WORLD EDUCATION
STRENGTHENING COMMUNITY INSTITUTIONS PROGRAM

IMPACT EVALUATION
REPORT
December 7, 2004

AN EVALUATION OF PROGRAMS IN SEGOU AND KOULIKORO, MALI

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ABBREVIATIONS

AMAPROS	*Association Malienne pour la Promotion du Sahel*
APE	*Association des Parents d'Eleves* (Parent Teachers Association)
ASG	*Association Subaahi Gumo*
CADDE	*Cellule d'Appui à la Décentralisatión et de la Déconcentratión de l'Educatión*
CAP	*Centre d'Animatión Pédagogique*
CBO	Community Based Organization
CGS	*Comité de Gestion Scolaire*
FAPE	*Federation des Associations des Parents d'Eleves* (Federation of APEs)
NGO	Nongovernmental organization
OMAES	*Œuvre Malienne d'Aide à l'Enfance du Sahel*
USAID	United States Agency for International Development
WE	World Education

ACKNOWLEDGEMENTS

The team would like to thank the staff of World Education for both their logistical support and input into the evaluation process, as well as their consistent willingness to engage with the team. Without their support we would not have been able to complete a fraction of what we had intended. In addition, the input from current and former USAID/Mali staff involved in this program was invaluable. We met with the head offices of the partner NGOs: *Association Malienne pour la Promotion du Sahel* (AMAPROS), *Œuvre Malienne d'Aide à l'Enfance du Sahel* (OMAES) and *Association Subaahi Gumo* (ASG) in Bamako; their contributions were another key factor to understanding the context in which the World Education programs took place. Also, the government offices of the *Centre d'Animation Pédagogique* (CAP) and the *Cellule d'Appui à la Décentralisation et de la Déconcentration de l'Education* (CADDE) offered important input to the process, notably its Director Samba Doucouré.

We must offer a special thank you to the directors of the CAPs of Ségou (El Hadji Maïga), Markala (Amadou Diarra), and Koulikoro (Abdoulaye Traoré). Thanks also go out to the field staff of World Education, in particular Moussa Fofana in Ségou, and Abdoulaye Doumbia, Oumar Maïga and Abdoulaye Touré in Koulikoro. Special thanks are due those individuals who accompanied us in the field: Modiéré Diakite of World Education and Oumar Traoré of OMAES in Ségou; and Amadou Gueye of AMAPROS and Baïry Diakité, *Conseiller Pédagogique des Ecole Communautaires* of the CAP in Koulikoro. We are indebted to them for their diligence and hard work accompanying the team to the communities and helping to attentively translate for us both in to and out of Bambara.

Lastly, the team would like to thank the facilitators of the Africa Bureau Evaluation training: Molly Hageboeck, Dr. Richard Blue and Janet Kerley. Without you we wouldn't have spent countless hours preparing questionnaires, corresponding between the team, and conducting our field research in lieu of sitting in our offices behind computers buried in the usual stress of our everyday work. Nor would we have met new friends and colleagues with whom we will undoubtedly continue our correspondence long after the course is complete. Our gratitude is eternal.

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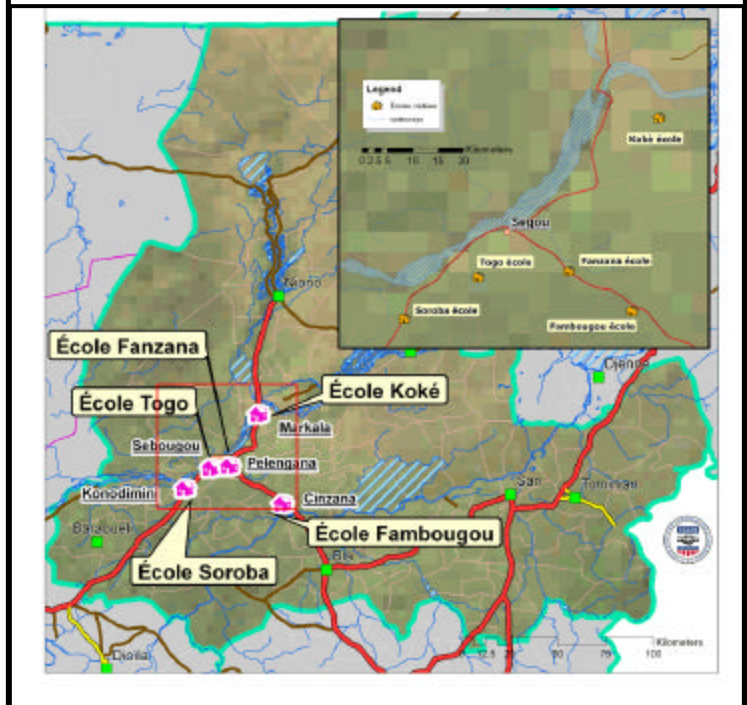Sounka Ndiaye, USAID/Senegal
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MAPS OF COMMUNITIES VISITED

Communities Visited in Koulikoro

Communities Visited in Ségou

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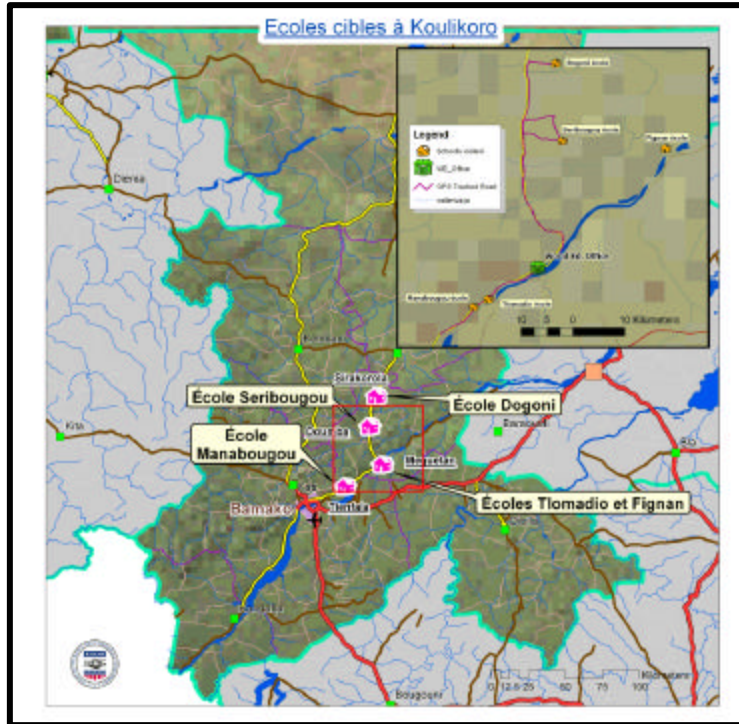
I.   EXECUTIVE SUMMARY

There is little doubt among practitioners and academics alike that one of the most integral yet deficient aspects of development throughout the world is access to quality education for girls as well as boys. In Mali, one of the poorest nations in the world, statistics paint a grim picture of the great need for improved education throughout the country.   Undoubtedly, the World Education "Development of Community Institutions" Project evaluated in this report is complex in its approach to addressing the limitations of education in rural Mali. The project was designed with a view to sustainability and long term outcomes, and as such this evaluation addresses the impact of the multifaceted World Education approach employed. As is discussed in the paper, in the context of strengthening community institutions with a mind to improving access to quality education, the World Education project has in fact had a positive impact in the communities it worked with.

World Education worked on the assumption that strengthening community institutions in competencies and sector specific skills would increase a community's access to quality education. They worked with local partner NGOs to provide technical support, institutional support and monitoring and evaluation. The strategy was to identify a small group of NGOs that could build on existing training and village based development capacity, or could develop new capacity, and would serve as intermediaries to reach the designated communities.

Overall, as evinced by this and previous evaluations, the strategy of institutional strengthening has proven both innovative and effective for community schools. Our task was to look at the lasting impacts of the program at the community level, as well as the sustainability after USAID support for the schools had ended. The evaluation found that while the project did affect change in capacity during implementation, both the schools and the parent associations (APEs after its French acronym) are suffering from inadequate resources to remain at the level of functionality realized during the project. The government has supplemented the income of the teachers in the schools, showing some level of commitment, however payments are often late and communities are rarely able to come up with the money to pay the teachers on their own. At the same time, in many cases, the APE has taken on additional responsibilities and communities recognize the important role this organization holds not only in relation to school upkeep but also to community cohesion. Notably, the study found that girls' enrollment overall has increased, adult literacy and numeracy have improved, and statistics are being monitored consistently in both regions.

Importantly, the findings vary somewhat between the two regions evaluated. In general, schools in Koulikoro were found to be in poorer physical condition than those in Ségou. In Ségou, the APEs reported having the capacity to mobilize community resources and diversify the funding sources for paying teachers' salaries, building classrooms, and increasing availability of books and other materials. By contrast, in Koulikoro the APEs stated they would not be sustainable without external support. School administrators generally reported higher pupil/book ratios in Koulikoro than in Ségou, which may be an indication of degradation in the availability of teaching material there since the end of the project.

The project's greatest weakness, as stated not only by USAID team members and World Education program officers, was the lack of an exit strategy in the design of the project from the outset. The consequence has resulted in a less effective overall project as communities are now left with little sense of strategy for maintaining community schools in the future.

II.   INTRODUCTION

This report is the product of a two-phase evaluation and is conducted within the context of the Africa Bureau's Evaluation Training course. The training involves one week of course work during which time teams are selected to conduct evaluations of various USAID-funded projects throughout Africa. As one aspect of the initial course work, the team worked on a plan for implementation of its proposed evaluation strategy and prepared for one week of field work. Following the field work data were compiled and a draft final report framework was composed.

The primary purpose of this evaluation is to complement previous evaluations of the World Education program. Its intended use is to inform the implementation of the new USAID/Mali Basic Education strategy.

This evaluation will first outline the original intent of the World Education project, the corresponding USAID/Mali strategy, and highlight some findings from previous evaluations conducted before the end of the program. The report presents findings according to four thematic areas: viability of schools, functionality of the APE, participation of the community and the role of the federation of APEs (FAPE after its French acronym). Conclusions follow findings and are organized according to the six questions outlined in the Scope of Work. Finally, the report summarizes the methodology used by the two teams to conduct the evaluation. Findings, recommendations and conclusions are outlined in a concise and user-friendly manner, offered as such both because of a desire to limit the main body of the final report to approximately 20 pages and for ease in reading.

The audience for this report is primarily the participants and facilitators of the Evaluation Course. While both evaluation teams feel that their findings are relevant for World Education as well as USAID/Mali, we also recognize that the true value of this exercise is obtained via the *process* not only the *product.* That being said, the team received very positive feedback on our findings during the debrief at the end of the week of field work and the World Education representatives look forward to receiving our report. Our challenge was to remind ourselves of the value of the process as we worked late into the night clarifying the finer points of the questionnaires and differed in opinions about our approach.

III.   BACKGROUND

To orient the reader one must know a few key facts about Mali as well as the World Education Community Schools program.   First, Mali is one of the poorest countries in the world with extremely low GDP per capita levels and literacy rates, and less than 2% arable land.   In Mali it is thought that only about one-third of school aged girls and half of school aged boys attend school up to the age of 15, at which point the drop out rate, especially in the rural areas, increases sharply. The USAID funded World Education project aimed to address this problem by "*increasing access to quality education for Malian children by fostering active participation of parent's associations as representatives of the children and their school community at large.*" (Project Proposal, 1997) In addition, World Education recognized that improvement of primary education involves efforts in the areas of access, equity, quality, sustainability and demand for schooling. Their work with parent associations was focused primarily on community schools instead of in areas with public (government funded) schools.

Since 1962 when Mali embarked on reform of its education sector, the State has committed to the principle of universal primary education. However, almost thirty years later, in 1990, the gross enrollment rate was still less than 32%. For this reason, in addition to financial constraints and growing demand for schooling, the government of Mali decided to encourage its development partners to intervene more broadly in the education sector, particularly in rural areas. Beginning in 1989, with this need at the fore of programming theory, USAID supported the government of Mali efforts to expand the supply of primary schools under its Basic Education Expansion Program.

In contrast to the public schools where all costs related to school construction, payment of teacher salaries, and provision of material and equipment are borne by the State, community schools are the initiative of local communities which have to foot these costs largely on their own, though some external financial, technical and material assistance is generally available from the government and donors. Community schools are also distinguished from government-run schools by their organizational and managerial structures

As with many institutions throughout the world, the community schools program was born in response to a severe lack of adequate schools throughout Mali. Basic education services provided by the central government have traditionally been negligible, and as the government continued to offer inadequate services communities refused to pay taxes. Schools suffered even more. Since independence a structure called the *Association des Parents d'Eleves* (APE) has served as the intermediary between the government and school communities, but it too has suffered from limited resources, insufficient authority to ensure better schools and corrupt links with the former regime. Following the coup in 1991, which ushered in democracy in Mali, even a cursory look at government structures in the rural areas showed "decreasing enrollments, disintegrating physical structures of schools, high student and teacher absenteeism and very little effort anywhere for improvement" (WE Proposal, 1997: 25).

World Education, in addressing the complex problem of education in Africa, has tried to respond to grassroots information by focusing on two interlinked facets of the problem: first, parents, not the State, are ultimately responsible for the education of small children and have not been permitted to participate in the system; and second, a major weakness of Malian structures of service is that decision making processes are removed from the consumers and stakeholders. Their premise is that schooling would improve if the educational partnership is improved.

IV.   THE CONTEXT

The World Education Strengthening Community Institutions program was funded by USAID on September 30, 1997 and was designed as a follow-on project to a previous World Education program addressing APEs and Civil Governance.

The Problem

Several rural communities do not have adequate access to the resources of the Ministry of Education in Mali, as schools tend to be clustered in urban areas and administrative centers. Only 10% of 12,000 villages have schools. It is estimated that 44% of Malian children receive basic schooling compared to 60% of sub-Saharan African children. In its 1997 proposal to USAID/Mali, World Education highlighted the fact that almost all of the schools which are run by the government are in

dire need of repair, that they are usually overcrowded and understaffed by overburdened teachers, and that there are never enough books.

Theory of Intervention

World Education designed the program on the assumption that strengthening community institutions in competencies and sector specific skills would increase a community's access to quality education. World Education worked with local partner NGOs to provide technical support (training, advisory services, etc.), institutional support (financial and material support to partner institutions) and monitoring and evaluation. The strategy was to identify the small group of NGOs that could build on existing training and village based development capacity, or could develop new capacity, that could serve as intermediaries to reach the designated communities.

A key aspect of the intervention also lies in the critical assumption that literate parents, interested and involved in managing with their government and community the education of their children, contribute to the capacity of the system of education and have their child-rearing skills reinforced thereby augmenting their ability to raise healthier and better educated girls and boys.

> "The development hypothesis underpinning this effort was that there are a basic set of competencies which serve as the foundation upon which a community group can build a sustainable institution to meet development needs. It was assumed that there are sector specific competencies that are also needed – for instance, to establish and manage a community school or small credit union. Therefore, the World Education program integrated the development of a set of basic competencies with the development of sets of sector specific skills …" (Gilboy and Doumbia, 2003)

Design of Project

The seven-year Cooperative Agreement 624-A-00-97-00069-00 titled "The Development of Community Institutions Project" aimed at strengthening local institutions so that they could better serve their communities. The intervention areas included the district of Bamako, and the regions of Koulikoro and Ségou. The activities supported the Youth, the Sustainable Economic Growth, and the Democratic Governance Strategic Objectives of USAID/Mali. To implement this community Institutions Development Project, USAID/Mali awarded a four-phase Cooperative Agreement to World Education on September 30, 1997. World Education, in turn, selected ten local Malian NGOs to execute activities up to June 30, 2003.

The overall goal of the project was to increase access to quality education, which involves efforts in the areas of access, equity, quality, sustainability and demand for schooling. These terms are defined in detail in the original project proposal submitted by World Education to USAID/Mali in 1997. Within this context World Education outlined its expected results to respond to USAID Strategic Objective Team needs and at the same time to demonstrate the synergy in their education program.

To contribute to increased access to quality education for Malian children, World Education fostered active participation of Associations of Parents of Students (APE, after its French acronym), considered as representatives of the children and the school community at large. To this end, World Education:
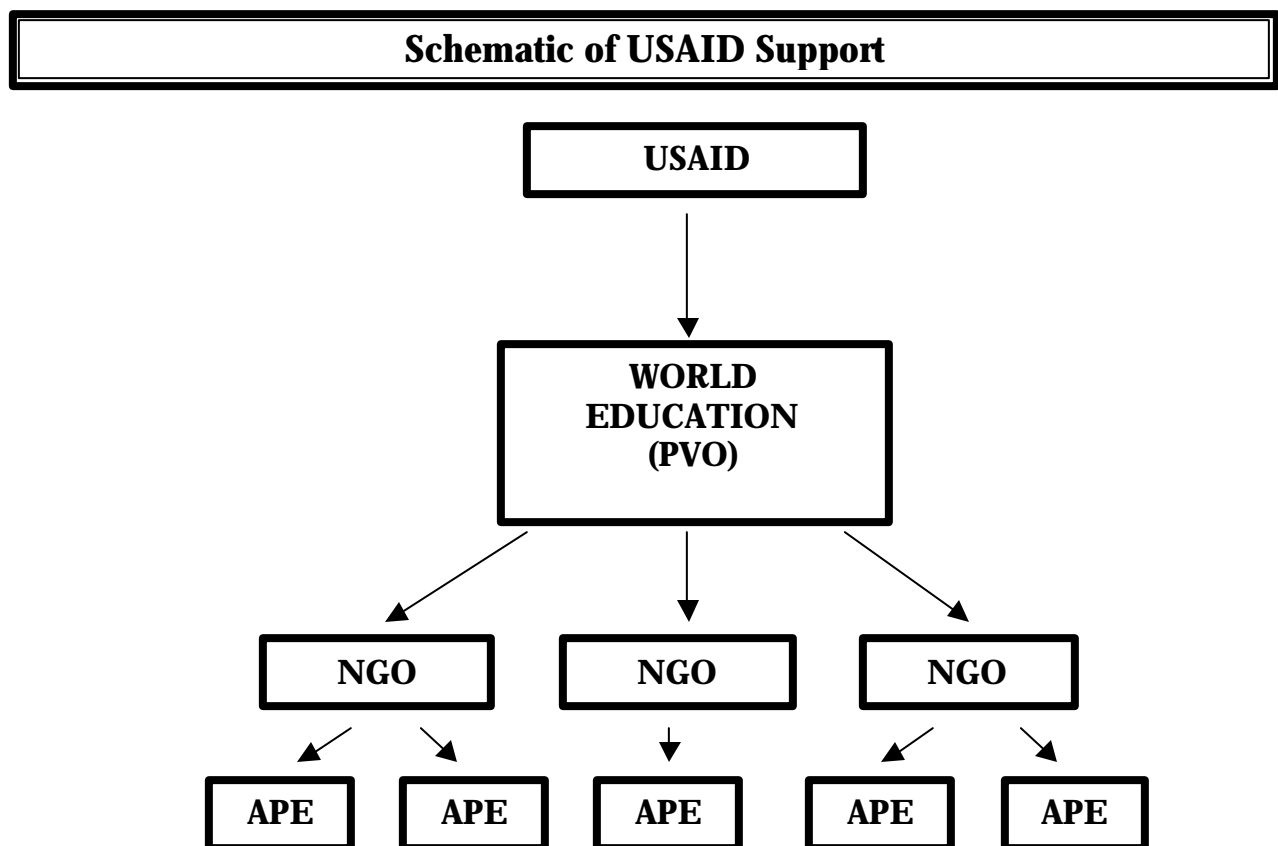   (a) built organizational and institutional capacities of its partner NGOs;

(b) developed guides for training APEs and their federations;
(c) developed a reference guide for APE members; and
(d) lobbied/advocated with representatives from the Ministry of Education.

The partner NGOs helped to:
(a) organize APEs; and
(b) train APE members in school management.

The scope of responsibilities for APEs included:
(a) coordination of low cost school construction;
(b) building maintenance;
(c) recruitment of teachers;
(d) payment of teachers' salaries and other school expenses;
(e) social supervision of schools;
(f) monitoring of attendance and teacher-student ratios;
(g) monitoring of the general atmosphere of the school;
(h) communication with local structures of the Administration;
(i) lobbying for Ministry participation in the training of teachers;
(j) assistance in book distribution;
(k) assistance in availability of didactic materials;
(l) recruitment and retention of girls; and
(m) enrollment of students.

Schematic of USAID Support

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V. APPROACH TO DATA COLLECTION

Before leaving Accra, the evaluation team identified six questions to include in the scope of work (see Annex II). The first three questions were to be answered by each of the evaluation teams in the course; the second three were specific to the World Education Mali evaluation. The six questions are outlined below:

1. What intended measurable people-level results were realized in the project's target community?
2. Did the NGO/CBO deliver "better" services as a result of the NGO strengthening project and in what way were they "better"?
3. What aspect(s) of the NGO strengthening effort were most important for realizing improvements in NGO/CBO services?
4. Are benefits at the community level systemic and sustainable?
5. Are USAID/WE funded community schools viable after the program ends?
   a) Are the APE's still functioning?
6. What is the current role of the FAPE's vis a vis the original intent?

The team gathered data from key informants at USAID, World Education, the Ministry of Education, and the NGO partners as well as from community members, school officials and representatives of community organizations (see Annex VII for questionnaires). It is important to note that a 'pre-test' of three questionnaires to be administered (school, community members and community organizations) was conducted at the site of a community school in Bamako before being implemented in the field.

The team decided to visit a total of 10 schools, 5 in each region, over the course of three full days in the field. Because of time limitations we were unable to randomly sample for the communities that we would be visiting. Instead, we decided on criteria for the communities and selected them accordingly. Schools were identified that were no longer receiving support from World Education; were geographically accessible to us given our limited time; were diverse in terms of the reported poverty rates of their communes; and at least one school in each region was pre-identified by the former coordinator of the World Education program as being "in crisis" although what this appellation meant was never specified and, in order not to bias the information gathering process, interviewers were not made aware of this designation prior to administering questionaires at the two sites.

Data entry and analysis was facilitated through the use of *EPI Info 6* software available upon request from the Centers for Disease Control. Frequency distributions of the response to certain questions can be found in Annex VIII.

School locality	Region	Commune	Date of school creation
Fingnan	Koulikoro	Méguetan	1995
Manabougou	Koulikoro	Tienfala	1995
Tlomadio	Koulikoro	Méguetan	1996
Séribougou	Koulikoro	Doumba	1997
Dogoni	Koulikoro	Sirakorola	1997

Koke	Ségou	Markala	1998
Fanbougou	Ségou	Cinzana	1999
Togo	Ségou	Pelengana	2000
Fanzana	Ségou	Sébougou	2001
Soroba	Ségou	Konidimini	2001

The table above indicates that community schools developed earlier in the region of Koulikoro as compared to Ségou. The selected community schools in the region of Koulikoro were created between 1995 and 1997 whereas those in the Ségou region were established between 1998 and 2001. In each region two schools were pre-identified by World Education as schools in crisis. These schools are Soroba in the Ségou region and Manabougou in the Koulikoro region, a closer look at each can be found below.

VI.   FINDINGS AND ANALYSIS

The six evaluation questions addressed four thematic areas: viability of the school, functionality of the APE, participation of the community, and current role of the FAPE.

VIABILITY OF SCHOOLS

This thematic area is addressed by the following evaluation questions:
- What intended measurable people-level results were realized in the project's target community?
- Are USAID/WE funded community schools viable after the program ends?

The Gilboy and Doumbia study of June 2003 addressed this question to an extent that our limited time in the regions could not have. The study reports that ninety-six percent of interviewees responded affirmatively that there were changes realized through the World Education program. A few of the important conclusions stated by the community members in this study were:

• Children are learning better
• The percentage of girls attending schools increased
• Children are more motivated
• Teachers work better
• Children's behavior has improved
• Better relations between the APE and the community
• Children know how to read and write
• Children's attendance has improved

Students at a school in the Ségou region

There were also a number of indicators tracked by World Education, which provide a quantifiable assessment of the impact of the project in rural communities based on their outcomes. Annex IX provides an update on the information contained in the final World Education progress report disaggregated by region.

During the lifetime of the project it would also appear that the USAID mission concluded that the intended measurable people-level results were being realized in the project's target communities. Two pieces of evidence tend to support this assertion: (i) continued funding, and (ii) extensions and expansion of the original four-phase Cooperative Agreement. The continued funding was subject to the availability of funds, satisfactory performance, and submission of an acceptable continuation application upon completion of each phase.

Furthermore, the Cooperative Agreement was modified ten times to extend the ending date and to expand the scope of activities and areas of intervention. The project documents, World Education reports, external evaluation reports and other consulted documents further discussed the scaling-up as an indication of the satisfaction of USAID with respect to project achievements. Because of time and resource constraints, our evaluation team would like to adhere to this consensus.

However, we were tempted to probe the quality of data reported to USAID. It is noteworthy that World Education in its final report (p.11) discussed the method of calculation of access rate. That was an indication that data calculation methods and their limitations were disclosed. We also double- and cross-checked data from project documents, and quarterly and final reports. We concluded from this triangulation exercise that, overall, the data were consistent or reconcilable throughout the various sources. A comprehensive data quality assessment would require more time so we simply asked USAID, World Education, and the NGOs whether any data quality assessment work had been done. Their answers suggest that a data quality assessment consistent with the USAID Automated Directives System (ADS) was never done.

In addition, our research found that in the 2003-2004 school year, the number of pupils per teacher in community schools ranged from 19 to 42. In the region of Koulikoro, in at least 75% of the community schools there were rates of 40 pupils per teacher. The analogous statistic in the Ségou region was 36 pupils per teacher. These results compare favorably with the average teacher/student ratio reported at the conclusion of the project in June 2003 indicating no significant deterioration in this important measure more than one year later.

The APEs in both regions reported that education and literacy rates have increased throughout the life of the project, and they attribute this improvement to the World Education programs.

Also in 2003-2004, the number of pupils who shared a book in community schools ranged from one to five. The ratios in at least 75% of the community schools were four to one in Koulikoro and two to one in the Ségou region. For Koulikoro this may indicate a marked degradation in the availability of teaching material because at the end of the project the reported average ratio was two to one, the same as Ségou.

Indicator	Koulikoro	Ségou
Book/Student Ratio	0.29	0.50
Student/Teacher Ratio	37	29
Avg. number of students by school	97	94
Avg # of Girls	44	35

The median number of teachers in community schools remains three, with the number per school ranging from two to four, and the administrative staff is usually limited to the Headmaster of the School.

Some schools appeared to be in poor condition, particularly those in Koulikoro, in terms of the physical structure and state of classroom materials such as desks and blackboards.

Teachers' salaries are paid with the combined resources from the APEs and a subsidy from the Ministry of Education (CAP).

In some communities in Koulikoro, since the termination of the project, another donor has supported the establishment of income generating gardens for the schools and latrines for the children

Students at a school in the Koulikoro Region

The building of classrooms is financed by the community, CBO, NGO, and other donors, and several other school partners, including municipalities and home-based associations donate books and other materials.

Since the beginning of the project, the number of classrooms slightly increased in few community schools but, overall, this number remains relatively constant at three per school. The most frequently cited explanation for this evolution, or lack thereof, was the paucity of financial resources available within the community to build more classrooms.

In school year 2004, the number of pupils per community school ranged from 44 to 142.

Community schools mostly keep records through *"cahier de propositions de passage"* and *"Fiches d'Enquête CAP"*. Those management tools were seen in two out of five, four out of five, and six out of ten, schools in respectively Koulikoro, Ségou, and both, regions.

In school year 2003-2004, the number of girls enrolled per community school ranged from 10 to 68. Information/sensitization was the most frequently cited example of things to do to retain girls at school. Delaying and/or avoiding marriage engagements of girls; alleviation of chores, and avoiding girls' exodus to urban areas were the second most frequently cited examples of things to do to retain girls at school. Engagement and marriage seemed to concern teachers in the Ségou region. The teachers in Ségou even asserted that the rural exodus of girls was due to their desire to make money for their marriage outfits.

The majority of APEs and communities responded that the relationship between the APEs and the teachers and communities are "good/satisfactory", despite the late salary payments that are potential sources of conflict. The community members in nine out of ten schools reported their willingness to invest in APE boards in recognition of their good work.

In the Koulikoro region, success rates to the 7th Grade are 50% and 66% for 2001 and 2002 respectively. For 2003, three community schools report 20%, 90%, and 100% success rates. In the Ségou region, as of school year 2004, only one school has had eligible students and reports 72% promotion rate to the 7th Grade. These statistics compare favorably with those in the public schools are among the success stories that the community schools can trumpet to make their cases when trying to raise funds. It should be noted that the evaluators did not attempt to independently verify these promotion statistics.

As a result of the debriefing that the evaluation team held with staff members from World Education and USAID following the field work, World Education sought and obtained information on the turnover of instructors at the schools evaluated as this was deemed relevant to addressing the question of school viability (see Annex IX). In Koulikoro, four of the five schools have witnessed the departure of at least one of their directors since its creation, with one – Manabougou – having lost four since 1996. Similarly, the number of teachers leaving ranged from one to four with Manabougou again leading this category. Two schools in Ségou lost three directors and two teachers, most notably the school at Koké where two directors and one teacher have left. One school in Koulikoro and two in Ségou did not report any staff turnover since their founding. Reasons for the turnover varied but it was noted in Koulikoro that a significant number of the younger teachers who left (30%) did so after gaining experience and obtaining a better paying and more secure teaching contract. Both regions cited instances of disagreements with the APEs while in Ségou irregularity in the payment of salaries was expressed as the reason for departure in two cases.

FUNCTIONALITY OF THE APE

This thematic area is addressed by the following evaluation questions:
- Did the APE deliver "better" services as a result of the NGO strengthening project and in what way were they "better?"?
- Are the APE's still functioning?

The primary finding to be drawn from the data is that a majority of the intended results were realized through the life of the project. For our purposes, we were interested in the impact of the program one year after the USAID funded World Education program finished. The fact that we found APEs not only in existence but also still serving their original intent is encouraging.

In Ségou, the APEs reported benefiting from the NGO intervention in increasing their capacity to mobilize community resources and diversify the funding sources for paying teachers' salaries, building classrooms, and increasing availability of books and other materials. However, this was not the case in Koulikoro as the APEs stated they would not be sustainable without external support.

Case Study One: Community School in Crisis

Teachers at the community school of *Soroba* located in Ségou region reported that the APE is not functioning and several parents are not paying school fees. In contrast to its reception in other communities visited, the evaluation team had to wait more than an hour before starting to conduct interviews. Although informed in advance, community members were slow to appear. Significant problems identified in the interviews included: insufficient number of teachers; teachers not participating in the meetings of the APE; tardiness in paying teachers' salaries; and an inadequate quantity of desks. The village is also in debt to the agricultural bank, which has created a situation of conflict among various parties and diminished solidarity.

The lesson to learn is that the mobilization and cohesion of the whole community may explain why some community schools are considered "in crisis" or not. Early involvement of the various stakeholders may help to mitigate some adverse external factors that can place a school "in crisis". For instance, a decision to build a public school in one of the villages surrounding *Soroba* may have contributed to difficulties that the school has had since in enrolling a sufficient number of students to justify the recruitment of another teacher and is the reason why the third classroom has remained closed for several years.

The APEs reported improvement of their know-how and capacity to manage funds, hold by-law meetings, and perform supervision activities. This training is still being utilized today, although the evaluation was based on anecdotal evidence and did not request proof of their retained know-how.

The responses to the community questionnaires reveal that the APE is most influential in raising the student enrollment rates in the communities.

The APEs are knowledgeable of their mandates, including school management, liaison, community mobilization, holding meetings, and sensitization. Specifically, in the Ségou region, the APEs cited a wide range of tasks they have been assigned.

The communities reported that the pupils originate from the village and the surrounding localities. This results from the capacity of the APE to expand its sensitization activities beyond the village hosting the school.

In Ségou, the FAPE secured some funding sources through agreements with municipalities that allot a percentage of registration fees.

The APEs reported having received from the NGO:
      (a) advice in recruiting teachers;
      (b) assistance in construction and school materials;
      (c) training in lobbying/advocacy; and
      (d) financial support to carry out income generating activities.

Furthermore, the APEs reported having performed well because the NGO trained them in management of the school, funds, personnel, and several other skill development areas.

The NGOs trained the FAPEs in planning, lobbying and advocacy,

> **Case Study Two: Community School in Crisis**
>
> At the community school of Manabougou in Koulikoro region there was a virtual consensus among respondents that the state should take full responsibility for the payment of teachers' salaries and that the school should become a public school. Among the problems identified were: tardiness in paying teachers' salaries; high turnover of teachers and an insufficient number of them; lack of teaching materials; weak participation of parents in the life of the school; and an ineffective APE.
>
> Although the school enrollment may have increased in the last year due to the closing of a nearby medersa, there is little effort being made to strengthen the school by the members of the community or the APE, and the turnover rate for directors and teachers is the highest found in any of the schools visited.
>
> The predominant reason put forth for the lack of community spirit and willingness to contribute to the well-being of the school is poverty. When asked to compare the success rate of his students with those elsewhere in the region, the school director singled out another school in the vicinity, Tlomadio (also visited by the evaluation team), as head and shoulders above his own in terms of student performance, resources and school management. When asked why this should be the case, he said that Tlomadio school was located close to the river and that community was better off financially than his own because of it.

conflict management, liaison and partnering. The NGOs also helped the FAPEs to strengthen their institutional and organizational capacities.

When asked what could have been done better during the course of the program, the APEs' responses tended to focus on material support whereas the FAPEs would have liked more information and training opportunities.

The NGOs themselves expressed satisfaction with the quality of the institutional strengthening support received by World Education as it pertained to the services that they would have to deliver in the local communities.

The APEs conduct activities related to school management, liaison between community and schools, community mobilization and sensitization, supply of materials, recruitment of pupils, and fund raising. This is, overall, what they were expected to do.

The APEs regularly hold their by-law meetings when the teaching activities are underway.

The APEs generally kept good records of their meetings and those records mostly are kept in notebooks, of which the storage is not satisfactory. Overall, the APEs do not issue any activity reports.

PARTICIPATION OF THE COMMUNITY

This thematic area is addressed by the following evaluation questions:
- Are benefits at the community level systemic and sustainable?

A concerted attempt was made by the team to address the sustainable and systemic issue through questions addressing 'social capital.' The basic premise of social capital is that positive interaction enables people to build communities, to commit themselves to each other, and to knit a 'social fabric.' A sense of belonging, trust, and social networks can bring great benefits to people. Trust between individuals thus becomes trust between strangers and trust of a broad fabric of social institutions. Ultimately, it becomes a shared set of values, virtues, and expectations within society as a whole.

Given that the critical assumption behind the World Education project was that strengthening community institutions in competencies and sector specific skills will increase a community's access to quality education, it was relevant to discover how the intervention changed communities' perceptions and functions. Did the project result in overall trust between people? How did it contribute to community cohesion? Are these effects lasting?

Questions were asked of the community members interviewed (see Annex VI) regarding the impact of the World Education project on the community's and the APE's overall cohesion.

In general, the APEs and community members reported that social cohesion has been reinforced as evidenced by both the composition of the boards that include inhabitants from several localities, and the income generating activities implemented collectively. In addition, in many communities the APEs had expanded their role since the end of the project to include leadership on duties outside of those anticipated by an APE.

The participation of parents has been rated as "good" by the APE members, as well as the teachers. Additionally, the parents are willing to participate in education more through cash and in-kind contributions, chore alleviation, and monitoring of school attendance.

Overall, girls' enrollment has steadily increased in absolute terms as a result of sensitization activities by NGO and Ministry of Education (CAP), inter-alia. Recruitment statistics obtained from World Education since the completion of field work indicate, for the community schools studied in Koulikoro, in most instances parity in the recruitment of boys and girls over the past two school years (see Annex IX).

The APEs reported that the children have been more respectful of the elders.

Some APEs reported that the birth dates of villagers have been increasingly recorded and more people have their birth certificates.

ROLE OF THE FAPE

This thematic area is addressed by the following evaluation questions
- What is the current role of the FAPEs vis-à-vis the original intent?

Overall, the FAPEs reported that they have not taken over from the NGOs, even though they are applying the training received. Moreover, the FAPEs reported that they are still dependent on their NGO partners.

Only one of the three NGO partners interviewed expressed knowledge of the current activities of the FAPEs that they had worked with.

The FAPEs convene their by-law meetings. But again there are regional differences between Koulikoro and Ségou: In Koulikoro, there is certain regularity whereas in Ségou holding a meeting depends highly on availability of funds expected, mostly from the local government units. This finding is interesting juxtaposed against a finding reported elsewhere in this report with respect to the perceived ability of APEs in the two regions to mobilize resources. Koulikoro APEs report greater need for external support, which perhaps explains the regularity of the meetings of their FAPEs.

Record keeping and issuance of activity reports appear to be deficient in both regions.

World Education addressed the issue of sustainability through improved use of the FAPEs. In their proposal they state "The federations will have a civic influence on authorities in assuring a voice of parents in communal budgets which will provide for teachers' salaries. The strategies and activities of the APE network will play on the ten-year policy of basic education in the context of decentralization. Federations will replace NGOs in providing organizational and training assistance and offer coordination service to members. Importantly, they could eventually assist the Ministry of Education and the Administration in executing many non-technical services to individual schools. Federations also can have an impact on quality by assuring that the Ministry provides services and assuring that parents' and children's concerns are brought to the table and addressed."

Notably, there was not a single instance recorded during the course of this evaluation in which an APE cited its associated FAPE as the source of the kind of support described in the previous paragraph.

VI. CONCLUSIONS

Community schools continue to exist and function

As demonstrated in this report, the Development of Community Institutions project achieved its principal goal in terms of expanding access to education in Mali. More than one year following the end of the project, community schools continue to exist and function in large measure due to the continued activism and dynamism of their APEs, which were the principal targets of the technical assistance delivered by the project.

CBOs are better able to deliver services and enhance community cohesion

The NGOs that delivered the training received unanimous recognition by the communities for the quality of the services they delivered. Both APEs and FAPEs were able to specifically cite how they benefited and in what ways their performance improved. The major complaint is that more could be done, currently and in the future, along the same lines to help strengthen school management and to attract additional resources.

Communities have been thoroughly sensitized

Communities have been thoroughly sensitized to the value of education, including girls' education, and parents and others express support for the provision of greater educational opportunity for all children. Structures such as the APEs and the FAPEs reinforce these tendencies. APEs, in particular, appear to enhance community cohesion.

Long term viability of community schools questionable

Despite the willingness of communities to participate in resource mobilization for the schools, their long-term viability remains in doubt without the continued infusion of external resources. The level of poverty in Mali constrains much needed community investments, and resources available from the central and local governments are insufficient to meet the demand. Some of the schools visited, particularly in Koulikoro, are in exceedingly poor condition. On the other hand, admittedly with only limited corroborating evidence, enrollments of students, including girls, do not appear to be suffering. This is perhaps indicative of the increasing demand for schooling due to local demographic factors. Promotion to 7th grade, albeit for the limited number of schools surveyed and students eligible, also seemed to be roughly in line with overall system promotion rates nation wide, which may attest to the commitment of teachers and diligence of students often laboring under difficult conditions.

FAPEs are not functioning as envisaged

The end of the project has left a void in terms of the delivery of technical assistance services previously supplied by the NGOs. While the FAPEs play a role in identifying resource needs and

lobbying for school system investments, they are constrained by their own lack of resources and in reality are not serving to reinforce APE technical capacity as envisioned in the exit strategy.

VII.   RECOMMENDATIONS

In-depth Assessment

The community schools of Mali deserve a more in-depth assessment of their viability and their performance relative to other schools, particularly the public schools of Mali. Such a study will enable policy-makers to make informed decisions about further significant strategic investments in the system. Clearly, important community resources have been established; it would be a shame for them to atrophy through neglect.

This assessment should include a number of key components, including:
- A comparison of the *actual* functionality of public schools vis-à-vis community schools
- Better understanding of decentralized government resource allocation
- Quality assessment of teachers in community schools
- Methods to make more school materials available

Increased government support to community schools

USAID, by reason of its large investment in the community school model, should advocate for increased transfer of resources to community schools from central and local governments particularly in areas that are relatively underserved, no reasonable alternatives exist, and where failure of a school would mean large numbers of children losing all opportunity to attain some basic level of literacy and numeracy.

Basic standards for construction of community schools should favor the establishment of sturdier buildings (cement instead of mud-brick) and inclusion of water points and latrines.

VIII.   METHODOLOGY OF EVALUATION

From the outset the two teams evaluating the World Education "Strengthening Community Institutions" Program decided to combine efforts and present a unified evaluation strategy. The underlying assumption was that the evaluation would be more valuable if teams collected corresponding data using a parallel methodology.

Returning to the reality that evaluation of such an extensive project should include sufficient time to develop questionnaires and conduct interviews (as Dr. Blue reminds us, at least three weeks), it is important to recognize the value of the process when describing the Africa Bureau evaluation training. In fact, it is clear that for the participants enrolled in the course the findings of their evaluation are of less importance than the things they learned in the process of preparing and conducting the evaluation itself.

With that in mind, the following 'methodology of evaluation' section addresses the relevant learning process that is built into the evaluation course.

In examining the available data from USAID during the first week of course work, the Mali team realized that there had been previous assessments and evaluations of the World Education program and the assumptions that drove the original activity design. The primary report of relevance was a "… data-driven analytical investigation that features findings derived from the surveys, one which can be extrapolated to the larger target group. The report does not contain 'recommendations' since it is a retrospective look rather than a forward looking strategy paper." (Gilboy/Doumbia Evaluation, June 2003: pg v)

Additionally, through key informant interviews, the group learned that USAID/Mali was supporting a follow-on World Education program working with APEs, CGSs and community schools that have been identified by the Malian government because of their proximity to public schools and *medrasas* (koranic schools). At this point we decided to focus on those communities that were no longer receiving support from World Education in order to address questions of systemic change and sustainability, as well as examine the viability of community schools after the USAID funding had ended.

Questionnaire Development and Administration

The primary constraint to the field aspects of the evaluation was time. Given that the teams spent less than one week in the field (including all the logistical aspects of gathering everyone in Bamako, etc.) we had to decide on a realistic schedule for community visits.

The Mali based team members (one from each team) did a significant amount of work leading up to the field visits, including meeting with representatives from USAID as well as World Education, mapping the schools and selecting (according to criteria) communities that would be visited by each team.

Questionnaire development: In the period following the Accra training two team members worked on devising the questionnaires and interview guides for USAID/Mali, World Education (the PVO), the partner NGOs, the community, the schools and the *Comité de Gestion Scolaire* (CGSs), *Association des Parent's d'Eleves* (APEs) and the *Federation des Association des Parents d'Eleves* (FAPEs). In an attempt to answer whether changes in the community were systemic and sustainable there was a discussion of how to incorporate questions of social capital into the community and APE group interviews. These questions can be found in the community questionnaires.

Application: The group did not meet again until the week field work was to be conducted, although through the advent of modern technologies such as email we were able to communicate thoughts and ideas about the evaluation quite easily. Upon arrival in Bamako there was further discussion of

the questionnaires and approach before the two teams split for the week to conduct the field work in Ségou and Koulikoro. Parameters were devised for selection of interviewees and how, for our purposes, to define 'community.'

A 'pre-test' of the three questionnaires (school, community and CG/APE/FAPE) was conducted with a community school in Bamako at 8:00 am on Monday morning. This experience proved to be very helpful in revising the questionnaires before we separated for the week. It enabled us to be more consistent, focused and thorough during our time in the communities surrounding Koulikoro and Ségou. In addition, prior to departing Bamako, the group met with World Education, USAID, the three NGOs which implemented the program for the ten schools covered by the evaluation, as well as the CADDE.

Upon arrival in Ségou and Koulikoro each group first contacted the World Education local office and met with the resource personnel who would accompany them in the targeted communities. Both teams agreed that the accompanying '*animateur*', program assistant, and in the case of Koulikoro, CAP official, were invaluable resources. They were intimately associated with the villages we visited, native Bambara speakers and clearly well respected by the community.

Implementation

Although it seemed at times we were working under awkward circumstances, the implementation of the questionnaires and group interviews overall went smoothly. Communities were generally waiting for the team to arrive, they were open to answering our questions and thoughtful in their responses.

The evaluation team chose not to hire translators or enumerators for the field work, preferring instead to utilize the two Bambara speakers on the team and translate from Bambara to French to English as necessary.

Every evening following field work the two teams made phone contact to exchange perceptions about how the day had gone and discuss any adjustments that might be needed.

Our field work concluded with a debriefing of the preliminary findings on Friday afternoon. We invited representatives from USAID, World Education, and three implementing partner NGOs. Although no representatives of the NGOs chose to attend we were able to share our initial findings with relevant persons from USAID and World Education.

Lessons Learned/Limitations

There was information pertaining to all aspects of the evaluation that we could have sought to better answer the evaluation questions. For example, in hindsight we realize that we could have done more with respect to the last question which pertained to the role of the FAPE. We also did not take a close look at the quality of the human resources in the system in terms of the level of education of teachers, for instance. Nor did we look very closely at the competence of APE/FAPE members or the turnover within their ranks. It would also have been useful to gather some data to corroborate the information that we received from the school representatives and for comparing performance to other schools, particularly the public schools. During the debriefing it was pointed out that we should have attempted to gather statistics related to enrollment rates and teacher turnover from the CAPs; some of which we later obtained through the efforts of World Education. Additionally, with

a more thorough look at the questionnaires, we could also have identified some questions to eliminate. In practice, it proved difficult to gather data specific to individual school performance (i.e., pertaining to the ten surveyed schools) while we were in the field.

Conducting an evaluation such as the one described herein while holding a full-time job, where unexpected crises (e.g., a plague of locusts) can emerge at a moment's notice, may detract from the quality of the study. In particular, more focused attention on the evaluation questions and sustained discussion between team members would have helped us to focus more sharply on what we were trying to find out.   Always, it seems that more time should have been allotted to data entry and we would have gained more time for analysis and reflection if we had entered more data in the analytical software while in the field, but given the tight schedule and long days it seems unlikely that much more could have been accomplished.

Nonetheless, under fairly difficult circumstances (including serious time constraints) we adhered to a fairly rigorous methodology and stuck to our deadlines. Obviously, the limited scope of the evaluation inhibits sweeping generalization but the team feels that a reasonably accurate representation of the schools and their communities has been rendered.

ANNEX I

WORKS CONSULTED

Blue, Richard (2004) "A General Guide to the Construction of an Evaluation Report"

Blue Richard (2004) "Quick and Dirty Ways to More Data when you have 3 weeks in the field"

Blue, Richard (2004) "Some Criteria for Rating Evaluations"

Gilboy Andrew and Dramane Doumbia, "Strengthening Community Institutions Program," June 2003, (An Evaluation)

Maiga Abdoul Baky et Cheickna Sy, « *Rapport d'évaluation du niveau de développement institutionnel des ONGs partenaires de World Education,* » Juillet 2004

Miller-Grandvaux Yolande and Karla Yoder, a Literature Review of Community Schools in Africa, October 2001, October 2001

Tounkara Bréhima, le rôle des ONG dans l'Education de Base du Mali, ROCARE-Mali, Décembre 2001

USAID Grant Agreement to World Education, Award No. 624-A-00-97-00069-00, September 30, 2007

World Education Continuation Application for Phase II (October 1, 1999-September 30, 2000), USAID Cooperative Agreement No. 624-A-00-97-00069-00, July 1, 1999

World Education, Continuation Application for Phase IV (October 1, 2001-September 30, 2002), USAID Cooperative Agreement No. 624-A-00-97-00069-00, August 1, 2001

World Education Proposal to expand USAID Cooperative Agreement, No. 624-A-00-97-00069-00, to Strengthen Primary Education in Barouéli Cercle and Dioro Commune Ségou Region, September 2002

World Education, Final Report, September 2003, USAID Cooperative Agreement No. 624-A-00-97-00069-00, Development of Community Institutions

ANNEX II   **EVALUATION SCOPE OF WORK AND MATRIX**

Evaluation Scope of Work

Participant Team: (M. Farroe, S. Ndiaye, A. Wade, M. Kané, S. Keita, L. Burnham)

USAID Project to be Evaluated: World Education Strengthening Community Institutions Program	Initial and Final Funding Years: September 30, 1997 – June 30, 2003

Type Evaluation:
    _____   Mid-Term
    _____   Final
    __X__   *Post-Facto*/Impact
	Purpose and Intended Uses of the
	Evaluation:
	Complement two evaluations done
	previously
	Use: Help better implement the new
	Education program

Brief Description of Project and its Intended Results: Several rural communities do not have access to the resources of the Ministry of Education in Mali. To increase access to primary education, USAID awarded a four-phase grant to World Education over the period of 1997-2003. World Education selected 10 local NGOs to execute activities in Bamako, Segou, and Koulikoro. The activities included construction of schools; establishment of new community parent associations (APE, after its French acronym); assistance in education plan development and implementation; and capacity building (literacy and numeracy).	

Evaluation Questions:
 	
Core Questions for All Teams *(to be customized to reflect the project the team will evaluate)*
   3. What intended measurable people-level results were realized in the project's target community?
   4. Did the NGO/CBO deliver "better" services as a result of the NGO strengthening project and in what way were they "better?"
   3. What aspect(s) of the NGO strengthening effort were most important for realizing improvements in NGO/CBO services?
 	
Additional Project Specific Questions *(different from the core questions)*
   7. Are benefits at the community level systemic and sustainable?
   8. Are USAID/WE funded community schools viable after the program ends?	

a) Are the APE's still functioning?
9. What is the current role of the FAPE's vis a vis the original intent?

Evaluation Schedule/Deliverables:

- Evaluation Plan presentations by teams on September 3, 2004
- Field work schedule: September 27-October 1st, 2004
- Draft evaluation report is due October 13, 2004 by e-mail to mhageboeck@msi-inc.com; richardblue@earthlink.net and jkerley@usaid.gov. Maximum of 20 pages, single spaced, 12 pt plus annexes.
- Oral presentation of evaluation findings, conclusions and recommendations: October 25, 2004
- Final evaluation report is due not later than November 5, 2004 to the MSI trainers and Janet Kerley, AFR/POSE by e-mail.

Evaluation Budget:
- Questionnaire transcription into local language
- Recruitment of enumerators
- Stationary (photocopies, paper, etc)

Provide a simple list of the resources beyond travel and per diem the team anticipates that it will need to carry out its evaluation, rather than a formal budget.

Team skills:
- Team Leader (delegate, assign task, coordinate)
- Interview techniques skills
- Writing skills
- Participatory approaches
- Data collection tools design skills
- Data analysis skills

Evaluation Question	Form of the Answer	Relevant Criteria	Sources of Information	Methods for Collecting Data	Data Analysis Procedures
Questions for All Teams					
1. What intended measurable people-level results were realized in the project's target community?	. Y/N . Comparison (baseline/target/actual) . Description	.Disaggregation . Accuracy .Representative-ness	. Monitoring reports . WE database . M&E data . Final evaluation . Secondary data	. Review of Available Data	--Tables/charts
2. Did the NGO/CBO deliver "better" services as a result of the NGO strengthening project and what way were they better?	. Y/N . Comparison (baseline/target/actual) . cause/effect relation . Description	. Accuracy	. Final evaluation . Available projects reports . APE . Secondary data	. Review of Available Data . Interviews	--Tables/charts --Frequency --Percentage Distribution --Content Analysis
3. What aspect(s) of the NGO strengthening effort were most important for realizing improvements in NGO/CBO services?	. Rank order aspects . Description	. Accuracy	. Final evaluation . APEs . NGOs . PVO . Secondary data	. Review of Available Data . Interviews	--Tables --Content Analysis --Percentage Distribution
Project Specific Questions					
4. Are benefits at the community level systemic and sustainable?	. Y/N . Description	. Accuracy	. APE . Local governments . Local MOE . Stakeholders	--Key informants interview --Focus groups	--Content Analysis
5. Are USAID/WE funded community schools viable after the program ends? a) Are the APE's still functioning?	. Y/N . Description	. Disaggregation geographic income (if available) . Accuracy	. Community APEs, School Staff . MOE . WE	. Observation - Interviews	--Tables/Charts --Percentage Distribution --Content Analysis --Cross-tabulation
6. What is the current role of the FAPE's vis-a-vis the original intent?	--Description --Comparison	-- Disaggregation (eg Location) --Accuracy	--FAPEs --APEs --NGOs --MoE --WE -Stakeholders	--Interviews --Report Review --Legislative Review	--Content Analysis --Tables/Charts

ANNEX III   **PROJECT IDENTIFICATION DATA FORM**

PROJECT IDENTIFICATION DATA

Country: Mali
Project Title: Development of Community Institutions
Project Number: 624-A-00-97-00069-00
Project Dates,   *First Agreement*: September 30, 1997
                    Assistance Completion: June 30, 2003

Project Funding,   *USAID Life of Project Budget*: $9,858,924
                          World Education: $2,464,731

Mode of Implementation: USAID Direct Grantee and Local NGO Sub-Grants

Name of the Grantee: World Education

Name of Sub-Grantees: AADEC, AID-Mali, AMAPROS, AMPJ, ASG, CRADE, GRADE-Banlieue, FDS, OMAES, PADI

Project Designers: World Education, NGOs, Education Administration, and USAID

*Responsible Mission Officials*: Youth Team

Previous Evaluations:
1. Community Schools Evaluation, Karen Tietjen, June 1999
2. *Ecoles communautaires* – World Education, ROCARE-Mali, July 2000
3. Strengthening Community Institutions Program Final Evaluation – World Education/Mali-USAID/Mali, Associates for Global Change, June 2003

Brief Description of the Project

The seven year Cooperative Agreement numbered 624-A-00-97-00069-00 and titled "The Development of Community Institutions Project" aims at strengthening local institutions so that they could better serve their communities. The intervention areas include the district of Bamako, and the regions of Koulikoro and Ségou. The activities support the Youth, the Sustainable Economic Growth, and the Democratic Governance Program Objectives of USAID/Mali. To implement this community Institutions Development Project, USAID/Mali awarded a four-phase Cooperative Agreement to World Education on September 30, 1997. World Education, in turn, selected ten local Malian NGOs to execute activities up to June 30, 2003. The bulk of the funding was allocated to the Youth Strategic Objective including the Education and Health Components. Specifically, the Education Component got the lion's share of the budget allocation.

It is noteworthy that several communities, mostly rural ones, do not have access to the resources of the Ministry of Education in Mali. To contribute to increased access to quality education for Malian children World Education fostered active participation of Associations of Parents of Students (APE, after its French acronym), considered as representatives of the children and the school community at large. To this end, World Education (a) built organizational and institutional capacities of its partner NGOs; (b) developed guides for training APE and their federations; (c) developed a reference guide for APE members; and (d) lobbied/advocated with representatives from Ministry of Education. The partner NGOs helped to (a) organize APE; and (b) train APE members in school management. The scope of responsibilities for APE included (a) coordination of low cost schools construction; (b) building maintenance; (c) recruitment of teachers; (d) payment of teachers' salaries and other school expenses; (e) social supervision of schools; (f) monitoring of attendance and teacher-student ratios; (g) monitoring of general atmosphere of the school; (h) communication with local structures of the Administration; (i) lobbying for Ministry participation in the training of teachers; (j) assistance in book distribution; (k) assistance in availability of didactic materials; (l) recruitment and retention of girls; and (m) enrollment of students. The networks (federations) of APE assured a voice of parents in communal budgets.

ANNEX IV – MAP OF MALI
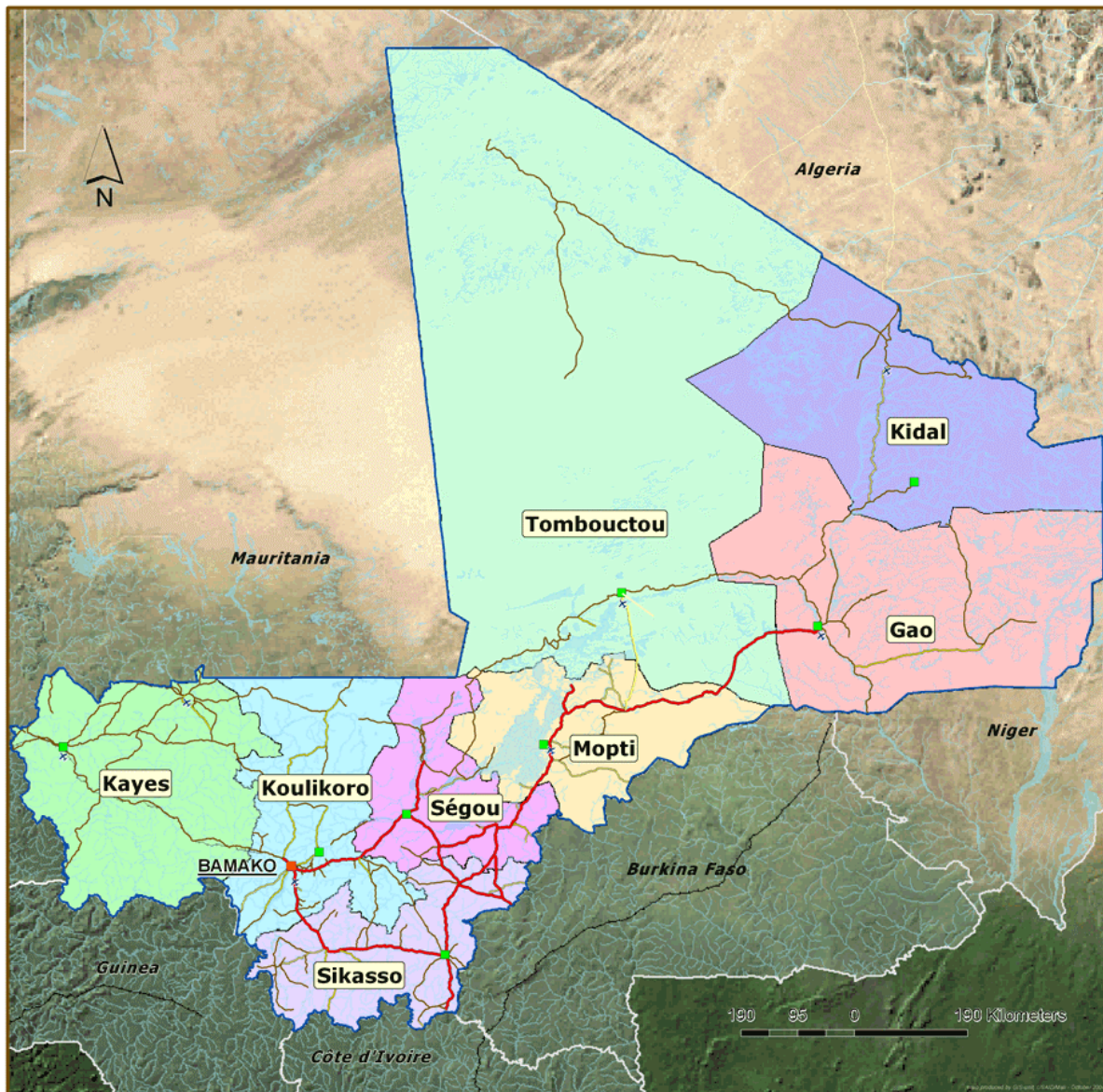
ANNEX V   **SCHEDULE OF FIELD VISITS**

MONDAY, SEPTEMBER 27, 2004

8:00 – 10:00   **Pre-test at Daoudabougou's CS**

10:00 – 11:00   **Meeting at WE**

11:00 – 12:00   **Meeting at CADDE**

12:00 – 13:00   **<u>Lunch</u>**

13:00 – 16:00   **Meeting at AMAPROS (3 p.), OMAES (3 p.), ASG (3 p.)**

16:00 – 18:00   **Preparations for field trip**

TUESDAY – FRIDAY   **Field visits in Ségou and Koulikoro and back to Bamako on Friday**

FRIDAY, OCTOBER 1ST, 2004

16:00-17:30   **Debriefing at USAID (USAID, WE, CADDE, AMAPROS, OMAES, ASG)**

ANNEX VI   **LIST OF PERSONS MET**

Jo Lesser, Team Leader, Education SO, USAID Mali

Timm Harris, Program Officer, USAID Ghana (former Program Officer USAID Mali)

Ibrahim Sissoko, Project Management Specialist, Education SO, USAID Mali

Yacouba Konaté, Project Management Specialist, Democracy Governance SO, USAID Mali

Samba Doucouré, Coordinator CADDE, Ministry of National Education

Moussa Siby, CADDE, Bamako

Boniface Keita, Director AE, Ségou Region

El Hadji Maiga, Director CAP Ségou, Ségou Region

Amadou Diarra, Director CAP Markala, Ségou Region

Abdoulaye Traoré, Director CAP Koulikoro, Koulikoro Region

Baïry Diakité, CS Pedagogic Advisor, Koulikoro

Souleymane Kanté, Director World Education, Bamako

Claudia Lalumia, Deputy Director for Program Administration, World Education, Bamako

Djoukou Coulibaly, Program Coordinator, World Education, Bamako

Mamadou Niang, Monitoring and Evaluation Specialist, World Education, Bamako

Dominique Diarra, Assistant Monitoring and Evaluation Specialist, World Education, Bamako

Moussa Fofana, Regional Director World Education, Ségou Region

Modiéré Diakité, World Education, Ségou Region

Abdoulaye Touré, Regional Director World Education, Koulikoro Region

Abdoulaye Doumbia, World Education, Koulikoro Region

Oumar Maïga, World Education, Koulikoro Region

Salikou Ouattara, Director AMAPROS, Bamako

Amadou Gueye, AMAPROS, Koulikoro Region

Boureima Allaye Touré, General Secretary, OMAES, Bamako

Oumar Traoré, Coordinator OMAES, Ségou Region

Mamadou Bathily, OMAES, Ségou Region

Ousmane Traoré, OMAES, Ségou Region

Assetou Bouré, OMAES, Ségou Region

Soumaïla Keita, OMAES, Ségou Region

Bakary Doucouré, OMAES, Ségou Region

Mahamane Boury, General Secretary, ASG, Bamako

Community-based Persons met in Ségou Region						
Community Schools		Community members		APE members	FAPE members	Mayor Office Represent.
# of School Directors	# of Other School Staff	# of Women	# of Men	#	#	#
4	8	12	13	44	3	2

Community-based Persons met in Koulikoro Region						
Community Schools		Community members		APE members	FAPE members	Mayor Office Represent.
# of School Directors	# of Other School Staff	# of Women	# of Men	#	#	#
3	6	10	14	45	7	0

GUIDE D'ENTRETIEN USAID

Date: *Starting Time*:   *Ending Time*:

Venue: USAID/Mali Premises   *Office*: Third floor
Conference Room

Introduction:

As you may know, USAID/Washington/AFR/DP/POSE has taught three evaluation courses in Tanzania, South Africa, and Ghana. The course is conducted in three phases. The Phases I and III are classroom settings whereas the Phase II is a field work. We are participants in the Ghana course and we have to do a kind of impact evaluation of the project titled "Development of the community institutions". In this respect, we come and meet you to get an insight into the main results selected by USAID, the achievements and lessons learned. Before getting to the questions we have, we would like to introduce ourselves.

Evaluation Team Composition:

1.
2.
3.
4.
5.
6.

USAID/Mali-Education Team representatives:

Name	Title	Did you work on

Questions:

1. What were the most significant, lasting, and measurable changes USAID intended to bring to Malians through this project?
2. How would you rate the overall performance of the partner PVO (World Education)?
3. What would be the rationale of your rating?
4. What was the quality of data World Education submitted to USAID?
5. Was any World Education data quality assessment done by USAID?
6. If so, what was done?
7. Do you have any information you would be kind to share with us?

Merci de votre collaboration

GUIDE D'ENTRETIEN WORLD EDUCATION

Date: *Starting Time*:   *Ending Time*:

Venue: World Education Headquarters/Office   *Locality*:

Introduction:
As you may know, USAID/Washington/AFR/DP/POSE has taught three evaluation courses in Tanzania, South Africa, and Ghana. The course is conducted in three phases. The Phases I and III are classroom settings whereas the Phase II is a field work. We are participants in the Ghana course and we have to do a kind of impact evaluation of the project titled "Development of the community institutions". In this respect, we come and meet you to get an insight into the accomplishments, approaches, and lessons learned. Before getting to the questions we have, we would like to introduce ourselves.

Evaluation Team Composition:
1.
2.
3.
4.
5.
6.

World Education Staff met:

Name	Title	Did you work on

Questions:

1. What were the most significant, lasting, and measurable changes USAID asked you to bring through this project?
2. What were your approaches? (selection of local NGOs, strengthening of organizational and institutional capacities, development of Guides for training APE and Federations, development of reference guide for APE members, …)
3. What were the NGOs supposed to do? (organization of Parents of Students Associations, school management training of APE members, …)
4. What did you do to make the NGOs operational?
5. Which of those tasks the NGOs performed against your expectations?
6. Were there any reasons why the NGOs performed well or not?
7. What were those reasons?
8. How would you rate the overall performance of the partner NGOs?
9. What would be the rationale of your rating?
10. What was the quality of data that the Partner NGOs submitted to World Education?
11. Was any NGO data quality assessment done by World Education?
12. If so, what was done?
13. Did USAID perform any assessment of the quality of data World Education reported to it?
14. Do you have any information you would be kind to share with us?
15. Quelles autres informations voulez –vous partager avec nous ?

Merci de votre collaboration

ANNEX VI **QUESTIONNAIRES**

QUESTIONNAIRE ONG

Questionnaire N° | __ | __ | __ |

Date de l'interview: *Début* :   F*in*:

Lieu: …………………………………   *Localité* :

Introduction:
Comme vous le savez, l'USAID/Washington/AFR/POSE a initié trois cours sur l'évaluation en Tanzanie, Afrique du Sud et au Ghana. Ce cours est structuré en trois phases. Les Phases I et III sont des enseignements théoriques alors que la phase II consiste en un travail de terrain. Nous sommes des participants du cours du Ghana et nous devons mener une sorte d'évaluation d'impact du projet « Développement des Institutions Communautaires ». A cet égard, nous venons vous rencontrer afin d'avoir une idée des réalisations, approches et leçons apprises. Avant d'entrer dans le vif du sujet, nous aimerions procéder aux présentations.

Composition de l'équipe d'évaluation:

1.
2.
3.
4.
5.
6.

Personnes rencontrées:

Noms	Titres

Q1. Quelle type d'accord y avait-il entre World Education et votre ONG? (*Ne pas lire*)

☐ Partenariat ☐ Contrat de services
☐ Autres *(à préciser)*

Q2. Avec combien d'APE votre ONG a-t-elle travaillé ?

Q3. Avec combien de FAPE votre ONG a-t-elle travaillé ?

Q4. Quel type d'assistance World Education vous a apportée afin de rendre votre ONG opérationnelle ?

Q5. Quel type d'assistance votre ONG était-elle censée apporter ? (*Ne pas lire*)

☐ Création d'APE ☐ Redynamisation APE

☐ Formation des membres d'APE en gestion d'école☐ Autres *(à préciser)*

Q6. Comment aviez-vous fait pour remplir votre mission ?

Q7. Est-ce que World Education a aidé à améliorer les approches de votre ONG?

☐ Oui ☐ Non (*Passer à Q10*) ☐ Ne sait pas (*Passer à Q10*)

Q8. Si oui, en quoi World Education a aidé votre ONG à améliorer ses approches?

Q9. En quoi l'amélioration de vos approches a affecté vos prestations de services ?

Q10. Quelle appréciation faites-vous de la performance globale des APE avec lesquelles vous avez eu à travailler ?

Q11. Quelle appréciation avez-vous de la performance globale des FAPE avec lesquelles vous avez eu à travailler ?

Q12. Sur quoi basez-vous ce jugement ?

Q13 Parmi votre (vos) ancienne(s) APE partenaire(s), quelle(s) est (sont) celle qui est (sont) toujours active(s), avec ou en l'absence d'assistance ?

Q14. Parmi votre (vos) ancienne(s) FAPE partenaire(s), quelle(s) est (sont) celle qui est (sont) toujours active(s), avec ou en l'absence d'assistance ?

Q15. Quelle était la qualité des données transmises à votre ONG par les APE partenaires ?

Q16. Quelle était la qualité des données transmises à votre ONG par les FAPE partenaires ?

Q17. Est-ce que votre ONG a procédé au moins une fois à une évaluation de la qualité des données fournies par les APE/FAPE ?

☐ Oui ☐ Non **(*Passer à Q19*)** ☐ Ne sait pas **(*Passer à Q19*)**

Q18. Si Oui, qu'est-ce qui a été fait ?

Q19. Est-ce que World Education a au moins une fois procédé à une évaluation de la qualité des données soumises par votre ONG ?

☐ Oui ☐ Non ☐ Ne sait pas

Q20. Quelles autres informations voulez –vous partager avec nous ?

Merci de votre collaboration

QUESTIONNAIRE CG/APE/FAPE

Questionnaire N° |__|__|__|

Date de l'interview: *Début* :   *Fin*:
Lieu: *Localité* :
Nom de l'organisation: *Type d'organisation*: ☐ CG/APE   ☐ FAPE
Date de création:
Introduction:

Durant la période 1997-2003, votre organisation a travaillé avec l'ONG…………………,
Partenaire de World Education, pour la mise en œuvre du projet USAID intitulé
« Développement des Institutions Communautaires ». A cet égard, nous venons vous rencontrer
afin d'avoir une idée des réalisations, approches et leçons apprises. Avant d'entrer dans le vif du
sujet, nous aimerions procéder aux présentations.

Composition de l'équipe d'évaluation:

1.
2.
3.
4.
5.
6.

Personnes rencontrées:

Noms	Titres

Q1. (Si FAPE) Combien d' APE sont actuellement membres de votre FAPE?

Q2. Combien de membres comptaient le FAPE l'année dernière ?

Q3. Quel type d'assistance avez reçu de l'ONG…………………………………. ? (*Ne pas lire*)

☐ Création d'APE ☐ Redynamisation APE ☐ Subvention

☐ Formation des membres d'APE en gestion d'école ☐ Autres *(à préciser)*

Q4. Quelle était la mission confiée à votre organisation ? (*Ne pas lire*)

☐ Coordination de la construction d'écoles ☐ Maintenance bâtiment

☐ Recrutement d'enseignants ☐ Inscription d'élèves

☐ Acquittement salaires enseignants ☐ Acquittement autres dépenses

☐ Surveillance de l'assiduité des enseignants ☐ Maintien des élèves à l'école

☐ Liaison avec les autres structures ☐ Appui à la distribution de livres

☐ Appui à la disponibilité de matériels didactiques ☐ Autres *(à préciser)*
☐ Ne sait pas

Q5. Votre APE ou FAPE aurait-elle eu la capacité d'accomplir une telle mission si l'ONG…… ne l'avait pas appuyée ?

☐ Oui (*Passer à Q9*) ☐ Non ☐ Ne sait pas (*Passer à Q9*)

Q6. Si non, en quoi l'ONG…………. a aidé à améliorer les approches de votre APE /FAPE?

Q7. En quoi l'amélioration de vos approches a affecté vos prestations de services ?

Q8. Quels ont été les changements majeurs apportés ?

Q9. (Si FAPE) Est-ce que votre organisation a pris le relais de l'ONG………………… tel prévu initialement ?

☐ Oui ☐ Non ☐ Ne sait pas

Q10. Qu'est-ce que votre APE/FAPE fait actuellement ?

☐ Formation des membres d'APE en gestion d'école
☐ Autres *(à préciser)*_____
☐ Ne sait pas

Q11. Quelle est la périodicité des assemblées générales de votre APE/FAPE ?

☐ 1 fois/an ☐ Tous les 3 ans ☐ Autres *(à préciser)*_____
☐ Ne sait pas

Q12. A quand remonte la dernière assemblée générale de votre APE/FAPE ?

|___|___|_____| ☐ Ne sait pas
jour /mois/ année

Q13. Quelle est la composition du bureau de votre APE/FAPE ? (*Ne pas lire*)

	Sexe	
Postes	**H**	**F**
Président	☐	☐
Trésorier	☐	☐
Secrétaire administratif	☐	☐
Chargé de l'organisation	☐	☐
Chargé de la scolarisation des filles	☐	☐
Chargé de projet d'école	☐	☐
Commissaire aux comptes	☐	☐
Représentant des enseignants	☐	☐
Représentant des parents d'élèves	☐	☐
Représentant société civile	☐	☐
Autres (à spécifier)	☐	☐

Q14. Quelle est la périodicité des sessions ordinaires du bureau ?

☐ 2 fois/mois   ☐ 1 fois/mois   ☐ Autres *(à préciser)*_____
☐ Ne sait pas

Q15. A quand remonte la dernière session de votre bureau ?

|___|___|_____| ☐ Ne sait pas
jour /mois/ année

Q16. Y a t il des procès verbaux ou comptes rendus de différentes réunions ?

☐ Oui   ☐ Non (*Passer à Q18*)   ☐ Ne sait pas (*Passer à Q18*)

Q17.Si Oui, demander à voir le document et cocher   ☐ Vu   ☐ Non vu

Q18. Avez-vous d'autres outils de recueil de données ?

☐ Oui   ☐ Non (*Passer à Q21*)   ☐ Ne sait pas (*Passer à Q21*)

Q19. Si oui à Q18, quels sont ces outils ?

Q20. Si citation outils, demander à voir les outils cités et cocher   ☐ Vu   ☐ Non vu

Q21. Comment archivez-vous vos informations ?

☐ Classeurs ☐ Bases de données Armoire de classement
☐ Autre (à préciser)_____
☐ Ne sait pas

Q22. Publiez-vous des rapports d'activités ?
☐ Oui ☐ Non *(Passer à Q24)* ☐ Ne sait pas *(Passer à Q24)*

Q23. Si publication rapports d'activités, demander à voir le document et cocher
☐ Vu ☐ Non vu

Q24. Avez-vous d'autres documents de synthèse ?

☐ Oui ☐ Non *(Passer à Q27)* ☐ Ne sait pas *(Passer à Q27)*

Q25. Si oui à Q24, quels sont ces documentas de synthèse ?

Q26. Si citation documents de synthèse, demander à les et cocher
☐ Vu ☐ Non vu

Q27. Pensez-vous que l'ONG aurait pu faire en mieux certaines des actions qu'elle a faites ?

Q28. Quelles autres informations voulez –vous partager avec nous ?

Merci de votre collaboration

QUESTIONNAIRE Communauté

Questionnaire N° |__|__|__|

Date de l'interview: *Début* :   F*in*:

Lieu:……………………………………   *Localité* :

Introduction:
Durant la période 1997-2003, votre communauté a travaillé avec
l'ONG……………………………,
Partenaire de World Education, pour la mise en œuvre du projet USAID intitulé
« Développement des Institutions Communautaires ». A cet égard, nous venons vous rencontrer
afin d'avoir une idée des réalisations, approches et leçons apprises. Avant d'entrer dans le vif du
sujet, nous aimerions procéder aux présentations.

Composition de l'équipe d'évaluation:

1.
2.
3.
4.
5.
6.

Personnes rencontrées:

Noms	Titres

Q1. Existe-t-il une école dans votre quartier/village ?

☐ Oui   ☐ Non

Q2. Quand a-t-elle été construite ?

Q3. Qui a financé la construction des classes de l'école ?

    ☐ L'Etat   ☐ L'APE/FAPE   ☐ Autre (à préciser)
    ☐ Ne sait pas

Q4. Combien de classes compte l'école en ?

Années	Nombre
1998	
1999	
2000	
2001	
2002	
2003	
2004	

Q5. Quel est le nombre d'enseignants en service à l'école? |__|__|__|

Q6. Comment le personnel enseignant est-il payé ?

    ☐ L'Etat   ☐ L'APE/FAPE   ☐ Autre (à préciser)
    ☐ Ne sait pas

Q7. D'où viennent les enfants qui vont à cette école ?

    ☐ Quartier/Village   ☐ Quartier/Village environnant
    ☐ Autre (à préciser)   ☐ Ne sait pas

Q8. En tant que parents, participez-vous à la vie de l'école ?

    ☐ Oui   ☐ Non *(Passer à Q10)*   ☐ Ne sait pas *(Passer à Q10)*

Q9. Si oui, qu'est ce que vous faites ?

Q10. Comment se fait le recrutement des enfants qui sont inscrits à l'école ?

Q11. Que faites vous pour garder le plus longtemps que possible les filles à l'école ?

Q12. Quelqu'un est-il membre de l'APE ?

    ☐ Oui   ☐ Non   ☐ Ne sait pas *(si interview individuel)*

Q13. Que fait l'APE pour l'école ?

Q14. Comment jugez-vous la participation de l'APE à la vie de l'école ?

Q15 Sur quoi basez-vous votre jugement ?

Q16. Pensez-vous que l'APE a contribue a faire de ce village un endroit ou il fait bon vivre ?

      ☐ Oui   ☐ Non   ☐ Ne sait pas

Q17 Qu'est ce qui explique cette opinion ?

Q18. La création de l'APE a-t-elle renforce la cohésion sociale ?

Q19. Envisagez vous, si ce n'est pas encore le cas, de vous investir dans l'APE ?

      ☐ Oui   ☐ Non   ☐ Ne sait pas

Q20. Quelles autres informations voulez –vous partager avec nous ?

Merci de votre collaboration

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Evaluation Course

QUESTIONNAIRE ECOLE

Questionnaire N° |__|__|__|

Date de l'interview: *Début* :   *Fin*:

Lieu:ECOLE…………………………………… *Localité* :

Date de création :

Introduction:
Durant la période 1997-2003, votre école a travaillé avec
l'ONG……………………………,
Partenaire de World Education, pour la mise en œuvre du projet USAID intitulé
« Développement des Institutions Communautaires ». A cet égard, nous venons vous rencontrer
afin d'avoir une idée des réalisations, approches et leçons apprises. Avant d'entrer dans le vif du
sujet, nous aimerions procéder aux présentations.

Composition de l'équipe d'évaluation:
1.
2.
3.
4.
5.
6.

Personnes rencontrées:

Noms	Titres

Q1. Quel est le nombre d'enseignants en service dans l'école ? |__|__|

Q2. Ce nombre comprend-il le/la Directeur/Directrice ?
☐ Oui   ☐ Non   ☐ Ne sait pas

Q3. L'école a-t-elle un personnel administratif autre que le/la Directeur/Directrice ?

$\square$ Oui $\qquad$ $\square$ Non $\qquad$ $\square$ Ne sait pas

Q4. Quel est ce type de personnel ?

Q5. Quel est l'effectif de ce personnel administratif autre que le/la Directeur/Directrice ?

|__|__|__|

Q6. Qui a en charge le paiement du personnel aussi bien enseignant qu'administratif ?
$\square$ L'Etat $\qquad$ $\square$ L'APE/CG $\qquad$ $\square$ Autre (à préciser)
$\square$ Ne sait pas

Q7. Qui a financé la construction des classes de l'école ?

$\square$ L'Etat $\qquad$ $\square$ L'APE/CG $\qquad$ $\square$ Autre (à préciser)
$\square$ Ne sait pas

Q8. Recevez-vous d'autres appuis pour votre école ?

$\square$ Oui $\qquad$ $\square$ Non $\qquad$ $\square$ Ne sait pas

Q9. Si oui, quels sont ces appuis ?

Q10. Combien de classes louées ou construites par l'APE compte l'école ? (voir les statistiques)

Années	Nombre
1998	
1999	
2000	
2001	
2002	
2003	
2004	

Q11. Comment le nombre de classes a-t-il évolué depuis la création de l'école ?

Q12. Qu'est ce qui explique cette évolution ?

Q13. Quel est le nombre d'élèves en 2003/2004?

Q14. Quelle est la source de l'information ?

Q15. Si citation source, demander à voir le document et cocher
$\square$ Vu $\qquad$ $\square$ Non vu

Q16. Quel est le nombre de filles en 2003/2004 ?

Q17. Quelle est la source de l'information ?

Q18. Si citation source, demander à voir le document et cocher
         ☐ Vu   ☐ Non vu

Q19. Comment l'effectif de filles a-t-il évolué depuis la création de l'école ?

Q20. Qu'est ce qui explique cette évolution de l'effectif des filles?

Q21. Que faut-il faire pour garder le plus longtemps que possible les filles à l'école ?

Q22. Quel est le taux moyen d'élèves par enseignant ? |__|__|__|

Q23. Quel est le ratio élève/livre ? |__|__|__|

Q24. Quels sont les taux de réussite aux différents examens et concours ?

Années	Taux	
	Entrée en 7eme	**DEF**
1998		
1999		
2000		
2001		
2002		
2003		
2004		

Q25. Comment jugez-vous ce taux de réussite ?

     * Echelle régionale
     * Echelle nationale

Q26. Comment sont vos rapports avec votre comite de gestion ?

Q27. Comment jugez-vous la participation des parents d'élèves à la vie de l'école ?

Q28. Sur quoi basez-vous votre jugement ?

       ☐ Participation matérielle à l'entretien de l'école   ☐ Visites de suivi
       ☐ Autre (à préciser)

Q29. Quelles autres informations voulez –vous partager avec nous ?

Merci de votre collaboration

ANNEX VIII

Frequency Distribution of the Responses to Certain Questions

Questionnaire APE	
Q4. What was the mission conferred on your organization?	
School management	45%
Community mobilization/awareness	27%
Intermediary between teachers – students/parents	18%
Holding of statutory (by-law) meetings	10%
Q7. How has improvement in approaches affected service delivery?	
Better know-how	64%
Improvement in financial management	18%
Holding by-law meetings	18%
Q8. What were the major changes?	
More literate/educated people	48%
Commitment to school	17%
Better behavior	9%
Social cohesion	9%
Other	17%
Q27. Do you think the NGO could have done certain things better?	
Improve the quality of the construction of the building	43%
Improve the availability of desks and school materials	24%
Contribute to the improvement of hygiene and health conditions	24%
Reconsider the selection process and the choice of building materials	9%

Questionnaire ECOLE	
Q20. What explains the evolution in the numbers of girls in the school?	
Negative reinforcement	44%
Positive reinforcement	31%
Diverse activities and awareness raising	25%
Q21. What is necessary to do to keep girls in school longer?	
Information/awareness raising	64%
Delay or avoid engagement	9%
Chore alleviation	9%
Avoid the exodus to the urban areas	9%
Other	9%

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Questionnaire Communauté	
Q9. If the parent participates in the life of the school, what do they do?	
Provide cash or in-kind contribution	63%
Supervision	31%
Other	6%
Q10. How are students recruited to the school?	
Awareness raising, identifying and enrolling done by APE	68%
Other	32%
Q11. What does the community do to keep girls at school longer?	
Positive reinforcement	69%
Diverse awareness raising activities	31%
Q13. What does the APE do for the school?	
Provide cash or in-kind contributions	30%
Manage the school	23%
Social intermediation	23%
Awareness raising	14%
Supervision	7%
Other	3%
Q17. What factors explain the community's opinion of the APE?	
The APE brought schooling and literacy	38%
The APE plays multiple roles for the community	33%
The APE initiates/organizes income generating activities for the benefit of the school	29%

ANNEX IX

World Education Program consolidated results

I-N-D-I-C-A-T-O-R-S	BAMAKO 2001	2002	2003	KOULIKORO 2001	2002	2003	SEGOU 2001	2002	2003	TOTAL to the 31/05/03
Community schools	0	11	11	505	505	505	276	276	276	792
Officially registered schools	10	10	10	484	484	484	116	116	116	610
% of village serving as recruitment zones within an a range of 5 kms	10	10	10	1,062	1,062	1,062	638	638	638	1,710
SCHOOL STATISTICS										
Total number of school children/students	1,241	2,877	2,930	34,213	48,159	49,810	7,267	22,637	26,079	78,819
Boys	681	1,517	1,516	20,767	29,948	31,246	4,246	13,504	15,523	48,285
Girls	560	1,360	1,414	13,446	18,211	18,564	3,021	9,133	10,556	30,534
School age Population (7 to 12 years)	NA	77,488	60,412	NA	94,745	102,037	NA	63,852	57,503	219,952
Boys	NA	39,570	30,811	NA	46,952	49,279	NA	32,331	29,594	109,684
Girls	NA	37,918	29,601	NA	47,793	52,758	NA	31,521	27,909	110,268
Total number of children aged 7	NA	17,064	16,918	NA	50,057	52,746	NA	36,767	29,860	99,524
Boys	NA	8,704	10,109	NA	24,439	25,968	NA	18,241	14,698	50,775
Girls	NA	8,360	6,809	NA	25,618	26,778	NA	18,526	15,162	48,749
Numbers of children enrolled this year	NA	625	659	NA	8,212	8,439	NA	7,023	5,556	14,654
Boys	NA	329	321	NA	4,962	5,038	NA	4,074	3,164	8,523
Girls	NA	296	338	NA	3,250	3,401	NA	2,949	2,392	6,131
Number of Grade 6 students	388	314	NA	2,494	5,390	NA	248	272	NA	NA
Boys	205	163	NA	1,751	3,708	NA	156	196	NA	NA
Girls	183	151	NA	743	1,682	NA	92	76	NA	NA
# of student books	779	1,140	1,910	16,496	13,491	29,469	2,954	5,541	14,321	45,700
Book/student ratio	0.63	0.40	0.65	0.48	0.28	0.59	0.41	0.24	0.55	2
# of schools with a book/student ratio =1:1	0	2	2	35	54	138	9	36	60	200
# of teachers	56	70	63	998	1,090	1,227	321	523	661	1,951
Men/male	34	42	38	805	878	944	233	333	405	1,387
Women/female	22	28	25	193	212	283	88	190	256	564
Teacher/student ratio	22	41	47	34	44	41	23	43	39	127
# of schools with a teacher/student ratio =1:45	7	4	5	304	373	373	155	233	230	608
# of teachers holding at least the 9th grade completetion certificate	52	70	62	961	1,046	1,142	317	521	638	1,842
# of teachers trained over the past 12 months	19	33	22	655	460	369	226	257	391	782
# of teachers who received in-service training over the past 12 months	0	34	46	2	326	456	5	189	407	909
SELF GOUVERNANCE & SOUND MANAGEMENT OF THE APE										
# of self-governed APE	8	6	4	268	289	326	152	181	196	526
# of APE informed on their duties and raison d'être	10	7	6	216	268	304	122	178	214	405
# of APE which held board meetings	7	10	3	363	374	402	209	216	232	637
# of APE which held general assemblies	7	3	3	284	292	292	162	175	190	485
# of APE which know their rights and duties	11	5	5	157	200	285	86	153	167	457
# of APE which have a sound management	5	6	4	140	166	164	75	94	103	272
# of APE which submitted a report (activity reports and financial statements/reports)	7	8	6	129	156	135	57	70	104	245
# of APE with a well kept cash boook	9	8	6	266	330	334	160	182	181	521
# of APE with women members holding key responsibilities	0	1	0	24	11	24	7	29	25	49
# of APE wich implemented effectice civic actions	2	0	1	27	34	47	8	15	26	74
# of APE having mobilized USAID or non USAID resources/funds	3	0	1	109	87	78	74	62	68	147

NB: For a better understanding of the data
  The monitoring and evaluation system used for data collection is the ERO (Organisational Fast Evaluation) methodology
  The data collection system using the ERO tools started by the end of 2001, hence the dates are from 2001 to 2003.

A APE k A self-governed APE is one which meets a number of requirements spelt out in the organizaton evaluation tool (ERO)
  * That the APE members know the duty and the raison d'être of the APE
  * That the APE committee/board holds meetings and assemblies regularly
  * That the APE members know the rights and the duties of the APE vis à vis the community and the administration
A APE i: An APE with a sound management is the one which meets a number of requirements spelt out in the organization evaluation tool (ERO)
  * The APE board submits activity and financial management reports during a General Assembly
  * The statement of accounts is clearly made in a cash book
  * Women play an active role in the management of the APE and hold key positions in the board of management