

DFID PROPOSAL FORM

SECTION 1: SUMMARY PROJECT DATA

1.1	Project title	Girl's Empowerment through Education in Mali
1.2	Country	Mali
1.3	Locality(ies)/Region(s) within country(ies)	Region: Koulikoro Districts: Kangaba, Kati Commune: 15 communes (Kangaba 8 and Kati 7) Schools: 50 school whose 25 for Kangaba and 25 for Kati.
1.4	Partner(s) in country	<ul style="list-style-type: none"> ▪ ADAC – Association pour le Développement et Appui aux Communautés ▪ Alphalog ▪ ADAF Gale – Association pour le Développement des Activités de Production et de Formation
1.5	Project duration	36 months
1.6	Proposed start date	1/4/2011

SECTION 2: INFORMATION ABOUT THE UK ORGANISATION (APPLICANT)

Plan works in 66,886 communities globally with 62.4million people, and has over 100,000 regular supporters in the UK. Plan is in a unique position to demonstrate the importance and effectiveness of tackling the multiple, inter-locking challenges that currently prevent adolescent girls from fulfilling their potential. To implement value-for-money and effective programme and policy interventions, we will bring together a number of our existing strengths. Specifically:

- Strong local understanding of the situation of girls, and knowledge of effective ways of engaging with parents, traditional leaders and governments to promote girls' rights
- Large community footprint gained through our long-term community-based work
- Track record developed from Plan UK's current PPA of successfully empowering children and young people to hold service providers and government accountable for increasing their access to quality services
- A large and well-developed global portfolio of work on education
- Strengthened capacity in sexual and reproductive health and rights (SRHR) through Plan UK's 2009 merger with specialist agency Interact Worldwide, who advise Plan UK on our SRHR work
- Quality research on girls, e.g. the annual "Because I Am a Girl: State of the World's Girls" report
- A new global "Because I Am a Girl" campaign on girls' education, harnessing the combined convening and influencing power of the global Plan family in 48 developing countries, 21 developed countries, and offices in Brussels and Geneva linked to multilateral donors
- An ongoing global campaign to reduce violence in schools (Learn Without Fear)
- Substantial experience of engagement with international policy-makers on girls' issues
- Organisational commitment to and action on gender mainstreaming.

SECTION 3: CAPACITY OF ORGANISATION

3.1	<p>EXPERIENCE - Please outline your experience in relation to the issues targeted in the proposal and in this country</p> <p>Plan has been operating in Mali since 1976 with an annual operating budget of \$5 million and 140 staff. Plan works in the areas of Kangaba, Kati, Kita and Bareouli. Of the 31,000 sponsored children in Mali, 2 514 are sponsored by the UK. In 2006-2010, Plan Mali granted scholarships to 2 733 student girls. The packages included: supply kit, special courses and other elements. In the same period, through the MDG/Education project funded by CIDA, Plan supported the development</p>
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of 100 pupil's mothers associations for girls' enrolment and maintenance at school.

Plan supports 9,988 women (20-60 years old) in small groups by increasing their income and access to productive assets, with a preference of women for low-technological inputs with reliable market demand.

Plan, in cooperation with the Canadian Partnership Branch of CIDA, supported the *Improving the Quality of Basic Education Project* in Mali from 2005-2010. The project helped increase the quality of primary education for girls and boys in 100 schools and build the capacity of the government institutions responsible for education (CAPs and AEs). Mid-Term Evaluation (2008) and the CIDA Evaluation (2009) findings indicate that the project showed favourable, strong progress towards stated results. The lessons of this project have been incorporated within the design of the Girl's Empowerment through Education in Mali project.

Funded jointly by CIDA and Plan Canada, the project covers 100 schools in the four Plan Mali Program Units: 15 schools in Barouéli, 30 schools in Kangaba, 25 schools in Kati and 30 schools in Kita. The aim of the project is to improve access to quality education for girls and to increase schooling rate by providing children with the required resources and an enabling learning environment. As such, it shares the same vision of the purposes of learning as PRODEC, namely contribute to the quantitative and qualitative enhancement of the educational offer to allow for more access of children to quality education. The figures below are self-explanatory:

Promotion rates in the sample schools

School years	Average promotion rates (sample schools)		
	boys (%)	Girls (%)	Total (%)
2004-2005	69,73	62,11	65,92
2005-2006	77,22	70,03	73,62
2006-2007	75,52	69,55	72,53
2007-2008	79,86	73,33	76,59
2008-2009	77,54	75,09	76,31

Source : data reconstituted from information gathered in the schools

The table shows a change in 2004-2005, the average gap between boys and girls (7.62%) fell to 2.45% in 2008-2009.

The keys activities for achieving these results are:

- Enhancing school management committee , pupils mothers associations, pupils government
- Teacher training
- Provision of school manuals
- Improving school environment
- Collaboration with commune, communities, government and NGO like FAWE, CRADE.

3.2 FUNDING HISTORY - Please provide a brief summary of your experience with projects of this size and scope

Country Programme: Child Education and Development

Period of Programme: From FY2006 to FY2010

This program has been implemented in all four Plan Mali program units: Kangaba, Kati, Kita, and Baroueli.

Accumulated expenditure to date for the programme: Euros 7,338,034

Expenditure in FY10: Euros 1,440,294

Programme goals and key intervention strategies: The Child Education and Development program

	<p>seeks to increase access to early child care and development by both girls and boys. The program additionally seeks to increase the number of boys and girls who receive basic knowledge and life skills through the completion of quality primary school curricula administered by trained and qualified teachers. The program supports the school improvement program (SIP) of the Ministry of Education and the establishment and management of early child care and development centres (ECCD) through the facilitation of participative community ECCD protocols.</p> <p><u>CIDA grant: 2.5 million USD (2005 – 2010)</u> The program articulates around three main components: i) access, ii) quality and iii) decentralized management of the system</p>
3.3	<p>FRAUD Are you aware of any fraudulent activity within your organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring in future?</p>
	No

SECTION 4: PROJECT BUDGET - Note that this should be a summary extracted from the full budget submitted together with this application which must be presented in DFID financial years (1st April - 31st March).

4.1	Total Project Budget	US\$1,200,00 for three years
4.2	Total funding requested from DFID	US\$1,200,00 for three years
4.3	Funding requested from DFID in year 1	US\$ 400 000 (USD327,641)
4.4	<p>If you have approached other donors for funding for this project, please give name of donors, reference number, and status of application. Please also list any contributions of your own.</p> <p>There will be no overlap with the first CIDA project because CIDA will implement Saving for change in Kita, Kati, Kangaba and Baroueli in its second phase whereas the Education component will cover Baroueli and Kita.</p>	

SECTION 5: CATEGORISATION

5.1	Project Core Subject Area	
	<input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Governance	<input checked="" type="checkbox"/> Reproductive Health / Female Genital Mutilation (FGM) <input checked="" type="checkbox"/> Violence against women/ girls/children
5.2	Target Group	
	<input checked="" type="checkbox"/> Children <input checked="" type="checkbox"/> Communities	<input checked="" type="checkbox"/> Women <input checked="" type="checkbox"/> Youth

SECTION 6: BASIC INFORMATION ABOUT THE PROJECT

6.1	<p>ACRONYMS - Please list all acronyms used in your application and explain them in full.</p> <ul style="list-style-type: none"> ▪ AEs – Education Academies ▪ CAPs – Centres for Teaching Practice ▪ CCCD – Child Centered Community Development ▪ CDFs – Community Development Facilitator ▪ DEF – Diplôme d’Etudes Fondamentales ▪ PCs – Program Coordinator ▪ PU – Program Unit
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	<ul style="list-style-type: none"> ▪ PISE – Plan d’Investissement dans le secteur de l’éducation ▪ SIP – School Improvement Programme ▪ SMC – School Management Committee. Composed by parent, teacher and pupils for managing school.
6.2	<p>BRIEF DESCRIPTION</p> <p>To increase the enrolment of girls and their successful completion of quality basic education in Kati and Kangaba cercle in region of Koulikoro in Mali by 2014.</p> <p>Within 3 years, key actors of girl’s education (parents, School Management Committee, Pupil’s Mothers Associations, School Government, teachers, commune’s leaders...) will receive skills for improving girl’s school enrolment rate and their maintenance in quality education in the districts of Kangaba in 25 schools and Kati in 25 schools.</p>
6.3	<p>PROJECT SUMMARY - Outline the overall aim of the project, the expected outcomes, what change the project is intending to achieve and who will benefit.</p> <p>The project will directly benefit 9,253 girls attending the 50 schools in the programme area, by achieving the following outcomes:</p> <ul style="list-style-type: none"> ▪ Improve attitudes that facilitate girls’ rights through awareness-raising with girls and boys, parents, teachers, local authorities and traditional leaders and youth ▪ Financial barriers to accessing lower secondary education are reduced ▪ Improved access to and provision of sexual and reproductive health and rights (SRHR) services so more girls are able to regularly attend school ▪ The quality of lower secondary education in the 50 schools in the programme area is enhanced ▪ Violence in the target schools is reduced as a result of the “Learn Without Fear” campaign <p>The project will also indirectly benefit:</p> <ul style="list-style-type: none"> ▪ 12,417 in school boys. ▪ 300 teachers and School Directors. ▪ 5 Government Education Staff - they work as focal points in the CAP and AE (2 persons/CAP and 1 person/AE). ▪ 250 School Management Committee Members (what is this?/who are they). SMC composed by teacher, parent, pupils. ▪ 400 Association des Mères d’Elèves (Pupils Mothers’ Association) female members - AME composed by only women, mothers of the students/pupils. They work on promoting girls enrolment and their maintained at school. ▪ 250 girls and 250 boy members of school governments. ▪ 30 Commune leaders. <p>The out of school girls are not targeted by the project in Mali. It’s a big challenge to get them back to school after having been excluded or have abandoned due to the fact they usually get married, their chance to enter higher school is not guaranteed.</p>

SECTION 7: PROJECT RATIONALE

7.1	<p>PROBLEM TO BE ADDRESSED - What problem will this project address? How was the problem identified? How will your project address the problem?</p> <p>Despite technical support for decentralisation, the limited capacity of local government continues to be a major obstacle in the education sector. The Education Academies (AEs) and Centres for Teaching Practice (CAPs) have limited skills to fulfil their duties, further exacerbated by frequent staff turnover. Mali lacks qualified teachers, and many do not meet basic teacher requirements. Predominant teaching styles favour knowledge transmission over interactive, analytical skills building. In most primary schools, the textbook/student ratio is 1:3, having a direct relation on poor performance and high repetition rates (14.2 % in 2008). High drop out rates and poor attendance records are particularly evident for girls in project areas.</p> <p>In 2006, a survey conducted by Plan Mali, quote the following as barriers of girl’s enrolment and maintenance in school in Plan Mali areas. This project is the proposed response of Plan Mali in the</p>
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Program Unit of Kangaba and Kati in the region of Koulikoro to address the issues below.

Socio- cultural Barriers:

- Weight of traditions
- Illiteracy
- Early and forced marriage
- Financial insecurity
- Violence against women and girls
- Prioritisation of boys education
- Lack of role models for girls
- Little or no knowledge on CRC

Financial Barriers:

- Responsibility of girls in family income
- Families' poverty
- No financial support from the State
- Insufficient budget of the Ministry of Education

Structural Barriers:

- Non-eligibility of girls over 17 to enter high schools -after completing lower secondary school
- Lack of separate school latrines

Reproductive health:

- Early pregnancy
- Prevalence of HIV/ STD
- Infanticide/ abortion illegal
- Insufficient psychological support

Migration:

- Poverty
- Looking for wedding trouser
- Insufficient economic opportunities, entertainment and education in the rural areas

The project will address these problems through:

- Awareness raising workshops for girls, boys, parents, local authorities and key organisations on girls' rights, importance of education, life cycle, child protection.
- Use of the media to inform about girls' rights (radio, leaflets, banners) and celebration of the key dates: Women's Day, Day of the Girl
- Advocacy initiatives for girls' rights at national level with 2 coalitions (Coordination des associations/ONG Feministes and Coalition de l'Education pour Tous)
- Capacity building of school management Committees in resource management
- Capacity building of local authorities in resource management, community development planning and budget tracking
- Advocacy initiatives at local and national level for increased budget allocation for education.
- Awareness raising workshops for boys and girls, social workers, mothers' associations and radio presenters on SRHR
- Signposting about SRHR services
- Use of the media to inform about SRHR and celebration of key dates (HIV Day)
- Evening classes to support girls about to take final exams
- Provision of information and guidance about tertiary education and vocational trainings
- Strengthening of school management committees, mother's associations, school governments in monitoring implementation of school Code of Conduct
- Strengthening school management structures and local authorities in charge of child protection (to monitor and support the reporting of cases of abuses as well as the provision of psychological and medical support in case of abuses)
- Inclusion of violence prevention and peaceful conflict resolution methods in the school Code of Conduct
- Capacity building of teachers on gender based violence, alternative forms of discipline, child and girl rights and gender equality.

7.2	<p>COUNTRY STRATEGY(IES) AND POLICIES How does this project support the achievement of DFID's country strategy objectives? In what way would this project support national policies and plans related to poverty reduction or other key sectoral areas (e.g. Poverty Reduction Strategy Papers, etc.)?</p> <p>Mali's Poverty Reduction Strategic Framework (Cadre Stratégique pour la Croissance et la Réduction de la Pauvreté CSCR) is focused largely on achieving MDG 3. Girl's Empowerment through Education in Mali project also supports the improved delivery of education for girls.</p> <p>The National Strategy for Girl's scholarship was developed by the Ministry of Education and addresses issues related to education, mainly the gap between girls and boys enrolment rate. The Girl's Empowerment through Education in Mali income generation component will support 9,253 girls through sensitisation and actors training (teachers, school management committee, pupil's mothers associations...).</p> <p>The proposed Government's Educational reforms (PRODEC) focus on linking communities with the educational system, particularly with schools, and establishing an educational system that will meet the needs of the individual learner by helping each child realise their right to education that is relevant to his/her life and community. The Girl's Empowerment through Education in Mali project supports these reforms by strengthening linkages between the community and the schools, reducing girl's drop-out and repetition rates, and increasing their learning capabilities.</p>																																								
7.3	<p>TARGET GROUP (DIRECT BENEFICIARIES)</p> <p>9,253 girls attending 50 schools - 25 in Kangaba district and 25 in Kati district</p>																																								
7.4	<p>TARGET GROUP (INDIRECT BENEFICIARIES) - Who are the indirect (wider) beneficiaries? How many people are they and how have you determined this number? As above – please specify absolute numbers if possible.</p> <table border="1" data-bbox="258 1128 1471 1482"> <thead> <tr> <th></th> <th>Female</th> <th>Male</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Indirect Beneficiaries</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Teacher and School Directors</td> <td></td> <td></td> <td>300</td> </tr> <tr> <td>Government Education Staff</td> <td></td> <td></td> <td>5</td> </tr> <tr> <td>SMC member</td> <td></td> <td></td> <td>250</td> </tr> <tr> <td>AME member- Female</td> <td>400</td> <td>0</td> <td>400</td> </tr> <tr> <td>School government</td> <td>250</td> <td>250</td> <td>500</td> </tr> <tr> <td>Students boys</td> <td>0</td> <td>12 417</td> <td>12 417</td> </tr> <tr> <td>Communes leaders</td> <td></td> <td></td> <td>30</td> </tr> <tr> <td>TOTAL</td> <td>650</td> <td>12 667</td> <td>13 347</td> </tr> </tbody> </table>		Female	Male	Total	Indirect Beneficiaries				Teacher and School Directors			300	Government Education Staff			5	SMC member			250	AME member- Female	400	0	400	School government	250	250	500	Students boys	0	12 417	12 417	Communes leaders			30	TOTAL	650	12 667	13 347
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7.5	<p>LESSONS LEARNED - What lessons have you drawn on (from your own and others' past experience) in designing this project?</p> <ul style="list-style-type: none"> ▪ Involvement of SMC in the development and implementation of school projects has shaped initiatives destined to open up schools line with to the concerns of communities and local governments (collectivities), and to mobilise people for concerted management of issues related to school. ▪ The members of the Students' Mothers Associations, of the school management committee and the government of children constituted, trained, sensitised, supportive to the cause and empowered can influence decisions by students' parents and local policy makers for the development of their school in general, and for the schooling of girls in particular. ▪ The teachers trained and sensitised on the gender issue can make an inestimable contribution to the enforcement of affirmative action measures for girls in school. ▪ Sensitisation contributes to the gradual emergence of a gender equity culture in school. 																																								

SECTION 8: PROJECT DESIGN

8.1 APPROACH AND EFFECTIVENESS - Please provide details on the project approach (or methodology) to address the problem you have defined. You should also justify why you consider this approach to be the most effective way in which to reach the project's purpose. Please justify the timeframe and scope of your project.

As with all of Plan's work, this project will be underpinned by our Child-Centred Community Development (CCCD) approach. This approach emphasises the empowerment of children themselves as rights holders, while also undertaking activities that influence governments to be accountable in delivering rights, and in this case in education. Our approach in this programme will promote engagement of girls and boys in decision-making at school level within school governance structures, while also supporting parents' engagement in school management committees.

In addition, the project will focus on these five key strategies:

- Capacity building of duty bearers and communities: to ensure sustainability of the project it is important to build capacity at grass-root level. Children/youth groups will also targeted in this action
- Awareness raising at local and regional level on girls' rights: develop of communication materials/support, conference/debate. This strategy is supposed to increased knowledge and awareness on child and girls rights
- Partnership with local NGO: working with local actors is meant to ensure continuity of the intervention after the withdrawal of Plan
- Participation of children and women: children and women groups will be involved in implementation of activities, this will create ownership of the actions and will increase their self-confidence and empowerment
- Accountability to stakeholders, especially children: baseline, monitoring/evaluation of activities, information sharing with stakeholders

8.2 VALUE FOR MONEY

To ensure that our money is well spent and to avoid wasting funds, Plan Mali has just completed an analysis of spending in the education sector. As a result, we come up with a very realistic and reasonable unit cost per village: \$1,000 for sensitisation activities. In addition, our calculation shows that the project will help 9253 girls acquire quality education for only \$3.50 per month.

Plan Mali Country Offices use Field Operation Book for all its procurement, human resources and other administration matters. The FOB will be adhered to for all DFID projects as a means of enhancing internal control and systems. Regular risk-based internal control reviews will also be put in place to test on the adequacy and effectiveness of controls.

8.3 BENEFICIARY INVOLVEMENT
Please specify how the project beneficiaries will be involved in the implementation, management and monitoring of the project

The girls targeted in this project will be encouraged to engage in the Children governments in schools, to participate in school governance and improvement of the school environment

The SMA (Student Mother Associations) and SMC (School Management Committee) will monitor children at home and at school to check pupil's regular attendance, their school performance, their health status and negotiate with parents in cases of eventual drop out due to forced marriage, child labour, migration to barge cities.

8.4 OTHER AGENCIES (WIDER CONTEXT) - What other agencies, including Government are involved in the areas where this initiative will take place and how will you work with them? How will the project address gaps, complement other initiatives and avoid duplication?

There are no other international NGOs like Plan in the project areas. However, the government does have a presence through the CAP and AE. The current proposal will complement and strengthen what the government is doing, rather than duplicating our effort.

<p>8.5</p>	<p>SUSTAINABILITY What are the prospects for the benefits of the project being sustained after the funding stops?</p> <p>Plan's success in creating lasting change lies in its ability to build strong sense of ownership by local populations and forging effective partnerships with Government partners and local organisations with proven technical expertise in project implementation and management. The project will ensure sustainability in the following ways:</p> <ul style="list-style-type: none"> ▪ By coordinating with the state structures responsible, Plan ensures all activities are well aligned with government educational policies. ▪ At the community level, awareness raising activities will serve to change local attitudes on child rights, including the right to education, especially girl's education. The project's support will give SMC members, PMAs and Children's governments the skills, training and knowledge to play an active role in school management. This will increase student, parent, and community pride and ownership of the school, value of their children's' education and ensure sustainable results. <p>Capacity building of local partners like FAWE (Federation of African Women Educationalists), ADAC (Association pour le Développement et Appui aux Communautés) Alphalog, ADAF Gale (Association pour le Développement des Activités de Production et de Formation) through training and Plan's technical support will help ensure local organisations are capable of continuing Girl's Empowerment through Education in Mali project activities.</p>
<p>8.6</p>	<p>CROSS CUTTING ISSUES</p>
<p>8.6.1</p>	<p>GENDER EQUALITY - It is a requirement that all DFID projects promote gender equality.</p> <p>Women, female youth and girls in Mali have fewer economic opportunities, lower status, less power, and are experiencing severe discrimination in different facets of their lives. Preliminary gender analysis reveals there are disproportionate numbers of female-headed households, which translates into an unequal gender division of labour at household level, and girls are the first to be removed from school due to housework demands. Many hidden barriers inhibit an equal quality learning environment for girls and boys, including: gender-based violence (GBV) which occurs on the way to and within the confines of schools; cultural attitudes and practices, including early marriage, and the valuing of boys' education over girls'; school environments which are not conducive to female attendance due to lack of separate latrines or other facilities; school curriculum and training methods which perpetuate gender inequality or discrimination (in Mali it was found that girls are often treated differently in the classroom compared to boys); insufficient female teachers and role models for girls; low household economic security which inhibits families from supporting girls' education. This has translated to disproportionately high illiteracy rates for female youth (17% compared to 36% for males).</p> <p>Once reaching adolescence, girls face limited job opportunities compared to adolescent boys, and are encouraged to pursue traditionally "feminine" trades which are poorly paid. Women and female youth have few opportunities to increase substantively their income, and are faced with disproportionate difficulties in accessing finance due to lack of collateral, lack of credit history, legal and cultural constraints over land and property ownership, or the requisite funds to qualify. All of this intensifies their experience of poverty, and the capacity which women have to meet the basic needs of their children or to invest in productive assets and business development.</p> <p>To address these challenges the project will implement a gender equality strategy with four key components:</p> <p>(1) Count women and girls:</p> <ul style="list-style-type: none"> ▪ A comprehensive gender analysis of the key issues (access to quality education and productive resources) will be undertaken. This gender analysis process will determine the root causes of inequality, identify women and girls most in need, and ensure that gender equality issues are considered when determining the relevance and viability of proposed education activities. ▪ Baseline and monitoring data will be age- and sex-disaggregated to ensure that women and

	<p>girls are counted equally in all aspects of the project implementation.</p> <p>(2) Promote the full involvement of women and girls</p> <ul style="list-style-type: none"> ▪ The gender analysis will identify reasons why women and girls may be excluded from participation in project activities. Concrete actions to support meaningful involvement of women and girls in consultation and decision-making processes will then be identified and implemented. ▪ Plan Mali will build formal and informal partnerships with groups and organisations that share its commitment to gender equality, including the Forum for African Women Educationalists (FAWE). <p>(3) Achieve gender equality resources and results by:</p> <ul style="list-style-type: none"> ▪ Creating girl-friendly school environments through separate latrines, teacher training on gender-sensitive pedagogy, implementation of school management committees and Student Mother Associations to promote girl's enrolment in schools. ▪ Mobilising community leaders to extend access to education for girls and marginalised children. <p>(4) Create an enabling environment for gender equality</p> <ul style="list-style-type: none"> ▪ Roll out capacity building in "planning for gender equality results" so Plan staff and key partners have the requisite commitment, capacity and skills to implement gender-sensitive programs.
8.6.2	<p>AGE - What impact will your project have on different age groups (e.g. children, youth and the elderly)? If the project involves work with children, how are child protection issues to be addressed?</p> <p>The project will work with the following age groups:</p> <ol style="list-style-type: none"> a) children (from 6 to 15 years): increase their performance b) youth (15 – 24): changing behaviour regarding sexual and reproductive health c) adult (25 to 49): changing their attitude regarding the enrolment and retention of girls in schools <p>Plan will apply strictly its child protection policy: animators or teachers who will deal directly with the children will be screened to make sure they do not have any history related to child abuse. Authorisation of parents will always be sought when inviting children to outdoor activities.</p> <p>The project will result in communities respecting children's rights to development, survival, protection and participation. All key stakeholders working with children during implementation of this project will be trained on child protection issues, based on Plan's existing policies and procedures. The issues will also be mainstreamed at every stage of the project cycle.</p>
8.6.3	<p>EXCLUDED GROUPS - How have you ensured that the needs of excluded and vulnerable groups, including people with disabilities and people living with HIV/AIDS are addressed within the project?</p> <p>There will be no discrimination based on gender, health status, ethnicity or other when selecting the beneficiaries. To ensure the participation of disabled children, the project has provision to purchase tricycle to allow them to come to schools. Those with extremely poor parents will also be provided with school fees.</p>
8.6.4	<p>ENVIRONMENT - Please specify what impact (positive, neutral or negative) your project is likely to have on the environment. Please note the severity of the impacts and if negative, what steps you will take to mitigate these.</p> <p>This project has no direct influence to the natural environment. However benefits will be derived from educating the girl child. For example it has been established that educated girls will become educated women who are more economically enterprising than men in terms of resource utilization. Furthermore educated girls will be economically empowered to use alternative source of fuel that are environmentally friendly.</p>

SECTION 9: PROJECT MANAGEMENT AND IMPLEMENTATION

9.1 PROJECT MANAGEMENT- Please outline what are the project implementation and management arrangements for this project.

Partners:

- NGOs: communities sensitisation/training on girls education, project monitoring and evaluation, report production
- Government (Minister of Education): communities basic organisation training, project monitoring and evaluation
- Communes: social mobilisation, monitoring and evaluation, report production
- Communities: social mobilisation, participation in activities, monitoring and evaluation

Human resources:

The core staff of the project includes:

- Plan Mali, Learning Advisor: project coordination
- Education Focal points at PU level: 2 persons (1 /PU). Project local coordination and monitoring
- Accountant: budget follow up, report production.

Material inputs required:

- 1 Vehicle (4X4): project monitoring
- 1 Computer: project follow up, report production
- IEC materials: sensitization and parental education

SECTION 10: MONITORING, EVALUATION, LESSON LEARNING AND BUILDING SUPPORT FOR DEVELOPMENT IN THE UK

10.1 HOW WILL THE PERFORMANCE OF THE PROJECT BE MONITORED? - What baseline information will you collect initially against which to show progress, how will you demonstrate progress (identifying interim indicators or milestones) and how will you assess impact? How will the logframe be used? Are the indicators sufficiently SMART?

The program will be monitored using Plan's Program Accountability and Learning System. The implementation of the Performance Monitoring Plan includes the following elements:

- Baseline Assessment (sex- and age-disaggregated)
- Programmatic needs assessment
- Measurement of Objectives and Indicators (annual review)
- Final Evaluation

The management tools and indicators used by PISE (Plan d'Investissement dans le secteur de l'éducation) will be used by Plan for education related results. This information will help guide Plan management and decision making. The skills training components will be measured by analytical tools such as the Most Significant Change analysis. Technical inputs and monitoring will be provided by Plan UK's Advisors in Education and Bamako based country level advisors. Templates and checklists will be created in consultation with the CAP and AE to ensure consistent monitoring support. The Plan Mali finance department will provide project staff with a technical support on the financial monitoring of the project including regular auditing by Plan UK.

There will be several mechanisms built into the project to promote sharing and learning at different levels. These include:

- Lessons will be captured on an on-going basis through regular monitoring and evaluation, in addition to specific research projects.
- All research reports will be re-written into a child friendly format so that children and youth can comment, share and understand learning from the programme.
- To promote learning within the project, site visits from across the 2 program areas will be undertaken, in addition to cross-country visits.
- Within Mali, Plan is an active civil society member and partners with the government,

	multilateral and bilateral donors. Where appropriate the research and lessons learned documentation will be shared within these networks through meetings, conferences and newsletters.
10.2	<p>BENEFICIARY INVOLVEMENT: How will you involve beneficiaries and other stakeholders in monitoring and evaluation?</p> <p>The CBO will monitor children at home and at school. The other stakeholders (mayors, Centre d’animation Pédagogique) will monitor the project through monthly monitoring visit and feedback. The Académie d’Enseignement will do the same but on a quarterly basis.</p> <p>The children governments in the schools will monitor the application by the teachers of the code of conduct for positive teaching methods. The SMA and SMC will assess regularly the attendance and the performance of the children especially the girls. Their reports will be collated and shared with the project management for possible correction of the project strategy.</p>
10.3	<p>DISSEMINATION OF LEARNING: Please explain how the learning from this project will be disseminated.</p> <p>Every quarter, there will be a coordination meeting at PU level with all stakeholders (CAP, AE, Councils, children, communities representatives) to discuss lessons learned, the strengthen and weaknesses of the project. Reports of the implementing NGO will be shared with the participants. At mid-way of the implementation, the project will be evaluated and findings will be shared with Plan Mali and Plan UK, with the government (CAP/AE, Ministry of Education) and other actors intervening in education.</p>
10.4	<p>It is a requirement that ALL CSCF PROJECTS INCLUDE AN ELEMENT OF BUILDING SUPPORT FOR DEVELOPMENT IN THE UK. Please outline how your project will meet this criterion.</p> <p>N/A</p>

SECTION 11: PROJECT RISKS AND MITIGATION

11.1	<p>MAIN RISKS - What are the main risks to the success of project? How will these risks be monitored and mitigated? Note that risk is not necessarily a reason to penalise a project. Projects might be good <u>because</u> they are taking risks and breaking new ground.</p>													
	<table border="1"> <thead> <tr> <th>Potential Risks</th> <th>Mitigation Strategies</th> </tr> </thead> <tbody> <tr> <td>The decentralisation of budgetary support will not accompany the decentralisation of responsibilities to the Commune level, as committed by the line ministries. <i>Risk: Moderate</i></td> <td>Many key bilateral donors are supporting this process in Mali at national and regional levels. There is significant by-in to support this process.</td> </tr> <tr> <td>High levels of teacher turnover in targeted communities <i>Risk: moderate</i></td> <td>Refresher trainings have been built into Girl’s Empowerment through Education in Mali project. due to some anticipated staff turnover</td> </tr> <tr> <td>Poor teacher quality will limit their ability to contribute to the Teacher Learning Communities <i>Risk: low</i></td> <td>CAP, Plan and NGO staff will identify weak teachers in need of additional support.</td> </tr> <tr> <td>Project will fail to engage the most marginal girls and boys in education <i>Risk: Low</i></td> <td>Student’s Mothers Associations will collaborate with teachers, SMC, and Children’s clubs to sensitise communities on the right to education, and identify out of school girls and boys. Teachers will be trained to identify marginalized children.</td> </tr> <tr> <td>Social pressures will not allow adolescent girls to finish the vocational training program <i>Risk: Medium</i></td> <td>Before training, families and young women will be notified of the expectations and a “learning contract” will be developed that will include regular attendance and completion of the training.</td> </tr> </tbody> </table>	Potential Risks	Mitigation Strategies	The decentralisation of budgetary support will not accompany the decentralisation of responsibilities to the Commune level, as committed by the line ministries. <i>Risk: Moderate</i>	Many key bilateral donors are supporting this process in Mali at national and regional levels. There is significant by-in to support this process.	High levels of teacher turnover in targeted communities <i>Risk: moderate</i>	Refresher trainings have been built into Girl’s Empowerment through Education in Mali project. due to some anticipated staff turnover	Poor teacher quality will limit their ability to contribute to the Teacher Learning Communities <i>Risk: low</i>	CAP, Plan and NGO staff will identify weak teachers in need of additional support.	Project will fail to engage the most marginal girls and boys in education <i>Risk: Low</i>	Student’s Mothers Associations will collaborate with teachers, SMC, and Children’s clubs to sensitise communities on the right to education, and identify out of school girls and boys. Teachers will be trained to identify marginalized children.	Social pressures will not allow adolescent girls to finish the vocational training program <i>Risk: Medium</i>	Before training, families and young women will be notified of the expectations and a “learning contract” will be developed that will include regular attendance and completion of the training.	
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SECTION 12: CAPACITY OF PARTNER ORGANISATIONS		
12.1	Name of Organisation	Association pour le Développement des Activités de Production et de Formation (ADAF/Gallè)
12.2	Address	Badalabougou Rue Gamal Abdel Nasser Porte 211 BP : 3267 Bamako Tél : (00223) 20 22-00-33 E-mail : adafgalle@afribone.net.ml
12.3	Web Site	Site Web: www.adafgalle.org
12.4	SUMMARY OF EXPECTED ROLES AND RESPONSIBILITIES Please also include the approximate project funding to be administered by this organisation.	
	<p>Rôles d'animation</p> <ul style="list-style-type: none"> ▪ Prise de contact avec les autorités locales : préfet, conseil de cercle, AE, CAP, communes, conseil du village... ▪ Identification des OCBs, des CDPE (ECCD center), mères éducatrices, ▪ L'organisation des séances d'éducation parentale ▪ Sensibilisation des OCB, parents, communes sur la scolarisation et le maintien des filles à l'école ; ▪ Sensibilisation des OCB, parents, des enseignants, communes sur la violence en milieu scolaire ▪ Redynamisation et mise en place des associations des mères d'élèves (AME), ▪ Organisation des séances d'animation autour des thèmes de la santé de la reproduction et sexuelle dans les écoles par les ONG retenues pour la santé. <p>Rôles d'appui-conseil</p> <ul style="list-style-type: none"> ▪ Suivi des CDPE (ECCD center): vérifier s'ils sont entrain de suivre le programme, l'emploi du temps, la qualité, la fonctionnalité, la fréquentation, disponibilité des matériels, respect des horaires. ▪ Suivi des AME ▪ Suivi des OCB par rapport aux questions de violence en milieu scolaire <p>Rôles de transfert de compétences</p> <ul style="list-style-type: none"> ▪ L'organisation des séances d'éducation parentale 	

SECTION 13: CAPACITY OF PARTNER ORGANISATIONS		
13.1	Name of Organisation	<i>ALPHALOG</i>
13.2	Address	Badala Sema Rue 135 Porte 115
13.3	Web Site	E-mail : alphacn@orangemali.net
13.4	SUMMARY OF EXPECTED ROLES AND RESPONSIBILITIES Please also include the approximate project funding to be administered by this organisation.	

	<p>Rôles d'animation</p> <ul style="list-style-type: none"> ▪ Prise de contact avec les autorités locales : préfet, conseil de cercle, AE, CAP, communes, conseil du village... ▪ Identification des OCBs, des CDPE (ECCD center), mères éducatrices, ▪ L'organisation des séances d'éducation parentale ▪ Sensibilisation des OCB, parents, communes sur la scolarisation et le maintien des filles à l'école ; ▪ Sensibilisation des OCB, parents, des enseignants, communes sur la violence en milieu scolaire ▪ Redynamisation et mise en place des associations des mères d'élèves (AME), ▪ Organisation des séances d'animation autour des thèmes de la santé de la reproduction et sexuelle dans les écoles par les ONG retenues pour la santé. <p>Rôles d'appui-conseil</p> <ul style="list-style-type: none"> ▪ Suivi des CDPE (ECCD center): vérifier s'ils sont entrain de suivre le programme, l'emploi du temps, la qualité, la fonctionnalité, la fréquentation, disponibilité des matériels, respect des horaires. ▪ Suivi des AME ▪ Suivi des OCB par rapport aux questions de violence en milieu scolaire <p>Rôles de transfert de compétences</p> <ul style="list-style-type: none"> ▪ L'organisation des séances d'éducation parentale
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SECTION 14: CAPACITY OF PARTNER ORGANISATIONS

14.1	Name of Organisation	Association pour le Développement et l'Appui aux Communautés (ADAC)
14.2	Address	BP : 2783,
14.3	Web Site	Email : adac@afribone.net.ml
14.4	<p>SUMMARY OF EXPECTED ROLES AND RESPONSIBILITIES Please also include the approximate project funding to be administered by this organisation.</p>	
	<p>Rôles d'animation</p> <ul style="list-style-type: none"> ▪ Prise de contact avec les autorités locales : préfet, conseil de cercle, AE, CAP, communes, conseil du village... ▪ Identification des OCBs, des CDPE (ECCD center), mères éducatrices, ▪ L'organisation des séances d'éducation parentale ▪ Sensibilisation des OCB, parents, communes sur la scolarisation et le maintien des filles à l'école ; ▪ Sensibilisation des OCB, parents, des enseignants, communes sur la violence en milieu scolaire ▪ Redynamisation et mise en place des associations des mères d'élèves (AME), ▪ Organisation des séances d'animation autour des thèmes de la santé de la reproduction et sexuelle dans les écoles par les ONG retenues pour la santé. <p>Rôles d'appui-conseil</p> <ul style="list-style-type: none"> ▪ Suivi des CDPE (ECCD center): vérifier s'ils sont entrain de suivre le programme, l'emploi du temps, la qualité, la fonctionnalité, la fréquentation, disponibilité des matériels, respect des horaires. ▪ Suivi des AME ▪ Suivi des OCB par rapport aux questions de violence en milieu scolaire <p>Rôles de transfert de compétences</p> <ul style="list-style-type: none"> ▪ L'organisation des séances d'éducation parentale 	