

MALI

**Education
Sectoral and OR+ (*Thematic*) Report**

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Abbreviations and Acronyms

ACAS	Association of Sahel Agricultural Advisors
AE	Académie d'Enseignement
AKF	Aga Khan Foundation
AME	Association des Mères d'Elèves
APADL	Association pour la promotion et l'appui au développement local
CADDE	Centre d'Appui à la Décentralisation et à la Déconcentration de l'Education
CAP	Centre d'Animation Pédagogique
CFS	Child-friendly schools
CGS	Comité de Gestion Scolaire
CNE	Centre National de l'Education
CPD	Country Programme Document
CO	Country Office
CNR-NF	Centre National des Ressources pour l'Education Non-Formelle
CRADE	Cabinet de Recherche Appliquée au Développement de l'Education
DNEN	Direction National de l'Enseignement Normale
DNEF	Direction Nationale de l'Education Fondamentale
DNEPS	Direction Nationale de l'Education Prescolaire
EBE	Education de Base et Equité
ECD	Early childhood development
ESARO	Eastern and Southern Africa Regional Office (UNICEF)
EVD	Ebola Virus Disease
IRC	International Rescue Committee
MDG(S)	Millennium Development Goal(s)
MORES	Monitoring for Results and Equity Systems
NFE	Non-Formal Education
(I)NGO	International Non-Governmental Organisation
OFL	Organisation Féminine Locale
OMAES	OEuvre Malienne d'Aide à l'Enfance au Sahel
OOSC	Out of School Children
PCR	Programme component result
SDG(S)	Strategic Development Goals
SSA/P	Accelerated Learning Strategy
UNGEI	United Nations Girls Education Initiative
UNDAF	United Nations Development Assistance Framework
UNHCR	Office of the United Nations High Commissioner for Refugees
UNESCO	United Nations Educational, Scientific and Cultural Organization
WASH	Water Sanitation and Hygiene
WCARO	Western and Central Africa Regional Office (UNICEF)

Executive Summary

While the Government of Mali has allocated a considerable amount of its resources to Education (on average 25 per cent of the national budget, 2005 – 2010), the performance of the sector remains weak and indicators started to deteriorate before the recent crisis (2011). The Gross Enrollment Rate (GER) and the Gross Admission Rate (GAR) for the 2015-16 academic year were relatively weak, at 67.7 per cent and 62.7 per cent respectively (source: EMIS report 2014-15 et 2015-16). Regarding the completion rate in the 2014-15 and the 2015-2016 academic years, there was a deterioration of over 3 points, from 49.7 percent to 46.2 per cent.

The sectoral analysis shows that low performance can be attributed partly to (1) weak coordination mechanisms and information systems, (2) the absence of an accountability framework, and (3) poor management of human, material and financial resources, particularly at the decentralized levels. In addition, the education sector is challenged by high demographic growth rates (3.6 percent) together with a significant population under 24 years old (> 60 percent). The National Strategic Education Sector Plan reached the end of its cycle in a post-crisis context, leaving the sector with transitional policy dialogue instruments (Transitional Education Sector Plan, 2014 – 2016).

The preparation process for a new Education Sector Plan (“Programme Décennal de l’Education”, PRODEC II, 2017 - 2026), has finally started, with UNICEF covering the role of Managing Entity for the Global Partnership Education (GPE) Strategic sector plan funds. In this role, UNICEF has supported the Ministry of Education (MoE) in the validation of the road map. Also, UNICEF signed the contract with the UNESCO International Institute for Education Planning (IIEP) Pole de Dakar. The Swiss Cooperation is the sector lead agency until the end of 2016, and UNICEF has been selected as the new sector lead agency for 2017-2018.

In addition to the studies already produced by UNICEF for the preparation of the education sector plan, a few more have been validated or initiated. The Early Childhood Development (ECD) costing model has been validated and provides the MoE with several options for the development of the ECD sector. Also the early learning assessment has started in partnership with UNICEF WCARO and the directorate of preschool and special education. The norms and standards for quality education have finally been validated. They will represent an important policy reference document and will be utilized for further development of education quality in the country.

In 2016, UNICEF made significant efforts to support the sector coordination and governance. This includes contributing to establishing and maintaining pivotal national and region coordination mechanisms such as the education cluster and sub cluster, the United Nation Girl’s Education Initiative (UNGEI) committees both at the national and regional level, and committees for out-of-school children (OOSC). Such mechanisms allowed UNICEF and its partners (MoE, NGOs and INGOs) to support the functioning of 550 school management committees and provide access to quality education for 56,111 OOSC and children at risk of dropout. In addition, 50,950 children in crisis-affected areas participated in peace education activities with a high impact on their resilience and social cohesion.

Strategic Context of 2016

While the Government of Mali has allocated a considerable amount of its resources to Education (on average 25% of the national budget, 2005 – 2010), the performance of the sector shows some slight improvement even if the indicators remain inferior to the period before the crisis (2011).

Inefficiency in the Malian education system can be attributed to (1) weak coordination mechanisms and information systems, (2) the absence of an accountability framework, and (3) poor management of human, material and financial resources, particularly at the decentralized levels. In addition, the education sector is situated within a context of high demographic growth rates (3.6%), with a significant population under 24 years old (> 60%).

The socio-political crisis the country face in 2012 has a direct impact on the education sector. In fact the crisis results in a) reduction of access to education for thousands of children; b) total or partial destruction of the infrastructure and scholastic material; c) intensified the lack of teachers and worsen the management of the teaching staff; d) severely impact the financial resources of the families.

The statistic shows that 67% of the total population is illiterate and 26.2% of families live at more than 30 minutes from the nearest primary schools.

The population growth will impact considerably the education system, because it is expected that by 2030 the school age population will increase of 37% for the pre-school ages, 46% for the first cycle of primary school, 59% for the second cycle, and 68% for the secondary cycle.

Although significant progress has been made in increasing children's access to the first six of nine years of basic education, where net enrollment rate doubled from 31% in 2009 to 57 % in 2013. Mali failed to attain the MDGs for education universal primary education. The UNDP MDG Report for Mali (2015) also highlights significant geographical disparities between urban and rural areas persist: the net enrollment rate in urban areas exceeds 70 % whereas it is only about 50 % in rural areas. Mali has a long way to go to achieve the SDG 4 Quality Education. According to the Global SDG Index Dashboard, Mali is among the countries scoring low (under 30 out of 100) in the global index for SDG 4 Quality Education. MICS 2015 Key Results report a decline in several performance indicators in the education sector (in comparison to MICS 2010 data):

- The percentage of children entering primary school with a pre-school education decreased from 17% to 15%.
- The net attendance rate in primary school decreased from 58% to 53%.
- Survival rate of children completing the last grade of primary school decreased from 94% to 89%
- Transition rate from primary school to secondary school decreased from 87% to 87%

While the Government of Mali devotes a relatively high share of its resources to Education school exclusion remains a major issue. Indeed, about 1.2 million of children are out-of-schools children (OOSC) in Mali, representing approximately 56 % of the total number of children at the age of going to primary school (2.1 million)¹. For the scholastic year 2015-16, the Gross enrolment rate (GER) and the Gross Intake Rate at first year of primary school (GIR) at the national level are relatively weak, reaching respectively the 67.7 % and the 62.7 %².

The National Strategic Education Sector Plan reached its end of cycle in a post-crisis context, leaving the sector with transitional policy dialogue instruments (Transitional Education Sector Plan, 2014 – 2016), which has been extended until end of 2017 to allow to finalised all the study and the analysis needed for the preparation of a new Education Sector Plan ("Programme Décennal de l'Education", PRODEC II, 2018 - 2027).

The process of decentralization has been supported by UNICEF through the establishment and maintain of the pivotal coordination mechanism in all regions tackling issues of education access, quality and emergency.

Education indicators, both access and quality are confronted to major challenges hindering the continuity of schooling in Mali, which disproportionately affects girls. Lack of hygiene and sanitation (including the availability of safe drinking water and latrines segregated by sex) has a significant effect on school attendance and even school dropout, especially for girls. While access to safe water and sanitation has

¹ UNICEF.2015. *Mali Out of School Children Report*

² *Statistique scolaire Ministry of Education 2014-15 et 2015-16 enseignement Fondamental*

improved in Mali over the past few years, important disparities still exist between urban and rural areas. Only 64% of the population has access to safe drinking water and 16% to proper sanitation in rural areas, compared to 97% and 38% respectively in urban areas^[1]. The situation is even direr when it comes to WASH in schools. According to a survey conducted by UNICEF in 2011, only 12% of schools are equipped with improved, sex-separated, functioning and clean latrines, only 8% have a hand-washing station with water and soap, and only 7% have an improved and functioning water point.

The quality of education in Mali is also unsatisfactory as the primary completion rate (grades 1-6) is as low as 51.7 % for boys, 43.8 % for girls³. In Kayes, especially, completion rates for girls are lower than the national average (32.5 %).⁴ This poor quality of education is further compromised by the high student/teacher ratio, the scarcity of textbooks and the large proportion of unqualified teachers. There are also disparities between rural and urban schools. Qualified teachers are deployed to urban schools, while unqualified teachers are generally found in poor, remote and rural areas. All of these combined disparities can also have a negative impact on access to primary education. Only 37 % of children (39 % boys, 35 % girls) enter the first year of school at the right age (7 years old). Gross enrolment stands at 80 %, with 70.7 % girls of girls enrolled. According to the 2013-2014 annual school statistics, the gross enrolment rates (GER) for girls in both Kayes (42%) and Sikasso (45.1) are relatively low to national average.

The norms and standards for quality education have been finally validated. They will represent an important policy reference document and they will be utilized for further development of education quality in the country.

While a national policy for the ECD sector exists in Mali covering all aspects of the child survival, growth and development, there is a specific policy document on early learning. There are no curricula to be utilized by the community preschool teacher. The ECD system is highly unfair as it is mainly private and urban with the result to provide access to a little percentage of wealthy households. The budget share for the preschool subsector is less than 1% and it practically impedes a further development of the sector. The gender Parity Index for the subsector is 1 while there are disparities for access in terms of residence (27% in urban areas and 4% in rural areas) and regions (37% in Bamako, Mopti 3%). On the other hand, a module of ten elements, developed for MICS4, was used to calculate the development index. Young Child (EDI). According to this index, overall, only 46% of children 36 to 59 months are on the right track of development. That is why UNICEF in partnership with the MEN and UNICEF WCARO have started a trilogy of study named ECED prototype that included an ECD costing model, an assessment of learning outcomes in year 1 and a parental practice survey. The result of the above researches will allow UNICEF to support better education policy for strengthening the ECD sector with a focus on early learning. Notwithstanding, preschool programmes are nevertheless essential for the child cognitive development and socialization. In 2015, only 3.6% of eligible children attended early childhood development (ECD) programmes with huge disparities between the poorest quintiles of which only 1.2% attended ECD programmes (in comparison with 39% from the richest quintiles).

Despite the above mentioned bottlenecks, the Government of Mali has demonstrated a commitment to providing access to quality education for all children. In this respect, a ten-year education sector plan with a focus on Access to Quality Education was developed (PRODEC). Under the "Transitional Sector Recovery Program for Educational and Vocational Training, 2015-2017", the objective is to improve quality, increase access and strengthen the governance of the education sector and vocational Training. The government of Mali has also recently developed a national strategy to tackle the issue of OOSC. The strategy aims at bringing to school at least 1 million OOSC by 2020.

At country level a series of multi-sectorial discussion intercourse around the SDGs, in specific the education sector, is considering the inclusion of the SDGs in the next ten years country strategy, which will be developed during 2017. UNICEF and UNESCO count to support the Ministry in organising a series of technical and advocacy event aiming to discussing the better way to include the SDG in the strategic plan and in the policy that will accompany the 10 years plan.

UNICEF is a key partner in supporting the Government of Mali in defining its education policy. Currently, UNICEF Mali is supporting the MoE in preparing the new ten-year Education Sector Plan. Within this exercise, UNICEF Mali is supporting ongoing research on the situation of teachers, Early Childhood Development (ECD) including important aspects of access to quality education. UNICEF will assume the role of leadership of the Group Technique Education and Professional training for the period 2017-2018.

The main challenge are:

^[1] UNICEF/WHO Joint Monitoring Programme (JMP) 2015

³ Ministère De L'Education Nationale. (2014). *Analyse Des Données Et Indicateurs De L'Enseignement Fondamental Entre Les Années Scolaires 2010-2011 Et 2013-2014*. Bamako : Cellule de Planification Statistique

⁴ Idem.

- **Preschool** enrolment rate is 5.3% (MICS 2015) while the regional average is about 25%. This figure affects strongly the number of children that enter school late (not at the age of 7) and finally affects the percentage of out of school children. Global malnutrition (0-59 months) is also high, around 13%. Both figures malnutrition and preschool enrolment rate partly reveal a few information on parental practices. However, empirical data show that wherever new preschool community-based centers are established, the demand overcome the offer.
- While **primary education** should be free by law in Mali, lots of indirect, opportunity and hidden costs contribute to making the cost of education unaffordable for the majority of Malian households. A national strategy for the Out of School Children exists since 2015 though its content needs a revision due to the volatile situation of the country. On the same note, the national operational plan for girls education needs to be strengthened, disseminate and budgeted accordingly so that local education authorities might start tackling the phenomenon of school exclusion –particular for girls. Regional coordination mechanisms both for girls' education and out of school children are established in all regions of Mali while the operational plan they produced does not have a full budget coverage.
- The main constraint regarding **education access** is the limited offer. With regards to pre-primary education, only 5 per cent of needs are covered, compared to a regional average of 25 per cent. Regarding primary education, the offer is not fully adequate for the 1st Cycle (grade 1-6) and is worse for the 2nd cycle of primary schools, where the availability of structures is half that of the first cycle. This situation has an important impact on the access as well as the completion rate of children, view that the Ministry have eliminate the final exams after the first cycle leaving only the one at the end of second cycle.
- The **quality of teaching and learning** is low in Mali. Preliminary results of a joint UNESCO and UNICEF study (2015) reveals that among the 75.1% of the primary teachers who have credentials, there are 24.1% who are graduates of teachers training institutes (Institute de Formation de Maîtres -IFMs) and 27.25% who were trained under the SARPE initiative (Accelerated Strategy recruitment of teachers -Training of contractual teachers). The quality of IFM graduates is negligible. The IFM training is based on the secondary school curriculum, and the majority of IFM instructors have not taught in primary schools before. Additionally two primary school curriculums exist in Mali: the curriculum referred to as the classic program taught all in French as well as the Mother Tongue Based bilingual transitional program (known is Mali as curriculum schools). Moreover, since 2010, partners have been training targeted “curriculum” school teacher trainings with the balanced literacy approach. Yet in 2016, the MoE has mandated that all schools following the classical curriculum must return to the syllabic method of teaching reading, further exacerbating the issue of teacher training. UNICEF has played an active role in the national coordination mechanism, in particular the national thematic working groups on quality and teaching and learning in order to continue to support the MoE to address weaknesses and improve access to quality education services.
- The **lack of schoolbooks** and **other teaching and learning materials** and the low skill level of some school administrators also contributes to poor quality in Mali primary schools. The PASEC (2015) survey in a sampling of schools across the country revealed inadequate access to school books: "in grade 2, more than 30% of students do not have French and Math textbooks. In grade 5, more than 10% of students do not have French and Math textbooks." There are also considerable disparities. UNICEF met some constraints linked to donor funding availability to fully roll out the national OOSC program, in spite of active fund mobilization efforts.
- **Fund mobilization** continues to be a challenge to ensure funds on a multi-year, as well as that funds for the emergency zone of the country
- The ongoing **conflict that broke social cohesion** has greatly hindered the right to education. The cluster continue to monitor the situation of closing of schools, but since the begin of the 2016/2017 scholastic year a deterioration in the region of Mopti has been noted where armed groups are directly targeting schools for closure. This tendency is also observed in Segou especially in Saho and Macina. In localities where schools remain closed, physical access to education is hindered by insecurity on the way to school, by explosive remnants of war.

Results in the Outcome Area

During 2016, UNICEF carried on with its upstream engagement to support the Ministry of Education (MoE) in strengthening capacity in sectoral planning, coordination, and policy development. The final aim is to shift from a transitional sector plan to a proper 10-year sector plan able to draw long term and effective strategies to overcome the last years of crises in Mali. UNICEF, in collaboration with Technical and Financial Partners, continued supporting MoE in the implementation of its Transitional Sector Plan (2014-16), focusing on reducing bottlenecks and improving access to quality education, including in humanitarian situations.

The Transitional Education Plan has been extended through December 2017, allowing all Technical and Financial Partners to have more time to conduct studies and provide evidence to feed into the elaboration of the next sector plan (PRODEC II). While certain civil society members have been included in the national coordination mechanisms, there is still a need for more advocacy to ensure broader participation to include parent/teacher associations, school management committees, and other stakeholders.

UNICEF, in collaboration with Technical and Financial Partners (PTF), continued supporting the MoE in the implementation of its Transitional Sector Plan (2014-16), focusing on reducing bottlenecks and improving access to quality education, including in humanitarian situations. In addition, UNICEF played a key role in assisting the MoE in its preparation for the upcoming Education Sector Plan (PRODEC II).

UNICEF – in its role of Managing Entity - succeeded to ensure the Global Partnership Education (GPE) strategic development funds that will allow Mali to prepare the new education sector plan. One more step towards the achievement of the sector analysis was the signature of the partnership between UNICEF and UNESCO IIEP Pole de Dakar (PDK). All education partners in Mali validated the PDK methodology and the timeframe; data collection began in September, analysis has begun in December 2016.

UNICEF has been instrumental in regular coordination mechanisms such as the MoE-led Partnership Development Group (cadre partenarial) and the Local Education Group. UNICEF also played a key role in advocating for the re-vitalization of the following thematic working groups: (1) Quality Education (2) Teaching and Learning, and (3) Governance.

While decentralization is a reality and assigns plenty of power to the regions, a weak capacity of local education authorities (AE/CAP) as well as weak of communication, cooperation and collaboration with local communal government entities (Collectivités Territoriales) in charge of decentralized planning and education management still impedes a full operationalization of the joint UNICEF-MEN working plan. Further efforts must address such a lack of skills and capacity. UNICEF continued to document weaknesses and will continue to advocate to the MoE to improve this aspect.

UNICEF has been instrumental in regular coordination mechanisms such as the MoE-led Partnership Development Group (cadre partenarial) and the Local Education Group. UNICEF also played a key role in advocating for the re-vitalization of the following thematic working groups: (1) Quality Education (2) Teaching and Learning, and (3) Governance. Following many years of UNICEF-led advocacy, under the auspices of UNGEI, the MoE institutionalized a national inter-ministry coordination mechanism aiming at generating evidence-based strategies to strengthen education opportunities for girls.

UNICEF, jointly with local counterparts, elaborated orientation documents and harmonized data collection, analysis tools and micro plans for the Monitoring for Equity Results (MoRES) approach in Mopti and Sikasso, aiming at enhanced decentralized cross-sectoral monitoring based on equity results at local levels.

In 2016, UNICEF has carried on moving forward its agenda for out-of-school children (OOSC). The reinsertion has been successful thanks to a bottom up approach that relies on strong community mobilization activities such as sensitization meetings, village assemblies, radio programs, advocacy days and mobile cinemas. This successful strategy will continue to be used. Concerning girls education, following a strong advocacy and capacity building work conducted by UNICEF, a national inter ministry committee in charge of boosting access and quality in girl's education was established. Such a committee will draw the national strategy to tackle bottlenecks to girls' education and is supposed to be functional by the 1st quarter 2017.

140,559 OOSC have been identified through regional census and actions to re-insert them in the formal education system are undergoing, with UNICEF support. The regional census has been a winning strategy as it allowed to identify personal information on OOSC and their specific vulnerabilities such as level of poverty, the level of education/literacy of parents, etc. This information allowed to build an effective

partnership with civil society organizations to tackle local bottlenecks to education access. So far 79,070 OOSC and children at risk of dropping out had access to classic and non-classic (multigrade classes, Medersas, bridging classes, life skill courses, remedial courses) education. Also coordination mechanisms for OOSC and girls education have been established since 2015 and are fully functional in all regions thanks to the technical and financial support of UNICEF.

UNICEF jointly with the Ministry of Education (MoE) defined common primary education quality norms and standards. This result, combined with support to a costing analysis of the ECD sector and a national Early Learning Assessment will promote school readiness and consequently improve learning and retention in the early grades and beyond.

Dissemination workshops conducted in 18 school districts on jointly defined common primary education quality norms and standards by UNICEF and Ministry of Education (MoE). These standards should provide important guidance in the elaboration process of next sector plan.

In close collaboration with the CADDE (the decentralization support unit of the MoE) and its partner Non-Governmental Organizations (Save the Children, Solidarité Pluriel, GRAT and OMAES), UNICEF carried out an end line survey of its capacity building initiatives of 550 School Management Committees (SMC) in the regions of Mopti, Sikasso and Kayes. Findings reveal that 63% of the supported SMCs adhere to minimum (provisional) functionality criteria.

UNICEF expanded the initiative to an additional 100 schools in October 2016. The capacity of the MoE to strengthen in-service teacher training and conduct learner assessments was leveraged in UNICEF priority intervention zones (8 school districts across Sikasso, Mopti and Kayes regions), through a strategic partnership between UNICEF and the Canadian-funded FORME Project.

Through this partnership, the National Directorate of Normal Education (DNEN) was supported to scale-up its 'teacher learning communities' strategy (Stratégie de Généralisation de la CA de maîtres) aiming at strengthening localized in-service teacher training platforms across Mali.

In 2016, 30 national and 167 Regional trainers were trained. Each of the 550 schools where UNICEF started capacity building of SMCs continued to be supported and training of 550 school directors was planned in December 2016. With UNICEF support, two regional consultations enabled 6 additional regions to review the draft National Framework on Learner Evaluations initiated by the FORME project and the National Directorate of Pedagogy (DNP). With the invaluable feedback from regional education officials, the final Framework reflects the contextual realities across the entire country. UNICEF will support DNP's dissemination and training of education officials in 2017 on the validated framework.

Regarding Early Childhood Development (ECD), the preschool costing model started in December 2015 is validated. In collaboration with UNICEF WCARO, the Early Learning Assessment (ELA) (a national assessment of first graders to understand the impact of the pre-schooling) has started. During field missions by the DNEPS, 1,200 children were assessed. Data analysis is planned for January 2017 while the final report will be available the first quarter of 2017. The results and recommendations of both studies will inform the next education sector plan and help formulate more effective strategies for the ECD sector.

The innovative approach Care for Child Development has reached the region of Gao where malnourished children can now benefit from better quality care (communication and playing activities) provided by her parents. Since January 2016, 34,214 parents in the region of Sikasso, Gao, Timbuktu and Mopti have been trained while 28 new ECD community based center have been established. With UNICEF support, the community preschool system was strengthened by the capacity building of 588 preschool teachers and the provision of 198 ECD kits and 960 round tables provided (to accommodate 7680 children)

140,559 OOSC have been identified through regional census and actions to re-insert them in the formal education system are ongoing. The regional census has been a winning strategy as it allowed to identify personal information on OOSC and their specific vulnerabilities such as level of poverty, level of education/literacy of parents, etc.

This information allowed to build effective partnerships with civil society organizations to tackle local bottlenecks to education access. So far 79,070 OOSC and children at risk of dropping out had access to formal and non-formal education. Also coordination mechanisms for OOSC and girls education (established since 2015) are fully functional in all regions. Those committees succeeded in including political stakeholders in dialogue on how to reduce school exclusion through *ad hoc* measures.

The reinsertion has been successful thanks to a bottom up approach that relies on strong community mobilization activities such as sensitization meetings, village assemblies, radio programs, advocacy days and mobile cinemas. This successful strategy will continue to be used.

In 2016, UNICEF has carried on moving forward its agenda for out-of-school children (OOSC). The study on OOSC was printed and disseminated at regional and local levels. It will provide stakeholders with new knowledge and tools on school exclusion in Mali, so that the issue can be better addressed.

Concerning girls' education, in addition to the national committee, about 200 local UNGEI committees have been put in place. These committees include institutional, community, political and education stakeholders who elaborated action plans in order to boost access and quality for girls' education.

In 2016 UNICEF supported the development and dissemination of common primary education quality norms and standards jointly defined with MoE in 18 school districts. These standards should provide important guidance for the next sector plan elaboration.

The MoE capacity to strengthen in-service teacher training and conduct learner assessments was leveraged in priority zones (8 school districts across Sikasso, Mopti and Kayes regions). Through a strategic partnership between UNICEF and the Canadian-funded FORME Project, the National Directorate of Normal Education was supported to scale up its 'teacher learning communities' strategy (Stratégie de Généralisation de la CA de maîtres) and strengthen localized in-service teacher training platforms across Mali. 30 national and 167 regional trainers were trained.

UNICEF supported two regional consultations with 6 additional regions to review the draft National Framework on Learner Evaluations initiated by the FORME project and the National Directorate of Pedagogy. With UNICEF WCARO inputs, the final Framework reflects the contextual realities across Mali.

With UNICEF support, the capacity of 550 School Management Committees (SMCs) in the regions of Mopti, Sikasso and Kayes were built. The end line survey conducted by UNICEF together with the CADDE (MoE decentralization support unit) and its partner Non-Governmental Organizations (Save the Children, Solidarité Pluriel, GRAT and OMAES), reveal that 63 per cent of the supported SMCs adhere to minimum (provisional) functionality criteria. UNICEF expanded the initiative to an additional 100 schools in October 2016.

Regarding Early Childhood Development (ECD), the preschool costing model was validated. In collaboration with UNICEF WCARO, the Early Learning Assessment (ELA) (a national assessment of first graders to understand pre-schooling impact) started. During field missions by the Direction Nationale de l'Éducation Préscolaire et Spéciale, 1,200 children were assessed. The final report is expected early 2017.

The results and recommendations of both studies will inform the next education sector plan and help formulate effective strategies for ECD. The innovative Care for Child Development approach was introduced in Gao region, where malnourished children now benefit from better quality care (communication and playing activities) provided by their parents.

In 2016, 34,214 parents in the regions of Sikasso, Gao, Timbuktu and Mopti were trained while 28 new community-based ECD centers were established. With UNICEF support, the community preschool system was strengthened by capacity building of 588 preschool teachers and the provision of 198 ECD kits and 960 round tables for 7,680 children.

UNICEF jointly with the MoE defined common primary education quality norms and standards. Together with a costing analysis of the ECD sector and a national Early Learning Assessment, this will promote school readiness and improve learning and retention in the early grades and beyond.

Concerning the zone touch by the crisis and the on-going insecurity, UNICEF as cluster lead supported the MoE to monitor the situation of the schools closed. Due to the on-going insecurity, 424 schools remain closed for the start of the 2016/17 in October, 2016. In affected regions, the number of schools that remain closed at the beginning of this academic year is worse than last year that ended with only 296 schools closed.

In an effort to ensure the reintegration of out-of-school children back into the formal school system, UNICEF opened 249 Accelerated Learning Centers (ALC), which provided 9,373 children with access to non-formal education. An additional 3,396 children benefited from access to informal community-based education in areas where schools remained closed due to insecurity. In total, UNICEF's emergency programme helped increase access to formal and non-formal education for 45,657 crisis-affected children who were newly enrolled for the 2015/16 academic school year.

In an effort to ensure sustained quality of educational programming in emergency interventions, UNICEF is collaborating with implementing partners to develop an innovative interactive audio program in order to

support formal schooling. 120 programmes with 20 different lessons were developed in local dialects (Tamachaque and Sorey) for non-formal educational programming. These curricula will be implemented in formal schools and informal learning centers in communities directly affected by the security crisis and focuses on improving the learning outcomes of children where government supervision and oversight is largely absent. By fostering a child-centered approach to teaching and learning, the programme also reinforces the capacity of teachers and local animators.

In addition, Cluster coordination mechanisms are functional at both the national and regional level, with meetings held on a monthly basis. Through EiE and emergency coordination trainings, the capacity of five regional sub-clusters have been reinforced, benefiting 108 regional education authorities and civil society members. Preparedness action plans have been established for three sub-clusters (Timbuktu, Mopti and Gao) out of five, and are currently being implemented. A national C/DRR study has been validated and will be integrated into the new Education Sectorial Plan. In total, 101,492 children have benefitted from UNICEF educational support, kits or education activities in emergency situation in 2016. Among them, 45,657 children have been newly enrolled in schools, as mentioned above.

The 2015/2016 Every Child Counts campaign contributed to reopening 157 out of 454 previously closed schools in the regions of Gao, Timbuktu, Kidal, Mopti, and Segou. In Kidal region - where schools have remained closed since 2012, 21 schools and 44 ALP centers reopened with 3865 children in formal schools.

Flexible funding such as RR and thematic funds from 2016 contributed greatly to achieving these results across all outputs especially Output 1 [Education Sector Plan], Output 2 [Access], Output 3 [Quality Education]) and Output 4 (Education in Emergencies and Peacebuilding). 35% of total funding came from RR, 65% from ORR (of which 29% came from global thematic funding).

Thematic and RR funds were the main sources of financing for addressing activities in all 3 first output during 2016 funding cycle. Both humanitarian thematic, global thematic and RR contributed greatly to continuing education in emergencies activities (Output 4) for children in the North, compensating the limited ORE funds.

With flexible funds, the programme has been able to focus on equity and innovative programming to address education needs in Mali, such as development of credible and evidence-based psycho-cognitive stimulation models in ECD as part of joint programming with nutrition and health sectors and an accelerated learning programme for OOSC affected by armed conflict. Thematic funds have supported cross-sectoral programming with C4D, WASH and strengthened the decentralization of monitoring education indicators with support of UNICEF's zonal offices.

While there has been an increase in pledges from donors to address increasing needs for OOSC, critical funding gaps remain for the emergency activities. Such funding shortages will, inhibit the expansion of interventions to reach out to the most marginalized communities.

Results Assessment Framework

National Result	Under the " Transitional Sector Recovery Program for Educational and Vocational Training, 2015-2016 " , the objective is to improve quality, increase access and strengthen the governance of the education sector and Vocational Training			
OUTCOME INDICATORS		BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Pre-primary gross enrolment ratio		3.6% (2014, Annual Statistics, MoE)	7% (2019, Annual Statistics, MoE)	3.7% (2015, provisional Annual Statistics, MoE).
Primary Gross Enrolment Ratio (Grade 1-6)		69.3% (2014, Annual Statistics, MoE)	98% (2019, PISE 3, MoE)	69.0% [63.4 % girls] (2015, Provisional Annual Statistics, MoE)
Primary Gross Enrolment Ratio (Grade 6-9)		50.4% (2014, Annual Statistics, MoE)	52% (2019,PISE 3)	50.4% (2015, Provisional Annual Statistics, MoE)
Outcome 5	By the end of 2019, the barriers to school attendance for children aged 3-15, particularly girls and the most disadvantaged children, have been lifted and children are able to access quality basic education and succeed at school.			
OUTCOME INDICATORS		BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Number of children completing primary school		15,537 (2014 Annual Statistics MoE)	460,000 (2019)	449, 649 (227, 352 girls)/49.7% (45.7 %girls) (2015, Provisional Annual Statistics, MoE)
Primary school learning achievement rate for girls and boys		French: 34 % (2nd Graders), 70% (5th graders); Mathematics: 44.1 % [2nd graders], 44.6 [5th graders] (2014 PASEQ)	French and Mathematics: 70% (2019)	French: 34 % (2nd Graders), 70% (5th graders); Mathematics: 44.1 % [2nd graders], 44.6 [5th graders] (2014 PASEQ)
Output 5.1	By the end of 2019, the education system has a sector plan based on equity, inclusion, analysis and risk management.			
OUTCOME INDICATORS		BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Availability of an operational road map for the year 2015 indicating the implementation actions for the preparation of PRODEC II		No (2014)	Yes	Yes
Number of strategic partners reinforced for carrying out agreed studies		2 (2014)	5	5
Availability of an orientation document for the implementation of cross-sectoral MoRES at the regional level in Mopti and Sikasso		No	Yes	Partial: MoRES Roadmap available for the regions Sikasso and Mopti, including identification of 2 Tracer interventions and determinants (Improved access and improved quality Education)

Number of operational sectoral coordination mechanisms which meet monthly	1	3	Fully achieved : 3 (The partner development group has regular meeting; The local education group meets regularly every month. The education cluster has also regular meeting under the presidency of the MoE)
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Output 5.2	By the end of 2019, out-of-school children benefit from opportunities to be integrated into formal schooling or literacy or vocational training opportunities.
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OUTCOME INDICATORS	BASELINE (% OR #)	TARG ET (% OR #)	PROGRESS (% OR #)
Availability of Out of School Study	No	Yes	Yes
Number of Out of school children surveyed	0	20,000	Fully achieved: 141,058 (98,199 in Sikasso; 42,360 in Mopti, 499 in San)
Number of functional UNGEI committees at national and regional level, implementing their action plan in accordance with the girls' education strategy	0	10	8 UNGEI regional committees exist and are functional. Also the national committee is functioning while on the Bamako district there are two committees.
Availability of a study on the identification of institutional and policy bottlenecks in the education system affecting girls' education	No	Yes	Yes
Number of children not in school / dropouts accessing formal or alternative education programme	3,610	6,600	79,070
Number of schools that have benefited from training on Children's government	0	100	70
Availability of regional strategic implementation plans for OOSC	No	Yes	Yes
Number of schools with a functional mechanism to prevent GBV	62	100	104

Output 5.3	By the end of 2019, the children – especially in the regions of Mopti and Sikasso – complete quality primary education
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OUTCOME INDICATORS	BASELINE (% OR #)	TARG ET (% OR #)	PROGRESS (% OR #)
Availability of a study on the efficiency of preschool education system and the definition of early childhood learning standards	No	Yes	Yes
Availability of a study on the analysis of the situation of teachers	No	Yes	Yes
Existence of an effective early learning policy with clear budget allocation in place	N/a	Yes	Partially Achieved: The ECD costing model has been validated. The results of such analysis will be utilized as evidence to promote heavier budget allocation for the ECD sub sector within the education

			sector plan and more cost effective strategies to be implemented. Also the Early Learning Assessment is in its final phases (data collection on 1,200 children already completed). The final report to be ready by the first quarter of 2017 will also contribute to provide inputs for a more effective and development of the preschool subsector.
Number of workers trained in early childhood development	0 (2012)	250	378
Active involvement of school management committees at primary and secondary levels in the development of school improvement plans and monitoring of schools	N/A	Yes	Fully achieved. Out of 550 UNICEF supported SMCs 63% (347 schools) adhere to score 3; 30% (163 schools) adhere to score 2 and 7% (40 schools) are not yet evaluated. UNICEF has increased support to another 100 schools and government has been providing follow up support to schools that do not meet score 2. Another survey should be carried towards the end of the school year that just started (April/May 2017) in order to gauge progress.
Output 5.4	In emergency situations, girls and boys have access to quality education in a secure environment, and benefit from peacebuilding policy and practice in order to accelerate the transition towards the development.		
OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Number of Education Cluster coordination mechanisms in emergency situations functional at national and regional level	3	5	Data not available
Availability of preparedness plans and emergency response for the year 2015 at national and regional level (MEN, AE / CAP)	No	Yes	Partial. Contingency plans have been validated for the regions of Gao, Timbuktu, and Mopti.
Availability of an analysis of conflict and disaster risk (impact on the educational system)	No	Yes	Yes
Cluster coordination mechanism for Education that meets CCC standards for coordination in humanitarian action	2015 HNO/HRP in place	2019 HNO/HRP in place	Fully achieved. The education cluster is functional and holds monthly meetings. A technical committee is in place within the MoE for the management of education in emergencies.
UNICEF-targeted children in humanitarian situations accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces) - number & percent, see guidance	31,999 (52% girls)	2017: 101, 492	Partially achieved. 68% of 101.492 children targeted children have access to education in formal schools, accelerated learning program centers, and community based learning centers

Financial Analysis

Table 1: Planned budget by Outcome Area

Planned and Funded for the Country Programme 2016 (in US Dollar)

Intermediate Results	Funding Type	Planned Budget
OUTPUT 1 [EDUCATION SECTOR PLAN]	RR	572,000
	ORR	372,000
OUTPUT 2 [ACCESS TO EDUCATION]	RR	572,000
	ORR	530,100
OUTPUT 3 [QUALITY EDUCATION]	RR	676,000
	ORR	3,441,000
OUTPUT 4 [EDU IN EMERGENCIES, PB]	RR	780,000
	ORR	449,190
Total Budget		7,392,290

Table 2: Country-level thematic contributions to outcome area received in 2016

Thematic Contributions Received by UNICEF Mali in 2016 (in US Dollars)

Donors	Grant Number*	Contribution Amount	Programmable Amount
T49954 - Global - Education THEMATIC FUND	SC149905	1,490,510	1,393,000
Total		1,490,510	1,393,000

Table 3: Expenditures in the Outcome Area

2016 Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning	-210,091	287,201	199,508	276,618
05-02 Equity # focus on girls# and inclusive education	767	140,569	1,038,278	1,179,615
05-03 Learning and child-friendly schools	4,191	620,788	1,001,630	1,626,610
05-04 Education in emergencies	4,737,459	1,519,854	146,624	6,403,937
05-05 Education # General	249,736	1,198,236	1,931,586	3,379,558
Total	4,782,062	3,766,649	4,317,627	12,866,338

Table 4: Thematic expenses by programme area

Area	Expense
Other Resources - Emergency	220,113
05-04 Education in emergencies	217,739
05-05 Education # General	2,374
Other Resources - Regular	940,839
05-01 Early learning	5,270
05-02 Equity # focus on girls# and inclusive education	134,195
05-03 Learning and child-friendly schools	78,358
05-04 Education in emergencies	279,896
05-05 Education # General	443,120
Grand Total	1,160,952

Table 5: Expenses by Specific Intervention Codes

Intervention	Expense
Other Resources - Emergency	220,113
05-04 Education in emergencies	217,739
05-05 Education # General	2,374
Other Resources - Regular	940,839
05-01 Early learning	5,270
05-02 Equity # focus on girls# and inclusive education	134,195
05-03 Learning and child-friendly schools	78,358
05-04 Education in emergencies	279,896
05-05 Education # General	443,120
Grand Total	1,160,952

Table6: Planned and funded for the Country Programme 2016 (USDollar)
Planned Budget and Available Resources for 2016

Intermediate Result	Funding Type	Planned Budget ¹	Funded Budget ¹	Shortfall ²
OUTPUT 1 [EDUCATION SECTOR PLAN]	RR	2,860,000	701,164	2,158,836
	ORR	1,860,000	311,107	1,548,893
OUTPUT 2 [ACCESS TO EDUCATION]	RR	2,860,000	1,180,455	1,679,545
	ORR	2,650,500	614,367	2,036,133
OUTPUT 3 [QUALITY EDUCATION]	RR	3,380,000	2038844	1,341,156
	ORR	17,205,000	2,067,839	15,137,161
OUTPUT 4 [EDU IN EMERGENCIES, PB]	RR	3,900,000	242,283	3,657,717
	ORR	2,245,950	2,409,292	-163,342
Sub-total Regular Resources		13,000,000	4,162,746	8,837,254
Sub-total Other Resources - Regular		23,961,450	5,402,605	18,558,845
Total for 2016		36,961,450	9,565,351	27,396,099

Future Work Plan

As part of the 2016-2017 Rolling Annual Workplan, UNICEF-Mali will continue to support the MoE through UNICEF's new country programme for 2015 to 2019. The Education component of the UNICEF country programme will support the Ten-Year Education Development Plan (2018-27) and contribute to inclusive education for children aged 3-15.

It will support community-based approaches to school readiness for 3-5 year old children, strengthen school retention and improved learning (6-12 years), and promote a better transition between primary and secondary (13-15 years). In addition, efforts will focus on removing barriers to accessing quality learning, retention rates for vulnerable groups, and promoting a culture of peace. Through strategic partnerships and innovative financing mechanisms in the sector, this component will contribute to the development and implementation of a sectoral programme based on inclusion, equity, gender equality and risk management. It also will support the enrolment of girls and children excluded from the education system, particularly in the most disadvantaged areas (Mopti, Sikasso, and North).

Finally, UNICEF actions will enhance the quality of education, with a focus on offering a water-sanitation-hygiene package in schools, mobilising communities in the management of schools, and complementarity with interventions in other sectors (nutrition, health, and child protection) including during the response to humanitarian crises.

In 2017, priority will be placed on reinforcing coordination, the development of a ten-year sector plan, which integrates key findings and recommendations from sector thematic studies. UNICEF will take the lead of the national coordination platform of MoE and technical and financial partners. UNICEF will continue to provide technical and financial support to MoE and partners to promote the implementation of strategies to reduce the number of children out of school through the strengthening of capacities of educational actors.

While norms and standards of education should describe and guide the actors on priorities for improving the quality of education at national and local levels, these standards need to be reviewed. UNICEF will also work with the Government on standardising assessment of learning achievement.

UNICEF will also continue its upstream work to ensure that ECD education and nutrition approaches is integrated into the next Education Sector Plan (PRODEC II), and support the creation of a scale-up model of the integrated approach.

In 2017, UNICEF will continue to respond to the humanitarian needs of children in accordance with its Core Commitment for Children. UNICEF will also continue to co-lead the education cluster and contribute to transitioning the cluster modality to the evolving post emergency coordination platforms.

Expression of Thanks

UNICEF Mali would like to take this opportunity to acknowledge the valuable contributions from various donors through thematic funds and sincerely thank all donors for their commitment to the education of the children of Mali. These funds are committed to ensuring that children have access to quality education, but ultimately contributing to the overall social, cultural and economic development of the country. Such an investment in the children of Mali will prove critical to combating risks and negative cultural practices that confront children and young people, particularly from the most deprived communities and the areas of Northern Mali affected by conflict.

The support to focus areas that thematic funding provides helps to ensure that UNICEF has resources to target specific areas/issues that the government sector programme does not adequately address or cover. UNICEF appreciates the flexibility that the thematic contributions provide, which has made it possible to address gender and equity gaps that exist in the provision of education services, particularly in marginalized areas. This has contributed to increased enrolment of children who were out of school, sustained gender parity in enrolment in pre-primary and primary education, as well as progress made towards improving the quality of education.

UNICEF also takes this opportunity to acknowledge the good collaboration the organization enjoys with the Government of Mali, the UNICEF National Committees, bi-lateral and multi-lateral donors, NGOs, UN Agencies, and local partners including communities who play a major role in facilitating the implementation of activities on the ground.

Annex 1: Human interest story

Building bridges around the right to education

"If I got a missed call or an SMS, I would have to go find someone that knows how to read to help me," remembers Bara Thiocary, 33. *"But now, I can read the names on my phone."*



It is a source of enormous pride for someone that has never been to school.

A rice farmer and father of five, Bara is a recent arrival at the *Centre culturel pour la paix de Senossa*, a youth center created in 2016 with UNICEF support and run by Save The Children. Open three days a week from Tuesday to Thursday, young people that come to the center learn about a variety of themes: citizenship, reproductive health, child rights, prevention of HIV and sexually

transmitted infections, entrepreneurship and hygiene. But beyond these important life skills, the center equips its members with basic literacy and with conflict resolution skills – and those are the two topics that keep members coming, and keep new converts pouring in.

"Literacy and lack of information are the main challenges for young people here," says Djeneba Cisse, 26, one of the center's two animators. *"Before, young people would ask their parents for information, but the parents don't always have answers."*

And because many parents haven't been to school, many of them don't see the point in sending their own kids to school. In fact, in Senossa, it is widely believed that poor kids shouldn't go to school.

It is a common problem across Mali, where only 59% of children complete primary schooling. Poverty, child labor and child marriage, and a lack of recognition of the importance of education for children all contribute to children dropping out of school – or at times never enrolling in the first place.



Bara admits that he himself didn't insist on sending his own children to school.

"Before, I didn't believe in sending kids to school. They would go to school sometimes, but if I needed them for household chores or at the farm, I would keep them back to help me. So the kids didn't go to school regularly."

But now, all of Bara's kids go to school, from his 13-year-old down to his 3-year old, who goes to preschool.

Beyond literacy

Djeneba attended the public school in Senossa as a child, a school which historically benefited from UNICEF



support for keeping girls in school, thanks to income generation schemes for their mothers. There, she became a member of the children's government, and in her role of 'minister of health' took up initiatives to improve the health and hygiene in the school. After getting a baccalaureate in Mali's capital, Bamako, she returned to Senossa to put her skills to work and help less fortunate people her age learn to read and write. But what really drove her to take up her new position is the thought of building a strong, more resilient community in her hometown.

Senossa is located in the historical commune of Djenne - a region which has known recurrent crisis, famine, and insecurity. But even before the most recent crisis in 2012, there were historical divisions between pastors and farmers, who stem from two different ethnic groups and grapple with sharing land which both groups direly need for their livelihood.

"There are problems with peace here," says Djeneba. "Sometimes farmers plant crops where animals are meant to graze, or animals wander into farmland and graze there. That's when the farmers and the pastors stop talking to each other. Sometimes they fight physically, and sometimes there are deaths."

Part of Djeneba's job is to provide support to neighbors that find themselves in conflict.

"I tell them to negotiate, to discuss, to try to find a solution, because nothing is worth sacrificing peace," she says. "We even have a committee in charge of mediating problems. If a member needs a mediator, he or she can ask for one."

The results have been immediate.

"Families that didn't speak to each other before now they come together in the center," says Djeneba. "Even farmers and pastors don't have problems anymore - they respect each other's land."

Annex 2: Report Feedback Form

PBA No. : SC149905

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report and return to our office as indicated below. Thank you!

Please return the completed form back to UNICEF by email to:

Alessandra Dentice, Deputy Representative

E-mail: adentice@unicef.org

SCORING: 5 indicates "highest level of satisfaction" while
0 indicates "complete dissatisfaction"

1. To
what

extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?