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MALI GIRLS LEADERSHIP AND EMPOWERMENT THROUGH EDUCATION

Mid-project Research Study Report

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MALI GIRLS LEADERSHIP AND EMPOWERMENT THROUGH EDUCATION MIDLINE REPORT

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DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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ACRONYMS

ASC	Accelerated Schooling Center
CERIPS	Centre d'Etudes et de Recherche sur l'Information en Population et Santé
CGS	School Management Committee
GLEE	Girls Leadership and Empowerment through Education
FGD	Focus Group Discussion
KII	Key Informant Interview
SRGBV	School-related Gender-based Violence
STS	School-to-School International
USAID	United States Agency for International Development
YA	Youth Ambassador

EXECUTIVE SUMMARY

EVALUATION PURPOSE

The Mali Girls Leadership and Empowerment through Education (GLEE) mid-project research study seeks to assess what GLEE project approaches are working well and the factors required for adolescent girls to continue to access education and to transition into formal schools, especially in conflict zones. The research also aims to examine differences between the two intervention regions. The research findings will enable the project team to measure performance, understand the reasons behind project successes and challenges, and adapt interventions as needed in order to scale the project up in the high-conflict zone of Mopti.

PROJECT BACKGROUND

Funded by the United States Agency for International Development (USAID), Mali GLEE is a three-year project that seeks to increase girls' educational opportunities in the country. GLEE's purpose is to increase access to education for adolescent girls aged 10 to 18 in target communities in the regions of Kayes and Mopti. Winrock International and its partners implement the project in an unstable security context and one in which children and adolescents continue to face many barriers in accessing quality education. Three objectives support the project's overall goal:

1. Decrease key barriers of adolescent girls to access quality education;
2. Improve the safety of adolescent girls in schools and their communities; and
3. Increase knowledge and adoption of positive health behaviors among adolescent girls.

EVALUATION QUESTIONS, DESIGN, METHODS AND LIMITATIONS

The Mali GLEE mid-project study seeks to answer the following research questions and related sub-questions:

- 1. What proportion of adolescent girls enrolled in the GLEE project are progressing as anticipated? What is the attrition rate for girls who complete the nine-month Accelerated Schooling Centers (ASC) program, sit for exams, and successfully transition and enroll into primary and secondary schools?**
 - a. What reasons do girls who have remained in project interventions give for their successful participation?
 - b. What reasons do girls give for reenrolling?
 - c. What reasons do girls who have dropped out of project interventions give for their attrition?
 - d. What barriers did girls identify for dropping out of GLEE?
 - e. What reasons did girls give for transitioning into formal school?
 - f. What reasons or barriers did girls give for not transitioning into formal school?
- 2. What are the barriers to access to education for adolescent girls in target areas? What barriers do girls with disabilities face?**
 - a. What barriers are addressed by the GLEE project? Which barriers remain unaddressed?
 - b. What additional barriers exist due to COVID?

- c. What motivates GLEE families to send their children to school? What factors influenced these motivations?
 - d. How has COVID impacted family motivation?
- 3. **What are the relevant support services needed for adolescent girls in ASCs or in formal schools to stay in school? What supports are needed to mitigate barriers presented by COVID? What support services are needed by girls with disabilities to stay in school?**
 - a. Which services provided by the GLEE project are most effective and less effective?
 - b. What supports can family members provide in COVID contexts?
 - c. Which gaps in support service needs remain unaddressed?
 - d. What supports do family members need to be able to support girls to stay in school?
- 4. **What challenges do ASC graduates face in transitioning to formal schooling? What factors must be in place to ensure a smooth transition to government schools?**
 - a. To what extent does GLEE support an ideal environment for teachers to successfully integrate ASC graduates? What factors must be considered in high-risk zones?
 - b. What challenges do school management committees (*comités de gestion scolaire* or CGSs) face when accommodating children transitioning from ASCs to their primary schools?
- 5. **How are ASC graduates performing in formal schools following their transition from ASCs?**
- 6. **Which GLEE interventions are most likely to be sustained after the project?**
 - a. Is the project engaging the right stakeholders?

To answer the six research questions and related sub-questions, the research team primarily used qualitative data collection methods such as semi-structured key informant interviews (KIs) and focus group discussions (FGDs). The research team developed seven new qualitative tools to use during fieldwork. Ten communities were sampled for data collection. Respondents sampled for this study include government officials¹ and community leaders; school-level respondents, including adolescent girls, teachers, and principals in primary and secondary schools; community-level respondents, including members of the school management committee (*comités de gestion scolaire* or CGSs), local healthcare providers, GLEE mentors, youth ambassadors (YAs), and peer educators; and household-level respondents, including girls attending ASCs, ASC facilitators, and girls who have dropped out of the intervention as well as their heads of household.

In March 2020, the research team trained enumerators with the Centre d'Etude et de Recherche sur l'Information en Population et Santé (CERIPS) in Bamako. Data collection was postponed indefinitely, however, due to the onset of the COVID-19 global pandemic. Study activities resumed in November 2020, with two refresher trainings conducted prior to data collection. Eight enumerators were divided into four teams of two persons each. Each team consisted of an interviewer/FGD facilitator and a notetaker. Data collection occurred from November 22 to December 6, 2020, with enumerators completing the targeted number of 38 KIs and 20 FGDs.

The qualitative data analysis methodology incorporated an iterative approach and included thematic content analysis of narrative data to identify and validate emerging themes. A researcher ultimately

¹ Government officials included solely mayors.

imported all the notes into Nvivo 12, a qualitative research software program. Analyses focused on identifying and examining salient themes for each evaluation question among respondents.

The study methodology presented some limitations. First, the data collection timeline precluded a more robust piloting and revision process of the mid-project study data collection tools. Second, many of the items in the KIs and FGDs relied on responses to questions about sensitive subjects, which respondents may have been uncomfortable discussing. Third, respondents' knowledge of GLEE varied. Adolescent girls and their parents were generally not as familiar with the GLEE project as teachers, administrators, and government officials.

FINDINGS AND CONCLUSIONS

Girls' successful participation in GLEE: It is evident that the girls targeted by the project have taken to heart messages about the importance of girls' education and other related issues from teachers, peer educators, YAs, and healthcare providers. Girls' responses in FGDs confirm other respondents' beliefs about why girls have remained in school. Although responses varied, the girls' FGDs shared a common thread. Girls know education is beneficial for their future, and they want to see that future come to fruition by staying in school.

Girls' reasons for dropping out of GLEE activities: Girls enrolled in GLEE interventions as well as teachers, school directors, and other respondents cited many reasons why they believed girls dropped out, including time-consuming household obligations, like cooking and gardening; early marriage; financial demands, including gold mining in the region of Kayes; parents and girls not understanding the importance of education; school-related gender-based violence (SRGBV); and, for a few girls, a dislike of school. KIs with girls who dropped out of GLEE and their heads of household confirmed what other respondents said were the reasons girls dropped out.

Barriers to access to education and GLEE's response in address them: Some of the barriers to accessing education among adolescent girls include household duties and obligations, financial demands, early marriage and pregnancy, parents' lack of awareness of education's importance, SRGBV, and a dislike of school. Additional barriers identified by respondents included financial difficulties in paying school fees and purchasing school supplies, as well as missing school due to menstruation.

Respondents overwhelmingly responded that GLEE addressed the biggest barrier that families said they faced in sending their girls to school during the baseline study—the lack of money to pay school fees. In addition to financial support, GLEE raised parents' and communities' awareness of the importance and benefits of educating girls. Some cultural barriers to access to education remain too entrenched for GLEE to address completely despite its best efforts. Respondents noted that GLEE could target its messaging more frequently at broader audiences than just girls themselves to address barriers like early marriage, as well as girls' conflicting priorities at home—completing schoolwork and performing household duties.

Impact of COVID-19: Most respondents did not identify any additional barriers due to COVID-19 other than those that affected hundreds of millions of students worldwide—the closure of schools and the need to follow public health guidelines, including handwashing and social distancing. A minority of respondents disagreed, however. They felt that the school closures, which were due to the pandemic, would have lasting impact because some students did not return to class once schools reopened.

GLEE support services: The progress made in addressing barriers related to girls' health stood out as one of the project's most effective measures, according to a range of respondents. Students interviewed

in FGDs voiced their appreciation for all the orientation they had received about female hygiene, family planning, and other topics related to adolescent girls' health, as well as the renovation of latrines at schools. Girls also shared how they were no longer likely to miss school due to menstruation. Other respondents confirmed what girls said about their improved health and the efficacy of GLEE's health interventions.

The provision of birth certificates to girls was another activity that respondents reported as effective. It was also apparent from FGDs that girls have learned about SRGBV-related issues, and they have increasingly taken advantage of the GLEE-provided boxes available for informing responsible and relevant adults about SRGBV incidents. Still, it is clear there is an opportunity for girls to use these boxes more frequently.

ASC graduates' transition to formal school: Respondents said that the biggest challenges that ASC graduates faced in transitioning to formal schools were financial difficulties in obtaining the school supplies they needed; adapting to a new school environment, which featured much larger classes; and avoiding the dangers some graduates face due to the long distances they must travel to school. Teachers and CGS members also reported difficulties in providing enough desks, benches, and other resources to accommodate the new transfers.

ASC graduates' performance in formal school: Respondents said that graduates were generally performing well in formal schools. Data were limited, however, because half of respondents did not answer this question, either because no graduates had yet transferred to formal schools in the area likely due to pandemic-related school closures or they knew little about ASCs.

GLEE's sustainability: Nearly half of respondents in KIs and FGDs asked about sustainability mentioned awareness-raising campaigns that cover various topics, including the importance of girls' education, health, hygiene, SRGBV, and family planning, as the activity most likely to be sustained after the project ends. Respondents in the community who are responsible for carrying out these activities—including mentors, healthcare providers, and others—expressed a sense of ownership for their respective responsibilities and a desire to continue their work after the project ended.

To address findings related to **barriers to accessing education for adolescent girls** in the mid-project study, the following recommendations are made:

- Target messaging at families about the need for girls to have time to study at home. Consider analysis activities as part of awareness-raising at the community and family levels such as Tool 1: Gender Roles and Responsibilities Timeline on page 93 in *Engendering Transformational Change* (Save the Children, 2014).²
- Consider how the messaging around preventing early marriage could be strengthened. Consider analysis activities as part of awareness-raising at the community and family levels such as Tool 3: The Gender Inequality Tree on page 107 in *Engendering Transformational Change* (Save the Children, 2014).
- Examine what specific activities targeting girls with disabilities would be feasible, specifically related to means of girls getting to school and breaking down stigma and building awareness with students about the rights of students with disabilities.

To address findings related to **support services for adolescent girls and their families** in the mid-project study, the following recommendations are made:

² *Engendering Transformational Change: Save the Children Gender Equality Program Guidance and Toolkit* (2014).

- Expand activities related to girls' sexual and reproductive health, including the community production of menstrual pads.
- Conduct a targeted case study of the usage of incident boxes to understand why they have been used in certain communities, but not in others, in order to capitalize on their promise.

To address findings related to **ASC graduates' transition to formal schools** in the mid-project study, the following recommendations are made:

- Find a way to address budgetary restrictions to provide more support to ASC graduates in formal schools, possibly by providing learning materials and/or supplementary courses.
- Work with CGSs to develop a safety and security plan to help ASC graduates who travel far to get to school or are located in high-risk areas.
- Expand the footprint of GLEE's in-kind grants program in order for CGSs to address the lack of resources at schools integrating ASC graduates.

To address findings related to **ASC graduates' performance in formal schools** in the mid-project study, the following recommendations are made:

- Strengthen monitoring of ASC graduates in formal schools.
- Highlight the success stories of ASC graduates who are top students in their classes.

To address findings related to **sustainability** in the mid-project study, the following recommendation is made:

- Devise ways to empower mentors, YAs, peer educators, healthcare providers, and others to continue their work after the project ends.

INTRODUCTION

PROJECT BACKGROUND

Funded by the United States Agency for International Development (USAID), Mali Girls Leadership and Empowerment through Education (GLEE) is a three-year project that seeks to increase girls' educational opportunities in the country. GLEE's purpose is to increase access to education for adolescent girls aged 10 to 18 in target communities in the regions of Kayes and Mopti. Three objectives support the project's overall goal:

1. Decrease key barriers of adolescent girls to access quality education;
2. Improve the safety of adolescent girls in schools and their communities; and
3. Increase knowledge and adoption of positive health behaviors among adolescent girls.

Winrock International and its partners implement the project in an unstable security context and one in which children and adolescents continue to face many barriers in accessing quality education. GLEE targets seven education districts in Kayes and Mopti. To achieve these three project objectives, Winrock and its partners have adopted strategies proven to be successful in Mali and other West African education programs and tailored them to the Mopti and Kayes regions. GLEE strategies include:

- **Community mobilization** has been included in GLEE's Community Asset Appraisal (CAA) and has affirmed collaboration with school management committees (*comités de gestion scolaire* or CGSs); parents' associations (*associations des parents d'élèves* or APEs) and mothers' associations (*associations des mères d'élèves* or AMEs); religious and traditional authorities; school teachers; school administrators; and local healthcare providers.
- **Participatory capacity building** is implemented through refined training-of-trainer (TOT) models that enable local trainers to facilitate learning in which participants engage in hands-on exercises to absorb new information and apply it to their own situations. All formal training has been followed up by multiple visits, phone check-ins, and open lines of communication through which teachers, school administrators, parents, healthcare providers, ministry and elected officials, and student advocates hold each other accountable and report issues to program staff.
- **Mentorship/peer learning** is carried out through recruitment and training of GLEE mentors and Youth Ambassadors (YAs) to serve as role models, peer educators, and student advocates. GLEE mentors are local female high school graduates who facilitate study/exam-prep sessions for girls; coordinate with other community leaders on expanding extra-curricular activities; lead advocacy to CGS and school administrators to adopt and implement girl-friendly education and WASH policies; and encourage referrals in cases of school-related gender-based violence (SRGBV). YAs are a team of one girl and boy from each targeted lower secondary school. They work with primary school students and their peers to disseminate age-appropriate health information (i.e., hygiene, SRH, nutrition, WASH, and decision-making) and facilitate formal and informal discussions around topics such as bullying, puberty and life changes, and health and hygiene. Supported by GLEE mentors, the YAs promote health and hygiene-themed activities such as "WASH Day," "Menstrual Hygiene Day," "Hand Washing Day," and others within their school.
- **Targeted Social Behavior Change Communication (SBCC)** includes many conversations advocating for behavior change with respect to girls' education, safety, and health that Winrock expects trained CGS/APE/AME representatives to have with their friends and

neighbors. It also includes radio campaigns directed at target school communities with tailored messaging and prompts.

- **Scholarships** in the form of mobile money transfers are paid directly to schools on behalf of target beneficiary households. These scholarships address the financial barriers to girls' education, including accessing accelerated schooling centers (*Centre de Scolarisation Accélérée*, or ASC). The continuation of scholarships is conditional on girls' continued enrollment in school as verified by teachers' attendance reports and school enrollment rosters. In addition to school fees, the project offers in-kind grants to CGS/AME/APE to keep girls in school.
- **Materials** include teaching and learning materials provided to school teachers and administrators, such as visual aids, maps, blackboards, and quick references for teachers' textbooks, notebooks, geometrical shapes, slates, pens and pencils for learners. Materials also include stationery supplies given to GLEE mentors for use in study groups and SRH information materials provided to health workers and YAs.
- **Improving WASH facilities** at schools aims to complement health and WASH behavior change activities. The project provides handwashing stations (HWS) and rehabilitates latrines to support menstrual hygiene management (MHM).

OBJECTIVES OF THE STUDY

The GLEE mid-project research study seeks to assess what GLEE project approaches are working well and the factors required for adolescent girls to continue to access education and to transition into formal schools, especially in conflict zones. The research also aims to examine differences between the two intervention regions. The research findings will enable the project team to measure performance, understand the reasons behind project successes and challenges, and adapt interventions as needed in order to scale the project up in the high-conflict zone of Mopti. The evidence generated from this research will also help the project team and USAID to adapt project interventions as needed and to adjust the design for new project locations as the project scales up in Mali. In addition, the research will serve to help stakeholders—particularly government and NGO stakeholders—to better design and implement education programs for adolescent girls.

Impact of COVID-19

The onset of the COVID-19 global pandemic significantly delayed the study. After data collectors were trained from March 12 to 17, 2020, the start of fieldwork was put on hold. USAID and partners, including the research team, agreed to postpone the mid-project study data collection indefinitely until the fieldwork could be carried out safely. Researchers added new research questions concerning COVID-19 and its impact on communities and beneficiaries. In November 2020, USAID and partners determined the study activities could resume.

RESEARCH QUESTIONS

The Mali GLEE mid-project study seeks to answer the following research questions and related sub-questions:

- I. **What proportion of adolescent girls enrolled in the GLEE project are progressing as anticipated? What is the attrition rate for girls who complete the nine-month Accelerated Schooling Centers (ASC) program, sit for exams, and successfully transition and enroll into primary and secondary schools?**
 - a. What reasons do girls who have remained in project interventions give for their successful participation?

- b. What reasons do girls give for reenrolling?
 - c. What reasons do girls who have dropped out of project interventions give for their attrition?
 - d. What barriers did girls identify for dropping out of GLEE?
 - e. What reasons did girls give for transitioning into formal school?
 - f. What reasons or barriers did girls give for not transitioning into formal school?
- 2. What are the barriers to access to education for adolescent girls in target areas? What barriers do girls with disabilities face?**
- a. What barriers are addressed by the GLEE project? Which barriers remain unaddressed?
 - b. What additional barriers exist due to COVID?
 - c. What motivates GLEE families to send their children to school? What factors influenced these motivations?
 - d. How has COVID impacted family motivation?
- 3. What are the relevant support services needed for adolescent girls in ASCs or in formal schools to stay in school? What supports are needed to mitigate barriers presented by COVID? What support services are needed by girls with disabilities to stay in school?**
- a. Which services provided by the GLEE project are most effective and less effective?
 - b. What supports can family members provide in COVID contexts?
 - c. Which gaps in support service needs remain unaddressed?
 - d. What supports do family members need to be able to support girls to stay in school?
- 4. What challenges do ASC graduates face in transitioning to formal schooling? What factors must be in place to ensure a smooth transition to government schools?**
- a. To what extent does GLEE support an ideal environment for teachers to successfully integrate ASC graduates? What factors must be considered in high-risk zones?
 - b. What challenges do school management committees (CGS) face when accommodating children transitioning from ASCs to their primary schools?
- 5. How are ASC graduates performing in formal schools following their transition from ASCs?**
- 6. Which GLEE interventions are most likely to be sustained after the project?**
- a. Is the project engaging the right stakeholders?

METHODOLOGY

This section outlines the research team's approach to the mid-project study data collection. To answer the six research questions and related sub-questions, the research team primarily used a qualitative research approach. The team collected data from a variety of GLEE stakeholder respondent groups in order to gain understanding of multiple perspectives and experiences across a variety of levels (regional and school/community) as well as enable triangulation of data and findings.

Qualitative data collection methods such as semi-structured key informant interviews (KIs) captured a variety of views, experiences, and perspectives from stakeholders at regional and school/community

levels. In addition, the research team conducted focus group discussions (FGDs) with beneficiaries at a select number of schools across the two intervention regions. The research team also analyzed existing GLEE project data, and these materials were analyzed to supplement qualitative findings.

The research team ensured all data were disaggregated and reported by sex where appropriate, engaged female and male enumerators, and aimed for gender balance among respondents.

RESEARCH TOOLS

The research team developed seven new qualitative tools—one FGD guide, one FGD/KII guide, and five KII guides—to use during fieldwork. In the development phase, the research team clearly mapped in Microsoft Word each item from each tool to relevant evaluation questions and sub-questions to ensure that sufficient information would be collected from all appropriate respondents to answer the research questions. These detailed tool maps were then used to produce versions of each tool that were structured for appropriate interview and discussion flow with respondents. Tools were finalized based on a question-by-question review conducted with Winrock staff in Bamako. Review and revision of the tools by Winrock, EdIntersect, and School-to-School International (STS) were completed again before research restarted in November 2020. The tools were produced in French, which are included in the annexes, and translated into Bamanankan and Dogon during enumerator training.

Each tool was aligned with one or more types of respondents, organized as follows:

1. FGD guide with girls who have remained in the project intervention (in primary or secondary school or ASC)
2. a. FGD guide with CGS/APE/AME members and teachers
b. KII protocol for GLEE mentors, Youth Ambassadors, and ASC Moderators³
3. KII protocol for heads of households of girls who have left the program⁴
4. KII protocol for girls who have left the program
5. KII protocol for government officials, community leaders, and principals
6. KII protocol for local healthcare providers
7. KII protocol for Peer Educators

Researchers conducted research in accordance with international norms on the ethical conduct of human subjects research, including obtaining consent from respondents. The tools included informed consent scripts/forms and clearly defined protocols for respondents' participation in the study, including an outline of risks/benefits, the right to decline participation, and confidentiality. Participation in the study was voluntary, and all selected respondents—minors and adults—were given the right to opt out at any time without negative consequences. Affirmative parental consent was obtained prior to speaking with girls in their care. All girls provided affirmative assent to be interviewed.

All participating enumerators received training on ethics in survey administration, which included handling of respondents' personally identifiable information, providing a secure and private environment to ensure respondents' safety, and maintaining all documents and data collection equipment in a secure location. Qualitative data (including audio recordings) have been stored on a secured, password-protected server. Once field notes were saved electronically, the audio files were also uploaded to a

³ The same tool was administered to different respondent groups: 1. CGS/APE/AME members (FGD); 2. Teachers (FGD); 3. GLEE mentors (KII); 4. Youth Ambassadors (KII); and 5. ASC Moderators.

⁴ For the head of household KII, enumerators were instructed to interview the girl's father (if present) or girl's mother. If the girl's father was not present, and the girl's mother did not play a role in deciding whether her daughter went to school, then enumerators interviewed someone available who did play a role (e.g., the girl's grandfather).

secure, password-protected server and deleted from the audio-recording device.

SAMPLING

Community Selection

Ten communities were included in data collection. The 10 communities were selected based on existing data to ensure representativeness of the sample. One community in 10 of the intervention communes—spread across the two regions—was sampled, considering other demographic information to stratify within commune, such as urbanicity and prevalence of conflict. Winrock began by pre-selecting communities based on the following factors: existence of both an ASC and formal school; a balance of communities with an ASC with a small number of learners and communities with a large number of learners; accessibility in terms of security, road conditions, and distance; and the inclusion of some mining communities. Once the final list of communities was selected, the research team vetted the list with Winrock staff to compare the list of communities against parameters known only to Winrock staff, such as the communes/communities where community engagement has been high, or communes where girls' engagement has been higher than others, for example.⁵ The intersection of the data-based approach and the Winrock-informed approach yielded a qualitative sample most likely to produce useful yet representative information. Furthermore, by starting with the data-based approach, it was ensured that the research team was able to examine geographic specificities and consider differences between sites in the analysis.

Respondents

Respondents sampled for this study included government officials⁶ and community leaders; school-level respondents, including girls, teachers, and principals in primary and secondary schools; community-level respondents, including members of the CGS, local healthcare providers, GLEE mentors, YAs, and peer educators; and household-level respondents, including girls attending ASCs, ASC facilitators, and girls who have dropped out of the intervention as well as their heads of household. The sample and related tool for each of these respondent types is detailed in

⁵ Winrock staff also identified communities safe to access, given the sampling limitations in Mopti due to regional insecurity.

⁶ Government officials included solely mayors.

Table I.

Table 1. Sample by Respondent Type and Tool

Respondent Type	Kayes	Mopti	Total # of KIIs or FGDs per type
Girls in the intervention (primary, secondary)	4 primary school girls' FGDs 1 secondary school girls' FGDs	4 primary school girls' FGDs 1 secondary school girls' FGDs	8 primary school girls FGDs 2 secondary school girls FGDs Total: 10 FGDs
Girls in the intervention (ASCs)	1 ASC girls' FGD	1 ASC girls' FGD	2 ASC girls FGDs Total: 2 FGDs
Girls who have dropped out of the intervention	5 girls who have dropped out KIIs	5 girls who have dropped out KIIs	10 girls who have dropped out KIIs Total: 10 KIIs
Heads of Household (HoH)	5 girls who have dropped out HoH KIIs	5 girls who have dropped out HoH KIIs	10 Heads of Household KIIs Total: 10 KIIs
Government officials and community leaders	2 officials or community leaders KIIs	2 officials or community leaders KIIs	4 government officials or community leaders KIIs Total: 4 KIIs
CGS/APE/AME members	1 primary school CGS/APE/AME members' FGD 1 secondary school CGS/APE/AME members' FGD	1 primary school CGS/APE/AME members' FGD 1 secondary school CGS/APE/AME members' FGD	4 CGS/APE/AME members' FGDs Total: 4 FGDs
Teachers	1 primary school teacher FGD 1 secondary school teacher FGD	1 primary school teacher FGD 1 secondary school teacher FGD	4 Teacher FGDs Total: 4 FGDs
ASC Moderators	1 ASC Moderator KII	1 ASC Moderator KII	2 ASC Moderator KIIs Total: 2 KIIs
School Principals	1 primary school principal KII 1 secondary school principal KII	1 primary school principal KII 1 secondary school principal KII	4 principal KIIs Total: 4 KIIs
Local healthcare providers	1 local healthcare provider KII	1 local healthcare provider KII	2 local health care provider KIIs Total: 2 KIIs
GLEE mentors	1 GLEE mentor KII	1 GLEE mentor KII	2 GLEE mentor KIIs Total: 2 KIIs
Youth Ambassadors (YAs)	1 Youth Ambassador KII	1 Youth Ambassador KII	2 Youth Ambassador KIIs Total: 2 KIIs
Peer Educators (PE)	1 Peer Educator KII	1 Peer Educator KII	2 Peer Educator KIIs Total: 2 KIIs
Winrock project staff – 2 Bamako-based Winrock project staff KIIs	N/A	N/A	2 Winrock project staff KIIs Total: 2 KIIs
Totals:			40 KIIs; 20 FGDs

ENUMERATOR TRAINING

Researchers selected eight enumerators to participate in the mid-project study based on their prior experience collecting data, education credentials, and language skills. During recruitment, the research team aimed to be as gender sensitive as possible by selecting equal numbers of men and women.

In March 2020, STS trained enumerators for five days with the Centre d'Etude et de Recherche sur l'Information en Population et Santé (CERIPS) in Bamako. Data collection was postponed indefinitely, however, due to the onset of the COVID-19 global pandemic. Study activities resumed in November 2020, following discussions between USAID, Winrock, EdIntersect, and STS.

Due to the eight-month delay, two refresher trainings occurred prior to data collection. First, STS remotely facilitated a two-day TOT on November 3 and 4, 2020, with two lead facilitators from CERIPS.

Training topics included general information on the project and midline evaluation; a general overview on qualitative research; information on research ethics and child protection; note-taking strategies; protocols for selecting respondents and processes for taking notes and sending all data; and a detailed review of all revised tools.

Following the remote refresher TOT, the two CERIPS facilitators conducted a three-day in-person refresher training for enumerators. All but one of the enumerators trained in March rejoined the study in November. Trainers from CERIPS covered all the topics from the TOT. In addition, enumerators participated in two simulated FGDs, translated the data collection tools into the national languages of Bamanankan and Dogon, and practiced procedures for transmitting data collection notes and documents electronically. COVID-19 prevention protocols were followed throughout training, including wearing masks, social distancing, and frequent hand washing or use of hand sanitizer gel.

DATA COLLECTION

The eight enumerators were divided into four teams of two persons each, and two teams were assigned to each region—Kayes and Mopti. Each team consisted of an interviewer/FGD facilitator and a notetaker, and each team included one male and one female enumerator. Data collection occurred from November 22 to December 6, 2020.

Each team conducted two FGDs and/or KIIs per day on average. The interviewer/facilitator led the interview or discussion while digitally recording it. The notetaker kept detailed notes during the FGD or KII.⁷ Permission to audio-record was requested as part of the consent process prior to the start of the FGDs and KIIs. For cases where a KII or FGD participant declined permission to be audio-recorded, the team respected their wishes and proceeded with the interview or discussion without the audio-recording while taking note of the refusal to be recorded. Notes from each day's activities were typed up and sent to CERIPS the following day via a Dropbox link. The notes included respondents' sex, which was monitored throughout data collection to ensure both women's and men's perspectives and experiences were being captured.

Enumerators completed the targeted number of 38 KIIs and 20 FGDs within the scheduled 15-day data collection period; however, in Kayes, due to low enrollment at several schools and the unavailability of some respondents, CERIPS consulted with Winrock officials to find suitable replacements for some sampled respondents.

SUPERVISION AND QUALITY ASSURANCE

During the three-week data collection, a remote researcher reviewed KII and FGD notes for completeness and quality and tracked progress against the fieldwork schedule. All progress was documented in a master tracker. Researchers from STS worked with CERIPS staff to address any issues. The CERIPS staff provided on-the-ground supervision of data collection from Bamako, worked with quality assurance officers in both regions to address concerns in real time, and addressed any changes that had to be made to the sample with Winrock staff.

⁷ Handwritten notes could be in any language, but daily typed notes were in French. For example, if an interview was conducted in Bamanankan, the interview was recorded to supplement the interviewer's field notes (to be compiled at the end of the interview).

DATA ANALYSIS

Preliminary data capture and coding began during fieldwork with data collection teams' submission of KII and FGD notes. In addition, teams provided debriefing sessions and associated notes, which provided a way to document their preliminary findings in real time during data collection. These notes supplemented the finalized field notes.

The qualitative data analysis methodology incorporated an iterative approach and included thematic content analysis of narrative data to identify and validate emerging themes. After team leads reviewed KII and FGD notes in French to ensure that notes were complete and sufficiently detailed, they uploaded the notes to Dropbox for further review by remote staff to track against the data collection schedule. Once data collection ended, CERIPS staff in Bamako reviewed all KII and FGD notes, made corrections as necessary, listened to audio-recording for any needed clarifications, and submitted them to the research team as well as Winrock at the close of the data collection period.

A researcher from STS then imported all the notes into Nvivo 12, a qualitative research software program. Analyses focused on identifying and examining salient themes for each evaluation question among respondents. Responses from different individuals and respondent groups were compared to identify discrepancies, if any existed, and to offer explanations for such discrepancies. The relationships between responses were also examined to learn about linkages across themes. Hypotheses that explain findings were tested by examining codes for disconfirming patterns or alternative explanation. Hypotheses were generated through iterative analysis of the data and, when applicable, supported by findings from the baseline study. An additional support to this process was the daily debriefing forms received from the field that highlighted any major issues and emerging themes.

For relevant research questions, secondary quantitative analysis was utilized to contextualize, supplement, and/or triangulate the qualitative findings. If divergent findings emerged, the research team re-examined the raw qualitative data through a more in-depth content analysis to determine if any other factors or issues were missed when data was first being organized in order to gain a deeper understanding of the data. In addition, disaggregated data was at times reanalyzed by characteristics of respondents—such as locale of the respondent and respondent type—to help provide additional explanations for the variances in the findings.

LIMITATIONS

The study methodology presented some limitations. First, the data collection timeline precluded a more robust piloting and revision process of the mid-project study data collection tools. The tools were finalized by the research team in French and then translated into two national languages—Bamanankan and Dogon—by enumerators during the refresher training in November 2020. Therefore, the final phrasing of how the items were asked to respondents in Bamanankan and Dogon could have differed slightly from the original meaning of the questions in French. Respondents may have also varied in their ability to understand the languages of administration; for example, in one village in the region of Kayes, respondents did not speak Bamanankan, so the tools had to be administered in Soninke, which one of the enumerators spoke and could translate the questions simultaneously.

Second, many of the items in the KIIs and FGDs relied on responses to questions about sensitive subjects. Respondents may have been uncomfortable at times discussing topics such as why they left the GLEE project or discussing details about the interventions centered on menstrual hygiene and reproductive health. Enumerator teams did report difficulties getting adolescent girls to respond during

KIIs and FGDs. Some of the respondents were shy and reticent, and they grew weary and less motivated to respond toward the end of KIIs and FGDs due to the length of the tools.

Third, respondents' knowledge of GLEE varied. Adolescent girls and their parents were generally not as familiar with the GLEE project as teachers, administrators, and government officials. Some school and government officials, however, were not aware of the project's ASCs because none were located in their respective communities. In addition, with the involvement of multiple projects at times in certain communities, some respondents may have been referencing another project due to their lack of knowledge about GLEE. Researchers attempted to differentiate those less informed responses from others.

FINDINGS

This section reports findings by responding to each of the six research questions. At times, sub-questions are grouped together for the sake of clarity.

I. What proportion of adolescent girls are progressing as anticipated? What is the attrition rate for girls who complete the nine-month ASC program, sit for exams, and successfully transition and enroll into primary and secondary schools?

Two cohorts of learners have participated in GLEE's nine-month ASC program—the first cohort from October 2018 to July 2019, and the second cohort from October 2019 to July 2020. Learners had to pass the ASC assessment to transfer to a formal school.

ASC graduates from the first cohort attended their first year of formal school during the 2019-2020 school year and began their second year when schools reopened in late January 2021, due to school closures from COVID-19. In November and December 2020, GLEE collected data about the first cohort's performance during its first year in formal school, as displayed in Table 2. Although 3,057 girls in the first cohort transferred to formal schools, GLEE was only able to collect performance data about nearly half of the transfers—49.03 percent.

Table 2. Performance of First Cohort of ASC Female Graduates in First Year of Formal School (2019-2020)

Situation	# of Girls	Percentage	Grade average
Advanced to the next grade	949	63.31%	5.74
Will repeat same grade	289	19.28%	3.72
Dropped out	161	10.74%	3.49
School was closed	35	2.33%	N/A
No teacher available	32	2.13%	N/A
Never attended school	31	2.07%	N/A
Other	2	0.13%	N/A
Total	1,499	100	5.26

It is not possible to compare the ASC graduates' performance during their first year of formal school with non-transfer students in the same classes because GLEE did not collect any data from non-transfer students. It is possible, however, to compare girls' performance in the cohort with boys in the cohort, as displayed in Table 3. The percentage of girls and boys who advanced to the next grade was similar at 63 percent, but more girls dropped out than boys—10.74 percent compare with 7.44 percent, respectively.

Table 3. Performance of First Cohort of All ASC Graduates in First Year of Formal School (2019-2020)

Situation	# of Girls	Percentage	# of Boys	Percentage
Advanced to the next grade	949	63.31%	352	63.88%
Will repeat same grade	289	19.28%	114	20.69%
Dropped out	161	10.74%	41	7.44%
School was closed	35	2.33%	13	2.36%
No teacher available	32	2.13%	16	2.90%
Never attended school	31	2.07%	12	2.18%
Other	2	0.13%	3	0.54%
Total	1,499	100	551	100

ASC graduates from the second cohort started their first year of formal school in late January 2021, due to school closures from COVID-19. According to GLEE data, 7,053 learners, including 5,564 girls and 1,489 boys, were enrolled at the start of the nine-month ASC program in October 2019, and 5,448 of those learners earned the opportunity to transfer to formal school by passing the ASC assessment in July 2020—76.33 percent of girls who initially enrolled (4,427) and 80.66 percent of boys who initially enrolled (1,201).

1a. What reasons do girls who have remained in project interventions give for their successful participation? 1b. What reasons do girls give for reenrolling? 1c. What reasons did girls give for transitioning into formal school?

Respondents were asked in FGDs and KIs about the advantages, disadvantages, and risks of girls going to school, as well as why they and their classmates continue to attend school. Based on their responses, it is evident that the girls targeted by the project have taken to heart messages about the importance of girls' education and other related issues from teachers, peer educators, YAs, and healthcare providers.

Respondents—such as teachers, ASC facilitators, and mentors—said they believe girls continued in school because of GLEE's messaging about girls' education. An ASC facilitator said, "The most important reason why some girls have continued is because they have been taught about the importance and benefits of girls' education." One mentor shared a quote to underscore the same point, "When a girl in a village studies, it's like the whole village has studied." Message delivery has also played a key role, according to some respondents, including a teacher, who said in an FGD, "The girls who continue in school, it's because the information was passed on to them well. They understood the messages that were conveyed."

Girls' responses in FGDs confirm other respondents' beliefs about why girls have remained in school. Although responses varied, the girls' FGDs shared a common thread. Girls know education is beneficial for their future, and they want to see that future come to light by staying in school. The girls' specific responses included the following:

- **Primary school student:** "We study to learn and have a better future because an educated girl can take care of herself and help her family."
- **Primary school student:** "I study to have a job and be someone in life."
- **Secondary school student:** "Education is a very important thing in a person's life. Once you finish school, you can find a job and, even when married, you can manage your expenses without being dependent on your husband."

- **ASC student:** “Education instills respect for teachers and parents, and even if you go on an adventure, there will be some places you can’t go without having gone to school.”
- **ASC student:** “It enables us to help our parents and the entire community.”

Girls also reported staying in school to avoid situations that could interfere with their aspirations. As one girl shared, “If a girl is at school, there are many things that she can avoid. Here in our village, if a girl isn’t in school, her parents will send her to the gold mining sites or even send her to a big city to be a housekeeper, finally to meet her own needs and those of the family.” Another girl said, “I continue to go to school to not have an unwanted pregnancy and to avoid early marriage.”

The economic incentives that GLEE provided compelled some beneficiaries to participate, especially in ASCs. One ASC participant said, “The most important factors that encouraged my classmates to continue to go to the ASC...were the provision of school materials and the importance of school.” Some ASC students also had another impetus to continue—a strong will to combat the negativity they heard from others in the community. An ASC student said she did not let the stigma others had for ASC get to her: “Discouraging remarks—like ‘big girls like you go to these centers for little girls’—have compelled some to leave, but we don’t listen to any of that, that’s why we continue.” Another ASC student said, “Some said that the project was not going to lead to anything, out of pessimism, but we did not listen because we came to study for ourselves.”

I c. What reasons do girls who have dropped out of project interventions give for their attrition? I d. What barriers did girls identify for dropping out of GLEE? I f. What reasons or barriers did girls identify for not transitioning into formal school?

As part of the mid-project study, respondents were asked why some girls generally dropped out of the project or did not attend classes regularly. Ten girls who dropped out of GLEE interventions were also interviewed along with one member of their household.

Respondents cited many reasons why they believed girls dropped out, including time-consuming household obligations, like cooking and gardening; early marriage; economic demands, including gold mining in the region of Kayes; parents and girls not understanding the importance of education; school-related gender-based violence (SRGBV); and, for a few girls, a dislike of school. Respondents elaborated on these issues in their remarks:

- **Household work:** Both ASC facilitators who were interviewed said household work was the primary reason girls left school—“despite the efforts of the project,” added one of the ASC facilitators in a KII.
- **Economic demands:** A teacher from Kayes cited the economic pressures that girls face: “When there is a shortage of money, a girl is obligated to go to the gold mining sites to look for money and help out her household.” An official from a mayor’s office in Kayes said that a girl could find one decigram of gold by panning in one or two hours and earn 3,000 FCFA.
- **Girls and parents not understanding the importance of education:** The president of a school’s AME said, “I myself dropped out of school when I was a teenager because I didn’t realize its importance, and the same phenomenon is happening with many girls today.”
- **SRGBV:** One peer educator reported that some girls face abuse from teachers at school: “It’s because of the behavior of teachers, the fact they hit them or are against them, don’t like them.” One secondary school student said, “Teachers harass you physically and sexually when you’re pretty.”
- **Girls’ dislike of school:** According to a young ambassador, girls do not want to go to school: “The reasons why some girls drop out is due to the fact they do not like to study. They prefer to work to earn money or because household duties are very important.”

KIIs with girls who dropped out of GLEE and their heads of household confirm what other respondents said were the reasons girls dropped out. Of the 10 respondents who dropped out of GLEE, four said they did so because of various household duties; two cited early marriage; two credited pregnancy; one referred to the intermittent frequency of ASC courses; and one shared a dislike for school.

The stories behind the four girls who dropped out due to household work illustrate how many different dynamics play into girls' decisions to drop out. Although all four said they regretted their decision, the details of their stories varied. Two of the girls left because their parents demanded it. One girl said, "I want to study, but I had to stop because my mom is the only one at home. ... I regret leaving because other girls moved ahead [in their studies], and I haven't had other opportunities. Now, I'm a housekeeper." Her mother agreed that she did not encourage her daughter's decision to go to the ASC because she was left as the only one at home to do housework.

The other two girls who cited household work as their reason for dropping out made their decision independently—even despite their parents' encouragement to stay enrolled at the ASC. It was evident in one KII that the male head of household supported girls going to school. He said, "If a girl studies, everything will be a success for her. She will know how to guide and look after her husband and family and in helping her children to read and write." Despite his encouragement, he reported that his daughter dropped out to do household work, including gardening and cooking. The girl said she now regrets doing so because she has witnessed her former classmates' success. Despite her decision, she understands the importance of going to school, saying, "If you study, you can become a doctor or teacher."

The story behind the girl who dropped out because she did not like school underscores the limits to persuading all girls to get an education. When asked why she left the ASC, she replied, "Because I don't like to study." The girl's mother explained in a KII that a neighbor in their village in Kayes enrolled her daughter while the CGS was going door-to-door to enroll out-of-school girls in the ASC. The girl said she did not know she was enrolled until her parents told her to go to school. She also had mixed thoughts about the importance of education. Although she said it was possible to become a doctor, teacher, or even president with an education, she said she did not regret leaving the ASC because she did not like school or studying and only liked to cook.

2. What are the barriers to access to education for adolescent girls in target areas? What barriers do girls with disabilities face?

As previously illustrated by the stories of girls who have dropped out of GLEE activities, some of the barriers to accessing education among adolescent girls include household duties and obligations, financial demands, early marriage and pregnancy, parents' lack of awareness of education's importance, SRGBV, and a dislike of school. Additional barriers identified by respondents included financial difficulties in paying school fees and purchasing materials and missing school due to monthly menstrual cycles. These barriers are similar to the ones identified by girls and parents during the baseline study in November 2018 (Tables Table 4 and Table 5). The need to do household work was parents' second most cited reason at baseline why girls were not enrolled in school, as well as the most common reason girls reported in this study for why they dropped out of GLEE activities.

Table 4. Girls' Interview at Baseline: Most Cited Reasons Why Out-of-School Girls are not Enrolled in School

Reason	Percent	Number of girls (n=525)
Not enough money to pay the cost of school	23.4	123
Need to work at home to help my family save or earn money	16.0	84
Parents refused to enroll the child in school	12.2	64
Need to work outside the home to help my family save or earn money	11.4	60
School is too far away	9.0	47
Do not like school	8.8	46
Married or about to get married	4.2	22

Table 5. Parents' Interview: Most Cited Reasons Why Out-of-school Girls are not Enrolled in School

Reason	Percent	Number of parents (n=857)
Not enough money to pay the cost of school	34.0	291
Needs to do household work	23.9	205
Does not like to go to school	10.5	90
Needs to work on the family farm or in the family business	6.3	54
School is too far away	3.3	28
Married or about to get married	2.8	24

For girls with disabilities, the inability to get to and from school was cited most frequently as the biggest barrier to accessing education. In addition, respondents explained that if girls with disabilities do come to school, their classmates' constant ridicule compels them to leave. A primary school teacher recalled what happened with a student of his with vision problems, saying, "While walking she touched things, and the students laughed at her. Because of this, the girl dropped out of school."

2a. What barriers are addressed by the GLEE project? Which barriers remain unaddressed? 2c. What motivates GLEE families to send their children to school? What factors influenced these motivations?

Respondents overwhelmingly responded that GLEE addressed the biggest barrier that families said they faced in sending their girls to school during the baseline study—the lack of money to pay school fees. GLEE's interventions specifically address this financial concern by providing materials and other support for girls enrolled in ASCs and providing school fees for girls enrolled in formal schools. A teacher said in an FGD, "All of the project's activities are effective, but the one that has inspired us very much is the payment of girls' school fees." Several respondents explained how, before GLEE, families with multiple children had to choose only one or two to send to school because they could not afford school fees for all their children. Now, GLEE has eliminated that barrier. As an official at a mayor's office reported, "When there is a partner who can pay school costs directly, parents do not have to worry anymore."

In addition to financial support, GLEE raised parents' and communities' awareness of the importance and benefits of educating girls. An ASC facilitator said, "The biggest motivation for families in sending their girls to school rests on the fact that families understood the advantages of educating girls thanks to the awareness-raising campaigns." A teacher added, "Now families understand that boys aren't the only ones who can study."

Some cultural barriers to access to education remain too entrenched for GLEE to address completely despite its best efforts. During its initial entry into villages as part of its community asset appraisal process, GLEE raised community awareness of the detriments of early marriage to girls' education and

the need for girls to have time and space at home to focus on schoolwork, as well as trained mentors and other project beneficiaries on these topics. Respondents, however, noted that they thought GLEE could more effectively address these barriers by targeting its messaging more frequently at broader audiences than just the girls themselves.

What two students from the same primary school said in an FGD illustrates the mixed messages respondents shared about their perceptions of the project's impact on early marriage. One girl said she appreciated the awareness-raising sessions about early marriage, "Here parents were marrying their daughters early, and that is diminishing." Another student from the same school, however, said the targeting of the messaging could be improved, sharing her perception that parents were not hearing messages about preventing early marriage enough: "We must insist on [resisting] early marriage. We must involve our parents because [GLEE] targets us with the awareness-raising messages. Our parents are not implicated." A girl in another FGD echoed that sentiment: "The project has not proposed a solution to early marriage because the problem comes from our parents, and the project does not build awareness with them." One school director agreed, saying, "What amazes me—in the middle of the school year, we hear that a certain girl has to get married without realizing that this girl is in school, and nothing prevents this marriage [from occurring]." A female mentor said she had addressed the issue with parents but felt her work was unsuccessful due to her gender: "The project has not responded to the difficulties associated with early marriage because despite the awareness-building we have done, fathers do not listen because we are women. Men must build their awareness."

Various respondents said the project could do more to address the tension girls face at home between studying and taking care of household duties. This issue was the primary reason girls had dropped out of GLEE activities, according to the 10 KIs with that group. One primary school student was quite direct about the issue in an FGD: "You must tell my parents to not make me work when I have to come to school." A male CGS member said the project could do more to change "the mentality of mothers who refuse to send their girls to school because of housework." This barrier affects all girls—from those who are not enrolled in school to those who regularly attend. A mentor said, "I want GLEE to find a solution so that parents let children study."

2b. What additional barriers exist due to COVID? 2d. How has COVID impacted family motivation?

Most respondents did not identify any additional barriers due to COVID-19 other than those that affected hundreds of millions of students worldwide—the closure of schools and the need to follow public health guidelines, including handwashing and social distancing. A teacher noted in an FGD, "Here, COVID-19 didn't play a role in families' decisions to send their girls to school or ASC, but it is the government that made the decision to close schools." A school director said that COVID-19 had not had much of a negative impact because "there have been methods of prevention to avoid the spread of the disease." Another school director was even more emphatic in dismissing the pandemic's impact: "At the moment I am speaking to you—November 23, 2020—no cases of COVID have been recorded here. We can definitively say that COVID hasn't had an impact on the activities of the ASC and the school."

A minority of respondents disagreed. They felt that the impact of the school closures, which were due to the pandemic, would be lasting. One official in a mayoral office in Kayes said many students were absent once schools reopened: "If it weren't for COVID, we were not going to have this problem." He said some girls had gotten married, and others left to pan for gold. A CGS official from the same town confirmed the official's account, saying that many girls had not returned after the school reopened. In another village in Kayes, teachers mentioned that some girls had yet to come back after classes resumed.

RQ3: What are the relevant support services needed for adolescent girls in ASCs or formal schools to stay in school? What supports are needed to mitigate barriers presented by COVID? What support services are needed by girls with disabilities to stay in school?

To address the barriers to accessing education identified earlier and keep girls enrolled in school, respondents cited necessary financial, health, and community support. Financial support services included the provision of school fees and supplies. To address adolescent girls' health, respondents mentioned the provision of feminine hygiene products and health services to adolescent girls, improvement of sanitation facilities at school, and educating girls about sexual and reproductive health. As for community support, respondents noted the need to raise community awareness about the importance of girls' education, SRGBV, early marriage, and other topics. In order to mitigate barriers related to COVID-19, respondents cited the need for handwashing supplies, masks, and more desks in order to adhere to social distancing guidelines. For students with disabilities, respondents said that support is needed for students' transport as well as community education to reduce stigma and marginalization.

3a. Which services provided by the GLEE project are most effective and less effective?

The progress made in addressing barriers related to girls' health stood out as one of the project's most effective measures, according to a range of respondents. At baseline, key findings included that girls had mixed attitudes toward menstrual hygiene and limited awareness of family planning, but according to students, teachers, school directors, healthcare providers, and other respondents, adolescent girls have been enthusiastic and receptive to health-related measures and exhibited changes in behavior with respect to their hygiene.

Students interviewed in FGDs voiced their appreciation for all the orientation they had received about female hygiene, family planning, and other topics related to adolescent girls' health, as well as the renovation of latrines at schools. Girls' primary suggestion for improving health education was to increase the frequency of awareness-building sessions. A primary school student said, "I thank the GLEE project for all these activities; during the sessions, the mentor taught us that if we see our period to not be afraid, to explain it to our mothers. [The sessions] removed our ignorance." Girls also shared how they were no longer likely to miss school due to menstruation. A primary school student explained, "Before when our menstrual cycles came, we were obligated to go home, but now thanks to the project, we have all we need to clean ourselves in the school latrines." Girls also mentioned the impact sessions about family planning had made. A primary school student said, "Thanks to the sessions led by the mentor, we have stopped chasing boys, and those who cannot abstain are using contraception."

Other respondents confirmed what girls said about their improved health and the efficacy of GLEE's health interventions. In three of the four FGDs conducted with teachers, they praised the project's health measures such as the renovation of school latrines, provision of hygiene products, and educating girls about sexual and reproductive health. A teacher said that thanks to the provision of female sanitary products that "no girl leaves or stays home." It was also evident from teachers that they have taken some ownership in these activities as well. One teacher explained at length how the school's hygiene club works and how students clean the latrines every day.

Both healthcare providers who participated in KIs said that adolescent girls had no unmet needs by the project. One provider said: "Thanks to the awareness-raising sessions about menstrual health and family planning that GLEE offers, adolescent girls are cleaner, and pregnancy has diminished." In addition, three of the four school directors interviewed said the biggest change they observed in girls was related to their health. A director said, "In terms of menstrual hygiene, there have also been changes because

before the girls did not know how to deal with it, but with the GLEE project they know everything about it. There has been progress.”

The provision of birth certificates to girls was another activity that respondents reported as effective. An education official from the mayor’s office said, “All activities have been effective. If you ask me to choose, I would say the most effective activity is the preparation of birth certificates. That really struck me because today everyone knows the importance of birth certificates. Some children were left on their own without one, but now thanks to GLEE, today they have the document.” In two FGDs, girls also mentioned the birth certificates as support GLEE had provided them.

It was also apparent from FGDs that girls have learned about SRGBV-related issues, and they have increasingly taken advantage of the GLEE-provided boxes available for informing responsible and relevant adults about SRGBV incidents. Girls reported they were aware of the incident boxes available at school, the number to call to report any SRGBV incidents to police if any serious issue arises, and other aspects of schools’ codes of conduct and safety policies. The number of cases reported in boxes has also increased, according to the 2020 GLEE annual report, from six during the 2018-19 school year to 58 during the 2019-2020 school year.⁸ One secondary school student said, “Thanks to the incident box, harassment has been greatly reduced. It has enabled some girls to continue their studies.”

Still, it is clear there can be an opportunity for girls to use the boxes more frequently. First, the boxes have only been available for girls to use when schools have been open, which has been quite infrequent during the period of GLEE’s implementation—in its first year, schools were open for only three months from October to December 2018, then closed due to a teacher strike the rest of that school year. In GLEE’s second year, schools were again open for three months from October to December 2019, then closed due to a teacher strike and then the COVID-19 global pandemic. Additionally, the use of the boxes has varied from school to school. A primary school teacher in an FGD explained that the box was always empty when a member of the CGS opened it: “I do not understand if it’s because girls do not have any problems or if they are ashamed [to share].” A director at a secondary school also said the incident box was always empty and suggested that someone from GLEE go to each class at his school to explain the box’s purpose. “The girls can say what they think [about the box] during these sessions,” he said.

Several respondents also identified delays in the project’s transfer of school fees to CGS as a possible area for improvement, but it was apparent these respondents were not aware of why transfers had been postponed. In 2020, after GLEE transferred the first payment, USAID requested for the project to hold off on subsequent transfers until schools reopened; once they did in October 2020, verifications and adjustments were required prior to transfers being approved. A secondary school teacher in Kayes detailed how payments from the project to CGSs at some schools were delayed: “Schools don’t collect the payments at the same time. Some schools often receive their payments five months before other schools, and this creates doubts. ... We are now almost at the end of the year, and the payment has not been made.” A CGS member in Mopti also mentioned the delays in transfers: “The payments come late, and they’re poorly organized.”

3b. What supports can family members provide in COVID-19 contexts?

Respondents did not offer very detailed suggestions about the supports that families could provide in COVID contexts. Respondents most frequently responded that families could give advice to children

⁸ Winrock International, *USAID Mali Girls Leadership and Empowerment Through Education (GLEE) Annual Report: October 1, 2019 – September 30, 2020*, (2020), p. 24.

about effective health practices, including washing hands and practicing social distancing, or give masks to their children.

3c. Which gaps in support service needs remain unaddressed?

Respondents noted gaps in support services for students with disabilities. Respondents did not cite any specific services targeted at students with disabilities except for considering access when latrines were renovated. A teacher said, “For people with disabilities who have tricycles, the project has improved the curb around the entrance to the toilets so that they can enter with their tricycle without problems. They also installed iron bars in the toilet to allow those who cannot stand on their feet [to use it].”

3d. What supports do family members need to be able to support girls to stay in school?

The vast majority of respondents mentioned that families needed financial support in order to support girls to stay in school, while some noted that families needed to continue to hear messages about the importance of girls’ education. A teacher suggested that although families benefit from GLEE paying for girls’ schools fees, it would also be helpful for girls to receive school supplies at the start of the school year. A mentor highlighted the support that families who live far from schools need, saying, “There are girls who leave neighboring villages to come to school, so if the project could give money to these families for them to look for means of transportation like bicycles, that would help them a lot.”

4. What challenges do ASC graduates face in transitioning to formal schooling? What factors must be in place to ensure a smooth transition to government schools? What challenges are presented by COVID?

All respondents were asked about the ASC graduates’ transition to formal schooling. The issues that respondents mentioned most frequently were the school supplies that graduates needed; the new school environment to which graduates had to adapt; and the dangers some graduates faced due to the long distance they must travel to school. COVID-19, however, was not discussed at length by any respondents. The only challenge that the pandemic presented by respondents was the nationwide closure of school, which meant that some girls experienced a delay in being able to transfer to formal schools.

When graduates of ASCs transfer to formal schools, they step outside the GLEE project’s scope to a certain extent. While students receive supplies as part of GLEE’s support in ASCs, including notebooks, pencils, and pens, they no longer receive these items once they move to formal schools. As one healthcare provider noted, “The difficulties can be the parents’ lack of financial means. In the case of formal school, [GLEE] does not give out school kits for free...and as a result, parents can tell their children to drop out of school.” When girls were asked in FGDs how GLEE could support graduates’ transition to formal schools, respondents in nine out of 12 groups said the project could help by providing learner kits and school supplies.

The project itself is aware of the issue of learner kits as one part of a larger overall need to strengthen its support system for transferring graduates. Both GLEE personnel interviewed in March 2020 said that the project should improve this aspect of the intervention, including providing more learning materials to transferring students. They explained, however, that the main obstacle in doing so is GLEE’s budgetary limitations. One GLEE official said, “Girls are also given all the materials [at ASCs], but that is not the case at schools, so that makes the transition more difficult. Additionally, I think the GLEE budget needs to be more flexible so we can reallocate funds on activities more easily. We would like to help the transferred girls more, perhaps by providing them with materials, but it’s not possible to do this

since we are locked in by the budget.” The other GLEE official described the same funding restrictions and the need for desks and benches, as well as materials, saying, “This would really help keep the kids in school.”

Both GLEE officials also spelled out their desire to offer additional courses to graduates to ease their transition to a different school environment. One official said, “My best idea is to provide these girls with additional classes and support systems at their formal schools to help them through the transition and to help them keep up and improve their level.” The other official said, “So we transfer girls from a CSA to a school, but we didn’t envision any remedial courses for these girls or any significant help in their integration. Could we add this? I think it is essential.” Respondents in two student FGDs said they would like additional courses; one group noted that it would help for certain topics, such as grammar, dictation, and conjugation.

The more traditional curriculum is just one aspect of a vastly different school setting that ASC graduates encounter when they transfer to a formal school. One mentor succinctly described how girls react when they first attend a formal school with overcrowded classes: “They often panic.” A GLEE official detailed the differences between an ASC and formal school: “Part of the problem in the transition of these kids is that they go from a very dynamic small class size to a huge class size with a very rigid school curriculum, and they often feel lost or bored at the formal school.”

Getting to a formal school for some graduates is also a challenge. ASCs are often located in villages without a formal school, requiring transfers to travel far from home to attend a formal school. An ASC graduate said, “We live far from school, so every time we arrive late. GLEE has not offered a transportation solution.” GLEE’s own monitoring and evaluation team reported this challenge for ASC graduates, as noted in the project’s 2020 annual report.⁹ Girls may arrive late to school or miss class altogether, the report stated, or miss class in the afternoon because they must go home to eat lunch. As a GLEE official noted in a KII, the long distances are “discouraging and often unsafe and can lead to attrition.”

4a. What factors must be considered in high-risk zones?

The challenges around transferring to formal schools are especially acute for girls doing so in high-risk, insecure zones. Respondents in Kayes and Mopti echoed each other by noting this danger when asked what challenges graduates may face in high-risk zones. An ASC facilitator in Kayes said, “Some girls are transfers from schools in other villages and are often victims of violence on the route to schools when leaving school for their homes. For example, we have girls who tell us they are attacked by Mossi [people] on the hill when they leave home.”

Respondents offered several suggestions on how to address this problem. Their solutions included providing boarding for the girls who have far to travel; adding a school feeding program for those girls so they do not have to return home; and providing more security for the girls on their way to and from school. A GLEE official in Bamako suggested working with CGSs to tackle the issue: “I think an idea would be to have the CGS develop a plan for measures to help girls coming from far or in unsafe areas to get to school safely. Providing such girls with bicycles can be useful.”

4a. To what extent does GLEE support an ideal environment for teachers to successfully integrate ASC graduates?

⁹Winrock International, *USAID Mali Girls Leadership and Empowerment Through Education (GLEE) Annual Report: October 1, 2019 – September 30, 2020*, (2020), p. 44.

Of the respondents who answered this question, all said that GLEE had supported schools to some extent in welcoming ASC graduates. They cited that the project had equipped teachers in integrating ASC graduates through training about the project's programs and how to welcome students properly. In one FGD with teachers, a respondent explained how the project's support for the girls themselves—including the payment of school fees and renovation of sanitation facilities—affected the school at large: "All of this help makes it easier for us as teachers." Despite this support, other teachers in the same FGD requested that direct support for teachers themselves, not just the girls, was also needed. They mentioned specifically the provision of desks and benches, teacher training, and student materials. However, the extent to which GLEE can support teachers at formal schools is limited due to the project's scope. A GLEE official said, "Unfortunately, we don't have too much control over the teachers at school. Yes, we train them, but we are not monitoring them all the time, as we do with [ASC] facilitators."

4b. What challenges do school management committees (CGS) face when accommodating children transitioning from ASCs to their primary schools?

Of the respondents who answered the question, most cited providing enough resources and materials to schools as the key challenge they faced, while a minority said there were no challenges. Although GLEE has addressed formal schools' needs for resources and materials for ASC graduates by transferring desks, benches, and other furniture from ASCs to formal schools and paying girls' school fees, it is clear from respondents that demand for support remains strong. Respondents described how CGSs must contend with the addition of new students to schools already stretched thin with large classes and limited numbers of desks, benches, and other essential items. In an FGD with teachers, a respondent explained how the CGS must repair desks as well as build new ones to accommodate the ASC graduates. A director in a KII mentioned difficulties in securing enough food for school lunches in a timely fashion. An education counselor in a mayor's office in Kayes summed up the problem, saying, "In a school where the number of students in a class is already at the maximum if you add even more, there will be a problem with desks, classrooms, and teachers. ... You also often find that it is the CGS itself that pays teachers. There are lots of places like this, with the arrival of new students, it will increase the work [for the CGS], and there will be even more problems." A GLEE official echoed these challenges with formal schools providing enough materials, adding that when some girls transfer from an ASC to a formal school, they take the bench from the ASC with them.

Other respondents cited challenges with the CGS itself. Several respondents said that the committees needed more training to respond to students' needs, while others said that either the school's CGS was inactive or lacked motivation, including a director who said the president of his school's CGS had recently resigned because he was worn out from dealing with parents.

5. How are ASC graduates performing in formal schools following their transition from ASCs?

To gauge how ASC graduates have fared after moving on to formal schools, certain respondents were asked to evaluate these students' performance—including CGS members and teachers in FGDs as well as mentors, youth ambassadors, ASC facilitators, and GLEE staff in KIIs. Data were limited, however, as only half of respondents answered this question. All members from five of eight focus groups, as well as two of six respondents in KIIs, did not respond because no graduates had yet transferred to formal schools in the area likely due to pandemic-related school closures or knew little about ASCs.

Those respondents who were able to answer the questions reported that the graduates generally were performing well. A teacher said, “I haven’t seen any difficulties for the transferred girls. They are all practically at the top of their class. The accelerated learning enabled them to surpass the level of others [in formal school].” In addition, both ASC facilitators interviewed as well as multiple teachers in one FGD reported that some of the graduates ranked among the best in their class. In a CGS FGD, the group said that the transfers usually outnumber the other girls in the class.

Responses from GLEE staff interviewed in March 2020 confirm the limited observations provided from the field. A GLEE staff member said, “I think the centers are very effective. They get girls caught up in just nine months. In fact, girls coming from the centers often have a higher level than their peers at schools.” However, the same respondent from the project qualified that answer, noting that reporting on any changes in the girls overall is “difficult” because of limited monitoring of their progress.

6. Which GLEE interventions are most likely to be sustained after the project?

To address this question, evaluators asked relevant stakeholders—including teachers, school directors, ASC facilitators, school management committees, health workers, government officials, and project staff—which activities had the greatest potential to persist after the project ended as well as what GLEE could do to ensure that certain activities lasted.

Respondents cited most frequently the continuation of awareness-raising campaigns as the intervention most likely to be sustained. Nearly half of respondents in KIs and FGDs asked about sustainability mentioned these campaigns that cover various topics, including the importance of girls’ education, health, hygiene, SRGBV, and family planning.

The two GLEE officials in Bamako also identified awareness-raising campaigns as sustainable. One official explained how the mentors, YAs, and peer educators were effective assets in the community: “These are really powerful voices that have an impact for advocating for education in their communities. For example, we know that some YAs even go to [advocate at] mining companies to get them to invest in the schools in the mining communities.” The other GLEE official said after the project closes, mentors would be essential in continuing to spread messages the project espoused: “They gain the community’s respect and become really important members of their community. We are hopeful that this will make them stick around. We need to really empower them more if we want some parts of the project to be sustainable.”

It seems possible, based on their responses, that mentors and others will remain active once the project closes, much as GLEE officials hope. Respondents in the community—including mentors, healthcare providers, and others—expressed a sense of ownership for their respective responsibilities and a desire to continue their work. For example, a healthcare provider stated she would continue offering free consultations to all adolescent girls: “The world is progressing, so we are not going to return to the past.” The two mentors interviewed both said they intended to continue their sessions with parents and their daughters. One mentor reported, “We will also pass on the training we received to another generation.” It is clear that other members of the community value the work of mentors. The president of one CGS said, “The mentors’ awareness-raising sessions will last; we will ensure that they are organized because it benefits everyone.”

When asked how GLEE could ensure activities would be sustainable, some respondents stated they wanted help with organizing income-generating activities. A CGS member suggested, “I think the project could create income-generating activities—gardening, soap-making, and plenty of others—on behalf of the girls to finance their studies.” Other respondents noted the importance of ensuring that certain

community members are empowered to take on the activities once the project ends. One government official suggested including the importance of girls' education in the district's *Programme de Développement Social et Culturel* (PEDSEC): "Immediately, the mayor's office will take these activities into consideration, and they will be sustained even after the project, or the commune will look for other partners once the project leaves so that activity is sustainable."

6a. Is the project engaging the right stakeholders?

To address this sub-question, evaluators asked relevant stakeholders—teachers, school directors, ASC facilitators, CGSs, healthcare providers, government officials, and project staff—if the project was engaging the correct stakeholders and if any were excluded.

Respondents unanimously agreed that the GLEE project engaged the appropriate beneficiaries. Some respondents mentioned that not only girls benefit from project activities, but also others. A school director said, "If children benefit from it, then the community also benefits." Another school director mentioned that the awareness-raising campaigns target everyone: "[GLEE] raises awareness from the top to the bottom [of the community] with information accessible to everyone."

Opinions were split, however, on whether any beneficiaries were left out of GLEE's interventions. A slight majority of respondents in both FGDs and KIs said that no beneficiaries were excluded. A school director shared an observation about how the project targeted the correct age group of girls: "They are the appropriate beneficiaries because it is a gold mining area here, and if you targeted those who are older, the fact that they have already been influenced by money, then that would not work." However, other respondents suggested that additional groups should be included, including boys, boys with disabilities, girls younger than 10, and girls older than 18. One school director from a secondary school recounted what happened when he told boys in his class that they would have to pay fees, unlike the girls, to the school cooperative: "There was an uproar in the class and a feeling of exclusion."

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The key conclusions will focus on why girls keep and stop participating in GLEE activities; which barriers to girls accessing education the project has addressed effectively and not as effectively; how COVID-19 has impacted the project; which of the GLEE's support services have been most and least effective; how the transition to formal school has fared for ASC graduates and how they have performed there; and the overall sustainability of the project.

Why girls keep participating in GLEE activities: In every FGD, girls shared their beliefs about how pursuing an education would lead to a more prosperous future not only for themselves, but their families and communities. It is clear that adolescent girls targeted by the project have listened intently to all the messages that teachers, peer educators, young ambassadors, and healthcare providers have espoused about the importance of education. Girls also realize that staying in school may help them avoid early marriage and pregnancy.

Why girls stop participating in GLEE activities: Some of the general reasons why girls may drop out of GLEE that respondents identified—including household work, financial demands, early marriage, and dislike of school—were the driving forces behind why 10 respondents did drop out. In the case of the respondent who did not like school, she did not offer a lengthy explanation as to why; she said she just did not like studying and preferred to help out her family at home. This finding follows up on a recommendation from the baseline study, which urged the project to “conduct additional follow-up, such as qualitative research or focus groups with girls, to better understand the reasons girls ‘do not like school’ so that appropriate measures can be identified.”

Barriers to girls accessing education addressed effectively by GLEE: By financing the operation of ASCs in villages and providing school fees for girls in formal schools, GLEE has addressed the biggest barrier to education for families identified during the baseline study in 2018—financial constraints. In addition, the project has imparted to communities the importance of educating adolescent girls. The project's financial aid to families, which was one of the baseline study's chief recommendations, while simultaneously raising their awareness of education's benefits has resulted in communities enthusiastically enrolling girls in ASCs and formal schools.

Barriers to girls accessing education addressed not as effectively by GLEE: Although the project has addressed the biggest barrier to accessing education identified at baseline, it has not been as effective at tackling the second most cited reason at baseline why parents did not enroll their girls in school—household work. These time-consuming demands not only lead to girls dropping out of GLEE, but they also keep girls who do go to school regularly from having enough time to do their schoolwork at home. In addition, early marriage remains a deeply entrenched issue, especially in rural areas, that impedes girls from continuing their education.

Barriers to access to education for girls with disabilities: Respondents reported that the two biggest barriers facing girls with disabilities are means of transport to school and the ridicule they receive from their classmates at school. GLEE has not specifically targeted girls with disabilities with any activities, but the project did ensure that girls with disabilities can access renovated school latrines.

COVID-19's impact on GLEE: The majority of respondents said the COVID-19's impact in their communities was minimal except for the national mandates they could not control, including shuttering schools across the country and adhering to public health guidelines like hand washing and social distancing. A few respondents, however, noted that the long layoff led to some students dropping out of school.

Support services provided: It is clear that GLEE's focus on adolescent girls' health and hygiene has made a substantial impact on their knowledge and behavior. Respondents emphasized over and over how the renovation of sanitation facilities at schools has encouraged girls to stay there during their monthly menstrual cycles, and girls shared how much they have appreciated the sessions on health topics. It is a different picture than what was painted in the baseline study's findings that "girls have mixed attitudes toward menstrual hygiene," and the project has followed through on the baseline recommendations to organize "orientation sessions on menstrual hygiene" and "ensure school facilities meet the basic requirement for the management of menstrual needs." In addition to health services, respondents mentioned the provision of birth certificates as a well-received activity.

Incident boxes and school fee distribution to CGS stood out as two areas with possible room for enhancement. Although girls cited incident boxes as an example of what GLEE had done to address SRGBV, and the girls' use of the boxes increased from 2018 to 2019, there is an opportunity for girls to use them even more frequently; for instance, a primary school teacher and a secondary school director both said the boxes were always empty when opened at their schools. As for school fee distribution, a secondary school teacher as well as a CGS member each mentioned issues with late transfers of distribution of school fees, which may indicate an issue in communicating reasons behind GLEE's postponement of payments due to school closures in 2020.

ASC graduates' transition to formal schools: Respondents made it clear that ASC graduates face barriers unique to their transition to formal schools, in addition to those barriers that all adolescent girls usually confront. Respondents said graduates face challenges paying for school supplies that were provided for them at ASCs, as well as adapting to larger classes featuring curriculum that can be less engaging. In addition, some graduates may face the risk of violence while traveling long distances to formal schools, especially in unstable zones.

Teachers and CGSs also face challenges accommodating ASC graduates to formal schools. With the addition of transfers, respondents said it has been hard to provide enough desks and other resources in classrooms already packed with students. Respondents said, though, that GLEE had supported teachers in integrating ASC graduates through training about GLEE programs and how to welcome students properly.

ASC graduates' performance in formal schools: While respondents' feedback about ASC graduates' performance was generally positive and promising, it is difficult to draw any definitive conclusions due to limited qualitative and quantitative data. Multiple respondents cited graduates performing at the top of their class, which is impressive for girls who have not attended school as long as their peers. However, respondents in five out of eight FGDs were not able to answer the question about graduates' performance; in addition, quantitative data GLEE has collected about graduates' progress after their first year in formal school are merely descriptive; they have not collected any comparable performance data from non-ASC transfer students in the same classrooms.

GLEE's sustainability: The low-cost nature of awareness-building campaigns and the desire for mentors, health workers, and other partners to continue the campaigns after the project ends bodes well for the sustainability of this facet of GLEE's activities. Nearly half of respondents in KIIs and FGDs

mentioned these campaigns that cover a variety of topics, including the importance of girls' education, health, hygiene, SRGBV, and family planning, as efforts most likely to last beyond the project. Respondents also expressed a sense of ownership of their respective responsibilities for these campaigns. For example, a healthcare provider said she was going to continue offering free consultations to all adolescent girls, and the two mentors interviewed said they intended to continue their sessions with parents and their daughters.

RECOMMENDATIONS

To address findings related to **barriers to accessing education for adolescent girls** in the mid-project study, the following recommendations are made:

- **Target messaging at families about the need for girls to have time to study at home.** It was apparent from respondents' answers that GLEE has effectively raised awareness about the importance of girls' education in communities and that families have gravitated to that message by enrolling out-of-school adolescent girls in ASCs and formal schools. Household duties, however, remain not only a primary barrier for girls to access education, but also for them to get the most out of their education due to the domestic responsibilities they have even while attending school. GLEE should consider messaging or ways to raise awareness in communities about the space girls need at home to study and complete homework and other school-related tasks. Consider analysis activities as part of awareness-raising at the community and family levels such as Tool 1: Gender Roles and Responsibilities Timeline on page 93 in *Engendering Transformational Change* (Save the Children, 2014).¹⁰
- **Consider how the messaging around preventing early marriage could be strengthened.** Respondents reported that early marriage remained a barrier for girls in accessing education, and they suggested several ways to improve the project's approach. Girls in FGDs voiced their desire for awareness-building sessions to involve their families directly, while a female mentor recommended that men deliver the message because fathers did not listen to her when she spoke to them about the topic. Consider analysis activities as part of awareness-raising at the community and family levels such as Tool 3: The Gender Inequality Tree on page 107 in *Engendering Transformational Change* (Save the Children, 2014).
- **Examine what specific activities targeting girls with disabilities would be feasible, specifically related to means of girls getting to school and breaking down stigma and building awareness with students about the rights of students with disabilities.** Besides providing access for girls with disabilities in its renovation for school latrines, GLEE has not designed any activities geared toward this group, and it should consider how to address the major barriers respondents reported that girls with disabilities encounter.

To address findings related to **support services for adolescent girls and their families** in the mid-project study, the following recommendations are made:

- **Expand activities related to girls' sexual and reproductive health, including the community production of menstrual pads.** The success of health-related activities illustrates the demand for awareness-raising sessions about menstruation, family planning, and other topics, and other activities. Girls in FGDs requested that GLEE provide more menstrual pads, so the project should pay particular attention to how its planned rollout of sustainable community production of menstrual pads, as described in its 2020 annual report, could be scaled

¹⁰ *Engendering Transformational Change: Save the Children Gender Equality Program Guidance and Toolkit* (2014).

if it proves effective.¹¹

- **Conduct a targeted case study of the usage of incident boxes to understand why they have been used in certain communities, but not in others, in order to capitalize on their promise.** The increased usage of incident boxes from 2018 to 2019 during shortened school years underscores their promise in addressing SRGBV. Girls are not taking advantage of the boxes, however, in all communities, according to some respondents who reported the boxes are always empty when opened. Therefore, it would be beneficial for the project to understand the reasons behind their effective use in certain communities, and why other schools do not utilize them, so GLEE can best promote and encourage their use.

To address findings related to **ASC graduates' transition to formal schools** in the mid-project study, the following recommendations are made:

- **Find a way to address budgetary restrictions to provide more support to ASC graduates in formal schools, possibly by providing learning materials and/or supplementary courses.** Respondents reported challenges that ASC graduates face include purchasing school supplies and adapting to the new environment in formal schools. In addition, GLEE officials identified support for graduates as an area for improvement, but they explained that budgetary constraints prevented them from intervening in any fashion.
- **Work with CGSs to develop a safety and security plan to help ASC graduates who travel far to get to school or are located in high-risk areas.** Respondents reported that some ASC graduates encounter danger due to the long distances they must travel from their homes to formal schools. GLEE could use GPS data to determine which ASCs are farthest from formal schools and then partner with CGSs to draw up plans to mitigate safety risks for girls.
- **Expand the footprint of GLEE's in-kind grants program in order for CGSs to address the lack of resources at schools integrating ASC graduates.** Teachers, CGS members, and other respondents explained how the transfer of ASC graduates stretched the resources of schools already struggling to provide adequate resources and equipment for their students. The project's in-kind grants program could serve as a mechanism to provide schools with the desks, benches, and other items schools need, but GLEE may need to revise the scope of this initiative in order to accommodate these requests, as well as promote its availability more widely to CGS members.

To address findings related to **ASC graduates' performance in formal schools** in the mid-project study, the following recommendations are made:

- **Strengthen monitoring of ASC graduates in formal schools.** Increased monitoring would enable GLEE to understand how girls are progressing in formal schools and how effective the ASC program has prepared girls to succeed in formal schools.
- **Highlight the success stories of ASC graduates who are top students in their classes.** Respondents said some graduates have emerged as star students in formal schools, but details are otherwise sketchy. Finding these girls and promoting their success stories would not only serve GLEE well as a way to promote its own activities, but also as examples to share with communities and government officials to underscore the efficacy of educating out-of-school adolescent girls.

To address findings related to **sustainability** in the mid-project study, the following recommendation is made:

¹¹Winrock International, *USAID Mali Girls Leadership and Empowerment Through Education (GLEE) Annual Report: October 1, 2019 – September 30, 2020*, (2020), p. 40.

- **Devise ways to empower mentors, YAs, peer educators, healthcare providers, and others to continue their work after the project ends.** Respondents shared their desire to continue raising awareness about health-related issues and the importance of girls' education after the project ends. GLEE should capitalize on this momentum prior to the project's end date to ensure this work does persist.

ANNEXES

ANNEX I: FGD GUIDE WITH GIRLS WHO HAVE REMAINED IN THE PROJECT INTERVENTION (IN PRIMARY OR SECONDARY SCHOOL OR ASC)

Discussion de groupe « focus group » (FG)

Filles appuyées par le projet (écoles primaires, écoles secondaires, CSA)

Pour les enquêteurs* : **consentement d'un adulte responsable au nom de chaque mineure : Avant de commencer à parler avec la fille, demandez le consentement du chef de ménage au nom de la fille sélectionnée. Puis, suivez le protocole ci-dessous pour demander le consentement de la fille elle-même.*

Type d'activité :	
Catégorie des participants :	
Région :	
Commune :	
Village :	
Nom de l'établissement scolaire :	☐ École primaire ☐ École secondaire ☐ Centre de Scolarisation Accélérée (CSA) Nom : _____
Facilitateur :	
Preneur de notes :	
Date :	
Heure début et Heure fin :	

Introduction et Consentement

Bonjour, nous nous appelons _____ et _____. Nous travaillons avec le Centre d'Étude et de Recherche sur l'Information en Population et Santé (CERIPS). Comme vous savez, Winrock International (WI) et USAID mettent en œuvre le projet Leadership et autonomisation des jeunes filles à travers l'éducation (GLEE) au Mali qui travaille à favoriser l'accès et la rétention des filles dans les écoles. Nous procédons actuellement à un examen à mi-parcours du projet pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité du projet. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

L'entretien devrait durer environ 1 heure. Nous ne partagerons les réponses avec personne, à l'exception des personnes travaillant directement à évaluer ce projet. Pour mieux suivre toutes les informations que

vous fournissez aujourd'hui, je vais enregistrer cette discussion et prendre des notes. Votre participation est volontaire et vous avez toujours le choix de ne pas répondre à une question si vous ne le souhaitez pas. Informez-moi simplement, et je passerai à la question suivante. Mais si vous répondez, on vous encourage à prendre votre temps et à répondre honnêtement. Il n'y a pas de bonne ou de mauvaise réponse, nous voulons simplement comprendre les points de vue des bénéficiaires du projet GLEE. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

*[*Pour l'enquêteur**

- *Si OUI, répondez à toutes les questions des participants et continuez.*
- *Si NON, continuez.]*

Avons-nous votre permission d'enregistrer l'entretien avec notre enregistreur audio ?

*[*Pour l'enquêteur **

- *Si OUI, continuez.*
- *Si NON, confirmez que vous n'enregistrerez pas la conversation et poursuivrez sans activer l'enregistrement audio.]*

Avons-nous votre accord pour participer volontairement à cet entretien ?

*[*Pour l'enquêteur **

- *Si OUI, continuez.*
- *Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.]*

[Commencez l'enregistrement audio après avoir reçu le consentement.]

INSTRUCTIONS pour l'enquêteur:

Conseils généraux: En utilisant vos notes de terrain comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques (en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés. À la fin de chaque activité, soulignez les citations clés. En outre, veuillez résumer vos observations personnelles sur les réponses des participants aux questions à la fin de cette section. En général, vos notes doivent contenir 6 types d'informations:

1. *Citations – des phrases bien dites qui illustrent un point de vue important car elles sont éclairantes ou exprimées avec éloquence*
2. *Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification*
3. *Formulation et langage utilisé – Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent*
4. *Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.*
5. *Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'une question complémentaire particulière.*
6. *Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section « Observation*

du preneur de notes » nous aidera au cours de la phase d'analyse.

Veuillez écrire vos impressions et les notes importantes ici, s'il y en a (marquez dans une couleur différente).

Nous allons commencer en parlant de votre expérience avec le projet GLEE et des activités spécifiques du projet.

*[*Pour l'enquêteur * : Pour clarifier, annoncez le nom de l'animateur (cas des Centres de Scolarisation Accélérées) ou du mentor (cas des écoles) et rappeler aux participants que cette personne s'occupe du projet GLEE dans ce village, école ou centre.]*

Je vous rappelle le nom de la personne (des personnes) qui s'occupe(ent) du projet ici à _____.

1. Fréquentez-vous l'école (NOM de l'école appuyée par GLEE) /le Centre de scolarisation accéléré ?

[Ajouter vos notes ici]

*[*Pour l'enquêteur * : Si une fille répond que non, cela signifie qu'elle ne doit pas faire partie de la discussion de groupe.]*

1a. Avez-vous assisté à des sessions de communication/sensibilisation sur les thématiques suivantes : l'éducation des filles, violences basées sur le genre, sécurité scolaire, santé de la reproduction (sida, IST,), Planning Familial (PF) et COVID 19, hygiène menstruelle, mariage forcé/précoce etc... (Ces sessions sont animées par les pairs éducateurs, les jeunes ambassadeurs, mentors GLEE, enseignants) ? parlez-nous de ces sessions de communication/sensibilisation.

[Ajouter vos notes ici]

1b. Avez-vous bénéficié directement ou indirectement de quoi que ce soit d'autre en provenance du projet GLEE (pairs éducateurs, jeunes ambassadeurs, les mentors GLEE , etc.) ? de quoi avez-vous bénéficié ? de qui ?

[Ajouter vos notes ici]

2. Quand avez-vous commencé à fréquenter l'école (NOM de l'école appuyée par GLEE) /le centre de scolarisation accéléré ?

[Ajouter vos notes ici]

2.a Quand avez-vous assisté aux sessions de communication/sensibilisation dont vous avez parlé ? Quand avez-vous bénéficié de la chose dont vous avez parlé et qui était en provenance de GLEE ?

[Ajouter vos notes ici]

3. Que pensez-vous de l'éducation scolaire en général et celles de jeunes filles en particulier ? Quels sont les avantages, inconvénients, et risques ?

[Ajouter vos notes ici]

4. Parlez nous de votre expérience des sessions de communication/sensibilisation animées par les « agents GLEE » (pairs éducateurs, jeunes ambassadeurs, mentors GLEE) ? . Décrivez-nous comment est-ce que les animateurs de ces sessions procèdent ? Parlez nous de votre expérience des cours reçus dans les centres de scolarisation accélérée ? Décrivez nous comment est ce que l'animateur du CSA vous accompagne

[Ajouter vos notes ici]

5. Dans le cadre des sessions de communication/sensibilisation auxquelles vous avez assisté, quelles ont été les thématiques abordées ? Expliquez s'il vous plaît.

[Ajouter vos notes ici]

6. Selon vous, parmi les thématiques abordées lors des sessions auxquelles vous avez assisté, quelles sont les thématiques que vous appréciez le plus ? Veuillez donner des exemples et expliquer pourquoi vous les appréciez.

[Ajouter vos notes ici]

7a. Selon vous, parmi les thématiques abordées lors des sessions auxquelles vous avez assisté, quelles sont les thématiques que vous n'appréciez pas, et pourquoi ?

[Ajouter vos notes ici]

7b. Qu'est-ce que vous proposeriez pour améliorer ces sessions de communications/sensibilisation ? Veuillez donner des exemples de ce qui peut être améliorées et expliquer comment elles pourraient être améliorées.

[Ajouter vos notes ici]

8. Qu'est-ce que vous avez appris ? Quel changements le projet a apporté chez vous ou chez les autres (que vous avez observé) ? Veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

8a. Pourquoi assistiez-vous aux sessions de communication/sensibilisation ? Expliquez. Pour quelles raisons principales, assistiez-vous aux sessions de communication/sensibilisation ?

[Ajouter vos notes ici]

8b. Pourquoi certaines filles n'assistent pas comme vous aux sessions de communication/sensibilisation ? Expliquez. Pour quelles raisons principales, n'assistent-elle pas aux sessions de communication/sensibilisation ?

[Ajouter vos notes ici]

9a. Pourquoi continuez-vous à aller à l'école (Nom de l'école appuyé par GLEE) /CSA ?

[Ajouter vos notes ici]

9b. Pour quelles raisons principales, continuez-vous à aller à l'école (Nom école appuyée par le projet) ou avez-vous complété les neuf mois de formation au CSA?

[Ajouter vos notes ici]

10a. Selon vous, pourquoi certaines filles ont abandonné l'école /CSA contrairement à vous ?

[Ajouter vos notes ici]

10b. Quels sont les facteurs les plus importants qui encouragent vos camarades de classe à continuer à aller à l'école (Nom de l'école appuyée par GLEE) ou le CSA?

[Ajouter vos notes ici]

11a. Selon vous, quels sont les obstacles à l'éducation pour les filles adolescentes et pour vous-même ? Veuillez donner des exemples.

[Ajouter vos notes ici]

11b. Pensez-vous que les mêmes obstacles existent pour les garçons ? Ou est-ce qu'ils sont différents ? Veuillez donner des exemples.

[Ajouter vos notes ici]

11c. Selon vous, quels sont les obstacles liés à l'accès à l'éducation pour les enfants adolescentes porteurs de handicap ? Veuillez donner des exemples.

[Ajouter vos notes ici]

11d. À votre avis, le COVID-19 a-t-il eu un impact sur votre participation aux CSA ou à l'école cette année? Si oui, veuillez expliquer pourquoi. Si non, avez-vous vu que cela a eu un impact sur l'accès des filles que vous connaissez? Expliquez pourquoi.

[Ajouter vos notes ici]

12a. Parmi les obstacles que vous avez mentionnés, quels sont ceux auxquelles le projet GLEE propose des solutions? Veuillez donner des exemples.

[Ajouter vos notes ici]

12b. A quels obstacles est-ce que le projet GLEE ne propose pas de solution appropriées ? Pourquoi à votre avis ? Veuillez donner des exemples.

[Ajouter vos notes ici]

12c. Comment est-ce que le projet pourrait-il mieux aider les filles ? Veuillez donner des exemples.

[Ajouter vos notes ici]

12d. À votre avis, quels soutiens sont nécessaires pour atténuer les obstacles à la fréquentation scolaire des filles et engendrés par le COVID-19?

[Ajouter vos notes ici]

13a. A votre avis, pourquoi votre famille vous a envoyé à l'école ou au Centre de Scolarisation Accélérée (CSA) ? Veuillez donner des exemples.

[Ajouter vos notes ici]

13b. Connaissez-vous des filles de votre âge dont les parents ont refusé leur inscription à l'école ou au Centre de Scolarisation Accélérée (CSA) ? Si oui, pourquoi ?

[Ajouter vos notes ici]

13c. À votre avis, le COVID-19 a-t-il joué un rôle dans la décision des familles d'envoyer leurs filles à l'école ou au CSA? Si oui, expliquez pourquoi.

[Ajouter vos notes ici]

13d. Quels soutiens supplémentaires les membres de la famille peuvent-ils fournir aux filles pour les aider à continuer l'école ou le CSA dans le contexte du COVID-19?

[Ajouter vos notes ici]

13e. À votre avis, de quel soutien les membres de la famille ont-ils besoin pour aider les filles à rester à l'école?

[Ajouter vos notes ici]

14a. Selon vous, quels appuis proposez-vous pour assurer que les filles adolescentes continuent à poursuivre leurs études (aux CSA et à l'école)? Veuillez donner des exemples.

[Ajouter vos notes ici]

14b. Selon vous, quels appuis proposez-vous pour assurer que les filles adolescentes porteurs de handicap s'inscrivent et continuent à poursuivre leurs études (aux CSA et à l'école)? Veuillez donner des exemples.

[Ajouter vos notes ici]

I5a. Selon vous, pensez-vous qu'il faut d'autres appuis pour aider les filles adolescentes ? Si oui, veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

I5b. Que suggéreriez-vous que le projet GLEE pourrait changer ou introduire dans ses activités afin de mieux répondre aux appuis que vous avez mentionné ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Maintenant parlons des Centres de Scolarisation Accélérée (CSA) et de la réintégration.

[Ajouter vos notes ici]

*[*Pour l'enquêteur * : Pour les questions suivantes, si vous faites un FG avec les filles à l'école, il faut comprendre s'il y a des filles transférées des CSA à l'école parmi les participants. S'il n'y en a pas, demandez aux participantes si elles connaissent des filles transférées. Il faut faire les participantes penser aux filles transférées en demandant les questions suivantes.]*

I6a. A votre avis, pour quelles raisons les filles font-elles la transition vers l'école?

[Ajouter vos notes ici]

I6b. A votre avis, quelles sont les difficultés auxquelles font face les filles transférées des Centre de Scolarisation Accélérée (CSA) aux écoles? Veuillez décrire les difficultés et donner des exemples.

[Ajouter vos notes ici]

I6c. Quels défis de transition, le cas échéant, sont présentés par COVID-19?

[Ajouter vos notes ici]

I6d. A votre avis, qu'est-ce que le programme a fait, le cas échéant, pour faciliter la transition vers l'école ?

[Ajouter vos notes ici]

I6e. Selon vous, qu'est ce qui peut être mis en place pour s'assurer que la transition des Centres de Scolarisation Accélérée (CSA) aux écoles formelles se passe le mieux possible?

[Ajouter vos notes ici]

I6f. Que peut-on faire pour soutenir les filles qui passent d'un Centre de Scolarisation Accélérée (CSA) à une école formelle rester à l'école ?

[Ajouter vos notes ici]

Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous des questions ou autre chose à partager ?

[Ajouter vos notes ici]

Nous vous remercions pour votre participation. Si vous avez la moindre question concernant cette étude, n'hésitez pas à contacter : Spécialiste en suivi-évaluation de GLEE, Abdoulaye Sidibé, tel : 74 97 52 50

ANNEX II: FGD GUIDE WITH CGS/APE/AME MEMBERS AND TEACHERS AND KII PROTOCOL FOR GLEE MENTORS, YOUTH AMBASSADORS, AND ASC MODERATORS

Outil 2 : Discussion de groupe « focus group » (FG) / Interview des informateurs clés (KII)

Membres de CGS, APE, AME (FG)

Enseignants (FG)

Mentors GLEE (KII)

JA (KII)

Animateurs de CSA (KII)

Type d'activité : Catégorie des participant : Poste des participant : Sexe du participant (pour les KII et EG) :	
Région :	
Commune :	
Village :	
Nom de l'établissement scolaire (si pertinent) :	☐ École primaire ☐ École secondaire Centre de Scolarisation Accélérée (CSA) Nom : _____
Facilitateur :	
Preneur de notes :	
Date :	
Heure début et Heure fin :	

Introduction et Consentement

Bonjour, nous nous appelons _____ et _____. Nous travaillons avec le Centre d'Étude et de Recherche sur l'Information en Population et Santé (CERIPS). Comme vous savez, Winrock International (WI) et USAID mettent en œuvre le projet Leadership et autonomisation des jeunes filles à travers l'éducation (GLEE) au Mali qui travaille à favoriser l'accès et la rétention des filles dans les écoles. Nous procédons actuellement à un examen à mi-parcours du projet pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité du projet. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

L'entretien devrait durer environ 1 heure. Nous ne partagerons les réponses avec personne, à l'exception des personnes travaillant directement à évaluer ce projet. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui, je vais enregistrer cette discussion et prendre des notes. Votre participation

est volontaire et vous avez toujours le choix de ne pas répondre à une question si vous ne le souhaitez pas. Informez-moi simplement, et je passerai à la question suivante. Mais si vous répondez, on vous encourage à prendre votre temps et à répondre honnêtement. Il n'y a pas de bonne ou de mauvaise réponse, nous voulons simplement comprendre les points de vue des bénéficiaires du projet GLEE. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

*[*Pour l'enquêteur**

- *Si OUI, répondez à toutes les questions des participants et continuez.*
- *Si NON, continuez.]*

Avons-nous votre permission d'enregistrer l'entretien avec notre enregistreur audio ?

*[*Pour l'enquêteur **

- *Si OUI, continuez.*
- *Si NON, confirmez que vous n'enregistrerez pas la conversation et poursuivrez sans activer l'enregistrement audio.]*

Avons-nous votre accord pour participer volontairement à cet entretien ?

*[*Pour l'enquêteur **

- *Si OUI, continuez.*
- *Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.]*

[Commencez l'enregistrement audio après avoir reçu le consentement.]

INSTRUCTIONS pour l'enquêteur:

Conseils généraux: En utilisant vos notes de terrain comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques (en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés. À la fin de chaque activité, surlignez les citations clés. En outre, veuillez résumer vos observations personnelles sur les réponses des participants aux questions à la fin de cette section. En général, vos notes doivent contenir 6 types d'informations:

1. *Citations – des phrases bien dites qui illustrent un point de vue important car elles sont éclairantes ou exprimées avec éloquence*
2. *Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification*
3. *Formulation et langage utilisé – Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent*
4. *Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.*
5. *Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'une question complémentaire particulière.*
6. *Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section «Observation du preneur de notes» nous aidera au cours de la phase d'analyse.*

Veuillez écrire vos impressions et les notes importantes ici, s'il y en a (marquez dans une couleur différente).

Nous allons commencer en parlant du contexte du projet GLEE, de votre implication et des activités spécifiques du projet.

1. Parlez-moi de votre compréhension et de votre expérience avec le projet GLEE. Quels types d'activités le projet met-il en œuvre et à quelles activités avez-vous participé ?

[Ajouter vos notes ici]

2. Selon vous, parmi les activités du projet que vous avez mentionné, quelles sont les activités les plus efficaces ? Veuillez donner des exemples d'activités et expliquer pourquoi vous les trouvez efficaces.

[Ajouter vos notes ici]

3. Selon vous, parmi les activités du projet que vous avez mentionné, quelles sont les activités les moins efficaces ? Expliquer pourquoi. Qu'est-ce qui rendrait le projet plus performant? Veuillez donner des exemples d'activités pouvant être améliorées et expliquer comment elles pourraient être améliorées.

[Ajouter vos notes ici]

4a. Selon vous, quels sont les défis liés à l'accès à l'éducation pour les filles adolescentes dans votre communauté ?

[Ajouter vos notes ici]

4b. Pensez-vous que le COVID-19 a eu un impact sur l'accès à l'éducation des filles adolescentes de votre communauté? Expliquer.

[Ajouter vos notes ici]

4c. À votre avis, quels soutiens sont nécessaires pour atténuer les obstacles à la fréquentation scolaire des filles et engendrés par COVID-19?

[Ajouter vos notes ici]

4d. Avez-vous vécu/entendu parler des difficultés financières qui empêchent les filles de votre communauté de rester à l'école ? Veuillez expliquer.

[Ajouter vos notes ici]

4e. Le projet GLEE intéresse-t-il toutes les familles qui ont des filles éligibles ? Veuillez expliquer.

[Ajouter vos notes ici]

5a. Selon vous, pourquoi certaines filles ont abandonné les CSA et d'autres continuent leur participation ?

[Ajouter vos notes ici]

5b. Quelles sont les raisons les plus importantes pour lesquelles certaines filles continuent dans leurs études?

[Ajouter vos notes ici]

5c. Quelles sont les raisons les plus importantes pour lesquelles certaines filles abandonnent ou ne sont pas régulières au cours ?

[Ajouter vos notes ici]

6a. Selon vous, quels sont les défis liés à l'accès à l'éducation pour les groupes suivants. Veuillez donner des exemples:

- les filles adolescentes

[Ajouter vos notes ici]

- les filles adolescentes porteuses de handicap

[Ajouter vos notes ici]

6b. Parmi les défis que vous avez mentionnés, quels sont les défis auxquels le projet GLEE propose des solutions ? Comment GLEE répond-t-il ? Quels sont les défis auxquels GLEE ne répond pas ? Pourquoi à votre avis ?

[Ajouter vos notes ici]

7a. Selon vous, qu'est-ce qui motive les familles de votre village appuyées par le projet GLEE à envoyer leurs filles à l'école ? Veuillez donner des exemples.

[Ajouter vos notes ici]

7b. Connaissez-vous des familles qui ont refusé à ce que leurs filles s'inscrivent dans les CSA ? Si oui, quelles en étaient les raisons ? Est-ce que ces familles l'ont regretté après ?

[Ajouter vos notes ici]

7c. À votre avis, le COVID-19 a-t-il joué un rôle dans la décision des familles d'envoyer leurs filles à l'école ou au CSA? Si oui, expliquez pourquoi.

[Ajouter vos notes ici]

7d. À votre avis, de quel soutien les membres de la famille ont-ils besoin pour aider les filles à rester à l'école?

[Ajouter vos notes ici]

8. À votre avis, qu'est-ce qui peut être fait de la part du projet et de votre part en tant qu'acteur du projet pour s'assurer que les filles adolescentes dans les milieux suivants continuent leurs études? Veuillez donner des exemples.

- dans les Centres de Scolarisation Accélérée (CSA)

[Ajouter vos notes ici]

- dans les écoles formelles

[Ajouter vos notes ici]

8a. À votre avis, qu'est-ce qui peut être fait de la part du projet et de votre part en tant qu'acteur du projet pour s'assurer que les filles adolescentes porteuses de handicap dans les milieux suivants continuent leurs études? Veuillez donner des exemples.

- dans les Centres de Scolarisation Accélérée (CSA)

[Ajouter vos notes ici]

- dans les écoles formelles

[Ajouter vos notes ici]

9. Selon vous, est-ce qu'il y a toujours certains besoins non satisfaits par le projet GLEE par rapport aux filles adolescentes ? Si oui, veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

10. Que suggèreriez-vous que le projet GLEE change pour mieux répondre aux besoins ? Suggèreriez-vous un changement dans la mise en œuvre des activités actuelles et/ou proposeriez-vous de nouvelles activités ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Maintenant parlons des Centres de Scolarisation Accélérée (CSA) et du transfert des filles.

I 1a. Selon vous, pour quelles raisons les filles font-elles la transition vers l'école?

[Ajouter vos notes ici]

I 1b. A votre avis, quelles sont les difficultés auxquelles font face les filles transférées des Centres de Scolarisation Accélérée (CSA) aux écoles? Veuillez décrire les difficultés et donner des exemples.

[Ajouter vos notes ici]

I 1c. Quels défis de transition, le cas échéant, sont présentés par COVID-19?

[Ajouter vos notes ici]

11d. Selon vous, qu'est ce qui peut être mis en place pour s'assurer que la transition des Centres de Scolarisation Accélérée (CSA) aux écoles formelles se passe le mieux possible?

[Ajouter vos notes ici]

12. Selon vous, est-ce que le projet GLEE réussit à créer un environnement adéquat pour appuyer les enseignants à intégrer les filles adolescentes qui ont terminé leurs études dans les Centres de Scolarisation Accélérée (CSA) ? Si oui, veuillez décrire ce que le projet fait dans ce domaine et donner des exemples. Si non, qu'est qui aurait pu être fait ?

[Ajouter vos notes ici]

13. Selon vous, quels facteurs faut-il prendre en considération dans le transfert des filles des Centres de Scolarisation Accélérée (CSA) aux écoles formelles dans les zones d'insécurité ?

[Ajouter vos notes ici]

14. Selon vous, quels sont les difficultés auxquelles les membres des CGS/APE/AME font face en répondant aux besoins des enfants qui sont transférés des Centres de Scolarisation Accélérée (CSA) aux écoles primaires ? Veuillez donner des exemples.

[Ajouter vos notes ici]

15. Pouvez-vous évaluer les résultats scolaires des enfants sortants des Centres de Scolarisation Accélérée (CSA) après leur réintégration dans les écoles formelles ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Maintenant parlons de la durabilité du projet GLEE.

16a. Quelles composantes ou activités spécifiques du projet GLEE, selon vous, présentent le plus grand potentiel de perdurer après la fin du projet? Veuillez donner des exemples .

[Ajouter vos notes ici]

16b. Qu'est-ce que le projet GLEE pourrait-il faire pour aider à faire perdurer certains de ces activités après la fin du projet ? Pour chacune des activités auxquelles vous pensez, dites comment.

[Ajouter vos notes ici]

17a. Selon vous, est-ce que le projet GLEE implique les bénéficiaires appropriés (filles de 10 -18 ans, CGS, mentors, etc.) dans les activités du projet ? Expliquer.

[Ajouter vos notes ici]

17b. Est-ce qu'il y a d'autres bénéficiaires importants que le projet ne touche pas ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous des questions ou autre chose à partager ?

[Ajouter vos notes ici]

Nous vous remercions pour votre participation. Si vous avez la moindre question concernant cette étude, n'hésitez pas à contacter : Spécialiste en suivi-évaluation de GLEE, Abdoulaye Sidibé, tel : 74 97 52 50

ANNEX III: KII PROTOCOL FOR HEADS OF HOUSEHOLDS OF GIRLS WHO HAVE LEFT THE PROGRAM

Outil 3 : Interview des informateurs clés (KII)

Chefs de ménages des filles qui ont abandonné le projet

Type d'activité : Catégorie du participant : Sexe du participant :	
Région :	
Commune :	
Village :	
Nom de l'établissement scolaire abandonné:	☐ École primaire ☐ École secondaire ☐ Centre de Scolarisation Accélérée (CSA) Nom : _____
Facilitateur :	
Preneur de notes :	
Date :	
Heure début et Heure fin :	

Introduction et Consentement

Bonjour, nous nous appelons _____ et _____. Nous travaillons avec le Centre d'Étude et de Recherche sur l'Information en Population et Santé (CERIPS). Comme vous savez, Winrock International (WI) et USAID mettent en œuvre le projet Leadership et autonomisation des jeunes filles à travers l'éducation (GLEE) au Mali qui travaille à favoriser l'accès et la rétention des filles dans les écoles. Nous procédons actuellement à un examen à mi-parcours du projet pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité du projet. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

L'entretien devrait durer environ 1 heure. Nous ne partagerons les réponses avec personne, à l'exception des personnes travaillant directement à évaluer ce projet. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui, je vais enregistrer cette discussion et prendre des notes. Votre participation est volontaire et vous avez toujours le choix de ne pas répondre à une question si vous ne le souhaitez pas. Informez-moi simplement, et je passerai à la question suivante. Mais si vous répondez, on vous encourage à prendre votre temps et à répondre honnêtement. Il n'y a pas de bonne ou de mauvaise réponse, nous voulons simplement comprendre les points de vue des bénéficiaires du projet GLEE. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

*[*Pour l'enquêteur*]*

- Si OUI, répondez à toutes les questions des participants et continuez.
- Si NON, continuez.]

Avons-nous votre permission d'enregistrer l'entretien avec notre enregistreur audio ?

*[*Pour l'enquêteur **

- Si OUI, continuez.
- Si NON, confirmez que vous n'enregistrerez pas la conversation et poursuivrez sans activer l'enregistrement audio.]

Avons-nous votre accord pour participer volontairement à cet entretien ?

*[*Pour l'enquêteur **

- Si OUI, continuez.
- Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.]

[Commencez l'enregistrement audio après avoir reçu le consentement.]

INSTRUCTIONS pour l'enquêteur:

Conseils généraux: En utilisant vos notes de terrain comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques (en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés. À la fin de chaque activité, soulignez les citations clés. En outre, veuillez résumer vos observations personnelles sur les réponses des participants aux questions à la fin de cette section. En général, vos notes doivent contenir 6 types d'informations:

1. Citations – des phrases bien dites qui illustrent un point de vue important car elles sont éclairantes ou exprimées avec éloquence
2. Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification
3. Formulation et langage utilisé – Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent
4. Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.
5. Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'une question complémentaire particulière.
6. Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section «Observation du preneur de notes» nous aidera au cours de la phase d'analyse.

Veuillez écrire vos impressions et les notes importantes ici, s'il y en a (marquez dans une couleur différente).

Nous allons commencer en parlant du contexte du projet GLEE et des activités spécifiques du projet.

1. Est-ce que vous avez une fille adolescente chez vous qui fréquentait l'école (Nom de l'école appuyé par le projet) ou le CSA et qui a cessé d'aller à l'école ou au CSA?

*[*Pour l'enquêteur**

- *Si OUI, continuez.*
- *Si NON, remercier le répondant et trouver un remplaçant.]*

[Ajouter vos notes ici]

3. Quand est-ce que votre enfant a été inscrit au CSA ou école (appuyée par le projet) et quand est-ce qu'elle a abandonné le CSA ou l'école (appuyée par le projet)?

[Ajouter vos notes ici]

4. Que pensez-vous de l'éducation scolaire en général et celles de jeunes filles en particulier ? Quels sont les avantages, inconvénients, et risques ?

[Ajouter vos notes ici]

5a. En tant que parent de fille ayant bénéficiée du projet GLEE, quels facteurs vous ont motivé à envoyer votre fille au projet (au Centre de Scolarisation Accélérée ou à l'école)?

[Ajouter vos notes ici]

5b. A votre avis, qu'est-ce qui motive les autres familles d'envoyer leurs filles aux CSA ? Veuillez donner des exemples.

[Ajouter vos notes ici]

5c. À votre avis, le COVID-19 a-t-il joué un rôle dans la décision des familles d'envoyer leurs filles à l'école ou au CSA? Si oui, expliquez pourquoi.

[Ajouter vos notes ici]

5d. Quels soutiens supplémentaires les membres de la famille peuvent-ils fournir aux filles pour les aider à continuer l'école ou le CSA dans le contexte du COVID-19?

[Ajouter vos notes ici]

5e. À votre avis, de quel soutien les membres de votre famille ou d'autres famille ont-ils besoin pour aider les filles à rester à l'école?

[Ajouter vos notes ici]

6a. Pourquoi est-ce que votre fille a cessé d'aller à l'école (appuyée par le projet) ou au CSA? Veuillez énumérer toutes les raisons pertinentes.

[Ajouter vos notes ici]

6b. Avez-vous encouragé votre fille à continuer à aller à l'école (appuyée par le projet) ou au CSA ? Pourquoi ou pourquoi pas ?

[Ajouter vos notes ici]

7a. Selon vous, quels sont les obstacles à l'éducation pour les filles adolescentes ? Veuillez donner des exemples.

[Ajouter vos notes ici]

7b. Quels sont les obstacles à l'éducation pour les filles adolescentes porteurs de handicap ? Veuillez donner des exemples.

[Ajouter vos notes ici]

8a. Parmi les obstacles que vous avez mentionnés, quels sont ceux auxquelles le projet GLEE répond mieux ? Veuillez donner des exemples.

[Ajouter vos notes ici]

8b. A quels obstacles est-ce que le projet GLEE ne répond pas ? Pourquoi à votre avis ? Veuillez donner des exemples.

[Ajouter vos notes ici]

9a. Selon vous, quels services de soutien sont nécessaires pour s'assurer que les filles adolescentes continuent à poursuivre leurs études (aux CSA et à l'école) ? Veuillez donner des exemples.

[Ajouter vos notes ici]

9b. Selon vous, quels services de soutien sont nécessaires pour s'assurer que les filles adolescentes porteurs de handicap s'inscrivent et continuent à poursuivre leurs études (aux CSA et à l'école) ? Veuillez donner des exemples.

[Ajouter vos notes ici]

10. Selon vous, parmi les activités offertes par le projet GLEE, quelles sont les plus efficaces ? Veuillez donner des exemples d'activités et expliquer pourquoi vous les trouvez efficaces.

[Ajouter vos notes ici]

I 1. Selon vous, parmi les activités du projet que vous avez mentionné, quelles sont les activités les moins efficaces ? Expliquer. Qu'est-ce qui rendrait le projet plus performant ? Veuillez donner des exemples d'activités pouvant être améliorées et expliquer comment elles pourraient être améliorées.

[Ajouter vos notes ici]

I2. Avez-vous observé des changements chez votre fille pendant sa participation dans le projet GLEE ? Si oui, veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

I3a. Selon vous, est-ce qu'il y a toujours certains besoins non satisfaits par le projet GLEE par rapport aux filles adolescentes ? Si oui, veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

I3b. Que suggéreriez-vous que le projet GLEE pourrait changer ou introduire dans les activités afin de mieux répondre à ces besoins ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Maintenant parlons des Centres de Scolarisation Accélérée (CSA) et de la réintégration.

I4a. A votre avis, pour quelles raisons les filles font-elles la transition vers l'école?

[Ajouter vos notes ici]

I4b. A votre avis, quelles sont les difficultés auxquelles font face les filles transférées des Centres de Scolarisation Accélérée (CSA) aux écoles? Veuillez décrire les difficultés et donner des exemples.

I4c. Quels défis de transition, le cas échéant, sont présentés par COVID-19?

[Ajouter vos notes ici]

I4d. Selon vous, qu'est ce qui peut être mis en place pour s'assurer que la transition des Centres de Scolarisation Accélérée (CSA) aux écoles formelles se passe le mieux possible?

[Ajouter vos notes ici]

I4e. Qu'est-ce qui peut aider les filles qui passent d'un Centre de Scolarisation Accélérée (CSA) à une école formelle à rester à l'école ?

[Ajouter vos notes ici]

I4f. A votre avis, qu'est-ce que le programme a fait, le cas échéant, pour faciliter la transition vers l'école ?

[Ajouter vos notes ici]

Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous des questions ou autre chose à partager ?

[Ajouter vos notes ici]

Nous vous remercions pour votre participation. Si vous avez la moindre question concernant cette étude, n'hésitez pas à contacter : Spécialiste en suivi-évaluation de GLEE, Abdoulaye Sidibé, tel : 74 97 52 50

ANNEX IV: KII PROTOCOL FOR GIRLS WHO HAVE LEFT THE PROGRAM

Outil 4 : Interview des informateurs clés (KII)

Filles qui ont abandonné le projet

Pour les enquêteurs* : **consentement d'un adulte responsable au nom de chaque mineure : Avant de commencer à parler avec la fille, demandez le consentement du chef de ménage au nom de la fille sélectionnée. Puis, suivez le protocole ci-dessous pour demander le consentement de la fille elle-même.*

Type d'activité : Catégorie du participant :	
Région :	
Commune :	
Village :	
Nom de l'établissement scolaire abandonné:	☐ École primaire ☐ École secondaire ☐ Centre de Scolarisation Accélérée (CSA) Nom : _____
Facilitateur :	
Preneur de notes :	
Date :	
Heure début et Heure fin :	

Introduction et Consentement

Bonjour, nous nous appelons _____ et _____. Nous travaillons avec le Centre d'Étude et de Recherche sur l'Information en Population et Santé (CERIPS). Comme vous savez, Winrock International (WI) et USAID mettent en œuvre le projet Leadership et autonomisation des jeunes filles à travers l'éducation (GLEE) au Mali qui travaille à favoriser l'accès et la rétention des filles dans les écoles. Nous procédons actuellement à un examen à mi-parcours du projet pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité du projet. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

L'entretien devrait durer environ 1 heure. Nous ne partagerons les réponses avec personne, à l'exception des personnes travaillant directement à évaluer ce projet. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui, je vais enregistrer cette discussion et prendre des notes. Votre participation est volontaire et vous avez toujours le choix de ne pas répondre à une question si vous ne le souhaitez pas. Informez-moi simplement, et je passerai à la question suivante. Mais si vous répondez, on vous encourage à prendre votre temps et à répondre honnêtement. Il n'y a pas de bonne ou de mauvaise réponse, nous voulons simplement comprendre les points de vue des bénéficiaires du projet GLEE. Vous

pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

*[*Pour l'enquêteur**

- Si OUI, répondez à toutes les questions des participants et continuez.
- Si NON, continuez.]

Avons-nous votre permission d'enregistrer l'entretien avec notre enregistreur audio ?

*[*Pour l'enquêteur **

- Si OUI, continuez.
- Si NON, confirmez que vous n'enregistrerez pas la conversation et poursuivrez sans activer l'enregistrement audio.]

Avons-nous votre accord pour participer volontairement à cet entretien ?

*[*Pour l'enquêteur **

- Si OUI, continuez.
- Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.]

[Commencez l'enregistrement audio après avoir reçu le consentement.]

INSTRUCTIONS pour l'enquêteur:

Conseils généraux: En utilisant vos notes de terrain comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques (en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés. À la fin de chaque activité, soulignez les citations clés. En outre, veuillez résumer vos observations personnelles sur les réponses des participants aux questions à la fin de cette section. En général, vos notes doivent contenir 6 types d'informations:

1. Citations – des phrases bien dites qui illustrent un point de vue important car elles sont éclairantes ou exprimées avec éloquence
2. Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification
3. Formulation et langage utilisé – Parfois on peut apprendre des chose en écoutant les mots spécifiques que les participants utilisent
4. Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.
5. Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'un question complémentaire particulière.
6. Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section «Observation du preneur de notes» nous aidera au cours de la phase d'analyse.

Veuillez écrire vos impressions et les notes importantes ici, s'il y en a (marquez dans une couleur différente).

--

Nous allons commencer en parlant de votre expérience avec le projet GLEE et des activités spécifiques du projet.

1. Etiez vous inscrites au CSA ou à l'école (appuyée par le projet)? Avez-vous cessé d'y aller?

[Ajouter vos notes ici]

3. Quand est-ce que vous avez a été inscrite au CSA ou à l'école (appuyée par le projet) et quand est ce vous avez abandonné le CSA ou l'école (appuyée par le projet)?

[Ajouter vos notes ici]

4 Quand vous avez été inscrite au CSA ou école (appuyée par le projet), quelles étaient vos raisons pour y aller ? Quelles étaient vos aspirations en allant au CSA ou à l'école (appuyée par le projet)?

[Ajouter vos notes ici]

5. Que pensez-vous de l'éducation scolaire en général et celles de jeunes filles en particulier ? Quels sont les avantages, inconvénients, et risques ?

[Ajouter vos notes ici]

6a. Pourquoi avez-vous arrêté d'aller au CSA ou à l'école (appuyée par le projet) ? Veuillez donner toutes les raisons pertinentes.

[Ajouter vos notes ici]

6b. Est-ce que vos parents vous ont encouragé à aller au CSA ou à l'école (appuyée par le projet) ?

[Ajouter vos notes ici]

6c. Est-ce que vous regrettez cet abandon ou est-ce que cela vous a permis de saisir d'autres opportunités ?

[Ajouter vos notes ici]

7a. Selon vous, quels sont les obstacles à l'éducation pour les filles adolescentes et pour vous-même ? Veuillez donner des exemples.

[Ajouter vos notes ici]

7b. Pensez-vous que les mêmes obstacles existent pour les garçons ? Ou est-ce qu'ils sont différents ? Veuillez donner des exemples.

[Ajouter vos notes ici]

7c. Selon vous, quels sont les obstacles liés à l'accès à l'éducation pour les enfants adolescentes porteurs de handicap? Veuillez donner des exemples.

[Ajouter vos notes ici]

Si la fille a abandonné avant le Covid-19, passez à la question 8a

7d. À votre avis, le COVID-19 a-t-il eu un impact sur votre participation aux CSA ou à l'école cette année? Si oui, veuillez expliquer pourquoi. Si non, avez-vous vu que cela a eu un impact sur l'accès des filles que vous connaissez?

[Ajouter vos notes ici]

8a. Parmi les obstacles que vous avez mentionnés, quels sont ceux auxquelles le projet GLEE répond mieux ? Veuillez donner des exemples.

[Ajouter vos notes ici]

8b. A quels obstacles est-ce que le projet GLEE ne répond pas ? Pourquoi à votre avis ? Veuillez donner des exemples.

[Ajouter vos notes ici]

8c. Comment est-ce que le projet pourrait-il mieux aider les filles ? Veuillez donner des exemples.

[Ajouter vos notes ici]

8d. À votre avis, quels soutiens sont nécessaires pour atténuer les obstacles à la fréquentation scolaire des filles et engendrés par COVID-19?

[Ajouter vos notes ici]

9a. A votre avis, pourquoi votre famille vous a inscrit au projet dans le Centre de Scolarisation Accélérée ou dans une école ? Veuillez donner des exemples.

[Ajouter vos notes ici]

9b. Connaissez-vous des filles de votre âge dont les parents ont refusé leur inscription à l'école ou au Centre de Scolarisation Accélérée (CSA) ? Si oui, qu'est ce qui expliquait le refus des parents ?

[Ajouter vos notes ici]

9c. À votre avis, le COVID-19 a-t-il joué un rôle dans la décision des familles d'envoyer leurs filles à l'école ou au CSA? Si oui, expliquez pourquoi.

[Ajouter vos notes ici]

9d. Quels soutiens supplémentaires les membres de la famille peuvent-ils fournir aux filles pour les aider à continuer l'école ou le CSA dans le contexte du COVID-19?

[Ajouter vos notes ici]

9e. À votre avis, de quel soutien les membres de la famille ont-ils besoin pour aider les filles à rester à l'école?

[Ajouter vos notes ici]

10a. Selon vous, quels services de soutien sont nécessaires pour s'assurer que les filles adolescentes continuent à poursuivre leurs études (aux CSA et à l'école)? Veuillez donner des exemples.

[Ajouter vos notes ici]

10b. Selon vous, quels services de soutien sont nécessaires pour s'assurer que les filles adolescentes porteuses de handicap s'inscrivent et continuent à poursuivre leurs études (aux CSA et à l'école)? Veuillez donner des exemples.

[Ajouter vos notes ici]

11. Selon vous, parmi les activités (cours au CSA, animations avec les acteurs du projet) dans lesquelles vous étiez impliquées, quelles sont les activités que vous appréciez le plus ? Veuillez donner des exemples d'activités et expliquer pourquoi vous les appréciez.

[Ajouter vos notes ici]

12a. Selon vous, parmi les activités (cours au CSA, animations avec les acteurs du projet) dans lesquelles vous étiez impliquées, quelles sont les activités que vous n'appréciez pas, et pourquoi ?

[Ajouter vos notes ici]

12b. Qu'est-ce qui rendrait ces activités meilleures ? Veuillez donner des exemples d'activités pouvant être améliorées et expliquer comment elles pourraient être améliorées.

[Ajouter vos notes ici]

13. Est-ce que vous avez observé des changements chez vous-même pendant votre participation dans le projet GLEE ? Si oui, veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

14a. Selon vous, est-ce qu'il y a toujours certains besoins non satisfaits par le projet GLEE par rapport aux filles adolescentes ? Si oui, veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

14b. Que suggéreriez-vous que le projet GLEE pourrait changer ou introduire dans les activités afin de mieux répondre à ces besoins ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Maintenant parlons des Centres de Scolarisation Accélérée (CSA) et de la réintégration.

15a. A votre avis, pour quelles raisons les filles font-elles la transition vers l'école?

[Ajouter vos notes ici]

15b. A votre avis, quelles sont les difficultés auxquelles font face les filles transférées des Centres de Scolarisation Accélérée (CSA) aux écoles? Veuillez décrire les difficultés et donner des exemples.

[Ajouter vos notes ici]

15c. Quels défis de transition, le cas échéant, sont présentés par COVID-19?

[Ajouter vos notes ici]

15d. A votre avis, qu'est-ce que le programme a fait, le cas échéant, pour faciliter la transition vers l'école ?

[Ajouter vos notes ici]

15e. Selon vous, qu'est ce qui peut être mis en place pour s'assurer que la transition des Centres de Scolarisation Accélérée (CSA) aux écoles formelles se passe le mieux possible?

[Ajouter vos notes ici]

15f. Qu'est-ce qui peut aider les filles qui passent d'un Centre de Scolarisation Accélérée (CSA) à une école formelle à rester à l'école ?

[Ajouter vos notes ici]

Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous des questions ou autre chose à partager ?

[Ajouter vos notes ici]

Nous vous remercions pour votre participation. Si vous avez la moindre question concernant cette étude, n'hésitez pas à contacter : Spécialiste en suivi-évaluation de GLEE, Abdoulaye Sidibé, tel : 74 97 52 50

ANNEX V: KII PROTOCOL FOR GOVERNMENT OFFICIALS, COMMUNITY LEADERS, AND PRINCIPALS

Tool 5 : Interview des informateurs clés (KII)

Fonctionnaires du système éducatif / Chefs du village / Directeurs d'école

Type d'activité : Catégorie du participant : Poste du participant : Sexe du participant :	
Région :	
Commune :	
Village :	
Nom de l'établissement scolaire:	☐ École primaire ☐ École secondaire Nom : _____
Facilitateur :	
Preneur de notes :	
Date :	
Heure début et Heure fin :	

Introduction et Consentement

Bonjour, nous nous appelons _____ et _____. Nous travaillons avec le Centre d'Étude et de Recherche sur l'Information en Population et Santé (CERIPS). Comme vous savez, Winrock International (WI) et USAID mettent en œuvre le projet Leadership et autonomisation des jeunes filles à travers l'éducation (GLEE) au Mali qui travaille à favoriser l'accès et la rétention des filles dans les écoles. Nous procédons actuellement à un examen à mi-parcours du projet pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité du projet. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

L'entretien devrait durer environ 1 heure. Nous ne partagerons les réponses avec personne, à l'exception des personnes travaillant directement à évaluer ce projet. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui, je vais enregistrer cette discussion et prendre des notes. Votre participation est volontaire et vous avez toujours le choix de ne pas répondre à une question si vous ne le souhaitez pas. Informez-moi simplement, et je passerai à la question suivante. Mais si vous répondez, on vous encourage à prendre votre temps et à répondre honnêtement. Il n'y a pas de bonne ou de mauvaise réponse, nous voulons simplement comprendre les points de vue des bénéficiaires du projet GLEE. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

*[*Pour l'enquêteur*]*

- Si OUI, répondez à toutes les questions des participants et continuez.
- Si NON, continuez.]

Avons-nous votre permission d'enregistrer l'entretien avec notre enregistreur audio ?

[*Pour l'enquêteur *]

- Si OUI, continuez.
- Si NON, confirmez que vous n'enregistrerez pas la conversation et poursuivrez sans activer l'enregistrement audio.]

Avons-nous votre accord pour participer volontairement à cet entretien ?

[*Pour l'enquêteur *]

- Si OUI, continuez.
- Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.]

[Commencez l'enregistrement audio après avoir reçu le consentement.]

INSTRUCTIONS pour l'enquête:

Conseils généraux: En utilisant vos notes de terrain comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques (en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés. À la fin de chaque activité, soulignez les citations clés. En outre, veuillez résumer vos observations personnelles sur les réponses des participants aux questions à la fin de cette section. En général, vos notes doivent contenir 6 types d'informations:

1. Citations – des phrases bien dites qui illustrent un point de vue important car elles sont éclairantes ou exprimées avec éloquence
2. Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification
3. Formulation et langage utilisé – Parfois on peut apprendre des choses en écoutant les mots spécifiques que les participants utilisent
4. Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.
5. Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'une question complémentaire particulière.
6. Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section «Observation du preneur de notes» nous aidera au cours de la phase d'analyse.

Veuillez écrire vos impressions et les notes importantes ici, s'il y en a (marquez dans une couleur différente).

Submit your responses to the questions below using the following format: Q1, A1 / Q2, A2 (where Q1 and Q2 are question numbers).

Nous allons commencer en parlant du contexte du projet GLEE, de votre implication et des activités spécifiques du projet.

1. Parlez-moi de votre compréhension et de votre expérience avec le projet GLEE. Quels types d'activités le projet met-il en œuvre et à quelles activités avez-vous participé ?

[Ajouter vos notes ici]

2. Selon vous, parmi les activités du projet que vous avez mentionné, quelles sont les activités les plus efficaces ? Veuillez donner des exemples d'activités et expliquer pourquoi vous les trouvez efficaces.

[Ajouter vos notes ici]

3. Selon vous, parmi les activités du projet que vous avez mentionné, quelles sont les activités les moins efficaces ? Expliquer. Qu'est-ce qui rendrait le projet plus performant? Veuillez donner des exemples d'activités pouvant être améliorées et expliquer comment elles pourraient être améliorées.

[Ajouter vos notes ici]

4a. Selon vous, quels sont les défis liés à l'accès à l'éducation pour les filles adolescentes dans votre communauté ?

[Ajouter vos notes ici]

4b. Selon vous, quels sont les défis liés à l'accès à l'éducation pour les filles adolescentes porteurs de handicap dans votre communauté ?

[Ajouter vos notes ici]

4c. À votre avis, le COVID-19 a-t-il eu un impact sur la participation des filles aux CSA ou à l'école cette année? Si oui, veuillez expliquer pourquoi.

[Ajouter vos notes ici]

4d. Avez-vous été témoin des difficultés financières qui empêchent les filles de votre communauté de rester à l'école ? Veuillez expliquer.

[Ajouter vos notes ici]

4e. Est-ce qu'il y'a des familles dans votre localité avec des filles éligibles (10-18 ans) qui ont refusés d'envoyer leurs enfants au CSA ou a l'école (appuyée par le projet) ?? Veuillez expliquer.

[Ajouter vos notes ici]

5. Selon vous, le projet GLEE appuie-t-il le renforcement des capacités de ses bénéficiaires ? Si oui, comment il le fait ? Veuillez donner des exemples.

[Ajouter vos notes ici]

6. Selon vous, est-ce que le projet GLEE mobilise la communauté autour de l'éducation des filles ? Si oui, comment il le fait ? Veuillez donner des exemples. Si non, pourquoi.

[Ajouter vos notes ici]

7. Le cas échéant, qu'est-ce que le projet GLEE fait pour lutter contre la violence basée sur le genre en milieu scolaire (VBGMS) ? Veuillez décrire ce que le projet a introduit dans ce domaine.

[Ajouter vos notes ici]

8. Quels sont les efforts du projet GLEE pour :

a) diminuer les défis liés à l'accès à l'éducation des filles adolescentes ?

[Ajouter vos notes ici]

b) diminuer les défis liés à l'accès à l'éducation des filles adolescentes porteurs de handicap ?

[Ajouter vos notes ici]

c) renforcer la sécurité des filles adolescentes à l'école et dans la communauté ?

[Ajouter vos notes ici]

d) améliorer les pratiques de la santé des filles adolescentes ?

[Ajouter vos notes ici]

9. Quels sont les principaux changements que vous avez observés chez les filles adolescentes depuis l'introduction du projet GLEE ?

[Ajouter vos notes ici]

10. Avez-vous remarqué des changements dans les pratiques, idées ou croyances des membres de votre communauté après le lancement du projet GLEE par rapport à l'éducation des filles, la sécurité des filles et la santé des filles ? Si oui, veuillez les décrire. Si non, pourquoi pensez-vous qu'il n'y a pas eu de changement ?

[Ajouter vos notes ici]

11a. Selon vous, est-ce qu'il y a toujours certains besoins non satisfaits par le projet GLEE par rapport aux filles adolescentes ? Si oui, veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

I 1b. Que suggéreriez-vous que le projet GLEE pourrait changer ou introduire dans les activités afin de mieux répondre à ces besoins ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Maintenant parlons des Centres de Scolarisation Accélérée (CSA) et de la réintégration.

12. Selon vous, est-ce que le projet GLEE réussit à créer un environnement adéquat pour appuyer les enseignants à intégrer les filles adolescentes qui ont terminé leurs études dans les Centres de Scolarisation Accélérée (CSA) ? Si oui, veuillez décrire ce que le projet fait dans ce domaine et donner des exemples. Si non, qu'est qui aurait pu être fait ?

[Ajouter vos notes ici]

13. Selon vous, quels facteurs faut-il prendre en considération dans la réintégration des filles transférées des Centres de Scolarisation Accélérée (CSA) aux écoles formelles dans les zones d'insécurité ?

[Ajouter vos notes ici]

14. Selon vous, quels sont les difficultés auxquelles les membres des CGS/APE/AME font face en répondant aux besoins des enfants qui sont transférés des Centres de Scolarisation Accélérée (CSA) aux écoles primaires ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Maintenant parlons de la durabilité et la réplication du projet GLEE.

15a. Quelles composantes ou activités spécifiques du projet GLEE, selon vous, présentent le plus grand potentiel de perdurer après la fin du projet? Veuillez donner des exemples .

[Ajouter vos notes ici]

15b. Qu'est-ce que le projet GLEE pourrait-il faire pour aider à faire perdurer certains de ces activités après la fin du projet ? Pour chacune des activités auxquelles vous pensez, dites comment.

[Ajouter vos notes ici]

16a. Selon vous, est-ce que le projet GLEE implique les bénéficiaires appropriés dans les activités du projet ? Expliquer

[Ajouter vos notes ici]

16b. Est-ce qu'il y a d'autres bénéficiaires importants que le projet ne touche pas ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous des questions ou autre chose à partager ?

[Ajouter vos notes ici]

Nous vous remercions pour votre participation. Si vous avez la moindre question concernant cette étude, n'hésitez pas à contacter : Spécialiste en suivi-évaluation de GLEE, Abdoulaye Sidibé, tel : 74 97 52 50

ANNEX VI: KII PROTOCOL FOR LOCAL HEALTHCARE PROVIDERS

Outil 6 : Interview des informateurs clés (KII)

Professionnels de la santé

Type d'activité : Catégorie du participant : Poste du participant : Sexe du participant :	
Région :	
Commune :	
Village :	
Facilitateur :	
Preneur de notes :	
Date :	
Heure début et Heure fin :	

Introduction et Consentement

Bonjour, nous nous appelons _____ et _____. Nous travaillons avec le Centre d'Étude et de Recherche sur l'Information en Population et Santé (CERIPS). Comme vous savez, Winrock International (WI) et USAID mettent en œuvre le projet Leadership et autonomisation des jeunes filles à travers l'éducation (GLEE) au Mali qui travaille à favoriser l'accès et la rétention des filles dans les écoles. Nous procédons actuellement à un examen à mi-parcours du projet pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité du projet. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

L'entretien devrait durer environ 1 heure. Nous ne partagerons les réponses avec personne, à l'exception des personnes travaillant directement à évaluer ce projet. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui, je vais enregistrer cette discussion et prendre des notes. Votre participation est volontaire et vous avez toujours le choix de ne pas répondre à une question si vous ne le souhaitez pas. Informez-moi simplement, et je passerai à la question suivante. Mais si vous répondez, on vous encourage à prendre votre temps et à répondre honnêtement. Il n'y a pas de bonne ou de mauvaise réponse, nous voulons simplement comprendre les points de vue des bénéficiaires du projet GLEE. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

*[*Pour l'enquêteur**

- *Si OUI, répondez à toutes les questions des participants et continuez.*
- *Si NON, continuez.]*

Avons-nous votre permission d'enregistrer l'entretien avec notre enregistreur audio ?

[*Pour l'enquêteur *

- Si OUI, continuez.
- Si NON, confirmez que vous n'enregistrerez pas la conversation et poursuivrez sans activer l'enregistrement audio.]

Avons-nous votre accord pour participer volontairement à cet entretien ?

[*Pour l'enquêteur *

- Si OUI, continuez.
- Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.]

[Commencez l'enregistrement audio après avoir reçu le consentement.]

INSTRUCTIONS pour l'enquêteur:

Conseils généraux: En utilisant vos notes de terrain comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques (en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés. À la fin de chaque activité, soulignez les citations clés. En outre, veuillez résumer vos observations personnelles sur les réponses des participants aux questions à la fin de cette section. En général, vos notes doivent contenir 6 types d'informations:

1. Citations – des phrases bien dites qui illustrent un point de vue important car elles sont éclairantes ou exprimées avec éloquence
2. Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification
3. Formulation et langage utilisé – Parfois on peut apprendre des chose en écoutant les mots spécifiques que les participants utilisent
4. Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.
5. Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'un question complémentaire particulière.
6. Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section «Observation du preneur de notes» nous aidera au cours de la phase d'analyse.

Veuillez écrire vos impressions et les notes importantes ici, s'il y en a (marquez dans une couleur différente).

Nous allons commencer en parlant du contexte du projet GLEE, de votre implication et des activités spécifiques du projet.

1a. Quels types d'activités le projet met-il en œuvre et à quelles activités avez-vous participé ?

[Ajouter vos notes ici]

1b. Quel est l'appui du projet GLEE pour améliorer les pratiques de la santé des filles adolescentes ?

[Ajouter vos notes ici]

2. Selon vous, parmi les activités du projet que vous avez mentionné, quelles sont les activités les plus efficaces ? Veuillez donner des exemples d'activités et expliquer pourquoi vous les trouvez efficaces.

[Ajouter vos notes ici]

3. Selon vous, parmi les activités du projet que vous avez mentionné, quelles sont les activités les moins efficaces ? Expliquer. Qu'est-ce qui rendrait le projet plus performant? Veuillez donner des exemples d'activités pouvant être améliorées et expliquer comment elles pourraient être améliorées.

[Ajouter vos notes ici]

4a. Selon vous, quels services de soutien en matière de santé sont nécessaires pour s'assurer que les filles adolescentes continuent à poursuivre leurs études (aux CSA et à l'école)? Veuillez donner des exemples.

[Ajouter vos notes ici]

4b. Selon vous, quels services de soutien en matière de santé sont nécessaires pour s'assurer que les filles adolescentes porteuses de handicap s'inscrivent et continuent à poursuivre leurs études (aux CSA et à l'école)? Veuillez donner des exemples.

[Ajouter vos notes ici]

5a. Selon vous, quels sont les défis liés à l'accès à l'éducation en lien avec la santé pour les filles adolescentes dans votre communauté ?

[Ajouter vos notes ici]

5b. Selon vous, quels sont les défis liés à l'accès à l'éducation en lien avec la santé pour les filles adolescentes porteuses de handicap dans votre communauté ?

[Ajouter vos notes ici]

5c. À votre avis, le COVID-19 a-t-il eu un impact sur la participation des filles aux CSA ou à l'école cette année? Si oui, veuillez expliquer pourquoi.

[Ajouter vos notes ici]

5d. À votre avis, quels soutiens sont nécessaires pour atténuer les obstacles à la fréquentation scolaire des filles et engendrés par COVID-19?

[Ajouter vos notes ici]

5e. Avez-vous été témoin des difficultés financières qui empêchent les filles de votre communauté de rester à l'école? Veuillez expliquer.

[Ajouter vos notes ici]

5f. Avez-vous été témoin des difficultés financières ou autres qui empêchent les filles de se rendre au centre de santé pour des soins? Veuillez expliquer.

[Ajouter vos notes ici]

6. Parmi les défis que vous avez mentionnés, auxquels est-ce que le projet GLEE répond-t-il ? Comment GLEE répond-t-il ? Quels sont les défis auxquels GLEE ne répond pas ? Pourquoi à votre avis ?

[Ajouter vos notes ici]

7a. Selon vous, qu'est-ce qui motive les familles de votre village appuyées par le projet GLEE à envoyer leurs filles à l'école ? Veuillez donner des exemples.

[Ajouter vos notes ici]

7aa. Selon vous, qu'est-ce qui motive les familles de votre village appuyées par le projet GLEE à envoyer leurs filles au centre de santé pour des soins ? Veuillez donner des exemples.

[Ajouter vos notes ici]

7b. À votre avis, le COVID-19 a-t-il joué un rôle dans la décision des familles d'envoyer leurs filles à l'école ou au CSA? Si oui, expliquez pourquoi.

[Ajouter vos notes ici]

7ba. À votre avis, le COVID-19 a-t-il joué un rôle dans la décision des familles d'envoyer leurs filles au centre de santé pour des soins? Si oui, expliquez pourquoi.

[Ajouter vos notes ici]

7c. Quels soutiens supplémentaires les membres de la famille peuvent-ils fournir dans le contexte du COVID-19?

[Ajouter vos notes ici]

7d. À votre avis, de quel soutien les membres de la famille ont-ils besoin pour aider les filles à rester à l'école?

[Ajouter vos notes ici]

7e. Connaissez-vous des familles qui ont refusé à ce que leurs filles assistent aux sessions de communication/mobilisation ou fréquent les CSA ?

Si oui quelles en étaient les raisons ? Ces familles est-ce qu'elles l'ont regretté après ?

[Ajouter vos notes ici]

7f. Connaissez-vous des familles qui ont refusé à ce que leurs filles se rendent au centre de santé pour des soins?

Si oui quelles en étaient les raisons ?

[Ajouter vos notes ici]

8. Quels sont les principaux changements que vous avez observés chez les filles adolescentes depuis l'introduction du projet GLEE ?

[Ajouter vos notes ici]

9a. Selon vous, est-ce qu'il y a toujours certains besoins non satisfaits par le projet GLEE par rapport aux filles adolescentes? Si oui, veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

9aa. Selon vous, est-ce qu'il y a toujours certains besoins non satisfaits par le projet GLEE par rapport à la santé des filles adolescentes? Si oui, veuillez les décrire et donner des exemples.

[Ajouter vos notes ici]

9b. Que suggéreriez-vous que le projet GLEE pourrait changer dans les activités existantes ou pour introduire les nouvelles activités afin de mieux répondre à ces besoins ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Maintenant parlons des Centres de Scolarisation Accélérée (CSA) et de la réintégration.

10a. A votre avis, pour quelles raisons les filles font-elles la transition vers l'école?

[Ajouter vos notes ici]

10b. A votre avis, quelles sont les difficultés auxquelles font face les filles transférées des Centres de Scolarisation Accélérée (CSA) aux écoles? Veuillez décrire les difficultés et donner des exemples.

[Ajouter vos notes ici]

10c. Quels défis de transition, le cas échéant, sont présentés par COVID-19?

[Ajouter vos notes ici]

I0d. Selon vous, qu'est ce qui peut être mis en place pour s'assurer que la transition des Centres de Scolarisation Accélérée (CSA) aux écoles formelles se passe le mieux possible?

[Ajouter vos notes ici]

Maintenant parlons de la durabilité du projet GLEE.

I1a. Quelles composantes ou activités spécifiques du projet GLEE en rapport avec la santé , selon vous, présentent le plus grand potentiel de perdurer après la fin du projet? Veuillez donner des exemples .

[Ajouter vos notes ici]

I1b. Qu'est-ce que le projet GLEE pourrait-il faire pour aider à faire perdurer certaines de ces activités après la fin du projet ? Pour chacune des activités auxquelles vous pensez, dites comment.

[Ajouter vos notes ici]

I1c. Qu'est-ce que le projet GLEE pourrait-il faire pour aider à faire perdurer certaines de ces activités menées dans le domaine de la santé après la fin du projet ?

[Ajouter vos notes ici]

I2a. Selon vous, est-ce que le projet GLEE implique les bénéficiaires appropriés dans les activités du projet ? Expliquer.

[Ajouter vos notes ici]

I2b. Est-ce qu'il y a d'autres bénéficiaires importants que le projet ne touche pas ? Veuillez donner des exemples.

[Ajouter vos notes ici]

Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous des questions ou autre chose à partager ?

[Ajouter vos notes ici]

Nous vous remercions pour votre participation. Si vous avez la moindre question concernant cette étude, n'hésitez pas à contacter : Spécialiste en suivi-évaluation de GLEE, Abdoulaye Sidibé, tel : 74 97 52 50

ANNEX VII: KII PROTOCOL FOR PEER EDUCATORS

Outil 7 : Interview des informateurs clés (KII)

Pairs Éducateurs

Type d'activité : Catégorie du participant : Post / titre du participant : Sexe du participant :	
Région :	
Commune :	
Village :	
Nom de l'établissement scolaire:	
Facilitateur :	
Preneur de notes :	
Date :	
Heure début et Heure fin :	

Introduction et Consentement

Bonjour, nous nous appelons _____ et _____. Nous travaillons avec le Centre d'Étude et de Recherche sur l'Information en Population et Santé (CERIPS). Comme vous savez, Winrock International (WI) et USAID mettent en œuvre le projet Leadership et autonomisation des jeunes filles à travers l'éducation (GLEE) au Mali qui travaille à favoriser l'accès et la rétention des filles dans les écoles. Nous procédons actuellement à un examen à mi-parcours du programme pour en apprendre davantage sur la mise en œuvre et l'impact à ce jour et pour explorer la durabilité du programme. Nous aimerions vous poser quelques questions sur vos expériences, perceptions et recommandations. Vous ne serez pas personnellement rémunéré en participant à cet entretien. Cependant, vos réponses seront très bénéfiques dans la compréhension des stratégies à adopter pour améliorer l'appui du projet.

L'entretien devrait durer environ 1 heure. Nous ne partagerons les réponses avec personne, à l'exception des personnes travaillant directement à évaluer ce programme. Pour mieux suivre toutes les informations que vous fournissez aujourd'hui, je vais enregistrer cette discussion et prendre des notes. Votre participation est volontaire et vous avez toujours le choix de ne pas répondre à une question si vous ne le souhaitez pas. Informez-moi simplement, et je passerai à la question suivante. Mais si vous répondez, on vous encourage à prendre votre temps et à répondre honnêtement. Il n'y a pas de bonne ou de mauvaise réponse, nous voulons simplement comprendre les points de vue des bénéficiaires du programme GLEE. Vous pouvez mettre fin à votre participation à la discussion à tout moment. Avez-vous des questions concernant ce que je viens de mentionner ?

*[*Pour l'enquêteur**

- *Si OUI, répondez à toutes les questions des participants et continuez.*
- *Si NON, continuez.]*

Avons-nous votre permission d'enregistrer l'entretien avec notre enregistreur audio ?

*[*Pour l'enquêteur **

- Si OUI, continuez.
- Si NON, confirmez que vous n'enregistrerez pas la conversation et poursuivrez sans activer l'enregistrement audio.]

Avons-nous votre accord pour participer volontairement à cet entretien ?

*[*Pour l'enquêteur **

- Si OUI, continuez.
- Si NON, les remercier pour leur temps, faites une note qu'il / elle ne voulait pas participer.]

[Commencez l'enregistrement audio après avoir reçu le consentement.]

INSTRUCTIONS pour l'enquêteur:

Conseils généraux: En utilisant vos notes de terrain comme référence, veuillez rédiger des notes de terrain développées en dessous des questions. Pour chaque question, veuillez noter les réponses des participants, y compris les identificateurs du participant qui parle (par exemple, [R1], [R2], etc.), des termes ou expressions spécifiques (en français), le langage corporel et le signal non verbal des participants. Les points clés et les thèmes de chaque question doivent également être notés. À la fin de chaque activité, surlignez les citations clés. En outre, veuillez résumer vos observations personnelles sur les réponses des participants aux questions à la fin de cette section. En général, vos notes doivent contenir 6 types d'informations:

1. Citations – des phrases bien dites qui illustrent un point de vue important car elles sont éclairantes ou exprimées avec éloquence
2. Indices non verbaux des participants – hochement de tête, rire, manque de confort, pauses. Lors de l'analyse, rappelez-vous que les signaux non verbaux peuvent signifier différentes choses selon les cultures. Notez les signaux non-verbaux, mais ne faites pas d'hypothèses sur leur signification
3. Formulation et langage utilisé – Parfois on peut apprendre des chose en écoutant les mots spécifiques que les participants utilisent
4. Points et thèmes clés – Ceux-ci seront probablement identifiés par plusieurs participants différents pendant la discussion. Ou parfois, ils ne sont dits qu'une fois, mais d'une manière qui mérite l'attention.
5. Questions complémentaires pouvant être posées – L'animateur gère la discussion et peut manquer de l'importance d'une question complémentaire particulière.
6. Grandes idées, intuitions ou pensées du preneur de notes – De temps en temps, vous découvrirez un nouveau concept qui sera utile lors d'une analyse ultérieure. Leur inclusion dans la section «Observation du preneur de notes» nous aidera au cours de la phase d'analyse.

Veuillez écrire vos impressions et les notes importantes ici, s'il y en a (marquez dans une couleur différente).

Nous allons commencer en parlant du contexte du programme GLEE, de votre implication et des activités spécifiques du projet.

1. Parle-nous de ton rôle dans le projet GLEE. Décris les types d'activités que le programme met en œuvre et explique dans quelles activités tu participes en tant que pairs éducateur ?

[Ajouter vos notes ici]

2. Selon toi, parmi les activités du programme que tu as mentionnées, quelles sont les activités qui te plaisent le plus? Donne des exemples d'activités et explique pourquoi tu les aimes.

[Ajouter vos notes ici]

3. Selon toi, parmi les activités du programme que tu as mentionnées, est-ce qu'il y a des activités qui ne plaisent pas ou qui présente des difficultés dans la mise en oeuvre? Si oui, donne des exemples et explique pourquoi tu ne les aimes pas. As-tu des idées comment on peut améliorer ces activités ?

[Ajouter vos notes ici]

4a. Selon toi, quels sont les obstacles à l'éducation pour les filles de ta communauté ? Donne des exemples.

[Ajouter vos notes ici]

4b. Selon toi, quels sont les obstacles à l'éducation pour les garçons de ta communauté ? Donne des exemples.

[Ajouter vos notes ici]

4c. Parmi les obstacles que tu as mentionnés, auxquels est-ce que le programme GLEE répond-t-il ? Comment GLEE le fait ? Quels sont les obstacles auxquels GLEE ne répond pas ? Pourquoi à ton avis ?

[Ajouter vos notes ici]

5. Connais-tu des filles qui ne viennent plus à l'école ? Si oui, pourquoi est-ce qu'elles ne viennent plus ?

[Ajouter vos notes ici]

6. Selon toi, pourquoi certaines filles abandonnent le programme ou l'école en général ? Et pourquoi d'autres continuent à poursuivre leurs études? Donne des exemples.

[Ajouter vos notes ici]

7a. Selon toi, qu'est-ce qui motive les familles de ton village à envoyer leurs enfants à l'école, filles en particulier ? Donne des exemples.

[Ajouter vos notes ici]

7b. Selon toi, le COVID-19 a-t-il joué un rôle dans la décision des familles d'envoyer leurs filles à l'école ou au CSA? Si oui, expliquez comment.

[Ajouter vos notes ici]

8a. À ton avis, qu'est-ce que tu peux faire en tant que pairs éducateur pour aider les filles adolescentes de ton école à poursuivre leurs études? Donne des exemples.

[Ajouter vos notes ici]

8b. Qu'est-ce que le projet peut faire pour aider les filles à poursuivre leurs études? Donne des exemples.

[Ajouter vos notes ici]

9a. Connais-tu des filles qui ont été transférées à ton école d'un Centre de Scolarisation Accélérée ? Si oui, à ton avis, quelles sont les difficultés pour ces filles à intégrer dans le milieu scolaire? Décris les difficultés et donne des exemples.

[Ajouter vos notes ici]

*[*Pour l'enquêteur **

- Si OUI, continuez à la question 9b.
- Si NON, passez à la question 10.]

9b. Selon toi, qu'est-ce qui peut être mis en place par le projet GLEE, les enseignants et les autres acteurs en milieu scolaire pour faciliter la transition de ces filles des Centres de Scolarisation Accélérée (CSA) aux écoles formelles?

[Ajouter vos notes ici]

10a. Est-ce que tu aimes ton rôle de pairs éducateur ? Pourquoi ou pourquoi pas ? Si oui, est-ce que tu voudrais rester pairs éducateurs l'année scolaire prochaine (ou devenir un jeune ambassadeur si tu passes au second cycle) ? Pourquoi ou pourquoi pas ?

[Ajouter vos notes ici]

10b. Quel était le contenu de la formation que tu as reçu en tant que pairs éducateur ? S'il te plaît, décris la/les formation(s) et donne des exemples.

[Ajouter vos notes ici]

Conclusion

Ce sont toutes les questions que j'ai pour vous. Avez-vous des questions ou autre chose à partager ?

[Ajouter vos notes ici]

Nous vous remercions pour votre participation. Si vous avez la moindre question concernant cette étude, n'hésitez pas à contacter : Spécialiste en suivi-évaluation de GLEE, Abdoulaye Sidibé, tel : 74 97 52 50

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