

**Mid-term Evaluation of the  
Patsy Collins Trust Fund Initiative Cohort One Innovations**

**Mali Country Report**

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## Acronyms

APAF	Agency for the Promotion of Family Aid
B&GE	Basic & Girls' Education
BOP	Program Operations Office
CAP	Center for Pedagogical Animation
CCDH	Consensual Community of Human Rights
CED	Center for Development Education
DEGE	Development Education for Girls' Empowerment
GAAS	Group Animation and Action in the Sahel
IEP	Institute of Popular Education
MJT	<i>Musow ka Jigiya Ton</i> (savings and loan group at community level)
ODES	Partner national NGO of the Stromme Foundation and CARE
PCTFI	Patsy Collins Trust Fund Initiative
PDHRE	Peoples' Human Rights Education Decade
SMC	School Management Committee (for the CED)
SOGE	General Society
SSA	Accelerated Schooling Strategy ("Passerelle" in French)
YHF	Youth Hope Foundation

## I. Introduction

This document is the Mali country report for the Mid-term Evaluation of the Patsy Collins Trust Fund Initiative (PCTFI) Cohort One. In 2005, CARE received a bequest of \$28 million from PCTFI to decrease marginalization of girls through education. The funding is unusual in that it can cover a 20-year period, and is innovative in its emphasis on human rights and the participation of stakeholders at all levels. In Mali, the program is called “Development Education for Girls’ Empowerment” (DEGE), and its goal is to prevent and reduce marginalization of children, particularly girls, through an innovative, nonformal education program with vocational preparation and the creation of an environment that favors the promotion of human rights. These four countries have followed a similar track beginning with Cohort 1, from 2005-2009, which was a preliminary implementation and design stage based on a situational analysis and baseline. The second phase currently ongoing is a full operational phase. The third and final phase, which will last from July 2013 to June 2015, will be focused on research and advocacy.

### A. The role of research and learning in the PCTFI

CARE is a well known humanitarian organization and has long been committed to better understanding and reducing poverty and marginalization of girls and women worldwide. To do this, CARE tries to learn as much as possible about the root causes of both poverty and the marginalization of girls and women to inform strategies to address these problems. CARE considers itself a learning organization and PCTFI as a learning program. CARE’s learning process consists of initiating innovations to identify promising practices, documenting lessons learned, sharing lessons and knowledge across programs, and continually growing the body of knowledge and action that has been shown to reduce poverty and marginalization globally. Three studies from PCTFI Mali serve as excellent examples of how CARE has increased knowledge about the issues.

First, a situational analysis,<sup>1</sup> which was almost the first PCTFI activity in Mali, consisted of both qualitative and quantitative data, as well as participatory research involving the target populations. The study produced rich information about how poor youth in selected Mali communities feel about their situation, the barriers to education and achievement, their desires, and the complex web of beliefs, traditions, hostile climate, and isolation that shapes the lives of the community members (discussion of this analysis appears later in this document).

Second, in 2008, at the end of Phase I, the situational analysis and the baseline study for Mali had been completed, while at the same time a number of activities had been initiated in the

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<sup>1</sup> Diallo Aminata T. Diarra, (2008). “Situational Analysis on Girls’ Marginalization in Commune V (Bamako) and the Commune of Barassara (Bandiagara), Qualitative Report.”

field. Before launching Phase II, CARE Mali conducted an internal evaluation of Phase I<sup>2</sup> to assess the extent that the program had actually brought about change in the lives of marginalized children and their communities and to inform the design of the next phase. The study investigated the value added and efficiency of the partnerships forged, evaluated the DEGE curriculum in terms of clarity, feasibility, relevance, and sustainability, and identified the most significant changes in the community brought about by the project. The original intent was to measure the PCTFI indicators, but it was thought that between 2008 and 2009 very little measureable change would have taken place. The method chosen, therefore, was a qualitative technique known as “Most Significant Change,” in which respondents told their story of DEGE, describing what they thought was the most significant change in their lives due to the program. The result was a set of rich stories from a variety of points of view.

The two most often mentioned categories of “most significant” change by the students were 1) learning how to read, write, and calculate in the local language or in French;<sup>3</sup> and 2) apprenticing to a practitioner and learning to perform a job skill. Some also added that they appreciated learning how to maintain good personal hygiene and how to carry oneself and behave in society. Learning to read and write was described by many as bringing the children “out of darkness,” and many were very grateful that they would be able to transfer into the formal school and follow their dream of getting an education. Others who were training in a job skill wanted to begin working as soon as possible in order to be independent, help their families financially, and contribute to the economic development of their village or commune.

The stories told by members of the School Management Committee, the Town Council, and the Program Operations Office described changes in their communities in terms of appreciation for human rights, girls’ education, and general lifestyle improvement of those in the community. One Operations Office member described an increase on the part of the villagers in paying their taxes, an example of exercising their civic duties. From the point of view of the adults interviewed, the program has taken potentially delinquent children off the streets and given them a direction and skills to make a better life. They also observed that the children were more able to make friends and function socially because of the increase in their self-confidence. Some negative changes were reported, mostly when the job skill chosen for the child was not what the child wanted to pursue and the program had not been flexible enough to provide the alternative skill.

Third, a girls’ workload study<sup>4</sup> was conducted in 2010 to explore the role of work load on children’s (9-17 years old), especially girls’ enrollment, retention, and performance, and additional analyses<sup>5</sup> were reported in a separate document in 2011. For the study, boys, girls, parents, out-of-school children, and community members were interviewed individually and in

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<sup>2</sup> Diallo Aminata T. Diarra, “Report on the Internal Final Evaluation of DEGE I.” Conducted by the Monitoring and Evaluation Coordinator of the Mali PCTFI Program, Bamako, Mali. (June-July 2009).

<sup>3</sup> Near the end of the two-year basic training, a small amount of French is introduced, but the transition school is all in French.

<sup>4</sup> Diallo Aminata T. Diarra, (2010). “Report on the Study of the Workload of Girls.” Bamako, Mali. (June-July 2010).

<sup>5</sup> MIDEDEC & School-to-School International (2011). “Report on Additional Analyses Conducted for the CARE/Mali Girls’ Workload Study.” Bamako, Mali. (April 28, 2011).

focus groups. These responses provided an in-depth picture of work and work attitudes in the communities studied. Both boys and girls have work at home, but girls have more responsibilities than boys. The study looked at work related to school, and found that two-thirds of the students in the Bandiagara (but only 10% in Commune V) area provide household services (e.g., cleaning, laundry, and bringing water) for the teacher. This work is seen as a normal benefit given by the community to the teacher who may not have a wife or may not be able to pay for extra help. Most students are doing school work at home as well as their household chores. A great number of the students also do income-generating work at home or in the village, to help with their own expenses and those of the family. The findings of these studies have served as the basis for program modifications (See Section II C).

## B. Purpose of this evaluation

The purpose of the evaluation is to assess the progress to date of the Mali PTCFI against the situational analysis findings, the results frameworks, the PCTFI objectives, and the Power Within pathways. CARE hopes that this evaluation will lead to a process of reflection on planning and implementation and result in more effective programming. This evaluation will complete the process begun in early 2011 by Management Systems International.

## C. Methodology

The participatory data collection for this evaluation, which took place at two rural sites and two peri-urban sites, included the following: classroom observations; focus groups of leaders, teachers, parents, and boy and girl students; and interviews with key informants such as girls who have completed the program and are success stories.<sup>6</sup> In each case, the sampling was purposeful, rather than random. The research methods also included a document search of monitoring reports provided by CARE USA and budget information provided by CARE Mali staff. The data collection process was limited to 1 ½ days at each site, making the process hurried. One problem was encountered: the focus groups that were supposed to be made up of mothers and fathers turned out to be of members of the School Management Committee, the Operations Bureau, or another community committee, but some were also parents. By the time we realized that we did not have groups of just parents, it was too late to organize additional groups. Nevertheless, observations of classrooms and the analysis of responses by focus groups and interviews provided useful information to the evaluation.

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<sup>6</sup> See the instruments used in the Annex.

## D. The Country Need

Mali was rated near the bottom (173 out of 177 countries) in the UNDP's Human Development Index of 2005,<sup>7</sup> which tracks and compares countries worldwide in terms of key indicators of human development, such as education and health. Access to education remains low -- less than half of children who enroll in primary school graduate, and the adult literacy rate is about 26% (less for women). The UNDP reported in 2007<sup>8</sup> that gross enrollment in schools went from 26% in 1990 to 78% in 2007, but repetition has remained very high. The demand for education, however, is growing rapidly, with over 2/3 of the population of Mali under the age of 24 years, and the increasing awareness on the part of today's youth of the need for advanced knowledge and skills in order to do well in an increasingly complex world of democracy, decentralization, and open markets.

In 2000, the government's Ten-year Program<sup>9</sup> in Educational Development (PRODEC) was launched to lay the groundwork for universal enrollment and completion of primary school. Unable to meet growing demand for schools, the government instituted Non Formal Education (NFE)<sup>10</sup> Development Centers (CED), particularly in underserved areas, as part of the strategy to meet the goals of UNESCO's Education for All by 2015. These CEDs targeted out-of-school children 9-15 years old and offered two years of academic training in literacy, numeracy, and life skills followed by a cycle of vocational training. The CEDs are considered by many as a transitional program that can serve a community until the commune and local government can afford to replace them with formal schools. CARE, through PCTFI funding, added their special focus to the CEDs beginning in 2005, in two regions in Mali.

The motto for the PCTFI program in Mali, "If I have the opportunity to learn, I will learn!" hints at the barriers to children's and girls' education in Mali: extreme poverty, lack of economic opportunity, few schools, lack of respect for children's' rights, and the marginalization of girls with respect to education, health, safety, environment, and active participation in decision-making. In the Mopti Region implementation area, there are frequent droughts and shortages of resources due to climate changes, the literacy level of the population is very low, and people struggle to feed their families from traditional farming, livestock breeding, and handicrafts. Access to schools and education is lower than in other areas of the country, and the homogeneous Dogon population traditionally relegates females of all ages to a position of lower authority than any male in the family. In the Sabalibougou program intervention area on the outskirts of Bamako, the population is made up of migrants who have moved there from all over the country with very few skills that can be used in the city to support their families. They bring with them their various languages, illiteracy and lack of education, and a low priority for the education of their children. Child labor plays a large role in the support of these families, preventing many capable children from going to school. The neighborhood supposedly has running water and electricity, but very few inhabitants have access to these luxuries. Very early

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<sup>7</sup> United Nations Development Program. 2005. *Human Development Index*, 2005. (Geneva: UNDP).

<sup>8</sup> United Nations Development Program. 2007. *Human Development Index*, 2007. (Geneva: UNDP).

<sup>9</sup> 2000 – 2010.

<sup>10</sup> NFE was included in the Dakar Declaration of 2000, and has been initiated around the globe as a strategy to significantly increase access to basic education.

marriage and child bearing, added to the fact that almost all women in Mali<sup>11</sup> have undergone excision at a young age, have highlighted concerns for the health and safety of girls and women. The selection of one rural site and one peri-urban site allows for comparisons and lessons learned that may be applied to future programs.

### 1. Situational analysis results

During the first two years of PCTFI funding, an in-depth situational analysis<sup>12</sup> study was conducted in Mali with the goals of better understanding the marginalization of girls and serving as a baseline for the 12 PCTFI common indicators. The study used household questionnaires, KAP questionnaires for adults, and KAP questionnaires for children. The main research questions were the following: 1) Who are the marginalized children? 2) Why are they marginalized? 3) How does the marginalization appear? and 4) What should be done to help the girls escape from this marginalization?

To answer the research questions, the study addressed the following issues: marginalization of children, rights and duties of children, education of children, migration of children (to the capital city), children's self-esteem, violence against girls and women, reproductive health and child care, the standards governing gender, and economic activities. The qualitative component used a combination of participatory research tools such as focus groups, in-depth interviews, Venn diagrams, life stories, ranking, and seasonal work schedules. There were several targets: girls and boys 10-18 years old in school, not in school, and dropouts; the children's parents; community leaders--locally-elected officials, traditional chiefs, religions leaders, and association leaders; financial service providers (e.g., savings and credits, banks) and/or traders, and formal school teachers.

The study found that the main areas of marginalization are education and participation in the decision-making process and that both boys and girls are marginalized, although girls more than boys. The main causes are related to the poverty of the parents, lack of knowledge and illiteracy of the parents, the very low availability of educational facilities, unawareness of the importance of children's education, particularly for girls, the refusal of parents to invest in the future or education of girls, and the inappropriate behavior of some girls who do attend school (lack of respect for their parents). The girls in rural Monobondo<sup>13</sup> listed in their life histories unwanted pregnancies, early and forced marriage, removal from school by their parents for forced marriage, and rape as traumatic events that kept them marginalized. Mothers from Monobondo were quoted as saying, "Girls are naturally marginalized in our community; it's nature that does this." The fathers put it this way: "The girl must always obey and execute men's orders." One theme that kept coming out was that girls are marginalized because they have broken some of society's rules, or in other words they have brought the marginalization upon themselves by their behavior. The children in Commune V tended to list as traumatic

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<sup>11</sup> 97% according to the last Demographic and Health Survey.

<sup>12</sup> Diallo Aminata T. Diarra, "Situational Analysis on Girls' Marginalization in Commune V (Bamako) and the Commune of Barassara (Bandiagara), Qualitative Report," April 2008.

<sup>13</sup> These girls were 16-18 years old.

events in their lives failure at school and the general hopelessness of coming from a very poor family.

The data collected show that boys have more rights than girls in the society and respondents in general think that it is more desirable to educate boys than to educate girls. Girls saw their parents' lack of interest in their education as their main barrier to education. Many parents placed a great deal of value on formal schooling in order for the child to succeed in life and would prefer, given the opportunity, a formal education for their children. The CED, vocational education, and the medersas<sup>14</sup> were considered of lower value by most parents than a formal education.

Note: Program changes as a result of this study are described later.

## 2. Impact group

The broad target group for DEGE is marginalized children, and especially girls, in the two communes, Bandiagara in Mopti and Commune V, Bamako. Currently (November 2011), the program has an impact group of 358 children.

## 3. Goal/changes in society to be catalyzed<sup>15</sup>

The goal of changing societal attitudes and practices in relation to girls' education has evolved over the life of the program as PCTFI learns more about the causes of marginalization and poverty. DEGE I's initial goal and objectives were to prevent and reduce the marginalization of children, particularly girls, through innovative nonformal education and installation in a career and the creation of an environment favorable to the promotion of the rights of all girls 0-18 years old in the community.

The strategies to attain these objectives were as follows: 1) establish a network of innovative CEDs; 2) empower girls, through the CEDs, and facilitate their launching with a paying craft or skill in their communities; 3) develop a new CED curriculum adapted to the needs of girls; 4) train the girls specifically in life skills and leadership; and 5) facilitate the establishment of a Consensual Community of Human Rights (CCDH) in all the villages in all target communes. The human rights committees, however, did not function as planned, and the program had to add the Program Operations Office (BOP)<sup>16</sup> to assure the promotion of the human rights.

As a result of the situational analysis, other strategies were modified. Although the study recommended targeting only girls, the decision was made to include boys who were also marginalized, but to maintain an overall majority of girls enrolled. The inclusion of boys may have an advantage in that boys are also becoming informed and convinced as to the rights of

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<sup>14</sup> This is how "madrassa" is written in Mali.

<sup>15</sup> CARE Atlanta, "CARE Mali DEGE Project Patsy Collins Trust Fund Initiative Bi-Annual Progress Report, June – December 2010."

<sup>16</sup> Diallo Aminata T. Diarra, (2009). "Report on the Internal Final Evaluation of DEGE I." Conducted by the Monitoring and Evaluation Coordinator of the Mali PCTFI Program in 2008, Bamako, Mali. (June-July 2009).

girls, thus broadening the support for girls' rights. The situational analysis also taught the program that in order for the children to go to school, the parents needed support for income-generating activities. Since the lack of decision making was identified as a major cause of marginalization, it was also proposed that the program conduct awareness-raising among community members about the importance of children's participation in decision making, and to develop strategies that would allow children to participate in community decision-making.

The 2009 internal evaluation also suggested modifications to the goals of the program. It was clear that many parents and students wanted a formal education, so the program needed to put more emphasis on paths to entrance or re-entry into the formal schools.

With the development of the proposal for DEGE II, expanded goals and objectives were developed in response to the findings described above. A new impact statement and three effects<sup>17</sup> of the project were developed that provided more clarity as to the changes the program would seek to catalyze:

**The impact goal of the second phase of DEGE is:** By June 2013, marginalized children, particularly girls, enjoy their fundamental rights, and more specifically their rights to education and active participation in decision making.

**Effect 1:** Access to and retention in basic primary education for children ages seven to eleven, especially girls, are increased.

**Effect 2:** Access to academic and vocational learning program for marginalized youth ages 12-15, especially girls, through the implementation of an innovative CED is increased.

**Effect 3:** The capacity of entrepreneurship and action of youth, especially girls is increased.

Under DEGE II, there is more emphasis on access to formal education for both boys and girls, more responsibility for access to quality education to be assumed by the community and local systems, and more emphasis on the use of acquired competencies and skills in making a difference in their communities.

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<sup>17</sup> PCTFI Report from February 1<sup>st</sup> to July 30, 2011.

## II. The Response: Development Education for Girls' Empowerment (DEGE)

DEGE is the name given to the Patsy Collins Trust Fund Initiative Program in Mali. CARE's answer to the barriers to education identified above was the establishment of an innovative four-year renewable program consisting of two years of basic education<sup>18</sup> in a Development Education Center (CED), followed by a year of vocational training and a fourth year of supportive follow-up and insertion into a career, preferably in the local community.

### A. Program Data: Location, Number of Children Enrolled, Length of Time Operating

Phase I of the program was from 2005-2009. Most of Phase I was dedicated to learning more about the marginalization of girls through the baseline and the situational analysis. Six CEDs were established during Phase I with an enrollment of 234 children of whom 78 completed the academic component. Forty eight children went on to take the vocational training, and 70 completed the academic portion of the CED, then the accelerated school (SSA) and were finally transferred from the SSA to the formal school.<sup>19</sup>

Phase II is from July 2009 through June 2013 and has expanded the PCTFI as follows: twelve CEDs are operating in two communes. Four hundred and nine students are enrolled in CEDs, of whom 227 are girls and 182 are boys. One hundred thirty have completed the academic component and will be taking the vocational course this year. Three hundred and seventy-seven students were enrolled in the SSA and have gone on to transition to the formal schools.<sup>20</sup>

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<sup>18</sup> Changed to three years under DEGE II.

<sup>19</sup> Cisse, Sidibe Kadidia. "Development Education for Girls' Empowerment: DEGE". Slide presentation to the evaluation team in Bamako, Mali, October 10, 2011.

<sup>20</sup> Ibid.

## B. Map, with sites marked



The two PCTFI locations are indicated in the map above by white stars. The villages of Bandiagara are just a few kilometers southeast of Mopti, and Commune V of Bamako is on the south side of the Niger River.

## C. Program Activities

The DEGE program serves children who have dropped out of school or never had the chance to attend in the Commune of Barassara in Bandiagara, Mopti Region, and in Commune V in Bamako. The CED classroom is a “one-room school” which may serve children with a broad range of ages and academic experience. Some students may have attended the public schools for several years before dropping out with very poor reading skills, often because they were needed at home; some may have attended a Coranic or Arabic school; some may have never before set foot in a school. The idea is to take these children as far as they are capable in reading, writing, and numeracy in the national language during the program’s basic education phase. The approach is not individualized materials to meet the reading or numeracy level of each student. Rather the entire class goes through Book 1 and then Book 2, for example, from learning the sounds that letters make to reading books that are probably second or third grade

(U.S.) reading level. Those who are already readers<sup>21</sup> are each assigned a nonreader to mentor. The mentor and mentee usually sit together, and the mentor is always available to help the other child. The students sit in a circular or square group of four to five students and work together as a team.

The CED curriculum is competency-based and focuses on acquiring competencies in language and communication (teaching in the CED is in the national language until a small amount of French is introduced in the last year), math, science, technologies, humanities, art, physical education and sports, leadership defined as the “development of the person,” and governance skills reinforcing a “culture of peace”.

There are several components to the DEGE program. First is the basic education described above that took two years in Mali’s first set of CEDs and now takes three.<sup>22</sup> After completion of the academic program, students may go on to the vocational training, consisting of theoretical training, practical training, and finally a practicum in the career of choice. The fourth year of the vocational track is to provide support, refresher training, and counseling, and to insert the young person into his or her career of choice.

The baseline showed that many of the target children did not want to be trained for a vocation, but would prefer to complete their formal schooling. So an accelerated transition school, or SSA, was added to prepare students who function at a sufficiently high level for insertion into the formal school at third to fifth grade level, depending on their exam scores. These students may receive French and life skills near the end of the basic education and then pass an entry exam to permit them to go the bridge school where they will receive a year of accelerated learning to get them up to third, fourth, or fifth grade level. Whether they follow the vocational track or transition into the bridge school (*passerelle*) and then the formal school depends on their abilities and interest, their passing the entrance exam, and their age. The transition program is thought more appropriate for the younger children because they are not old enough to begin a career and the vocational school for the older students, as many of the students are much older than the typical fourth grader.

At the village level, a Consensual Human Rights Community (CCDH) is formed with the support of the NGO, Group Animation and Action in the Sahel (GAAS), in which one individual represents each of the five rights: education, health, safety, participation in decision-making, and environment, to create and maintain an environment amenable to the promotion of human rights. This committee is expected to play a role in educating the community on human rights and rights for girls, dealing with day-to-day problems such as convincing parents to keep their children in school, and helping resolve conflicts, for example, between nomadic groups and sedentary farmers.

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<sup>21</sup> No one appeared during the observations to be reading the material easily or to read at a very high level.

<sup>22</sup> The basic education component has changed to three years under Phase Two.

In addition, other CARE resources are brought to bear. For example, 15 functional savings and loans groups *Musow ka Jigiya Ton* (MJT) were established under phase one. These help to mediate economic marginalization of families.

Each CED has a School Management Committee that recruits the students, finds space for the class, manages the school, follows-up a child who is absent from school, encourages and negotiates with the parents, and promotes the rights of children and girls among the community. Committee members are chosen in the traditional African way in which an assembly of community members is gathered who know each other and each other's strengths. The criteria for each post are described and discussed at length. Finally the candidates are winnowed down to a small number and a consensus is reached by the entire group as to who would be the most competent to fill each role. The Center for Pedagogical Animation (CAP) trains the members in their roles, and GAAS performs a supportive role. Then they are trained in gender equity training, which has resulted in the community being more willing to send their girls to school.

#### 1. Use of materials in the classroom

The CED classroom in Commune V was the only class in the larger school complex with visual aids on the walls. Most of the visuals were hand-made drawings to illustrate something in class, rather than commercially produced posters. During the lesson on geography, the teacher used a hand drawn map of Africa, unfortunately using only red marker which was hard to read from the back of the room. The lesson plan called for students to identify countries in Africa starting with certain letters. Then each group put their list on the board and compared that list with a numbered list of countries the teacher had already prepared. Then they had to find the country on the map of Africa. The use of brown butcher paper was good, and having children brainstorm in small groups was effective, but it would have made more sense for the children to find countries by geographical location or regions instead of by the first letter of the name of the country.

The second observation in Commune V was a reading lesson from a book. Whereas during the geography lesson, nothing was on the student desks except one sheet of blank paper and a pen for the reporter of each group, in the second observation, books and paper and pen were taken out of book bags. There was often only one book for 2-4 children, but it didn't seem to bother them, and they shared and took turns looking at the page. Evaluators were told that originally there had been a book for every child, but many of the paper books had been ripped or lost.

The books used were developed collaboratively by The Institute for Popular Education and CARE. The first series is called in Bambara, *Gafe 1* and *2*, both of which were revised and updated with new titles. Book one uses images and letters to construct sentences and seems to be easy to follow and culturally appropriate. *Gafe 2* has one story per page on completely local events such as washing clothes, taking care of baby, dreaming about football, preparing dinner, taking the donkey to market, and sleeping under a treated bed net. The illustrations are lovely and local. A small dictionary of terms accompanies these. There is also a numeracy book in Bambara. The Teachers' Guide to Lesson Plans has some updated items like talking about the Olympic Games and a series of lessons on "My Body".

The teachers have a difficult time meeting the individualized needs of each student as students are functioning at many different levels. The solution is to have the students work in groups of four to five, assuring that each group has at least one good reader who can help the others and serve as the reporter. For the nonreaders, this must be difficult, but the feedback from students is extremely positive. They feel they are learning to read, write, and do numeracy.

The curriculum itself is well thought out, with topics to be covered in each academic area moving progressively from learning to express oneself and write in Bambara to learning to express oneself in French. The intention is to teach the subjects in an integrated way, but the teachers voice some difficulties with this approach. (The teachers use an interactive approach, but could use more help in making lesson plans exciting and even more interactive, especially in a way that engages more children at several levels.) There is more rote learning taking place than we would like to see, but teachers teach the way they have been taught, and making learning truly exciting takes a lot of skills and practice. In the Internal Evaluation of 2008, some teachers complained that they had not had enough training to master the teaching of several subjects in a holistic or integrated way.

Each CED is given a kit with school supplies, including a globe of the world, a map of Mali, a football, matching shirts for every student, a bag for every student, and the usual pens, erasers, chalk, notebooks, rulers, compass, and paper.

## 2. Changes made over time since the beginning of the program

Based on lessons learned during Phase I of DEGE, key changes were made to the program at the start of DEGE II<sup>23</sup> as follows:

- Change in the age of eligibility from 9-15 years to 12-15 years;
- Addition to the life skills program of more information pertaining to the health and well-being of girls, including the negative impact of early marriage and excision;
- Reduction in the duration of the academic component of the CED from four years of six months per year, to three years with nine months of school per year and an increase of school time from four to eight hours per day;
- Reduction of the apprenticeship component from two years to one year; and
- Improvement in learning methods and life skills content, make learning more active, child-centered, and relevant to the life experiences of the students.

DEGE I had problems in Bandiagara with admitting children who were too young to be eligible for the CARE CED, which meant that they would be too young to work when they finished the vocational program. DEGE II has discussed how to deal with the demand from younger children and has come up with solutions for the following three age subgroups:<sup>24</sup>

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<sup>23</sup> CARE Atlanta, "CARE Mali DEGE Project Patsy Collins Trust Fund Initiative Bi-Annual Progress Report, June – December 2010."

<sup>24</sup> Ibid.

- a. Children ages seven to eight who do not have opportunities to attend schools for lack of facilities in the five-kilometer catchment area: PCTFI will not enroll them, but the project will push hard to have more schools built.
- b. De-schooled or unschooled children ages nine to eleven years in the SSA program: DEGE II is concerned that these children have formal schools to which they can transition. DEGE II will identify host schools willing to accept these children as they transition into formal schooling.
- c. Children ages twelve to fifteen: These children will follow the DEGE II CED package of an academic program for three years and vocational education for one year, followed by economic insertion in their communities.

#### D. Breakthroughs

Perhaps the most surprising finding of this evaluation is the strong support on the part of communities for equality and girls' rights. Dialogue has changed at the community level, and many are engaged in the discussion of what the concept of girls' rights implies and how to deal with these implications as a community. The dialog has been sparked, but it remains to be seen how profoundly the concept is understood and acted upon.

Other program components -- such events as the initiation of the SSAs, gender-sensitive programming, learning opportunities for older girls, and the provision of access to quality equitable education -- may represent small-scale breakthroughs in that they facilitate the critical pathway to a larger goal.

### III. Impact to Date: Making a Positive and Enduring Influence on the Lives of Marginalized Girls

It is far too early to actually be sure about enduring influence on the lives of marginalized girls, but the increased enrollment and attendance and completion of girls in school is a strong sign that the interest is there and that communities are reacting positively rather than negatively to the education of girls. There are examples of girls who have gone through the DEGE system and have succeeded in becoming animators themselves or of going on to the formal education system.

#### A. Common Indicator Framework Results

This section will examine the Common Indicator Framework (CIF), provide evidence for each indicator, and then draw some conclusions and make some recommendations.

##### 1. Findings

The CIF responds to the second PCTFI objective: the generation of knowledge. It is a set of indicators common to all four implementing countries to measure how well programs have reached the goal of reducing the marginalization of girls. The indicators are organized under four major outcome categories: Attainment, equality, quality, and empowerment. The first three of these categories correspond to the goals of the Basic and Girls' Education sector at CARE USA. The category of empowerment relates to a critical expected outcome of CARE's work in education. Under each category three indicators have been identified as follows:

- **Attainment:** *Completion, Persistence, and Achievement*
- **Equality:** *Communities' Educational Opportunity Perception, Teachers' Gender Sensitivity, Children's Perception of Educational Equity and Equality*
- **Quality:** *Suitable Educational Environment, Relevant Educational Content, and Child-centered Processes*
- **Empowerment:** *Supportive Strategic Relations (Decision makers deciding in favor of girls' right to develop), Girls' Agency (Girls exercising their rights), and Structural Environment for Girls (Equitable access to basic human services)*

CARE intends to draw lessons learned and develop from these lessons a set of tools to measure the common indicators across countries.<sup>25</sup> This evaluation team looked for evidence that DEGE is addressing these common indicators and presents findings as follows:

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<sup>25</sup>CARE: Atlanta, "Insights in Innovation: Education Findings from the Patsy Collins Trust Fund Initiative, January 2007- February 2008."

### *Attainment*

*Completion:* Since the beginning of DEGE II in 2009, 130 children have completed the academic component and begun the vocational component of the program. Three hundred seventy-seven children have completed the SSA and entered the formal system.<sup>26</sup>

*Persistence and Achievement:* Evaluators found no data on persistence and achievement that was clear, although we believe that the GAAS report of 2011 intended to present this type of data. No research objectives were given, no tables were clearly labeled, no introductions to presentations explained what the data was going to present, and no analysis or conclusions were offered.

### *Equality*

*Communities' Educational Opportunity Perception:* The communities are definitely beginning to see girls and their potential in a different light. Community members are becoming more and more aware that girls have the same rights as boys to be educated. Philosophically, the members of the SMCs and the CCDH are strongly in favor of education for girls, but it is not clear yet that the entire community feels that way.

*Teachers' Gender Sensitivity:* From our observations, there was good girl participation in class. In our first classroom, there were many more boys than girls in the class, but the teacher called on girls and had them come forward to the board as much as the boys. In another classroom, the girls outnumbered the boys, but one particular boy was called on six times, perhaps because he is a good reader and there was some concern, that with evaluators watching, there should be some evidence of good reading skills.

*Children's Perception of Educational Equity and Equality:* The children interviewed by evaluators spoke very positively of equality in the classroom. They explained that in the beginning it was difficult because some of the girls were ashamed to sit next to a boy. But now everyone is used to it, and the boys and girls both say that they are very comfortable in a class where everyone is treated the same. On the other hand, during a discussion of the parliamentary elections that are held in the CEDs, the boys told us that they were advised to "let the girl win the election of officers so that the girls would feel more empowered." This suggests that the NGO people who advised the boys may not yet clearly understand the concepts of equality themselves.

### *Quality*

*Suitable Educational Environment:* The environment of the CED classroom in the larger school complex in Commune V was more student friendly than the environment in the formal classrooms in the same block. The walls were covered with posters and art. There was a hand washing station at the front of the room with a pitcher of water, soap, and a basin to collect used water. The desks were not in rows as in the formal classrooms, but in tight squares that allowed groups of four to six students to face each other and work together as a team to complete assignments and discuss their work. In two of the other classrooms observed, the

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<sup>26</sup> CARE Mali. 2010. "CARE Mali DEGE Project PCTFI Biannual Report. June-December 2010."

room was so small and the desks were so crowded together that the students had to walk through a maze to get to the black board.

*Relevant Educational Content:* The educational content of the readers was completely culturally appropriate. The images in the books came directly from typical Malian households. The curriculum content was the same broad range of subjects taught in formal schools, but perhaps taught in a more relevant way. It seemed as though the reading material and the curriculum made an effort to deal with day-to-day activities that typical poor Malian families experience.

*Child-centered Processes:* Student-centered learning that is active rather than passive, that focuses on comprehension and reflection, and that allows the student to take responsibility for and direct the learning was not really observed in the classrooms. There was mutual respect between the teacher and the students, but there was almost total dependence on the teacher to direct the activity. Teachers and even curriculum developers have no model for this kind of teaching, so it is not surprising that this is a weak area. DEGE II plans to put a heavy emphasis on improving in this area.

### ***Empowerment***

*Supportive Strategic Relations (Decision makers deciding in favor of girls' right to develop):* The SMC, the BOP, and the CCDH engage local leaders in making decisions that will open the way for the expansion of girls' rights in the community. Evaluators did not see specific actions on the part of these community groups, but under DEGE II there will be a focus on engaging communities and local government at all levels.

*Girls' Agency (Girls exercising their rights):* The elections held in the classroom were mentioned by all of the students, both boys and girls, as an example of the empowerment of girls and of children in general. The students are given instruction on the meaning of leadership and types of leadership. Then they are encouraged to run for office. One of the young women evaluators interviewed had been elected prime minister in her CED for two to three years, and she demonstrated the confidence that she has acquired from having been chosen for this position. The students all seemed to have learned a lot from this experience and were very proud to have been elected or to have elected one of their peers to positions of authority in the classroom. Evaluators did not see any of these leaders in action but were told that they could make decisions for the student body and would lead the class if the teacher left the room. When we asked questions to ascertain how much of these leadership skills spill over into daily life, the students gave examples of having been elected the Chief of Grain in their neighborhood or Chief of a group of tailors or dyers of fabric.

*Structural Environment for Girls (Equitable access to basic human services):* Evaluators were told that health services and health information, to include information on HIV/AIDS and sexual health, were brought to the children at the CED. The elders interviewed told us that they thought this education prevented many undesired pregnancies and ruined lives. Under DEGE II,

there are plans to increase the relevance and quality of this information, including discussions and information on incision of girls, early and forced marriages, and violence against women.

## 2. Conclusions: The Common Indicator Framework

These schools have struck a chord with a population that demands a quality education for their children. Attendance at school and the enthusiasm of these young people and their families for the second chance to get an education is palpable, and DEGE is doing all the right things to encourage children, especially girls, to attend and actively participate.

The individuals, families, and leaders who are involved in the PCTFI are very vocal and very positive about “attainment, equality, and empowerment” of girls. Representative remarks from adults include: “These girls say what they want to!”, “If these girls want something, they ask for it.”; “The girls can do things as well as the boys.”; “Women can do things even better than we can if they have the chance!” (said by a man); and “They are just as smart as the boys!” All of the adults we spoke with were very impressed with the fact that a young woman was voted Prime Minister in Commune V and that she retained this office for more than one year. We heard several times the phrase, “If the girl carries the water, the boy can carry the water; if the girl sweeps the floor, the boy can sweep the floor.” The vocabulary has changed; the topic of conversation about girls’ rights has changed.

The scope of this research, however, did not allow us to immerse ourselves over time in the culture to be able to see for ourselves whether or not relationships have changed between males and females. Changing the vocabulary and changing the topic of conversation are certainly the first and very important steps towards bringing about actual long-term change in a society. It may be too early to tell whether or not the girl/woman can now insist that her man use a condom, that the marriage be monogamous, or that the couple produce only a limited number of children. Certainly, however, many of the approaches being used in the PCTFI are sound strategies for bringing about behavioral and attitudinal change.

One very big barrier is the lack of models for what it means to be equal or empowered. In West Africa, for example, “democracy” is used as an excuse for not wearing a bike helmet or driving through a red light. In a culture where “equality” and “empowerment” have different meanings than they do for a Westerner, it is often thought that “women’s rights” means that women get money and jewelry when they want it or that they are free to behave unfairly to others. The concept of empowerment is very difficult to explain in a totally different culture and context. It is very important for the curriculum writers to do the kind of research necessary to identify African women who are empowered and who lead productive lives that can serve as models to Malian girls seeking a better future.

## 2. Recommendations: The Common Indicator Framework

### *Recommendations on improving the quality of education*

*Exercises at each level for each lesson:* The teachers in the CED have a very difficult educational task. They must take up to 30 children of vastly different ages and vastly different educational backgrounds and bring them all up to third or fourth grade reading level within two, or now three years. The materials, although culturally appropriate, do not address different skill levels. The teacher is forced to have the entire class work at the same pace from the beginning sounds of letters to a third or fourth grade level. The solutions proposed by Institute of Popular Education (IEP)<sup>27</sup> are to integrate different subjects into the same lesson plan, teach using interactive methods, and to have the children work in groups of four to five, with good readers serving as mentors to the nonreaders. The Institute has developed a guide for teachers with suggested lesson plans. The teachers we observed have made a big effort to follow these plans and to make their teaching as interactive as possible. It would cost a few thousand dollars, but a well-trained curriculum developer could enrich this program by providing simple reading and numeracy tests to determine the level of each student, followed by two to three different levels of seat work for each lesson plan. Then, within a group there might be three levels of seat work going on simultaneously on the same story, with the better students continuing to help the others: the good readers could write the reports at their level; the middle-level students could have a written exercise at their level; and the nonreaders could practice writing the new words and developing short sentences.

*Visual materials:* NGOs in general and UNICEF often have large collections of laminated, multi-colored posters on various health subjects, for example, which could perhaps be copied by the schools as learning aids.

*Other resources.* The adult literacy programs have developed small lessons on very practical every day issues in health, agriculture, and child raising. Perhaps the CED could reprint or exchange lessons that have already been developed to give children more materials to read and work with.

*Training for IEP and the teachers in how to enliven the lessons:* The teachers we saw were very sincere and worked hard to make their lessons interesting. With some training and some work on the lesson plans, however, the teachers could learn to make the lessons much livelier and more memorable. More use should be made of bright colored visuals of all sorts. More use also should be made of learning aids, which could be made by parents using rocks, cans, beads, etc. Most teachers are good at developing sketches and with help to develop sound lesson plans, they could incorporate theater and games to teach almost everything at no extra cost, to supplement the meager resources in books. Each lesson should engage all the senses at some point during the lesson: sight, sound, and feel, physical manipulation of something related to

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<sup>27</sup>The Malian agency who wrote the CED curriculum for CARE as well as for all the other CEDs

the subject, as well as reading, talking, and listening. The more senses that are engaged, the more likely that all students will learn the new skill or knowledge.

*More student-centered learning activities:* With some help from some curriculum development experts, the program could incorporate more activities in which the students themselves direct the learning. Perhaps the students in each group are given a different topic to research. This could involve interviewing people, writing biographical stories about important people in the community, or selecting a product to produce and sell in the community. If one exercise like this were added per month, it would make a difference in the children's self-confidence.

*Incorporating more practice of a vocation throughout the basic education component:* As mentioned earlier in this paper, lesson plans could be developed around each potential vocation. Each lesson would include at least one day actually practicing the skill they are considering as a career. Health lessons, safety, calculations, and many other aspects could be built into the lesson plan.

*The question of French: perhaps a simple greeting and short dialog every day so they can talk to their peers:* The children need to be able to speak French on the street and to be able to function in their trade in French. Twenty minutes per day the first thing in the morning could be devoted to a simple dialogue in French. It could start with simple greetings that they can practice every day with their friends. It could move to dialogues about one trade at a time, for example, a dialogue could be about a woman who comes to the fabric dyer to negotiate the price of six meters of cloth dyed in a certain color and a certain design. This small effort would give children the tools to begin conversations in French and make these students more acceptable to their peers.

*Vocational training and insertion.* An ILO study (2002) advocates skills training for self-employment as a step for long term economic stability, but the ILO warns that these would-be entrepreneurs seldom have the capital and resources to carry this out on their own. The PCTFI participants also seem to be having problems with setting up their own businesses, and evaluators heard many complaints that they were unable to get the space needed to set up a small business. The idea of having every trained graduate of the program become an entrepreneur may not be feasible. Students have begun to form cooperatives. Perhaps this and other possibilities should be examined.

### ***Recommendations on empowerment***

The program should continue to use or consider using strategies and tactics such as the following:

*Introducing topics such as equality and empowerment in the classroom, and structuring class activities around discussion in groups.* Discussion and group problem solving among peers is one of the best ways that adults, and in this case, young adolescents, learn. At this important time in their lives, group problem solving could help to strengthen moral beliefs and responsible behavior.

*Developing case studies that can be distributed to each group on each new topic of discussion.* The case study would introduce two to three characters who are interacting around a potential conflict such as who will wash the dishes or whether or not to have sex. The group would have to discuss the possible resolution to the problem and come to a consensus on how to resolve it. This type of activity would develop problem-solving skills and improve communication between the sexes.

*Finding ways to have community representatives serve as advocates for girls' rights.* The original design of the program was to have CCDH groups in every community, but they did not work. The program set up the BOP groups at the commune level to assure that the CCDH groups functioned. It might be worthwhile to dig deeper and figure out why the CCDH groups did not work on their own and why they needed to be "supervised" by a higher authority. By having an open discussion on how to increase awareness of equality at the community level, the participants might come up with a better solution than the one in the original design.

## B. Advancing PCTFI Global Objectives

### 1. Initiating programming that makes a difference

CARE and PCTFI have definitely made a difference in the lives of the students involved and of their fellow community members. The words spoken by those who were interviewed suggest that the biggest difference, however, is not in the area of changed perception of girls' roles, but in the sheer increased opportunity to go to school.

### 2. Generating new knowledge and moving knowledge to action

CARE has done an outstanding job of continually assessing and applying lessons learned to modifications in the program plans from year to year. In other words, they are very good at moving knowledge to action. CARE's weakness in this area is that the reports do not give measurable data that can allow comparison and assessment of progress. CARE's attempt to transition requires, according to the Brief #5, a documentation of societal changes, rather than the usual counting of numbers served, etc. In order to assess success, however, some things need to be counted using numbers.

There seems to be no standard way of reporting key indicators such as attendance, retention, persistence, or achievement. There are conventional measures accepted globally for these figures that allow comparison between countries. Care Mali has been fortunate to have several studies conducted by highly qualified researchers who were able to clearly document findings, analyze the significance, and make concrete recommendations. But other studies seem never to have been completed and consist only of many pages of raw data, without research questions, analysis of findings, or conclusions. CARE should be careful to accept only researchers who are qualified to correctly conceive, conduct, and analyze the study, so that the

knowledge base can be increased, as it clearly was with the three studies mentioned above under Section I, A .

1. Deepening CARE's cross-sectoral knowledge and experience base

CARE's courageous tackling of the world's greatest problems -- poverty and marginalization -- and its holistic approach to solving these problems, means by definition that health, education, nutrition, work, economics, and governance cannot be separated from the overall goal of educating girls.

2. Strengthen CARE as a learning organization

Several suggestions have already been made, such as the following:

- deciding which data to report, and how to report it more clearly
- using only very competent researchers and report writers
- giving GAAS a model of how to report figures it is measuring.

3. Positioning CARE as a global partner and knowledge resource

CARE can do more to publish its findings in peer review journals and to analyze the implications of those findings. They could also hold a conference with experts from around the world on the issues addressed by PCTF and Power Within.

### C. Advancing Power Within: Empowering Girls to Learn and Lead

1. The progress towards the goal: To enable 10 million girls around the world to complete their primary education and develop leadership skills.

In Mali, the numbers served by CARE in the PCTFI are small, but the information garnered by the initiative about how to improve the lives of girls is rich and will contribute to global efforts to education and empower girls. DEGE II has had the effect beyond just sending a few hundred girls to school; it has given isolated and underserved communities hope that they can indeed start community schools, and with enough enthusiasm and effort, these schools will be picked up by the ministry and will become formal schools supported by the ministry with teachers and books and materials.<sup>28</sup>

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<sup>28</sup> See section 3- i for discussion of cost effectiveness

## 2. Progress against the three Power Within Objectives

CARE has developed a Power Within Theory of Change and Program Framework,<sup>29</sup> which is based on three domains of change:

- Increase the number of girls completing primary school;
- Build girls' leadership skills; and
- Advocate for the rights of girls

Based on extensive data, the model identifies 10 critical program pathways to achieve the goal of enabling 10 million girls to complete their primary education and develop leadership.

### ***PW Domain of Change #1, Increase the number of girls completing primary school***

For this domain, four critical program pathways have been proven to lead to achievement of the overall goal:

- Provision of and access to quality equitable education
- Gender-sensitive programming
- Enablers of school transitions
- Learning opportunities for older girls

This objective and set of pathways is where CARE Mali's DEGE program is the strongest.

#### *Provision of and access to quality equitable education*

CARE DEGE is increasing access to education for girls in several ways.

- Where girls are too young to enroll in the DEGE program, CARE will advocate for and push communities and local government to build more formal schools.
- If a girl is already a high level reader (third, fourth, or fifth grade), she may enter the SSA directly and transition to formal school as a result of a good exam score. If she needs to improve basic skills, she may go to the CED then to SSA, and finally transition to the formal school.
- The CEDs provide an opportunity for many non-schooled and dropouts to complete a basic functional education that they would otherwise not be able to do.

CARE works hard to increase educational access for girls in Mali, and although the numbers are small up to now, the program model has been successful in getting communities and ministry to build more schools, both formal and nonformal.

#### *Gender-sensitive programming*

Gender sensitivity is given a lot of attention in the CED curriculum, and teachers are trained to treat boys and girls in the same manner in the classroom. During this evaluation, the team observed that within the confines of the classroom large strides have been made in making classrooms gender sensitive.

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<sup>29</sup> CARE Atlanta. (2009). The Power Within Frequently Asked Questions. (November 2009).

### *Enablers of school transitions*

The SSA or *passerelle* was adopted and supported by CARE DEGE after the situational analysis revealed a strong demand for formal schooling on the part of parents and communities, providing the opportunity for eligible youth to transition into the formal school system.

### *Learning opportunities for older girls*

The focus of Power Within is girls 10 to 14 years of age, and DEGE is the perfect fit for older girls who decide they want to get an education. They can enter the CED at any age from 12 to 18, complete the basic education in three years, and then go on to either prepare for and enter a career or go through the SSA to enter formal education.

### ***PW Domain of Change #2, Build girls' leadership skills***

For this domain, there are three critical program pathways that have been proven to lead to achievement of the overall goal:

- Diverse extracurricular activities for girls;
- Girls' participation in voluntary civic actions; and
- Social networks for girls.

This objective has been more difficult for CARE to address in Mali, but the DEGE II work plan, if achieved, will address a number of issues in this area.

### *Diverse extracurricular activities*

First, there are very few, if any, extracurricular activities for girls in the DEGE program except doing housework for the teacher. Over the last 40 years in the United States, the government has tried to pass laws and policies to provide a level playing field for girls. As a result, girls have excelled and emerged as leaders in several fields: girls' athletics; academic success; and careers that build on women's innate social skills and strong focus on cooperation and teamwork.

We recommend that CARE explore a partnership with Right to Play, a wonderful program of life skills through the vehicle of soccer and other sports. This program was originally developed to promote HIV prevention but can be applied to any youth-oriented educational program. It seems to this writer that Right to Play-type activities would facilitate the emergence of girl leaders in a fun and exciting way that is nonthreatening to the community, whereas the almost artificial leadership roles that are being tried in the CED classroom and communities may not have the same desired long-term effect hoped for by the program.

### *Girls' participation in voluntary civic actions*

Given the opportunity to attend, having various barriers removed, and providing regular deworming and other health measures, doors on the latrines, reduced work load at home, etc., many girls will excel at school and even do better than their male counterparts. Many of the girls will assume leadership roles in the classroom if activities are designed to be student led and learning becomes more student-driven.

Care should be taken, especially since so many of the teachers are men, to develop activities that appeal to girls and build upon their strengths. This might include activities in which girls collaborate with women's groups to organize community clean ups, soap making, baby food making, or other health- or education-related activities.

*Social networks for girls:* We must not forget that strong social networks exist in communities among girls and women but they are usually based on kinship or exchange of gifts at ceremonies. Sensitivity to existing networks and building on girls' interests could enhance the efforts to build networks.

### ***PW Domain of Change #3, Advocate for Girls' Rights***

There are three critical program pathways that have been proven to lead to achievement of the overall goal:

- Elimination of harmful traditional practices;
- Reduction of risk and vulnerability; and
- Role models, mentors, and champions for girls.

This objective is even more difficult for CARE Mali to carry out.

#### *Elimination of harmful practices*

Traditional practices such as female genital mutilation (FGM) and early marriage depend on changes in knowledge, attitudes, and practice in the entire society, not just among girls. Evaluators have already recommended the incorporation of stories and reading and discussion exercises on these delicate subjects, but arriving at a well thought out and effective strategy that is feasible in the PCTFI context will require a great deal of research and discussion.

#### *Reduction of risk and vulnerability*

Having girls in school instead of selling things or walking around the streets is the first step to safety for them. Learning to say "No" is a very important exercise of one's rights, based on self-esteem, and is one of the life skills taught very well in the Right to Play materials.

#### *Role models, mentors, and champions for girls*

Evaluators recommend that CARE devote some energy to the task of identifying women role models, preferably Malians. Their stories can become reading lessons, case studies for exercises in class, and extra reading materials for those who are better readers. Local role models could visit classes, or girl students could spend half a day with these women in their work place or income-generating activity.

### 3. The Program Approach<sup>30</sup>

The PCTFI-funded CARE program in Mali represents a long-term commitment to the reduction of the marginalization of children, especially girls, and of the fundamental causes of poverty. PCTFI passes the test of program as opposed to project because it seeks to bring about positive changes in the human condition by creating an enabling environment. PCTFI works with the complex set of resources available in the setting and it bases its interventions and approaches on sound research in the form of a situational analysis. In terms of sustainability, PCTFI is developing a model that involves critical stakeholders, advocacy for policy reform, and work towards the spread or adoption of this model by the local stakeholders. The PCTFI model in Mali uses a theory of change that involves critical pathways proven to lead to the achievement of the overall goal (see above).

CARE has been very strong in engaging in reflection after the situational analysis. Where it is perhaps weakest is in the process of impact evaluation. Although the PCTFI program in Mali is doing very good work, the six-month reports are almost completely in narrative form, making it very difficult to identify and assess impact. It appears that GAAS has attempted to assess and report several indicators, including achievement, but their reports are unreadable. There are no labels on tables, no introductory explanations, no transitional statements, and no analysis, conclusions, or recommendations. To be a true learning organization and to achieve programs instead of projects, CARE must attend to the way impact is measured and reported, including measuring and reporting globally recognized indicators.

#### D. Cost Effectiveness: Mali DEGE

Year	Number of Beneficiaries	Program Cost	Cost per Student
2007-2008	Not available	\$394,168	*
2008-2009	Not available	\$600,000	*
2009-2010	Not available	\$287,378	*
2010-2011	358	\$366,885	\$1,024

\* - unable to calculate based on available data.

Although the numbers of children enrolled is not entirely clear, it appears that the program is quite expensive.

We recommend that the program be strategic about eventually making these schools part of the national education system. For this reason, such expenses as uniforms and separate buildings belonging to the program should be abandoned, as these expenses will not be covered by the national education system. The program should systematically examine expenses to see which ones could be eliminated. The installation of the committee to ensure the functioning of the Human Rights group would seem to be an example. If something does not work, it should be dropped and another way found to achieve the same goals.

## **IV. Looking to the Future: Recommendations**

### **A. Strengthening the Impact: Tools, methods, partners, and other resources that may be employed**

The current partners are very enthusiastic about PCTFI. Some other suggestions have been made in this document, such as adding a good curriculum development advisor (perhaps from a university in the US or Canada), and seeking partnerships with such organizations as Right to Play to add extracurricular approaches to leadership and life skills.

### **B. Possible Changes to Program Direction**

The only changes in direction that have been suggested are the following:

- Enrich the curriculum by developing materials at different levels to simultaneously engage students at all levels at the same time on the same topic.
- Infuse more fun in the learning, while making the curriculum more student-centered, by using more games, drama, dance, and song.
- Enrich the life skills and leadership components by adding sports and other extracurricular activities, such as partnering with Right to Play.

### **C. Opportunities for Scale-Up and Greater Impact**

The CARE Mali DEBE PCTFI Bi-Annual Progress Report for the period June –September, 2010, lists the following characteristics of effective scaling-up in education:

- Spreading the innovation through the implementation of reform practices at additional sites or in additional groups at the same site.
- Creating depth of the innovation through a significant improvement, this is enacted in meaningful ways.
- Ensuring sustainability of the innovation through policy and infrastructure systems in place to support continued improvement
- Shifting the ownership of innovation by transferring knowledge and authority to others to sustain the reform, thereby fostering continuous improvement and further scale-up.

Experience also has demonstrated that to be effective, scaling up is both an interactive and iterative process that demands continuous re-examination and learning about what is being done.

As the report points out, a number of steps have been taken already that will contribute to the sustainability and scalability of the program. Under DEGE Phase I, key local actors and decision-makers were involved as much as possible in the decision-making process for the project. In Phase II, DEGE plans to advocate for more ministry engagement (to provide accreditation and

integrate modifications into the curriculum), and for more formal education opportunities for children in the targeted areas. In addition, constant monitoring assesses the effect of the program on the target community, and staff has sought external support and alliances with others working in the same field. The fact that local educational structures are supported by the project and that local initiatives are encouraged both help to increase the sustainability and scalability of the project.

This report also makes another important point in considering strategies for scaling up. There is a history of donors and NGOs working outside of the system in Mali,<sup>31</sup> as when in the 1990s USAID introduced a parallel education system, in which they introduced community schools through World Education and Save the Children US. This opened the door to private schooling, and the government reacted by legally recognizing and incorporating all the community schools into the official primary school list. Today, community schools are the largest delivery system for primary schooling in Mali.<sup>32</sup>

The Stromme Foundation is currently developing a SSA program for out-of-school youth who are too old to enroll in primary school and too young to enroll in a CED.<sup>33</sup> This bridge school began in 2004 and helps children transition into grades three to five, depending on the results of their exam. The program is being examined closely by the ministry to see if it is scalable and sustainable.

Both of these are examples of important innovations that were carried out without official sanction of the government. The innovations were developed, tested, and carefully monitored to see if they were sustainable and scalable. Then the government stepped in and changed the necessary policies and claimed ownership of the innovation.

CARE is a courageous organization and is innovating with cutting edge approaches to solving age-old problems. School systems are by their very nature conservative and do not usually take an expensive risk rather than do what they already know. It often takes a CARE or Stromme Foundation to be the early adopters who will take the risk of trying out an innovation, monitoring it carefully, making corrections as needed, and then doing the innovation in a form that is feasible, affordable, and acceptable to the government or others to adopt.

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<sup>31</sup> CARE Atlanta. "CARE Mali DEGE Project Patsy Collins Trust Fund Initiative Bi-Annual Progress Report, June – December 2010."

<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

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**Annex**

## Questionnaires

### Guide Groupe Focus – Les élèves –filles/garçons

Date : / \_\_\_ / \_\_\_ / 2011 Site \_\_\_\_\_ Enquêteur \_\_\_\_\_

#### PREALABLE

- **Salutations, politesses. Se présenter. Expliquer que le but de cette discussion est de nous aider à comprendre mieux le programme Patsy Collins et Power Within, pour nous permettre une amélioration du programme.**
  - **Expliquer le rôle de chacune des enquêtrices.**
  - **Expliquer que l'anonymat sera requis dans le traitement des informations**
  - **Toutes les idées sont les bienvenues autrement dit il n'y a ni de bonnes réponses ni de mauvaises réponses car on souhaite comprendre l'expérience de tout le monde.**
- 

**1. Est-ce que vous pouvez nous dire vos souhaits pour l'avenir ?** (*Can you please tell us your desires/wishes for the future ?*)

#### **Probe :**

- Qu'est-ce que vous souhaitez pour la vie à l'avenir? Quel sont vos souhaits les plus importants pour vous ? (*Do you have a vision for the future in your life ? What are your most important wishes for the future?*)

**2. On voudrait aujourd'hui parler de vos expériences à l'école. Expliquez-nous comment vous trouvez votre expérience à l'école ?** (*We would like to talk today about your experiences at school. How do you find your experience at school?*)

#### **Probes :**

- Est-ce que vous vous sentez respectées en classe ? Par l'instituteur/trice ? Par les filles/garçons ? Par d'autres filles/garçons? Expliquez. (*Do you feel respected at school ? By the teachers? By the girls/boys? By the other girls/boys?*)
- Est-ce que vous vous sentez que l'instituteur/trice s'intéresse à vous ? Expliquez comment vous le savez. (*Do you feel that the teacher is interested in you ? How do you know?*)
- Selon vous, est-ce que l'instituteur/trice traitent tous les élèves de la même façon ? Expliquez comment vous le savez. (*In your opinion, does the teacher treat all the students in an equitable manner? How do you know this?*)
- Qui est impliqué dans les activités par l'instituteur/trice ? (*Who does the teacher involve the in activities ?*)
- Qui l'instituteur/trice interroge-t-il? (*Who does the teacher call on?*)
- A qui l'instituteur/trice donne-t-il les tâches dans la classe ? (*To whom does the teacher give tasks class?*)
- A qui l'instituteur/trice donne-t-il les travaux (de ménage de la classe) ? Comment ? (*To whom does the teacher give (housekeeping) chores at school? Explain.*)

**3. Maintenant on voudrait discuter votre participation en classe. Est-ce que vous participez activement en classe ? Pour quoi?** *(Now we would like to talk about your participation in class. Do you participate actively in class ? Why?)*

**Probe :**

- Est-ce que vous parlez souvent en classe? Est-ce que vous levez la main souvent en classe? Est-ce que vous aimez cela ? Pourquoi ? *(Do you speak up often? Raise your hand often? Do you like that? Why?)*
- Est-ce que vous avez reçu l'instruction pour renforcer la capacité de diriger les autres? Expliquez. *(Have you received instruction to strengthen your ability to lead others? Explain.)*
- Est-ce que l'enseignant vous donne l'occasion à diriger une activité ou groupe en classe? Expliquez. Est-ce que vous aimez cela? Pourquoi? *(Do you have opportunities to lead or direct an activity or group? Describe. Do you like that? Why?)*
- Est-ce que l'instituteur/trice vous donne de la responsabilité de temps- en- temps en classe? Comment ? *(Does the teacher give you responsibility in class from time to time? Explain)*
- Est-ce que vous avez l'occasion à diriger une activité ou des autres élèves en dehors de la classe ? (clubs ? sport ? dans la communauté ? à la maison ?) Expliquez. *(Do you have the opportunity to direct or lead an activity or your peers outside of class? in clubs? in sports? in the community? at home? Explain.)*

**4. Parlons de vos idées de l'avenir. Quels sont vos attentes en termes d'éducation ?**

**Vous pensez continuer jusqu'à quel niveau ? Expliquez.** *(Let's speak of the future. What are your expectations in terms of education? You intend to continue to which level? Explain.)*

**Probes :**

- Qu'en pensent vos parents ? Pourquoi ? *(What do your parents think of that idea ? Why?)*
  - Que voyez-vous comme travaux ou métiers possible pour vous quand vous deveniez adultes ? *(What do you see as possible work or career choices for you when you become adults?)*
  - Qu'en pensent vos parents ? Pourquoi ? *(What does your family think of that idea ? Why?)*
  - Est-ce que vous le discutez avec d'autres filles ? Avec d'autres élèves à l'école, y compris les filles/garçons? Comment ? *(Do you discuss this with other girls/boys? With your other peers including the girls/boys? Explain.)*
  - Quels sont les barrières possibles à réaliser ce rêve ? Comment vous pourriez les surmonter ? *(What are the possible barriers to achieving that dream ? How can you overcome these barriers?)*
  - Qu'est-ce qu'il faut pour que votre vision deviennent une réalité? *(What is needed for your vision to become a reality ?)*
- 5. Est-ce que vous pouvez comparer votre expérience dans ce programme et activités antérieur de ce programme ? Expliquer s'il y a une différence.** *(Can you compare your experience in this program with prior activities before this program began? Explain if there is a difference.)*

6. **Si vous pouvez changer quelque chose pour vous aider à remplir vos souhaits pour votre vie, que feriez-vous ?** (If you could change something to help you fulfill your dreams for your life, what would you do?)

### **Remercier les élèves.**

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### **Guide d'Entretien – Le Personnel du Bureau National**

1. S'il vous plaît expliquer votre perception du programme. (*We've read about the \_\_\_\_ program, but we'd like to hear how you explain it.*)
2. Qu'avez-vous appris de l'analyse situationnelle que vous ne savez par avant ? (*What did you learn from the situational analysis that you didn't know before?*)
3. Comment avez-vous utilisé cette information dans la mise en œuvre du programme ? (*How has that information been used in program implementation?*)
4. Quelles pratiques du programme étaient le plus effectives selon vous? (*What do you consider the most effective, innovative practices in the \_\_\_\_\_ program?*)
5. Quelles pratiques du programme étaient le plus innovateurs selon vous? (*What do you consider the most innovative practices in the \_\_\_\_\_ program?*)
6. Quelles pratiques doivent être reproduites dans d'autres écoles, selon vous? (*What do you think should be replicated/scaled-up?*)
7. Que voudriez-vous changer pour améliorer le programme? (*What would you like to change to make the program even better?*)
8. Pour renforcer le programme: (*To strengthen the program :*)
  - Y a-t-il des méthodes que vous voudriez incorporer dans le programme? (*Are there methods you would like to incorporate?*)
  - Y a-t-il des outils que vous voudriez ajouter? (*Are their tools you would like to add?*)
  - Y a-t-il d'autres partenaires que doivent être impliqués ? (*Are there additional partners that should be involved?*)
9. Votre programme adresse-t-il toutes les quatre dimensions du Cadre commun d'indicateurs? (*Does your program address all four dimensions of the CIF?*)
10. Collectionnez-vous des données sur tous les 12 indicateurs ? D'une façon qualitative ? D'une façon quantitative? (*Are you collecting information or data on all 12 indicators? Qualitative? Quantitative?*)
11. Maintenant que vous avez de l'expérience du Cadre commun d'indicateurs, pensez-vous qu'il peut être amélioré ? Comment ? (*Now that you have some experience with the CIF, do you think it could be improved? How?*)
12. Quels bénéfices ont été apportés à votre bureau national en étant un membre de la Cohorte 1 ? Y a-t-il des désavantages ? (*What benefits have there been to your CO in being a member of Cohort 1? Any disadvantages?*)
  - CO autonomy?
13. Quelle sorte de support avez-vous reçu d'Atlanta pour soutenir votre programme PCTFI? Quelle aspect de ce soutien a été le plus important ? (*What kind of support have you received from Atlanta in support of your PCTFI program? Of this support what has been most important to you?*)
14. Quelle sorte de soutien que vous ne recevez-pas aimeriez- vous avoir? (*What kind of support are you not receiving that you would like to get?*)
15. En ce qui concerne le changement à l'approche programmatique, qu'est-ce qui est bon, selon vous ? (*What has been good about the change to a program approach?*)

16. En ce qui concerne le changement à l'approche programmatique, est-ce qu'il y a des choses qui vous manquent? (*Are there any things that you value that have been lost in the change?*)
17. Est-ce que vous pouvez citer les cinq objectifs globaux du programme PCTFI ? Parmi eux, dans lesquels votre bureau a-t-il été impliqué (*The PCTFI has five global objectives; can you name them? Which of the objectives has your CO been involved in?*)
18. Le don PCTFI a fourni l'opportunité pour CARE de travailler dans le domaine de l'éducation pour les filles et de travailler contre la marginalisation des filles. Vous êtes d'accord de la façon d'utiliser ces fonds ? Selon vous y a-t-il des meilleures façons de les utiliser pour rendre durable les changements pour les filles? (*The PCTFI bequest has provided an incredible opportunity for CARE to work on girls' education and marginalization. Do you agree with how the money from the fund is being used? Can you think of better ways to use it to create sustainable change for girls?*)
19. Quel est le rapport entre le programme Cohorte 1 et le Power Within?  
 Quel est le rapport entre le programme Cohorte 1 et l'approche programmatique ?  
 Quel est le rapport entre le programme Cohorte 1 et d'autres programmes du bureau national ?  
 Selon vous pourrait-on renforcer l'intégration de ces programmes ? Expliquer.  
 (*What is the relationship between being a Cohort One program and*
  - *Power Within?*
  - *The Program Approach?*
  - *Other country office programs?**Could these relationships be further developed? How?*)

## Guide d'Entretien des Partenaires

### Partner Interview Protocol

*(These questions should cover the five objectives of the evaluation and the topics listed in the deliverables.)*

Présentations. Expliquer que nous sommes là pour une évaluation du programme CARE qui s'agit de l'éducation pour les filles dans les écoles. (*We've asked to interview you because we understand that you are familiar with CARE's \_\_\_\_\_ program.*)

1. D'abord, est-ce que vous pouvez nous donner votre perception du programme? (*We've talked to a number of people and read about the \_\_\_\_\_ program, but we'd like to hear your understanding of it.*)
2. Selon vous, quelles sont les pratiques les plus efficaces du programme?  
 Selon vous, quelles sont les pratiques les plus innovatrices du programme?  
 (*What do you consider the most effective, innovative practices in the \_\_\_\_\_ program?*)
3. Que voudriez-vous changer pour améliorer le programme? (*What would you like to change to make the program even better?*)
4. Pour renforcer le programme: (*To strengthen the program :*)
  - Y a-t-il des méthodes que vous voudriez incorporer dans le programme? (*Are there methods you would like to incorporate?*)
  - Y a-t-il des outils que vous voudriez ajouter? (*Are there tools you would like to add?*)
  - Y a-t-il d'autres partenaires que doivent être impliqués ? (*Are there additional partners that should be involved?*)
5. Pensez-vous que certaines des pratiques doivent être reproduites dans d'autres écoles? (*Do you think any of the activities should be replicated or scaled-up?*)

6. Connaissez-vous les indicateurs du programme? Des standards de qualité ? Qu'en pensez-vous ? *(Are you familiar with the Common Indicator Framework? What do you think of it?)*
- 

### **Guide de la Première Réunion de Réflexion**

- Revoir le but de l'évaluation *(Review purpose of the evaluation)*
  - Demander aux employées d'expliquer leurs attentes et leurs soucis de l'évaluation. *(Ask staff to talk about hopes and fears for the evaluation.)*
  - Quels sont les meilleurs aspects du Renacer/DEGE? *(What are the best parts of this Renacer/DEGE?)*
  - A votre avis quel sont les plus grands gaspillages du temps dans le projet ?
  - A votre avis quel sont les plus grands gaspillages de l'argent dans le projet? *(What are the biggest wastes of time? money? in the project?)*
  - Si vous pourriez reformuler le projet, que changeriez-vous? *(If you could re-conceptualize the project what would you do differently?)*
  - Si vous pourriez reformuler Power Within, que changeriez-vous? *(Thoughts on Power Within?)*
  - Si vous pourriez reformuler l'approche programmatique, que changeriez-vous? *(Thoughts on the program approach?)*
  - Si vous plaît je voudrais savoir votre perception du soutien d'Atlanta: C'est trop de soutien? Cela ne suffit pas ? Qu'est-ce qu'il faut changer? *(Support from Atlanta: Too much? Too little? What needed different?)*
  - D'autres commentaires? *(Anything else?)*
- 

### **Guide de la Réunion Finale de Réflexion**

- Les réactions au processus? Points positives? Points négatives? *(Reactions to the process so far: Good? Bad?)*
  - Comment auriez-vous aimé qu'il soit différent ? *(How would you have liked it to be different?)*
  - Les données, des conclusions, des recommandations *(Basic findings, conclusions, recommendations)*
  - La réaction aux données, aux conclusions, et aux recommandations. *(Reactions to basic findings, conclusions, recommendations.)*
-