

Mali

**Education
Sectoral and OR+ (*Thematic*) Report**

January - December 2018



Mopti/Back to school Child Ambassador (©UNICEF/Mali 2018/Seyba Keïta)

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Abbreviations and Acronyms

ACAS	Association of Sahel Agricultural Advisors
AE	Académie d'Enseignement
AKF	Aga Khan Foundation
AME	Association des Mères d'Elèves
APADL	Association pour la promotion et l'appui au développement local
CADDE	Centre d'Appui à la Décentralisation et à la Déconcentration de l'Education
CAP	Centre d'Animation Pédagogique
CFS	Child-friendly schools
CGS	Comité de Gestion Scolaire
CNE	Centre National de l'Education
CPD	Country Program Document
CO	Country Office
CNR-NF	Centre National des Ressources pour l'Education Non-Formelle
CRADE	Cabinet de Recherche Appliquée au Développement de l'Education
DNEN	Direction Nationale de l'Enseignement Normale
DNEF	Direction Nationale de l'Education Fondamentale
DNEPS	Direction Nationale de l'Education Préscolaire
EBE	Education de Base et Equité
ECD	Early childhood development
ESARO	Eastern and Southern Africa Regional Office (UNICEF)
EVD	Ebola Virus Disease
IRC	International Rescue Committee
MDG(S)	Millennium Development Goal(s)
MORES	Monitoring for Results and Equity Systems
NFE	Non-Formal Education
(I)NGO	International Non-Governmental Organisation
OFL	Organisation Féminine Locale
OMAES	Oeuvre Malienne d'Aide à l'Enfance au Sahel
OOSC	Out of School Children
PCR	Program component result
SDG(S)	Strategic Development Goals
SSA/P	Accelerated Learning Strategy
UNGEI	United Nations Girls Education Initiative
UNDAF	United Nations Development Assistance Framework
UNHCR	Office of the United Nations High Commissioner for Refugees
UNESCO	United Nations Educational, Scientific and Cultural Organization
WASH	Water Sanitation and Hygiene
WCARO	Western and Central Africa Regional Office (UNICEF)

Executive Summary

The Education Section in Mali, during the 4th year (2018) of the Country Program Document (CPD) 2015-2019, registered a number of strategic results based on three years of advocacy that include among others (i) the signing of the Safe School Declaration (February 2018), (ii) the creation of the national coordination platform on the Out of School Children (OOSC), (iii) and progression in the finalization of the 10 year sector plan for education in Mali. This achievement, allows UNICEF as the coordinating agency of the Local Education Group of Technical and Financial Partners to reconfirm its lead role and technical comparative advantage in the sector as one of the principal actors for the government.

Focus on equitable and inclusive learning opportunities for children: UNICEF in Mali continued to support the Ministry of Education (MoE) to ensure children have access and remain in school. In 2018, UNICEF supported the national OOSC coordination platform in developing a national database and cartography of the non-governmental implementing partners supporting the OOSC initiatives. This allowed the MoE to guarantee appropriate synergy between non-governmental partners for the 2018/2019 school year and a better understanding of the activities' coverage in the field.

To promote the holistic development of young children, UNICEF implements an integrated Early Childhood Development (ECD) strategy by reinforcing community-based ECD platforms. By working directly with parents and caretakers, nutrition and cognitive stimulation parental practices are improved. Throughout the reporting period, UNICEF in Mali supported children's enrolment in community-based preschools to increase their chances of developing social and learning skills.

To address gender constraints related to access to schooling, UNICEF supported the MoE in developing an action plan to effectively address inequities in sectoral planning. As a result, the technical team provided inputs to Mali's new Education Sector Plan to ensure that gender equity was effectively addressed from a policy perspective.

Improved Learning Outcomes for children as Key Result for Children: Although data on learning outcomes is limited, UNICEF in Mali continued to support the MoE in improving the school learning environment through capacity building initiatives. School structures (CDPE, F1 and F2) were equipped and supported with requisite tools and skills to implement and monitor the learning competencies to improve children's education outcome indicators.

At primary school level, UNICEF built the capacity of 2,695 education sector officials and teachers (22% female) to strengthen learner evaluation methodologies and appropriate pedagogical practices to benefit 75,000 children in 647 schools. Furthermore, 123,111 vulnerable children were provided with individual school kits in both development and humanitarian contexts at the start of the 2018-2019 school year.

Since 2017, UNICEF has started using technology to strengthen pedagogical and teaching competencies of community-based teachers, at primary and pre-primary level. The technology consists in the use of innovative approaches using interactive modules of model lessons pre-recorded into tablets. Audio instruction guides are also being used in the national training modules for preschool teachers in 5 different local languages in 3 pilot regions. This self-learning approach for teachers and directors at primary level should contribute in enhancing the competencies of teachers and educators in conducting lessons that would positively impact on the learning of children in literacy and numeracy.

In conflict affected areas, the situation of closed schools deteriorated throughout the school year (500 closed schools for 2016-2017 and 735 for 2017-2018). UNICEF promoted community dialogue sessions involving regional education officers (*Académie d'Enseignement*) and implementing partners to reopen schools. The provision of school kits, textbooks, teachers' guides, (67,000 kits) helped ensure the continuation of education.

Improving children's life skills development: UNICEF in collaboration with partners and NGOs concentrated their efforts in the northern regions on improving skills related to social cohesion and conflict resolution. The objective was to empower and encourage children to play an active role in their communities. In areas where schools were closed due to insecurity, UNICEF promoted the creation of informal learning facilities. A total of 150 temporary learning centers (for a capacity of 7 500 children) were established, including another 107 (27 female) facilitators trained. In the region of Segou, UNICEF established 19 functional learning centers in partnership with the national NGO OMAES. In the south, the focus was on self-esteem, comprehensive sexuality guidance and other skills to empower adolescent girls and boys.

UNICEF also supported the creation of girls' clubs in 100 target schools in Mopti, Sikasso and Bamako. These clubs provided girls with life skills training on sexual and reproductive health, civics and leadership. The trainees in turn sensitized their peers and encouraged regular attendance of female students.

Building strategic partnership: To promote the use of technology and improve learning outcomes UNICEF as the Coordinator of the Technical Group of Financial and Technical Partners (PTF), effectively engaged and influenced policy dialogue and fostered partnerships with key sectoral stakeholders including the EU, Canada, World Bank, USAID, UNESCO, and with the Ministry of Innovation and Scientific Research.

UNICEF also utilized its position as lead agency of both the Local Education and professional training Group, and the Education Cluster to push forward strategies and policies, to ensure that issues related to access to quality schooling are incorporated in both the Cluster humanitarian response and the new Education Sector respective plans.

A major success for the Education cluster was the endorsement in February of the "Safe Schools Declaration (SSD)" by the Mali Government. The SSD guarantees that schools stay free of armed personnel. UNICEF has partnered with the Queens University, Belfast and Malian researchers to develop and implement an impact assessment of UNICEF's integrated ECD strategy on social cohesion in areas affected by the security crisis.

Strategic Context of 2018

Mali experienced a decline in all indicators during the past school year. The Gross Enrollment Rate in Primary education decreased by almost 4 percentage points in one year, returning to the level of academic year 2014/15. The MoE data for school year 2018/19 for the transition between primary and lower secondary has not been released as of today.

However, the completion rate for primary schools deteriorated from 48 to 42 per cent in a single school year (2016/17 to 2017/18). This is mainly due to an increased repetition rate, directly linked to low learning outcomes and school closures.

Studies on out-of-school children indicate that barriers and bottlenecks to accessing education included supply-side factors, such as limited access to adequately staffed learning environments and conducive learning facilities, as well as demand-side factors such as poverty, gender inequalities and negative socio-cultural practices.

As lead of the Local Education Group, UNICEF worked with sectoral partners to support the MoE to revise the out-of-school children reinsertion strategy for integration into the new Education Sector Plan. Key strategic revisions for the reintegration of out-of-school children include a revision of the national accelerated program and integration of koranic schools under the supervision of the MoE. Furthermore, UNICEF supported the MoE in strengthening donor and partner coordination around interventions for out-of-school children, ensuring an expanded geographical coverage, along with the piloting of innovative methods to identify and monitor access to schools. The education sector aims to reach to over 500,000 out-of-school children by end of the current CPD.

The closing of schools is among the most problematic barrier to education that the system faces in Mali. At the start of the school year 2017-2018, 735 schools were closed due to insecurity, (direct and indirect threats). In December 2018 and just 3 months away from the beginning of the 2018-2019 school year 826 schools remained closed. More than 60% of closed schools are in the region of Mopti. Since October 2018, 20 schools closed in Koulikoro Region, a region that was never affected by the insecurity.

The full engagement and participation of UNICEF in all MoE discussions, as LEG lead created a conducive working environment that facilitated efforts to support Government partners to take ownership of and take the lead on the results of those discussions. In response to school closures, UNICEF, as Education Cluster lead, and MoE with the support of other cluster members ensured a monthly situation analysis of closed schools that supported advocacy efforts and the response to education needs in crisis zones.

Mali was not part of the PASEC 2014 Learning Assessment (international report on a study conducted at national level) and was thus unable to present any evidence of improved learning outcomes for children since the 2012 PASEC that reported very low performance in mathematics and French. Furthermore, the repetition rate at primary level increased by 5 per cent compared to the previous year (14.5 to 19.6 per cent according to the 2017-2018 Annual Statistic of the Ministry). The regions that were most affected were those in the north: Gao, Kidal and Timbuktu that accounted for over 30 per cent of the observed repetitions.

Collaborative work was carried out with other key sector partners including the EU, Canada, USAID and UNESCO on coordination of School Management Committees (SMC), teacher learning communities, support to the teacher training institute, and curricula. A particularly

strong collaboration was established with UNESCO around revision of indicators for the future 10-year sector plan.

UNICEF collaborated with the World Bank, EU and UNESCO on improving the capacity and competency of the Planning and Statistics Group to plan future support to analysis of Education Management Information System (EMIS) data and reporting at the decentralized level.

UNICEF in 2018 signed a financial agreement with the EU for about 20M dollars, for the reintegration of 250,000 OOSC in 3 years, which is the second component of a larger project called PAIS, that includes WFP and the consortium IRC/NRC implement the other two components.

Through the 'quality' and 'teachers' working groups, UNICEF played a strategic role in leveraging partnerships to ensure the successful operationalization of reforms of the primary level teacher training institute (IFM) curriculum. Negotiations and coordination with key partners such as USAID, EU and the Canadian Government were undertaken to ensure that the necessary complementary budget of individual partner contributions was applied to the overall strategy for the application of a new IFM program. The new IFM program aims to address inconsistencies between the old program and the primary school curriculum. It also aims to integrate other pedagogical modules that UNICEF and partners have been supporting in in-service training schemes at the pre-service level. The fact that all partners worked together to operationalize the new in-service teacher training program was a key achievement and is also pivotal to ensuring long-term outcomes pertaining to learner achievement in primary schools.

UNICEF collaborated with the World Bank on early childhood development (ECD), with LuxDev on coordination of the technical and financial partner sub-group of the LEG and with Save the Children as co-cluster lead for education.

Results Achieved in the Sector

The thematic resources enabled the implementation of all the 3 outputs as defined by the education sector, at the beginning of 2018, and will contribute to results for 2019.

Equitable and Sustainable Access to Education

In 2018 UNICEF implemented a new strategy to scale up the number of OOSC reintegrated in schools. This new approach consists in the direct reintegration of children aged 7-9 years old into primary schools and who will receive a school kit and the catch-up classes for a period of 3 months. However, for the first year of implementation only 46,594 children (50% girls: 22,043 girls) were reached through direct reinsertion and accelerated learning that accounted for 32% of the 2018 target of 141,875. This first year of implementation enabled stakeholders to fine-tune the strategy for 2019 despite low results achieved in 2018.

The reintegration of OOSC was accompanied by a large Back to School campaign that saw 3,876 (1918 girls) children and youth ambassadors, involved in community-based awareness activities (home visits, community dialogues and interactive radio programs) and the organization of a public event, with the participation of National stakeholders and Ministry representative, in September to mark the opening of the school year, with a photo exposition titled "Women's Wisdom". The photo exhibition was composed of portraits of 10 women representative of Mali's regions and age groups.

Through UNICEF's support, 8718 children (4520 girls) had access to pre-primary education. A total of 10,755 children (5,094 girls) in the Northern crisis zones accessed education against the 2018 HAC target of 150,000. To ensure access to educational programming 24 community dialogue facilitators were trained by implementing partners, which led to 59 dialogue sessions in Segou (regrouping 2,023 people) advocating for the reopening of schools. In collaboration with Search for Common Ground, UNICEF conducted a conflict scan (to identify the root causes of school closures) in 11 sub-regions of Mopti, Segou, Timbuktu and Gao. To improve access to schooling, UNICEF provided tailored offers through alternative education programs; distributing learning and teaching kits; community mobilization; building the capacities of the SMCs to ensure and support schools beyond the humanitarian crisis.

Learning Outcomes: In 2018 UNICEF ordered 156,417 school kits to be distributed to girls and boys, but only 123,111 were delivered to children. Partners are still distributing the remainder to the last beneficiaries. Recipients also include 52 392 children affected by the crisis out of 67,000 initially targeted, in Gao, Mopti, Segou and Timbuktu regions. UNICEF's HAC target aimed at contributing by 31% to the Cluster target succeeded in achieving 25%.

With the support of implementing partners 415 SMCs received continued post-training capacity building support out of 747 planned for 2018. The pre-and post-evaluation analysis of the 8 functional criteria defined by the MoE demonstrate that this support contributed in improving the functioning of 364 of the 734 SMC surveyed since 2015, especially in relation to retention, dropout and environment indicators.

To address issues related to education quality in emergency settings, UNICEF distributed 632 tablets to 474 (144 females) teachers, 116 (10 females) school directors and 42 (4 female) school inspectors in crisis-affected schools. An estimated 23 700 children will benefit from UNICEF's innovative, remote training strategy of using tablets to reinforce the capacity of teachers and school administrators via self-learning interactive training modules, in the absence of regular supervision through School Inspectors.

UNICEF appreciates the flexibility provided by thematic contributions, that are extremely valuable in addressing gender and equity gaps in education services, particularly in marginalized areas. Such financial contributions have contributed in increasing enrollment of children who were out of school, in sustaining gender parity in enrollments in pre-primary and primary education, and progress in improving the quality of education and school governance.

Results Assessment Framework

National Result	Under the " Transitional Sector Recovery Program for Educational and Vocational Training, 2015-2016 " , the objective is to improve quality, increase access and strengthen the governance of the education sector and Vocational Training		
OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Pre-primary Gross Enrolment Ratio	3.6% (2014, Annual Statistics, MoE)	7% (2019, Annual Statistics, MoE)	6.1% (2017-18, provisional data from the preliminary collect of data, MoE) MoE is under approval of the 2017-2018 Annual Statistic but data cannot be shared at present.
Primary Gross Enrolment Ratio (Grade 1-6)	69.3% (2014, Annual Statistics, MoE)	98% (2019, PISE 3, MoE)	68% [62.7 % girls] (2017-18, provisional data from the preliminary collect of data, MoE) MoE is under approval of the 2017-2018 Annual Statistic but data cannot be shared at present.
Primary Gross Enrolment Ratio (Grade 7-9)	50.4% (2014, Annual Statistics, MoE)	52% (2019,PISE 3)	46.8% [43.0 % girls] (2017-18, provisional data from the preliminary collect of data, MoE) MoE is under approval of the 2017-2018 Annual Srtatistic but data cannot be shared at present.
Outcome 5	By the end of 2019, the barriers to school attendance for children aged 3-15, particularly girls and the most disadvantaged children, have been lifted and children are able to access quality basic education and succeed at school.		
OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Number of children completing primary school	15,537 (2014 Annual Statistics MoE)	460,000 (2019)	Not available the MoE is under approval of the 2017-2018 Annual Srtatistic but data cannot be share at present.
Primary school learning achievement rate for girls and boys	French: 34 % (2nd Graders), 70% (5th graders); Mathematics: 44.1 % [2nd graders], 44.6 [5th graders] (2014 PASEQ)	French and Mathematics: 70% (2019)	French: 34 % (2nd Graders), 70% (5th graders); Mathematics: 44.1 % [2nd graders], 44.6 [5th graders] (2014PASEQ)No new data avilable, Mali did not participate in the 2016 PASEQ

Output 5.1	By the end of 2019, educational structures provide equitable sciences and non-sciences learning opportunities and education and formulas for 550 000 girls and boys out of school and out of school-including the most marginalized and Those affected by the Humanitarian crisis			
OUTCOME INDICATORS		BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Service Delivery - Out of school children in the reporting year who participated in early learning, primary or secondary education through UNICEF supported programs		298,277 (54,2%)	141,875 (25.7%)	Partial: 46,594 (32.8% of 2018 annual target)
System Strengthening - Education sector planning - Education Sector Plan or Transitional Education Sector Plan developed with UNICEF support available		Not Applicable	2019 yes	Fully achieved : the transitional sector plan ended in 2018 after 2 year of extension to allow the development of the new 10-year sector plan 2019-2028, that will be endorsed by the PTF by end of March 2019
Output 5.2	By the end 2019, 2 000 school structure (CDPE, F1 and F2) in the region of Mali having the tools, and skills to put. Implement and monitor the evolution of the learning skills of girls and boys-including the most marginalized and those living with a disability-from 3 to 15 years			
OUTCOME INDICATORS		BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Service Delivery - Children provided with individual (one-per-child) education/early learning materials through UNICEF-supported programs - see guidance		226,481 (42%)	156,417 (29%)	Partial: 123,111 children received an individual kit (79% of 2018 annual target)
Service Delivery - Communities - Number of schools that implement school-based management initiatives with UNICEF's support		550 (27,5%)	747 (37.3%)	Partial: 415 SMC trained (55.5% of 2018 Annual Target)
Output 5.3	By the end of 2019, 146 600 girls and boys have the skills to participate in the areas of conflict resolution, social cohesion and self-esteem.			
OUTCOME INDICATORS		BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Service Delivery - Skills - Number of children who have participated in skills development programs for learning, personal empowerment, active citizenship and/or employability through UNICEF-supported programs		Not available	135,925 (50%)	Partial: 52,820 children who have participated in skills development (38.8% of Annual Target)

Case Studies

No case study available

Financial Analysis

In 2018 fundraising efforts by the education section were successful in mobilizing resources and in reaching the planned amount and secured enough funding for the 2018-2020 program period. However, subcomponent programs, including Early Learning and Emergency response, were not fully funded as a great bulk of the 2018 funds was dedicated to the northern and central regions of Mali challenged by the increasing number of schools closed.

Table 1: Planned budget for the thematic sector

Outcome Area 5: Education		
Planned and Funded for the Country Program 2018 (in US Dollar)		
Intermediate Results	Funding Type ¹	Planned Budget ²
2760/A0/04/005/005 OUTPUT 1: [ACCES TO EDUCATION]	RR	1,273,301
	ORR	3,671,799
	ORE	
2760/A0/04/005/006 OUTPUT 2 [QUALITY EDUCATION]	RR	946,909
	ORR	5,049,231
	ORE	
2760/A0/04/005/007 OUTPUT 3: [SKILLS DEVELOPMENT]	RR	79,790
	ORR	1,127,370
	ORE	
Total Budget		12,148,400

Table 2: Country-level Thematic contributions to thematic pool received in 2018

Outcome Area 5 : Education			
Thematic Contributions Received for Outcome Area 5 (Education) by UNICEF Mali in 2018 (in US Dollars)			
Donors	Grant Number	Contribution Amount	Programmable Amount
Denmark	SC1499050525	2,837,580	2,638,949
Total		2,837,580	2,638,949

Table 3: Expenditures in the thematic sector by results area

Outcome Area 5 : Education				
2018 Expenditures by Key-Results Areas (in US Dollars)				
Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	1,155,632	2,735,568	2,196,916	6,088,115
22-02 Learning outcomes	229,903	3,922,886	1,657,574	5,810,363
22-03 Skills development	16,983	719,482	184,064	920,529
Total	1,402,518	7,377,935	4,038,554	12,819,008

Table 4: Thematic expenses by results area

Outcome Area 5: Education

Row Labels	Expense
Other Resources - Emergency	736,058
22-01 Equitable access to quality education	547,452
22-02 Learning outcomes	180,176
22-03 Skills development	8,430
Other Resources - Regular	1,977,360
22-01 Equitable access to quality education	495,615

22-02 Learning outcomes	864,852
22-03 Skills development	616,893
Grand Total	2,713,418

Table 5: Expenses by Specific Intervention Codes

Expense by SIC
Expenses by Specific Intervention Codes (SIC)
Outcome Area 5: Education

Row Labels	Expense
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	89,826
22-01-02 Provision of parental education for school readiness (including in temporary learning spaces)	20,459
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	340,939
22-01-04 Provision of (formal and non-formal) secondary education (including in temporary learning spaces)	557,987
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	650,289
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	15,698
22-01-13 Education humanitarian cluster/humanitarian sector coordination	315,627
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	465,946
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	735,462
22-01-17 School Related Gender-based Violence (SRGBV)	6,265
22-01-18 United Nations Girls' Education Initiative (UNGEI) Secretariat	128,481
22-01-99 Technical assistance - Equitable access to quality education	922,958
22-02-01 Provision or procurement of early learning / pre-primary education learning materials	92,109
22-02-02 Provision or procurement of primary education learning materials	461,120
22-02-03 Provision or procurement of secondary education learning materials	130,905
22-02-05 Provision or procurement of accessible learning materials for children with disabilities	1,553
22-02-06 Digital learning materials and ICT in education	34,395
22-02-07 Provision of early learning / pre-primary education teacher training	57,652
22-02-08 Provision of primary education teacher training	269,373
22-02-10 Provision of multiple-levels (or alternative pathways of education) teacher training	246,002
22-02-12 Provision of training of school communities e.g. parent teacher associations, school management committees	861,319
22-02-13 Provision of training of other education staff excluding teachers (e.g. inspectors, district, ministry staff, etc.)	248,325
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	1,046
22-02-16 System strengthening - early learning / pre-primary teaching and learning environment (including curriculum and material design)	40,222
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	57,585
22-02-18 System strengthening - learning assessment systems	155,624
22-02-20 System strengthening - teacher development, management, and support	49,796
22-02-21 System strengthening - community participation and social accountability, e.g. school management committees	1,034,646
22-02-28 School Related Gender-based Violence (SRGBV)	538
22-02-99 Technical assistance - Learning outcomes	489,235

22-03-01 Provision of skills development for 5-9 year-olds (including in temporary learning spaces)	242,404
22-03-02 Provision of skills development for adolescents (10-19 year-olds) (including in temporary learning spaces)	104,262
22-03-13 School Related Gender-based Violence (SRGBV)	337
22-03-99 Technical assistance - Skills development	368,875

Grand Total

9,197,262

Table 6: Planned Budget for 2019

Planned Budget and Available Resources for 2019				
Outcome Area 5: Education				
Intermediate Result	Funding Type	Planned Budget ¹	Funded Budget ¹	Shortfall ²
2760/A0/04/005/005 OUTPUT 1 : [ACCES TO EDUCATION]	RR	572,000	1,989,764	(1,417,764)
	ORR	372,000	14,968,532	(14,596,532)
	ORE		323,252	(323,252)
2760/A0/04/005/006 OUTPUT 2 [QUALITY EDUCATION]	RR	572,000	136,488	435,512
	ORR	530,100	6,677,886	(6,147,786)
	ORE	533,334	165,816	367,518
2760/A0/04/005/007 OUTPUT 3 : [SKILLS DEVELOPMENT]	RR	1,456,000	31,195	1,424,805
	ORR	3,890,190	3,432,713	457,477
	ORE	2,133,334	405,330	1,728,004
Sub-total Regular Resources	RR	2,600,000	2,157,447	442,553
Sub-total Other Resources - Regular	ORR	4,792,290	25,079,131	-20,286,841
Sub-total Other Resources - Emergency	ORE	2,666,668	894,398	1,772,270
Total RR+ORR for 2018		10,058,958	28,130,976*	-18,072,018

*To note that more than 10M USD are earmarked for projects to be implemented beyond 2019. This amount cannot be disbursed in 2020 and 2021 financial year because 2019 is the end of Country programme for Mali CO.

Future Work Plan

Based on the existing achievement and considering that Mali CO still have 1 year of CPD to complete, the Education section will continue to follow the same results that are in line with the strategic Plan.

Expression of Thanks

UNICEF Mali would like to seize this opportunity to acknowledge the valuable contributions from various donors through thematic funds, especially Denmark that mobilized over 2M in contributions. UNICEF is sincerely grateful for donors' commitment to the noble cause of ensuring improved access to quality education for children in Mali.

Financing access to quality education for children in Mali will ultimately contribute to the overall social, cultural and economic development of the country. Such an investment in the education of Mali's children is critical in combating risks and negative cultural practices that confront children and young people, particularly from the most deprived communities and the areas of Northern Mali affected by conflict.

Thematic funding provides UNICEF with sufficient resources to target specific areas/issues that are not adequately addressed or covered by the government.

UNICEF also seizes this opportunity to acknowledge the good collaboration the organization enjoys with the Government of Mali, UNICEF National Committees, bi-lateral and multi-lateral donors, NGOs, UN Agencies, and local partners including communities who play a major role in facilitating the implementation of activities on the ground.

Annexes 1: Human Interest Stories



[unicef mali]
History, math and tr

Report Feedback Form

PBA No: SC149910

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report and return to our office as indicated below. Thank you!

Please return the completed form back to UNICEF by email to:

Felix Ackebo, Deputy Representative

E-mail: fackebo@unicef.org

Online donor feedback form link:

[English version](#)