ECW Multi-Year Resilience Programme
MALI

2021-2023

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ECW Multi-Year Resilience Programme for Mali

Programme Title	**The right to relevant, high-quality education in a safe environment: a holistic approach**	
Duration	36 months (January 2021 to December 2023)	
Targeting	370,000 girls and boys, including adolescents of whom 60% are girls and female adolescents, and 10% are children/adolescents with disabilities	
Funding Overview	**Total resources required**	US$41.7 million
	Total funded	US$11.1 million
	Total unfunded	US$30.6 million

Programme Summary

Mali is currently facing a serious humanitarian and security crisis. The combined effects of conflict and multifaceted insecurity, climate disruption and a repetitive cycle of flooding accentuate pre-existing vulnerabilities and prevent sustained access to educational opportunities. It is within this context that the Mali Multi-Year Resilience Programme (MYRP) has been developed. The MYRP aims to ensure the right to an inclusive, equitable, quality education for all girls and boys, including adolescents, in physically and psychologically safe and protective learning spaces. This is a key priority for the Malian government as defined in its Ten-year Programme for the Development of Education and Vocational Training[1], with which the MYRP is closely aligned.

The Mali MYRP focuses on areas that are most affected by the current prolonged crisis, specifically six regions in the north and centre of the country, namely Kidal, Gao, Timbuktu, Mopti, Menaka, and Segou. There is an urgency to reach girls and boys including adolescents, who currently do not have access to meaningful, relevant education. This includes the most marginalized, such as children and adolescents with disabilities, forcibly displaced children, children from poor and/or rural communities, and adolescent girls. Through the MYRP, national partners will reach pre-primary, primary and secondary school girls and boys through formal and non-formal pathways.

The MYRP targets 370,000 girls and boys, including adolescents, of whom 60% overall will be girls. Out of this total, ECW seed funding of US$11.1 million will enable partners to reach 90,000 children including 10% at pre-school, 70% at primary and 20% at secondary levels. ECW funds will support interventions in the priority regions with an emphasis on four *cercle* in Mopti and Menaka with the highest levels of vulnerability. This will target populations impacted by forced displacement including refugees, returnees, internally displaced people and host communities. As funds are mobilised by in-country partners to fill the funding gap, the scope of the MYRP will progressively be extended and scaled up in the remaining regions of Kidal, Gao, Timbuktu and Segou. Girls and boys, including adolescents, with disabilities are intentionally included in all interventions with the aim of benefiting at least 36,000 children overall (of whom 9,000 will be reached with ECW seed funding).

Programme interventions are designed with the aim of building the resilience of the system so that the impact is sustainable and can be scaled up. This will involve close alignment with existing partners and programmes, including those of the government and development and humanitarian partners.

[1] Known as SECTOR PLAN II – herein simply referred to as the Sector Plan

Programme and Resource Mobilization Outcomes	
Outcome 1	**ACCESS** - Girls, boys aged 3 to 18 have access to education in an inclusive and protective learning environment
Outcome 2	**QUALITY** - Girls, boys aged 3 to 18 benefit from continuous, inclusive high-quality education that is relevant to their needs
Outcome 3	**GOVERNANCE** - The education system has sufficient capacity to deliver a timely, coordinated, gender responsive and inclusive education response to crisis
Outcome 4	**RESOURCES** - Material and financial resources are mobilized to scale-up the MYRP

1. Situational and Institutional Analysis

1.1 Country context

Mali, like other countries in the Central Sahel region, is currently facing a serious humanitarian and security crisis, forcing millions of people to flee their homes. Indiscriminate attacks by armed groups against civilians, violence against girls and women, and attacks on state institutions, including schools and health facilities, are common. They result in displacements of populations in a region that is already facing climate change, extreme poverty, a lack of economic opportunities and scarcity of basic services. This situation has worsened with the arrival of COVID19.[2] The pandemic is placing additional pressure on a basic services system that is already overloaded, particularly with the complete closure of schools and learning spaces from March 2020.

Mali's political and security crisis is having a negative impact on the lives of affected populations, their livelihoods and their access to basic social services. Existing vulnerabilities and the effects of the crisis are exacerbating humanitarian needs. Approximately 18% (3.8 million people, including nearly 600,000 in emergency contexts) of the Malian population suffer from food and nutritional insecurity. Forty-two per cent of the national population lives below the poverty line.[3] The country has a record number of internally displaced people (almost 2,800 in October 2020)[4] and this could continue to grow in 2021. Of this number, 95% are in the regions of Mopti (33%), Gao (28%), Segou (13%), Timbuktu (12%) and Ménaka (9%). In addition, there are approximately 45,000 refugees[5] in the country, 43% of whom are children aged 3 to 18 years old. There is also a population of 570,000 returnees, the majority of whom (53%) live in the Timbuktu region with the remainder living in Gao, Ménaka, Mopti, Ségou, Kidal and Kayes.

Discrimination between girls and boys, women and men remains a major obstacle for human development in Mali, which is ranked 184th out of 189 countries on the Human Development Index (HDI, 2019). The gender inequality index, which takes into account disparities in reproductive health, education and access to employment, is 0.678, placing Mali 157th out of 160 countries.

The latest General Census on Population and Housing recorded 99,616 people with disabilities in Mali in 2009, i.e. 0.7% of the total population. These figures are well below the WHO and World Bank estimates of a global average prevalence rate of around 15%. This illustrates the extent to which disability may be hidden and underlines the importance of combating the exclusion it causes.

The overall prognosis for the country is not positive. Based on the conclusions of the Humanitarian Needs Overview 2020 and on projections, it is highly likely that the humanitarian context in Mali will continue to deteriorate in the coming years. The combined effects of conflict and multifaceted insecurity, pockets of drought, climate disruption and a repetitive cycle of flooding will accentuate pre-existing vulnerabilities, particularly for females and people with disabilities. This is likely to force some populations to resort to harmful coping/survival mechanisms.

[2] The number of known cases is approximately 4,000, national data, 17.11.2020 https://www.worldometers.info/coronavirus/country/mali/
[3] World Bank, Development Indicators, 2019
[4] Report by the Commission on Population Movements, September 2020
[5] National Commission for Refugees (CNCR)

1.2 Educational Needs Analysis

The growth in the number of school-age girls and boys, including adolescents, will be one of the most pressing issues for Mali's education sector in the coming years. Even based on conservative estimates, the number of girls and boys aged 5 to 18 is expected to increase from 7 million in 2015 to 9.4 million in 2025.[6] Currently, approximately 3.8 million girls and boys including adolescents are enrolled in primary, lower secondary and upper secondary schools across Mali, suggesting that participation is less than 50%. This participation rate also masks the significant disparities affecting young and adolescent girls, children with disabilities, and displaced girls and boys, including adolescents.

The education sector is particularly affected by the political and security crisis that Mali has experienced since 2012, with direct attacks and threats against education by non-state armed groups. The barriers to access education for thousands of school-age girls and boys including adolescents, especially in the north and centre of the country, are due primarily to the massive displacement of populations and to school closures. Insecurity, the forced displacement of populations and the deterioration of school infrastructure have been accompanied by the departure of teachers and technical education services from these areas since the beginning of the crisis. Mali therefore remains far from achieving universal access to education as well as Sustainable Development Goal 4. In 2019, for girls and boys aged 3 to 6, access to pre-school education was just over 7%[7]. This has doubled since 2012 but still remains well below the regional average of 27%[8]. Overall, the situation of early childhood development in Mali remains very concerning and this sub-sector is too often overlooked in emergency aid programmes. This means that the vast majority of the youngest girls and boys are not well prepared when they start primary school.

For girls and boys aged 7-12, the net school attendance rate was 51% (gross rate 66%). For girls and boys 13-18 years old, the net school attendance rate was 30% (gross rate 47%)[9]. Among adults, only 15% of women over 25 have completed secondary education, compared to 21% for men. Learning and completion rates are also notably poor in that nearly 80% of students in Mali finish the basic education cycle without mastering basic competencies.[10] Furthermore, the rate of completion of basic education was only 30% in 2015-16, a decline in performance compared to 2008-09.

In 2020, 1,261 schools were closed due to insecurity, affecting 378,000 girls, boys and adolescents, and 7,560 teachers.[11] Some groups of girls and boys are more affected and at greater risk than others. Geographically, areas in the north (Gao, Timbuktu, Ménaka and Kidal) and centre (Mopti and Ségou) are particularly affected by insecurity. This, in turn, places extra pressure on the resources available in the areas to which people are fleeing. All schools were closed from 19th March 2020 to mitigate the risks of COVID19 infections. This affected all 3.8 million girls, boys and adolescents attending school. Community learning centres and temporary learning spaces also closed, directly affecting the 565,000 school-age girls and boy including adolescents – displaced people, returnees, refugees and host communities – who accessed these spaces. These closures lasted until mid-September 2020.

Girls are more at risk of not returning to school because of harmful social norms, including their engagement in unpaid domestic work. Additionally, the closure of schools has increased their vulnerability to various types of violence, including gender-based violence and abuse that also lead to drop out of school in the short term. Girls are already enrolled in lower numbers than boys – they are 8% less likely than boys to access primary education and 15% less likely to access secondary education.

The situation of girls and boys with disabilities is particularly dire. Girls and boys with disabilities are at greater risk of not receiving appropriate care and services, including case referrals. Overall, fewer disabled girls and boys are

[6] Global Partnership for Education: Prospective evaluation of GPE's country-level support to education – Mali, 2020.
[7] Ministry of Education, 2019
[8] Multiple Indicator Cluster Survey, 2015
[9] Calculations for school enrollment rates for displaced populations, including refugees and internally displaced persons are ongoing
[10] Data from the Sector Plan
[11] Revised Mali Humanitarian Response Plan, August 2020.

enrolled in primary school compared with other children of the same age, with a net enrolment rate of 43%. Girls and boys with multiple disabilities are even more excluded, with a net enrolment rate of 22%[12]. Moreover, inclusive education practices are not yet mainstreamed into teaching training at the national level. Finally, displaced girls and boys have integration needs that must be addressed through appropriate activities to foster social cohesion and engagement in education. In total, more than 1.4 million girls and boys including adolescents and 28,000 teachers are estimated to be in need of humanitarian support in education.[13] They need a flexible education system that can adapt to sudden and long-term challenges and that provides relevant, meaningful continuous training.

At the height of the COVID19 crisis in 2020, two million out-of-school girls and boys, including adolescents, no longer had access to progammes that could facilitate their return to education. All planned humanitarian response activities in the field of education were lost. As a result, the most vulnerable girls and boys, including forcibly displaced children, those living with disabilities, adolescent girls and those from poor and rural host communities, are at risk. There is a likelihood of them resorting to harmful coping strategies, including dropping out of school and disengaging with learning.

Girls and boys including those affected by violence and forced displacement are in need of humanitarian support, particularly mental health and psychosocial support (MHPSS) because of the displacement, stress and adversity they have experienced. Teachers are also directly affected by school closures and travel restrictions due to insecurity and the COVID19 pandemic. As a result of the pandemic, many of the teachers who had left their workplaces for safety reasons did not return, exacerbating the pre-crisis disparities. Teaching staff at all levels, including facilitators and educators in all types of learning environments/institutions require initial and continuing training as well as MHPSS to ensure their well-being. It is particularly important to recruit and retain female staff, as they have such a positive impact on whether female students remain engaged in school and learning activities.

The problems of learning and pupil achievement are not only due to the consequences of the crisis and the problems in the education sector. Chronic malnutrition, which affects 24% of Malian children,[14] carries the risk of cognitive and physical disorders that can hinder children's ability to reach their full potential. Support for the reopening of schools is a priority and school feeding is an essential element of this reopening. An impact evaluation carried out in 2018[15] showed that school meals provided by the World Food Programme in Mali increased school enrolment rates by 11% and reduced child labour between 2012 and 2017, despite the conflict. The provision of school feeding has also increased the duration of schooling by 0.5 years for boys and 1.1 years for girls. Although Mali signed the Safe Schools Declaration in 2018, there remains a gap in terms of realizing the commitments of the Declaration. In terms of sanitation, only 35% of schools meet acceptable standard's in terms of water, sanitation and hygiene[16].

Mali's formal education system is administered by two major ministries: The Ministry of National Education and the Ministry of Employment and Vocational Training. Education is still one of the sectors where decentralization is strongest. The commune is responsible for the first cycle of elementary education (pre-primary, followed by six years of primary school), the *cercle* council for the second cycle (three years) and the regional council from high school onwards (three years). A positive development in the sector is the introduction of many alternatives for non-formal education, targeting in particular girls and boys aged 9 to 15 who are not enrolled in school or have dropped out, as well as illiterate adults. The Sector Plan aims to build bridges between non-formal education centres and formal education and vocational training opportunities.

In conclusion, the main challenge is to address the urgent needs of the most marginalized and hard to reach children and adolescents (e.g. adolescent girls, children with disabilities, forcibly displaced children/adolescents, female teachers), while at the same time addressing more structural issues (quantitative and qualitative) and improving the resilience of the system so it can respond promptly at times of crisis.

[12] Being a Girl and Disabled in West Africa: Country Study – Mali, Humanity & Inclusion, 2020.
[13] Revised Mali Humanitarian Response Plan, August 2020.
[14] National Nutrition and Retrospective Mortality Survey using SMART methodology – September 2019, Mali.
[15] World Food Programme in Mali, Impact Assessment 2018.
[16] http://washinschoolsmapping.com/

1.3 Alignment with Existing Plans and Strategies

The table below shows how the MYRP builds on the main strategic directions already in place and is structured around planned interventions to provide a holistic approach for the sector.

Relevant plan and strategies	How the MYRP Aligns
Humanitarian Response Plan (2020–2022)	The MYRP's objectives are fully in line with the objectives of the Humanitarian Response Plan (which includes gender-specific actions and zonal strategies) the objectives of which are to: 1. Provide high-quality education to children who are not enrolled or have dropped out of school, in regions affected by crisis of any kind; 2. Promote equitable access to inclusive education in a protective environment; 3. Strengthen the education system's capacity for resilience (training for education actors in social cohesion, culture of peace and risk reduction).
Ten-year Programme for the Development of Education and Vocational Training (PRODEC II)	The MYRP is closely aligned with (and to some extent based on) the Sector Plan, especially Objective 5: Strengthening the Resilience of the Sector, and the general strategies to enable out-of-school children to access education. This includes mobile schools, single-class schools, accelerated learning programmes and pathway centres, and attempts to integrate Koranic schools into the national education system.
Strategic Framework for Economic Recovery and Sustainable Development (CREDD 2019–2023)	This MYRP is in line with the fifth strategic priority of this strategic framework: Development of human capital. It aligns in to particular to Objectives 2) Ensure high-quality education and vocational training for all through an inclusive, better adapted, coherent and functional education system, and 3) Promote gender equality.
COVID19 Pandemic Control Strategy for Schools, 2020 – Government of Mali	Two main pillars of this strategy are relevant to the Mali MYRP: (i) Ensure continuity of learning in a protective and inclusive environment, and (ii) Prepare for the reopening of schools in a safe and inclusive environment. The strategy further commits to ensuring that all students, regardless of their place of residence, have equitable access to educational resources disseminated through various channels (radio, television and online).
Mali Improving Education Quality and Results for All Project (MIQRA) – World Bank	The MYRP aligns with the two main components of this project (1) Accelerating learning through improved quality and (2) Building stronger pathways to girls' educational success. This project, like the MYRP, aims to strengthen the governance and resilience of the education system by (i) addressing school closures throughout the country due to COVID19; (ii) improving access to lower and upper secondary education with a focus on the most marginalized populations, namely girls and rural youth; (iii) providing quality education, through a range of interventions in schools and strengthened quality assurance mechanisms for public and private secondary schools; (iv) improving the provision of pre-service and in-service teacher training; and (v) strengthening education delivery systems at both the national and decentralized levels.
ECW First Emergency Response (FER) – COVID-19	This MYRP is directly based on the outcomes and outputs of the FERs for Mali, which focused on 1) Continuity of education; and 2) Preparation for the reopening of schools in a healthy and protective environment. These two priorities address the impacts of the COVID19 crisis and those of the pre-existing multi-dimensional crisis. Assistance arrangements are adapted to the specific characteristics of different groups, including displaced children and host communities, as well as according to age and gender. The MYRP prioritizes the areas with the highest number of children affected, in need and most vulnerable.

The MYRP's Added-Value

The MYRP will support, firstly: the education response in prioritized crisis-affected locations in the north and centre of Mali and secondly: certain interventions included in the Sector Plan designed to strengthen the resilience of the system and guarantee the sustainability of achievements and results. The MYRP will strengthen the existing response coordination mechanisms. Furthermore, it will support implementation of the sectoral policy by improving and facilitating the effective delivery of policies and strategies that focus on their intersection between humanitarian and development interventions. This will include all phases of the programming cycle, in particular rapid and in-depth needs assessments, emergency preparedness, and systematic and sustained emergency management /responses. It will be implemented in a way that develops capacity to improve access, quality, MHPSS, inclusion of disability, gender equity, continuity, child protection, mobilisation of resources and the recovery of the education system in the target regions.

The theory of change presented in this programme makes this connection by linking urgent humanitarian objectives with the longer-term vision for the continuity of education in Mali. It thus constitutes a reference framework for actors and stakeholders at all levels. It invites partners to agree on the importance of ensuring universal access and a more resilient education system, which offers educational alternatives that will facilitate continuity of education even in contexts of insecurity. This means that education stakeholders, including school management committees, teachers (particularly female teachers), education authorities, communities, and girls and boys themselves, are prepared and ready to adapt to the situation and to prioritize continuity of education.

The strategy therefore includes support for school-based management and risk mitigation measures. It also includes developing alternatives appropriate to the lifestyles of various groups, with a particular emphasis on high-risk groups, such adolescent girls, nomadic populations, children living in isolated villages, children in Koranic schools, forcibly displaced children and children/adolescents with disabilities. In particular, the MYRP will improve understanding among all stakeholders of the need for inclusion of marginalized populations, in particular children with disabilities, whose situation is still poorly understood. The programme will thus help to formulate a systemic, yet tailored response to the specific needs identified.

This MYRP also emphasizes the importance of strengthening teaching skills, as well as protection and well-being both for girls, boys and adolescents, and teachers (particularly female teachers), in order to ensure continuity of learning. In this area, the MYRP complements the Sector Plan approach to protection and well-being. The Sector Plan indicates that mental health and psychosocial well-being should be a priority and should be supported by humanitarian actors. However, this only concerns girls, boys and adolescents with special educational needs.[17] The MYRP plans to target *all* girls and boys affected by emergencies (in a differentiated manner tailored to needs) and to carry out advocacy to integrate this approach into pre-service training for teachers.

In addition, the MYRP proposes a specific focus on management at the local level. In order to make learning spaces protective, there must be autonomy at the school level to respond to children's needs in terms of sanitation, well-being and prevention, mitigation and response to/of gender-based violence. The MYRP therefore favours the local management of educational facilities in order to improve real learning time (regularity of pupils, attendance of teachers, respect for timetables) and fair access to educational offers (rapid identification and registration of children outside of school including forcibly displaced children). This also includes MHPSS for those affected by crisis including teachers. The programme and the organizations that will implement it will have to align with existing official procedures in this regard and develop risk prevention and response plans.

1.4 Enhancing Humanitarian-Development Coherence

The current crisis in Mali is not static. It is constantly evolving and changing. The country is experiencing a situation described as a "protracted and mutating crisis". This calls for more than just promoting a clear transition from humanitarian aid to development. There is a need to find solutions that link these two approaches, and which allows for systemic change at the point where they intersect - their nexus.

[17] Objective 3.5.1: "ensure comprehensive educational care for children with special educational needs"

The government has made efforts and taken positive actions to integrate education in emergencies into national programmes and strategies, in particular the Sector Plan. However, the implementation of these programmes and strategies is struggling, in terms of financing through national resources and of effective delivery. The state has also demonstrated willingness by appointing focal points within the country cluster and the sub-clusters in the regions. At the national level, the head of the National Directorate of Basic Education participates in country cluster activities and chairs its meetings. At the regional level, the directors of teaching academies provide leadership to the sub-clusters and are supported by the co-lead of UN agencies and international NGOs.

Since its activation in 2012, the capacity of the Education Cluster has been strengthened over the years in close collaboration with the Local Education Group. The primary objective is the coordination of situational needs analysis and actions of partners working in the sector, in order to avoid duplication, and to ensure compliance with standards as well as quality control and monitoring. There is an increasingly strong collaboration between the Cluster and the government. The aim is to strengthen the coherence between humanitarian and development actions to meet the educational needs and priorities of children affected by emergency and/or crisis situations.

This will require that the Malian education system takes into account the provision of regular government resources, and that it can mobilize its development partners to contribute. The MYRP will also open up cross-sectoral possibilities. As the needs analysis highlights, learning issues are not limited to the education sector. The scope of the ECW seed funding therefore includes transverse components related to sanitation, nutrition and livelihoods.

1.5 Stakeholder Consultation Process

After an initial scoping from the ECW team, a working committee was formed in Mali in September 2020 to develop this programme. Members included members of the Local Education Group; representatives of government departments of education (in particular the National Directorate of Basic Education of the Ministry of National Education); representatives of the Education Cluster; United Nations agencies; international and national NGOs; and donor representatives. The process was guided by an international remote consultant and supervised by the on-site Education Cluster coordinator. An in-depth document review was undertaken to ensure maximum alignment with existing strategies and to promote harmonization of all education efforts in Mali. Consultations and regular discussions within this committee took place throughout the October and early November 2020 in order to align the MYRP priorities with the priorities of the country from different perspectives offered by committee members.

The working sessions were chaired by the Director of Basic Education at the Ministry of Education and facilitated by the Education Cluster Coordinator and the international consultant. Sub-groups of the committee took responsibility for specific areas, such as gender equity and inclusion, with the support of ECW technical specialists.

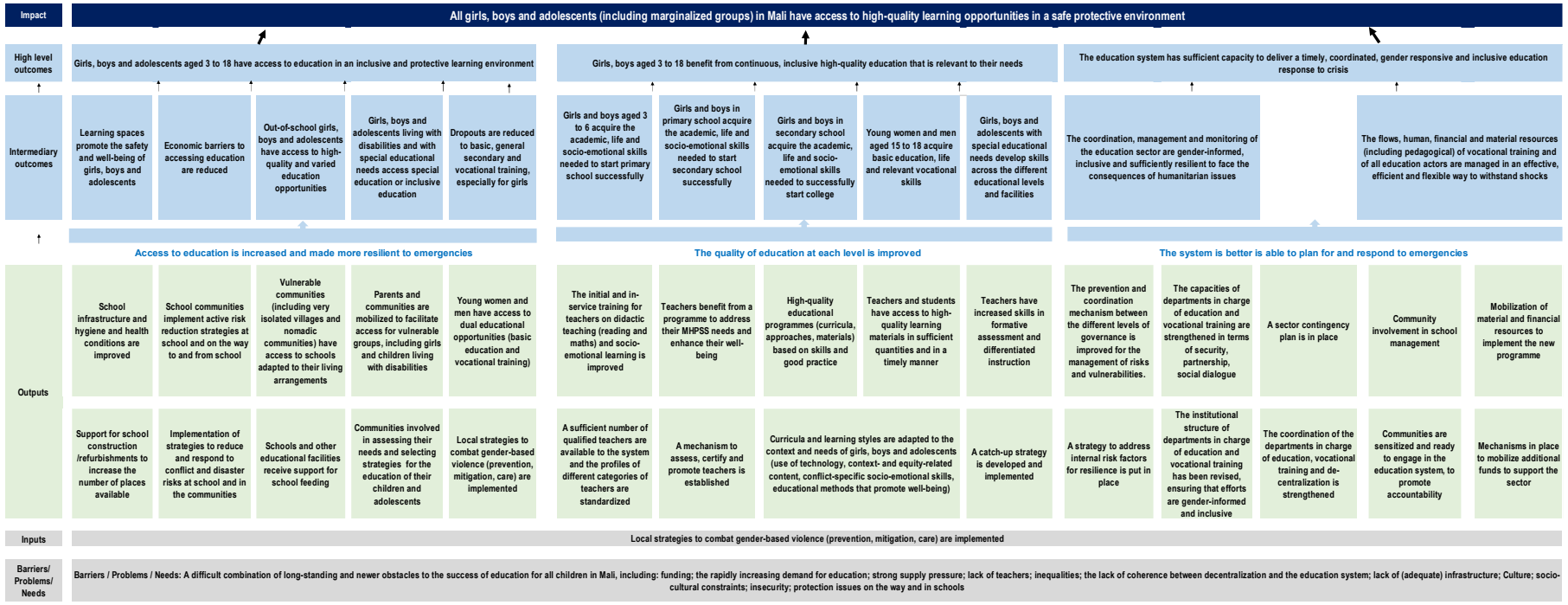
These sub-groups included representatives from the following organizations:

- Malian Government – National Directorate of Basic Education and Education Sector Planning and Statistics Unit)
- United Nations Agencies – UNICEF, UNHCR, WFP
- International NGOs – Humanity & Inclusion, Education Development Centre, Plan international, Word Vision, Norwegian Refugee Council; and
- National NGOs – Association for full Development and the Promotion of Education (ADIP), ASREF, Forum for African Women Educationalists

Representatives from the United States Agency for International Development (USAID) and the European Union also took part in the plenary working sessions. Communications took place with representatives of the UK's Foreign, Commonwealth & Development Office (FCDO) to gather their feedback on the development of the MYRP.

2. Programme Description

2.1 Theory of Change



2.2 Programmatic Outcomes

2.2.1 Access

ECW Thematic Priorities: Access, Continuity, Gender Equity

Outcome 1: Girls, boys and adolescents aged 3 to 18 have access to education in an inclusive and protective learning environment

The programme aims to ensure **access** to high-quality education for girls, boys and adolescents between the ages of 3 and 18 years. This includes those who are forcibly displaced, including refugees and returnees, as well as children with disabilities, returnees and host communities in areas affected by humanitarian crises. In addition, the program will emphasize **continuity** of learning in a physically and psychologically safe and protective environment. This focus on continuity of learning is essential in times of crisis. Adolescent girls are at particular risk of dropping out of school and/or dis-engagement from learning. This programme will seek to prevent dropout through a comprehensive strategy of financial support, community awareness and teacher training around the risks and specific needs of these girls. Gender-based violence will also be addressed through prevention, mitigation and response efforts. Priority is also given to children living in rural areas, whether in nomadic communities, isolated low-density villages or Koranic schools.

This programme proposes the following approaches to addressing access and continuity, in order to respond effectively to the identified needs:

- **Learning spaces** – Improvement of existing educational infrastructure through new construction embracing the principle of universal design in line with the Convention on the Rights of People with Disabilities[18]. Renovation projects will promote accessibility of the physical environment and ensure the safe access and wellbeing of all students, including girls and children with disabilities. The protection and safety of learning environments will be informed at the local level by contextual information on risk factors. This may include ensuring that girls and children with disabilities have safe transportation to school, and that schools are located in places that are accessible;

- **Financial support** – Reduction of economic barriers for schools and families and the provision of school feeding to those in need;

- **Diversification of provision in line with needs** – Support out-of-school children to access educational provision appropriate to their lifestyles, based on strategies developed by communities/families, and to the security contexts. The diversification of educational provision using bilingual teaching, prioritizing local support that reduces travel. This includes the potential creation of new flexible, alternative learning programmes that are highly tailored to the diverse interests of learners and match the realities of the local job market. Inclusive education programmes will be implemented to meet the needs of girls, boys and adolescents with disabilities. This may include training a special cadre of teachers to assist other teachers in better understanding and responding to the needs of diverse learners. Continuity will be strengthened by developing gender-informed, inclusive distance learning strategies to complement face-to-face education;

- **Teachers** – Efforts will be made to recruit and retain female teachers and education staff. Comprehensive training of teachers will be undertaken on gender-sensitive, inclusive teaching practices; referral pathways to child protection and health services; the psychosocial support needs of children and adolescents; and teachers' own wellbeing and MHPSS. Codes of conduct as well as school-wide gender-based violence prevention, mitigation and response plans will be developed. Advocacy will be done with the State to formalize the status of local volunteer teachers, so there is a legal framework for their contributions;

- **Communities** – Community mobilization will be undertaken to ensure acceptability, accessibility and protection for girls, boys and adolescents. Community leaders and families will be engaged to begin shifting harmful social norms that discriminate against marginalized groups (including adolescent girls,

[18] https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf

children with disabilities, and refugees) and allow harmful practices such as child marriage and gender-based violence to persist.

- **Mental health and well-being** – These are key components of a holistic approach to education, especially in situations of protracted crisis. The MYRP will support assessment of the MHPSS needs of girls, boys, school-age adolescents, teachers and other educational personnel in Mali through sex-, disability- and age-disaggregated information/data collection, processing and analysis. This includes assessments before, during or immediately after proposal development. As this information is almost non-existent and very few MHPSS services are available, this assessment is necessary for recording needs and identifying appropriate solutions. This includes mapping services and interventions, and existing resources (including training modules, monitoring tools, etc.) in the country. The MYRP will also make use of local capacity and strengthening what already exists. This will make it possible to know the problems but also to know what resources are available at the local level, whether they are useful or not, and to what extent those affected can access them.

2.2.2 Quality of education	*ECW Thematic Priorities: Quality, Gender Equity, Protection*

Outcome 2: Girls, boys aged 3 to 18 benefit from continuous, inclusive, high-quality education that is relevant to their needs

The MYRP's strategic approach to enhancing learning is based on the following key factors:

- **Quality teaching** – The educational interventions implemented in the MYRP framework will have defined pedagogical objectives for groups of girls and boys including adolescents. Proven effective pedagogical approaches will be used to enable various subgroups to progress towards these objectives, whether in developing alternatives that are adapted to parents' lifestyles and educational strategies or in teachers' initial and in-service training. Teachers will also be trained to assess learners' progress towards the holistic pedagogical objectives of the programme;

- **Teachers' pedagogical practices** – Teachers/educators will be trained to implement pedagogical programmes. Training will be practical and reinforced by regular monitoring and supportive professional supervision provided by other education actors: school principals, agents of local implementing NGOs, mentors, other teachers and pedagogical advisors. Training will include gender-sensitive and inclusive education teaching practices. School learning will be systematically assessed under the MYRP. In addition to formative assessments, summative assessments will also be conducted annually with all learners who have received interventions, to ensure the pedagogical quality of the educational opportunities provided and to adjust strategies as needed. Every assessment will include examining and encouraging gender-informed inclusive education teaching pedagogy;

- **Students' well-being** – Learners' well-being will be developed through

  i) Explicit teaching of social and emotional learning content and skills such as interpersonal skills (e.g. conflict resolution); social sensitivity (e.g. empathy); emotional management (e.g. stress management); and decision-making (e.g. critical thinking). Themes of gender equity, diversity and acceptance of others will be integrated into teaching, and therefore also into the training of teachers/youth workers;

  ii) Pedagogical approaches promoting students' well-being, including allowing for students' self-expression, differentiation in teaching and skills acquisition, including comprehension and analysis;

  iii) The MYRP will make learning spaces safe, accessible and supportive via renovation/construction, school meals and supporting access to water, sanitation and hygiene. Furthermore, it will deliver teacher training on positive discipline, referral mechanisms, and gender-sensitive inclusive teaching. Finally, it will support community

mobilization around the promotion and protection of psychological and physical safety and well-being of students at school and on their way to school;

- **Teacher wellbeing** – The well-being of teachers (particularly female teachers) will be addressed through professional development programmes that focus on self-care and stress reduction techniques, as well as linkages to counselling on external MHPSS services. New approaches will rely on what is already in place to support teachers and other education personnel. For example, through the peer support (learning community of teachers and others), and remote support programmes;

- **Mental Health** – Mental health activities implemented under this programme will focus on strengthening key community actors' psychological support skills, including health workers, local mental health professionals and educational staff including teachers. The programme will fund training sessions delivered by mental health specialists (such as mental health and psychosocial support representatives or local psychologists) and adapted to the specific role of the targeted care providers, the psychological needs of the affected community, and the local context and customs. At the same time, training in Do No Harm psychotherapeutic support will be provided to workers who are already equipped with more in-depth skills, namely mental health workers, social workers and/or community actors who have both the required qualifications and the time to follow the training;

- **Psychosocial support** – The MYRP will ensure that key community actors learn from mental health workers (mental health and psychosocial support representatives, local psychologists or trained counsellors). These professionals are responsible for training and mentoring community actors on identifying PSS needs and responses. This may involve establishing PSS groups, organizing information and/or awareness-raising activities, or referring learners to appropriate services outside of the education sector. Training in PSS may also be provided to specialists, including local psychiatrists and school counsellors, to strengthen their skills and help them integrate do no harm PSS approaches into their existing practices. This aspect will therefore include 1) Group psychosocial support activities; 2) Information and awareness-raising activities; and 3) Assistance in setting up a referral system. As with all capacity-building activities, a monitoring and supervision mechanism will be established and all data gathered will be disaggregated by sex, age location and where possible, subset of vulnerability;

- **Effective resource management** – The MYRP prioritizes local management of educational facilities in order to improve real learning time (pupil compliance, teacher attendance, and timetable adherence); and equitable access to educational opportunities (rapid identification and enrolment of out-of-school children, including forcibly displaced and excluded children). Providing sufficient equipment, teaching materials and supplies, on time, is also essential for maximizing learning time and therefore improving learning.

2.2.3 System strengthening	*ECW Thematic Priorities: Access and Quality*

Outcome 3: The education system has sufficient capacity to deliver a timely, coordinated, gender responsive and inclusive education response to crisis

The MYRP's theory of change is based on two key changes:

- Improved coordination, steering and monitoring of the education sector to become resilient to the consequences of humanitarian issues; and

- Improved management of human, financial and material resource flows, including pedagogical resources, and provision of training and materials.

To achieve these results, it will be important to focus on the institutional framework and structural/management capacities in education and vocational training departments, and the coordination between national, decentralized and local levels of governance.

There are several system-level policies (e.g. on inclusive education, safeguarding and protection) that are critical to the success of the programme, and resources will be invested to help the government move from policy to practice in these areas. This will involve advocacy at the community level and with other stakeholders. MYRP partners are well placed to facilitate this. The MYRP will reinforce strategies such as decentralization and demonstrate how to scale up practices that have an impact at the local level. Similarly, the specific beneficiary groups should participate in the development, implementation and monitoring of these activities – making special efforts to engage traditionally marginalized and underserved communities.

2.3 Gender Equity and Inclusion

Gender equity and inclusion is a crosscutting theme throughout the MYRP. In Mali, girls, boys and adolescents face multiple and often overlapping exclusion factors including gender, disability, ethnicity and language of instruction. This MYRP aims to focus on the most marginalized and traditionally underserved communities – including adolescent girls and children with disabilities.

The MYRP's areas of intervention on these issues will focus on:

- Strengthening civil society actors' voices and their capacity to carry out joint, effective and communicative advocacy on intersectionality;
- Capacity development in advocacy, particularly targeting parents, girls, disability groups and mothers' associations. These groups will be able to advocate at different levels, enabling them to make their voices heard in relevant processes;
- Capacity development for educational stakeholders on their decentralized school management roles and responsibilities regarding consideration of gender and inclusion in education;
- Capacity development for teachers in the area of equality in the classroom (gender- and disability-sensitive pedagogy, adapting teaching approach for diverse learners, etc.);
- Awareness-raising and dissemination of messages by community ambassadors, promoting those who are often not in the spotlight, including adolescent girls and children with disabilities;
- Birth certificates – Girls and boys, including refugees, in rural areas have a reduced chance of being registered at birth and of being able to go to school, especially if they also have a disability;
- Providing girls with hygiene kits to minimize the risk of leaving school at puberty. The lack of suitable toilets for girls, especially girls with disabilities, can make some parents reluctant to send them to school. This will entail advocating for the end of discriminatory practices and policies that impact menstruating girls;
- Introduction to income-generating activities for adolescent girls and girls with disabilities, involving families and especially mothers. These activities should be aligned with girls/adolescents' interests and the realities of the income-generating job market;
- Coverage of school fees for girls, especially at the secondary level and for those with disabilities (to counteract cases of limited resources, when girls are given less access to schooling, especially if disabled);
- Organizing awareness-raising campaigns against child marriage and early pregnancy. Girls are at greater risk from violent/abusive relationships and being deprived of access to education;
- Establishing a consultation framework bringing together religious leaders, traditional leaders and municipal councillors to resolve issues in education for vulnerable children, such as curbing cases of early marriage and encouraging mindset changes to favour educating girls and individuals with disabilities etc.

2.4 Prioritizing the Most Disadvantaged

Out of School Girls and Boys including Adolescents

The systemic challenge of reaching girls and boys including adolescents outside of school (i.e. never attending school or dropping out of school early) is now an integral part of the Sector Plan. The MYRP seeks to complement the priority this issue is afforded as part of wider sectoral efforts. The MYRP proposes several responses to ensure that all of the results related to access include a strong emphasis on communication and awareness-raising with parents and communities to encourage schooling.

Quality-related actions will strive to create flexible and alternative learning opportunities that best meet the needs of out-of-school girls and boys including adolescents and allow them to return to the school system through various pathways. Out-of-school girls and boys should be engaged in the design of such flexible and alternative learning programmes to ensure that the education offered is meaningful and relevant to them.

Internally displaced and refugee girls and boys, including adolescents

Forcibly displaced populations are prioritized groups within the MYRP. The programme takes into account the specific needs related to each situation. For example, accelerated learning programmes will be established and efforts made to the facilitate the integration of forcibly displaced girls and boys including adolescents into host community schools. Additionally, staff and communities interacting with forcibly displaced girls and boys including adolescents and their families will need training in inclusive and gender-informed practices. For these learners, a psychosocial support and/or social emotional learning component will also ensure that the learning and support offered is holistic and tends to their MHPSS needs.

Girls and boys including adolescents who have been impacted by a crisis but remained in their community

Girls and boys including adolescents in this situation will have access to alternative education options, including remote and distance learning programmes, to ensure educational continuity. This is particularly relevant in the case of temporary health or security conditions that make it possible to consider returning to the classroom at a later stage. This will be complemented by several interventions, including follow-up visits (in-person or remote) by teachers as well as the provision of material, psychosocial, pedagogical and administrative assistance to families, children and educators.

Support to the most disadvantaged

The MYRP will provide specific support to the most disadvantaged groups. This includes material and financial assistance. Regular monitoring and use of an early warning system will allow rapid analysis of the situation. This will inform the development of appropriate solutions for multiple vulnerabilities.

The youngest learners

Pre-school access rates are very low in Mali. The vast majority of children aged 3 to 5 are without any form of support in terms of stimulating their cognitive and social development outside of the family unit. The MYRP allocates 10% of the budget for the Access and Quality outcomes towards the youngest learners. Interventions may include temporary reception spaces where families can connect with financial resources; information as well as classes and training in child development; and nutrition and psychosocial support.

3. Leveraging Additional resources to Scale Up MYRP results

3.1 Resource Mobilization and Advocacy

The estimated total amount of the Mali MYRP is US$ 41.7 million over three years 2021-2023, of which US$ 11.1 million or roughly 27% will be provided in seed funding by ECW. A total of US$ 30.6 million will therefore have to be leveraged to ensure programme scale up.

Harmonization of common objectives among stakeholders is essential for resource mobilization. There is a high level of synergy in Mali based on the stated intentions of several donors to help meet the needs of the millions of girls, boys and adolescents who are currently deprived of high-quality education. To meet this funding target, the resource mobilization approach will be two-fold.

Secure and align funding for education in emergencies and protracted crises

First, the MYRP's priorities regarding girls, children living with disabilities, protection and well-being (of teachers as well as learners) are shared by existing partners. The process of developing this programme has facilitated further discussions with potential donors on key areas of importance and funding priorities in the current crisis situation in the country. There are a wide range of donors present and prioritizing Mali. The MYRP therefore provides the opportunity to advance resource mobilization efforts among traditional and emerging donors, building on solid partnerships that have already been formed by implementing partners with donors in the country. Ensuring a diversified resource base, including potential partnerships with the private sector or financial institutions, will help partners to obtain additional funding for the duration of the MYRP.

Two key donors, the USAID and the European Union, have been part of the MYRP development team since the beginning and continue to participate actively in discussions. The French government and the UK Foreign, Commonwealth and Development Office are key potential donors who share a commitment to the high priority of girls' education and the prevention of school dropouts. The Canadian government has a strong presence in Mali and has a long history of supporting education in the country. They may be approached to act as MYRP champions, among other donors. A number of embassies of European countries (Denmark, Norway and Sweden) have been informed of the MYRP development process and will be approached to help fill the funding gap. Other programmes and donors whose funding already committed for the period 2021-2022 could contribute to the MYRP include PAIS (from the EU), USAIDMIQRA (World Bank) and Accelerated Funds (from GPE).

Discussions are underway with these donors and others to ensure maximum complementarity and harmonization of funding. A mapping has already started as a result of the MYRP design process. A template has been shared with stakeholders to inform the MYRP steering committee of their current and planned areas of implementation that overlap with the MYRP and their current funding gaps. This harmonization work will be a top priority for the MYRP steering committee. One of the challenges of resource mobilization will be communication around the programme, which relates both to emergency assistance and longer-term development funding. One of the immediate priorities will be to develop a concrete resource-mobilization and associated visibility strategy. This will help build a solid funding base that is not exclusively tied to either side of this conventional divide.

Ensure funding sustainability for education in emergencies and protracted crises

The following activities will be undertaken to mobilize additional resources, with the support of a professional, to develop a more complete resource mobilization strategy:

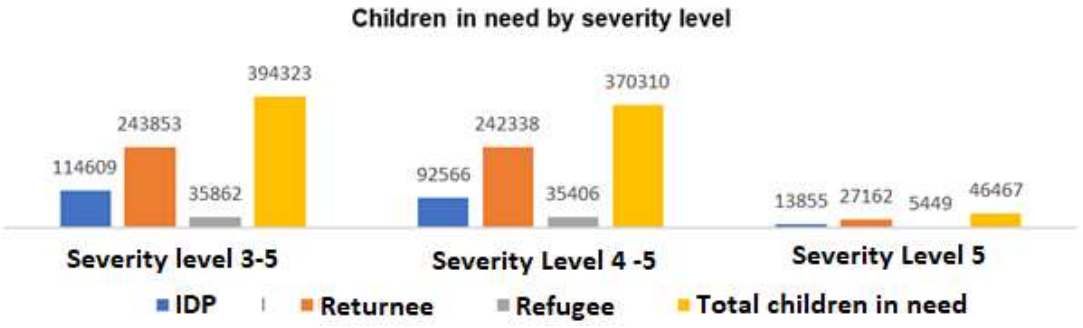
- Bringing together existing funders to work with them on opportunities to raise funds from new sources. One example is working with Mastercard to influence other potential private sector funders;
- Keeping abreast of COVID19 related funding opportunities that are aligned with the programme and could ensure aligned funding;
- Capitalizing on the intersectoral approach to attract new donors who do not generally finance education.

These activities will be led by members of the steering committee in collaboration with the organizations selected for ECW seed funding.

3.2 ECW Seed Fund Scale-up Strategy

ECW seed funds will cover 24% of the beneficiaries targeted by the MYRP, namely 90,000 of the 370,000 most vulnerable children and adolescents identified in the 2020 needs analysis. ECW seed funding is split across the three outcomes as follows: Access – 55%; Quality – 25%; Governance – 15%. The remaining proportion of the budget will be used to support advocacy and resource mobilization interventions. There are thus 280,000 girls and boys, including adolescents, that need to be reached using other funds.

The programme prioritizes girls and boys including adolescents that are classified at the highest severity level-Level 5. The seed fund will support a holistic package of interventions to address the multi-layered needs to provide concrete opportunities for the most marginalized girls and boys. To prioritize the most disadvantaged populations, the Education Cluster considered the need in each region at the level of the *Cercle*. The graph below shows the estimated number of refugee children, internally displaced children and returnees, classified by severity level.



In total, the ECW Seed Funding will reach 90,000 girls and boys. Seed funding will first concentrate on four specific *Cercles* in the Mopti and Menaka regions of Mali as they comprise the total population of severity level 5. A total of 46,000 girls, boys and adolescents will be reached with this full package of teaching and learning support. An additional 44,000 girls, boys and adolescents in severity level 4 will be reached in *Cercles* across Northern and Central regions. The *Cercles* will be selected from the 19 *Cercles* that have a severity level of 4-5.

Level 5 severity **46,000* girls and boys**	
Region	**Cercle**
Mopti	Bandiagara and Douentza
Menaka	Anderamboukane and Inekar

* *of whom 16,800 are refugees*

Level 4-5 severity **44,000 girls and boys**	
Region	**Cercle**
Mopti	Mopti, Youwarou, Koro and Tenenkou
Tombouctou	Tombouctou, Dire, Goundam, Gourma-Rharous and Niafunke
Gao	Gao, Ansongo and Bourem
Kidal	Kidal, Tin-Essako, Abeibara and Tessalit
Menaka	Menaka and Tidermene
Segou	San

Scale-up strategy

The average cost per child is US$ 100. It is therefore estimated that for every US$ 1 million mobilized, an additional 10,000 girls, boys and adolescents can be supported in the remaining *Cercles* within Mopti, Timbuktu, Gao, Kidal, Ménaka and Ségou. If the overall financial objective is achieved, all *Cercles* at severity levels 4-5 will benefit.

The total number of girls and boys including adolescents to be targeted by the MYRP in the 19 *Cercles* is 324,000. As per the table above, 44,000 will be reached with ECW seed funding, leaving 280,000 children and young people to be reached with additional funds, once they have been mobilized. Each additional sum of funding will allow an expansion across the 19 *Cercles*, likely starting with those adjacent to the *Cercles* reached with seed funding, to build on impact already being achieved.

Other considerations

Some donors and potential funders mentioned in section 3.1 have specific thematic priorities that they seek to fund. For example, Mastercard specifies that their funds must be used at the pre-school level. Thus, if a large sum is mobilized for a specific subgroup, more geographic areas will be affected but only partially. This will be managed by the Steering Committee through continuous scenario planning so that girls, boys and adolescents at all levels are ultimately reached.

Needs will be continuously monitored as the situation in the targeted locations evolve. This will be especially important for internally displaced and refugee populations. It is important to note that the educational needs of girls, boys and adolescents are generally not fully met with a one-off intervention, but often require several years of support. Therefore, in this MYRP, the intention is that the same children benefit year after year.

The recipient organizations will be required to carefully document their progress in the areas targeted as this will inform the deployment and scaling to other geographic areas. Although different regions of the country have specific needs, it is expected that much of the experience can be applied across the country.

3.3 Communications and Visibility Plan

Communications and visibility will be essential to support resource mobilization and to ensure the continued alignment of MYRP interventions and activities with other existing education programmes. A comprehensive communications and visibility plan will be developed during the inception phase of the programme. Regular visibility activities will include distributing newsletters and sharing monitoring and evaluation data to inform and improve the work of other education programmes.

Organizations receiving seed funding will be expected to share information about their work among their networks and contribute to ECW communications as requested. Recipient organizations and subcontractors (where applicable) will ensure that the use of personal stories and photos is in line with UNICEF principles and ethical guidelines for reporting on children. All partners will ensure that the written consent of parents or guardians is obtained before a child is involved in communications and visibility work, and that children and young people are involved in decision-making about their participation in campaigns and research. Parents/guardians will be informed that they can withdraw their consent at any time. External visitors and journalists will be informed of the implementing partners' child protection policies and codes of conduct and will be required to sign them.

4. Monitoring, Evaluation, Accountability and Learning

4.1 Monitoring and Evaluation Plan

A comprehensive Monitoring and Evaluation (M&E) plan will be put in place at the programme and project levels. The M&E plan for the MYRP will draw upon existing data sources and M&E systems as much as possible, rather than create new and/or parallel systems. This is intended to strengthen the speed and quality of reporting, as well as use national capacities for data collection and reporting on education in emergencies activities. The specific systems or processes, responsibilities, and frequency of collection will inform reporting against the results framework results (impact, outcome and output) and the identified indicators.

MYRP Level

At the MYRP level, the indicators in the results framework will be used to monitor progress against outcome and output targets and overall impact level results. Monitoring data will be analysed and examined alongside data from other relevant educational programmes so that common trends and challenges can be understood and addressed. Wherever possible, the selection of indicators for the MYRP has been based on indicators used in other ongoing programmes. This means that data from different programmes can inform and enhance each other. This approach is in line with the Humanitarian Response Plan (2020–2022), which stipulates that activity outcome indicators are

monitored alongside situation and needs indicators. The comparative analysis of these two types of monitoring allows the impact of humanitarian interventions to be measured and used to update the Humanitarian Needs Analysis and the Humanitarian Response Plan. The engagement of clusters for humanitarian response monitoring and inter-agency, multi-sectoral evaluations provides an opportunity to update data.

Project Level
At the project level, Grantees will design and carry out their own monitoring activities and will be required to communicate regularly with the MYRP Steering Committee on achievement towards results, thereby proposing adjustments and adaptations to their programmes in response to their monitoring data. The development of the grantee monitoring matrix should also be based on and fully aligned to the results framework and indicators defined in the MYRP. Grantees will be expected to use participatory monitoring approaches to ensure that beneficiaries' voices are heard and to evaluate the impact of interventions and implementation of activities.

Joint Reporting
Meeting quarterly, the MYRP Steering Committee will ensure the overall technical coherence of the programme's progress towards results and effective communication between partners. The Education Cluster will be closely involved with interpreting monitoring and evaluation data and guiding the MYRP response. As part of its efforts to build resilience, the programme will help build government's capacities for monitoring and evaluation. This goes hand in hand with the support already provided through the World Bank's "Mali Improving Education Quality and Results for All Project". This provides implementation support to strengthen the overall monitoring and evaluation system at the Ministry of Education and in the regions and institutions targeted by the programme. One example is an annual regional statistical yearbook summarizing the results obtained in the respective regions, which will then be incorporated into the Ministry's statistical report.

Types of Data
For certain types of data, the team will follow the example of the Humanitarian Response Plan by seeking data from other relevant agencies. For example, specialized NGOs such as Management Science of Health could be useful for data on gender-based violence, for which they have established community communication channels to report on progress in this area.

Evaluation
An independent external evaluation is to be conducted and finalized 3 to 4 months before the end of the programme. The evaluation could be on its own or in combination with other MYRPs in the region. The evaluation has a utility focused and learning oriented approach so that its conclusions and recommendations can be used to design the potential second phase of the MYRP. A budget of US$ 120,000 is allocated for external evaluation. An external mid-term review is not planned and the internal annual reviews should serve the purpose to evaluate, reflect, learn and adjust progress, targets and approaches towards outcome results.

Regional M&E Collaboration
ECW is financing a regional Central Sahel MYRP during the same three-year period of implementation. The regional MYRP will have the purpose of accelerating delivery of country MYRPs in areas of common priority between the three Central Sahel Countries (Burkina Faso, Mali and Niger). The regional MYRP will focus on 1) supporting country level resource mobilization; 2) collective learning and exchange; and 3) strengthening data and evidence. It is envisioned that there will be close collaboration between the regional coordination mechanism and the three country MYRPs. This will be further defined during the initial inception phase of implementation.

4.2 Learning Outcome Measurements

To effectively measure progress, the MYRP will employ a learning outcome indicator to demonstrate learning progress for girls, boys and adolescents benefitting from targeted interventions as follows: *"Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading, (ii) mathematics, and (iii) SEL, by sex.*

The decision to offer a reading/comprehension test rather than a multi-subject test is made in the knowledge that it will act as an indicator of learning levels rather than a comprehensive learning assessment. This will avoid overburdening teachers, learners and administrators, yet still be matched to national learning competencies.

This indicator is based on the performance thresholds of the Malian competency framework. Each Grantee will be able to assess a sample of its beneficiaries according to a protocol common to all MYRP Grantees. The test format is less complex and time-consuming than an Early Grade Reading Assessment. The tests will be administered by the project officers and/or government staff at the end of the school year or the alternative educational programme (if different from the school year). For each class/centre/learning space concerned, ten children will be tested, five girls and five boys. The tests last 10-20 minutes per child and focus on the mechanisms of language, fluency and comprehension.

From the 2nd year up to the 6th year of schooling, the test contains the reading of a text of 50 words. This will make it possible to compare results with the Early Grade Reading Assessments and the national reading standards set by the Ministry of Education. A student is considered to have the minimum skills if s/he has successfully completed at least 4 out of five exercises. For girls and boys three to six years old, i.e. those in preschool, the assessment will be based on the guidelines developed by the Consortium for Preschool Data and Assessment in Africa.[19] The test results will be analyzed and disaggregated by gender, age, geographic area and disability status to understand at a granular level which students are progressing and which have learning challenges in specific areas. MYRP partners will adapt their interventions so that all children have the chance to progress and realize their potential.

Besides the measurement on reading capacity, the MYRP will integrate a measurement of the mathematical capacity of the targeted children and their age/grade focusing on domains that are to be decided on later i.e. number recognition, measurement, statistics/probability, geometry and algebra. Also, non-academic social-emotional skill measurement is to be integrated into the holistic learning outcome measurement. Depending on the age/grade levels and intervention packages provided a variety of domains can be chosen to be measured via later to be decided tools following the be INEE developed mappings on academic and SEL: https://inee.org/resources/sel-and-pss-measurement-and-assessment-tools-education-emergencies-identifying-analyzing and https://inee.org/resources/academic-learning-measurement-and-assessment-tools-education-emergencies-identifying.

5. Implementation Arrangements

5.1 Governance Structure

The MYRP will be governed by a number of existing and new mechanisms. In order to effectively govern, these mechanisms will work in collaboration and maintain regular contact with each other.

A **Steering Committee** will maintain an overview of the programme and will lead and guide elements such as communication and visibility, monitoring and evaluation. The committee will be made up of representatives from government, UN agencies, NGOs (international and national) and other stakeholders. In addition to guiding the initial implementation of the MYRP, this committee will engage in resource mobilization. Its members, all of whom are engaged in other related programmes, will be well placed to ensure proper alignment and harmonization of the MYRP with other education initiatives.

A **Selection Committee** will establish clear and comprehensive criteria for selecting organizations to receive seed funding and for the subsequent selection of implementing partners.

These two committees will report on progress to the existing **Education Cluster** and discuss any issues with them. The Ministry of Education is part of the Cluster coordination team and collaboration between the government

[19] http://www.ecdmeasure.org/model/

and the Cluster is ensured through joint meetings, data exchange, and co-construction of plans and production of strategies.

There will be regular communication with the **thematic group** on education on technical and financial aspects, which will also be a means of achieving inter-sectoral cohesion and complementarity. This group is from the Local Education Group, the members of which are also represented in the Cluster.

During the implementation of ongoing projects, the Steering Committee will communicate regularly with **Grantees** in the monitoring of the MYRP and also facilitate discussions among them so that the lessons learned from implementation are shared.

Collaboration modalities with development actors, the State and similar partners will be put in place. Initiatives to contextualize certain programmes and strategies that integrate emergencies are already underway. The MYRP will help to support all these efforts.

5.2 Grantee Selection Process

The development of the MYRP began in early October 2020 with the creation of the MYRP Development Committee who oversaw the process and ensured alignment with the Sector Plan and other relevant documents. In parallel, a separate ECW Grantee Selection Committee was created composed of the following members:

- Ministry of National Education, represented by the National Directorate of Basic Education;
- EU;
- USAID; and
- OCHA.

This Selection Committee, supported by the coordinator of the Education Cluster and the ECW Secretariat, outlined a schedule for applications of expressions of interest as well as the criteria upon which these would be assessed. The timetable, criteria and process were all communicated to Education Cluster members by the Cluster Coordinators via email on 23rd of November. Expressions of interest received by the deadline of 24th of November were subsequently assessed by the Selection Committee and 8 out of the 14 applications were requested to submit full dossiers.

By the deadline of 4th of December, seven organisations had submitted their full applications. The Selection Committee then assessed these applications against the agreed criteria and then disseminated the results of their deliberations to Education Cluster members on 7th December. As per the agreed procedure, two days were given for any objections to the proposed Grantees. The selected grantees are Educo, Plan International, Save The Children and UNHCR.

The Mali Education Cluster has significant experience with these sorts of processes, particularly with regards to ECW, having carried out four previous selections for the FER grants in 2019-2020. The selection for the MYRP grantees followed therefore a similar approach. Although the overall process was relatively condensed (due to the timeframes imposed by the ECW Secretariat), it was open and transparent, and all efforts were made to avoid any conflicts of interest.

The four organisations as the selected Grantees will be responsible for specific components and activities described within the ECW seed-funded part of this MYRP. They have undertaken to deliver ECW-funded activities through localised implementation arrangements, working closely with national NGOs and national government entities, seeking to strengthen national capacities to address education in emergency needs.

A detailed set of documents, outlining all the steps, communications, assessments matrices and the final grantee selection report is available on request from the Mali Education Cluster at plikele@unicef.org.

5.3 Child Safeguarding

The Grantees take a zero-tolerance approach to the exploitation and abuse of children and young people. Each Grantee applies safeguarding policies, codes of conduct and procedures in relation to their operations and programme management. Due diligence assessments of implementing partners will be undertaken by Grantees as part of the selection process and any child safeguarding risk management gaps will be addressed. Grantees will assume responsibility for developing the capacity of implementing partners.

In conjunction with the MYRP Steering Committee, the Grantees will develop a safeguarding risk assessment and management plan to ensure coordinated action across the MYRP. Grantees will engage with the Protection Cluster and other relevant stakeholders to ensure that accessible reporting and referral mechanisms are in place, which support a survivor-informed response to incident notifications.

The Grantees are also committed to working with others across the EiEPC sector to strengthen or develop child safeguarding measures. This will ensure that planned activities and programmes do not cause harm and are designed and implemented in the best interests of the child. Specific child safeguarding measures will be used when involving children and adolescents in advocacy, communications and research activities, and to safeguard children with disabilities from harm.

Protection from Sexual Exploitation and Abuse (PSEA) and sexual harassment

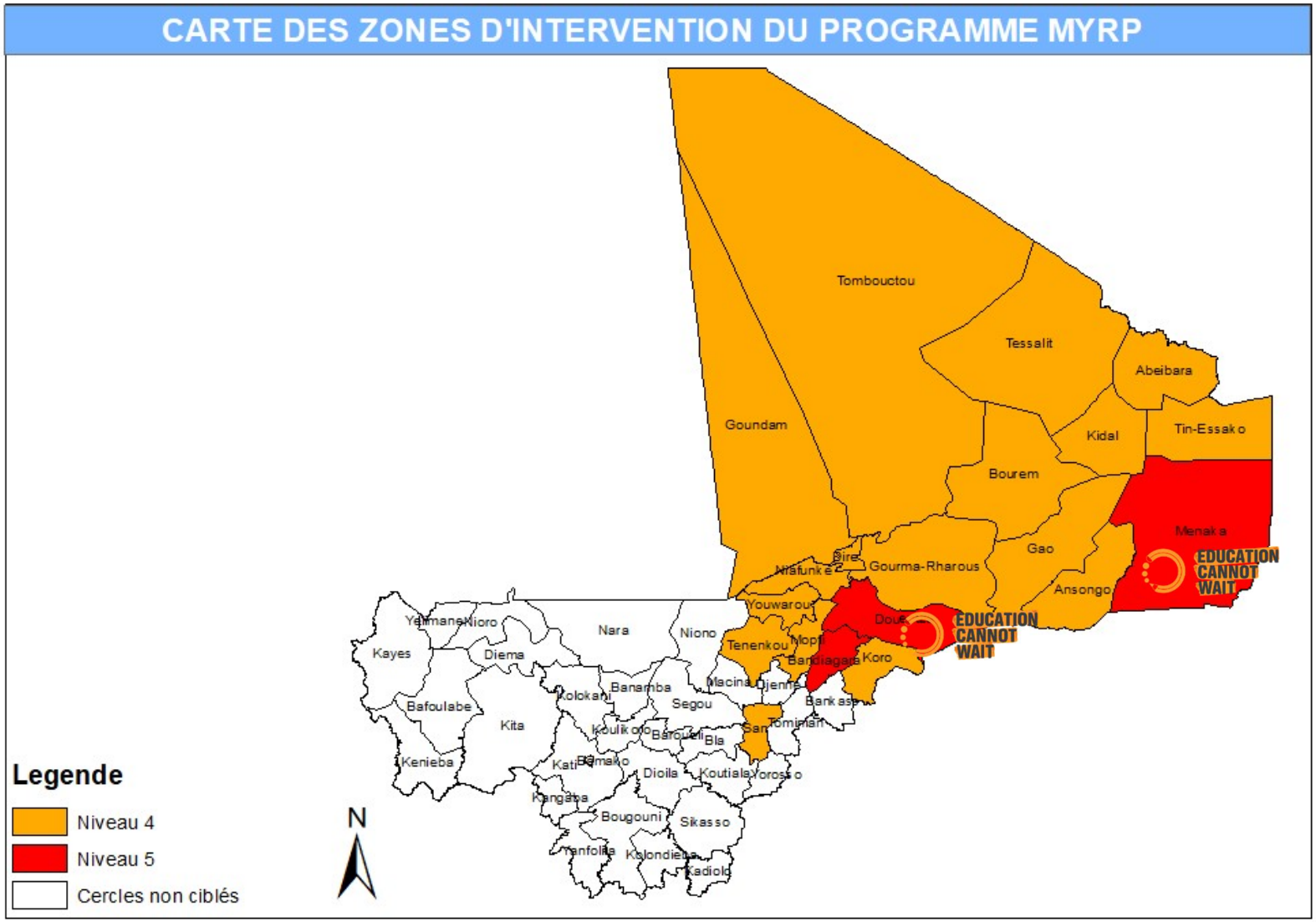
Each of the Grantees also have robust strategies, policies and procedures in place to ensure the protection of children, adolescents and adults from sexual exploitation and abuse, and sexual harassment (including staff).

Applying the same approach that will be followed for child safeguarding, the Grantees will ensure that implementing partners have adopted and apply all necessary PSEA and sexual harassment policies and procedures. This will include ensuring access to incident reporting mechanisms, affording protection to individuals under whistleblower policies, and referral of survivors to appropriate assistance services in line with the UN Victim Assistance Protocol, including MHPSS and health services. The Grantees will support implementing partners with investigative practice as needed. All implementing partners must comply with the PSEA due diligence requirements of the respective Grantees. Safeguarding requirements are also stipulated for contractors and suppliers.

Staff, volunteers and associates of the Grantees and implementing partners will be trained on the Inter-Agency Standing Committee (IASC) guidelines on GBV and community outreach on PSEA will be undertaken. Further details are included in the risk assessment matrix in Annex D and will be incorporated into a MYRP-specific safeguarding risk assessment and mitigation plan.

Annex D
An overall risk assessment matrix has been developed and is accessible via the link below. During the inception phase, the Grantees will revise the overall risk assessment matrix as needed. The ECW Secretariat will also review risk assessment matrices that are tailored to each Grantee's operations and programmatic responsibilities. All risk assessment matrices will be periodically reviewed and updated as needed for the duration of the MYRP. The ECW Secretariat holds detailed information about each Grantee's child safeguarding and PSEA policies and procedures.

Annex A: Map[20]



[20] Menaka is inclusive of the two prioritized *cercle* of Anderamboukane and Inekar

Annex B: MYRP and Seed Fund Budgets

Overall MYRP Budget				
	Year 1	Year 2	Year 3	Total
PROGRAMME COSTS				
Outcome 1: ACCESS - Girls, boys and adolescents aged 3 to 18 have access to education in an inclusive and protective learning environment	$ 5,660,000	$ 6,080,000	$ 6,820,000	$ 18,560,000
Outcome 2: QUALITY - Girls, boys aged 3 to 18 benefit from continuous, inclusive high-quality education that is relevant to their needs	$ 4,300,000	$ 2,860,000	$ 2,160,000	$ 9,320,000
Outcome 3: GOVERNANCE - The education system has sufficient capacity to deliver a timely, coordinated, gender responsive and inclusive education response to crisis	$ 1,515,000	$ 1,235,000	$ 1,235,000	$ 3,985,000
Outcome 4: RESOURCES- Material and financial resources are mobilized to scale-up the MYRP	$ 200,000	$ 200,000	$ 200,000	$ 600,000
Sub-total Programme Costs	$ 11,675,000	$ 10,375,000	$ 10,415,000	**$ 32,465,000**
OPERATIONAL COSTS				
Sub-total Operational Costs	**$ 2,335,000**	**$ 2,075,000**	**$ 2,083,000**	**$ 6,493,000**
Total Programme and Operational Costs	$ 14,010,000	$ 12,450,000	$ 12,498,000	$ 38,958,000
Indirect (7%)	$ 980,700	$ 871,500	$ 874,860	$ 2,727,060
GRAND TOTAL	**$ 14,990,700**	**$ 13,321,500**	**$ 13,372,860**	**$ 41,685,060**

ECW SEED FUND BUDGET					
		Year 1	Year 2	Year 3	Total
PRORGRAMME COSTS					
Outcome 1	**ACCESS - Girls, boys and adolescents aged 3 to 18 have access to education in an inclusive and protective learning environment**	**$ 1,485,981**	**$ 1,485,981**	**$ 1,630,841**	**$ 4,602,804**
Output 1.1	Support for school construction / rehabilitation to increase the number of places available in all intervention areas	$ 654,206	$ 654,206	$ 841,121	$ 2,149,533
Output 1.2	Schools, learning spaces and paths to school in targeted areas are made protective	$ 93,458	$ 46,729	$ 186,916	$ 327,103
Output 1.3	Development of alternatives adapted to educational strategies and parents' way of life	$ 186,916	$ 140,187	$ 70,093	$ 397,196
Output 1.4	Out-of-school boys, girls and adolescents who have completed an accelerated education program re-enter the formal education system	$ 37,383	$ 140,187	$ 18,692	$ 196,262
Output 1.5	Households benefit from financial support for education	$ 186,916	$ 280,374	$ 280,374	$ 747,664
Output 1.6	Girls and boys affected by crises have the documents they need to register	$ 140,187	$ 102,804	$ 140,187	$ 383,178
Output 1.7	Parents and communities are mobilized to facilitate access for vulnerable groups, especially girls and children living with disabilities	$ 93,458	$ 60,748	$ 46,729	$ 200,935
Output 1.8	Boys and girls who are in crisis and conflict affected areas regularly attend school / learning space	$ 93,458	$ 60,748	$ 46,729	$ 200,935
Outcome 2	**QUALITY - Girls, boys aged 3 to 18 benefit from continuous, inclusive high-quality education that is relevant to their needs**	**$ 1,004,673**	**$ 677,570**	**$ 509,346**	**$ 2,191,589**
Output 2.1	Children who have access to spaces supported by ECW are taught in their mother tongue or in the language spoken at home	$ 74,766	$ 46,729	$ 28,037	$ 149,533
Output 2.2	Teaching aids (textbooks and teaching materials) are available, accessible and used by all pupils (girls and boys) and learners in all establishments, especially in rural areas	$ 186,916	$ 93,458	$ 28,037	$ 308,411
Output 2.3	Teachers and administrators are trained in subject knowledge, curriculum / planning or pedagogy	$ 93,458	$ 56,075	$ 18,692	$ 168,224
Output 2.4	Teachers use equitable and gender sensitive methods	$ 46,729	$ 18,692	$ 9,346	$ 74,766
Output 2.5	Teachers are trained in issues related to inclusion	$ 28,037	$ 18,692	$ 23,364	$ 70,093
Output 2.6	Teachers and administrators are trained in psychosocial support	$ 74,766	$ 14,019	$ 23,364	$ 112,150
Output 2.7	Teachers and administrators are trained in emergency preparedness, disaster risk reduction and risk management	$ 74,766	$ 18,692	$ 9,346	$ 102,804
Output 2.8	Teachers improve their psychological well-being or their self-management	$ 74,766	$ 18,692	$ 9,346	$ 102,804
Output 2.9	Boys, girls and adolescents affected by crises have access to learning spaces that meet national and international (INEE) standards for safety, hygiene and sanitation	$ 70,093	$ 65,421	$ 32,710	$ 168,224
Output 2.10	Schools and other educational structures receive support for school feeding	$ 280,374	$ 327,103	$ 327,103	$ 934,579
Outcome 3	**GOVERNANCE - The education system has sufficient capacity to deliver a timely, coordinated, gender responsive and inclusive education response to crisis**	**$ 448,598**	**$ 420,561**	**$ 420,561**	**$ 1,289,720**
Output 3.1	A strategy to respond to endogenous resilience risk factors is put in place	$ 93,458	$ 46,729	$ 46,729	$ 186,916
Output 3.2	The decentralized school creation system is improved	$ 93,458	$ 93,458	$ 93,458	$ 280,374
Output 3.3	A policy to provide inclusive and gender sensitive education is implemented and communicated at all levels	$ 74,766	$ 46,729	$ 46,729	$ 168,224
Output 3.4	Local management of the school by the communities is improved	$ 46,729	$ 93,458	$ 93,458	$ 233,645
Output 3.5	Cluster coordination is efficient and improved	$ 140,187	$ 140,187	$ 140,187	$ 420,561
Outcome 4	**RESOURCES - Material and financial resources are mobilized to scale-up the MYRP**	**$ 186,916**	**$ 186,916**	**$ 186,916**	**$ 560,748**
Output 4.1	Resource mobilzaton strategy implemented	$ 186,916	$ 186,916	$ 186,916	$ 560,748
Sub-total Programme Costs		**$ 3,126,168**	**$ 2,771,028**	**$ 2,747,664**	**$ 8,644,860**
OPERATIONAL COSTS					
Sub-total Operational Costs		**$ 625,234**	**$ 554,206**	**$ 549,533**	**$ 1,728,972**
Total Programme and Operational Costs		**$ 3,751,402**	**$ 3,325,234**	**$ 3,297,196**	**$ 10,373,832**
Indirect (7%)		**$ 262,598**	**$ 232,766**	**$ 230,804**	**$ 726,168**
GRAND TOTAL		**$ 4,014,000**	**$ 3,558,000**	**$ 3,528,000**	**$ 11,100,000**

Grantee Allocations	
EDUCO	$ 2,700,000
Plan International	$ 2,700,000
Save the Children	$ 3,200,000
UNHCR	$ 2,500,000

Annex C: Results framework

Level	Results Statement	Indicator	Baseline	Seed Fund Target	Source of vertification	Disaggregation
REACH figure	**Children reached with education support via MYRP**	**Number of children reached with education suppport disaggregated by education level, sex, and population group**	**0**	**90000 (60%/54000 girls; 9000 CWD)**	**Call register, registration book and project monitoring reports**	**Pre-primary, primary, secondary; boys, girls; IDP, refugee, other; CWD**
Outcome 1	**ACCESS: Girls, boys aged 3 to 18 have access to education in an inclusive and protective learning environment**	**Number of girls, boys and adolescents who access education services provided by the MYRP**	**0**	**90184**	**Call register, registration book and project monitoring reports**	**Project monitoring reports; Gender, level of education, refugees / internally displaced persons / others, formal or non-formal education and disability.**
		Average attendance rate for formal and non-formal education by boys, girls and youth supported by ECW	**N/A**	**TBD**	**Call register, registration book and project monitoring reports**	**Gender; location, school location, type of school, refugee/IDP/Other, age**
Output 1.1	Support for school construction / rehabilitation to increase the number of places available in all intervention areas	3 indicators: i) Number of classrooms constructed ii) Number of classrooms rehabilitated iii) Number of latrines constructed / rehabilitated	0	TBD	Construction needs assessment report, Construction reports, Service contract for constructions, Official handover report, etc.	Gender, location, school level
Output 1.2	Schools, learning spaces and paths to school in targeted areas are made protective	Percentage of schools that have a risk reduction and response plan (integrating pathways to school)	TBD	50%	Opinion survey reports on children's feelings, protection incident reports etc.	Type of school / learning space (including level)
Output 1.3	Development of alternative education adapted to educational strategies and parents' way of life	Percentage of girls and boys in target populations who are integrated into the school system (through existing or new strategies)	TBD	100%	Needs assessment report for children needing a strategy adapted to the life of their parents, Project monitoring report	Type of school / learning space (including level)
Output 1.4	Previsouly out-of-school boys, girls and adolescents who have completed an accelerated education program and re-enter the formal education system	Number of previsouly out-of-school children receiving formal education within [X] months [depending on context] after completing an accelerated education program	TBD	TBD	Call register, registration book and project monitoring reports	Gender, location, school level
		% of children and adolescents who re-enter the formal education system after completing alternative ways of education	TBD	90%	Call register, registration book and project monitoring reports	Gender, location, school level
Output 1.5	Households benefit from financial support for education	Number of households in economic difficulty who receive financial support (cash, payment of school fees, etc.) to ensure the education of their children	0	TBD	Activity monitoring report	Activity monitoring report
Output 1.6	Girls and boys affected by crises have the documents they need to register	Number of children enrolled (moving from informal to formal, from primary to secondary or entering examination class) after having received support in obtaining the documents necessary for this registration	0	90184	Call register, registration book and project monitoring reports	Gender, refugee/internally dispalced persons/ other, location, age
Output 1.7	Parents and communities are mobilized to facilitate access for vulnerable groups, especially girls and children living with disabilities	Percentage of parents/caregivers who engage in parent-focused school engagement activities	TBD	100%	Activity monitoring report	Location, age, gender, disability type
Output 1.8	Boys and girls who are in crisis and conflict affected areas regularly attend school / learning space	Average attendance rate of formal or non-formal environments by boys, girls and youth supported by ECW	TBD	TBD	Activity monitoring report	Location, age, gender, disability type
Outcome 2	**Girls, boys aged 3 to 18 benefit from continuous, inclusive high-quality education that is relevant to their needs**	**Proportion of suppported children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading, (ii) mathematics, and (iii) SEL, by sex.**	**TBD**	**TBD**	**End of year exam results for reading and math; TBD tool for SEL**	**Gender, level of education, formal or non-formal education, refugees / internally displaced persons / others**
Output 2.1	Children who have access to spaces supported by ECW are taught in their mother tongue or in the language spoken at home	Percentage of learners in primary education whose mother tongue or language spoken at home is the same as the language of instruction used in learning spaces supported by ECW	TBD	TBD	Online dipenser program	Formal vs. non-formal
Output 2.2	Teaching aids (textbooks and teaching materials) are available, accessible and used by all pupils (girls and boys) and learners in all establishments, especially in rural areasl	Number of classrooms or temporary learning spaces equipped with materials to enhance the learning environment	0	TBD	Distribution report, activity monitoring report	Gender; location, school location, type of school, refugee/IDP/Other, age
Output 2.3	Teachers and administrators are trained in subject knowledge, curriculum / planning or pedagogy	Number of teachers or administrators demonstrating increased knowledge of subject knowledge, curriculum / planning or pedagogy themes	0	2191	Training reports, inspectors' monitoring report	Gender and level of learning
Output 2.4	Teachers use equitable and gender sensitive methods	Number of teachers demonstrating at least [X] fair practices in their classroom after completing ECW-funded training [depending on context]	0	2191	Training reports, inspectors' monitoring report	Gender and level of learning
			0	2191	Training reports, inspectors' monitoring report	Gender and level of learning
Output 2.5	Teachers are trained in issues related to inclusion	Number of teachers or administrators demonstrating increased knowledge of issues related to inclusion	0	2191	Training reports, inspectors' monitoring report	Gender and level of learning
Output 2.6	Teachers and administrators are trained in psychosocial support	Number of teachers or administrators demonstrating increased knowledge of psychosocial support	0	2191	Training reports, inspectors' monitoring report	Gender and level of learning
		Number of teachers or administrators trained in psychosocial support	0	2191	Training reports, inspectors' monitoring report	Gender and level of learning
Output 2.7	Teachers and administrators trained in emergency preparedness, disaster risk reduction and risk management	Number of teachers or administrators demonstrating increased knowledge of emergency preparedness, disaster risk reduction and risk management	0	2191	Training reports, inspectors' monitoring report	Gender and level of learning
Output 2.8	Teachers improve their psychological well-being or their self-management	Number of teachers reporting improvements in their psychological well-being or self-management	0	2191	Training reports, inspectors' monitoring report	Gender and level of learning
Output 2.9	Boys and girls affected by crises have access to learning spaces that meet national and international (INEE) standards for safety, hygiene and sanitation	Number of schools or learning spaces in communities supported by ECW receiving cash transfers to improve the learning environment	0	TBD	Activity report, registration form, activity monitoring report	Gender, level of education, formal or non-formal education, refugees / internally displaced persons / others, disability
		Proportion of girls, boys, teachers who have access to safe learning spaces	TBD	TBD	Activity report, registration form, activity monitoring report	Gender, level of education, formal or non-formal education, refugees / internally displaced persons / others, disability
Output 2.10	Schools and other educational structures receive support for school feeding	Number of children receiving a nutritious and balanced school meal	0	TBD	Activity report, activity monitoring report	Gender, level of education, refugees / internally displaced persons / others, formal or non-formal education
		% of learners, teachers and cooks who adopt good practices in hygiene, nutrition and well-being	TBD	100%	Activity report, activity monitoring report	Gender, level of education, refugees / internally displaced persons / others, formal or non-formal education
Outcome 3	**GOVERNANCE: The education system has sufficient capacity to deliver a timely, coordinated, gender responsive and inclusive education response to crisis**	**% of priority *cercle* schools that implement safe school strategies**	**TBD**	**100%**	**Annual report**	**School type, location**
Output 3.1	A strategy to respond to endogenous resilience risk factors is put in place	A sector contingency plan is in place	TBD	YES	Developed plan etc	Location
Output 3.2	The decentralized school creation system is improved	% of schools created adhering to the decentralization policy	TBD	TBD	Report on the establishment of schools	Location, school type
Output 3.3	A policy to provide inclusive and gender sensitive education is implemented and communicated at all levels	% of actors (teachers, inspectors, administrators) demonstrating knowledge of the policy	TBD	TBD	Survey	Gender, location, position
Output 3.4	Local management of the school by the communities is improved	% of examples of community engagement in each targeted area	TBD	TBD	Activity report	Location
Output 3.5	Capacity of cluster coordination mechanism strengthened	% of meetings co-led by the government	TBD	TBD	Meeting of minutes	National, regional
Outcome 4	**RESOURCES - Material and financial resources are mobilized to scale-up the MYRP**	**% of MYRP funded by 2023**	**N/A**	**100%**	**Steering committee meeting minutes**	**National**
Output 4.1	Resoure mobilization actions implemented	Resource mobilization strategy developed	N/A	Yes	Strategy	
		Donor mapping conducted	N/A	Yes	Mapping document	

Numbers of Children and Adolescents to be reached

	FORMAL EDUCATION						NON-FORMAL EDUCATION						TOTAL			
	Pre-Primary		Primary		Secondary		Pre-Primary age		Primary age		Secondary age		Grand Total			
	F	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	*F*	*M*	***F***	***M***	***Total***	***% girls***
Refugees	800	700	4,722	3,532	4,000	2,000	0	0	0	0	602	402	**10,124**	**6,634**	**16,758**	**60%**
IDPs	2,500	1,500	19,000	14,796	2,300	700	0	0	0	0	700	300	**24,500**	**17,296**	**41,796**	**59%**
Other non-displaced children affected by emergencies (incl. host communities)	2,100	1,380	13,360	7,775	3,000	2,600	0	0	0	0	980	436	**19,440**	**12,191**	**31,630**	**61%**
Total	5,400	3,580	37,082	26,103	9,300	5,300	0	0	0	0	2,282	1,138	**54,064**	**36,121**	**90,184**	**60%**

Children with disabilities targeted			
F	**M**	**Total**	**% on total targeted**
5,000	4,000	9,000	10%

Annex D: Risk Assessment and Mitigation Matrix

An overall risk assessment matrix has been developed and is provided via the link below. During the inception phase, the selected Grantee(s) will revise the overall risk assessment matrix as needed. The ECW Secretariat has also reviewed risk assessment matrices that are tailored to each grantee's operations and programmatic responsibilities. All risk matrices will be periodically reviewed and updated as needed for the duration of the MYRP. The ECW Secretariat also holds detailed information about each Grantee's child safeguarding and PSEA policies and procedures.

https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:69f5170b-1dd2-4fa5-b8b1-6a839c836912