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WINROCK INTERNATIONAL

MALI GIRLS LEADERSHIP AND EMPOWERMENT THROUGH EDUCATION (GLEE)

OCTOBER-DECEMBER 2018 QUARTERLY REPORT

SUBMISSION DATE: JANUARY 30, 2019

LIST OF ACRONYMS

Term/Acronyms	Meaning
ABR	Adolescent Birth Rate
AE	Teaching Academy (Académie d'Enseignement)
AME	Mothers' Association (Association des Mères d'Élèves)
APE	Parents' Association (Association des Parents d'Élèves)
ARH	Adolescent Reproductive Health
BCC	Behavior Change Communication
ASC	Accelerated Schooling Center
CAA	Community Asset Appraisal
CADDE	Support Unit for the Decentralization and Deconcentration of Education (Cellule d'Appui à la Décentralisation et à la Déconcentration de l'Éducation)
CAP	Educational Animation Center (Centre d'Animation Pédagogique)
CCN	Country Nationals
CFA	West African franc
CGS	School Management Committee (Comité de Gestion Scolaire)
CLA	Collaborating, Learning, and Adapting
CO	Contracting Officer
COP	Chief of Party
COR	Contracting Officer's Representative
CPHDA	Center for the Promotion of Human Rights and Development in Africa
CSCOM	Community Health Center (Centre de Santé Communautaire)
DCOP	Deputy Chief of Party
DEF	Basic Education Diploma (Diplôme d'Études Fondamentales)
DNEF	Direction Nationale de l'Enseignement Fondamental
DNEN	Direction Nationale de l'Enseignement Normal
DRACPN	Direction Régionale de l'Assainissement et de contrôle des Pollutions et Nuisances
EDC/PACEN	Education Development Center/Programme d'Appui à la Consolidation de l'Éducation au Nord
EiE	Education in Emergencies
EMMP	Environmental Mitigation and Monitoring Plan
EPRP	Emergency Preparedness and Response Plan
ESSR	Éducation à la Santé Sexuelle et de la Reproduction
FGC	Female Genital Cutting
FP	Family Planning
GAAS	Groupe d'Animation et Action au Sahel—Mali
GBV	Gender-Based Violence
GLEE	Girls Leadership and Empowerment through Education
GOM	Government of Mali
HWS	Handwashing Station
IEE	Initial Environmental Examination
IFM	Institut de Formation des Maîtres

INGO	International Non-Government Organization
IVR	Interactive Voice Response
LOE	Level of Effort
LOP	Life of Program
MEN	Ministry of Education (Ministère de l'Éducation Nationale)
MHM	Menstrual Hygiene Management
MOU	Memorandum of Understanding
MPFEF	Ministry for the Advancement of Women, Children, and the Family (Ministère de la Promotion de la Femme, de l'Enfant, et de la Famille)
MSHP	Ministry of Health and Public Hygiene (Ministère de la Santé et de l'Hygiène Publique)
NGO	Non-Government Organization
NORAD	Norwegian Agency for Development Cooperation
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
OMAES	Œuvre Malienne d'Aide à l'Enfance du Sahel
PMP	Performance Monitoring Plan
PTA	Parent-Teacher Association
RERA	Rapid Education and Risk Assessment
RH	Reproductive Health
RNA	Rapid Needs Assessment
RO	Regional Officer
SBCC	Social Behavior Change Communication
SCOFI	Girls' Education Division of the National Ministry of Education (Scolarisation des Filles)
SERAT	Sexual Education Review and Analysis Tools
SMS	Short Message Service
SNV	Organisation Neerlandaise de Développement
SPGBV	Physical and Gender-Based Violence
SRGBV	School-Related Gender-Based Violence
SRH	Sexual and Reproductive Health
SSAP	Accelerated Learning Program (Stratégie de Scolarisation Accélérée/Passerelle)
TLM	Teaching and Learning Materials
TOC	Theory of Change
TOT	Training of Trainers
UN	United Nations
UNICEF	United Nations Children's Fund
US	United States
USAID	United States Agency for International Development
USG	United States Government
WASH	Water, Sanitation, and Hygiene
WI	Winrock International
YA	Youth Ambassador

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PROGRAM OVERVIEW/SUMMARY

Program Name:	Mali Girls Leadership and Empowerment Through Education (GLEE)
Activity Start Date and End Date:	April 11, 2018 – April 10, 2021 (Base period)
Name of Prime Implementing Partner:	Winrock International
ContractNumber:	72068818C00001
Name of Subcontractors/Sub awardees:	IntraHealth International, Œuvre Malienne d'Aide a L'Enfance du Sahel (OMAES), Groupe d'Animation, Action, au Sahel-Mali (GAAS-Mali), Center for the Promotion of Human Rights and Development in Africa (CPHDA)
Total Estimated Cost	\$15,000,000 USD (Base Period)
Major Counterpart Organizations	Government partners: MEN, MPFF, MSHP
Geographic Coverage (cities and or countries)	Kayes and Mopti, Mali. Main project office in Bamako, Mali.
Reporting Period:	October 1, 2018 – December 31, 2018

EXECUTIVE SUMMARY

This quarterly report covers the October – December 2018 period with several key activities achieved during this reporting period. Highlights include: the registration of girls between 10 and 18 years old at risk of dropping out of school, the identification of peer educators and youth ambassadors who will conduct sensitization on WASH and Sexual Reproductive Health, the selection of mentors who will lead the extracurricular activities with girls, the preregistration of 10 to 14 year old children for the 132 Accelerated Schooling Centers (ASC) through the completion of Community Asset Appraisals. One of the important moments of the reporting period was the official launch of the project. This event was held in Mopti and was chaired by His Excellency Mr. Abinou Teme, Minister of National Education and Mr. Joyjit DebRoy, Winrock International Senior Vice President in charge of Programs, who travelled from Winrock Headquarters in the U.S. to attend the ceremony.

PROGRAMMATIC HIGHLIGHTS

At the end of the reporting period, GLEE achieved the following results:

- CAA conducted in 268 communities with participation from local key partners such as: CGS, the school directors, teachers, PTA and AME members as well as community leaders
- Definitive selection of the 272 schools
- Presentation of the project to all 272 schools with the School Directors, the teachers, and members of the CGS in attendance
- Participation of 5,946 people of which 3,591 women in the CAA activities
- 272 CGSs initiated review of security issues to incorporate into education development plans
- Design 272 incident boxes and user manual
- Identification and training of 147 new facilitators for the ASCs
- Identification or construction of temporary shelters for the ASCs
- Effective opening and running of 132 Accelerated Schooling Centers
- Distribution of TLMs at 132 ASCs
- Registering 3,319 girls and 1,213 boys 10 to 14 in 132 ASCs.
- Development of the Mentor Training Manual and the Mentoring Guide
- Selection of 240 female Mentors
- Identification of 416 community leaders to support the Mentors in conducting extracurricular activities
- Identification of 6,748 vulnerable girls 10 to 18 in GLEE schools

- Identification of 24 Youth Ambassadors
- Identification of 808 peer educators
- Identification of 174 teachers including 56 females, to support peer educators
- Identification of 27 health workers including 18 females to serve as focal points at schools
- Signed Memorandums of Understanding between the 85 health centers and GLEE schools

INTRODUCTION

USAID/Mali’s Girls Leadership and Empowerment through Education (GLEE) project seeks to increase access to education for adolescent girls (10-18 years) and enable them to obtain greater educational attainment. This Quarterly Report covers the October to December period of USAID/Mali’s Girls Leadership and Empowerment through Education (GLEE). The main focus of this reporting period is the start of programmatic activities and the project launch which happened in Mopti under the chairmanship of His Honorable Mister Abinou Teme, Minister of National Education with the participation of Mr. Joyjit Debroy, Winrock International Senior Vice president in charge of Programs. The project completed its staffing with 15 people coming on board.

The project USAID/Mali GLEE is being implemented by a consortium of four partners, Intrahealth, CPHDA, GAAS and OMAES. While CPHDA is in charge of community engagement and school support in Kayes and GAAS Mali in Mopti, OMAES is in charge of accelerated schooling and teacher professional development activities in both Kayes and Mopti and IntraHealth is responsible for reproductive health and WASH activities in the two regions.

OVERVIEW/BACKGROUND AND OBJECTIVES

Adolescent girls in Mali confront a host of barriers to educational access. Although enrollment rates for boys and girls rose during the last 20–30 years, a gender gap has persisted nationally, with girls enrolled at a lower rate (63.4% gross enrollment rate in lower primary school) than that of boys (74.8%). Moreover, overall enrollment rates for boys and girls fell after the politico-security crisis of 2011–2012, when many schools closed, and people fled to other areas of Mali (including Mopti) and abroad. Although the numbers of enrolled children have since risen nationally, the percentage of girls has not returned to its previous level.

The roots of these barriers lay in poverty, educational quality, and gendered socio-cultural norms including SRGBV. SRGBV is rooted in a web of social institutions and actors: children, families, communities, schools, institutions, and the laws and socio-cultural norms that govern them. In Mali, some elements of the *Code de la Famille*, customary law, and socio-cultural norms are harmful to girls and their education. Some strategies and policies to safeguard girls from SRGBV exist in Mali, but they suffer from: 1) a lack of input and buy-in from civil society, particularly at the level of the *cerdle* and below, in the development of the teachers’ code of ethics and the failure to officially validate and publicize it; 2) insufficient training for teachers on gender and positive/nonviolent forms of discipline; and

3) lack of awareness of legal texts prohibiting certain kinds of violence in school and of the processes for lodging a complaint.

There is a mutually reinforcing relationship between adolescents' health and their educational attainment. Quality education is particularly effective in empowering women to make decisions that improve their health and that of their families. Access to education, in turn, is impacted by girls' health status, particularly regarding childbearing. The adolescent birth rate (ABR) in Mali is 188 live births per 1,000 girls aged 15–19, compared to the global average of 50 and the West and Central African average of 129. Adolescents in rural areas with only a primary school education have ABRs 1.6 and 2.3 times higher than those in urban areas or with a secondary or higher education, respectively. Moreover, the ABR varies internally, with Kayes leading the country at 255/1,000 while Mopti's ABR was 146/1,000 in 2006.

Per USAID guidance, GLEE is increasing access to education for adolescent girls by providing services that advance its three objectives: 1) decrease key barriers faced by adolescent girls to access quality education; 2) improve safety of girls in schools and their communities; and 3) increase knowledge and adoption of positive health behaviors of adolescent girls.

In line with USAID's Education Strategy, GLEE is contributing to elements of Goal 1 (Result 1.3), but focuses primarily on Goal 3: provide substantial training to teachers to improve children's learning, to school managers to improve transparency and accountability, and to parents and community members to support girls' access to learning and hold local schools accountable. GLEE supports at least four of the results of the USAID Mali country development cooperation strategy (CDCS) across all four Development Objectives; and activities are contributing to achieving 12 of the objectives and activities of the current 2015–2017 action plan of the Division of Girls' Education (SCOFI) of the Government of Mali's (GOM's) Direction Nationale de l'Enseignement Fondamental (DNEF).

ACTIVITIES UPDATE BY IR AND SUB-IR

Objective 1: Decrease key barriers of adolescent girls to access quality education
Sub-Result 1.1: Learning Support Opportunities for Girls Increased
<p>Update/Achievement</p> <p>Recruitment and training of ASC facilitators simultaneously in Kayes and Mopti. The objective of the training was to build the recruited animators' capacity and impart the necessary skills on accelerated learning. A total of 147 animators have been trained, 55 in the region of Kayes and 92 in Mopti. The 147 trained animators included 55 women, 18 in Kayes and 37 in Mopti. Following their training, 131 animators passed the selection test (46 in Kayes and 85 in Mopti).</p> <p>A total of 132 out of 136 centers are functional with 4,532 learners registered and attending. Based on a targeted 40 students per ASC, GLEE projected to reach 5,280 out of school children across the 132 ASCs therefore reaching 86% of its targeted students. Four centers did not open or closed prematurely. That includes two in Kenieba, Kayes due to the resignation of the facilitators due to low monthly wages. They joined other agencies who offer higher salaries. Two other centers did not open in Bankass, Mopti due to insecurity, with the animators feeling at risk. One center had closed temporarily in Mopti due to radical groups who attacked the center the female animator</p> <p>Of the 4,532 registered learners, 3,319 are girls of the 4,620 targeted representing approximately 72% of the target.</p> <p>TLM kits (teachers' guides, learners' handbooks, notebooks, radio, usb stick, alphabet chart, pen and pencil, eraser, slate, etc.) were distributed to all the 136 centers. However, the ASC in the village of Boré was attacked by armed men and all the materials taken away on December 12, 2018.</p> <p>127 out of the 132 ASCs operating are regularly monitored by the OMAES supervisors. Three of the ASCs in Douentza in the commune of Koubevel (Madina, Oroudou and Andji) could not be visited due to restriction of movement in area by the administrative authorities due to the insecurity in the area. Motorbikes and 4 X 4 vehicles and pick-up trucks are not allowed to circulate in Douentza. To perform these monitoring visits, important since they encourage the learners at the ASCs and provide technical support to the facilitators, OMAES Supervisers use local transportation.</p> <p>Regarding community engagement and school support, the GLEE team worked with CGS members and community leaders to identify 20 out of a target of 20 of most vulnerable girls who are currently enrolled in school but struggle financially in Kayes and 12 out of a target of 12 in Mopti who will receive support through school kits.</p>
Sub-Result 1.2: Teaching is More Responsive and Relevant for Adolescent Girls
<p>Update/Achievement</p> <p>Key achievements of the reporting period have included the workshop with CAD/DE to discuss CGS training materials. For 4 days, experts from CAD/DE oriented the project staff on the official CGS training module which focuses on role and responsibilities of each member, developing an education development plan, and also discussion of GLEE themes of SRGBV, gender equality, school safety, and how these themes can be integrated in the official system. As a result, the GLEE project will revise their partner CGSs education development plans and add school safety and gender-based violence components which constitutes an enrichment to the nationally recognized documents.</p>
Sub-Result 1.3: Communities and Families Support Girls' Education
<p>Update/Achievement</p> <p>Community mobilisation continued during this period and allowed the project to engage 168 women associations in favor of girls' education. The CAA revealed that not all communities have AMEs (Association des Mères d'élèves). On the other hand, the back to school campaign convinced 80 girls aged 10 to 14 to return to school in Kayes. In Mopti, the back to school campaign targeted all 104 schools with 5 recorded cases of re-enrollment. Mopti is particularly challenging for re-enrollment campaigns due to the increasing insecurity in the region which has resulted in an increasing number of schools closing due to interethnic conflict.</p>
Objective 2: Improve safety of adolescent girls in schools and communities
Sub-Result 2.1: Strategies/Policies to safeguard adolescent girls adopted in schools and communities

<p>Update/Achievement</p> <p>As part of the Community Asset Appraisals, the GLEE project team assessed the existence and quality of school emergency plans. This exercise revealed that communities are not prepared to face attacks and that none of the participating CGS has an emergency plan in either region. The team invited all 272 CGSs to reflect on the security issues they face and how the project can support them develop plans in response to probable attacks.</p>
<p>Sub-Result 2.2: Effective Reporting and Referral Mechanisms for SRGBV Established</p>
<p>Update/Achievement</p> <p>Regarding gender-based violence, the GLEE team is engaged in the process of purchasing and distributing incident boxes to be put in all 272 partner schools to support the reporting and subsequent process of a referral system at GLEE schools</p> <p>GLEE team designed and validated a sample incident box which will be used by all school in the two regions. The two partners, CPHDA and GAAS (in charge of this activity) have already started the process of creating the 272 incident boxes to be distributed to partners schools. The project School Safety Specialist worked to design the users manual which was approved by CPHDA and GAAS and will be made available for children.</p>
<p>Sub-Result 2.3: Perceptions of Safety in Communities and Schools Improved</p>
<p>Update/Achievement</p> <p>Baseline data was collected during this period and the report is being drafted by the baseline subcontractor. Results should provide information on the perception of school safety by the communities to help design proper security measures.</p>
<p>Objective 3: Increase knowledge and adoption of positive health behaviors among adolescent girls</p>
<p>Sub-result 3.1: Positive Health Behaviors Adopted by Adolescent Girls</p>
<p>Update/Achievement</p> <p>The curriculum on adolescents' reproductive health to be delivered by teachers and health facility staff was approved with the support of key employees from different ministries. The curriculum will be utilized by Peer Educators to improve adolescent youth understanding on WASH, menstrual hygiene and reproductive health.</p> <p>In Kayes</p> <ul style="list-style-type: none"> 40 youth ambassadors including 20 females selected; -174 teachers identified, including 56 females; -27 health workers/agents identified including 18 females; -336 peer educators (02 par school) aged 12 – 18 identified including 76 in Rive Droite (38 girls and 38 boys) ; 82 in Rive Gauche (41 girls and 41 boys) and 178 in Kenieba (89 girls and 89 boys); <p>In Mopti, CAA identified 208 Peer Educators, 24 Youth Ambassadors and 104 mentors. 1 teacher in each of the 104 schools was also identified to support health and WASH activities.</p>
<p>Sub-Result 3.2: Adolescent Girls' Knowledge of and Access to Health Services Increased</p>
<p>Update/Achievement</p> <p>Integrated training (both health workers and teachers attended), on the life-skills curriculum at the ASCs in Bankass, Bandiagara, and Sangha. Signed Memorandums of Understanding between the 85 health center and schools.</p> <p>Nine Health Workers were trained on gender and gender-based violence by the GLEE Director of WASH and Sexual Reproductive Health, the Gender Integration Advisor and the School Safety Specialist.</p> <p>Reduction of financial barriers to girls' access to health services is in progress with the start of a collaborative framework between schools and health centers.</p>
<p>Sub-Result 3.3: Health Barriers to Education Reduced</p>
<p>Update/Achievement</p> <p>Although not initially planned for this quarter, the project team identified 10 potential WASH partners in Mopti for possible partnership/collaboration and 5 following partners were identified in the Kayes region: Red Cross, Right to Play, Stop Sahel, Enda and AMADECOM.</p>

PLANNED ACTIVITIES FOR THIS REPORTING PERIOD BY IR AND SUB-IR

MONITORING, EVALUATION, QUALITY ASSURANCE AND REPORTING

- Oversee baseline study conducted by U.S. small business
- Baseline study
- Train M&E staff, technical team, GAAS, CPHDA, OMAES field staff on GLEE Monitoring and Evaluation system as outlined in AMELP
- Monitoring of planned activities and indicators data collection
- Data entry, cleaning, validation and analysis
- Conduct a quarterly data quality review with GLEE team
- Development of success stories
- Develop pre and post tests for training sessions, as needed, including gender sensitive and adolescent friendly questions
- Monthly Regional M&E Coordination meetings
- Monitor ASCs (LQAS Site Visits)
- Conduct quality review of developed TLMs
- Assess effective delivery of TLMs in GLEE schools (LQAS Site Visits)
- Conduct quality review of mentoring guide
- Conduct quality review of CGS/APE/ME training materials
- Conduct quality review of SRGBV referral materials
- Conduct quality review of Life Skills Curriculum

CLA

- Conduct quarterly or semi-annual CLA review
- Review/adjust CLA questions

COLLABORATE WITH USAID AND OTHER PARTNERS

- Participate in US Embassy Monthly Open Country Team Meetings (OCTM)

- Participate in USAID Education Partners bi annual meeting
- Participate in USAID Gender Working Group meetings (quarterly)
- Participate in GoM National Gender Working Group meetings
- Participate to MEN-SCOFI quarterly meetings
- Participate in quarterly Communication Working Group meetings
- Participate in monthly MEN sub-committee meetings for Out-Of-School Committee, Accelerated Schooling Committee, Education Cluster and GBV cluster
- Participate in National Technical Committee meetings on comprehensive sexual education organized by MEN
- Participate in Menstrual Hygiene Management platform meetings by UNICEF with Civil Society Organizations
- Participate in USAID FP, YSRH and WASH partner quarterly meetings

COMMUNITY ENTRY

- Conduct CAA in Kayes and in Mopti
- Engage women and adolescent girls in the community mobilization process to ensure at least 80% of the students at the accelerated learning centers are girls between 10 – 14 years old
- Pre-register girls for accelerated learning program (ASC)/school fee payments (part of CAA) through a gender sensitive and adolescent friendly community mobilization
- Facilitate/Support the establishment of ASCs which are adapted to girls' needs
- Identify secondary school graduates to serve as GLEE mentors as part of CAA process

OBJECTIVE I: DECREASED KEY BARRIERS OF ADOLESCENT GIRLS TO ACCESS QUALITY EDUCATION

SUB-RESULT I.1: LEARNING SUPPORT OPPORTUNITIES FOR GIRLS INCREASED

- Review and provide recommendations to ensure the curriculum at the ASCs centers is gender sensitive
- Train ASC facilitators
- Adapt and translate mentoring guides and resources with a gender and adolescent friendly focus

- Promote enrollment and retention through the payment of school fees at Cycle 1 or 2 schools for girls
- Define list of items to be included in school kits needed by out of school girls
- Provide out of school girls 10 to 14 who have re-enrolled in school with school kits in support of their attendance
- Help CGS/APE/AME identify girls re-enrolled in school who need birth certificates
- Link CGS/APE/AME with relevant government body to provide birth certificates to girls ages 10 to 14
- Develop the Annual Program Statement (APS) and secure approval from the COP

SUB-RESULT 1.2: TEACHING IS MORE RESPONSIVE AND RELEVANT FOR ADOLESCENT GIRLS

- Work with DNEN to assess teacher training and materials gaps and adapt training material including gender and adolescent inclusion
- Identify gender balanced and adolescent friendly teaching and learning materials (TLMs) needed
- Identify community leaders to serve as role models and work with mentors on extracurricular activities
- Conduct Mentor ToT with role model reinforcement

SUB-RESULT 1.3 COMMUNITIES AND FAMILIES SUPPORT GIRLS' EDUCATION

- Map existence/capacity of AME. If no AME, identify women interested in forming one
- Adapt CGS/APE/AME training materials
- Ensure that gender considerations are included in the final Trainer's Manual for the CGS/APE/AME; identify potential women for the CGS/APE/AME who can be trained and supported to assume leadership positions, such as chairpersons, and who can be involved in the financial resource management decisions related to improving the quality of learning for girls and boys
- Conduct CGS/APE/AME ToT for CPHDA and GAAS
- Facilitate school enrollment campaigns and back-to-school night for girls

OBJECTIVE 2: IMPROVE SAFETY OF ADOLESCENT GIRLS IN SCHOOLS AND THEIR COMMUNITIES

SUB-RESULT 2.1: STRATEGIES AND POLICIES TO SAFEGUARD ADOLESCENT GIRLS ADOPTED IN SCHOOL AND COMMUNITIES

- Convene stakeholders in regions and CAP for School-Related Gender Based Violence (SRGBV) gap analysis
- Support schools develop a code of conduct to be implemented by both teachers and pupils (girls and boys)
- Oversee the implementation of the code of conduct through close monitoring by the CGS / APE / AME and identify adolescent girls and boys trained to monitor its implementation
- Adapt training materials on SRGBV
- Develop a systematic whistle blower module on Gender, Child Protection, including corporal punishment, GBV including sexual harassment to be used during training sessions for their engagement
- Train key stakeholders in leadership, gender and GBV training. These training sessions will work on the local vulnerabilities of girls and boys, identified through a pre-training needs analysis.
- Conduct SRGBV training for staff of CAPs and AEs
- Develop Social Behavior Change Communication messages to prevent violence in the community with girls and boys, especially at school and on the way to school with the involvement and commitment of boys / men.
- Distribute incident boxes and hotline posters
- Gather existing school emergency and disaster plans

SUB-RESULT 2.2: EFFECTIVE REPORTING AND REFERRAL MECHANISMS FOR SRGBV ESTABLISHED

- Develop/refine SRGBV reporting/referral training materials with adolescent inclusiveness focus
- Conduct SRGBV ToT training for Community Development Officers and School Liaison Specialist
- Support CPHDA and GAAS in training teachers and CGS in SRGBV
- Establish a referral system that respects the best interests of the child victim and the safety of those who report abuse, including sexual violence. Strengthen the ability of young people, particularly girls, to understand the reporting system so that it is accessible to them

- Ensure psychosocial support services are accessible to GBV victims (students and teachers) and adapted to their needs

OBJECTIVE 3: INCREASE KNOWLEDGE AND ADOPTION OF POSITIVE HEALTH BEHAVIORS AMONG ADOLESCENT GIRLS

SUB-RESULT 3.1: POSITIVE HEALTH BEHAVIORS ADOPTED BY ADOLESCENT GIRLS

- Introduce/Orient school and community leaders (female and male, including adolescents) to comprehensive life skills curriculum across 136 schools
- Work with CGS/APE/AME and communities to develop social behavior change communication messages to support adolescents' access to reproductive health services, the adoption of the gender sensitive standards inclusive of adolescents and gender sensitivity at the schools and health centers covered by the GLEE project (e.g. the right to reproductive health, offer of services adapted to their needs, respected privacy, separate toilets respective of menstrual hygiene needs, existence of water points, etc.)
- Select Peer Educators and YAs (2 per school - peer educators and YA)
- Train YA & Peer Educators with at least 50% girls in leadership, peer communication, comprehensive life skills
- Strengthen the capacity of Peer Educators and Youth Ambassadors to develop Social Behavior Change Communication messages focused on the perceptions of girls and boys and their parents on menstruation and family planning to counter the message that menstruation and family planning practices are impure

SUB-RESULT 3.2 ADOLESCENT GIRLS' KNOWLEDGE OF AND ACCESS TO HEALTH SERVICES

- Select partner health facilities and sign MOUs

SUB-RESULT 3.3: HEALTH BARRIERS TO EDUCATION REDUCED

- Assess schools' baseline adherence to MEN school hygiene policy
- Identify WASH partners in Mopti and Kayes to leverage support for WASH infrastructure improvements such as water points and water committee management training at GLEE schools

ACHIEVED DURING THIS REPORTING PERIOD

FINALIZE TARGET SCHOOLS WITH USAID APPROVAL

During the reporting period, the list of 272 schools with their geographical data was submitted to USAID for approval. The baseline was an opportunity to correct errors and discrepancies which existed in the names of some communities. The list of GLEE 272 school is now finalized.

SIGN MOUS WITH MEN, MSPH AND MPFEF

The MoU has submitted to the Ministry of National Education for review before signature. The MoU defines the role of the Ministry at the central level which is to designate a focal point person, facilitate access to school settings to GLEE team members, provide school level data by facilitating contact with district level officials. At the regional level they will provide school level data, serve as trainers and supervise GLEE supported ASCs. GLEE will inform the MEN of all activities, share data and attend cluster meeting. Due to the busy schedule of the staff at the MEN involved in review the MoU, we still have not received feedback from the MEN. During the last meeting, the MEN requested the signed contract between USAID and Winrock in order to understand the context before they react to GLEE request.

CONTINUE COMMUNITY ASSET APPRAISALS IN SELECT COMMUNITIES

The CAA process has continued this quarter with a total of 156 new communities reached with participation from key partners at the local level including CGS, the school directors, teachers, AME members and community leaders. To date 258 CAA have been completed which has enabled GLEE to identify GLEE mentors, Youth Ambassadors and community leaders who will support the mentors.

SUBMIT GENDER RESPONSE PLAN

The Gender Response Plan which was submitted on August 17, 2018 to USAID for review. During the reporting period, USAID returned the document to Winrock with feedback and comments and the GLEE team revised the Gender Response Plan to address USAID's comments. On January 16, 2019 the GLEE team submitted the final Gender Response Plan to USAID which was approved on January 17, 2019. Winrock will ensure that all actions included in the Gender Response Plan are integrated into our Year 2 workplan and future annual workplans.

ENGAGE REGIONAL AND SUB-REGIONAL (AE AND CAP) GOVERNMENT REPRESENTATIVES

Since the start of GLEE activities, local government as well as central level officials have been involved in the project activities. The AE/CAPs helped select schools, facilitated the provision of school level data during the baseline study, serve as trainers, are consulted regarding other key project technical documents. The team was successful in bringing the Minister of Education in person to preside over the official launching of the GLEE project in Mopti.

COMMENCE BASELINE STUDY

First step of conducting the baseline study consisted of engaging US small business. The selection process confirmed the choice of EdIntersect which worked with School to School organization and also recruited CERIPS locally to do the data collection. GLEE M&E team attended the enumerator training delivered by EdIntersect and contributed in the supervision of enumerators and monitoring of data collection in the field. The baseline report is being drafted and will be submitted to USAID next quarter.

SUBMIT YEAR 2 (OCTOBER 2018 – SEPTEMBER 2019) WORKPLAN

Year 2 Workplan was submitted on September 1, 2018 to USAID who approved it partially on October 24, 2018 and asked the project to proceed with a budget review in order to identify if there were additional resources to rehabilitate more latrines. The GLEE team initiated the process of a budget review and realignment and agreed with USAID to submit it to USAID for review on January 22, 2019. Upon approval of the budget realignment, the Year 2 Workplan will be revised accordingly.

CRUCIAL LEGAL AND OPERATIONAL REQUIREMENTS

RECRUIT AND HIRE REMAINING STAFF

Despite some challenges with local recruitment due to the low monthly salaries in the approved budget Winrock was able to complete recruitment and hiring for all local staff positions. See below:

#	Name	Title	Start date
1	Maurice Ouedraogo	COP	May 20, 2018
2	Aboubacar Coulibaly	DCOP	May 1, 2018
3	Gedeon Dembele	Director of Finance and Administration	May 1, 2018
4	Assa Souko	Gender Integration Advisor	May 1, 2018
5	Abdoulaye Sidibe	Monitoring and Evaluation Specialist	June 1, 2018
6	Diaminatou Diarra	School Safety Specialist	June 14, 2018
7	Marie Yvonne Traore	Human Resources Manager	August 1, 2018
8	Ibrahima Traore	Director of Security	August 20, 2018
9	Massire Goita	Accountant (in replacement of Lala who resigned early November)	November 15, 2018
10	Henoc Dembele	Administrator and Logistics Officer	October 1, 2018
11	Issa Soumeylou	Cleaner	October 1, 2018
12	Lamine Camara	Regional Officer Mopti	October 15, 2018
13	Malick N'Diaye	Bookkeeper Kayes	October 15, 2018
14	Fatimata Diop	Communication Officer (resigned end of December 2018)	October 22, 2018
15	Sambou Sissoko	M&E Assistant Kayes	November 1, 2018
16	Fousseyni Camara	M&E Assistant Mopti	November 1, 2018
17	Boubakar Kassogue	Driver Bamako	November 5, 2018
18	Mamadou Diarra	Cleaner Kayes	November 5, 2018
19	Mariam Sankare	Bookkeeper Mopti	November 12, 2018
20	Djeneba Diallo	Cleaner Mopti	November 15, 2018
21	Dramane Traore	Regional Program Officer Kayes	December 1, 2018
22	Boubacar Coulibaly	Driver Kayes	December 1, 2018
23	Gaoussou Coulibaly	Procurement & Grants Manager	January 2, 2019

*The Accountant for Bamako resigned early November due to family reasons and was replaced. The Communication Officer also resigned to assume a new position at another organization and recruitment is expected to conclude in January.

INTRAHEALTH STAFFING

Recruitment was completed for the WASH Officer, who will be responsible for hygiene and sanitation in GLEE schools. Dr Zeinabou Siby was approved by USAID Mali on October 23, 2018 and began work for GLEE on December 3, 2018. She has more than nine years of professional experience and over seven years of experience in the management, implementation, monitoring and evaluation of health programs. Dr. Siby has experience in implementing WASH programs at schools and community health centers, and in biomedical waste management and infection prevention training. She has also served as Social Franchise Coordinator, Reproductive Health Coordinator, and Head of Reproductive Health Department at PSI/Mali. Her role included ensuring hygiene and sanitation conditions favorable to child development in clinics and addressing access to and improvement of sanitation and hygiene facilities in schools for better integration of services.

Additionally, IntraHealth finalized the selection for four regional officers in Kayes and Mopti: two WASH Program Assistants and two Integrated Program Assistants. Their resumes will be submitted to USAID for approval in January.

ENVIRONMENTAL MONITORING AND MITIGATION PLAN (EMMP)

A short-term environmental consultant was hired to develop the Environmental Monitoring and Mitigation Plan. The EMMP was submitted to USAID per the contract deadline. Winrock received comments on August 20th and is waiting to revise the EMMP once the Year 2 workplan and PMP have been approved so that any programmatic adjustments are reflected in the final version.

SUBMIT REVISED PMP (WITH BASELINE DATA)

The revised version of the PMP including the baseline data was submitted to USAID December 19th, 2018 for review and approval. USAID returned the revised version with new comments on January 14, 2019 which the team is working address and hopes to submit a final version on January 31, 2019.

COMMUNITY ENTRY

October through December Community Assets Appraisal continued in 168 GLEE partner communities reaching 5,946 people in Mopti, of which 3,591 were women, while 8,660 people were reached in Kayes with 5,300 men and 3,360 women mobilized. During these sessions, communities are brought to reflect on the barriers girls face in their schooling and propose solutions. Both in Kayes and Mopti, most barriers are related to poverty of the families, distance from home to school (mainly for children attending middle school), security threats and absenteeism from teachers. Solutions they propose are various such as providing teachers with risk allowance, supporting communities to secure their schools etc; but all require more presence for government, economic opportunities and support from projects such GLEE.

Part of the CAA process focuses on sensitizing communities on the importance of girl's education, identifying challenges/barriers to girls' education, and drawing on community assets – physical, human, financial – to propose concrete actions to address them. These sessions are contributing to changing communities, mainly leaders, perceptions and bringing them to support the Accelerated Schooling Centers (ASCs) as M. Makan Macalou chief of village of Berola in the Dialafara commune testifies *“Before the Independence, when the recruiting enrollment teams came in our village, our parents hid us in the house and*

asked us not to make any noises at the risk of being deported from our village to go to the school. That is why we could not be schooled, what we regret bitterly today. Also, I had refused to send my daughters to school because I didn't understand the importance and the benefit of it. For me the girl's place was in her home close to her husband while my forend has schooled all her doughters who are helping him a lot nowadays as they have succeeded have jobs in Bamako. I honestly envy his situation; it is why after your visit to our village, I have decided to send all my granddaughters to your center and encourage the villagers to do the same”.

CAA is also proving to be beneficial in enrolling out of school children in school particularly in the Kayes region particularly from the gold mining areas where most people are rather attracted by the money and job opportunities offered in and around the gold mines. After the CAA and with support from CGS members, 80 girls in the Kayes region who had drop out last year returned to school this year in October.

OBJECTIVE I: DECREASED KEY BARRIERS OF ADOLESCENT GIRLS TO ACCESS QUALITY EDUCATION

SUB-RESULT I.1: LEARNING SUPPORT OPPORTUNITIES FOR GIRLS INCREASED

Facilitate/Support accelerated learning program (ASC) in some targeted GLEE schools

Training of the ASC facilitators

The period October 11 to 29, 2018 was dedicated to the training of the facilitators/animators of the Accelerated Schooling Centers which was organized simultaneously in Kayes and Mopti. The objective of this training was to build the capacity of the facilitators/animators selected with the necessary teaching skills to run the ASCs.

The content of this training was focused on the following topics:

- Reading and writing utilizing a learner centered approach;
- Facilitating the listening to a radio show based on Interactive Audio Teaching approach;
- Teaching mathematics;
- Personal development;
- Learner Assessment;
- Using center management tools (Name Register, learners' information log etc.)
- And the roles and responsibilities of the different actors. (Facilitators, Communities, GLEE Team AE/CAPs, CSGs etc.)

The training of the facilitators was organized by the GLEE technical team while the supervision was done in collaboration with the MEN (Ministère de l'Éducation Nationale) of which 1 staff from the DNEN (Direction Nationale de l'Enseignement Normal) and 1 from the DNEF (Direction Nationale de

l'Enseignement Fondamental) and 2 agents from each of the 2 AEs (Academie d'Enseignement).The training itself was conducted by the 14 staff from the CAPs who were previously trained on the Accelerated Schooling Center Approach.

FACILITATORS TRAINED PER REGION:

Region	Female	Male	Total
Kayes	18	37	55
Mopti	37	55	92
Total			147

During the training, two of the candidate facilitators resigned when they were informed of the monthly stipend because they considered it to be low compared to other organizations' monthly compensation. At the conclusion of the training, 136 were confirmed based on the post-training assessment to start running the centers and the other 9 facilitators will serve as reserves in case any resign.

Facilitate/run Accelerated Schooling Centers

Upon returning to their villages, facilitators proceeded with the enrollment of the learners who had been preregistered by the school support partners, CPHDA and GAAS. In some villages, the enrollment was delayed as communities needed additional time to secure equipment (e.g. students' benches) and shelter to hold the classes. During the CAA process CPHDA and GAAS learned that approximately 90% of the communities did not have sufficient benches available for the ASCs and did not have available funds to purchase them immediately.

Additionally, in some localities, temporary shelters were not ready because these communities needed to wait until the end of the harvest season to have some materials such as millet stems used to build the walls and as roof. Other challenges related to enrollment included communities who did not respect the composition target group of 40 with 35 girls and 5 boys. These communities often recruited more boys than girls or registered children under 10 years of age who could be directly enrolled in primary school. All these factors delayed the opening program of the Accelerated Schooling Centers. The ASCs officially started operations on November 6, 2018 with ASCs continuing to open until the end of December 2018. The project is currently conducting a budget review, including the budget for the ASCs, to identify cost savings which can be realigned and increase the allocation for ASCs in the budget to address the challenge of student benches and low monthly stipend for ASC facilitators.



Learners at the ASC in Batama I village

OPERATIONAL VS. NON-OPERATIONAL ASCS BY REGION

CAP	# of operational ASCs	# of nonoperational ASCs
Région de Mopti		
Bandiagara	35	0
Bankass	14	2
Douentza	14	0
Sangha	21	0
Région de Kayes		
Kéniéba	23	2
Kayes RG	10	0
Kayes RD	14	0
TOTAL	132	4

Of the four nonoperational ASCs, the two of the ASCs in the Mopti regions faced security threats impacting their ability to operate. Additionally, in Dangol Bore, an ASC was attacked by armed men and all the equipment and materials taken away, but the community members decided to continue to operate the ASC in order to provide an education to their children. The community has established vigilance groups to prevent future attacks and more closely monitor movement in and out of their community. In Kayes, 2 centers closed because the facilitators resigned and joined other similar projects which are paying higher monthly stipends.

Despite the constraints the project is facing related to enrollment, communities remain enthusiastic and have enrolled children in the 132 operational ASCs. To date, 4,532 children between 10 and 14 years old are registered of which 3,319 girls (an average of 25 girls per ASC). Although the project is targeting girls mainly, 1,213 boys have enrolled in the ASCs despite the projected number of 660 boys at the ration of 5 boys per center. GLEE team decided not to reject any child coming to attend the classes considering the demand for education and low number of 10 to 14 girls in some communities as reported by CGS members.

NUMBER OF CHILDREN 10 TO 14 ATTENDING THE ASCS PER CAP

CAP	Communes	Girls	Boys	Total
Bandiagara	Bandiagara, Docoumbo, Dandoli	748	171	919
Bankass	Bankass, Dimbal	386	151	537
Sangha	Dourou	560	177	737
Douentza	Koubewel, Bore, Diaweli, Douentza Tedjé	368	145	513
Kayes	Khouloum, Maréna Diombolo Ségala, Hawa Dembaya	667	230	897
Kéniéba	Sadiola, Dialafara, Kassama, Sitakily, Kéniéba et Bayes	590	339	929
Total		3,319 (73%)	1,213 (27%)	4,532

Define list of items to be included in school kits needed by out of school girls

During this reporting period, the project team, in consultation with the CAPs, established the list of items to be included in the school kits by grade level (see annexes) that will be distributed to the most vulnerable girls currently enrolled in school in Kayes and Mopti to support their attendance, retention and performance in school. Once the list validated, the two partners in charge of school support, CPHDA and GAAS, started the procurement process and have selected the 32 beneficiaries across the two regions who will receive the kits. The list of selected girls is included in the annex of this report.

Provide out of school girls 10 to 14 who have re-enrolled in school with school kits in support of their attendance

This activity consisted in identifying the 32 (20 in Kayes and 12 in Mopti per approved budget) most vulnerable girls who would benefit from the school kits. It was the responsibility of the school principals with members of the CGS to provide names of the 32 beneficiary girls of the school kits. Selection criteria include, very low family incomes and the girl's performance in class. The distribution of the beneficiary girls is as follows by CAP in Kayes: 05 girls in the CAP Rive Droite, 05 girls in the CAP Rive Gauche and 10 girls in the CAP of Kenieba. In Mopti, 3 girls were selected from each of the 4 CAPs. However, all actors suggested to increase the number of recipients next year if the budget allows since the need is great and 32 recipients across 7 CAPs is insufficient.

Help CGS/APE/AME identify girls re-enrolled in school who need birth certificates

Registration at birth is a fundamental right for every child, however, granting this right is problematic in rural Mali, where a lot of girls don't have birth certificates. GLEE community mobilization partners were assigned the task to provide support to the partner CGSs in the identification of girls who do not have birth certificates. The GLEE team developed a form to collect data on girls which helped identify those without birth certificates. In Kayes, of the 168 supported CGS, 148 CGS were able to administer the form to identify girls aged 10 – 14 years old without birth certificates. They identified a total number of

959 girls, 154 in Kayes Rive Droite CAPI, 22 in Kayes Rive Gauche CAP2, and 783 in the CAP3 of Kenieba, In Mopti, 104 supported CGS were able to administer the form to identify girls between 10 and 14 years old without birth certificates. A total of 2,440 girls were identified without a birth certificate.

The GLEE team arranged meetings between the CGS and the relevant service providers which include the Mayors and courts in charge of the establishment of birth certificates, to establish contact between the CGS, Mayors, and courts, and to advise the Mayors and courts to accelerate the process. At the same time, parents were sensitized on the importance of birth certificates because it allows children to enroll in school and sit for the final exam in primary school. It is important to underline that many parents were motivated to send their daughters back to school and GLEE ASCs once they got proper information about the initiative. In most cases the CGS have started the process to obtain birth certificates. This is a long process which goes through the the village, the local court and and the commune.

Identify secondary school graduates willing to be mentors (part of CAA)

Identification of secondary school graduates willing to serve as mentors was completed in all 272 GLEE partner schools as part of the Community Assets Appraisal. The CAA allowed communities to understand the GLEE mentoring program and the important role mentors will play in the implementation of the project. At the end of the process, 240 young women and men (148 in Kayes and 92 in Mopti) volunteered to become mentors and support GLEE extracurricular activities for girls between 10 and 18 years old. All 240 mentors will be trained on the Mentoring Guide which was submitted to the Ministry of Education and USAID for review and approval on January 7, 2019.

SUB-RESULT 1.2: TEACHING IS MORE RESPONSIVE AND RELEVANT FOR ADOLESCENT GIRLS

Work with DNEN to assess teacher training and materials gaps and adapt training material including gender and adolescent inclusion

During the reporting period the GLEE team conducted several activities that involved the Ministry of Education. With regard to teacher training materials, the various meetings revealed three bodies within the MEN concur to the same tools. The Direction National de la Pedagogie (DN) is the only entity authorized to review and validate teacher training material before they are used in the national education system and teacher professional development training is conducted by the Direction Nationale de l'Enseignement Normal (DNEN). Capacity building of staff from at the AE/CAP levels is the mission of the Direction Nationale de l'Enseignement Fondamental (DNEF). Based on the MEN structure, GLEE will be working with DNEF for the teacher capacity building ToT while the team will approach the DNEN for the teacher profetional training.

Identify community leaders to work with mentors on extracurricular activities

Girls education requires contribution and participation from all local partners, that's why the GLEE project has developed a holistic approach to address identified barriers. The project's mentoring program is intended to provide extracurricular activities to the girls and help them develop life skills such as communication, decision making and self-esteem. To achieve this goal, the GLEE project, in its community entry strategy, used the human assets appraisal tool, included in the CAA GLEE to identify community leaders who will support the Mentors and reinforce their activities.



Women at Tabacoto, Commune of Kassama in discussion during the CAA

To date about 973 community leaders have committed to support GLEE Mentors as part of their contribution. These leaders include 296 in Mopti (4 per community) and 677 in Kayes (to be confirmed). In Mopti the four leaders include the village chief, the women's representative, the youth's representative, and a CGS representative. In Kayes, the leaders identified will continue their meetings with different organizations (women, youth, CGS/APE/AME, religious, etc.) to determine the final list of leaders from each community. All identified leaders are enthusiastic about the project and promised to advocate within their communities to have children, particularly girls, enrolled in school.

Conduct Mentor ToT with role model reinforcement

During the reporting period, GLEE team hired a consultant to adapt the the mentoring guide to the GLEE and Malian context with help from the Director of Education. The Mentoring Guide was submitted to USAID and the Direction Nationale de le Pedagogie, DNP, on January 7, 2019 for review and approval. Meanwhile, there has been a serious issue between the MEN and some religious leaders from the Islamic Council about the module entitled Complete Sexual Education developed by the Ministry of Health which brought the Government of Mali to step back. As consequence the GLEE team has delayed the Mentor ToT to have enough time for a thorough review of its guide by MEN and USAID to avoid any similar issue. The Mentor ToT will take place from January 15 to 18, 2019.

SUB-RESULT 1.3 COMMUNITIES AND FAMILIES SUPPORT GIRLS' EDUCATION

Map existence/capacity of AME. If no AME, identify women interested in forming one

The Association des Mères d'Elève, AME, is a community-based organization that supports enrollment and maintenance of girls. Initiated by UNICEF years ago, many AMEs were established in Kayes and Mopti but they are no longer functional. As part of the CAA, GLEE team assessed existing AMEs or identified women organizations willing to form one or just support the education of their children. Assessment revealed women are more and more enthusiastic about their participation to the education system and 168 organizations expressed their will to establish an AME to support girls' education in their communities.

Adapt CGS/APE/AME Training Manual

Between December 17 and 22, 2018 GLEE convened a workshop to review the CGS training Module with the Cellule d'Appui à la Décentralisation/Déconcentration de l'Education (CAD/DE). The first two days were for the three representatives of the CAD/DE to orient GLEE staff on the official CGS training module developed while the last two days focused on identifying sections in the modules where gender considerations can be integrated; discussing the selection of potential women from the CGS/APE/AME who can be trained and supported to assume leadership positions, such as chairpersons, and who can be involved in the financial resource management decisions related to improving the quality of learning for girls and boys. All five partners in the GLEE consortium were represented at the workshop. During these four days, GLEE staff discussed how the project can revise the Educational Development Plans that all CGS should have to include how to address SRGBV issues and put in place school safety measures in addition to training the key members. At the end of the workshop, CAD/DE shared several documents to be used during the CGS ToT.

Conduct CGS/APE/AME ToT for CPHDA and GAAS

Prior to conducting the CGS/APE/AME ToT for CPHDA and GAAS, the GLEE team needed to review the CGS training module with the CAD/DE representatives. Unfortunately, the Director of CAD/DE was busy and only available at the end of December for the workshop. Due to longer than expected delays in scheduling the workshop with CAD/DE the CGS/APE/AME ToT for CPHDA and GAAS has been delayed until next quarter.

Facilitate school enrollment campaigns and back-to-school night for girls

Despite efforts of the Malian government and its partners in the field of education, many children, mainly girls, still do not have access to education. This stems from the lack of understanding on the part of rural communities of the advantages of an education for their children, particularly girls. To address this barrier, the GLEE project organized sensitization campaigns aligned with the back to school period and enrollment of girls in school across all GLEE communities. Key messages delivered during these campaigns were "Educate a girl, educate a whole family", "An educated girl will be more autonomous and will contribute to the expenses of the household", "Educate a girl, contribute to the reduction of poverty", "Early marriages dangerously compromises the future of the girls", "Islam doesn't forbid modern education". Following these campaigns, 80 girls who had dropped out in Kayes returned back to school with support from their parents. In Mopti, many schools are closed due to insecurity and interethnic conflict. The back to school campaign targeted communities that were accessible and open to welcoming the project team. Thanks to these campaigns, 5 girls who had dropped out of school last year have reenrolled. All children who dropped out more than one year ago, must register in the ASC before transferring to the formal school system. All of those who have re-enrolled in school will be eligible for scholarships and are being encouraged by the GLEE team to join the mentoring activities to support their performance in school.

OBJECTIVE 2: IMPROVE SAFETY OF ADOLESCENT GIRLS IN SCHOOLS AND THEIR COMMUNITIES

SUB-RESULT 2.1: STRATEGIES AND POLICIES TO SAFEGUARD ADOLESCENT GIRLS ADOPTED IN SCHOOL AND COMMUNITIES

Convene stakeholders in regions and CAP for School-Related Gender-Based Violence (SRGBV) gap analysis

To initiate the plan for conducting a gap analysis at the regional and CAP level, the GLEE School Safety Specialist travelled to Douentza and Bandiagara CAPs, two of the CAPs within the Mopti region with perceived high levels of SRGBV. Due to the gap in existing data related to incidents of SRGBV, instead of holding workshops with the CAPs, the GLEE team adjusted its strategy by first holding a meeting with the various stakeholders. This allowed the team to assess the state of SRGBV with government partners-controlled actors (e.g. CAPs, Police, hospitals, courts) and non-governmental organizations. The outcome of this assessment highlighted the issues related to school violence, security on the way to school, sexual violence/abuse and corporal punishment. Similar meetings will be held in Kayes next quarter.

Gather existing school emergency and disaster plans

The assessment conducted by CPHDA and GAAS revealed emergency plans do not exist at GLEE schools. Additionally, site visits to the schools revealed that most schools are not enclosed and have pathways across the school grounds which are used by motorcyclists, pedestrians and house pets. School representatives do not have a contingency plan in case of threats, attacks or disasters at any of the 272 GLEE schools. To address the lack of emergency plans, an emergency plan template has been developed and validated by the project team. Next quarter it will be validated by the CGS and the CAPs before being completed at the school level. The validation with the CAPs and CGS is planned for February 2019.

Oversee the implementation of the code of conduct through close monitoring by the CGS / APE / AME and identify adolescent girls and boys trained to monitor its implementation

During the reporting period the GLEE School Safety Specialist drafted a term of engagement in favor of girls' protection which was submitted the project team and implementing partners for validation. This will be submitted to CGS during their training to orient them on the content and bring them to sign their engagement. The CGS will be responsible for overseeing the implementation of the code of conduct at their school. The objective of the code of conduct is to define proper behavior for both teachers and students within the school setting. Once the code of conduct is established, the CGS commits to monitor its implementation through:

- Evaluating any risk or danger girls might be subject to
- Organizing care for victims
- Collaborating with families and

- Reporting SRGBV cases submitted via the Incident Box or by other means to the CAP level.

On the other hand, students will be trained on the code of conduct monitor teachers' adherence.

Develop a systematic whistle blower module on Gender, Child Protection, including corporal punishment, GBV including sexual harassment to be used during training sessions for their engagement

Under the leadership of the GLEE School Safety Specialist, the team has developed a whistle blower module on Gender, Child Protection, including corporal punishment, SRGBV including sexual harassment, which will be used during the training of teachers and CGS/APE/AME and serve as reference and foundation for all activities implemented as part of the GLEE project interventions.

Distribute incident boxes and hotline posters



In December, GAAS proposed a design for the incident boxes. All partners then reviewed and made suggestions to the design to finalize a model (see photo on the right). The Incident boxes are currently under construction in both regions and will be distributed to the 272 partners schools next quarter.

SUB-RESULT 2.2: EFFECTIVE REPORTING AND REFERRAL MECHANISMS FOR SRGBV ESTABLISHED

Develop/refine SRGBV reporting/referral training materials with adolescent inclusiveness focus

The School Safety Specialist and the Gender Integration Advisor drafted a training manual on SRGBV which was reviewed by other members of the GLEE team in country. The module has been reviewed by Winrock Home Office and will be submitted to USAID for approval next quarter. The module will be used to train AE/CAPs, CGS/APE/AME and teachers to allow them to integrate the issue of SRGBV into their school's education development plans and daily teaching so they can respond appropriately.

OBJECTIVE 3: INCREASE KNOWLEDGE AND ADOPTION OF POSITIVE HEALTH BEHAVIORS AMONG ADOLESCENT GIRLS

SUB-RESULT 3.1: POSITIVE HEALTH BEHAVIORS ADOPTED BY ADOLESCENT GIRLS

Development and Validation of Comprehensive Life Skills Curriculum

The Adolescent and Youth Curriculum on Reproductive Health (Module sur l'Education des Adolescentes et Jeunes en matière de Santé de Reproduction) curriculum was developed by IntraHealth International and validated by the GLEE technical team, Ministry of Education and Health stakeholders, and civil society representatives. The Adolescent and Youth Curriculum on Reproductive Health will be delivered at all 272 GLEE schools by 272 teachers and 544 Peer educators to support girls to acquire knowledge and adopt positive behavior with regard to reproductive health and menstrual hygiene management; The objective of the curriculum is to enable the trained students to acquire the

skills and knowledge necessary to make positive life choices and adopt positive health behaviors. Peer Educators will use a simplified version of the Adolescent and Youth Curriculum on Reproductive Health to conduct extracurricular activities with girls 10 to 18 years old.

Curriculum development process included the following steps:

- A review of different training documents available in Mali and West Africa, including those already developed by the IntraHealth CS4FP project.
- Creation of a first draft by a group composed of GLEE project members, IntraHealth/CS4FP and MEN representatives.
- Analysis and identification of themes present and missing based on UNESCO guidelines on ESC.
- The analysis of GLEE project's anticipated results and the prioritization of SRAJ and WASH topics.
- Development of an adaptation plan considering all the GLEE project's training needs.

This manual is divided into two sections with each section covering several topics:

First Section: Communication and Presentation Techniques

- Communication
- Presentation Techniques

Second Section: Training Modules

- Real-Life skills and self-discovery
- Violence in schools
- Safe use of Information and Communications Technology (ICT) and social networks
- Anatomy and roles of the genitals
- Youth, sexuality and sex life
- Human rights and gender
- Gender-based violence
- Puberty, the menstrual cycle, and menstrual hygiene
- Family planning
- Pregnancy and its development

- Protect yourself against STIs and HIV/AIDS

The GLEE project organized a workshop to review, share and validate the curriculum with the goal to involve government partners in ownership and sustainability of project activities. This workshop was held November 12 and 13, 2018 at the IntraHealth Mali office. The ceremony was opened by Mr. Moussa Macalou, the Representative of the National Director of Pedagogy within the Ministries of National Education (MEN). Twenty participants from technical departments within the MEN, Health and Public Hygiene (MSHP), Ministry for the Advancement of Women, Children, and the Family (MPFEF) and the Youth, Employment, and Citizen Building (MJECC) and GLEE's technical partners.

To introduce the participants to the GLEE project, Objective 3 lead, Adolescent Reproductive Health and WASH Director, Dr Toure Sidi Oumar presented the entire project. He put emphasis on the third objective, “increase knowledge and adoption of positive health behaviors among adolescent girls,” as the workshop focused on this objective. His second presentation concerned the development of the life-skills curriculum.

The participants then formed six (6) smaller working groups. To complete the work, Terms of Reference for the work were shared with the participants. Each of the six groups worked on the 3 sessions below:

- 1st work session: This group reviewed the documents, identifying areas to improve the consistency, completeness of information and relevance to the audience.
- 2nd work session: This group assessed the accuracy and relevance of the objectives in relation to the themes.
- 3rd work session: This group reviewed the learning methodologies for improvement as needed to better ensure the transfer of knowledge and skills to the audience.

After each working session, plenaries were organized so each small group was able to share their results. The changes were approved by the large group and integrated into the curriculum. The working group approved the curriculum to be introduced into intervention schools.

Training of Teachers and Health Workers on the Life Skills Curriculum at CAPs in Badiagara, Bankass, and Sangha

The GLEE project, in partnership with the DNP, organized four three-day training sessions for 102 participants from the CAPs in Badiagara, Bankass and Sangha. A breakdown of the participants is included in the table on the following page. These sessions were held December 8-10, 14-16, and 20-22, 2018, including a practical phase that concerned the last two days of the training.



A facilitator explains how to make a menstrual pad using local materials

During this practical phase, each group practiced teaching micro-sessions the different chapters of the curriculum. This technique allowed all the participants to

master the content of the curriculum but also to become familiar with how to best teach this information to students. For example, they learned how to teach young girls to make menstrual pads.



Micro-sessions on family planning in Bankass

In these micro-sessions, the facilitator of the group played the teacher, and the participants were the students. For each theme, the facilitator targeted a specific age group that these messages were adapted for. At the end of each micro-session, the facilitator and their group were evaluated on the achievement of the training objectives, on the quality of the message adapted to the age group, and on the methodology used. Additionally, participants shared their positive feedback to the group. The main facilitators used an evaluation

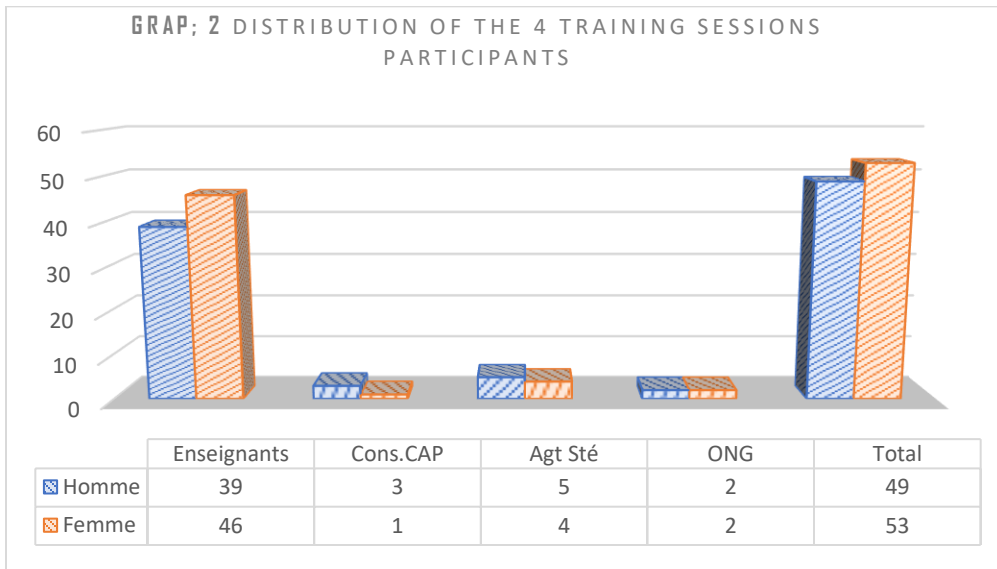
checklist that allowed them to provide feedback for upcoming sessions with the goal to improve their teaching technique.

Distribution of participants by CAP and participant type during the 4 sessions

Participants	Bankass	Bandiagara	Sangha	Total
Teachers	21	43	21	85
CAP counselors	1	2	1	4
Health Workers	1	7	1	9
NGO employees	1	3	0	4
Total	24	55	23	102

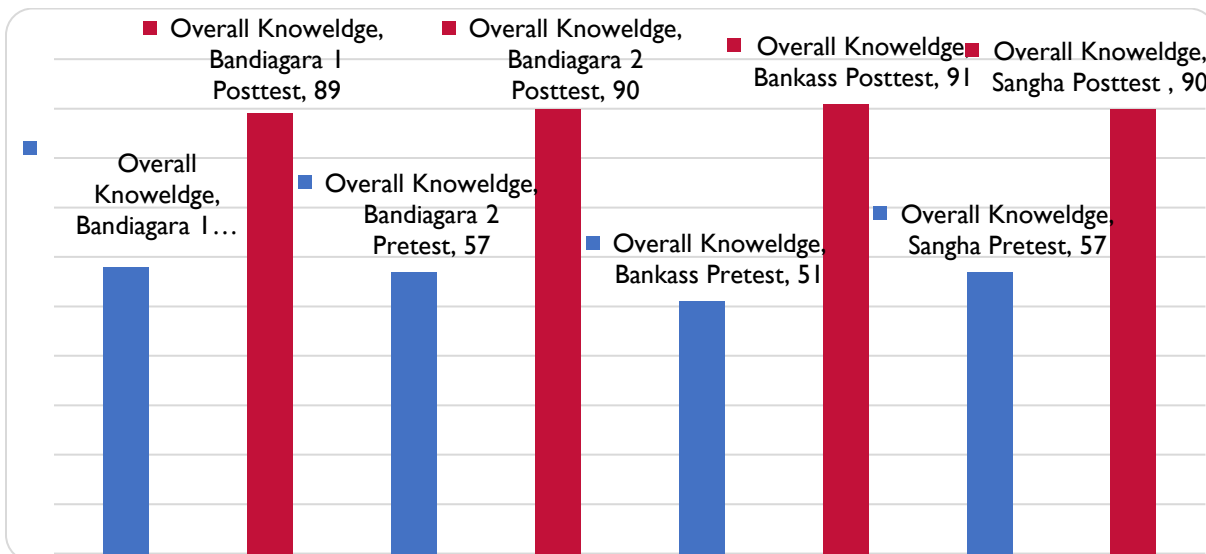
Of the 102 participants, 89 (87%) were teachers at intervention schools and CAP counselors, 4 (4%) were health workers at partner health clinics, and another 4 (4%) were NGO employees. All 89 teachers trained will train the students at their schools on good hygiene and health behaviors. Among the trained teachers, 54% (46/85) were female. The CAP counselors will be the point of contact and supervise the project activities.

DISTRIBUTION OF PARTICIPANTS BY PARTICIPANT TYPE AND GENDER FROM THE 4 SESSIONS



Comparing the pretest and post test of the training, we note that the perception of the participants on gender equity and youth reproductive health increased from 73% to 91%. Further, their level of knowledge about reproductive and sexual health has reached 87%. Additionally, participants self-assessed their own level of knowledge reproductive health at the beginning of the training and at the end. This self-assessment rose to 83% from 49% only two days before. Overall, the general level of knowledge of participants has changed from 56% to 90%. At the end of the two trainings in Bandiagara, the participants improved by 31% in session 1, and 33% in the session 2. Participants in Bankass improved by 40% and 33% in Sangha.

Overall knowledge of reproductive health pre and post test scores show significant improvement as depicted in the graph below.



Participant Testimony

Rokiatou Sogodogo, Teacher at Alpha A Seck primary B, CAP in Bandiagara

Before this training on the life skills and good hygiene and health practices, we ignored certain hygiene and health practices. Now, we've learned a lot that we were ignoring about gender, equity, equality and menstrual hygiene. During this training, different simulations on menstrual hygiene and how to make reusable hygiene pads are going to allow me to help students manage their menstrual hygiene, make pads and how to talk to the community about these issues.

Bienvenue Tembely, CAP in Bankass (Diombolo second cycle)

Among all the topics covered during the training on the culture of good practices of hygiene and health, it was teenage pregnancy in school that touched me the most. Teenage pregnancy can hinder girl's mental, psychological and physical development. It can cause them to drop out of school. Even after she gives birth, she faces dangers such as obstetric fistula and even death. From now on, to avoid these situations, I can train and advise girls about different contraceptive methods and encourage them to go to health centers.

Train School Officials and Communities On The Life Skills Curriculum

These one-day orientation sessions for members of the school management committees (CGS) for each CAP, organized by IntraHealth and the DNP, included one member per CGS for each intervention school. A total of 84 CGS members were trained on the life skills and good hygiene practices and health in schools. These different orientation sessions took place the 11, 13 and 23 December 2018 in Sangha in the Dourou commune. The opening orientation sessions was presided by the Director of each CAP. The directors affirmed their desire to work with GLEE to increase adoption of positive health behaviors for young girls. The CAP Director in Bankass promised to integrate the curriculum in the Teachers' Learning Community (CA) so that all the teachers will be trained. He also suggested to teach certain topics from inclusive pedagogy that better prepares teachers to talk about topics in the curriculum.

During the exchanges with the members of the CGS, they reaffirmed their commitment to work with the project. They know all the project objectives are important, especially the issue of reproductive health and WASH they are constantly struggling to deal with in schools.

According to André Kene, CGS Bengdje 1st cycle: "Training students, especially girls, in life skills is a very good thing. As a father and head of the school, I wish this project had come even earlier because we deal with teenage pregnancies, which leads to conflict in our families and communities. Because of the important goals of this project, we must praise it and work together with all our strength."

All the CGSs in the intervention schools in the CAPs in Bankass, Bandiagara and Sangha were trained. In total only 3 CGS members out of 84 were female. This is because women are not only under-represented in the CGS, but also do not occupy leadership positions, and majority of the CGS were represented by the CGS Chair at the training.

Partner Activity 3.1.2: Expansion of Youth Program and Leadership on Health Matters

Select the Peer Educators (PE) and Youth Ambassadors (YA)

During this quarter, IntraHealth and key stakeholders created a list of criteria and qualities for peer educators and youth ambassadors. These PEs are students who act as stewards to carry out communication, outreach activities, and trainings with their peers. These criteria were shared with NGOs in the field, so they could help with the selection process. These PEs and YAs were selected with the help of school directors and teachers. A total of 416 potential PEs and 64 potential YAs were identified.

SUB-RESULT 3.2 ADOLESCENT GIRLS' KNOWLEDGE OF AND ACCESS TO HEALTH SERVICES

Activity 3.2.1: Increased Cooperation Between Community Or District Health Centers And Schools

Selection of Partner Health Centers and Sign MOUs

To involve community leaders in the ownership and acceptance of the GLEE project, IntraHealth International, in partnership with the DNP, organized several meetings at the intervention CAPs and communes. A presentation was given about the objectives of the projects, the benefits that communities can derive, and the merits of collaboration between schools and health centers was given to each stakeholder. These meetings helped to create dynamic support for the project from community leaders. As a direct result of this support, all 85 MOUs were signed between the schools and the health centers.



MOU signing ceremony between the Bankass Mayor, the DTC, the CAP Director, and the ASACO

MOUS IN MOPTI

CAP	Signed MOUs			Objectives
	MOUs created	Signed between schools and health centers	Approved by the Mayor	
Bankass	21	21	21	100%
Bandiagara	43	43	1	100%
Sangha	21	21	21	100%
Total	85	85	43	100%

Community leadership organized an official ceremony to mark and put emphasis on the signing of the MOUs. These ceremonies to show the signing of the MOUs by the commune mayors were held in Bankass and Dourou (seat of the Sangha CAP), on the 21 and 22 of December 2018 respectively. The CGS and ASACO are under the authority of the mayor, and approval from the mayor plays a symbolic role, but is nonetheless influential and provides support to the project. In attendance were the CAP employees, Mayor's delegation, Community Health Association (ASACO) employees under the directorship of the mayors of the commune.

In Bandiagara, not all the MOUs were approved by the mayors. The schools, commune and health centers were located far apart combined with the CAP trainings in Sangha made it difficult to ensure follow-up and the signings were complete. The follow-up of the MOUs for the mayor's signature will be done by the Bandiagara CAP and the field agents once recruited. The approval by the mayor is important due to how the decentralized the government offices are.

Conduct Orientation on Youth-Friendly Services For Health Facilities In Schools' Service Areas

Of the 13 health centers in the Mopti area, nine (9) health workers were trained in gender, GBV and reproductive health of young adolescents. These health workers will serve as a focal point at the health facility level to address the students' specific needs at GLEE schools. Additionally, meetings were held with the Chief Medical Officers and the ASACO to explain the referral framework so that students can go to health centers to seek care. The referral framework establishes a foundation for collaboration between schools and health centers and also facilitates access to adequate health services for adolescents. These different meetings with the Chief Medical Officers and ASACO also contributed to the signing of the MOUs.

SUB-RESULT 3.3: HEALTH BARRIERS TO EDUCATION REDUCED

Activity 3.3.1: Provision/Improvement of Wash Facilities' Appropriateness and Functionality

Assess Schools' Baseline Adherence to MEN School Hygiene Policy

The baseline evaluation led by Edintersect assessed schools' adherence to MEN school hygiene policy. IntraHealth reviewed and provided input to the indicators and survey questionnaires developed by the firm. The final report is currently being prepared by the firm, but the table below provides provisional results.

WASH IN SCHOOLS: PROVISIONAL RESULTS

Indicator	Kayes	Mopti	Overall
Number (and percentage) of schools with latrines which meet basic requirements for management of menstrual hygiene needs	12.7%	45.5%	24.9%
% of schools with functional, sufficient, and separate latrines for girls and boys	10.8%	10.1%	10.6%
% of schools with latrines adapted for people with disabilities	28.9%	63.6%	41.9%
% of schools that provide hygiene lessons for all students	47.6%	81.8%	60.4%
% of schools that provide orientation sessions on menstrual hygiene	10.2%	28.3%	17.0%
% of schools that have handwashing facilities	50.6%	52.5%	51.3%

Identify Wash Partners to Leverage Support for Wash Infrastructure Improvements such as Water Points and Water Committee Management Training at GLEE Schools

The IntraHealth, DNP, and MEN teams held a meeting with the Mopti Regional Health Director (DRS) and its technical team including the regional planner, the hygiene and sanitation officer and the school health focal points. The purpose of this meeting was to introduce the project to the DRS to establish a foundation for close collaboration moving forward. During this meeting several points were discussed including: the presentation of the GLEE project with a focus on Objective 3, planned activities as well as activities already carried out, the planned trainings, the memorandum between ASACO and CGS, and the coordination of the WASH actors. The Kayes region will go through the same process next quarter.

The DRS in its interventions welcomed the initiatives of the project as an opportunity to remove several challenges facing its region. They also stated that the project will help to strengthen its coordination framework, as it is currently underdeveloped. At the end of the meeting, a working session was scheduled with the technical team to identify the WASH and Adolescent Reproductive Health partners in the region. Results of this work session were refined in the field during the meeting with its decentralized services.

During this mission all the DRS' decentralized services were met by the Chief Medical Officers and their technical teams, including Bankass' and Bandiagara's health districts social health teams. During these meetings, the Chief Medical Officers reiterated their commitment to have close collaboration with the project, which will facilitate their tasks and responsibilities by making a significant contribution to improving health indicators. Following this meeting, technical work was done at each health district to conduct mapping of WASH stakeholders. In Bandiagara Health District, a courtesy visit and outreach to USAID-funded NGOs was conducted at the CARE office. This visit set up the foundation for a synergy framework between USAID partners. A total of ten WASH partners have been identified in the GLEE project intervention areas (see table below).

WASH PARTNERS IN BANDIAGARA AND BANKASS HEALTH DISTRICTS

N	NGO	Supervisor	Cercles	Intervention domain
1	ACTED	Bocar BABATY, Chef de Bureau Koro- Douentza	Douentza, Bandiagara, Bankass	Nutrition- WASH
2	COOPI	Fakoro KONE Coordinateur Nut Mopti	Bankass	Nutrition- WASH
3	IMADEL	M. Allaye DIALLO	Bandiagara, Bankass	WASH
4	UNICEF	Ahmed Aida, Chef de bureau Unicef Mopti	Bandiagara, Bankass	WASH
5	CARE/Projet USAID Nutrition et Hygiène	Sahada TRAORE, Chief of Party	Bankass, Bandiagara,	Nutritional Agriculture, Nutrition, WASH, Women's empowerment
6	HARANDE	Idriss LEKO	Bandiagara, Douentza	Nutrition, WASH
7	DNH / PAEPMA	Madiou TOURE Coordination du programme	Bandiagara, Bankass,	WASH
8	DNH / PNMRE	Nouhoum COULIBALY Chef de projets	Douentza	Hydraulique
9	PEPA	Mme DIALLO Samiatou DICKO	Bandiagara,	WASH
10	WORLD VISION	ANDRE YEBEDIE	Bankass	WASH

ACTIVITIES PLANNED BUT NOT ACHIEVED

OBJECTIVE I: DECREASED KEY BARRIERS OF ADOLESCENT GIRLS TO ACCESS QUALITY EDUCATION

Develop the Annual Program Statement (APS) and secure approval from the COP

Building on Winrock's experience on similar projects that have successfully implemented the in-kind grant projects, the GLEE team has gathered several examples of in-kind grant packages to include in the APS which will be adapted to GLEE context. The Annual Program Statement will be submitted to the COP for approval in January.

Conduct Mentor ToT with role model reinforcement

During the reporting period, GLEE team hired a consultant to develop a GLEE Mentoring Guide which was submitted to USAID and The Direction Nationale de la Pédagogie, DNP, for review and approval on January 7, 2019. Given the ongoing issue between the MEN and the Islamic Council about the Complete Sexual Education Module which the MEN endorsed, the MEN has delayed its review of the GLEE Mentoring Guide. As a result, the GLEE team has delayed the Mentor ToT until the MEN completes its review of the Mentoring Guide to avoid a similar issue.

OBJECTIVE 2: IMPROVE SAFETY OF ADOLESCENT GIRLS IN SCHOOLS AND THEIR COMMUNITIES

Train AE/CAP on SRGBV

Several activities with the AE/CAPs were scheduled concurrently during this period so the team set priorities for certain activities. As a result, the AE/CAP training was postponed to the next quarter allowing better preparation which will ensure content of all the modules is relevant and sensitive to the country context.

OBJECTIVE 3: INCREASE KNOWLEDGE AND ADOPTION OF POSITIVE HEALTH BEHAVIORS AMONG ADOLESCENT GIRLS

SUB-RESULT 3.2: ADOLESCENT GIRLS' KNOWLEDGE OF AND ACCESS TO HEALTH SERVICES INCREASED

Select partner health facilities, sign MOUs

While the selection of health centers is complete in both regions, MOUs were not signed in all areas. The project team was able to proceed with signature of 85 MOUs in Mopti area except in Douentza and will be implemented in the region of Kayes during the next quarter.

CHALLENGES/DIFFICULTIES ENCOUNTERED (TECHNICAL, MANAGERIAL, FINANCIAL) AND PROPOSED SOLUTIONS

VAT Exemption Process: Another challenge of note is the process for obtaining VAT exemption from the Malian government. This process was not immediately clear, and even with clarification presents the potential to delay the overall procurement process throughout the life of the project. Due to government regulations and/or expectations, VAT exemption is provided on a case by case basis, in comparison to a blanket VAT waiver, and this presents an enhanced burden on staff in terms of time and documentation required for Mali government approvals. There are more challenges as the government is now requiring that all VAT exemption requests go through the Ministry of Foreign Affairs. That has slowed down the procurement process. The GLEE project is adapting procurement and financial processes to best accommodate the stated government requirements and to ensure relevant documentation is readily on hand for VAT exemption submissions in the future, while remaining in line with Winrock's processes and procedures.

Accessibility and availability of communities: The rainy season presented challenges related to accessibility to some communities at the beginning of the quarter and the harvest period also contributed to challenges related to the availability of community members. There were still CAA activity going on while people were still busy in their field in rural areas. Getting people to attend the CAA sessions was a challenge in both regions. In Kayes region many communities from CAP Rive Droite and Kéniéba were completely inaccessible due to overflow of the rivers and unpassable roads. The same accessibility issues were also faced by the project team in Mopti, but in this region inaccessibility was due to security issues which caused postponement of planned CAAs in certain communities. The consequences of these issues are the delay in the pre-registration of girls and identification of GLEE Mentors and YAs in all communities. To address this GLEE teams in both regions have developed several solutions including collaboration with community volunteers to lead and monitor activities and planning multiple activities to maximize when communities are available and accessible.

Overlapping Accelerated Schooling Centers: There are several ASC partners in the project area, particularly in Kayes where you can find many partners in the same commune and in some cases in the same community. The programs implemented by the other partners negatively impact GLEE's Accelerated Schooling activities because they are proposing a higher incentive to facilitators. For example, UNICEF is proposing CFA 87,500 per facilitator per month while the GLEE project is offering a monthly incentive of CFA 48,000 per facilitator. The project lost many animators who resigned to join other partners in order to get a better monthly pay. To address this the GLEE Director of Education joined the Out of School Committee to raise the issue and ask the MEN to coordinate among partners to avoid overlap. MEN developed a tool to collect data from all stakeholders which gives a clear picture of all overlapping communities and a decision will be made before the beginning of next school year on who will operate ASCs in overlapping communities. To address the lower monthly stipend for ASC facilitators provided by GLEE, Winrock has prepared a budget realignment which includes an increase in the monthly stipend for ASC facilitators to better compete with the rates offered by other implementers.

Lack of desks: Community mobilization remains a challenge for GLEE team about the ASCs as despite their enthusiasm and willingness to provide temporary shelters, many communities are late building the temporary shelters. GLEE team also noticed insufficient number of target population in some communities mainly in Bandiagara and Kenieba while in some areas the number of boys bypassed girls. The project tried to mobilize communities to provide equipment such as desks for ASC students, but the communities cannot provide both temporary shelters and desks. The delay in provided benches and other materials to the centers is becoming a serious threat for the project as many communities and education officials in Kayes and Mopti are questioning the seriousness of GLEE presence. Some communities threatened to stop their ASC programs if the project does not provide desks. To address this Winrock has prepared a budget realignment which includes enough desks for the ASCs.

Security issues: The region of Mopti faces a lot of security issues, particularly in the districts of Douentza and Bankass which are the project's main intervention area. Two ASC centers could not even open there because of the insecurity. An ASC center was attacked by radical groups in December 2018. They closed the center and physically assaulted the female animator as well as the learners. In order to solve the mobility issue in the region of Mopti where motorbikes are not allowed, OMAES gives monthly allowances to their staff so that they can take the local transportation which have not been banned and are still authorized by the administration.

Effect of poverty on education: In Mopti where gardening is a major income generating activity, many girls move to these gardens to look for employment and many parents chose to leave their daughters out of school because they need them in the gardens. In Kayes the issue is gold mining. Lots of girls prefer to go to the gold mines rather than attend school. To address this issue, the awareness raising during the back to school campaigns focused on messages related to the economic benefit educating girls can bring to a household. Messages such as, "Gold mining is temporary/short term gain while education is long term guarantee," were used to reinforce this.



An adolescent girl working in a gold mine in Dialafara, CAP of Kenieba

Unforeseen factors with Health Center MOU: The signing of the MOU with the Community Health Centers has been more involved than expected. Unplanned activities such as forming a coordination committee to monitor the implementation of the MOUs is required. This committee is chaired by the mayor of the commune and involves the socio-health framework team, the Director of CAP, the ASACOs, the directors and the CGS of the schools. These committee meetings will bring together participants who often do not live in the large city and require transportation, accommodation and meals expenses to be covered. The participants' attendance at these meetings requires full financial support from the GLEE project which was not included in the budget. To address this IntraHealth will work with GAAS and CPHDA to provide closer supervision.

Lack of financial capacity for local NGOs: The local NGOs struggle to prefinance their activities because they have limited cash flow and access to credit. That negatively impacts their activities as they have to go on a slow space, which cause them problems to meet deadlines. For example, many of the ASC centers are not equipped with desks to date because this activity requires large capital investment, which OMAES, cannot afford. One solution explored by GAAS Mali was to approach their bank to ask for a loan in order have more financial capacity, but the bank did not approve their loan request because the bank stated that the USAID contract did not provide sufficient guarantee that the loan could be repaid. The bank requested that GAAS Mali provide something tangible, a house for example, which they could seize in case there were problems with reimbursement. In December Winrock submitted a request for approval to USAID/Mali for an ammendment of our contract financing method in order to get advance payment from USAID through a letter of credit.

RESILIENCE

An Initial Environmental Examination (IEE) was conducted by USAID for Mali. Based on the IEE, Winrock has developed its Environmental Mitigation and Monitoring Plan (EMMP) which is pending USAID/Mali approval. Once approved Mali GLEE will organize training and orientation activities for all local staff and subcontractors implementing project activities requiring environmental assessment, observation and mitigation. Trainings for staff and subcontractors will be based on the EMMP and cover environmental monitoring and impact mitigation responsibilities, as well as policies and procedures aimed to develop and manage project activities in an ecologically and rational manner. Winrock will provide ongoing training as needed and regular follow-up environmental field audits as part of its ongoing project monitoring.

Programmatically, GLEE is building resilience at the school and individual level through the following mechanisms:

School Emergency Plan: This plan will allow each GLEE school to be prepared to reduce the impact of emergencies on itself and the community. The emergency plan includes two parts: the first part is a general information section (rescue services available – number of people in the school) and the second part is the actual plan (fire evacuation plan, evacuation plan in the event of a bomb threat/alert, plan against an armed threat or hostage, and action to take in the event of an explosion or shooting).

School code of conduct: norms of behavior established for learners, teachers, center animators, CGS and elected municipal officials. The code proposes actions to take in case of violation of these norms.

CGS Commitment Document to Protect Children's Rights: A commitment document has been developed. It will be submitted to each CGS for awareness and endorsement of the content to commit to protect the rights of children.

Whistle blowing: a whistle blowing system has been established through incident boxes that will be put at the school level in order to facilitate reporting by the victims of School Based Gender Violence anonymously.

Module on School Related Gender Based Violence (SRGBV): A SRGBV module has been developed for teachers. Its main objective is to reinforce the knowledge of teachers on SRGBV so that they can prevent them and support children who are victims of abuse. The content includes:

- **Rights of the child** (universal rights, texts ratified by the Malian Government in this matter, Malian texts such as the country constitution, the Penal Code, the Right of the Family and People - the code of Protection of the Child)
- **Learner welcoming teacher and the school / classroom:** It defines the qualities of a welcoming or child friendly teacher, what a child friendly school/classroom should be and provides the content of the code of conduct.
- **Gender-based violence:** gives the definition, provides a list of the different types of GBV, its manifestation in school and proposes responses to GBV

CROSS-CUTTING SOLUTIONS

GENDER

Gender equality is a core principle in USAID Mali GLEE project implementation.

At the outset of the reporting period, major gender activities were linked to recruitment process, conducting the CAA with female focus group realization, recruitment of children for CSAs, technical review of training manual, updating the Gender Response Plan (GRP) based on USAID feedback, and conducting the GLEE Baseline Assessment including aspects of Gender Analysis.

Children recruited in the 133 ASCs include 3,661 girls (78%) and 1,046 (22%) boys. That is close to the planned 80% girls' enrollment rate. The 2% difference is due to the realities within the communities. All identified girls have been accepted in the ASCs.

The baseline study gathered quantitative data on additional indicators of interest to GLEE that provide contextual data to be used to customize and adjust programming to the needs of intended beneficiaries. Additional indicators relate to the following topics:

- Access to and control over assets and resources
- Gender roles, responsibilities, and time use
- Cultural norms and beliefs

- Patterns of power and decision-making

During the CAA process, female focus groups were successfully organized to ensure inclusion of women's perceptions. In Kayes the project has reached 3,360 women (39%) and 5,300 men (61%), while in Mopti 3,591 (60%) women, and 2,355 men (40%) have been reached. When combining women's participation in both regions, there is an average of 50% women/men. To illustrate women's commitment following the CAA sessions, the village of Baraka in the region of Kayes decided to establish an AME supporting each other and adolescent girls' education. The CAA sessions confirmed that girls are mainly involved in domestic work and income generation activities such as traditional gold extraction. These activities represent barriers to accessing quality education and hinderances to regular school attendance for those enrolled.

In the recruitment process, all interviews included questions related to gender empowerment and "Women applicants are encouraged" in advertisements. Female candidates have been recruited both at local and national level. The USAID Mali GLEE staff is currently 27.3% female and 72.7% male at the reporting period including high and intermediate positions. In the CSA facilitator recruitment handicaps have been take in account. One brilliant female candidate that stammers has been recruited in Mopti.

This information has been used to draft the Gender Response Plan and shape the year two workplan development. The Gender Response Plan takes in account USAID/Mali GLEE strategies on key barriers identified that challenge girls' access and attendance at school during the RNA/GA. On the guidance of USAID, the GRP document was developed when relevant, for all activities identified in the Year two planning, strategies to attend the gender equality result targeted and methods of verification. The Gender Response Plan operationalization plan will follow.

During the reporting period Mali GLEE project management staff made contact with relevant government and nongovernmental stakeholders working on gender issues including, Education Cluster, Protection Cluster, MPFEF, CAMRIS, PACEN, EDC, UNICEF, UNESCO, MEN, and MSHP to update the contact with new comers in their position, share information, increase GLEE project visibility in this space, and learn lesson from other implementers which could be relevant to GLEE project implementation. The project has collected key documents such National Gender Policy, the code of conduct and SBCC tolls which will support the GLEE project during the upcoming reporting period as community entry continues, training manual validation continues as well.

Later in the reporting period, gender activities have focused on capacity buiding activities with teachers and CGS representatives. All participants in the training for teachers, health workers, and CGS workers were educated about gender and GBV. This training also covered latrine and classroom accessibility for handicapped students. Of the 102 teachers and health workers trained 53 were women (52%), and amongst the 84 CGS workers, 3 were female (4%).

The project organized an adaptation workshop on the CADDE curriculum for CGS/APE/AME. There were 3 three trainers (one woman) from CADDE, including the Gender and WASH focal person. Following a gap analysis, Mali GLEE proposed two additional annexes to this curriculum that have been qualified as relevant for the CGS/APE/AME by CADDE representatives, and government actors. These include the Gender Sensitive Planning and Gender Based Violence in School modules. The CGS/APE/AME TOT is planned for early in the upcoming reporting period.

In summary, of a total of 477 people trained 120 were female (34%) while the 357 men represent 66%. Technical advisors in charge of girls' education at the level of the AE/CAP (SCOFI) were part of the trainings. Low numbers of female participation are linked to low numbers of women in lead positions within MEN. The situation is similar amongst the CGS/APE/AME.

YOUTH

The Mali GLEE project targets adolescent girls between the ages of 10 and 18 including children living with disabilities. During the Baseline data collection process, these adolescent girls represented a targeted group participating in interviews. A specific discussion guide called "Girl Survey" was drafted for them during the baseline data collection process to solicit their knowledge and perception of education, best WASH practices, and gender issues within communities. Eighty villages amongst all villages covered by the baseline were chosen for adolescent girls' participation. Participants included seven girls aged 15–18 within each of the 80 villages, providing a total of 560 girls reached as part of this process.

During the CAA activities, the role of youth in the GLEE implementation strategy was highlighted for communities. Each school community is currently identifying peer educators and mentors to serve as role models and support the development of a new generation of leaders in education, especially adolescent girls' education.

Youth were also an important criterion in the recruitment of facilitators for the CAA in Kayes and Mopti. Facilitators between the ages of 20 to 35 have been targeted, including girls and women. In Mali, individuals between the ages of 18 and 40 are considered to be a youth. The GLEE project has created hope and given opportunities to 133 young educated people (29% female and 71 % male) looking for jobs, to become active within their communities as ASC facilitators.

SCIENCE, TECHNOLOGY, INNOVATIONS, AND RESEARCH (STIR)

Nothing to report.

ENVIRONMENTAL COMPLIANCE/CLIMATE RISK MANAGEMENT

An environmental consultant, John Michael Kramer, was recruited to assist with the development of an Environmental Monitoring and Mitigation Plan (EMMP). The EMMP was refined and submitted to USAID for COR review and approval. USAID provided feedback for additional review. With the start of activities such as the rehabilitation of school latrines, provision of handwashing stations, production of sanitary pads, actions will be taken reduce or eliminate potential negative environmental impacts resulting from these activities directly or indirectly. These measures are always shared with participants during trainings conducted on Adolescent and Youth Curriculum on Reproductive Health.

MEXICO CITY (IF APPLICABLE)

GLEE subcontractor IntraHealth is positioned to address education and training related to the Mexico City resolution. IntraHealth will provide training to all Mali GLEE staff and subcontractors on the implications of the resolution to ensure activities which are forbidden by this resolution are not undertaken. In the meantime, the project team has been oriented on the main aspects of this document.

These disposition concern funding of activities linked to abortion and partnership building with organization that promote abortion. The GLEE DCOP, in partnership with the Adolescent Reproductive Health/WASH Director, will ensure all subcontractors and partners are oriented. MoUs will be developed to ensure no one will engage in funding/conducting abortion activities with project funds, nor will they accept funding from other organizations supporting abortion.

PRIVATE SECTOR ENGAGEMENT/PPP

GLEE team initiated several meetings with several mining companies in Kayes including SEMOS, Rangold, and Endeavor to explore possibilities of collaboration and synergies with GLEE project activities. In addition to mining enterprises, several meetings occurred with Albatross Energy to discuss opportunities for them to provide support for latrine rehabilitation and provision of handwashing stations. So far, promises have been made by SEMOS and Albatros Energy to collaborate with GLEE in regard to provision of certain WASH facilities and equipment including benches for the ASCs but nothing concrete is achieved yet. The GLEE project plans to write a letter to Albatross Energy who expressed willingness to partner with the project to officialy request partnership or collaboration.

SUSTAINABILITY/LOCAL CAPACITY DEVELOPMENT

The USAID Mali GLEE MALI project, in targeting girls to access quality education and integrating the health dimension for better security, aims at social balance, one of the pillars of sustainable development. The empowerment sought through education remains the bedrock of any economically sustainable development.

According to the Malian government education policy, mayors are responsible for primary school management, including alternative schooling. The CAA sessions provided reinforced community engagement, especially mayors' commitment to support the ASC program. A prime example is the decision by the communal authorities of Dangol Bore, where the ASC was attacked and closed by radical groups. The local authorities supported the children and the facilitator who were injured, reactivated the youth vigilance brigade, and mobilized funds to support security activities in the commune in general, and in schools specifically. As a result, the center is functional again.

Another example of sustainability is the participation and capacity building of the partners at the level of the ministries: MEN and Health. The project has invested in the reinforcement of their capacity and in return, the ministries train teachers, health workers, and CGS/APE/AME members who participate in improving the quality of education and health issues in project communities.

CAA sessions were also an opportunity for women to revive associations which were no longer functional. Some women's groups decided to establish AMEs, which can reinforce organizational and institutional capacity.

Additionally, revision of the CGS/APE/AME training curriculum to include two new modules, one on Gender Based planning and another regarding School Gender Based Violence, give the government (CADDE) ability to better support CGS/APE/AME both in and outside project implementation areas.

POLICY AND GOVERNANCE SUPPORT

The USAID / Mali GLEE MALI project responds to priorities of the Malian government. Current priorities include providing education to all children throughout Mali and improving school environment to encourage girls' retention in school. All technical, political, and administrative authorities invited to project activities strongly appreciate the initiative of the American government through Winrock and its partners for the implementation of GLEE and reaffirmed their full availability to support the project

As mentioned above, revision of the CGS/APE/AME training curriculum to include two annexes, Gender Based planning and School Gender Based Violence give the government (CADDE) ability to better support CGS/APE/AME in and outside project implementation areas.

COLLABORATION, PARTNERSHIPS, COMMUNICATIONS/EVENTS

FRAMEWORK FOR PARTNER CONSULTATIONS

In order to create a national roadmap leading to the development of a national policy on youth and adolescent reproductive health, a consultation meeting between several partners in Youth and Adolescent Reproductive Health was held at Directorate of National Pedagogy on October 10, 2018. The School program division of the Directorate, the *Groupe Pivot Santé Population* (GSPS), and IntraHealth International participated in this meeting discussing intervention strategies and all stakeholders programmed activities. Additionally, a working session was organized to map reproductive health workers at the GLEE schools.

PARTICIPATION IN THE NATIONAL YOUTH FORUM

IntraHealth International participated in the 4th edition of the National Youth Forum for Reproductive Health and Family Planning that was held in Bamako on December 11 and 12, 2018 at the Maeva Palace. This year's theme was, "Youth and Family Planning: What innovations can capture the demographic dividend?"

The opening ceremony was co-chaired by the Ministers of Youth, Employment and Citizen Building and Advancement of Women, Children, and the Family. During this forum, various presentations followed by question and answer periods focused on topics including: family planning in Mali and national and international NGOs experiences working in the field to help youth and adolescents' access and utilize family planning and reproductive health services. The forum also discussed the contribution youth have had to the achievement of Sustainable Development Goals (SDGs). It had emerged during discussions that without the effective involvement of youth in adolescent and youth reproductive health programs, it would be difficult for Mali to achieve the desired development results in the near future.

The forum ended with a review of the implementation status of recommendations from the 2017 forum, the development of a 2019 action plan, and formation of a monitoring committee composed of all partners that intervene in the domain of youth and adolescent reproductive health. A general summary was adopted, and a press conference was organized. GLEE will participate in the activities/meetings of the forum each year and present its activities, especially best practices. Participation also provides visibility for the GLEE project

LAUNCH OF USAID MALI/GLEE PROJECT

The launching ceremony of USAID Mali/GLEE was held on December 6, 2018 at the Kanaga Hotel in Mopti. This launch activity took place in two stages, starting with a press conference on December 5th and concluding with the launch event December 6th.

PRESS CONFERENCE AT KANAGA HOTEL, WEDNESDAY, DECEMBER 5, 2018

A press conference was organized to provide journalists and media relevant information about the project to ensure they would broadcast accurate information to the population of Mali. This press conference was chaired by Winrock International Senior Vice President of Programs, Joyjit Deb Roy, with participation from representatives of GLEE implementing partners (GAAS, OMAES, CPHDA, IntraHealth). The audience included journalists and reporters from Mopti region radio stations. During this press conference, each partner spoke about their respective work, how different project objectives complement each other, and how objectives seamlessly integrate to creating a strong project. While reminding the journalists their role to contribute to the achievement of Sustainable Development Goals (SDGs), project leaders explained that project results cannot be achieved without commitment from decision-makers at the highest level of government, the involvement of civil society organizations, the cohesion of different interventions, and support from beneficiaries.

GLEE LAUNCH AT KANAGA HOTEL THURSDAY DECEMBER 6, 2018

The GLEE launch was presided by his Excellency Abinou Teme, Minister of National Education, with the participation of Mr. Joyjit Deb Roy, Winrock International Vice-President in charge of Programs. Other attendants include:

- Mayor of the urban commune of Mopti, Mr. Issa Kansaye
- Governor of Mopti region, Mr. Sidi Alhassane Toure
- GLEE Chief of Party, Mr. Maurice Ouedraogo
- Consortium members/partners (CPHDA, GAAS Mali, IntraHealth and OMAES)
- Partner NGO employees

The Minister of National Education recalled that the genesis of GLEE in 2016 and how the project would offer hope and education for children, especially girls, who are often victims of conflict. He asked questions to frame the GLEE project: How many girls had to leave prematurely because of unwanted pregnancy? How many girls have had to leave school because the school environment, does not consider their specific needs? He stated that contributions from the GLEE project will bring a great relief for the Government of Mali. In the end, he urged all Academic Directors and Heads of Educational Animation Centers in the project area to work collaboratively with the project and communities to ensure good school management and provide support to students, particularly young girls, who do well in school. There was a ribbon cutting at the end of the ceremony to officially launch the project.



Ribbon cutting ceremony by the Minister of National Education with Winrock' Senior Vice-President of Programs, the Governor and Mayor of Mopti.

The mayor of Mopti, in his welcome message thanked the US government for funding this project, the implementing partners for their acceptance, willingness, and courage to work in insecure areas in Douentza and Bandiagara. The chair of the children's parliament and representative of the beneficiary girls thanked USAID and the US government for their support to provide education to young adolescent girls who would have missed this opportunity without this project. The representative of the girls' mothers expressed her joy that the project will provide light (education) to their daughters. She said that she was privileged enough to travel to Europe but was handicapped in her relations and communication with people because she did not go to school and so does not speak French. She concluded that had she been to school, maybe she would be sitting at the presidium.

Mr. Joyjit Deb Roy, Winrock International Senior Vice-President, Program welcomed the participants to the ceremony on behalf of the consortium in charge of the implementation of the USAID/Mali GLEE project. In his address, he explained that the GLEE project builds on Winrock's experience in the region and long history in Mali which started with a scholarship program for female leaders in agriculture and environment to help them pursue master's and doctorate degrees. Mr. Deb Roy outlined Winrock's mission to empower the disadvantaged, increase economic opportunity, and sustain natural resources. He explained that since 1997 Winrock has worked with thousands of people in Mali to build their capacity in targeted sectors to increase production and access to markets, to promote drip irrigation to increase crop yields, provide skill building for women in governance roles and to help children in hazardous conditions access education. Mr. Deb Roy remarked that the project is a great effort to increase adolescent girls' access to education in Mali. He quoted the World Bank in that, "Girls' education is a strategic development priority. Better educated women tend to be healthier, participate more in the formal labor market, earn higher incomes, have fewer children, marry at a later age, and enable better health care and education for their children, should they choose to become mothers. All these factors combined can help lift households, communities, and nations out of poverty." He concluded by thanking USAID for putting their trust in our consortium to carry out this work, which will greatly contribute to improved educational outcomes for adolescent girls in Mali.

MONITORING, EVALUATION AND LEARNING

During this first quarter of year II of the project, the M & E activities were focused around the baseline, updating the AMELP, developing data collection tools, monitoring training and collecting data for success stories.

BASELINE

The activities of the field baseline started on 14 November and ended on 3 December 2018. This phase was preceded by preparatory activities such as the review of tools (TDR, collection cards), the information of the MEN and its dismemberments, obtaining administrative authorizations (letters to AE, CAP and School Directors) and mayors to collect school level data.

The training of investigators (data collectors) (14 - 17 November 2018)

This training was carried out by the teams of School-to-School International (STS), the specialists of the Center for Study and Research on Information in Population and Health (CERIPS) assisted by GLEE project staff. A total of thirty-eight (38) CERIPS officers (supervisors, team leaders and investigators) were trained.

During this training, the questionnaires, the sampling and the use of smartphone were explained. The questionnaire was translated into national languages for a better understanding. In addition, the GLEE gender advisor contributed to the training by explaining the gender concept of the project and also how to take into account the gender aspects during the data collection. At the end of the three days of training in the classroom, a pretest was organized on the outskirts of Bamako in some households and schools.

Data collection in the field (19 November - 3 December)

Field data collection started on Monday, November 19, 2018 in the two project intervention regions and ended on December 3, 2019. The GLEE team oversaw the collection of data from the beginning to the end of the process. In addition to supervision the ME team provided coordination and facilitation between the CERIPS teams and the GLEE teams for the choice of schools, the administrative authorizations for AEs and CAPs, the participation in the training of the investigators, the contribution to the quality of the collection tools; the sharing of information with GLEE management and Winrock headquarters.

Data cleaning, analysis and presentation (4 December – 17 December)

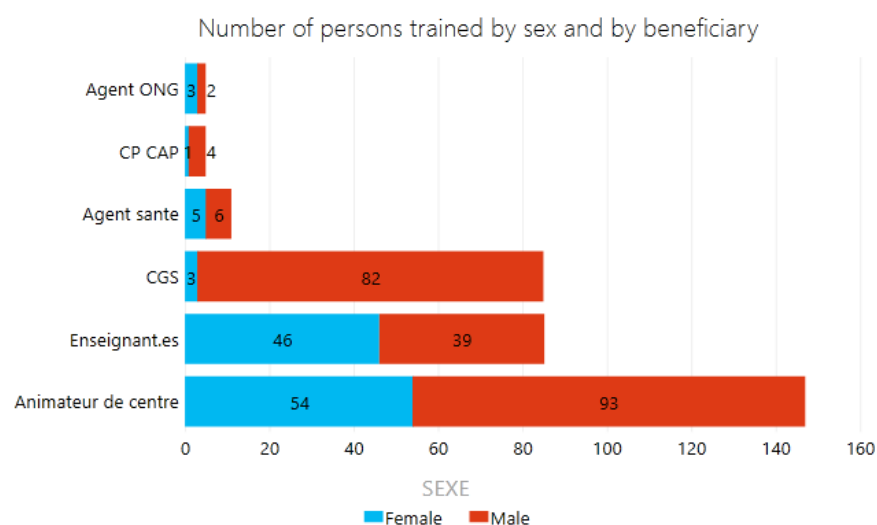
Data cleaning and analysis was conducted by the baseline team of Edintersect, School to School, and CERIPS. The presentation of data for the indicator table was discussed with the GLEE M&E Specialist and COP in coordination with the Winrock M&E Specialist and Program Officer. The results of the baseline were used to set baseline values for the project indicators which was included in the revised AMELP. At the end of the reporting period a draft report was being developed which would be shared with the GLEE team in January 2019.

UPDATING AMELP

The first version was submitted on August 17, 2018 and has been updated with the baseline data. The project submitted the revised version of AMELP with baseline data to USAID on December 19, 2018 for review and approval. A total of 7 indicators have been updated.

SUMMARY OF TRAINING CONDUCTED

Training activities started this quarter. A total of 357 people including 120 women were trained in both regions. These are trainings related to the CAA leadership, the training of ASC facilitators, and the training of teachers, health workers and CGS on the adolescent reproductive health. For more details see the illustrations below.



Theme	Female	Male	Total
Training of facilitators at the ASCs	54	93	147
Training of teachers and health workers on adolescent reproductive health at schools	53	49	102
Training of trainers on the curriculum of ASCs (salaf)	8	11	19
Guidance of the CGS on adolescent reproductive health at school	5	84	89
Total général	120	237	357

The purpose of the adolescent reproductive health training was to improve the level of knowledge and skills of teachers, health workers and CGS in life skills related to reproductive health to set up and run continuous extra-curricular training for students. The training was organized at the level of the CAPs of Bankass, Bandiagara and Sangha and concerned a total of 191 beneficiaries including 58 women. The teachers and health workers (89%) of those trained are the key actors of this activity at the student level. The CAPs and NGO staff (7%) will play a supervisory role. The role of the CGSs will serve to create a conducive institutional environment to the provision of communication services in the field of FP and WASH. As representatives of the community within the school, they play the role of conveying the messages to the other community leaders

One training which isn't reflected in the table above is the ToT for the *Cellule d'Appui à la Décentralisation Déconsentration de l'Education* (CADDE). The purpose of this ToT was to train

the project technical team on the CADDE module for the CGS and to integrate gender, GBV, reproductive health and WASH into the module. This training was facilitated by 3 MEN staff and was attended by 9 project staff (WI = 5, CPHDA = 1, OMAES = 1 and GAAS = 2).

RISK MANAGEMENT AND SECURITY

Since 2012, Mali has been facing security challenges and unrest with part of its territory facing incursions from armed groups. Such groups are more visible in the north and center of the country, including Mopti.

The project is operating in an environment marked by persistent insecurity in the Mopti region. In the implementation of activities, firm instructions are given to field teams for a better management of security risks. For example, community mobilization activities are organized in more secure areas where mass gatherings are allowed. Yet challenges persist with a tragic incident at one of the GLEE Accelerated Schooling Centers on December 13, 2018 in Dangol Bore where radical groups attacked the ASC, assaulted a female facilitator and learners, took all the materials and ordered the closing of the center. The project provided support to the facilitator to seek medical care and sent a team to the community to talk with the leaders, the facilitator and learners. The community decided to continue the operations of the center and established vigilance groups to protect the community and all education facilities in the commune.

The GLEE keeps low profile while taking advantage of engaged and enthusiastic community members to support interventions. The team continues to assess the context and update strategies accordingly based on orientation provided by the Project Security Handbook and Incident Management Plan.

For the preparation and implementation of the project launch, a project team lead by the DCOP and including the Communication Officer and the Director of Security traveled to Mopti and held several meetings with the Governor and other local authorities. Regarding the security of the ceremony, the Director of Security in collaboration with the Security focal point of the Governor arranged all security measures including reinforcement of the security around the hotel and assigning special police for the protection of the Winrock Senior vice President.

PLANNED ACTIVITIES/EVENTS FOR NEXT QUARTER

The following activities are planned for next quarter in addition to activities that could not be completed in the first quarter.

MONITORING, EVALUATION, QUALITY ASSURANCE AND REPORTING

- Monitoring of planned activities and indicators data collection
- Data entry, cleaning, validation and analysis
- Conduct a quarterly data quality review with GLEE team
- Development of success stories

- Develop pre and post tests for training sessions, as needed, including gender sensitive and adolescent friendly questions
- Monthly Regional M&E Coordination meetings
- Monitor ASCs (LQAS Site Visits)
- Conduct quality review of developed TLMs
- Assess effective delivery of TLMs in GLEE schools (LQAS Site Visits)
- Conduct quality review of mentoring guide
- Setup of the DevResults database (upon approval of AMELP by USAID)
- Organize workshop with GLEE staff and partners to present preliminary findings of baseline study
- Organize workshop to present findings from Baseline Study with USAID
- Submit Baseline Study Report to USAID for approval

CLA

- Conduct quarterly or semi-annual CLA review
- Review/adjust CLA questions

COLLABORATE WITH USAID AND OTHER PARTNERS

- Participate in US Embassy Monthly Open Country Team Meetings (OCTM)
- Participate in USAID Education Partners bi annual meeting
- Participate in USAID Gender Working Group meetings (quarterly)
- Participate in GoM National Gender Working Group meetings
- Participate to MEN-SCOFI quarterly meetings
- Participate in quarterly Communication Working Group meetings
- Participate in monthly MEN sub-committee meetings for Out-Of-School Committee, Accelerated Schooling Committee, Education Cluster and GBV cluster
- Participate in National Technical Committee meetings on comprehensive sexual education organized by MEN

- Participate in Menstrual Hygiene Management platform meetings by UNICEF with Civil Society Organizations
- Participate in USAID FP, YSRH and WASH partner quarterly meetings

MANAGEMENT AND IMPLEMENTATION

- Hold Bi-weekly meetings with COR
- Submit Quarterly Progress Report for October – December 2018
- Sign MOU with MEN
- Hold meetings with MEN, MSHP and MPFEF
- Secure approval for replacement of Communications Officer
- Secure approval for 4 regional staff for IntraHealth
- Submission of final Gender Response Plan to USAID for approval
- Submission of a budget realignment to USAID for approval
- Submission of final EMMP to USAID for approval
- Submission of final EPRP to USAID for approval
- Submission of final AMELP to USAID for approval
- Submission of final Year 2 workplan to USAID for approval

OBJECTIVE 1: DECREASED KEY BARRIERS OF ADOLESCENT GIRLS TO ACCESS QUALITY EDUCATION

SUB-RESULT 1.1: LEARNING SUPPORT OPPORTUNITIES FOR GIRLS INCREASED

- Promote enrollment and retention through the payment of school fees at Cycle 1 or 2 schools for girls
- Provide out of school girls 10 to 14 who have re-enrolled in school with school kits in support of their attendance
- Develop the Annual Program Statement (APS) and secure approval from the COP
- Announce the request for grant applications to CGS

SUB-RESULT 1.2: TEACHING IS MORE RESPONSIVE AND RELEVANT FOR ADOLESCENT GIRLS

- Conduct validation workshop of Mentoring Guide with MEN and USAID

- Conduct Mentor ToT with role model reinforcement
- Train Mentors in conducting extracurricular activities
- Monitor GLEE mentors in conducting extracurricular activities

SUB-RESULT 1.3 COMMUNITIES AND FAMILIES SUPPORT GIRLS' EDUCATION

- Conduct CGS/APE/AME ToT for CPHDA and GAAS
- Monitor of training CGS/APE/AME by CPHDA and GAAS

OBJECTIVE 2: IMPROVE SAFETY OF ADOLESCENT GIRLS IN SCHOOLS AND THEIR COMMUNITIES

SUB-RESULT 2.1: STRATEGIES AND POLICIES TO SAFEGUARD ADOLESCENT GIRLS ADOPTED IN SCHOOL AND COMMUNITIES

- Conduct SRGBV training for staff of CAPs and AEs
- Distribute incident boxes and hotline posters
- Provide support to the CGS in developing their school emergency plans
- Bring GLEE partners CGS to adopt the code of conduct at their schools

SUB-RESULT 2.2: EFFECTIVE REPORTING AND REFERRAL MECHANISMS FOR SRGBV ESTABLISHED

- Conduct SRGBV ToT training for Community Development Officers and School Liaison Specialists
- Support CPHDA and GAAS in training teachers and CGS in SRGBV
- Establish a referral system that respects the best interests of the child victim and the safety of those who report abuse, including sexual violence. Strengthen the ability of young people, particularly girls, to understand the reporting system so that it is accessible to them

OBJECTIVE 3: INCREASE KNOWLEDGE AND ADOPTION OF POSITIVE HEALTH BEHAVIORS AMONG ADOLESCENT GIRLS

SUB-RESULT 3.1: POSITIVE HEALTH BEHAVIORS ADOPTED BY ADOLESCENT GIRLS

- Introduce/Orient school and community leaders (female and male, including adolescents) to comprehensive life skills curriculum across 136 schools
- Train YA and PEs with at least 50% girls in leadership, peer communication, comprehensive life skills

SUB-RESULT 3.2 ADOLESCENT GIRLS' KNOWLEDGE OF AND ACCESS TO HEALTH SERVICES

- Select partner health facilities and sign MOUs for remaining school communities
- Facilitate partnerships between health facilities to adopt local schools
- Conduct orientation on gender sensitivity and adolescent-youth-friendly services for health facilities in schools' service areas
- Develop and validate a checklist leading to “youth friendly” facility certification

SUB-RESULT 3.3: HEALTH BARRIERS TO EDUCATION REDUCED

- Identify WASH partners in Kayes to leverage support for WASH infrastructure improvements such as water points and water committee management training at GLEE schools
- Link with other WASH organizations who are working in target communes and map their activities
- Meet with health center managers to negotiate for free or reduced consultation fees
- Train women (60) to make menstrual pads locally
- Equip women with materials to make sanitary napkins
- Equip 40 schools with hand-washing devices
- Conduct a situational analysis of GLEE schools in order to select 36 schools to be prioritized for latrine renovation
- Develop Request for Proposals for WASH companies
- Select WASH firms for latrine renovation
- Begin renovation of latrines at school level considering gender and people living with disability inclusion standards

ANNEXES

EMMR (IF APPLICABLE, FOR ANNUAL REPORT ONLY)

Nothing to report.

AMELP UPDATE (INCLUDING THE PERFORMANCE INDICATOR TRACKING TABLE)

During the reporting period the revised AMELP with baseline data was submitted to USAID for review and approval.

INDICATOR TABLE FOR USAID MALI PARTNERS REPORTS

#	Indicator	Disaggregation	Baseline		Fiscal Year		Performe achieved to date in %	Comment if target is above or below by 10%	Quarterly status			
			Year	Value	Annual cumulative planned target	Annual cumulative actual			Q1	Q2	Q3	Q4
Purpose: Increase access to education for adolescent girls 10-18 in target areas												
1	Custom: Number of new female entrants to SSAP or formal school ages 10-14 (Outcome)		2018	0	8688	0	0	Data will be stabilized during the next quarters				
	Type of school (public)											
	Type of school (communautary)											
	Type of school (medersa)											
2	Custom: Number of female beneficiaries supported with USG assistance ages 10-18, disaggregated by age and beneficiary type (Output)		2018	0	20000	0	0	Data will be stabilized during the next quarters				
	Age (10-18)											
	Beneficiary type											
3	Custom: Number of new female beneficiaries supported with USG assistance ages 10-18 disaggregated by age and beneficiary type (Output)		2018		20000	0	0	Information will be stabilized during the next quarters				
	Age (10-18)											
	Beneficiary type											
4	Custom: Transition rate from primary to lower secondary school, disaggregated by age (Outcome)		2018	56%	56%	0	0	This data will be collected during the annual survey				
	Age (10-18)											
Objective 1: Decrease key barriers of adolescent girls to access quality education												
Sub-result 1.1: Learning support opportunities for adolescent girls increased												
5	Custom: Number of annual scholarships (SSAP/school fee offsets) paid, disaggregated by recipient age and scholarship type (Output)		2018	0	20000	0	0	Data will be stabilized during the next quarter				
	Age (10-18)											
	scholar-ship type											
6	Standard ES. 1-6: Number of primary or secondary educators who complete professional development activities with USG support, disaggregated by Sex (Output)		2018	0	816	0	0	Data will be stabilized during the next quarters				
	Male											
	Female											

#	Indicator	Disaggregation	Baseline		Fiscal Year		Performe achieved to date in %	Comment if target is above or below by 10%	Quarterly status			
			Year	Value	Annual cumulative planned target	Annual cumulative actual			Q1	Q2	Q3	Q4
Sub-result 1.2: Teaching is more responsive and relevant for adolescent girls												
7	Standard ES. 1-10: Number of primary or secondary textbooks and other teaching and learning materials provided with USG assistance (Output)		2018	0	0	0		Data will be stabilized during the next quarters				
8	Standard ES. 1-12: Number of education administrators/officials who complete professional development activities with USG support, disaggregated by sex (Output)		2018	0	544	19	3%	Teacher training started this quarter and will continue for the next quarters	19			
		Male							11			
		Female							8			
Sub-result 1.3: Communities and families support girls' education												
9	Standard ES 1-13: Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance (Output)		2018	0	544	85	16%	This activity started in the Mopti region during this first trimester; It will continue for the next quarters.	85			
10	Custom: Percentage of persons surveyed who report that schooling for adolescent girls is valuable, disaggregated by sex and region (Outcome)		2018	TBD	TBD	0		This data will be collected during the annual survey				
		Numerator										
		Denominator										
		Male										
		Female										
		Mopti										
	Kayes											
Objective 2: Improve safety of adolescent girls in schools and their communities												
Sub-result 2.1: Strategies and policies to safeguard adolescent girls are adopted in schools and communities												
11	Custom based on GNDR-1: Number of policies or legal instruments drafted, proposed, or adopted with USG assistance to promote gender equality or non-discrimination against women or girls at the national or sub-national level, disaggregated by stage (Output)		2018	0	TBD	0		Data will be stabilized during the next quarters				
		Stage (drafted)										
		Stage (proposed)										
		Stage (adopted)										

#	Indicator	Disaggregation	Baseline		Fiscal Year		Performe achieved to date in %	Comment if target is above or below by 10%	Quarterly status			
			Year	Value	Annual cumulative planned target	Annual cumulative actual			Q1	Q2	Q3	Q4
12	Standard: GNDR-8: Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private-sector institutions or organizations, disaggregated by sex (Output)		2018	0	816	338	41%	Training activities will continue for the remaining 3 quarters.	338			
		Male										
		Female										
Sub-result 2.2: Effective reporting and referral mechanisms for SRGBV established												
13	Standard: ES 4-3: Number of USG assisted organizations and/or service delivery systems that serve vulnerable populations strengthened (Output)		2018	0	272	85	31%	The other organizations will be supported at the Kayes CAP level but will also continue at the Mopti level, especially at the Douentza CAP.	85			
		Type of organization (Disabled People's Organization (DPO))										
		Type of organization (Non-Governmental, Community Based)							85			
		Type of organization (Other)										
14	Custom: Percentage of reported cases of SRGBV in target schools that follow referral protocol (Outcome)		2018	TBD	TBD	0		This indicator will be filled in during the next quarters				
		Numerator										
		Denominator										
		Male										
		Female										
Sub-result 2.3: Perceptions of safety in communities and schools improved												
15	15. Custom: Percentage of girls who say that they missed days of school because they feared SRGBV, disaggregated by region (Outcome)		2018	12%								
		Mopti										
		Kayes										
32	Custom: Percentage of parents surveyed who express sense of safety for girls traveling to and from school, disaggregated by sex and region (Outcome)		2018	90,30%								
		Numerator		1010								
		Denominator		1118								
		Male										

#	Indicator	Disaggregation	Baseline		Fiscal Year		Performe achieved to date in %	Comment if target is above or below by 10%	Quarterly status			
			Year	Value	Annual cumulative planned target	Annual cumulative actual			Q1	Q2	Q3	Q4
		<i>Female</i>										
		<i>Mopti</i>										
		<i>Kayes</i>										
16	Custom based on HA 2.1-1, Mali CDCS 5.2.1: Number of people trained in emergency preparedness as a result of USG assistance, disaggregated by sex (Output)		2018	0	0	0		Data will be stabilized during the next quarters				
		<i>Male</i>										
		<i>Female</i>										
Objective 3: Increase knowledge and adoption of positive health behaviors among adolescent girls												
Sub-result 3.1: Positive health behaviors adopted by adolescent girls												
17	Custom: Number of sensitization events to promote knowledge and adoption of positive health behaviors among adolescent girls (Output)		2018	0	20	0	0	Data will be stabilized during the next quarters				
18	Custom: Number of students reached through the YA initiative who participate in YA-organized programs, per year and per school, disaggregated by sex and age (Output)		2018	0	200	0	0	Data will be stabilized during the next quarters				
		<i>Male</i>										
		<i>Female</i>										
		<i>Age</i>										
19	Standard: HL.7.2-1: Percentage of audience who recall hearing or seeing a specific USG-supported FP/RH message, disaggregated by region, sex and age (Outcome)		2018	0	50%	0	0	Data will be stabilized during the next quarters				
		<i>Numerator</i>										
		<i>Denominator</i>										
		<i>Age (10-19)</i>										
		<i>Age (20-29)</i>										
		<i>Age (30+)</i>										
		<i>Male</i>										
		<i>Female</i>										
		<i>Urban</i>										
		<i>Rural</i>										
	<i>No education</i>											
	<i>Mopti</i>											

#	Indicator	Disaggregation	Baseline		Fiscal Year		Performe achieved to date in %	Comment if target is above or below by 10%	Quarterly status			
			Year	Value	Annual cumulative planned target	Annual cumulative actual			Q1	Q2	Q3	Q4
		Kayes										
20	Custom: Percent change in knowledge, attitude, and behavior regarding menstrual hygiene, among girls disaggregated by age. (Outcome)		2018	3,43								
		Numerator										
		Denominator										
		Age										
Sub-result 3.2: Adolescent girls' knowledge of and access to health services increased												
21	Standard: GNDR-8: Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations, disaggregated by sex and age (Output)		2018	0	544	338	62%	The other organizations will be supported at the Kayes CAP level but will also continue at the Mopti level, especially at the Douentza CAP.	338			
		Male										
		Female										
22	Custom: Number of students who access free-of-cost or reduced cost health services due to referral from school linkages, disaggregated by sex and age (Outcome)		2018	N/A	TBD	0		Data will be stabilized during the next quarters				
		Male										
		Female										
		Age										
23	Custom: Number of health facilities certified as "youth friendly" per the checklist developed with the High Impact Health Services Project, disaggregated by region (Outcome)		2018	0	TBD	0		Data will be stabilized during the next quarters				
		Mopti										
		Kayes										
Sub-result 3.3: Health barriers to education reduced												
24	Custom: Number of women supported through project funds to make menstrual pads locally, disaggregated by region (Output)		2018	TBD	0	0		Data will be stabilized during the next quarters				
		Mopti										
		Kayes										
25	Standard: HL.8.2-4 Number of basic sanitation facilities provided in institutional settings (supported schools and		2018	TBD	40	0	0	Data will be stabilized during the next quarters				

#	Indicator	Disaggregation	Baseline		Fiscal Year		Performe achieved to date in %	Comment if target is above or below by 10%	Quarterly status			
			Year	Value	Annual cumulative planned target	Annual cumulative actual			Q1	Q2	Q3	Q4
	health facilities) as a result of USG assistance, disaggregated by region (Output)											
		<i>Mopti</i>										
		<i>Kayes</i>										
26	Custom: Number of schools with latrines which meet basic requirements for management of menstrual hygiene needs, disaggregated by region		2018	66								
		<i>Mopti</i>										
		<i>Kayes</i>										
27	Custom: Percentage of adolescent girls in target communities who report having access to proper menstrual hygiene products, disaggregated by age (Outcome)		2018	91,90%								
		<i>Numerator</i>										
		<i>Denominator</i>										
		<i>Male</i>										
		<i>Female</i>										
		<i>Age</i>										
28	Custom: Percentage of adolescent girls who recall of Family Planning methods		2018	TBD	N/A			This data will be collected during the annual survey				
		<i>Numerator</i>										
		<i>Denominator</i>										
		<i>Male</i>										
		<i>Female</i>										
		<i>Age</i>										
29	% of schools that provide hygiene lessons for all students		2018	60,40%								
		<i>Numerator</i>										
		<i>Denominator</i>										
		<i>Mopti</i>										
		<i>Kayes</i>										
30	% of schools that provide orientation sessions on menstrual hygiene		2018	17%								
		<i>Numerator</i>										
		<i>Denominator</i>										
		<i>Mopti</i>										
		<i>Kayes</i>										
31	% of schools that have handwashing facilities		2018	51,30%								

#	Indicator	Disaggregation	Baseline		Fiscal Year		Performe achieved to date in %	Comment if target is above or below by 10%	Quarterly status			
			Year	Value	Annual cumulative planned target	Annual cumulative actual			Q1	Q2	Q3	Q4
		<i>Numerator</i>										
		<i>Denominator</i>										
		<i>Mopti</i>										
		<i>Kayes</i>										

GEOGRAPHIC INFORMATION SYSTEM DATA REPORTING

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
1.	MOPTI	BANDIAGARA	BANDIAGARA	BANDIAGARA	ALPHA ALI SECK 2 CYCLE I	14,3504767	-3,6198792
2.	MOPTI	BANDIAGARA	BANDIAGARA	BANDIAGARA	ALPHA SECK A 1 CYCLE	14,3502935	-3,6188149
3.	MOPTI	BANDIAGARA	BANDIAGARA	BANDIAGARA	MAMADOU TOLO A 1 CYCLE	14,2830261	-3,6551393
4.	MOPTI	BANDIAGARA	BANDIAGARA	BANDIAGARA	MAMADOU TOLO B 1 CYCLE	14,8440949	-3,1590322
5.	MOPTI	BANDIAGARA	BANDIAGARA	BANDIAGARA	MAMADOU TOLO C 1 CYCLE	14,4364967	-11,3240595
6.	MOPTI	BANDIAGARA	BANDIAGARA	BANDIAGARA	MAMADOU TOLO D 1 CYCLE	14,4368841	-11,3236728
7.	MOPTI	BANDIAGARA	BANDIAGARA	BANDIAGARA	MAMADOU TOLO E 1 CYCLE	13,3078227	-11,4845804
8.	MOPTI	BANKASS	BANKASS	BANKASS	DJIMBOYE	12,8590347	-11,0771206
9.	MOPTI	BANKASS	BANKASS	BANKASS	JOSEPH YARO 1°C"A"	13,3911766	-11,3401769
10.	MOPTI	BANKASS	BANKASS	BANKASS	JOSEPH YARO 1°C"B"	13,4590046	-11,377028
11.	MOPTI	BANKASS	BANKASS	BANKASS	JOSEPH YARO 1°C"C"	13,4667667	-11,3818717
12.	MOPTI	BANKASS	BANKASS	BANKASS	JOSEPH YARO 2 EME CYCLE A	13,6836713	-11,8390218
13.	MOPTI	BANKASS	BANKASS	BANKASS	JOSEPH YARO 2° CYCLE B	13,1872732	-11,2433574
14.	MOPTI	BANKASS	BANKASS	BANKASS	JOSEPH YARO 2°CYCLE C	14,8961961	-2,9000604
15.	MOPTI	BANKASS	BANKASS	BARE DARSALAM	BARE-DARSALAM	14,8759182	-2,9176423

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
16.	MOPTI	BANKASS	BANKASS	BOUNDOU SAMBA	BOUNDOU SAMBA	14,5980532	-11,0283213
17.	MOPTI	BANKASS	BANKASS	DENSAGOU	DENSAGOU	13.99673333	-3.46398333
18.	MOPTI	BANKASS	BANKASS	KENDE	KENDE	14,3373701	-3,6184558
19.	MOPTI	BANKASS	BANKASS	KOUROUNDE SONDO	KOUROUNDE	13,025115	-11,0325037
20.	MOPTI	BANKASS	BANKASS	OGODIRE	OGODIRE	14,3201296	-3,5365903
21.	MOPTI	BANKASS	BANKASS	OGOSSAGOU BOSSEME	OGOSSAGOU BOSSEME	12,9239818	-11,0696424
22.	MOPTI	BANKASS	BANKASS	OGOTENA	OGOTENA	12,8981379	-11,1965756
23.	MOPTI	BANKASS	BANKASS	SOCOURA	SOCOURA	14.09023333	-3.4917
24.	MOPTI	BANKASS	BANKASS	SOGARA	SOGARA	14,2453309	-10,9269917
25.	MOPTI	BANKASS	BANKASS	SOGOU DOURKOUN	SOGOU DOURKOUN	14,2451525	-10,9270864
26.	MOPTI	BANKASS	BANKASS	SOGOU TOUM	SOGOU TOUN	13,2209436	-11,2318215
27.	MOPTI	BANKASS	BANKASS	TANGANABOYE	TANGANABOYE	13,1004131	-11,3904012
28.	MOPTI	BANKASS	BANKASS	TINTO	TINTO	14,2830261	-3,6551393
29.	KAYES	KENIEBA	BAYÉ	BAYE	BAYÉ 1ER CYCLE	13,2125383	-11,2569067
30.	KAYES	KENIEBA	BAYÉ	BAYE	BAYÉ 2ND CYCLE	14,3953812	-11,2906032

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
31.	KAYES	KENIEBA	BAYÉ	DIABAYA	DIABAYA	14,3462625	-11,346218
32.	KAYES	KENIEBA	BAYÉ	DIOULAFOUNDOUBA	DIOULAFOUNDOUBA 1ER CYCLE	14,346435	-11,3460417
33.	KAYES	KENIEBA	BAYÉ	GAMATE	GAMATÉ 1ER CYCLE	13,0717605	-11,3704958
34.	KAYES	KENIEBA	BAYÉ	KIRIDY	KIRIDY	13,0946766	-11,3921346
35.	KAYES	KENIEBA	BAYÉ	KOBOKOTO	KOBOKOTO	13,0947105	-11,392162
36.	KAYES	KENIEBA	BAYÉ	LEMOUNATOUMBOUM	LÉMOUNATOUMBOU	14,4345874	-11,2950573
37.	KAYES	KENIEBA	BAYÉ	SAMOU	SAMOU	12,9243833	-11,3786217
38.	KAYES	KENIEBA	BAYÉ	SEKOTIBA	SÉKOTIBA	14,2740709	-11,0531876
39.	KAYES	KENIEBA	BAYÉ	SELINKEGNY	SELINKEGNY	14,3534506	-3,6216643
40.	KAYES	KENIEBA	BAYÉ	TOMBEN	TOMBEN	14,3534506	-3,6216643
41.	KAYES	KENIEBA	BAYÉ	TOUMBOUMBA	TOUMBOUMBA	14,3506747	-3,6061566
42.	KAYES	KENIEBA	BAYÉ	YERALLA	YÉRALLA 1°C	14,3509444	-3,6055011
43.	MOPTI	BANDIAGARA	DANDOLI	DANDOLI	DANDOLY CYCLE 1	14,4552209	-11,4056844
44.	MOPTI	BANDIAGARA	DANDOLI	DANDOLI	DANDOLY CYCLE 2	14,1986695	-11,5959053
45.	MOPTI	BANDIAGARA	DANDOLI	DIUBAEROU	DIUBAÏROU 1 CYCLE	14,2021074	-11,5954526
46.	MOPTI	BANDIAGARA	DANDOLI	GOLOGOU	GOLOGOU 1 CYCLE	13,1301877	-11,3471064

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
47.	MOPTI	BANDIAGARA	DANDOLI	LOUGOUROUGOUMB O	OUMAR BÂ 1°C	14,4531083	-11,0270567
48.	MOPTI	BANDIAGARA	DANDOLI	LOUGOUROUGOUMB O	OUMAR BÂ 2°C	14,2556449	-4,0072916
49.	MOPTI	BANDIAGARA	DANDOLI	SASSADI	SASSADI	12,8478848	-11,2239296
50.	MOPTI	BANDIAGARA	DANDOLI	SIBI SIBI	SIBI - SIBI 1 CYCLE	12,9493752	-11,1704932
51.	MOPTI	BANDIAGARA	DANDOLI	SIBI SIBI	SIBI - SIBI 2 CYCLE	13,0272282	-11,0513362
52.	MOPTI	BANDIAGARA	DANDOLI	SINCARMA	SINCARMA	14,060575	-3,574245
53.	MOPTI	BANDIAGARA	DANDOLI	SOKOLO	SOKOLO 1 CYCLE	12,9721625	-11,2344635
54.	MOPTI	BANDIAGARA	DANDOLI	TONGNON	TOGNON 1 CYCLE	13,0600693	-11,1658384
55.	MOPTI	BANDIAGARA	DANDOLI	WENDEGUELE	WENDEGUELE	14,5857178	-10,9960122
56.	MOPTI	DOUMENTZA	DANGOL BORÉ	BORE	DANGOL BORÉ 1ER CYCLE	15.13205	-3.48786667
57.	MOPTI	DOUMENTZA	DANGOL BORÉ	FALEMOUGOU	FALEMOUGOU	15.1399	-3.46893333
58.	MOPTI	DOUMENTZA	DANGOL BORÉ	MANKO	MANKO 1ER CYCLE	15.1512	-3.44256667
59.	KAYES	KENIEBA	DIALAFARA	ARABADIANA	ARABADIANA	14,3504887	-3,6051021
60.	KAYES	KENIEBA	DIALAFARA	BEROLA	BEROLA	14,3520271	-3,605823
61.	KAYES	KENIEBA	DIALAFARA	BOURDALA	BOURDALA	14,3518384	-3,6062592

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
62.	KAYES	KENIEBA	DIALAFARA	BOURDALA	BOURDALA 2ND CYCLE	14,5663931	-11,0481177
63.	KAYES	KENIEBA	Dialafara	DARO	DARO	14,5667479	-11,0445122
64.	KAYES	KENIEBA	DIALAFARA	DIAGUINA BAROUM	DIAGUINA	13,0984083	-11,3862948
65.	KAYES	KENIEBA	DIALAFARA	DIALAFARA	DIALAFARA	14,37552	-11,3684584
66.	KAYES	KENIEBA	DIALAFARA	DIALAFARA	DIALAFARA 2ND CYCLE	14,3755774	-11,3685751
67.	KAYES	KENIEBA	DIALAFARA	DIOURDALOMA	DJOURDALOMA	12,8210122	-11,1846256
68.	KAYES	KENIEBA	DIALAFARA	KAROUMA	KAROUMA	14,5654155	-11,1001136
69.	KAYES	KENIEBA	DIALAFARA	KENIEGOULOU	KENIEGOULOU	15,0078718	-3,1567238
70.	KAYES	KENIEBA	DIALAFARA	KENIEKENIEBA	KENIEKENIEBA	14,531372	-10,9477936
71.	KAYES	KENIEBA	DIALAFARA	KENIETY	KENIETY	14,2887522	-10,9519597
72.	KAYES	KENIEBA	DIALAFARA	MONEA	SAONE VALLEE MONEA 1 ER CYCLE	13,6860255	-12,0482468
73.	KAYES	KENIEBA	DIALAFARA	NETEKOTO	NETEKOTO	14,3847754	-3,3716249
74.	KAYES	KENIEBA	DIALAFARA	TAMBALA	TAMBALA	12,838611	-11,2363717
75.	MOPTI	DOUMENTZA	DIANWELY	DIANWELY KESSEL	DIANWELY KESSE	14,2830261	-3,6551393
76.	MOPTI	DOUMENTZA	DIANWELY	DIANWELY MAOUNDE	DIANWELY MAOUDE	14,0676058	-3,5252612
77.	MOPTI	DOUMENTZA	DIANWELY	GAMNI	GAMNI	14.84211667	-2.91396667

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
78.	MOPTI	BANDIAGARA	DOUCOMBO	ANDAKANDA	ANAKANDA	12,8317633	-11,018497
79.	MOPTI	BANDIAGARA	DOUCOMBO	BODIO	BODIO 1 CYCLE	12,8318563	-11,0184589
80.	MOPTI	BANDIAGARA	DOUCOMBO	BODIO	BODIO 2 CYCLE	14,2483397	-3,4718167
81.	MOPTI	BANDIAGARA	DOUCOMBO	DAGA	DAGA	13,8649193	-11,7617711
82.	MOPTI	BANDIAGARA	DOUCOMBO	DIOMBOLO DO	DIOMBOLO 1 CYCLE	13,3981747	-11,635142
83.	MOPTI	BANDIAGARA	DOUCOMBO	DIOMBOLO DO	DIOMBOLO 2 CYCLE	13,1425618	-11,2883276
84.	MOPTI	BANDIAGARA	DOUCOMBO	DIOUNDIUROU	DIOUNDIUROU	14,3986611	-3,7483953
85.	MOPTI	BANDIAGARA	DOUCOMBO	DJIGUIBOMBO	DJIGUIBOMBO 1 CYCLE	14,3986611	-3,7483953
86.	MOPTI	BANDIAGARA	DOUCOMBO	DJIGUIBOMBO	DJIGUIBOMBO 2 CYCLE	12,9493079	-11,2007812
87.	MOPTI	BANDIAGARA	DOUCOMBO	DJOMBO DJENNEKE	DJOMBO-DJENEKE 1 CYCLE	14,044561	-3,5788799
88.	MOPTI	BANDIAGARA	DOUCOMBO	DOUCOMBO	MAMADOU SAYE 1ER CYCLE	13,5134133	-11,4694817
89.	MOPTI	BANDIAGARA	DOUCOMBO	DOUCOMBO	MAMADOU SAYE 2 IEME CYCLE	13,5134133	-11,4694817
90.	MOPTI	BANDIAGARA	DOUCOMBO	GORO	GORO 1 CYCLE	13,9022962	-11,865687
91.	MOPTI	BANDIAGARA	DOUCOMBO	KANIBOMBO	DANIBOMBO	14,2830261	-3,6551393
92.	MOPTI	BANDIAGARA	DOUCOMBO	KORI KORI	KORI KORI 1 CYCLE	14,3991149	-3,5430563
93.	MOPTI	BANDIAGARA	DOUCOMBO	ORINTOUNON	ORINTOUNO	14,3996672	-3,5432601

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
94.	MOPTI	BANDIAGARA	DOUCOMBO	SONGO	SONGHO 1 CYCLE	14.40553333	-3.7012
95.	MOPTI	BANDIAGARA	DOUCOMBO	SONGO	SONGHO 2 CYCLE	14,1641148	-11,5291463
96.	MOPTI	BANDIAGARA	DOUCOMBO	TEGOUROU	TEGOUROU 1 CYCLE	13,623195	-11,4558317
97.	MOPTI	BANDIAGARA	DOUCOMBO	TOUGOUME	TOUGOUME 1 CYCLE	14,1582265	-11,5777856
98.	MOPTI	DOUMENTZA	DOUMENTZA	DOUMENTZA	DOUMENTZA 1ER CYCLE A	14,3114384	-10,9805905
99.	MOPTI	DOUMENTZA	DOUMENTZA	DOUMENTZA	DOUMENTZA 'B'	14,2839089	-3,5346981
100.	MOPTI	DOUMENTZA	DOUMENTZA	DOUMENTZA	DOUMENTZA 'D'	13,5713968	-11,512496
101.	MOPTI	DOUMENTZA	DOUMENTZA	DOUMENTZA	DOUMENTZA 'E'	14,2839089	-3,5346981
102.	MOPTI	DOUMENTZA	DOUMENTZA	DOUMENTZA	DOUMENTZA 'F'	15,001778	-2,9537699
103.	MOPTI	DOUMENTZA	DOUMENTZA	DOUMENTZA	DOUMENTZA 'G'	15,0020633	-2,9538544
104.	MOPTI	DOUMENTZA	DOUMENTZA	EWERY	EWERY	15,0157967	-2,950285
105.	MOPTI	DOUMENTZA	DOUMENTZA	FOMBORI	FOMBORI 1ER CYCLE	15,0024768	-2,9539751
106.	MOPTI	SANGHA	DOUROU	BENIOUMA HAIRE (BEGNEMATO)	BEGNOUMA -HAÏRÉ 1ER CYCLE	13,3740551	-11,2630257
107.	MOPTI	SANGHA	DOUROU	DOBOLO	DOBOLO 1ER CYCLE	14,0847986	-3,5145251
108.	MOPTI	SANGHA	DOUROU	DOUNDIUROU	DOUNDIUROU	14,2830261	-3,6551393

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
109.	MOPTI	SANGHA	DOUROU	DOUROU	DOUROU 1°C	14,9433954	-3,1912941
110.	MOPTI	SANGHA	DOUROU	DOUROU	DOUROU 2°C	13,8100483	-11,5621546
111.	MOPTI	SANGHA	DOUROU	ERSADJA	ERSADJA	14,0407991	-3,5232881
112.	MOPTI	SANGHA	DOUROU	GOLOMBO	GOLOMBO	14,3665098	-3,5654081
113.	MOPTI	SANGHA	DOUROU	GUIMINI KOUN	GUIMINI 1°C	12,7141907	-10,9163371
114.	MOPTI	SANGHA	DOUROU	IDIELY DO	IDIÉLY-DO	14,8464661	-3,1659585
115.	MOPTI	SANGHA	DOUROU	IDIELY NA	IDIÉLY-NA 1°C	14.34081667	-3.38968333
116.	MOPTI	SANGHA	DOUROU	INDELL	INDELL 1°C	12,8662663	-11,0885658
117.	MOPTI	SANGHA	DOUROU	KOMBOKANI	KOMBOKANI	14,3636219	-3,5384974
118.	MOPTI	SANGHA	DOUROU	KONSAGOU	KONSOGOU - LEYE	13,9451441	-11,7858272
119.	MOPTI	SANGHA	DOUROU	KONSAGOU DO	KONSOGOU-DÔ	13,1338978	-11,1685646
120.	MOPTI	SANGHA	DOUROU	KOROU	KOROU 1°C	14,2995169	-3,42207
121.	MOPTI	SANGHA	DOUROU	NACOMBO	NACOMBO	12,8857103	-11,109308
122.	MOPTI	SANGHA	DOUROU	NOMBORI	NOMBORI 1°C	14,200689	-11,66055
123.	MOPTI	SANGHA	DOUROU	SASAMBOUROU	SASSAMBOUROU 1ER CYCLE	14,028695	-3,5544177
124.	MOPTI	SANGHA	DOUROU	SONINGUE	SONINGUÉ	12,752922	-11,323687

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
125.	MOPTI	SANGHA	DOUROU	YAWA	YAWA	14,09839	-11,791716
126.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	FATOLA	FATOLA 1ER CYCLE	13,0497926	-11,1190281
127.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	FATOLA	FATOLA 2ND CYCLE	13,058638	-11,1208123
128.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	KEGNOU	KEGNOU	14,4026983	-11,3801417
129.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	KOUNDA	KOUNDA	12,8743289	-11,2788665
130.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	LOMBA	LOMBA	13,9964174	-3,4951068
131.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	LONTOU	LONTOU	13,6907086	-11,7310555
132.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	LONTOU	LONTOU 2ND CYCLE	12,837544	-11,2325826
133.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	MEDINE	MÉDINE 2ND CYCLE	12,8380798	-11,2326723
134.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	MEDINE	MÉDINE, ABDOUL WAHAB SARR	12,8382311	-11,2317444

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
135.	KAYES	KAYES RIVE GAUCHE	HAWA DEMBAYA	SEROUME	SEROUMÉ	13,4878179	-11,5671559
136.	KAYES	KENIEBA	KASSAMA	BANCO	BANCO	14,2428507	-3,9472526
137.	KAYES	KENIEBA	KASSAMA	DIONI	DIONI-TAMBADIYA	12,8674198	-11,1873872
138.	KAYES	KENIEBA	KASSAMA	DOUMAFARA	DOUMOUFARA	13.08583333333	-11.08933333333
139.	KAYES	KENIEBA	KASSAMA	GALASSI	GALASSI 1ER CYCLE	13,3735941	-11,3768651
140.	KAYES	KENIEBA	KASSAMA	GUINDINSO	GUINDINSOU 1ER CYCLE	14,5092567	-11,1698167
141.	KAYES	KENIEBA	KASSAMA	GUINDINSO	GUINDINSOU 2ND CYCLE	13,6373324	-11,7205011
142.	KAYES	KENIEBA	KASSAMA	KASSAMA	KASSAMA 1°C II	14,3294085	-3,4030689
143.	KAYES	KENIEBA	KASSAMA	KASSAMA	KASSAMA 1ER CYCLE I	14,0343467	-3,4621505
144.	KAYES	KENIEBA	KASSAMA	KASSAMA	KASSAMA 2ND CYCLE	14,0672604	-3,5120805
145.	KAYES	KENIEBA	KASSAMA	KENIOTO	KÉNIÉTO 1ER CYCLE	14,0257984	-3,5715579
146.	KAYES	KENIEBA	KASSAMA	KENIOTO	KÉNIÉTO 2ND CYCLE	14,97115	-3,0714472
147.	KAYES	KENIEBA	KASSAMA	KOUFARA	KOUFARA	14,4148296	-3,4554307
148.	KAYES	KENIEBA	KASSAMA	KOULAYA	KOULAYA	14,4153467	-3,4550293
149.	KAYES	KENIEBA	KASSAMA	SAMBOULA	SAMBOULA	13,5567966	-11,8710845

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
150.	KAYES	KENIEBA	KASSAMA	TABAKOTO	TABAKOTO-KASSAMA 1ER CYCLE	14,5359321	-11,0994075
151.	KAYES	KENIEBA	KASSAMA	YATERA	YATERA	14,5358088	-11,1001417
152.	KAYES	KENIEBA	KÉNIÉBA	DIOULAFOUNOUNI	DIOULAFOUNOUNI	13,9338039	-11,6722919
153.	KAYES	KENIEBA	KÉNIÉBA	FADOUGOU	FADOUGOU	13,9337184	-11,6723346
154.	KAYES	KENIEBA	KÉNIÉBA	GOLEA	GOLEA	13,8906927	-11,7031943
155.	KAYES	KENIEBA	KÉNIÉBA	HAMBINE	HAMBINE	13,8899318	-11,6985947
156.	KAYES	KENIEBA	KÉNIÉBA	KELONGO	KELOMGO	13,8897914	-11,6982302
157.	KAYES	KENIEBA	KÉNIÉBA	KENIEBA	BALLABOUGOU	13,0359528	-11,3422099
158.	KAYES	KENIEBA	KÉNIÉBA	KENIEBA	KÉNIÉBA 2ND CYCLE	13,3046106	-11,0819496
159.	KAYES	KENIEBA	KÉNIÉBA	KENIEBA	KÉNIÉBA I	12,8123784	-10,9340533
160.	KAYES	KENIEBA	KÉNIÉBA	KENIEBA	KÉNIÉBA II	14,0873606	-11,6728886
161.	KAYES	KENIEBA	KÉNIÉBA	KENIEBA	LAFIABOUGOU 1ER CYCLE	12,8410802	-11,2428252
162.	KAYES	KENIEBA	KÉNIÉBA	KENIEBA	NADJA WAL FALAHA	12,8812032	-11,2352972
163.	KAYES	KENIEBA	KÉNIÉBA	KENIEBA	SOMABOUGOU I	12,877897	-11,2318987
164.	KAYES	KENIEBA	KÉNIÉBA	KENIEBA	SOMABOUGOU II	13,6196189	-11,4613117
165.	KAYES	KENIEBA	KÉNIÉBA	KOUNDAN	KOUNDAN	14,3118379	-3,5688276

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
166.	KAYES	KENIEBA	KÉNIÉBA	MAHINAMINE	MAHINAMINE	14,3037718	-3,4873361
167.	KAYES	KENIEBA	KÉNIÉBA	MOGOYAFARA	MOGOYAFARA 1ER C	13,8022082	-11,7569394
168.	KAYES	KENIEBA	KÉNIÉBA	NARENA	NARENA	14,5647359	-10,9692873
169.	KAYES	KENIEBA	KÉNIÉBA	SANOUKOU	SANOUKOU	14,5638398	-10,9618944
170.	KAYES	KENIEBA	KÉNIÉBA	SANSANTO	SANSANTO	14,4971786	-11,0193019
171.	KAYES	KENIEBA	KÉNIÉBA	SANSANTO	SANSANTO B	12,7467918	-10,9472364
172.	KAYES	KENIEBA	KENIEBA	SELLY	SELLY	13,0026886	-11,1998863
173.	KAYES	KAYES RIVE DROITE	KHOULOUM	AOURO DIALLO	AOUROU DIYALA 1ER C	14,4213281	-10,9329621
174.	KAYES	KAYES RIVE DROITE	Khouloum	AOURO DIALLO	AOUROU DIYALA 2E C	14,2807702	-3,5174222
175.	KAYES	KAYES RIVE DROITE	KHOULOUM	DOUSSOUKHANE	DOUSSOUKANÉ	14,9731956	-2,9233344
176.	KAYES	KAYES RIVE DROITE	KHOULOUM	GABOU	FOUSSÉYNI SY GABOU 1ND CYCLE	12,5347866	-11,3669132
177.	KAYES	KAYES RIVE DROITE	KHOULOUM	GABOU	FOUSSÉYNI SY GABOU 2ND CYCLE	14,1739882	-11,9126727

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
178.	KAYES	KAYES RIVE DROITE	KHOULOUM	KEGNOU SOUTE	KÉNIYOU-SOUTÉ	14,3584365	-11,3152574
179.	KAYES	KAYES RIVE DROITE	KHOULOUM	KERSIGNANE	KERSIGNANÉ 1ERC	14,3583449	-11,3152226
180.	KAYES	KAYES RIVE DROITE	KHOULOUM	KOULOUM	ATTBOUGOU	14,981576	-2,9427032
181.	KAYES	KAYES RIVE DROITE	KHOULOUM	KOULOUM	KHOULOUM 1ERC	14,5018649	-11,2898737
182.	KAYES	KAYES RIVE DROITE	KHOULOUM	KOULOUM	KHOULOUM 2ND CYCLE	14,5015343	-11,2901779
183.	KAYES	KAYES RIVE DROITE	KHOULOUM	LOUPOUROU	LOUPOUROU	13,9571967	-11,6514803
184.	KAYES	KAYES RIVE DROITE	KHOULOUM	SABOUCIREDING	FRANCO-ARABE SABOU CIRÉ N'DI 1ERC	14,42445	-11,33659
185.	MOPTI	DOUENTZA	KOUBEWEL KOUNDIA	KOUBEWEL-KOUNDIA	KOUBEWEL KOUNDIA 1ER CYCLE	15,0155263	-2,9502823
186.	MOPTI	DOUENTZA	KOUBEWEL KOUNDIA	MOUGHI BEGUEMA	MOUGUI BEGUEMA	15,0024648	-2,9537888
187.	MOPTI	DOUENTZA	KOUBEWEL KOUNDIA	ORODOU	ORODOU- LAMORDÉ 1ER CYCLE	13,0853269	-11,0904021

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
188.	MOPTI	DOUMENTZA	KOUBEWEL KOUNDIA	TEMBA	TEMBA	14,2233133	-3,4813921
189.	KAYES	KAYES RIVE DROITE	KOUNIAKARI	KONIAKARY	KONIAKARY 2ÈC	12,9780265	-11,0797006
190.	KAYES	KAYES RIVE DROITE	KOUNIAKARI	KONIAKARY	KONIAKARY"A" 1ER C	12,9049688	-11,1104159
191.	KAYES	KAYES RIVE DROITE	KOUNIAKARI	KONIAKARY	KONIAKARY"B" 1ER C	12,841109	-11,1637392
192.	KAYES	KAYES RIVE DROITE	MARÉNA DIOMBOUGOU	DIATAYA	DIATAYA	14,4036655	-3,5121929
193.	KAYES	KAYES RIVE DROITE	MARÉNA DIOMBOUGOU	MARENA DIOMBOUGOU	MARENA DIOMBOUGOU	14,2678723	-3,5162492
194.	KAYES	KAYES RIVE DROITE	MARÉNA DIOMBOUGOU	MARENA DIOMBOUGOU	MARENA DIOMBOUGOU 1ERC	14,4463216	-3,8168847
195.	KAYES	KAYES RIVE DROITE	MARÉNA DIOMBOUGOU	MOGOYAFARA	MOGOYAFARA 1ER C	14,3039083	-4,0053467
196.	KAYES	KAYES RIVE DROITE	MARÉNA DIOMBOUGOU	NIAMIGA	NIAMIGA 1ERC	14,2737589	-3,4425298
197.	KAYES	KAYES RIVE DROITE	Maréna Diombougou	SABOUCIRE SAMBALA	SABOUCIRE SAMBALA 1ER C	12,9599813	-11,1031248

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
198.	KAYES	KAYES RIVE DROITE	Maréna Diombougou	SABOUCIRE SAMBALA	SABOUCIRE SAMBALA 2E C	12,9607949	-11,0965212
199.	MOPTI	BANDIAGARA	PIGNARI	BABOYE	BALAGUINE-BABOYE 1 CYCLE	14.25925	-3.95219
200.	MOPTI	BANDIAGARA	PIGNARI	GOUREL BODIE	GOUREL-BODIO 1 CYCLE	14,6362681	-11,0186679
201.	MOPTI	BANDIAGARA	PIGNARI	NANDO	NANDO 1ER CYCLE	14,6362217	-11,0187191
202.	KAYES	KAYES	RIVE DROITE	Segala	SEGALABA	14,4390423	-11,3878073
203.	KAYES	KAYES RIVE GAUCHE	SADIOLA	BABALA HAMDALAY	BABALA 1ER CYCLE	13,3760018	-11,8649918
204.	KAYES	KAYES RIVE GAUCHE	SADIOLA	BABALA HAMDALAY	BABALA MERDERSA	13,3760018	-11,8649918
205.	KAYES	KAYES RIVE GAUCHE	SADIOLA	BREMASSOU	BREMASSOU		
206.	KAYES	KAYES RIVE GAUCHE	SADIOLA	DANKOURA	DANKOUROU	13,284002	-11,278541
207.	KAYES	KAYES RIVE GAUCHE	SADIOLA	DARSALAM OULOU	DARSALAM OULOUMA	14,4106694	-11,3704857
208.	KAYES	KAYES RIVE GAUCHE	SADIOLA	DIANKOUNTE	DIANGOUNTE	14,4668313	-11,35775

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
209.	KAYES	KAYES RIVE GAUCHE	SADIOLA	FARABANA	FARABANA	14,4537778	-11,369351
210.	KAYES	KAYES RIVE GAUCHE	SADIOLA	KAKADJAN	KAKADIAN	14,4544185	-11,3692456
211.	KAYES	KAYES RIVE GAUCHE	SADIOLA	KANTELA	KANTELA	12,8456541	-11,1066749
212.	KAYES	KAYES RIVE GAUCHE	SADIOLA	KENIEBA	KENIEBA	12,8440262	-11,0473737
213.	KAYES	KAYES RIVE GAUCHE	SADIOLA	KOBOROTOSSOU	KOBOKOTOSSOU	13,7079097	-11,6384248
214.	KAYES	KAYES RIVE GAUCHE	SADIOLA	KOROPOTO	KOROPOTO	13,1956264	-11,3290486
215.	KAYES	KAYES RIVE GAUCHE	SADIOLA	KREKOTO	KREKOTO	14,3587733	-3,3734884
216.	KAYES	KAYES RIVE GAUCHE	SADIOLA	KROUKETO	KROUKÉTO 1ER CYCLE	14,5815252	-10,9087801
217.	KAYES	KAYES RIVE GAUCHE	SADIOLA	MADINA	FRANCO ARABE MADINA	14,5795235	-10,8979734
218.	KAYES	KAYES RIVE GAUCHE	SADIOLA	MOUSSALA	MOUSSALA	14,575118	-10,9058321

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
219.	KAYES	KAYES RIVE GAUCHE	Sadiola	NETECO	NETECO	14,2785881	-3,4544455
220.	KAYES	KAYES RIVE GAUCHE	SADIOLA	NIANIKOTO	NIANIKOTO	14,2895844	-3,4625943
221.	KAYES	KAYES RIVE GAUCHE	SADIOLA	SABOUCIRE	SABOUCIRE	14,3886567	-3,7377801
222.	KAYES	KAYES RIVE GAUCHE	SADIOLA	SADIOLA	SADIOLA MINE I	13,7635722	-11,6478024
223.	KAYES	KAYES RIVE GAUCHE	SADIOLA	SADIOLA	SADIOLA MINE II	14,3070477	-3,4569419
224.	KAYES	KAYES RIVE GAUCHE	Sadiola	SADIOLA	SADIOLA VILLAGE I	14,9836857	-3,0350922
225.	KAYES	KAYES RIVE GAUCHE	Sadiola	SADIOLA	SADIOLA VILLAGE II	13,108598	-11,1358374
226.	KAYES	KAYES RIVE GAUCHE	SADIOLA	SADIOLA VILLAGE	SADIOLA VILLAGE A	13,0388849	-11,0809665
227.	KAYES	KAYES RIVE GAUCHE	SADIOLA	SANGAFARA	SANGAFARA	14,3456754	-11,3223636
228.	KAYES	KAYES RIVE GAUCHE	SADIOLA	SATIFARA	SATIFARA	12,9186244	-11,3304186

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
229.	KAYES	KAYES RIVE GAUCHE	SADIOLA	TINTIBA	TINTIBA	14,1202269	-3,5212919
230.	KAYES	KAYES RIVE GAUCHE	SADIOLA	YAMERA	YAMERA	13,5549847	-11,7822034
231.	KAYES	KAYES RIVE GAUCHE	SADIOLA	YIRIBABOUGOU	YIRIBABOUGOU	14,053885	-11,734959
232.	KAYES	KAYES RIVE GAUCHE	SADIOLA	YATELA	YATELA	12,864815	-10,9316484
233.	KAYES	KAYES RIVE DROITE	SEGALA	BATAMA	BATAMA	12,7899922	-11,2444559
234.	KAYES	KAYES RIVE DROITE	Segala	Kalaou	KALAOU	14,3397547	-3,3971757
235.	KAYES	KAYES RIVE DROITE	SÉGALA	BAGORE	BAGORÉ 1ER C	14,3418433	-3,3880185
236.	KAYES	KAYES RIVE DROITE	SÉGALA	BATAMA	BATAMA 1ERC	14,2411134	-3,4830761
237.	KAYES	KAYES RIVE DROITE	SÉGALA	DIABADJI	DIABADJI 1ERC	14,079764	-3,5150083
238.	KAYES	KAYES RIVE DROITE	SÉGALA	DIABADJI	DIABADJI 2ND CYCLE	14,0800005	-3,5141941

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
239.	KAYES	KAYES RIVE DROITE	SÉGALA	DIOUNGO	DIOUNGO 1ERC	14,0779031	-3,5306503
240.	KAYES	KAYES RIVE DROITE	SÉGALA	DIOUNGO	DIOUNGO 2ND CYCLE	14,0788573	-3,5154767
241.	KAYES	KAYES RIVE DROITE	SÉGALA	DJINGUILOU	DJINGUILOU 1ERC	14,07855	-3,5149683
242.	KAYES	KAYES RIVE DROITE	SÉGALA	DRAMEBOUGOULA	DRAMÉBOUGOU 1ERC	14,0782887	-3,5311659
243.	KAYES	KAYES RIVE DROITE	SÉGALA	KANANTARE	KANANTARÉ	13,8332994	-11,8411039
244.	KAYES	KAYES RIVE DROITE	SÉGALA	MAMACITA	MAMACITA	14,5354467	-10,9895917
245.	KAYES	KAYES RIVE DROITE	SÉGALA	MOULINE	MOULINÉ 1ERC	14,3369774	-11,0220502
246.	KAYES	KAYES RIVE DROITE	SÉGALA	MOUSSAFATOLA	MOUSSAFATOLA	13,7863129	-11,599922
247.	KAYES	KAYES RIVE DROITE	SÉGALA	SEGALA BA	SEGALABA 1ER	13,4844817	-11,4209883
248.	KAYES	KAYES RIVE DROITE	SÉGALA	SEKORO	SÉKORO 1ER CYCLE	14.49421	-11.018929

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
249.	KAYES	KAYES RIVE GAUCHE	SITAKILI	SEQUELA	BEMBOKOTO	12,8520743	-11,2315425
250.	KAYES	KENIEBA	SITAKILI	BABOTO	BABOTO	12,6892537	-10,8488274
251.	KAYES	KENIEBA	SITAKILI	BAMBO	BAMBOU	14,2747225	-11,3651079
252.	KAYES	KENIEBA	SITAKILI	BAROYA	BAROYA	14,3297471	-3,5554472
253.	KAYES	KENIEBA	SITAKILI	BETEYA	BETEYA	14,3287416	-3,5577828
254.	KAYES	KENIEBA	SITAKILI	DIANTISSA	DIANTISSA	14,3731567	-3,5721352
255.	KAYES	KENIEBA	SITAKILI	DJIBOURIA	DJIBOURIA	13,1085103	-11,2254316
256.	KAYES	KENIEBA	SITAKILI	DJIDJIAN KENIEBA	DJIDIAN-KÉNIÉBA	13,1085012	-11,2253306
257.	KAYES	KENIEBA	SITAKILI	DJIDJIAN KENIEBA	LOULO-CITÉ I	13,1086933	-11,2230925
258.	KAYES	KENIEBA	SITAKILI	DJIDJIAN KENIEBA	LOULO-CITE II	14,0870839	-3,4937579
259.	KAYES	KENIEBA	SITAKILI	DJIDJIAN KENIEBA	MÉDERSA SAADU ZIWIZAWA	13,9847441	-3,4356008
260.	KAYES	KENIEBA	SITAKILI	KOFFING	KOFFING	14,143752	-3,4688764
261.	KAYES	KENIEBA	SITAKILI	LINGUEKOTO II	LINGUÉKOTO II	14,1533012	-3,4927456
262.	KAYES	KENIEBA	SITAKILI	LOULO VILLAGE	LOULO VILLAGE	14,3253729	-3,5729581
263.	KAYES	KENIEBA	SITAKILI	SAKOLA	SAKOLA	12,8423228	-11,2391475

	Region	CAP	Commune	Village	School name	GPS-Latitude	GPS-Longitude
264.	KAYES	KENIEBA	SITAKILI	SITAKILY	SITAKILY 1ER CYCLE A	12,8417924	-11,2398385
265.	KAYES	KENIEBA	SITAKILI	SITAKILY	SITAKILY 1ER CYCLE B	14,3529313	-3,6181429
266.	KAYES	KENIEBA	SITAKILI	SITAKILY	SITAKILY 2ND CYCLE	14,2830261	-3,6551393
267.	KAYES	KENIEBA	SITAKILI	TABAKOTO	BOUGOUBA FRANCO ARABE	14,2351802	-3,5317635
268.	KAYES	KENIEBA	SITAKILI	TABAKOTO	TABAKOTO	12,9496611	-11,2040042
269.	KAYES	KENIEBA	SITAKILI	TABAKOTO	TABAKOTO I	12,95	-11,20392
270.	KAYES	KENIEBA	SITAKILI	TAMBAKOTO	TAMBAKOTO	13,0678859	-11,0549507
271.	MOPTI	DOUMENTZA	TEDIE	ANDJI	ANDJI	14,3055886	-3,4358892
272.	MOPTI	DOUMENTZA	TEDIE	TONGO TONGO	TONGO TONGO 1ER CYCLE	14,3058299	-3,4355197

SUCCESS STORIES

Dangol Boré, a community highly committed to girls' schooling Hawa Boré, a fighter for education

Dangol Boré's Accelerated Schooling Center (ASC), like many other ASCs supported by the USAID Mali GLEE project, opened in November 2018. It is run by Hawa Boré, a female facilitator from the village. She was selected by her community based on pre-established criteria, including the achievement of the DEF level and she passed the selection test administered by OMAES. Following selection, she participated in a three-week training in Sévaré, Mopti to prepare her to deliver the GLEE 9-month curriculum to learners at her ASC. The center was provided with equipment and materials for the 35 learners (20 girls and 15 boys) for the 2018-2019 school year which operates daily lessons for students.



Hawa Bore, ASC facilitator,
Dangol Bore

The tranquility of the ASC was interrupted on December 12, 2018 by the arrival of a commando of armed fundamentalists on motorcycles who barged into the courtyard of the secondary school of Boré where the ASC was having a class. That day the ASC was the only educational activity since the secondary school classes had been suspended to allow students to prepare for the end-of-term exams. The attackers hit the students and the female facilitator with the crosses of their rifles/guns. All fled through the door and windows and then through the fence of the school to escape their aggressors. Of the 25 children present that day, 10 were injured, including some serious injuries such as that of the facilitator. The perpetrators confiscated Hawa's mobile phone and her wallet and took away the teaching materials and supplies (brochures, radio, USB key, manuals, alphabet board, etc.). After their crime, the assailants went to the City Hall where they assaulted the people there and took two motorcycles, leaving behind a scene of desolation.

In response to the attack, the communal authorities immediately facilitated access to health care for all the wounded. The Mayor held consultation meetings with the members of the community and as a result of these consultations, they decided to reactivate and revitalize the youth watch/vigilance brigade to ensure the safety of the community, the school, and especially the newly established ASC. The women's organizations supported the community and Mayor's decision to keep the ASC open despite this barbaric act.

OMAES, at the request of the mayor and the community, proceeded to re-equip the center to ensure the continuation of the courses. A mission led by the GLEE Director of Security went to Dangol Boré between 23 to 27 December 2018 to discuss the situation with the authorities and support the measures taken to minimize the risk of attacks on the Boré center and all other centers and educational facilities in the municipality.

The facilitator Hawa Boré, despite the terror she experienced with her learners, did not retreat. After recuperation, she decided to continue to teach her learners in the center. When the OMAES supervisor asked her about her motivation to continue her work, she replied, *"It is my willingness and commitment to the education of these children, the learners. I do not feel alone, because the ASC is on the premise of the school. In addition, the vigilance brigade is now providing security for the community. The enemies of education will fail."*

TRAINING REPORTS

RAPPORT DE SYNTHÈSE DE L'ATELIER DE FORMATION DES ANIMATEURS SUR LA PÉDAGOGIE DES CENTRES SALAF (USAID/ GLEE/OMAES) DANS LES RÉGIONS DE KAYES ET MOPTI.



Les animateurs assistés par la formatrice lors d'un travail de groupe à Kayes

Introduction :

Du 11 au 29 Octobre 2018 s'est tenue simultanément la formation des animateurs des régions de kayes et Mopti sur la pédagogie des centres SALAF.

L'atelier de formation des animateurs de Mopti s'est déroulé à l'Alliance Franco-Malienne de Mopti et celui de Kayes à l'IFM de Kayes.

Au total dans les 2 régions, 147 animateurs ont participé à ces formations.

Situation des animateurs formés par région :

Région	Hommes	Femmes	Total
Kayes	37	18	55
Mopti	55	37	92
Total formés	92	55	147

Pour la région de Kayes, l'atelier a concerné au total 55 participants dont 29 pour le CAP de Kéniéba, 14 pour le CAP Rive Gauche et 12 pour le CAP Rive Droite.

Pour la région de Mopti, 92 participants ont suivi la formation dont des CAP de Bankass, Douentza, Bandiagara et Sangha Il a été organisé par l'OMAES sur financement de l'USAID.

De la facilitation:

L'animation de ces ateliers de formation a été assurée par les conseillers pédagogiques formés lors de la formation des formateurs à Bamako. C'est ainsi que pour la région de Mopti sur les 8 conseillers formés, 4 Conseillers pédagogiques ont assuré la formation des animateurs de la région à Mopti (1 Conseillers Pédagogique (CP) de Bandiagara, 1 CP de Bankass, 1 CP de Douentza et 1 CP de Sangha). Pour la région de kayes, 6 conseillers Pédagogiques (2 CP du CAP Rive Gauche, 2 CP du CAP Rive Droite de Kayes) et les 2 conseillers pédagogiques du CAP de Kéniéba, ont formés les animateurs de la région.

Déroulement des travaux :

La cérémonie d'ouverture :

Elle a été marquée à Mopti par l'intervention de la représentante du Ministère de l'Education Nationale Mme Kani Sissoko qui, au nom de son département, a souhaité la bienvenue et un bon séjour aux participants.

Elle a vivement salué cette initiative de Winrock International car, elle rentre dans le cadre des priorités du Ministère de l'Education Nationale qui vise une éducation de base et de qualité pour tous, sans distinction de sexe, de race et d'ethnie avec un cachet particulier pour la scolarisation des filles. Les régions choisies sont celles où l'éducation des filles est confrontée à un certain nombre d'entraves auxquelles les activités du projet contribueront certainement à résoudre.

La deuxième fut celle du représentant de l'Académie de Douentza Mr Ibrahima Guindo a placé l'atelier dans son contexte à savoir les raisons de la tenue de la formation des animateurs des centres SALAF et son importance dans la conduite des enseignements apprentissages. Il a invité les uns et les autres à l'assiduité, la ponctualité et a déclaré ouverts les travaux de l'atelier de formation des animateurs des centres SALAF du projet GLEE/OMAES.

A Kayes, la cérémonie d'ouverture a été présidée par le Directeur de l'Académie d'enseignement de la région Mr Seydou Nour Maiga qui avait ses cotés le Directeur général de l'IFM de Kayes, les deux formateurs superviseurs, le représentant de la Direction Nationale de la Pédagogie (DNP) et celui de l'AE Kayes. Après les mots de bienvenue aux participants, le DAE a placé l'atelier dans son contexte. Il a

surtout mis l'accent sur l'importance de l'atelier et l'importance de l'approche pédagogique retenue pour l'animation des cours au niveau de centres SALAF.

Après avoir exhorté à une participation active aux activités, il a demandé aux participants d'être ponctuels, assidus et a ensuite déclaré ouvert les travaux de l'atelier.

Du bureau de l'atelier :

Dans chaque région des bureaux de séance ont été mis en place pour coordonner les travaux de l'atelier. Après la présentation des participants, les bureaux composés de 3 membres ont été mis en place :

Une présidente, une Vice-présidente et un gestionnaire du temps.

Deux (2) Rapporteurs généraux ont été désignés dont un agent des CAP ou Académie et un animateur.

Des horaires des ateliers :

Début des travaux : Dans toutes les 2 régions, les travaux débutaient à 8H 30

et prenaient fin à 17H avec une pause-café : 10H45-11H et une pause déjeuner : 14H-15H.

Des objectifs de l'atelier :

Objectif général :

L'objectif est de renforcer les capacités des animateurs du projet sur le programme d'enseignement des centres de scolarisation accélérée que nous appelons « Stratégie Accélérée pour le Leadership et l'Autonomisation des Filles » (SALAF).

Objectifs spécifiques: Former les animateurs à :

- L'enseignement de la lecture et de l'écriture par l'approche équilibrée ;
 - L'animation des émissions d'EIA;
 - L'enseignement des mathématiques;
 - L'animation des thèmes sur le développement de la personne ;
 - L'administration des grilles de suivi des pratiques pédagogiques des animateurs des centres ;
 - L'administration des outils d'évaluation des apprentissages des apprenants
 - L'utilisation des outils du centre ;
 - Les rôles et responsabilité des différents acteurs.

Des résultats attendus : Les animateurs issus des différents CAP partenaires du projet sont formés à :

- L'enseignement de la lecture et de l'écriture par l'approche équilibrée ;
- L'animation des émissions d'EIA;
- L'enseignement des mathématiques;

- L'animation des thèmes sur le développement de la personne ;
- Aux techniques d'évaluation des apprenants ;
- Aux procédures de suivi des centres ;
- L'utilisation des outils de gestion du centre ;
- Et sur les rôles et responsabilités des différents acteurs.

De la méthodologie :

La méthodologie de formation a combiné plusieurs techniques d'animation/facilitation comme :

- les exposés /projections;
- les travaux de groupe ;
- La discussion sur les productions de groupes en séances plénières ;
- le brainstorming;
- les simulations;
- L'animation en situation de classe, avec des enfants de différents niveaux ;

Elle s'est appuyée également sur les différents guides et le matériel retenu dans le cadre de la mise en œuvre du programme.

Du contenu de la formation : Durant vingt (20) jours, les travaux ont porté sur les activités suivantes :

- Présentation du projet GLEE, de l'approche CSA/GLEE/OMAES ;
- Les croyances des participants;
- L'introduction de l'approche équilibrée;
- Les piliers de l'approche;
- Les champs de compétences de l'AEQ ;
- Les techniques de l'approche équilibrée ;
- Les nouvelles de la classe : objectifs et démarche ;
- Le décodage et l'encodage : objectifs démarche ;
- Présentation d'une séance modèle de NC ;
- Présentation de la leçon sur la lecture guidée ;
- Présentation de la leçon sur l'écriture guidée ;
- Présentation d'une leçon de jeu ;
- Présentation d'une leçon d'EIA;
- La chasse au trésor mathématique ;
- Le développement de la personne ;
- Le droit des enfants et le respect de droit des filles ;
- La pédagogie différenciée;
- Le code de la bonne conduite des animateurs ;
- Le bien-être de l'enfant et l'évaluation d'apprentissage ;
- L'amendement de l'emploi du temps ;
- Rôles et responsabilités des acteurs ;
- Grille d'observation des centres;
- Planification des textes EIA;

- Planification des activités sur le terrain.

Supervision de la formation des animateurs :

Les deux sites de formation ont reçu la visite de la Chef d'équipe d'OMAES qui est allée dans un premier temps à Kayes et ensuite à Mopti pour apporter un appui à l'équipe de formateur sur la formation des animateurs. Sa présence a permis de répondre à plusieurs questions concernant l'approche pédagogique retenue pour les centres et les aspects de gestion des centres et des animateurs au niveau des villages.

Aussi vers la fin de la formation le site de Mopti a reçu la visite de l'équipe technique de Winrock Internationale composé d'Abou Coulibaly Directeur Adjoint et responsable de l'Education et Mme Assa Soucko chargé du genre. Cette mission a permis d'apporter des informations claires sur les objectifs du projet et la prise en compte du genre dans les activités.

Evaluation des acquis de la formation et résultats obtenus:

A la fin de la formation des animateurs, sur les 29 animateurs formés, 25 animateurs ont été retenus pour le CAP de Kéniéba et affectés dans les villages et quatre (4) animateurs sont restés comme réservistes.

Au cours de la formation, les présentations des animateurs étaient notées par l'équipe de formateurs. Le dernier jour un test d'évaluation a été effectué afin de pouvoir retenir les animateurs ayant acquis les compétences nécessaires pour assurer l'enseignement dans les centres. C'est ainsi qu'à Kayes Rive Gauche, sur les 14 animateurs formés, 11 ont été retenus pour les 11 villages couverts par le projet.

A Kayes Rive droite, sur les 11 animateurs formés, 10 ont été retenus et affectés dans les villages. Au total pour la région de Kayes 21 animateurs sur 26 formés ont été retenus.

Cependant, à la fin de la formation, 2 animateurs ont désisté et 3 n'ayant pas atteint le niveau souhaité pour tenir le centre malgré la formation reçue, ont été remerciés. Comme on le constate, il n'y a pas de réservistes pour la Région de Kayes.

Pour la Région de Mopti, 92 animateurs ont suivi la formation jusqu'à la fin dont 32 femmes. Sur les 92 formés, 86 animateurs ont été retenus répartis comme suit : 35 pour la CAP de Bandiagara, 17 pour le CAP de Bankass, 20 pour le CAP de Sangha et 14 animateurs pour le CAP de Douentza. Sur les 86 animateurs retenus, 1 de Bandiagara a désisté, ce qui nous a amené à la fin de la formation à un déficit de 2 animateurs dont 1 pour Bandiagara et 1 pour Sangha.

Des remerciements: L'atelier remercie:

- L'USAID pour son financement;
- GLEE/OMAES pour leur accompagnement et leur bonne organisation ;
- Le personnel de l'Alliance Franco-Malienne de Mopti et celui de l'IFM de Kayes pour leur hospitalité ;
- Les facilitateurs pour la qualité de leurs prestations.

Des recommandations: L'atelier recommande:

- La délivrance d'une attestation de formation aux animateurs ;
- L'amélioration du traitement proposé pour les animateurs ;
- L'instauration d'un prix pour les meilleurs centres.
- L'Octroi de lampes et de radios de bonne qualité aux animateurs,
- L'introduction d'un thème sur l'orpaillage pour la zone de Kayes dans les modules de Développement personnel.
- L'organisation d'un recyclage une fois par an.
- La révision du Réviser pratique de mathématique,

De la cérémonie de clôture :

Les ateliers de formations ont été clôturés par les Représentants du MEN qui ont participé à la formation des animateurs après l'intervention des formateurs, des animateurs qui ont surtout remercié les formateurs pour la qualité des interventions et l'importance même des thématiques abordées.

SITE VISIT REPORTS

RAPPORT GENERAL

Lancement Officiel du Projet USAID/Mali Girls Leadership and Empowerment through Education (GLEE) “Leadership et Autonomisation des Filles à travers l’Education”

Décembre 2018

Sommaire :

I. Contexte et justification

II. Rappel des o

III. Résultats atteints

IV. Méthodologie/Déroulement

V. Conclusion

VI. Annexes

Contexte et justification :

Le projet USAID/Mali GLEE est financé par USAID et mis en œuvre par un consortium d'ONG dont le lead est assuré par Winrock International. Les autres membres du consortium sont IntraHealth, OMAES, GAAS Mali et CPHDA. Le projet vise les trois objectifs suivants :

1. Une diminution des barrières principales des adolescentes pour accéder à une éducation de qualité
2. Une amélioration de la sécurité des adolescentes dans les écoles et leurs communautés
3. Une amélioration des connaissances et l'adoption de comportements positifs en matière de santé chez les adolescentes

La mise en œuvre du projet a commencé depuis la mi-avril 2018. Le personnel est en place et des activités sont en train de se mettre en place au niveau local. En vue de consacrer le démarrage du projet, l'USAID et les organisations partenaires, notamment Winrock International, IntraHealth, CPHDA, OMAES et GAAS Mali ont organisé à Mopti, une cérémonie de lancement officiel placée sous la co-présidence de M. Le Ministre de l'Éducation Nationale et de Son Excellence Monsieur l'Ambassadeur des États-Unis d'Amérique au Mali.

Des contingences de dernières minutes n'ont pas permis à son Excellence Monsieur L'Ambassadeur d'honorer de sa présence ladite cérémonie, cependant il s'est fait représenter en la circonstance par le Directeur Adjoint du projet.

I- Objectif général :

Globalement, la cérémonie de lancement officiel visait à assurer une bonne visibilité au projet USAID/Mali GLEE et susciter l'appui des différentes parties prenantes à sa mise en œuvre.

II- Résultats atteints :

- Les acteurs/trices majeurs de l'Éducation, de la Santé de la Reproduction et de la Planification Familiale (SR/PF) du niveau central et déconcentré du projet USAID/Mali GLEE ont été mobilisés autour du projet et ont activement pris part au lancement ;
- Des dynamiques d'appropriations des résultats du projets par les leaders concernés par sa mise en œuvre ont été créés ;
- La visibilité des actions du projet au Mali et dans sa zone d'intervention, pour plus de synergie d'action, a été assurée ;
- Une bonne compréhension des objectifs du projet aux niveaux des principaux actrices et acteurs fut également assurée.

- Le grand public a reçu l'information sur le projet USAID/Mali GLEE à travers les radios locales et les reportages.

III- Méthodologie et déroulement :

I- Les activités menées avant la tenue des cérémonies de lancement :

➤ Phase préparatoire à Bamako:

La phase préparatoire du lancement à Bamako a permis d'identifier les actrices et acteurs à impliquer dans sa réalisation. Pour faciliter les inters actions un comité d'organisation a été mis en place. Toutes les activités entrant dans le cadre de ces préparatifs ont été initiées et mise en œuvre à travers les différentes réunions de ce comité. . Le projet évènementiel a été établi et mit en œuvre sur sept semaines environs. Ci-joint le récapitulatif des activités menées pendant la phase préparatoire.

PLAN EVENT DU LANCEMENT OFFICIEL DU PROJET USAID MALI GLEE PREVU POUR LE 06 DECEMBRE 2018 A MOPTI			
Activités	Tâches	Responsable	Période de realization
Planification	Définition du Planning des activités du lancement	Fatimata	24 au 31 Octobre
	Finalisation de la liste des invité.es	Fatimata	
	Préparation et finalisation du programme et TDR du lancement	Fatimata	
Communication	Préparation du projet médiatique	Fatimata	01 Octobre au 15 Novembre
	Prise de contact avec les chargés de communication ou point focal des partenaires du consortium (concertation et disposition à prendre)	Maurice introduit Fatimata auprès des autres chargé.es com du consortium	02 Novembre
	Préparation des supports de communication (invitations, discours, maquettes banderoles, dépliants, kakemono, chemise rabat, spot radio etc.)	Fatimata	01 au 15 Novembre

	Etat des lieux des presses potentielles à impliquer à Bamako et Région (radio etc.)	Fatimata	07 au 15 Novembre
	Identification des troupes artistiques	Fatimata appui GAAS	8 au 15 Novembre
	Réunion préparatoire et constitution du comité d'organisation	Abou	16 Novembre
	Préparation du projet de plan de la conférence de presse et sa mise en oeuvre (ciblage et prise de contact avec la presse, préparation du dossier de presse)	Fatimata	07 au 15 Novembre
Gestion Logistique	Liste des activités administratives (aspects logistiques, organisation des déplacements etc., réservation d'hôtels, location chaises et bâches, restauration)	Hénoc	01 Novembre au 06 Décembre
	Mise à disposition des fournisseurs potentiels pour la confection des supports de communication	Hénoc	
Gestion financière	Préparation du budget global pour la réalisation des activités du lancement	Fatimata	24 Octobre au 02 Novembre
	Soumission du budget prévisionnel pour la réalisation des activités du lancement	Fatimata	
	Analyse et validation du budget prévisionnel	Gédéon	
Aspects Programmatiques	Prise de contact avec les autorités locales (information et tenue de réunions préparatoires)	Abou	07 au 09 Novembre
	Etat des lieux et ciblage du lieu de réalisation du lancement dans la région de Mopti		
Gestion Sécuritaire	Analyse sécuritaire de la zone	Ibrahim	Avant Pendant et Après
	Analyse sécuritaire de l'évènement		
Rapportage	Produire le rapport général du lancement	Fatimata	Du 12 au 18 Décembre

- Mission préparatoire:

Une mission préparatoire s'est rendue à Mopti pour informer les autorités locales et discuter des éventuelles possibilités d'organisation de l'évènement. Ont pris part à cette mission le Deputy Chief Of Party, le Security Director et la Communication Officer dans la première semaine de novembre 2018.

Cette mission a permis d'informer les autorités locales et de discuter de l'organisation pratique du lancement. Spécifiquement, elle a permis de :

- Assurer l'implication et la participation active des autorités régionales et locales,
- Explorer toutes les options possibles afin d'assurer bonne préparation,
- Faire l'état des lieux et des prises de contact avec les médias locaux,
- Définir et analyser la situation sécuritaire du lieu de lancement

2- Pendant les semaines du lancement

- Tenue de la conférence de presse

En prélude au lancement ; une conférence de presse a eu lieu le mercredi 05 décembre 2018. Elle avait pour but de permettre Elle a été l'occasion pour l'équipe de Winrock et ses partenaires de rencontrer les journalistes, afin de mieux les orienter sur les objectifs et la stratégie du projet. Toutes choses qui leur ont permis e de diffuser des informations fiables sur le projet USAID/Mali GLEE. Spécifiquement, la conférence de presse a permis de:

- Mobiliser et nouer de bon contact avec la presse en vue d'élargir les canaux de communication du projet ;
- Donner des informations fiables sur le projet pour faciliter la rédaction et la publication d'articles par les journalistes dans les différents journaux, canaux et réseaux de communication ;
- Assurer une meilleure compréhension des objectifs et activités du projet pour faciliter la diffusion des informations justes sur le projet.

Au total 23 journalistes de la presse écrite, de la radio et de la télévision ont participé à la conférence de presse.

- Tenue des cérémonies officielles du lancement

Les cérémonies du lancement officiel a eu lieu à Mopti. Elle a été marquée par des discours, des messages pour le changement social de comportement, la présentation du projet et d'une animation théâtrale. La couverture médiatique fut couverte par les radios locales, les presses écrites et la télévision nationale (ORTM).

3- Après le lancement:

Cette phase a consisté aux différentes actions de pérennisation des acquis à travers la collecte et le backup des archives ; la diffusion des émissions radios/télé et le rapportage.

IV- Participantes:

Il était prévu au maximum quatre-vingt-dix-huit (98) participant.es et l'évènement qui a réuni les autorités nationales et locales de Mopti ; les services techniques centraux et déconcentrés de l'éducation, les collectivités, les membres du consortium, les autres ONG partenaires, les bénéficiaires. Au total 125 participant.es soit 105 hommes et 20 femmes ont répondu présent le jour du lancement soit une différence de 27 participant.es de plus.

NOMBRE DE PARTICIPANT.ES			
	Homme	Femme	Total
Effectif Présent	105	20	125
Différence			
Effectif estimé/prévu	98		+27

V- Conclusion:

➤ Succès

- ✓ Forte mobilisation des actrices/acteurs locaux (administration, services techniques, actrices/acteurs de l'éducation, collectivités, organisations de la société civile, ONG partenaires etc.
- ✓ Forte implication des parties prenantes du projet (partenaires de mise en œuvre, le Ministère de l'Éducation Nationale, le Gouvernorat de Mopti etc.).
- ✓ Engagement des parties prenantes à mieux s'investir, soutenir et accompagner le projet pour l'atteinte des objectifs.
- ✓ Preuve d'engagement et de disponibilité des actrices/acteurs locaux à accompagner tout le processus d'évolution du projet.
- ✓ La présence effective et massive des collectivités et des partenaires sociaux de l'éducation à la cérémonie, symbole de l'intérêt et de tout leur engagement pour le projet.

Quelques images

Difficultés rencontrées

- Le temps réservé aux préparatifs terrain était très restreint ;

- La gestion des invitées dont le nombre a débordé les prévisions

➤ **Les imprévus (nombre prévu pour le cortège ministériel)**

- Le renfort sécuritaire (gardes rapprochés, policiers)
- Les Hôtesse
- Le diner des autorités du Ministère de l'Education venue de Bamako avec le Vice Président de Winrock International
- Absence de la délégation de USAID dûe aux empêchements

VI- Annexes:

- **Rapport sécuritaire:**

RAPPORT SECU DU LANCEMENT

Le lancement s'est déroulé sans aucun incident de sécurité signalé

I Evaluation du dispositif sécuritaire de l'hôtel

Le dispositif de sécurité de l'hôtel a été évalué avant plusieurs jours avant l'évènement

L'hôtel a un dispositif rassurant :

Une clôture en barre de fer à bout pointu long de 3 m renforcée par des sacs de sable autour ;

Un portail solide coulissant qui sert d'accès à la cour de l'hôtel pouvant accueillir une trentaine de véhicule ;

32 Caméras dont 16 à l'intérieur et 16 à l'extérieur

Un poste de vision des images

4 éléments de la garde nationale jour et nuit,

4 éléments de securicom pour la fouille des visiteurs et le contrôle des véhicules au portail

2 Renforcement du dispositif la veille et le jour de l'évènement

- A. L'effectif des éléments de la garde est passé de 4 à 8 le jour de l'évènement
- B. Le commissariat de la ville de Mopti a fourni 10 éléments le jour de l'évènement vers 8 H pour assurer une ceinture de sécurité à l'intérieur et à l'extérieur de la cour. Le commissaire de la ville lui-même a fait la mise en place en collaboration avec le chef de peloton de la garde de Mopti
- C. Deux éléments de securicom contrôlaient les véhicules au portail sous l'observation de deux éléments armés de la garde nationale ;

- D. Deux autres éléments des sécuricom faisaient la fouille corporelle et les sacs à l'entrée du hall de l'hôtel sous l'observation de deux éléments de la police
- E. Un élément de sécuricom observait les images vidéo au poste de control des images
- F. Deux éléments de la police non armés assuraient la police à l'entrée de la salle de l'évènement car les armes sont très risquées dans une salle.
- G. Les autres éléments (gardes et policiers) étaient postés aux coins stratégiques de l'hôtel.

3. La veille échange sur le dispositif de sécurité avec le gouverneur

La veille de l'évènement le CAEF, Abou et moi avons une rencontre avec le gouverneur de Mopti dans son bureau ou je lui ai parler du fait que le commissariat de Mopti va renforcer les éléments de la garde national et sécuricom pour la sécurisation du site de l'hôtel. Il a dit que cela est largement suffisant en termes de dispositif. Il a apprécié le fait que le projet a eu l'idée d'impliquer le commissariat. Il a dit aussi que ce ne pas nécessaire d'éveiller les soupçons en postant les militaires le long de l'axe Sévaré-Mopti comme l'avait suggéré le CAEF. Il n'y a pas de menace particulière sur cet axe selon le Général gouverneur.

4. Garde rapproché du vice-président de winrock

Le commissariat de Mopti a fourni au projet en plus des dix éléments, deux gardes rapprochés qui ont accueilli le vice-président, et le chef du projet GLEE à l'aéroport le 5 à 9H 40 avec le Directeur de la sécurité. Après l'aéroport le convoi a fait un tour au bureau de Sévaré ou le vice-président a visité les locaux et s'est entretenu avec le staff.

Ils les ont protégés jusqu'à 18H ou deux autres policiers ont été envoyé pour les suppléer et passer la nuit aux alentours des chambres du vice-président et du chef du projet GLEE dans la discrétion.

Le 6 décembre à 8H 30 les deux gardes rapprochés sont revenus suppléer les deux policiers qui ont passé la nuit aux alentours des chambres en toute discrétion.

Ils ont continué leur rôle de protection rapprochée et à 12H 00, ils ont raccompagné le vice-président et le chef de projet à l'aéroport avec le Directeur de sécurité du projet. Après l'aéroport le chauffeur du projet a déposé les deux gardes rapprochés aux commissariats.

5. départ des policiers

Après le départ des invités vers 14H les policiers sont partis. Le directeur de la sécurité a appelé le commissaire pour le remercier du bon dispositif qu'il a mis en place en collaboration de la garde national.

Elaboré par : Fatimata DIOP

Révisé par : KEITA Assa

Validé par : Maurice OUEDRAOGO

SCHOOL KIT COMPOSITION

I^{er} cycle de l'enseignement fondamental

Classes	Kits scolaires
1 ^{ère} Année	<ul style="list-style-type: none"> - 1 ardoise - 1 boîte de craie - 1 règle - 1 chiffon - 1 livre « Syllabaire » - Bâtonnets
2 ^{ème} Année	<ul style="list-style-type: none"> - 1 ardoise - 1 boîte de craie - 1 règle - 1 chiffon - 2 cahiers « 2 lignes » - 1 livre « Syllabaire » -Bâtonnets
3 ^{ème} Année	<ul style="list-style-type: none"> - 1 ardoise - 1 boîte de craie - 1 règle - 1 chiffon - 1 paquet de cahiers - 1 livre de français « Collection Djoliba 3^{ème} Année » - 1 livre de calcul 3^{ème} Année -Bâtonnets
4 ^{ème} Année	<ul style="list-style-type: none"> - 1 ardoise - 1 boîte de craie - 1 règle - 1 chiffon - 1 paquet de cahiers - 1 livre de français « Collection Djoliba 4^{ème} Année » - 1 livre de calcul 4^{ème} Année Bâtonnets
5 ^{ème} Année	<ul style="list-style-type: none"> - 1 ardoise - 1 boîte de craie - 1 paquet matériel de géométrie - 1 chiffon - 2 paquets de cahiers - 1 livre de français « Collection Djoliba 5^{ème} Année » - 1 livre de calcul 5^{ème} Année

	Bâtonnets
6 ^{ème} Année	<ul style="list-style-type: none"> - 1 ardoise - 1 boîte de craie - 1 paquet matériel de géométrie - 1 chiffon - 2 paquets de cahiers - 1 livre de français « Collection Djoliba 6^{ème} Année » - 1 livre de calcul 6^{ème} Année - 1 livre de Sciences Naturelles 6^{ème} Année - 1 livre d'histoire et géographie 6^{ème} Année

2^{er} cycle de l'enseignement fondamental

Classes	Kits scolaires
7 ^{ème} Année	<ul style="list-style-type: none"> - 2 paquets de cahiers 200 pages - 2 paquets de cahiers 100 pages - 1 paquet matériel de géométrie - 1 livre de mathématiques 7^{ème} Année - 1 livre de physique et chimie 7^{ème} Année - 1 livre de grammaire 7^{ème} Année - 1 livre d'anglais 7^{ème} Année « SSA » - 1 livre de lecture 7^{ème} Année
8 ^{ème} Année	<ul style="list-style-type: none"> - 2 paquets de cahiers 200 pages - 2 paquets de cahiers 100 pages - 1 paquet matériel de géométrie - 1 livre de mathématiques 8^{ème} Année - 1 livre de physique et chimie 8^{ème} Année - 1 livre de grammaire 8^{ème} Année - 1 livre d'anglais 8^{ème} Année « SSA » - 1 livre de lecture 8^{ème} Année
9 ^{ème} Année	<ul style="list-style-type: none"> - 2 paquets de cahiers 200 pages - 2 paquets de cahiers 100 pages - 1 paquet matériel de géométrie - 1 livre de mathématiques 9^{ème} Année - 1 livre de physique et chimie 9^{ème} Année - 1 livre de grammaire 9^{ème} Année - 1 livre d'anglais 9^{ème} Année « SSA » - 1 livre de lecture 9^{ème} Année

LESSONS LEARNED

1. Challenges with mobility in Mopti in turn build trust with community members

Since February 1, 2018, the regional authorities in Mopti have banned the use of motorcycle in the areas that are highly affected by insecurity and GLEE is operating in two of these areas, Douentza and Bandiagara. If people are caught using motorcycles, the police take the motorcycles and burn them. Like GLEE, NGOs working in the area generally try to comply with the new regulation. In some cases, people try to use motorcycles only when they are within the village/community boundaries, but not while moving from one village to another. In the case of GLEE, we are fully complying with the regulation to avoid issues with the government. GLEE has devised a way to continue to implement in this challenging context by building trusting relationships with community members and utilizing local transport options (e.g. donkey carts or minibuses) to move from one community to the next. This has enabled GLEE to maintain a low profile in this complex environment and build greater trust with community members.

2. Limited staff and a short timeframe for community mobilization in Kayes call for a different approach to implementation

The GLEE project works in 148 school communities in the Kayes region with our local partner, CPHDA, to leading community mobilization and school support activities. With only two staff to conduct CAA sessions in all 148 school communities as part of the start up activities and a limited timeframe for completing the CAAs, accessibility presented a challenge with long distances between the sites and very bad and/or limited road networks. The project adopted a strategy which consisted of training community volunteers who are members that reside in their communities as lead facilitators and willing to support the project and facilitate the mobilization activities.

3. Flexibility is required within an evolving country context

One of the GLEE approaches to addressing barriers to girls' education is through peer mentoring on themes such as peer pressure, school related gender-based violence, reproductive health, menstrual hygiene management, early and unwanted pregnancies, early marriage etc. During the development of the mentoring curriculum, the GLEE team faced challenges with the evolving country context. The MEN, in collaboration with the Dutch Embassy, was developing a training module on Complete Sexual Education. The module, which was to be introduced in the official curriculum and program of primary education, contained sections that promote tolerance toward homosexual people. The religious leaders violently expressed their disagreement and rejected the module which they think promotes homosexuality. Despite the fact that the document/module does not promote this practice, the religious leaders feel it is a subtle way of promoting homosexuality. There were threats of big demonstrations all over the country led by the Islamic Council and the government of Mali had to step back. During the time when this controversy arose, the GLEE team was developing its Mentoring Guide which contains information on adolescents' sexual health. The GLEE team quickly adapted its guide to respond to potential concerns from religious leaders and upon request of the MEN and USAID, is organizing a validation workshop of the Mentoring Guide with participants from MEN, USAID and civil society to ensure the guide has the buy in of all stakeholders. The lesson for the GLEE project is that despite constraints with deliverable deadlines and implementation, it is important to always consider the country context and consider alternate strategies particularly when dealing with sensitive issues such as adolescent sexuality.

ENVIRONMENTAL REVIEW FORM FOR GLEE SUB GRANTS

Follow, but do not submit, the attached instructions.

A. Applicant information

Organization	Parent grant or project
Individual contact and title	Address, phone & email (if available)
Proposed subproject /subgrant (brief description)	Amount of funding requested
	Period of performance
	Location(s) of proposed activities

B. Activities, screening results, and findings

Proposed activities (Provide DESCRIPTIVE listing. Continue on additional page if necessary)	Screening result (Step 3 of instructions)			Findings (Step 6 of instructions. Complete for all moderate/unknown and high-risk activities ONLY)		
	Very Low Risk	High-Risk*	Moderate or unknown risk**	significant adverse impacts are very unlikely	With specified mitigation, significant adverse impacts are very unlikely	Significant Adverse impacts are possible
I.						

2.						
3.						
4.						
7.						
8.						
9.						

*These screening results require completion of an Environmental Review Report

C. Certification:

I, the undersigned, certify that:

1. The information on this form and accompanying environmental review report (if any) is correct and complete.
2. Implementation of these activities will not go forward until approval is received from the COR.
3. All mitigation and monitoring measures specified in the Environmental Review Report will be implemented in their entirety, and that staff charged with this implementation will have the authority, capacity and knowledge for successful implementation.

(Signature) _____

(Date) _____

(Print name) _____

(Title) _____

Note: if screening results for any activity are “high risk” or “moderate or unknown risk,” this form is not complete unless accompanied by an environmental review report.

BELOW THIS LINE FOR USAID USE ONLY

Notes:

1. For clearance to be granted, the activity MUST be within the scope of the activities for which use of

the ERF is authorized in the governing IEE. Review IEE before signature. If activities are outside this scope, deny clearance and provide explanation in comments section. The Partner, C/AOTR, MEO and REA must then confer regarding next steps: activity re-design, an IEE or EA.

2. Clearing an ERF containing one or more findings that significant adverse impacts are possible indicates agreement with the analysis and findings. It does NOT authorize activities for which “significant adverse impacts are possible” to go forward. It DOES authorize other activities to go forward. The Partner, C/AOTR, MEO and REA must then confer regarding next steps: activity re-design, an IEE or EA.

Clearance record

C/AOTR <input type="checkbox"/> Clearance given <input type="checkbox"/> Clearance denied	(print name)	(signature)	(date)
USAID Mali MEO <input type="checkbox"/> Clearance given <input type="checkbox"/> Clearance denied	(print name)	(signature)	(date)
Regional Env. Advisor (REA) <input type="checkbox"/> Clearance given <input type="checkbox"/> Clearance denied	(print name)	(signature)	(date)
Bureau Env. Officer (BEO)* <input type="checkbox"/> Clearance given <input type="checkbox"/> Clearance denied	(print name)	(signature)	(date)

C/AOR, MEO and REA clearance is required. BEO clearance is required for all “high risk” screening results and for findings of “significant adverse impacts possible. The BEO may review”

Note: if clearance is denied, comments must be provided to applicant (use space below & attach sheets if necessary)

LISTS OF YOUTH AMBASSADORS, PEER EDUCATORS AND MENTORS

GLEE MENTORS

CAP	ECOLES	NOMS PRENOMS	CONTACT
Kayes RD	Aourou Dyalla	Galé Diarra	69070004
Kayes RD	Doussoukané	Tiduida Diallo	62805397
Kayes RD	Gabou	Koumba Sy	65607810 Dir
Kayes RD	Keniou Souté	Tiguida Diallo	69613805
Kayes RD	Kersignané	Oumou N'Diaye	74299876
Kayes RD	ATT Bougou	Djeneba Sissoko	66546466
Kayes RD	Khouloun	Maimouna Cissé	62553345
Kayes RD	Loupourou	Many Dembele	66729860
Kayes RD	Sabouciré N'Di	Korotoumou Diallo	78250975
Kayes RD	Koniakary	Fatoumata Diallo	93918772
Kayes RD	Diataya	Kadiatou Ba	94891331
Kayes RD	Marena Diombougou	Hawa Sy n°1	76029514
Kayes RD	Mogoyafara	Dioncounda Tandia	98612531
Kayes RD	Niamiga	Aissata Dembele	70734784
Kayes RD	Sabouciré Sambala	Koumba Sissoko	61042560
Kayes RD	Bagoré	Koudeidji Diagouraga	83153967
Kayes RD	Batama	Hawa Traoré	78510836
Kayes RD	Diabadji	Houlematou Dicko	76167466
Kayes RD	Dioungo	Koura Bah	63739000
Kayes RD	Dinguilou	Maimouna Sissoko	65627361
Kayes RD	Dramebougou	Mariam Konaté	94650701

CAP	ECOLES	NOMS PRENOMS	CONTACT
Kayes RD	Kalaou	Mariam Coulibaly	75386929
Kayes RD	Kanantaré	Hawa Sidibé	69403480
Kayes RD	Mamacita	Adama Ly	91832090
Kayes RD	Mouliné	Mamou Diakité	92009215
Kayes RD	Moussala Fatola	Aïssata SOUCKO	66991312
Kayes RD	Segalaba	Mariam Diallo	76274153 Dir
Kayes RD	Segala 2ème C	Kadia Gakou	77430295
Kayes RD	Sekora	Aiché Diallo	77436636
Kayes RG	Fatola	Fatoumata Fanga	96466295
Kayes RG	Keniou	Sira Doucouré	63414080
Kayes RG	Kounda	Assanatou Tall	60210491 Dir
Kayes RG	Lomba	Salé Coulibaly	66575621 Dir
Kayes RG	Lontou	Fatoumata Sakilba	69153602
Kayes RG	Médine	Siraboula Geuye	61833885
Kayes RG	Seroumé	Kama Sylla	65176602
Kayes RG	Babala	Monè Dicko	65632378
Kayes RG	Babala Mederasa	Djeneba Dabaté	91165113 Dir
Kayes RG	Bremasou	Bintou Sakiliba	66674278 Dir
Kayes RG	Dankourou	Hawa Diarra	66456057
Kayes RG	Darsalam Oulouma	Aissata Kanté	79068963 Dir
Kayes RG	Diankounté	Fatoumata Kanté	93858462
Kayes RG	Farabana	Sira Dembele	97337873
Kayes RG	Kakadjan	Hawa Dagnoko	71906506

CAP	ECOLES	NOMS PRENOMS	CONTACT
Kayes RG	Kantela	Aminata Soucko	90669061
Kayes RG	Kéniéba	Diatty Soucko	92986732
Kayes RG	Kobokotossou	Lountany Soucko	92025147
Kayes RG	Koropoto	Diaratou Sissoko	75738343
Kayes RG	Krékoto	Soulaka Mouso KANOUTE	77973858
Kayes RG	Kroukété	Fatoumata Sissoko	77789877 Dir
Kayes RG	Madina Franco Arabe	DIOUGOURIA Macalou	92125014
Kayes RG	Moussala	Fatoumata Sissoko	77349740
Kayes RG	Nianikoto	Fatoumata Sakiliba	76185892
Kayes RG	Sabouciré	Takiba Sissoko	97742029
Kayes RG	Neteco	Sira Macalou	77771738
Kayes RG	Sadiola Mine I	Arabé Touré	66950015
Kayes RG	Sadiola Mine II	Fatou Coulibaly	73540635
Kayes RG	Sadiola village I	Baila Diallo	66094328
Kayes RG	Sadiola Village II	Fatimata Kamaté	76389827
Kayes RG	Sadiola village "A"	Fatim KAMATE	76389827
Kayes RG	Sangafara	Rokia Douganssé	78363292
Kayes RG	Satifara	Moussoukoye Sissoko	21597907
Kayes RG	Tintiba	Adama Kanté	75860535
Kayes RG	Yahera	Fily Kanouté	66880353
Kayes RG	Yatela	Kany Sakiliba	75568582
Kayes RG	Yiribabougou	Kadia Sidibé	72159089
Kayes RG	Bembokoto	Sangounba Sakiliba	77379541

CAP	ECOLES	NOMS PRENOMS	CONTACT
KENIEBA	Bayé 1er et 2ème C	Fenda SIDIBE	78402492
KENIEBA	Diabaya	Koumba SISSOKO	77966557
KENIEBA	Dioulafoundouba	Mamou COULIBALY	71828243
KENIEBA	Gamaté	Sékoba SISSOKO	70027764
KENIEBA	Kiridy	N'Badiala KEITA	83532216
KENIEBA	Kobokoto	Siranding DAMBA	70970616
KENIEBA	Lemounatoumboun	Makouta COULIBALY (âgée)	76959330
KENIEBA	Samou	Kany KEITA	77608439
KENIEBA	Sékotoba	Founé Moussou DIANGO	74373887
KENIEBA	Selinkegni	Goundo Keita	94570471
KENIEBA	Tomben	Sakalé SIDIBE	74171850
KENIEBA	Toumboumba	Doussouba FOFANA	76807814
KENIEBA	Yéralla	Kounandy DABO	64273759
KENIEBA	Arabadiania	Faly SISSOKO	73304571
KENIEBA	Bérola	Kony KOUMARE	77323396
KENIEBA	Bourdala 1er et 2ème C	Rokia KANOUTE	93656360
KENIEBA	Daro	Makouta COULIBALY	78603544
KENIEBA	Diaguina	Diaraye CISSE	70335946
KENIEBA	Dialafara 1er et 2ème C	Toutouba SAKILIBA	93791674
KENIEBA	Djournaloma	Mariama DANSIRA	73625691
KENIEBA	Karouma	Toutouba SAKILIBA	93791674
KENIEBA	Kéniégoulou	Nouelie MOUNKORO	78012646
KENIEBA	Kéniékéniéba	Hawa MACALOU	71076750

CAP	ECOLES	NOMS PRENOMS	CONTACT
KENIEBA	Kéniéty	Bintou DIALLO	76777548
KENIEBA	Saoné Vallée Monea	Kany DEMBELE	72402101
KENIEBA	Nétékoto	Goundo DANIOKO	76230780
KENIEBA	Tambala	Sira DAMBA	78581690
KENIEBA	Banco	Takiba Kanouté	66575008
KENIEBA	Dioni-Tambadiya	M'Bamoussa Sissoko	66575008
KENIEBA	Doumoufara	Kancou Macalou	72456529
KENIEBA	Galassi	Sadio Dabo	61328151
KENIEBA	Guindinsou 1er et 2ème Cycles	Kaba DANSIRA	74352134
KENIEBA	Kassama I 1er Cycle et Kassama 2ème cycle	Makouta Taliba	65606299
KENIEBA	Kassama II 1er Cycle	M'Bakourou SISSOKO	98590090
KENIEBA	Keniotou 1er et 2ème Cycles	Fily KEITA	66442612
KENIEBA	Koufara	Dioncounda Kanouté	66575008
KENIEBA	Koulaya	Mari Sissoko	66990362
KENIEBA	Samboula	Djénéba KONTAGA	71929576
KENIEBA	Tabakoto-kassama	Aminata dite Tako Sakiliba	62519764
KENIEBA	Yatéra	Flatou Coulibaly	76884568
KENIEBA	Dioulafoundouni	Sinding SISSOKO	64031881
KENIEBA	Fadougou	Fanta DIARRA	91257005
KENIEBA	Goléa	Adiaratou CAMARA	75366200
KENIEBA	Hambiné	M'Bamakan SAKILIBA	76956214
KENIEBA	Kélongo	Moro KEITA	74491923
KENIEBA	Ballabougou	Fatoumata Bintou TRAORE	72719341

CAP	ECOLES	NOMS PRENOMS	CONTACT
KENIEBA	Kenieba I 1er C et Kéniéba 2ème C	Fatoumata Touré	78233186
KENIEBA	Kéniéba II 1er C	Oumou DIAKITE	74622720
KENIEBA	Lafiabougou 1er C	Adiara DRABO	66929694
KENIEBA	Nadia Wal Falaha	Balakissa SANGARE	71807032
KENIEBA	Somabougou I	Fanta CISSE	77664467
KENIEBA	Somabougou II	Fanta TALL	76658653
KENIEBA	Koundan	Nantenin KAMISSOKO	94931904
KENIEBA	Mahinamine	Kany KEITA	82554179
KENIEBA	Mogoyafara	Fanta FADIGA	71464983
KENIEBA	Naréna	Sagoba COULIBALY	65747694
KENIEBA	Sanougou	Sékô KONTAGA, F	76126973
KENIEBA	Sansanto "A"	Fatoumata COULIBALY	71372191
KENIEBA	Sansanto "B"	Yah SAMAKE	72123236
KENIEBA	Selly	Sakoba SISSOKO	76182324
KENIEBA	Baboto	Mariam DIAKITE	79359842
KENIEBA	Bambou	Sira Sissoko	83037157
KENIEBA	Baroya	Fanta TALIBA	69074680
KENIEBA	Batama	Sitapha Sissoko	90577763
KENIEBA	Beteya	Véronique Konaté	83039788
KENIEBA	Diantinsa	Wassa SISSOKO	77616223
KENIEBA	Djibouria	Filigeuta Cissé	77540309
KENIEBA	Djidjan -Kenieba	Fily SAKILIBA	77406079
KENIEBA	Loulo Cité I	Oumou COULIBALY	66806639

CAP	ECOLES	NOMS PRENOMS	CONTACT
KENIEBA	Loulo Cité II	Fatoumata SAMAKE	69568150
KENIEBA	Médersa Zaadou Ziwezawa	Djénébou DICKO	73195753
KENIEBA	Koffing	Mamani TALIBA	78103848
KENIEBA	Linguékoto II	Fanta Sissoko	72918499
KENIEBA	Loulo Village	Godi DANIOKO	77816718
KENIEBA	Sakola	Maïny HAIDARA	70428195
KENIEBA	Sitakily 1er C "A" et 2ème C	Sambou SISSOKO	71011230
KENIEBA	Sitakily 1er C "B"	Fily SISSOKO	75197701
KENIEBA	Bougouba FA	Mâ DIARRA	70516661
KENIEBA	Tabakoto I	Hawa Sissoko	69882227
KENIEBA	Tabakoto II	Balla Ngally Sissoko	89425240
KENIEBA	Tambakoto	Fantanding COULIBALY	65791685
Bandiagara	Diondiourou	Kadidia Yanogue	65810647
Bandiagara	KoriKori	Halimatou Karembe	61715309 / 70301178
Bandiagara	KoriKori	JEOSEPHE Kassogue	
Bandiagara	Djiguibombo	Yabe Kassogue	
Bandiagara	Tegourou	Hawa Yanogue	68393650
Bandiagara	Tougoumé	Lamatou Guindo	
Bandiagara	Bodio	Korka Kassogue	65952748
Bandiagara	Bodio	Amadi Kassogue	
Bandiagara	Daga	Adama Djiguiba	64 47 30 88
Bandiagara	Orontouno	Oumou Ouoleguem	68527538
Bandiagara	Goro	Djeneba Yanogue	

CAP	ECOLES	NOMS PRENOMS	CONTACT
Bandiagara	Goro	Sory Djiguiba	64957649
Bandiagara	Diombolo	Mabaga Djiguiba	
Bandiagara	DjomboDjeneke	Oumar Sylla	64408889
Bandiagara	DjomboDjeneke	Alimatou Karembe	
Bandiagara	Songho	Oumou Karembe	69135070
Bandiagara	Songho	Awa Coulibaly	68354760
Bandiagara	Danibombo	Yaiguere Guindo	68382211
Bandiagara	Anakanda	Adama Moussa GUINDO	
Bandiagara	Doucombo	Fatoumata dite Nana GUINDO	
Bankass	Joseph yaro1er C	Niama Guindo	79014579
Bankass	Joseph yaro1er B	Binta Bamia	90091250
Bankass	Joseph Yaro1erA	Youma Tessougué	78070564
Bankass	Kouroundé	Fatoumata dite Nana Guindo	69099097
Bankass	Kené	Halimatou Togo	65906574
Bankass	Djimboye	Hawa Guindo	63092670
Bankass	Densagou	Fatoumata dite Nana Guindo	97410657
Bankass	Ogodiré	Maimouna Guindo	
Bankass	Tanganaboye	Dickorè A Guindo	76358295
Bankass	Sogotoun	Fatoumata Guindo	
Bankass	Sokoura	Salimata Guindo	
Bankass	Tinto	Aminata Guindo	
Bankass	Ogossagou	Binta A Guindo	
Bankass	Baredarsalam	Halima Togo	65906574

CAP	ECOLES	NOMS PRENOMS	CONTACT
Bankass	Boundousama	Korka Togo	
Bankass	Sogara	Aissata M Guindo	67510489
Bankass	Sogodouroukoum	Mariam Guindo	
Douentza	Andji	Laya Ouloguem	
Douentza	TONGO	Aldjoumare Ouoleguem	
Douentza	Boré	Kadia Doumbia	
Douentza	Falembougou	Djénéba Diana Djébou	
Douentza	Manko	Koundia Alou /Penda Diabaté	
Douentza	Temba	Hama Yalcouyé	
Douentza	Mougui	Mariam Ongoiba	
Douentza	Douentza A	Halimatou Goré	
Douentza	Douentza B	Hawa Touré	
Douentza	Douentza D	Hadi Cissé	
Douentza	Douentza E	Fatoumata Sougouna	
Douentza	Douentza F	Koumba Maiga	
Douentza	Douentza G	Goita Safiatou	
Douentza	Dianwely M	Abdrahamane Ongoiba	
Douentza	Fombori	Mamoudou Ongoiba	
Douentza	Dianwely k	Djénéba Ongoiba	
Douentza	Gamini	Amadou Djilicoumaga	
Douentza	Evey	Hamsatou Ongoiba	
Douentza	Koubewel	Amadou Ongoiba	
Douentza	Orodou	Abdoulaye Ouologuem	

CAP	ECOLES	NOMS PRENOMS	CONTACT
Sangha	Dourou	Sagara Binta	
Sangha	Guimini	Sagara Oumar	78360081
Sangha	Dobolo	Ambaga Banou	64141680
Sangha	korou	Aminata Sagara	60809446
Sangha	Nombori	Anna Guindo	71525835
Sangha	Komocani	Naomie Dougnon	65815828
Sangha	Nacomo	Saïkene Yebeizé	67441453
Sangha	Golomo	Koubémo Nantoumé	64651314
Sangha	Konsogoudo	Mariam Kassogué	
Sangha	Konsogouley	Moussa Kéné	
Sangha	YAWA	Amadou Sagara	
Sangha	Idjelina	Adèl Guindo	
Sangha	Idjelido	Antoine Guindo	
Sangha	Begnoumato	Blantine Kéné	
Sangha	Ersadia	Yaborko Kéné	
Sangha	Samsambrou	Andjéou Yébeizé	
Sangha	Indell	Mariam Kassogué	
Sangha	Dourou	Fatoumata Sagara	
Sangha	doundjourou	Erter Togo	
Sangha	Sonninké	Yapaïni KASSOGUE	
Sangha	Lougourgoumo	Aminata Nantoumé	
Sangha	Lougourgoumo	Alwadou Nantoumé	
Sangha	Dandoli	Harouna Tembely	

CAP	ECOLES	NOMS PRENOMS	CONTACT
Sangha	Dandoli	Yakoudjou Tembely	
Sangha	Tognon	Mariam Nantoumé	
Sangha	Sokolo	Lucie Yaneye Karembé	
Sangha	Sinkarma	Yakoudjou Owologuem	
Sangha	Golgou	Madina Nantoumé	
Sangha	Sibi-Sibi	Yakindemo Karembé	
Sangha	Sibi-Sibi	Boucary Karembé	
Sangha	Djoubairou	Bemo Tembely	
Sangha	Wédéguélé	Ambayaba Kelépily	
Sangha	Sassadi	Mérépey yébeîzé	
Sangha	Bandiagara	Samila Ouédrago	
Sangha	Bandiagara	Mariam Yalcouyé	
Bandiagara	nando	Hawa Perpoudié	
Bandiagara	gourelî bodio	Fatouma Dibo	
Bandiagara	balaguina	Fatoumata Dibo	
Bandiagara	Bandiagara	Caterine Dolo	
Bandiagara	Bandiagara	Aminata	
Bandiagara	Bandiagara	Samélou Ouologuem	
Bandiagara	Bandiagara	Aissata Tembely	
Bandiagara	Bandiagara	Hawa Bamia	
Bandiagara	Joseph yaro2è A	Hawa Guindo	
Bandiagara	Joseph Yaro2èB	Néné Yossi	
Bandiagara	Joseph yaro2èC	Kadia Guindo	

GLEE PEER EDUCATORS

CAP	Ecoles	Nom Prénom
Kayes RD	Aourou Diyala 1eC	Bambi Diarra
Kayes RD	Aourou Diyala 1eC	Bilali Coulibaly
Kayes RD	Aourou Diyala 2eC	Mariam Sylla
Kayes RD	Aourou Diyala 2eC	Mamady Diakité
Kayes RD	Doussoukané	Mariam CISSE
Kayes RD	Doussoukané	Djigui KANTE
Kayes RD	Gabou 1eC	Dado Wagué
Kayes RD	Gabou 1eC	Maciré Soukouna
Kayes RD	Gabou 2eC	Fatoumata Wagué
Kayes RD	Gabou 2eC	Fodié Wagué
Kayes RD	Kegnou Souté	Fatoumata Soumbounou
Kayes RD	Kegnou Souté	Ismael Kanouté
Kayes RD	Kersignané	Moussa Sy
Kayes RD	Kersignané	Fatoumata Bathily
Kayes RD	ATTBougou	Kadiatou Sissoko
Kayes RD	ATTBougou	Issa Kanté
Kayes RD	Khouloun 1e C	Goundedi Coulibaly
Kayes RD	Khouloun 1e C	Mariatou Sidibé
Kayes RD	Khouloun 2eC	Abdoulaye Kanté
Kayes RD	Khouloun 2eC	Coumba Sidibé
Kayes RD	Loupourou	Moussa Sidibé
Kayes RD	Loupourou	Hawa Diakité

CAP	Ecoles	Nom Prénom
Kayes RD	Sabouciré Ndi	Koudeidji Coulibaly
Kayes RD	Sabouciré Ndi	Mareitou Sidibé
Kayes RD	Koniakary 1er Cycle A	Salimata Bane
Kayes RD	Koniakary 1er Cycle A	Moussa Sylla
Kayes RD	Koniakary 1er Cycle B	Halimatou Kanté
Kayes RD	Koniakary 1er Cycle B	Abdoul Konaté
Kayes RD	Koniakary 2eC	Aboubacar Sall
Kayes RD	Koniakary 2eC	Aroua Sall
Kayes RD	Diataya	Bodo Bidanessi
Kayes RD	Diataya	Aboubacar Ba
Kayes RD	Maréna-Diombougou 2ème C	Hadime Sylla
Kayes RD	Maréna-Diombougou 2ème C	Djadja Kébé
Kayes RD	Maréna-Diombougou 1er C	Mahamadou Cissaco
Kayes RD	Maréna-Diombougou 1er C	Haby Siby
Kayes RD	Mogoyafara	Tafi Diallo
Kayes RD	Mogoyafara	Mahamadou Diallo
Kayes RD	Niamiga	Djibril Dembele
Kayes RD	Niamiga	Koudeidja Diallo
Kayes RD	Sabouciré-Samballa 1er C	Aminata Sissoko
Kayes RD	Sabouciré-Samballa 1er C	Wada Camara
Kayes RD	Sabouciré Samballa 2ème C	Oumar Sarr 2e C
Kayes RD	Sabouciré Samballa 2ème C	Kadia Coulibaly 2eC
Kayes RD	Bagoré 1er Cycle	Mamadou Sylla

CAP	Ecoles	Nom Prénom
Kayes RD	Bagoré 1er Cycle	Fatoumata B Haidara
Kayes RD	Batama 1er cycle	Sandiagou Sylla
Kayes RD	Batama 1er cycle	Fatoumata Sy
Kayes RD	Diabadji 1er C	Mamoutou Fofana
Kayes RD	Diabadji 1er C	Mallé Fofana
Kayes RD	Diabadji 2ème C	Mamoudou Sangaré 2eC
Kayes RD	Diabadji 2ème C	Sindé Sylla 2e C
Kayes RD	Djoungo 1er C	Makan Diallo
Kayes RD	Djoungo 1er C	Fatoumata Diakitè
Kayes RD	Djoungo 2ème C	Douga Kouyaté 2eCy
Kayes RD	Djoungo 2ème C	Kadiatou Diallo 2e Cy
Kayes RD	Duinguilou	Abdoulaye Sissoko
Kayes RD	Duinguilou	Mariam Camara
Kayes RD	Dramebougou	Yamadou Sylla
Kayes RD	Dramebougou	Filly Sylla
Kayes RD	Kalaou	Bamba Soukouna
Kayes RD	Kalaou	Dialla Sissoko
Kayes RD	Kanantaré	Aissata Kamissoko
Kayes RD	Kanantaré	Guimba Sidibé
Kayes RD	Mamacita	Douga Sissoko
Kayes RD	Mamacita	Maimouna Sakiliba
Kayes RD	Mouliné	Mamadou Gakou
Kayes RD	Mouliné	Koumba Diako

CAP	Ecoles	Nom Prénom
Kayes RD	Moussala Fatola	Adama Dembele
Kayes RD	Moussala Fatola	Fifi Konaté
Kayes RD	Segalaba	Yaya Diallo
Kayes RD	Segalaba	Djouma Koné
Kayes RD	Segala 2ème C	Mady Koné 2e Cy
Kayes RD	Segala 2ème C	Kadiatou Guissé 2e Cy
Kayes RD	Sekoro	Dioncounda Sissoko
Kayes RD	Sekoro	Filly Dembele
Kayes RG	Fatola 1er C	Dramane Sissoko
Kayes RG	Fatola 1er C	Adama Dicko
Kayes RG	Fatola 2ème C	Fatou Diallo
Kayes RG	Fatola 2ème C	Brema Fanga
Kayes RG	Kégnou	Ramata Traoré
Kayes RG	Kégnou	Nfaly Sylla
Kayes RG	Kounda	Sadio Kanouté
Kayes RG	Kounda	Adama Sissoko
Kayes RG	Lomba	Cheick Konaté
Kayes RG	Lomba	Fanta Coulibaly
Kayes RG	Lontou 1er C	Tenin Kanté
Kayes RG	Lontou 1er C	Abdou Sissoko
Kayes RG	Lontou 2ème C	Oussouby Barry 2e C
Kayes RG	Lontou 2ème C	Fatoumata K Kanouté 2eC
Kayes RG	Médine 2 ème C	Bandiougou Sow 2eC

CAP	Ecoles	Nom Prénom
Kayes RG	Médine 2 ème C	Natenin Diarra 2eC
Kayes RG	Médine 1er C	Mamadou Coulibaly
Kayes RG	Médine 1er C	Penda S Coulibaly
Kayes RG	Séroumé	Sanga Savané
Kayes RG	Séroumé	Toumani Diallo
Kayes RG	Babala 1eCycle	Mohamed Camara
Kayes RG	Babala 1eCycle	Madina Eyi
Kayes RG	Babala Medersa	Maimouna Camara
Kayes RG	Babala Medersa	Koniba Traoré
Kayes RG	Bremassou	Filifing Faenké
Kayes RG	Bremassou	Sankou Macalou
Kayes RG	Dankourou	Salif Diarra
Kayes RG	Dankourou	Niagalen Sidibé
Kayes RG	Darsalam Oulouma	Fousseiny Dougansé
Kayes RG	Darsalam Oulouma	Bahaba Dougansé
Kayes RG	Diagounté	Salif Sangare
Kayes RG	Diagounté	Sadio Cissé
Kayes RG	Farabana	Mady Yaffa
Kayes RG	Farabana	Sadio Diabaté
Kayes RG	Kakadjan	Makan Sissoko
Kayes RG	Kakadjan	Demba Macalou
Kayes RG	Kantela	Mamadou Keita
Kayes RG	Kantela	Mbamakan Dansira

CAP	Ecoles	Nom Prénom
Kayes RG	Kenieba	Mamadou Sissoko
Kayes RG	Kenieba	Samba Cissé
Kayes RG	Kobokotossou	Bakary Keita
Kayes RG	Kobokotossou	Kia Macalou
Kayes RG	Koropoto	Niagaba Sissoko
Kayes RG	Koropoto	Ladji Sissoko
Kayes RG	Krekoto	Moussa Keita
Kayes RG	Krekoto	Maimouna Soucko
Kayes RG	Krouketo	Mamadou Simpara
Kayes RG	Krouketo	Aminata Kaba
Kayes RG	Madina FA	Mbamba Keita
Kayes RG	Madina FA	Massofing Macalou
Kayes RG	Moussala	Sadio Macalou
Kayes RG	Moussala	Sadio Coulibaly
Kayes RG	Nianikoto	Sira Fofana
Kayes RG	Nianikoto	Dialla Fofana
Kayes RG	Sabouciré	Amy Sylla
Kayes RG	Sabouciré	Seydou Dembele
Kayes RG	Neteco	Mouso M Sidibe
Kayes RG	Neteco	Mahamadou Fané
Kayes RG	Sadiola Mine I	Oumou Sangaré
Kayes RG	Sadiola Mine I	Modibo Traoré
Kayes RG	Sadiola Mine II	Diakaria Diarra

CAP	Ecoles	Nom Prénom
Kayes RG	Sadiola Mine II	Oumou K Maiga
Kayes RG	Sadiola village I	Issa Traoré
Kayes RG	Sadiola village I	Ramata Diallo
Kayes RG	Sadiola Village II	Rokia Dembelé
Kayes RG	Sadiola Village II	Seydou Togola
Kayes RG	Sadiola Village A (2e Cy)	Sayon Cissé
Kayes RG	Sadiola Village A (2e Cy)	Fousseiny Kanté
Kayes RG	Sangafara	Kamissa Touré
Kayes RG	Sangafara	Fousseiny Diarra
Kayes RG	Satifara	Diougou Keita
Kayes RG	Satifara	Fily Sissoko
Kayes RG	Tintiba	Diamou Touré
Kayes RG	Tintiba	Mamady Kanté
Kayes RG	Yahera	Sara Sissoko
Kayes RG	Yahera	Boubacar Macalou
Kayes RG	Yatela 1e Cycle	Ansoumane Keita
Kayes RG	Yatela 1e Cycle	Koumouna Konaté
Kayes RG	Yiribabougou	Abdoulaye Diarra
Kayes RG	Yiribabougou	Aminata Cisse
Kayes RG	Bembokoto	Aissata Sakiliba
Kayes RG	Bembokoto	Fodé Fofana
Kéniéba	Bayé 1er C	Bamakan KEITA
Kéniéba	Bayé 1er C	Fodé DANSOKO

CAP	Ecoles	Nom Prénom
Kéniéba	Bayé 2ème C	Goundo KEITA
Kéniéba	Bayé 2ème C	Aly SISSOKO
Kéniéba	Diabaya	Mady FOFANA
Kéniéba	Diabaya	Koumba Mady SISSOKO, G
Kéniéba	Dioulafoundouba	Mariam DIALLO
Kéniéba	Dioulafoundouba	Sériba SISSOKO
Kéniéba	Gamaté	Koly DEMBELE.F
Kéniéba	Gamaté	Bréhima DEMBELE
Kéniéba	Kiridy	Woyo DANSOKO
Kéniéba	Kiridy	Diabion KEITA
Kéniéba	Kobokoto	Allamouta TIGANA
Kéniéba	Kobokoto	Fadamba DANFAGA
Kéniéba	Lémounatoumboun	M'Bamoussa KONTAGA
Kéniéba	Lémounatoumboun	Mahamady KONTAGA
Kéniéba	Samou	Touma SISSOKO
Kéniéba	Samou	Fantan NOMOKO
Kéniéba	Sékotoba	Lassana TIGANA
Kéniéba	Sékotoba	Dioncounda KALADIOULA
Kéniéba	Sélikégny	Noumouké DEMBELE
Kéniéba	Sélikégny	M'Bamoussa KEITA
Kéniéba	Tomben	Dialou DEMBELE
Kéniéba	Tomben	M'Bamory KONATE
Kéniéba	Toumboumba	Fassény D FOFANA

CAP	Ecoles	Nom Prénom
Kéniéba	Toumboumba	Kankoun MONEKATA
Kéniéba	Yéralla	Fadiala SISSOKO
Kéniéba	Yéralla	Kontéba SISSOKO
Kéniéba	Arabadiania	Baba TRAORE
Kéniéba	Arabadiania	Sabine KONE
Kéniéba	Bérola	Hawa MACALOU
Kéniéba	Bérola	Daouda DIALLO
Kéniéba	Bourdala 1er C	Bougou SISSOKO
Kéniéba	Bourdala 1er C	Soungoumba KONATE
Kéniéba	Bourdala 2ème C	Koutanding SISSOKO
Kéniéba	Bourdala 2ème C	El Hadji TRAORE
Kéniéba	Daro	Mamadou SISSOKO
Kéniéba	Daro	Tako DRAME
Kéniéba	Diaguina	Fily Sissoko
Kéniéba	Diaguina	Aminata CISSE
Kéniéba	Dialafara 1er C	Koly Oulen KEITA
Kéniéba	Dialafara 1er C	Aîché TRAORE
Kéniéba	Dialafara 2ème C	Sarah KEITA
Kéniéba	Dialafara 2ème C	Aminata DAO
Kéniéba	Djournaloma	Morikè DIALLO
Kéniéba	Djournaloma	Djènèba DIARRA
Kéniéba	Karouma	Mansakè MACALOU
Kéniéba	Karouma	Snèba SISSOKO

CAP	Ecoles	Nom Prénom
Kéniéba	Kéniégoulou	Salé SISSOKO
Kéniéba	Kéniégoulou	Méta DIARRA
Kéniéba	Kéniékéniéba	Mady MACALOU
Kéniéba	Kéniékéniéba	Adama TRAORE
Kéniéba	Kéniéty	Sougountoumba DIALLO
Kéniéba	Kéniéty	Moussoucouta CAMARA
Kéniéba	Saoné Vallée Monea	Kéoulé KEITA
Kéniéba	Saoné Vallée Monea	Koumba SISSOKO
Kéniéba	Nétékoto	Aïssatou SISSOKO
Kéniéba	Nétékoto	Sokona WAKANE
Kéniéba	Tambala	Madyba KANTE
Kéniéba	Tambala	MousoKoura SONSONTE
Kéniéba	Banco	Fily KEITA
Kéniéba	Banco	Kambon SISSOKO
Kéniéba	Dioni-Tambadiya	N'Bassira FOFANA
Kéniéba	Dioni-Tambadiya	Makan FOFANA
Kéniéba	Doumoufara	Djouka Fily SISSOKO
Kéniéba	Doumoufara	Fanta FOFANA
Kéniéba	Galassi	Madiba FOFANA
Kéniéba	Galassi	Kanteba KEITA
Kéniéba	Guindinsou 1er C	Diabou SISSOKO
Kéniéba	Guindinsou 1er C	Famousa SISSOKO
Kéniéba	Guindinsou 2ème C	Bamba SISSOKO

CAP	Ecoles	Nom Prénom
Kéniéba	Guindinsou 2ème C	Soliba FOFANA
Kéniéba	Kassama I 1 er C	Djiguiba CAMARA, G
Kéniéba	Kassama I 1 er C	M'Bakourou CISSE, F
Kéniéba	Kassama II 1 er C	Nanténin DANFAGA
Kéniéba	Kassama II 1 er C	Sira Mady SISSOKO
Kéniéba	Kassama 2ème C	Mamoudou DANSOKO
Kéniéba	Kassama 2ème C	Sankoun SISSOKO
Kéniéba	Kénioto 1er C	Koura SISSOKO
Kéniéba	Kénioto 1er C	Djouka KONATE
Kéniéba	Kénioto 2ème C	Fily Sissoko
Kéniéba	Kénioto 2ème C	Moussou Mady Sissoko
Kéniéba	Koufara	Niama KEITA
Kéniéba	Koufara	Sadio Sissoko
Kéniéba	Koulaya	Fadama Fily KEITA
Kéniéba	Koulaya	Balla SISSOKO
Kéniéba	Samboula	Fanta DIABATE
Kéniéba	Samboula	Boly Mady KEITA
Kéniéba	Tabacoto-Kassama	Mariam KANOUTE
Kéniéba	Tabacoto-Kassama	Aboubacar KEITA
Kéniéba	Yatéra 1er C	Fatamba KEITA
Kéniéba	Yatéra 1er C	Djoukou DIALLO
Kéniéba	Bambou	Wassa KASSAMBARA
Kéniéba	Bambou	Fily DANFAGA

CAP	Ecoles	Nom Prénom
Kéniéba	Baroya	Falaye SISSOKO
Kéniéba	Baroya	Kounandy CAMARA
Kéniéba	Batama	Safi KEITA
Kéniéba	Batama	Mariam K SISSOKO
Kéniéba	Baboto	Mariam SISSOKO
Kéniéba	Baboto	Mohamed KONATE
Kéniéba	Djidjan-Kéniéba	Moussa Abdoulaye KEITA
Kéniéba	Djidjan-Kéniéba	Mariam SISSOKO
Kéniéba	Bétéya	Youssef HAIDARA
Kéniéba	Bétéya	Sira SISSOKO
Kéniéba	Diantinsa	Goundo TALIBA
Kéniéba	Diantinsa	Kémogo SISSOKO
Kéniéba	Djibouria	Lountandy SISSOKO
Kéniéba	Djibouria	Dion Mousso SISSOKO
Kéniéba	Linguekoto II	Moussa Dacko
Kéniéba	Linguekoto II	Bamba KEITA
Kéniéba	Loulo Village	Makan Ousmane KEITA
Kéniéba	Loulo Village	M'Bamoussa BARRY
Kéniéba	Loulo Cité I	Mamoudou SISSOKO
Kéniéba	Loulo Cité I	Salikènè DRAME
Kéniéba	Loulo Cité II	Azara MAGASSOUBA
Kéniéba	Loulo Cité II	Mamadou COULIBALY
Kéniéba	Koffing	Kounékeé SISSOKO

CAP	Ecoles	Nom Prénom
Kéniéba	Koffing	Diaty SISSOKO
Kéniéba	Sakola	Mady Sétigui KEITA
Kéniéba	Sakola	Souta DANFAGA
Kéniéba	Sitakily 1er C "A"	Makan SISSOKO
Kéniéba	Sitakily 1er C "A"	Assanatou COULIBALY
Kéniéba	Sitakily 1er C "B"	Aïssata Sambou COULIBALY
Kéniéba	Sitakily 1er C "B"	Sékou SISSOKO
Kéniéba	Sitakily 2ème C	Tenin Dite Sira TRAORE
Kéniéba	Sitakily 2ème C	Mahamadou Issa SISSOKO
Kéniéba	Bougouba FA (Tabakoto)	Mamadou Kaba DIALLO
Kéniéba	Bougouba FA (Tabakoto)	Isaka BAH
Kéniéba	Tabakoto I	Mamadou Korka DIALLO
Kéniéba	Tabakoto I	Assan SISSOKO
Kéniéba	Tabakoto II	Lassana SISSOKO
Kéniéba	Tabakoto II	Takiba SISSOKO
Kéniéba	Zaadu Ziwezawa	Mansour TANGARA
Kéniéba	Zaadu Ziwezawa	Chié COULIBALY
Kéniéba	Tambakoto	Fadiala KEITA
Kéniéba	Tambakoto	M'Badiala SISSOKO
Kéniéba	Dioulafoundouni	Djéli Mady SISSOKO
Kéniéba	Dioulafoundouni	Mada SISSOKO
Kéniéba	Fadougou	Fodé SIDIBE
Kéniéba	Fadougou	Taki SIDIBE

CAP	Ecoles	Nom Prénom
Kéniéba	Goléa	Sambaly SISSOKO
Kéniéba	Goléa	Mady KEITA
Kéniéba	Hambiné	Sékou SISSOKO
Kéniéba	Hambiné	Hawa SISSOKO
Kéniéba	Kélongo	Falaye DANFAGA
Kéniéba	Kélongo	Sira SAKILIBA
Kéniéba	Ballabougou	Moussouding CAMARA
Kéniéba	Ballabougou	Mamadou Oumar DIALLO
Kéniéba	Kéniéba 2ème C	Founéké SISSOKO
Kéniéba	Kéniéba 2ème C	Massitan DIABY
Kéniéba	Kéniéba I 1er C	Assétou SACKO
Kéniéba	Kéniéba I 1er C	Ibrahim SISSOKO
Kéniéba	Kéniéba II	Aminata Drissa SISSOKO
Kéniéba	Kéniéba II	Alpha DIALLO
Kéniéba	Lafiabougou 1er C	Aïssata MAIGA
Kéniéba	Lafiabougou 1er C	Mahamadou SIDIBE
Kéniéba	Nadia Wal Falaha	Fatoumata TANGARA
Kéniéba	Nadia Wal Falaha	Abdoul Karim Bah
Kéniéba	Somabougou I	Diakaridia COULIBALY
Kéniéba	Somabougou I	Aminata KONE
Kéniéba	Somabougou II	Marie KEITA
Kéniéba	Somabougou II	Moussa S. SISSOKO
Kéniéba	Koundan	Fatoumata BERTHE

CAP	Ecoles	Nom Prénom
Kéniéba	Koundan	Djongnouma KEITA
Kéniéba	Mahinamine	Amadou MACALOU
Kéniéba	Mahinamine	Satamba CISSE
Kéniéba	Mogoyafara	Niamé BAH
Kéniéba	Mogoyafara	Sanou KEITA
Kéniéba	Naréna	Diné MONEKATA, F
Kéniéba	Naréna	Fatamba CISSE
Kéniéba	Sanoukou	Ousmane SISSOKO
Kéniéba	Sanoukou	Sira SISSOKO
Kéniéba	Sansanto "A"	Abdoul Karim DIAKITE
Kéniéba	Sansanto "A"	Fanta DEMBELE
Kéniéba	Sansanto "B"	Fatoumata Néné FANE
Kéniéba	Sansanto "B"	Sadio SISSOKO
Kéniéba	Selly	Namory SISSOKO
Kéniéba	Selly	Tokouta SISSOKO
Douentza	Temba 1er cycle	Tidiani H Yalcouyé
Douentza	Temba 1er cycle	Téné A Yalcouyé
Douentza	Every	Rokiatou Issabéré
Douentza	Every	Hassane Poudiougou
Douentza	Dianvely Kessei	Boukary Ongoiba
Douentza	Dianvely Kessei	Assata Djiguiba
Douentza	Fombori	Mocta Ongoiba
Douentza	Fombori	Mariam Ongoiba

CAP	Ecoles	Nom Prénom
Douentza	Dianvely Maoudé	Djénéba O Djiré
Douentza	Dianvely Maoudé	Youssef O Ongoiba
Douentza	Boré	Kalifa Tembolba
Douentza	Boré	Aminata Boré
Douentza	Falembougou	Abdoulaye M Boré
Douentza	Falembougou	Djénéba H Nboré
Douentza	Gamini	Fatoumata H Djilicoumaga
Douentza	Gamini	Sekou Djilicoumaga
Douentza	Andji	Souleymane Ouologuem
Douentza	Andji	Sambou B Guindo
Douentza	Tongo Tongo	Hawaye H Ouologuem
Douentza	Tongo Tongo	Bourema K Ouologuem
Douentza	Orodou	Hamssatou Pelcouliba
Douentza	Orodou	Youssef Pelcouliba
Douentza	Koubewel	Aissata Diallo
Douentza	Koubewel	Hama Ongoiba
Douentza	Mougui	Djénéba Ongoiba
Douentza	Mougui	Oumar Kassambara
Douentza	Douentza A	Fatoumata Arba
Douentza	Douentza A	Issiaka Berthé
Douentza	Douentza B	Ibrahim Cissé
Douentza	Douentza B	Rokiatou Togola
Douentza	Douentza D	Habiba Ongoiba

CAP	Ecoles	Nom Prénom
Douentza	Douentza D	Idrissa Adiawiakoye
Douentza	Douentza E	Issa Maiga
Douentza	Douentza E	Oumou Maiga
Douentza	Douentza F	Fatoumata Touré
Douentza	Douentza F	Elizé Togo
Douentza	Douentza G	Amadou Oulologuem
Douentza	Douentza G	Hamchatou Sidibé
Douentza	Manko	Allaye S Dembélé
Douentza	Manko	Adama I Boré
Bankass	Kendé 1er	Allaye Guindo
Bankass	Kendé 1er	Nana Lè Djibo
Bankass	Boundousamba	Youssouf Togo
Bankass	Boundousamba	Mariam A Togo
Bankass	Bare Darsalam	Bourema B Guindo
Bankass	Bare Darsalam	Binta S Guindo
Bankass	Ogossagou	Bourema I Guindo
Bankass	Ogossagou	Laya H Guindo
Bankass	Sogara	Sidi M Guindo
Bankass	Sogara	Kadidia A Guindo
Bankass	Tanganaboye	Daouda Guindo
Bankass	Tanganaboye	Hamidou I Guindo
Bankass	Ogoténé	Aminata S B Guindo
Bankass	Ogoténé	Moussa Y Guindo

CAP	Ecoles	Nom Prénom
Bankass	Joseph Yaro 2ècycle C	Housseini Guindo
Bankass	Joseph Yaro 2ècycle C	Fatoumata Ouédraogo
Bankass	Joseph Yaro 2ècycle B	Fatoumata Téssougué
Bankass	Joseph Yaro 2ècycle B	Aboubacar Doumbia
Bankass	Joseph Yaro 2è cycle A	Ali O Guindo
Bankass	Joseph Yaro 2è cycle A	Fatoumata Wallet
Bankass	Joseph 1er cycle C	Lamine Dantioko
Bankass	Joseph 1er cycle C	Oumar Bah
Bankass	Joseph Yaro 1er A	Adama Sidibé
Bankass	Joseph Yaro 1er A	Houlematou Traoré
Bankass	Joseph Yaro 1er A	Aissata A Guindo
Bankass	Joseph Yaro 1er A	Adama Zerbo
Bankass	Djimboye	Amadou Guindo
Bankass	Djimboye	Kadidia Ouedraogo
Bankass	Sokoura	Demba A Goita
Bankass	Sokoura	Djénéba B Guindo
Bankass	Kouroundé	Souleymane Guindo
Bankass	Kouroundé	ATA Y Guindo
Bankass	Sogotoun	Abdoulaye I Guindo
Bankass	Tinto	Aissa B Guindo
Bankass	Tinto	Amadou A Guindo
Bankass	Densagou	Salimata Guindo
Bankass	Densagou	Djibril Guindo

CAP	Ecoles	Nom Prénom
Bankass	Sogodouroukoum	Djibril A Guindo
Bankass	Sogodouroukoum	Fatoumata T Guindo
Bankass	Ogodiré	Oumar M Guindo
Bankass	Ogodiré	Binta S Guindo
Sangha	Dourou 1 ^{er} cycle	Togo Amadou
Sangha	Dourou 1 ^{er} cycle	Sagara Awa A
Sangha	Dourou 1 ^{er} cycle	Fatoumata Sagara
Sangha	Dourou 1 ^{er} cycle	Amassagou Sagara
Sangha	Dourou 1 ^{er} cycle	Rockia Banou
Sangha	Dourou 1 ^{er} cycle	Boukary Banou
Sangha	Korou 1 ^{er} cycle	Joel Banou
Sangha	Korou 1 ^{er} cycle	Djénéba Banou
Sangha	Komocani 1 ^{er} cycle	Thérese Dougnon
Sangha	Komocani 1 ^{er} cycle	Amadou Poudiougou
Sangha	Nacomo 1 ^{er} cycle	Oumar A Yébézé
Sangha	Nacomo 1 ^{er} cycle	Ambaga Yébézé
Sangha	Golomo 1 ^{er} cycle	Adjaratou Nantoumé
Sangha	Golomo 1 ^{er} cycle	Drissa Nantoumé
Sangha	Konsogoudo 1 ^{er} cycle	Aichata Kéné
Sangha	Konsogoudo 1 ^{er} cycle	Yousouf Kéné
Sangha	Konsougouley 1 ^{er} cycle	Arouna Kéné
Sangha	Konsougouley 1 ^{er} cycle	Marie Kéné
Sangha	YAWA 1 ^{er} cycle	Altimé Sagara

CAP	Ecoles	Nom Prénom
Sangha	YAWA 1 ^{er} cycle	Ousmane Sagara
Sangha	Idjelina 1 ^{er} cycle	Enocsan Guindo
Sangha	Idjelina 1 ^{er} cycle	Mariam Guindo
Sangha	Idjelido 1 ^{er} cycle	Jeanne Guindo
Sangha	Idjelido 1 ^{er} cycle	Zakari Guindo
Sangha	Begnoumato 1 ^{er} cycle	Emanuel Togo
Sangha	Begnoumato 1 ^{er} cycle	Sidélia Togo
Sangha	Ersadia 1 ^{er} cycle	Moussa Kéné
Sangha	Ersadia 1 ^{er} cycle	Aissata Kéné
Sangha	Samsambrou 1 ^{er} cycle	Soumaïla Yebeizé
Sangha	Samsambrou 1 ^{er} cycle	Aminata Yébeizé
Sangha	Indell 1 ^{er} cycle	Awa Kassogué
Sangha	Indell 1 ^{er} cycle	Elisabeth Kassogué
Sangha	Sonninké 1 ^{er} cycle	Néma Kassogué
Sangha	Sonninké 1 ^{er} cycle	Kalifa Yébeizé
Sangha	Sonninké 1 ^{er} cycle	Ouamr A Guindo
Sangha	Nombori 1 ^{er} cycle	Fatoumata Guindo
Sangha	Bodio 2 ^{ème} cycle	ANTA GUINDO
Sangha	KoriKori 1 ^{er} cycle	Halimata Tembely
Sangha	Bodio 1 ^{er} cycle	Aissata Arama
Sangha	Djiguibombo 2 ^{ème} cycle	Hawa H Kassogue
Sangha	Orontouno 1 ^{er} cycle	Martine Kassogue
Sangha	Doucombo 2 ^{ème} cycle	Fatoumata Dolo

CAP	Ecoles	Nom Prénom
Sangha	Songho 2ème cycle	Fatoumata O Guindo
Sangha	Songho 1er cycle	Madina Karembe
Sangha	Goro 1er cycle	Mariam Yanogue
Sangha	Djombo Djneke 1er cycle	Saidou Kansaye
Sangha	Tougoume 1er cycle	Laya Korka Guindo
Sangha	Daga 1er cycle	Aminata Djiguiba
Sangha	Djiguibombo 1er cycle	Germaine Kassogue
Sangha	Anakanda 1er cycle	Aminata Djiguiba
Sangha	Djombolo 1er cycle	YanaOdou Djiguiba
Sangha	Tegourou 1er cycle	YateDjiguiba
Sangha	Dioundiourou 1er cycle	Yamala YANOGUE
Sangha	Doucombo 1er cycle	Mariam Amadou GUINDO
Sangha	Djombolo 2èmè cycle	Yaiguéré Djiguiba
Sangha	Danibombo 1er cycle	Baija TEMBELY
Sangha	Bodio 2ème cycle	ALLAYE KENE
Sangha	KoriKori 1er cycle	Hamidioumar Karembe
Sangha	Bodio 1er cycle	Issa Guindo
Sangha	Djiguibombo 2ème cycle	David Nantoume
Sangha	Orontouno 1er cycle	Karim Kene
Sangha	Doucombo 2ème cycle	Amadou Garibou GUINDO
Sangha	Songho 2ème cycle	Bila Kone
Sangha	Songho 1er cycle	Mamadou Mama Karembe
Sangha	Goro 1er cycle	Brahima Yanogue

CAP	Ecoles	Nom Prénom
Sangha	Djombo Djneke 1er cycle	Daouda Yaya Yebeize
Sangha	Tougoume 1er cycle	Daouda Yaya GUINDO
Sangha	Daga 1er cycle	Mamadou Kassogue
Sangha	Djiguibombo 1er cycle	Issa G Kassogue
Sangha	Anakanda 1er cycle	Bocar Amadou Guindo
Sangha	Djombolo 1er cycle	Ogotembelou Domo Djiguiba
Sangha	Tegourou 1er cycle	Boucari Kene
Sangha	Dioundiourou 1er cycle	Norbert BANOU
Sangha	Doucombo 1er cycle	Daouda GUINDO
Sangha	Djombolo 2èmè cycle	Meba P Karembé
Sangha	Danibombo 1er cycle	Sekou Tapily
Sangha	AAS : A	Omar Sagara
Sangha	AAS : A	Sadio Ogoïba
Sangha	AAS : B	Asana Ane
Sangha	AAS : B	Aminata Tembely
Sangha	MT : A	Boureima Coulibaly
Sangha	MT : A	Aïssata Kassogué
Sangha	MT : E	Aminata Poudiougou
Sangha	MT : E	Amadou Djimdé
Sangha	MT : B	Aminata Wagué
Sangha	MT : B	Amala Sagara
Sangha	MT : C	Ajiratou Diallo
Sangha	MT : C	Modibo Ombitimbé

CAP	Ecoles	Nom Prénom
Sangha	MT : D	Moussa Témé
Sangha	MT : D	Fatoumata Bibo
Sangha	Wédeguelé	Korka Kelepily
Sangha	Wédeguelé	Fati Kelepily
Sangha	Sassadi	Tembelou Djiguiba
Sangha	Sassadi	Adama Kassogué
Sangha	Djoubairou	Mérèpey Banou
Sangha	Djoubairou	Pémo Banou
Sangha	Lougourgoumo	Daouda Kelepily
Sangha	Lougourgoumo	Domi Kelepily
Sangha	Lougourgoumo	Aldjouma Nantoumé
Sangha	Lougourgoumo	Housnatou Nantoumé
Sangha	Sibi-Sibi	Seguermo Karembé
Sangha	Sibi-Sibi	Leguemé Karembé
Sangha	Sibi-Sibi	Hamidou Karembé
Sangha	Sibi-Sibi	Fatoumata Sana Karembé
Sangha	Sinkarma	Yassamba Owologuem
Sangha	Sinkarma	Ambagua Tembely
Sangha	Golgou	Daouda Kelepily
Sangha	Gologou	Fanta Nantoumé
Sangha	Sokolo	Ogotembelou Yebeizé
Sangha	Sokolo	Mala Karembé
Sangha	Dandoli	Amadou Banou

CAP	Ecoles	Nom Prénom
Sangha	Dandoli	Téné Kassogué
Sangha	Dandoli	Aminata Djiguiba
Sangha	Dandoli	Gaoussou Tembely
Sangha	Tognon	Amouyon Nantoumé
Sangha	Tognon	Fatoumata Nantoumé
Sangha	Dourou 2è cycle	Fatoumata S Sagara
Sangha	Dourou 2è cycle	Amadoun Sagara
Sangha	Dioundiourou 1er cycle	Sekou Guindo
Sangha	Dioundiourou 1er cycle	Kadiatou Guindo
Bandiagara	Gourouli Bodio	Issa Degoga
Bandiagara	Gourouli Bodio	Djénéba Arama
Bandiagara	Nando	Fatoumlata Sangaré
Bandiagara	Nando	Seydou Dégoga
Bandiagara	Balaguina	Fanta Dégoga
Bandiagara	Balaguina	Amadou Biragon
Bankass	Sogotoun	Fatoumata Guindo

YOUTH AMBASSADORS

	Ecoles	Nom Prénom	Classe
KAYES RD	Aourou Dyalla 2 ème C	Yorokaba Diarra	7ème Année
KAYES RD	Aourou Dyalla 2 ème C	Hawa Sissoko	8ème Année
KAYES RD	Gabou 2 ème C	Brema Coulibaly	8ème Année
KAYES RD	Gabou 2 ème C	Dianké Sacko	7ème Année
KAYES RD	Khouloun 2ème C	Lallia Diallo	7ème Année
KAYES RD	Khouloun 2ème C	Almamy Djikiné	7ème Année
KAYES RD	Koniakary 2ème C	Kadiatou Diabaté	9 ^e Année
KAYES RD	Koniakary 2ème C	Amadou N'diaye	9 ^e Année
KAYES RD	Marena Diombougou 2ème C	Haarouna Marega	8ème Année
KAYES RD	Marena Diombougou 2ème C	Aissata Dansira	8ème Année
KAYES RD	Diabadji 2ème C	Seindé Sissoko	7ème Année
KAYES RD	Diabadji 2ème C	Mamadou Sangaré	7ème Année
KAYES RD	Dioungo 2ème	Douga Kouyaté	9ème Année
KAYES RD	Dioungo 2ème	Kadiatou Diallo	8ème Année
KAYES RD	Ségala 2ème C	Salimata KONARE	8ème Année
KAYES RD	Ségala 2ème C	Djibril Coulibaly	7ème Année
KAYES RD	Abdoul W Sarr (Medine)	Natenin Diarra	9ème Année
KAYES RG	Abdoul W Sarr (Medine)	Oumar Tall	8ème Année
KAYES RG	Fatola 2eme C	Brema Fanga	8ème Année
KAYES RG	Fatola 2eme C	Fatou Diallo	7ème Année
KAYES RG	Lontou 2eme C	Bakary Touré	8ème Année
KAYES RG	Lontou 2eme C	Balla Fané	7ème Année

	Ecoles	Nom Prénom	Classe
KAYES RG	Sadiola Village "A"	Mohamed DEMBELE	8ème Année
KAYES RG	Sadiola Village "A"	Aïssata SIDIBE	8ème Année
Kéniéba	Bayé 2ème C	Soryba MONAKATA	8ème Année
Kéniéba	Bayé 2ème C	Koly SISSOKO	8ème Année
Kéniéba	Bourdala 2ème C	Koutanding SISSOKO, F	9ème Année
Kéniéba	Bourdala 2ème C	El Hadj TRAORE, G	9ème Année
Kéniéba	Dialafara 2ème C	Hamdiata CISSE	9ème Année
Kéniéba	Dialafara 2ème C	Koumba FAINKE	8ème Année
Kéniéba	Guindinsou 2ème C	Sira CISSE, F	7ème Année
Kéniéba	Guindinsou 2ème C	Kankoun KEITA, G	8ème Année
Kéniéba	Kassama 2ème C	Yoro SIDIBE	9ème Année
Kéniéba	Kassama 2ème C	Ramata SISSOKO	9ème Année
Kéniéba	Kéniéto 2ème C	Famory KEITA	8ème Année
Kéniéba	Kéniéto 2ème C	Niagalen SISSOKO	7ème Année
Kéniéba	Kéniéba 2ème C	Hawa KEITA	9ème Année
Kéniéba	Kéniéba 2ème C	Sékou KEITA	8ème Année
Kéniéba	Sitakily 2ème C	Mohamed Fassiriman SISSOKO	9ème Année
Kéniéba	Sitakily 2ème C	Hawa DIABY	9ème Année
Bandiagara	Dandoli	Laya Tembely	8ème Année
Bandiagara	Dandoli	Hama Sagara	8ème Année
Bandiagara	Sibi-Sibi	Ambadjougo Banou	8ème Année
Bandiagara	Sibi-Sibi	Méridé Kelepily	8ème Année
Bandiagara	Lougourgoumo	Moïmon Kelepily	8ème Année

	Ecoles	Nom Prénom	Classe
Bandiagara	Lougourgoumo	Kadia Kelepily	8ème Année
Bandiagara	Bodio	Aissata Arama	8ème Année
Bandiagara	Doucombo	Korka Tembely	9ème Année
Bandiagara	Djiguibombo	Dendje Kassogué	8ème Année
Bandiagara	Songho	Mama Seyba	7ème Année
Bandiagara	Djombolo	Yissa Djiguiba	8ème Année
Bandiagara	Bodio	Hama Banou	8ème Année
Bandiagara	Doucombo	Tidiane Tembely	9ème Année
Bandiagara	Djiguibombo	Korka Kassogué	8ème Année
Bandiagara	Songho	Bila Koné	8ème Année
Bandiagara	Djombolo	Allaye A Djiguiba	8ème Année
Sangha	Dourou 2ècycle	Yaïbem Kassogué	9ème Année
Sangha	Joseph YARO second cycle	Idrissa Sagara	8ème Année
Sangha	Joseph YARO second cycle	Ousmane Guindo	8ème Année
Sangha	Joseph YARO second cycle	Fatoumata Wallet	7ème Année
Sangha	Joseph YARO second cycle	Yatimeye Sangara	8ème Année
Sangha	Joseph YARO second cycle	Bocar Guindo	7ème Année
Bankass	Joseph YARO second cycle	Aliou Maiga	8ème Année
Bankass	Joseph YARO second cycle	Fatoumata K Guindo	8ème Année