GEMS

Girls' Education Monitoring System

MALI COUNTRY STUDY

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Mali List of Acronyms

AED	Academy for Educational Development
APE	*Associations de Parents d'Elèves*
BEEP	Basic Education Expansion Project
CMR-SCOFI	*Comité de Mobilisation de Ressources pour la Scolarisation des Filles*
CSO	Civil Society Organizations
EMIS	Education Management Information System
EGAT/WID	Economic Growth, Agriculture and Trade/ Women in Development
GEA	Girls' Education Activity
GEMS	Girls' Education Monitoring System
MEB	*Ministère de l'Education de Base*
MOE	Ministry of Education
MOH	Ministy of Health
NGO	Non Governmental Organization
PRODEC	*Programme Décenal de Developpement de l'Éducation*
PTA	Parent Teacher Association
SAGE	Strategies for Advancing Girls' Education Project
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

Introduction

This document summarizes the findings of a review of the progress of the USAID-funded SAGE/Mali project. The two and a half year life of the project is examined in relation to the strategic framework for the USAID/EGAT/WID Girls and Women's Education Activity, of which SAGE/Mali project forms a part. The study is based on analysis of project documents, manipulation of the available national education statistics for Mali, and fieldwork conducted in Mali during July of 2001.

Background

The SAGE/Mali Project began its activities in the first quarter of 1999. The project differs from the other EGAT/WID Emphasis Countries in that it had a narrower scope of work. Rather than build multisectoral constituencies to promote girls' Education, SAGE/Mali was designed primarily to provide technical assistance on girls' education to three NGOs—World Education, Save the Children/USA and Africare—that work in rural areas primarily with community schools.

The initial activity was the creation of life skills modules with a gender perspective. The modules consisted of supplementary materials to be incorporated into the existing curriculum in order to increase students' knowledge of nutrition, health, hygiene, and reproductive health. It was felt that parents would be motivated to enroll their children, especially girls, in school when they learned that these subjects were taught. The modules were developed in collaboration with the Ministry of Education's *Cellule Nationale de Scolarisation des Filles*, the three NGOs and their local NGO partners. The modules were developed and tested over approximately a six-month period. Training of trainers from the Ministry of Education and the NGOs began in September 1999. Subsequently, SAGE/Mali designed a complementary guide for the implementation of active teaching methodologies in the classroom and trained trainers in the use of the life skills modules using interactive methodologies.

Early in 2000, a training guide to promote leadership among female parent/teacher association members was developed. The objectives of the guide were to encourage greater participation of females in the decision-making process, provide knowledge and skills to support girls' participation in the community schools, and to support the USAID/Mali Democracy and Governance Program. Again trainers were prepared to use the guide in the local context. During the same year SAGE/Mali worked with a core group of trainers to develop trainers and teachers guides for girl friendly practices in the classroom, and carried out training of trainers that included personnel from the MOH and the participating NGOs. The project also worked with trainers to create a guide for community promoters that would help generate more active community support for girls' education.

At the end of 2000, SAGE/Mali staff revised the original scope of work and went beyond the training of trainers from the three NGOs. Under the expanded work-plan, the project began directly assisting the trainers in preparing teachers from 60 schools to use the life skills modules and working directly in leadership training and management in a small number of communities. These activities were continued through 2001.

SAGE/Mali also began to assist communities in fundraising in non-traditional sectors in 2001. Efforts included the organization of a national committee to support girls' education and to raise and manage funds contributed by businesses, religious organizations and the media. Members of this volunteer committee were trained in fund raising strategies and fund management, and a fund raising dinner was held in June 2001.

Principal Results

- A19% increase in female gross enrollment ratios from 1992-1998
- A 22.5% increase in estimated female completion rates from 94/95 to 98/99, however there has been a decline in recent years attributed to changes in teacher hiring procedures
- Formation of a national multisectoral committee to support girls education
- Development of life skills modules and tools for enhancing female participation in the classroom and community
- Approximately 50 trainers, 200 teachers and 42 community promoters trained to use the seven tools developed

Challenges

- Female gross enrollment ratios and completion rates are low – 40.3% and 38.6%, respectively for the latest data available
- Government funding for primary education is decreasing
- Active learning and the participation of girls in the classroom has been observed to be low
- The newly formed committee for supporting girls education is likely to need SAGE/Mali administrative support

Implications

- SAGE/Mali does not fit the framework for building constituencies that characterize the other Emphasis Countries and should not be expected to meet the Activity goal in terms of completion rates.
- Several of the characteristics of the framework have been recently implemented by SAGE/Mali and their progress should be monitored carefully
- Trends in national statistics should continue to be monitored, when data covering the years of the project are available.

PERFORMANCE REVIEW

MALI COUNTRY STUDY

I Introduction

USAID's investment in girls' education in Mali is of relatively long duration. The Basic Education Expansion (BEEP) Project was initiated in 1989. The program was in response to a congressional mandate to develop basic education in Africa. The objectives were (1) to expand access to primary education with better internal efficiency, and (2) to improve the quality of fundamental education, particularly in the first cycle (grades one to six). The project was to provide technical assistance in a number of areas, including girls' education.

BEEP was part of the Fourth Education Project, a larger educational reform program designed by the World Bank. In addition to the World Bank and USAID, the Fourth Education Project was partly financed and executed by other donors, including France, Norway, Canada, and the United Nations Development Program. The Government of Mali, and local communities also helped to finance the effort (Diane et al. 1993). The life of the Program was 1989 through 1999. As of 1997, the program has received $38 million in project assistance and $3 million in non-project assistance.

The girls' schooling component began with the establishment of a committee within the *Ministère de l'Education de Base* (MEB) with representation from different MEB divisions and offices, including the National Pedagogical Institute, the National Directorate of Fundamental Education, and the Education Projects Bureau. This committee developed a national plan of action to promote girls' education which included social marketing (press and media); studies to identify constraints on girls' education and pilot projects; actions to support parents; institutional support; and management and planning. As part of the National Directorate of Fundamental Education within the MEB, the National Cell for Girls' Schooling and regional cells for girls' schooling were created in 1992.

The cells for girls' schooling included a national cell in the Bamako District and regional cells in Koulikoro, Sikasso, and Segou. In 1994, regional cells expanded to Mali's remaining regions of Kayes, Mopti, Toumboctou, Gao, and Kidal. Until 1993 many of the decisions about girls' schooling activities were made at the national level. Subsequently, decision-making power for girls' schooling activities were decentralized and shifted to the regions. Activities of the national and regional cells have included: a multi-media sensitization campaign using the press, radio, and videos; a prize distribution to the best female and male graduates and to schools best promoting female enrollment; and the development of a home economics curriculum and the training of teachers in its use. The first national seminar on the schooling of girls was held in 1994. The BEEP Community Support component also supports girls' access to education by requiring that community schools built under the component enroll an equal number of boys and girls.

Other donors have become active in supporting girls' education. The World Bank is supporting the government of Mali develop a ten-year plan that includes as an objective, improving girls' access to education. UNDP/UNESCO and UNICEF both launched girls' education initiatives in 1996.

II Socio-Political Context

Despite these efforts, the education system in Mali is in a critically poor state. Throughout the 1980's the system experienced drops in enrollment, classroom deterioration, and a decrease in classroom construction. Primary school enrollment rates have increased over time but remain low, particularly for girls. The early 1990's were characterized by political instability including a coup d'etat in 1991.

III The SAGE Program

A Project Development

The SAGE/Mali Project began its activities in the first quarter of 1999 staffed by a girls' education specialist and an assistant. The Project was designed to provide technical assistance on girls' education to three NGOs—World Education, Save the Children/USA and Africare—that work in rural areas primarily with community schools. SAGE/Mali was to implement at least four of the following six activities by the end of 2000:

1. The design of life skills from a gender perspective modules to be included in the basic education curriculum
2. Leadership training for female APE (*Associations de Parents d'Elèves*—Community Parent Teacher Organizations)
3. Girls' mentoring and life skills program
4. Girl friendly classroom practices
5. Female teacher support
6. Community action plans to support schools and promote gender equity

The SAGE/Mali technical assistance methodology was designed to provide training in the activities listed above for personnel of the three NGOs who would in-turn train teachers in their community schools and the female members of the APEs. In the process of implementing these activities, it was decided to use more active methodologies to teach the life-skills modules and include the entire community, both men and women, in the APE leadership training.

The life skills modules consisted of supplementary materials designed for incorporation into the existing curriculum in order to increase students' knowledge of nutrition, health, hygiene, and reproductive health. The basic idea was that parents would be motivated to enroll their children, especially their girls, in school when they learned that these subjects were taught in school. Furthermore, the content of the life-skills modules are in accordance with the PRODEC (*Programme Décenal de Developpement*

de l'Éducation—Mali's 10 year plan for basic education: 1998—2008) objectives and the USAID strategic objectives.

The life skills modules were designed through a process of first collecting existing materials from both international and local institutions and determining what could be adapted for use in the Mali primary schools. Next, the SAGE/Mali visited local communities to collect information on what parents felt should be included in the curriculum in order to better meet the educational needs of their daughters. Once this information was collected, the modules were developed in collaboration with the Ministry of Education's *Cellule Nationale de Scolarisation des Filles*, the three NGOs and their local NGO partners. Part of this process included a publicity campaign in a local newspaper (*Le Soir de Bamako*) and radio/TV spots (*Radio Guintan and l'Office de Radiodiffucion et Télévison du Mali*). After the modules were developed, SAGE/Mali carried out training of trainers from the Ministry of Education and the NGOs; the first trainings were held in September 1999, and a total of 46 persons were trained.

Interactive methodologies based on *Pédagogie Convergente* were also incorporated into the life skills modules in order to make them more student-centered. This approach called for the students to become more actively involved in the learning process. SAGE/Mali designed a guide for the implementation of active teaching methodologies in the classroom, trained trainers in the use of the life skills modules using interactive methodologies, and these trainers in-turn trained 180 teachers from 60 schools.

The objectives of the leadership training for female APE members were to promote greater participation of females in the decision-making process, provide knowledge and skills to support girls' participation in the community schools, and to support the USAID/Mali Democracy and Governance Program. A training guide was developed based on information collected from eleven communities. Community schools working with World Education, Save the Children/USA were observed by training animators and coordinators from the three NGOs and their partners. A training of trainers on this guide was held in April 2000 with the participation of 26 NGO trainers.

The girl friendly practices were designed to create a positive classroom environment for both boys and girls, have teachers adopt teaching and classroom management practices that permit both girls and boys to gain self esteem and to succeed scholastically, to assure that classrooms are girl friendly in order to encourage girls to stay in school, and to improve girls' achievement. In order to achieve these goals, SAGE/Mali collected documentation on classroom environments from the MOE and NGOs, assembled a core group of trainers who developed a guide for girl friendly practices, and carried out training of trainers that included personnel from the MOH and the participating NGOs. Two guides were developed, one for the trainers, "*Apprentissages Efficaces et Pratiques Internes de Classes Equitables entre Filles et Garçons. Guide de Formation d"Enseignants et d'Enseignantes*", and one for the teachers, "*Apprentissages Efficaces et Pratiques Internes de Classes Equitables entre Filles et Garçons. Manuel du Participant et de la Participante.*" A total of thirty trainers were trained. Subsequently, Save the Children/USA trained all their teachers attending

workshops during vacations, and Africare also trained all their teachers in the use of the guide for a total of 200 teachers.

In order to generate more active community support for girls' education, SAGE/Mali implemented the community action plans to promote girls' education. First trainers were trained to be part of a task force. They participated in workshops to design a guide for community action plan development entitled, "*Formulation de Plans d'Actions Communautaires: Guide de Formation d'Animators*." Once the guides were completed, a total of 42 animators from the three NGOs and their partners were trained. Follow-op activities consisted of: translating the guide into Bamanan, monitoring the activities of the animators, and reviewing the impact of these activities on girls' education in select communities.

The activities described above were completed during 1999 and the first three quarters of 2000. Based on these accomplishments, SAGE/Mali and AED revised the original work plan to expand the project activities to go beyond the training of trainers from the three NGOs. Under the expanded work-plan, the project is directly assisting the trainers in the training teachers from 60 schools to use the life skills module, they are monitoring the incorporation of the life skills modules into the curriculum using active teaching methods, they are revising the module as needed, and will assess the impact of the module in a random sample of 20 out of the 60 participating schools. The teacher training workshops were carried out during the first half of 2001, and the impact assessment was pending at the time of the visit by the GEMS team in July 2001.

Because the participation of women in the APE management committees continued to be quite low, the leadership training with a focus on adult female participation will be expanded to include the entire community and will use materials translated into Bambara. The objective of this is to promote greater participation by women in the decision-making process. Workshops were carried out during the first half of 2001, and an assessment of the impact is scheduled to be done in October 2001.

The experience with the training of trainers in girl friendly classroom practices during 2000 showed that teachers continue to treat boys and girls differently which has a negative impact on the retention, achievement and completion of girls; and furthermore, that teachers are often unaware of the effects of their behavior. In order to address these issues, the project continued their work training the trainers and expanded their work to also assist the NGOs train 60 teachers in 20 schools or three per school. In the process SAGE/Mali revised the training module based on classroom observation. These activities started in February 2001 and continued through the middle of the year, and an assessment is scheduled for the end of 2001.

Since Mali's education and other administrative systems continue to decentralize, there is a need for more decision-making and self-management at the community level. As part of this process, SAGE felt that communities should be trained to support girls' education more actively and in a sustainable fashion. SAGE/Mali decided to support these goals with several actions. They translated their modules to train communities to make action plans into Bambara, they are carrying out follow-up training with the NGOs that were trained in the action plans, and are introducing the use of a girls' mentoring

module and monitoring tools. This mentoring module is discussed in more detail below. Going beyond the training of trainers, SAGE/Mali also directly assisted 6 communities in developing and implementing action plans to create a more favorable environment for the participation of girls in school. These activities began during the second quarter of 2001, continued into the third quarter, and impact assessments in the six SAGE/Mali communities and six other partner NGO communities are scheduled for late 2001.

In order to support the community actions plans and the expected increase in girls' enrollment and persistence in school, SAGE to designed a girls' mentoring program to promote better performance in school. The purpose of the mentoring program is to provide positive female role models, advice and guidance, assistance and academic tutoring. A guide for the program was developed. In mid 2001, six communities implemented this mentoring program. Assessments will be done on these six communities as well as six partner NGO communities that are not presently implementing the mentor program.

In order to promote community action and encourage better girls' achievement in school, SAGE/Mali introduced an incentive program. Under this program, awards are given to girls who are successful in school. A community committee that collects cash and in-kind contributions from local residents funds the award. The first awards were scheduled for the end of 2001.

As a major departure from previous SAGE/Mali activities, the revised 2000/2001-action plan called for fundraising in non-traditional sectors to assist communities in their support of girls' education. This activity resulted from the realization that communities have very limited resources and that by tapping non-traditional sectors, communities can be assisted in carrying out girls' education activities. To this end, SAGE/Mali organized a national committee to raise and manage funds contributed by businesses, religious organizations and the media. These funds would then be used to assist communities in implementing their girls' education activities. The volunteer committee was organized by SAGE/Mali and the *Cellules Nationale et Régionales pour la Scolarisation des Filles*. The members were trained in fund raising strategies and fund management. The first activity was a fund raising dinner in June 2001.

B Project Organization

SAGE/Mali has its offices in the World Learning building and has access to support services such as e-mail, photocopies and FAX services. The project staff consists of the country director and two assistants.

IV Findings

This section presents the findings of the performance review team. Findings are organized in terms of each of the intermediate results of the EGAT/WID framework for SSO2. The findings are based on meetings in Mali involving representatives of USAID/Mali, members of the GEMS team, the director of the SAGE Activity and

representatives of various partner organizations, as well as school and community visits. They also include analysis of existing statistical data on the Mali educational system and review of other secondary sources.

A Trends in Gross Enrollment Ratios and Completion Rates

1. Enrollment

As it was impossible to obtain accurate population estimates for the rural population by gender in Mali, only national gross enrollment ratios have been calculated. In addition, available data are for years prior to the initiation of the SAGE project. Educational statistics subsequent to the 1997/98 school year were not available because of changes to the EMIS system that were underway at the time of performance review team's visit.

Table 1 shows the total increase in gross enrollment ratios from the 1991/92-baseline year for girls and boys. Enrollment ratios have increased substantially for both males and females. Prior to the EGAT/WID Activity, girls' enrollments increased by 18.9%. However, boys' gross enrollment ratios increased by more than 23.8%, so that the gender gap grew from 1991/92 to 1997/98. Despite these increases, gross enrollment ratios continue to be low, with 40% of girls and 60% of boys enrolled in primary school.

Table 1: Primary School Gross Enrollment Ratios

1991-1998

Years	Enrollments			School Age Population (7-12)			Gross Enrollment Ratios		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Gap
1991/92	271424	159212	430636	752394	743893	1496287	36.1%	21.4%	+14.7
1992/93	308527	186054	494581	756324	753460	1509784	40.8%	24.7%	+16.1
1993/94	343454	213630	557084	765305	766008	1531313	44.9%	27.9%	+17.0
1994/95	367297	245172	612469	782477	783512	1565989	46.9%	31.3%	+15.6
1995/96	414268	268895	683163	807828	805560	1613388	51.3%	33.4%	+17.9
1996/97	472561	305889	778450	829769	838321	1668090	57.0%	36.5%	+20.5
1997/98	512344	350530	862874	854844	869901	1724745	59.9%	40.3%	+19.6
Change 91-98							+23.8	+18.9	+4.9

Source: Ministère de l'Education de Base, database 1991-1998

2. Completion

As with enrollment data, completion rates could only be calculated for years prior to the initiation of the SAGE project. Table 2 shows the reconstructed cohorts of children reaching fifth grade in five years. The adjacent cohorts of 1993/94 and 1994/95 serve as the baseline to examine progress. Change in the estimated attainment of fifth grade

shows an overall increase from the baseline. However, completion rates for both boys and girls begin to drop in 96/97-97/98 and continue to drop the following year. Those interviewed in Mali felt that this was a result of the move to community schools by the government. This movement has eliminated teacher pensions and other government support and forced teachers to find jobs within communities. The result is seen as a falling commitment to the profession, and poorer quality teaching in many schools during the transition period. Both in times of rising completion and during decreases, the gap favoring boys has been maintained. Completion for both genders is low, with only about 40% of all children reaching fifth grade in five years.

Table 2: Reconstructed Completion Rates

1993-1999

Year	Boys	Girls	Gap
93/94-94/95	18.7%	16.1%	+2.6
94/95-95/96	38.7%	34.7%	+4.0
95/96-96/97	47.1%	42.6%	+4.5
96/97-97/98	43.8%	40.0%	+3.8
97/98-98/99	43.1%	38.6%	+4.5
Total Change	24.4	22.5	

Source: Ministère de l'Education de Base, database 1991-1998

B. Trends in the Promotion of Girls' Education by Civil Society Organizations

1. Organizational Participation

Due to the fact that SAGE/Mali was designed to provide technical assistance primarily to three NGOs and their partner NGOs that work with community schools, promoting girls' education in with Mali civil society organizations was a relatively minor component of the project activities. Nevertheless, the formation of a committee to raise funds took place in the beginning of 2001 and held regular monthly meeting to plan fund raising activities and schedule special events. The principal fundraiser that had been held prior to the visit by the GEMS team in August 2001 was dinner to benefit girls' education that is described below.

The original concept for the committee, known as the *Comité de Mobilisation de Ressources pour la Scolarisation des Filles (CMR-SCOFI)*, was to have a membership of 15-20 prominent Malian citizens from the business community, the national and international NGO sector, the government and other interested individuals that had both the contacts and organizational abilities to plan and hold major fund raising events. The initial membership consisted of 22 individuals who represented the following types of civil society organizations: four from international NGOs, eleven from national NGOs, one from the private business sector, one from the Mali government and two representatives from USAID. The number of individual who attended the monthly

meetings decreased to about ten active participants, including a prominent dentist from the private sector.

2. Types of Actions and the Leveraging of Resources

The major fund raising event during the first half of 2001 was a dinner held at the Hotel Salam in Bamako on June 8. Approximately 26 individuals attended, representing the Ministry of Education, the Ministry of Labor and Professional Training, the media, national and international NGOs, and eight individuals from the business sector. The Minister of Labor gave the welcoming address and additional remarks were made by the Chief of the Cabinet of the Minister of Education and the director of the *Cellule Nationale de Scolarisation des Filles* of the Ministry of Education. The business sector included individuals from two major banks, a pharmaceutical company and American Express International.

The total income generated by the dinner was 1,785,000 CFA or $2,500 but the expenses for the dinner were 1, 358,300 CFA ($1,887), resulting in a total income for the girls' education fund of $613. The major expenses for the dinner were having it at one of the most prestigious hotels in Bamako and the cost of the musical ensemble.

The committee (CMR-SCOFI) has planned additional events with a lower cost overhead and will include benefit concerts by well-known Malian musicians and popular singers.

C. Trends in Public Sector Investment

Table 3 shows the government of Mali's investment in public primary education from 1994 to 2000. The primary budget includes both the first cycle (grades 1-6) and the second cycle (grades 7-9), and the Ministry of Education Budget Office provided the 2000 figures as preliminary estimates.

The education budget as a percent of the total national budget steadily increased from 13.3 to 13.7 in 1996, then experienced a 3.7% drop in 1997, and then rose to a high of 13.8% the following year. In 1999 the percentage dropped by 1.2 from the previous year and continued to drop in 2000, reaching a low of 9.9%.

The primary budget as a percent of the education budget was 72.4 in 1994, dropped in the two subsequent years and then reached a high of 96.7 in 1997. The following two years experienced considerable decreases, reaching a low of 33.8% in 1998, nearly one-third of what it was in 1997. In 2000, the percent had increase by a little under 12% to 45.1.

Table 3: Public Sector Investment in Primary Education 1994-2000 (millions FCFA)

Year	Education Budget	Primary Budget	Primary %
1994	34,698	25,112	72.4
1995	35,201	23,727	67.4
1996	41,026	28,038	68.3
1997	32,542	31,452	96.7
1998	49,946	28,938	57.9
1999	62,149	21,007	33.8
2000	49,240	22,217	45.1

Source: Ministère de l'Education de Base

D. Trends in Improved Knowledge to Implement Policies, Strategies and Programs for Girls' Education

The studies and tools produced by SAGE/Mali as part of their NGO and community training activities were requested by the three principal NGOs to serve as guides for the implementation of their continued training efforts with teachers and community facilitators from their member NGOs and the community schools. Although SAGE/Mali produced numerous reports, none could be considered as commissioned studies of girls' education, but as the training of trainers continue and more communities participate in workshop and develop their own action plans, studies that meet the criteria for this indicator will in all probability be produced.

Table 4 show that a total of seven tools were produced, and five of these included a training guide for the life skills curriculum for grades 4, 5 and 6; a guide for the participation of girls in basic education, a guide for change agents, one guides for trainers of trainers, and a guide for the teachers in the community schools. The other two tools were guides for the Design of Community Action Plans and a Guide for the use of active teaching methodologies. The first five were produced in 2000 and the last two the following year.

Table 4: Number of Analytical Tools and Studies by Year

Type	2000	2001
Tools	5	2
Studies	0	0
Total	5	2

E. Trends in Mobilizing Leadership to Promote Girls' Education

The fund raising dinner was SAGE/Mali's first activity involving leaders from civil society organizations. These leaders have yet to speak out and commit resources to

promote girls' education, but planned activities in the near future will provide opportunities for recruiting leaders and raising additional funds.

F. Trends in Broadened Local Community Participation to Promote Girls' Education

Although the original design for the SAGE/Mali activities was primarily to train trainers, the project team has been working directly with six parent teacher organizations that work with the teachers from their community schools. These parents have participated in training workshops where they learned how to calculate the gross enrollment rations for boys and girls in their communities and to identify the disparities between the sexes. From these exercises they have discussed what can be done to reduce the enrollment gap between boys and girls and what steps should be taken to enroll more girls in school and what to do to keep girls from dropping out of school. As a result of these workshops, the PTAs have produced action plans, and as of the GEMS team visits, six PTA had produced these plans. Future activities have been planned by SAGE/Mali to measure the impact of the action plans on girls' enrollment and persistence in school.

G. Trends in Strengthened Teacher Performance to Improve Girls' Primary School Education

Although the GEMS team made no direct classroom observation, the SAGE/Mali activities to train teachers in girl friendly classroom activities are designed to change teacher behavior. Like many of the other activities described above, the effects of the teacher training were scheduled for assessment during late 2001.

V. Conclusions

A Strategic Objective

The lack of education statistical data from recent years makes it difficult to draw conclusions on the effectiveness of this project within the EGAT/WID framework.

At the time of this report, data were not available to assess the impact the project has had on completion rates among Malian primary school students. Also, assessments of particular project activities had not been completed; therefore conclusions on their effectiveness cannot be drawn until further data are available.

There have been positive trends in female participation in primary schooling in Mali through the 1990s. However, recent policy decisions on teacher employment have negatively affected completion rates

Increases of 19% in female gross enrollment ratios and 22.5% in estimated female completion rates from the baseline years were found. However there has been a decline in recent years attributed to changes in teacher hiring procedures.

Despite increases in female enrollment and completion rates, both are low

Only about 40% of the eligible female population is enrolled in primary school in Mali and less than 40% of those enrolled reach fifth grade in five years.

B Intermediate Results

SAGE/Mali appears to have been successful in meeting its scope of work

The project has developed life skills modules and tools for enhancing female participation in the classroom and community and has been responsible for approximately 50 trainers, 200 teachers and 42 community promoters being trained to use the tools developed under the project.

Current work in Mali is consistent with EGAT/WID framework, but it is too early to judge progress.

SAGE/Mali has facilitated the formation of a national multisectoral committee to support girls' education and carried out fund-raising training and an initial activity with this group. However, as this is a new area for SAGE, many issues about the viability of the committee must be dealt with.

VI. Implications

SAGE/Mali does not fit the framework for building constituencies that characterize the other Emphasis Countries and should not be expected to meet the Activity strategic objective. However, SAGE/Mali has recently implemented several of the strategies of the EGAT/WID framework. The progress of these strategies should be monitored carefully

Trends in national and local statistics should continue to be monitored, when data covering the years of the project are available.

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