

GAD Number:	MLI0176 (extension of MLI0121)						
Country Office:	Mali						
Programme Name:	PLAN Mali - PPA 2 EXTENSION - Girl's Empowerment through Education in Mali (Kangaba & Kati district).						
IMPACT			ALL MILESTONES SHOULD BE CUMULATIVE FROM PPA Y1				
Promote gender equality and empower girls (MDG3) in adolescent girls' enrollment and completion of quality lower secondary education	Impact Indicator 1 (previously overall outcome level)		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)		Target (March 2016)
	# of girls and boys enrolled in target grades in project schools.	Planned	do not fill				
		Achieved		17119			
		Source	EMIS				
	Impact Indicator 2 (previously overall outcome level)		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)		Target (March 2016)
	# of girls who have dropped out of PPA supported schools in the last school year.	Planned	do not fill				
		Achieved		126			
		Source	EMIS				
	Impact Indicator 3 (previously overall outcome level)		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)		Target (March 2016)
Gender parity rate (girls to boys) in year 9 in targeted schools.	Planned	do not fill					
	Achieved		0.61				
	Source	EMIS					
Note: All impact and outcome targets reflect change we expect to see over time and are not cumulative, at the exception of Indicator OA4, OB1 and OB2. The targets include the expected variance year by year.							
OVERALL OUTCOME A	Overall Outcome A Indicator 1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions
Girls and boys access and benefit from quality education that responds to their needs and rights. See output 1-2-3-4	% of parents of adolescent girls in target communities who feel that meeting education expenses has been made easier due to access to Saving Groups. (SEE FOOTNOTE 1)	Planned	do not fill				The political environment does not prevent schools from functioning. No large-scale natural or man-made disasters that prevent boys and girls attending school.
		Achieved		86%			
		Source	CO M&E Framework				

Overall Outcome A Indicator 2		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	
% of schools assessed as improved following adolescents' monitoring of girl-boy friendly characteristics.	Planned	do not fill		60% (6/10)	75% (15/20)	No large-scale natural or man-made disasters that prevent community members from participating in awareness activities. The impact of the poor rainfall, or other natural shocks, will not be so severe as to prevent cultural values and behaviours changing in favour of girls education what are beginning in project communities. Adequate cooperation between teachers, school management committees, child protection committees, children government as well as other students and communities.
	Achieved		n.a			
	Source	Score card (a participatory monitoring and evaluation tool applied by adolescent girls and boys).				

OVERALL OUTCOME B	Overall Outcome B (previously Specific C) Indicator 1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions	
Policies at local, national, international level are responsive to rights of adolescent girls; and decision-making processes ensure girls' and boys' participation. See Output 5-6	# of cases where adolescent girls/boys groups have influenced decision-making of local or national government, international institutions or service provision.	Planned	do not fill		10	11	Adequate cooperation from school authorities, teachers, children government, traditional and local leadership structures as well as communities National and local government officials, community leaders are open to children government to effect changes in their communities.	
		Achieved		9				
		Source	CO M&E Framework					
	Overall Outcome B (previously Specific C) Indicator 2	# of policies affecting adolescent girls' education (new or revised) at international, national and local level, that are influenced by Plan programme experiences.	Planned	do not fill		1		3
			Achieved		1			
			Source	Plan monitoring - country monitoring reports, copies of influenced policies, policy analysis, progress report on advocacy action plans.				

Note: All output targets are cumulative.

REVISED OUTPUT 1 -> OVERALL OUTCOME A	Output Indicator 1.1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumption	
Adolescent girls and boys have access to quality education. (SEE FOOTNOTE 2)	# of government officials and local leaders aware of their obligations in relation to girls rights and gender equality.	Planned	657 213 women 444 men	1125 398 women 727 men	1511 687 women 824 men	1531 692 women 839 men	Trained teachers will remain in targeted areas and apply their knowledge i.e. low teacher turnover. Adequate cooperation between teachers, school management committees, children government as well as other students and communities.	
		Achieved		1250 481 women 769 men				
		Source	CO M&E Framework. Plan monitoring - awareness sessions records of attendance, quarterly reports, post session reviews.					
	Output Indicator 1.2	# of boys, girls, and teachers trained in alternative discipline methods and alternative conflict resolution practices.	Planned	2405 55 teachers 1100 girls 1250 boys	2450 100 Teachers, 1100 girls 1250 boys	2750 150 teachers 1250 girls 1350 boys		3060 260 teachers 1400 girls 1400 boys
			Achieved		2490 1125 girls 27 women 1275 boy 63 men			
			Source	Plan monitoring - quarterly reports, activity reports.				
	Output Indicator 1.3	# of girls participating in accelerated education or catch-up classes.	Planned	10072 students 8837 girls 1235 boys	13049 students 11256 girls 1793 boys	13729 students 11821 girls 1908 boys		14696 students 12506 girls 2190 boys

		Achieved		11256 girls 1793 boys			RISK RATING	
		Source	Plan monitoring - quarterly reports, activity reports.					
OUTPUT 2 --> OVERALL OUTCOME A	Output Indicator 2.1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions	
Financial barriers to adolescent girls education are reduced	# girls accessing financial and material support from Plan, government or other local organisations.	Planned	10498 students 9483 girls 1015 boys	11703 students 10466 girls 1237 boys	12266 students 10816 girls 1450 boys	12810 students 11216 girls 1600 boys	Saving Groups accept to support vulnerable/ marginalized children	
		Achieved		11703 students 10466 girls 1237 boys				
		Source	Plan monitoring - school reports on financial assistance, disbursement records, registers of recipients.					
	Output Indicator 2.2		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)		
# of households (with adolescent girls) linked or signposted to financial support or income generating activities.		Planned	2,676	3,000	3,875	5,625		
		Achieved		3015			RISK RATING	
		Source	Plan monitoring - quarterly reports, activity reports.					
OUTPUT 3 --> OVERALL OUTCOME A	Output Indicator 3.1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions	
Girls and boys trained by Plan and partners to develop knowledge and awareness of sexual reproductive health and rights.	# of girls, boys, men and women trained on sexual reproductive health and rights (SRHR).	Planned	50 persons 20 women/girls 30 men/boys	369 persons 101 girls 68 boys 65 women 135 men	1605 persons 401 girls 404 boys 495 women 305 men	2219 persons 601 girls 668 boys 615 women 335 men	Traditionnal and local leadership accept SRHR activities.	
		Achieved		434 persons 85 girls 92 women 84 boys 173 men				
		Source	Plan monitoring - training sessions records of attendance, quarterly reports, post session reviews.					
	Output Indicator 3.2		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)		
# of health service delivery points that introduce youth friendly measures.		Planned	0	0	15	30	Health Service managers aware of their obligations in relation to girls rights and SRHR	
		Achieved		0				RISK RATING
		Source	Plan monitoring - quarterly reports, structured observation and reporting by staff.					
OUTPUT 4 --> OVERALL OUTCOME A	Output Indicator 4.1		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)	Assumptions	
Institutions responsible for girls education become more	# of policy development processes (new or revised) supported by Plan and partners at local and national level to be more gender-responsive or address violence against girls in school.	Planned	0	1	3	4	Local government officials, community leaders are open to children government to effect changes in their communities.	
		Achieved		3				
		Source	Plan monitoring - portfolio of evidence, policy analysis.					
	Output Indicator 4.2		Milestone 2 (March 2013)	Milestone 3 (March 2014)	Milestone 4 (March 2015)	Target (March 2016)		
# of girls and boys engaged in school governance or decision-making processes at school, local or national level.		Planned	168 84 girls 84 boys	240 120 girls 120 boys	360 180 girls 180 boys	440 220 girls 220 boys	Adequate cooperation between teachers, school management committees, children government as well as elected representatives.	
		Achieved						

	Achieved		240 120 girls 120 boys			RISK RATING
	Source	Plan monitoring - quarterly reports, activity reports.				

FOOTNOTE 1: This is the percentage of those households/parents that have participated in related interventions since the start of the programme in 2011

FOOTNOTE 2: Plan's operational definition of quality education: One that is grounded in respect for human rights and gender equity, that is accessible to all children without discrimination, and one in which all children are encouraged to fulfil their capabilities. It includes a learning environment that is learner-friendly, safe and healthy for all children with mechanisms to prevent and respond to violence. A quality education is accountable to children through the participation of children, families and communities in school governance and decision-making.