rest was taken by UNESCO. In Tanzania it is receiving more because of a reduced share of UNFPA.

[83] In both, UNFPA and UN Women, designated partners have changed recently.

[84] The collaboration of UNESCO and UN Women senior management in the programme development followed the signature of a 'Letter of Cooperation' between both agencies on 25 May 2012. This letter aimed to deepen collaboration of the agencies in pursuit of the implementation of the UN System-wide Action Plan (SWAP) of the Chief Executives Board for Coordination (CEB) Policy.

[85] Such as the Joint Briefing on the common elements of the UNDP, UNFPA, UNICEF, UN Women Strategic Plans 2018-21 in New York on 27/04/2017. https://www.unwomen.org/-/media/headquarters/attachments/sections/executive%20board/2017/first%20regular%20session%202017/common%20elements%20of%20strategic%20plans-%20final%2027%20april.pdf?la=en&vs=635

[86] Source: Interview with UN partner_8.

[87] Confirmed by all UN partners and the donor. Reference is also made to interviews with the donor and (Donor_2 – 6).

[88] E.g. two months.

[89] These result from an overlap of 'regular' UN harmonized reporting with specific requirements of KOICA which has also introduced its own reporting templates.

[90] Interviews with all UN partners confirm that the same mistake would not be repeated today.

[91] Survey results: 90 percent of final beneficiaries see the Joint Programme as very useful. 87.5 percent of institutional beneficiaries share this view.

[92] This view has been shared both in interviews for the surveys and in survey questionnaires as well as in interviews with stakeholders. A good number of final beneficiaries are primary or secondary students. Examples of reporting gaps in period are 1) March-June (4 months); 2) July-February (8 months) and; 3) annual from January to October/November (10-11 months) with overlapping periods with those of the two biannual reports.

[93] All examples provided in interview National_6.

[94] Through CapED UNESCO provides targeted assistance and reinforces national capacities to undertake evidence-based national education reforms. https://en.unesco.org/themes/education/caped

[95] Even by August 2018, 752 SMC members had already been trained. Minutes of the JP TAG 2018, p.3.

[96] See also: Country Report Mali, section 4.

[97] UNESCO Evaluation Policy 2015. Annex 1.

[98] All three countries report on results against their respective logical framework and this reporting permits to situate the progress. The latest available reporting where all three countries can be compared dates from May 2020.

[99] While a dynamic formal education sector has been a reliable partner from the onset in Mali, the government branches in charge of non-formal education suffer from longstanding underfunding and have lost the most dynamic staff to better funded sections. Interview with UNESCO_13.

[100] See: 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.8-9.

[101] See: Annual Report of the Joint Programme 'Empowering Adolescent Girls and Young Women through the Provision of CSE and a Safe Learning Environment in Nepal'. Reporting Period: January 2019 to November 2019, p.29-35.

[102] See: Progress Report for Annual Review Meeting. Empowering Adolescent Girls and Young Women through Education in Tanzania (2016-2021). Reporting period: 01 January 2019 to 30 November 2019, p.33-42.

[103] Reference: Interview UNESCO_23.

[104] a) Literacy rate among adolescent girls ages 15-19, 20-24 year olds, b) Adolescent birth rate or births before age 18 (among young women 20-24), c) Child marriage (% young women 20-24 years old married / in union by age 15/18), d) Labour force participation of young women 20-24, e) Increase agency of adolescent girls/young women (decision-making in household, gender attitudes, final say over health care, etc. – composite indicator from DHS, f) School progression (entry, completion, transition) and attainment indicators, and g) Learning achievement (reading, mathematics, and other relevant areas).

[105] Gender is defined as "the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women" (UNESCO, 2013).

[106] Empowerment is defined as "collective and individual process of women and men having control over their lives, setting their own agendas, gaining skills, building self-confidence, solving problems and developing self-reliance." In its Priority Gender Equality Action Plan 2019 revision, p.73.

[107] When an education policy, system, or approach is gender-responsive, it means it is informed by an awareness of the effects of gender norms, roles, and relations as they impact education, and that it takes measures to actively reduce those effects that pose barriers to gender equality. It also assesses girls' and boys' specific needs and interests, and works toward equal educational outcomes for girls and boys. This includes equal access to education, participation in the classroom, learning achievement and completion. See: GPE, Gender Equality Policy and Strategy 2016-2020 p. 6.

[108] The EU holds that apart from integrating gender into the content, gender-sensitive approaches strive to provide equal participation of both women and men.

[109] Transformative action has the potential to create pathways and to change existing perceptions if the dynamics of a given socio-cultural context is well understood. "Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals. These measures (temporary special measures), such as affirmative action, may necessitate different treatment of women and men in order to ensure an equal outcome. Equity leads to equality." (UNESCO Priority Gender Equality Action Plan 2019 revision, p.72.)

[110] The lack of consistent project management guidelines and tools and the large variability in capacities of Field Offices has been evidenced by the MOPAN assessment (OECD) and the "Future of Education" sector evaluation (UNESCO IOS).

[111] This, among other points, has caused strong criticism of KOICA in Nepal as evidenced in interviews with Donor_2 – 6. For Tanzania, evaluation mission findings are the source.

[112] Source; Interview with Donor_1.

[113] For Tanzania reference is made to interview UNESCO_6. For Nepal, reference is made to interviews with Donor_2 – 6. Tanzania's reporting is rated differently by different respondents. UNESCO_23, for example, sees no particular problem while UNESCO_6 recalls problems.

[114] The Demographic Dividend has four main objectives aligned with the objectives of the International Conference on Population and Development: i) Reduction of population growth; ii) Improvement of Sexual and Reproductive Health; iii) Improve access and quality of education, especially for girls and young women; iv) Creation of economic opportunities and jobs.

[115] Reference is made to interviews: UNESCO_23, UNESCO_14.

[116] This has frequently led to employment or to becoming self-employed. At village level, converters were built by women participants for the benefit of the community. The project has reached very hesitant communities with traditional value systems. The project has worked in remote and disadvantaged areas.

[117] Interview with UN partner_10 and National_9.

[118] UNESCO defines effectiveness as "The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance". UNESCO (2012a), p.12.

[119] UNESCO defines efficiency as "a measure of how economically resources/inputs (funds, expertise, time, etc.) are converted into results." UNESCO (2015b), Annex 1.

[120] In line with UNESCO preferences, the finance status used in this evaluation is that of the end of 2019 while the programmatic review extends into 2020 and covers information and developments until June 2020.

[121] Each field office is e.g. providing 1/3 of the costs of the two P4 posts for JP monitoring and coordination at UNESCO HQ out of its JP budget code.

[122] The country Programmes are coded as follows: Mali (626MLI1000), Nepal (526NEP1000) and Tanzania (526URT1000). See documentation of the 9th Annual Review Meeting on ROK/UNESCO Funds-in-Trust, 13 -14 December 2018.

[123] UNESCO plays the role of Administrative Agent for other Multi-Donor Trust Funds (MDTFs) and Joint Programmes (JPs) that use the pass-through fund management model, established by the UN system, national authorities and donors in the context of humanitarian, transition, reconstruction and development Programmes.

[124] The Programme Support Cost is generated by applying a charge of a defined rate to direct costs (commitments and actual expenses) in accordance with the United Nations General Assembly resolution 35/217 of December 17, 1980. The Programme Support Cost rate that applies to UN transactions is 13%.

[125] With field offices not receiving funding timely, the inclination to assist showed in the readiness to pre-finance at country level but could not go beyond. Interview with UNESCO_16, UNESCO_22 and UNESCO_11. Technically speaking the JP remains composed of three different country Programmes until today (Interview UNESCO_2.

[126] Table 7 uses the figures of the Financial Status Report as at 31/12/2019.

[127] Against the four components of the overall framework.

[128] Exactly USD 8,001,623.

[129] Interview UNESCO_23 and UNESCO_5.

[130] A lack of institutional memory and detailed hand-over procedures in the initial phase adds to this.

[131] JP Progress Report: 1 June 2016 - 30 April 2018, p.4. Even in 2018, hopes were still high that additional funding might be secured as the following citation from page 6 of the report shows: "The Joint Programme resource mobilisation could capitalize on the growing international efforts to prioritize girls' education as a means to address the Sustainable Development Goals. This includes the announcement from DFID of £187 million funding targeting girls' transition to secondary and tertiary education, and adolescent out-of-school girls as well as Canada's announcement during the G7 of $3.8 billion funding to be made available to educate and empower women and girls in crisis situations." A 2018 citation from the first JP progress report illustrates this: "Six countries (Mali, Nepal, Niger, Pakistan, South Sudan and Tanzania) were selected for the first phase, to be implemented over an initial period of five years (2016-2021), through country-specific projects. Of these six countries, funding has been secured for implementation of projects in different localities in Mali, Nepal and Tanzania. National discussions and consideration of opportunities for resource mobilisation efforts have taken place in the remaining countries (Niger, Pakistan and South Sudan). The recent international financial commitments to girls' education could be a stimulus for future efforts in these countries."

[132] Dated 16 December 2016.

[133] https://reliefweb.int/report/mali/unicef-mali-humanitarian-situation-report-no-3-march-2020

[134] Interviews National_1, National_3, National_4 and National_5.

[135] Interview with UNESCO_12, UNESCO_13 and UNESCO_14.

[136] For more details, the following websites may serve as reference: http://www.pastoralwomenscouncil.org/about.html and http://www.pastoralwomenscouncil.org/ as well as https://www.unwomen.org/en/news/stories?country=6efac726ade2481ba0f2ac5386f8f2f7

[137] Interviews by National_6.

[138] An overall figure for the number of all JP initiatives in curriculum development is not easily provided because UNESCO and UNFPA at times support the same initiative under their general country programme and under the JP.

[139] Interviews UNESCO_16, UNESCO_18, UNESCO_19 and UNESCO_20.

[140] Following an approval by the NSC, these were submitted to the National Curriculum Council. It remains to be seen how these and, e.g., revised functional literacy materials (revised with CSE and GBV components) will perform in the future.

[141] All three country reports support this finding as well as individual interviews e.g. National_1, National_2.

[142] Mali is an example of implementing WASH through the provision of water and sanitation facilities in schools and the teaching of hygiene measures of different kinds. The realization that menstruation may lead to girls simply vanishing from schools or training centres due to missing or non-segregated toilet facilities has led to the realization that school dropout can be avoided only through sanitation and hygiene measures that avoid shame and discomfort. Sex-disaggregated toilet blocks are now also understood to avoid the risk of rape by and the exposure to male students when using toilets. UNFPA and UNESCO have teamed up in Mali and have constructed or rehabilitated toilet blocks.

[143] Output 1.6 calls for 'Improved hygiene (water and sanitation) environments for girls in selected schools' and primarily focuses on the mobilization of district authorities, the development of models and mechanisms and on capacity building. Actual construction deals with boreholes only.

[144] Since sometimes facility and sometimes user numbers are reported.

[145] According to interviews with UNESCO staff and field visits.

[146] In some instances such activities are reflected in the number of persons served and sometimes the number of facilities is mentioned.

[147] See UNESCO (2018c). The fully updated 'International Technical Guidance on Sexuality Education' was published in collaboration with UNAIDS, UNDP, UNFPA, UN Women, and WHO.

[148] For further information see website on UNESCO Resources on Education for health and well-being.

[149] The World Bank estimates that each year 5,500 pregnant girls drop out of school in Tanzania. Source: https://www.hrw.org/news/2020/04/24/tanzania-q-ban-pregnant-girls-and-world-bank-education-loan#:~:text=There%20is%20no%20accurate%20data,out%20of%20school%20each%20year.

[150] See:https://www.equalitynow.org/the_law_and_fgm.

[151] https://reliefweb.int/report/mali/ending-gender-based-violence-mali.

[152] 7th Biannual Report for Mali. Reporting period 01 July 2019 to 29 February 2020, p.9 and p.43. The project also works with the CapED programme, which developed non-formal modules that can be used for the training sessions of the Joint Programme's trainings for animators of Functional Literacy Centre and Women's Empowerment Centre.

[153] See: https://www.refworld.org/pdfid/54bcdea44.pdf. A report of the Thompson Reuters Foundation lists the most needed changes on page 8. For further detail, see: https://www.28toomany.org/static/media/uploads/Law%20Reports/mali_law_report_v1_(september_2018).pdf

[154] Planned activities for outcome 4 in Nepal are used to train school management committees, food management committees (FMCs) and community members in community learning centres to manage school feeding programmes and girls about healthy nutrition. WASH and CSE campaigns are also organized.

[155] Confirmed also in interviews in Nepal on 12 and 23 March 2020 with beneficiaries as well as on 3 April 2020 with UNFPA.

[156] UN Women and UNESCO: Empowering Adolescent Girls and Young Women through Education in Tanzania: Strengthening capacity of protection committees in the Districts of Kasulu and Sengerema. Training Report December 2019.

[157] Seen during mission travel of the evaluation team in March 2020.

[158] Annual campaigns start on 25 November of each year and end on 10 December (Human Rights Day).

[159] No information exists about it being celebrated in individual project contexts.

[160] UN Women coordinates these events and has e.g. encouraged young women's groups from Ngorongoro to show and sell their products in markets so that they can meet and learn from other women groups supported by UN WOMEN. The Ngorongoro women's groups are now selling their products to new clients who have become customers due to these events.

[161] UNESCO email to TAG members on Joint Programme update of 26/02/2020.

[162] E.g. in CSE, life skills, school management, skills training, violence against women and for legislation dealing with the rights of adolescent girls and young women to attend state schools.

[163] Synthesis Report. Reporting period June 2016 to December 2018, p.28.

[164] Interview with UNESCO staff in Dar es Salaam.

[165] This document was developed in 2018. The life skills manual aims to address challenges affecting adolescent youth including a growing numbers of teenage pregnancies, school dropouts, drug use, and social, sexual and reproductive health problems like date rape, and STIs including HIV.

[166] Progress Report for Tanzania covering the period 01 January to 30 November 2019, p.55-57.

[167] Ibid, p.83. UNESCO has supported school learning environment and counselling capacity through teacher training in April 2019.

[168] Reference is also made to section 4, EQ 16 above.

[169] In face-to-face interviews, some argue that fewer places of implementation would be an advantage. Many recommend a higher intake of school-dropouts in activities preparing for income-generation. TVET and income-generation are popular as a springboard for the achievement of more material security. These are seen as enablers in neglected areas with no immediate access to global or regional markets and other learning opportunities.

[170] Tanzania, 7th Bi-annual Report, p.59.

[171] Interview UNESCO_1.

[172] Interview UNESCO_1 and UNESCO_10.

[173] Interview UNESCO_4.

[174] Interview UNESCO_10.

[175] The donor kindly agreeing to second staff to UNESCO HQ under two different schemes and with differing seniority. Interview UNESCO_5.

[176] Initially, it was considered that during the programme implementation, the lead agency might recruit a Joint Programme Coordinator who would have been responsible for promoting synergies between agencies, public representation and communication of objectives, joint reporting of results, and other joint activities. Such an appointment has not taken place due to lack of funding at HQ level. Interview: UNESCO_1 and UNESCO_10.

[177] Interview with UNESCO_11, UNESCO_12, UNESCO_22 and UNESCO_24.

[178] This is different by survey respondents who have been contacted in explaining the linkage.

[179] Source: Interviews held during mission travel in Nepal.

[180] Interview UNESCO_10.

[181] Examples of areas for joint action would have to include a) developed national capacities to align and strengthen national data and EMIS for monitoring progress towards SDGs and sex-disaggregated data collection, b) an exchange with and between beneficiaries (i.e. the creation of inter-active internet-based fora to engage with adolescent girls + young women as beneficiaries more systematically), c) communities of practice and d) attention to Component 2.3 and 2.4 of the overall results framework.

[182] Elements to be considered may include: continued labour market access, virtual learning to leave no one behind. Synergies of UN partners, strengthening the operational capacity of the Education Sector and Field Offices. Should a replication or continuation of the concept be envisaged then baselines are of importance.

[183] It took individual JP Programmes roughly 1 ½ - 2 years out of the 5 years of planned duration to become fully operational, depending on the country. This is long by all standards.

[184] Interview UNESCO_10.

[185] Not least as a result of initially unsatisfactory reporting.

[186] For narrative reports (2 biannual and 1 annual), the total reporting is 3 per year, excluding biannual financing reports. In 2019, there were exceptionally four with one additional – synthesis reports.

[187] Interview with UN partner_3. UNFPA formulates: Countries with the greatest demographic opportunity for development are those entering a period in which the working-age population has good health, quality education, decent employment and a lower proportion of young dependents. Smaller numbers of children per household generally lead to larger investments per child, more freedom for women to enter the formal workforce and more household savings for old age. When this happens, the national economic payoff can be substantial. This is a "demographic dividend." See also: https://www.unfpa.org/demographic-dividend.

[188] Funding could e.g. be mobilized around the issue of minimizing the digital divide and adding virtual implementation areas. Funding mechanisms like the setting up of a special account might be attractive. It might be possible e.g. to also place the JP under the 'Global Education Coalition for COVID-19 Response' founded in March 2020.

[189] Nepal plays an ambiguous and particular role with its education system being subject to quasi complete decentralization which, in turn, prevents future standard-setting and affects comparability of JP results across municipalities.

[190] Depending on definition, outcomes are at times split into short-term and medium-term outcomes and impacts are split into immediate and log-term impact. There are choices to be made. Outcomes and impacts have not been split here which seems justifiable.

[191] In principle, no-cost extensions require the continued provision of staff capacity, both at UN partner and development partner / implementing partner level. Since budgets remain unchanged, the funding of JP initiatives / projects is reduced.

[192] As the Terms of Reference (ToR) further stipulate, the findings and recommendations of the mid-term evaluation will inform UNESCO's senior management and field offices, the TAG, participating UN agencies, Member States, and donors.

[193] The Global Partnership builds on earlier UN policies such as the 'United Nations system-wide policy on gender equality and the empowerment of women: Focusing on results and impact'. This policy dates back to 2006 (CEB/2006/2).

[194] DEVEX (2020). Focus on Gender Data: UN Women estimates that only 31% of the data required to monitor progress for women and girls is available today. Washington DC, DEVEX. 06 February 2020.

[195] SDG Goal 3. Target 3.7: By 2020, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.

[196] The collaboration of UNESCO and UN Women senior management in the Programme development followed the signature of a 'Letter of Cooperation' between both agencies on 25 May 2012. This letter aimed to deepen collaboration of the agencies in pursuit of the implementation of the UN System-wide Action Plan (SWAP) of the Chief Executives Board for Coordination (CEB) Policy.

[197] Such as the Joint Briefing on the common elements of the UNDP, UNFPA, UNICEF, UN Women Strategic Plans 2018-21 in New York on 27 April 2017. https://www.unwomen.org/-/media/headquarters/attachments/sections/executive%20board/2017/first%20regular%20session%202017/common%20elements%20of%20strategic%20plans-%20final%2027%20april.pdf?la=en&vs=635

[198] The country programmes are coded as follows: Mali (626MLI1000), Nepal (526NEP1000) and Tanzania (526URT1000). See documentation of the 9th Annual Review Meeting on ROK/UNESCO Funds-in-Trust, 13 -14 December 2018.

[199] 'Standard Joint Programme Document' signed by all three organizations on 23 November 2015.

[200] As per 10th Annual Review Meeting on ROK/UNESCO Funds-in-Trust of 16-17.01.2020 (draft minutes).

[201] From access to empowerment: UNESCO strategy for gender equality in and through education 2019-2025 – internal reference https://unesdoc.unesco.org/ark:/48223/pf0000369000?posInSet=1&queryId=d7c14379-d935-44ed-92be-cb5e11bfdf51.

[202] UNSDCF is currently the most important instrument for planning and implementation of the UN development activities at country level in support of the implementation of the 2030 Agenda for Sustainable Development (2030 Agenda).

[203] See: Project Document signed on 23 November 2015 by UNESCO, UNFPA and UN Women.

[204] The Technical Advisory Group (TAG) has been established and is mandated to provide technical assistance and advice regarding the programme. It is composed of UNESCO, UNFPA and UN Women representatives, i.e. the Coordination Adviser, Youth and Demographic Dividend at UNFPA Headquarters, New York and the Senior Programme Manager, Policy Advisor for Women's Empowerment Principles at UN Women HQ.

[205] As per Terms of Reference.

[206] Decentralization followed as thorough analysis of options: Woojin Jung, You-ah Chung (2011). Strengthening the Decentralized Approach to KOICA's Development Cooperation. (Executive Summary), January 2011.

[207] In addition to two staff based in the Joint Programme Secretariat at UNESCO HQ, two Korean Specialists (KOICA Multilateral Cooperation Officers) dispatched by KOICA supported the country programmes in Nepal and Tanzania respectively for the past two years until early March 2020.

[208] UNESCO plays the role of Administrative Agent for other Multi-Donor Trust Funds (MDTFs) and Joint Programmes (JPs) that use the pass-through fund management model, established by the UN system, national authorities and donors in the context of humanitarian, transition, reconstruction and development programmes.

[209] All interviews with key stakeholders were conducted either as face-to face or Skype interviews.

[210] 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.

[211] *Mechanisms for defense of girls and women's rights* include protection committees, community development and social welfare officers, police gender and children's desks and school committees (with protection roles) including the parent teachers association and school boards.

[212] The initially proposed lead evaluator showed not be available for the task due to overlapping timing of different assignments and. In response to operational challenges and for the sake of continuity in data collection and overall methodological consistency, it was decided to entrust Elenor Richter Lyonette with the Lead of the Evaluation at the outset of the assignment.