



**RIGHT TO PLAY**  
PROTECT. EDUCATE. EMPOWER.

**EMPOWER Mali**  
**Programme evaluation**  
**Request for Proposals**  
July 2022

## 1. Right To Play International

Right To Play is a global organization committed to improving the lives of children and youth affected by conflict, disease, and poverty. Established in 2000, Right To Play has pioneered a unique play-based approach to learning and development which focuses on quality education, life skills, health, gender equality and child protection. With programming in 16 countries, Right To Play transforms the lives of more than 2.3 million children each year, both inside and outside the classroom. In addition to working with children, RightTo Play advocates with parents, local communities, and governments to advance the fundamental rights of all children.

Right To Play is headquartered in Toronto, Canada and in London, United Kingdom and has operations in North America, Europe, the Middle East, Africa, and Asia. Our programs are facilitated by more than 600 international staff and 31,900 local teachers and coaches. For more information, follow @RightToPlayIntl and visit [www.righttoplay.com](http://www.righttoplay.com).

## 2. EMPOWER program overview

EMPOWER is a 4.5-year, CAD \$8.6 million project in Mali funded by Global Affairs Canada (GAC). Implemented in the regions of Mopti and Gao through local and Internally Displaced Persons (IDP) led organizations, EMPOWER is a gender transformative project that will leverage adaptive management approaches to operate effectively within Mali’s fragile environment.

Thus, the project will work towards the ultimate outcome (UO) of improved literacy and life skills (LLS) for host and internally displaced children (H&IDC) ages 6-12, especially girls and children living with disabilities (CLWDs). The project has the following specific objectives:

1. Improve the performance of local IDP and women-led organizations working on gender-responsive education. Performance criteria for local IDP and women-led organizations will include (but not limited to) operational, programmatic and financial capacity. The consultant is expected to suggest a framework for organizational capacity assessment.
2. Increase access to gender-responsive quality education for host and internally displaced children, particularly girls and CLWDs
3. Enhance collective action of local IDP and women-led organizations to advance the right to gender-responsive quality education for host and internally displaced children, particularly girls and CLWDs

|                         |  |
|-------------------------|--|
| Project Name            | EMPOWER  |
| Areas of intervention   | Mopti, Gao   |
| Duration of the project | August 2022 - December 2026 (4.5 years)  |
| Total project cost      | 8.6 millions CAD   |
| Donor                   | Global Affairs Canada  |
| Direct beneficiaries    | <ol style="list-style-type: none"> <li>1. 37,545 children including 19,148 girls and 5,256 children living with disabilities</li> <li>2. 150 members of organizations led by internally displaced persons (IDPs) and women (IWLO) including 50 women</li> <li>3. 385 teachers including 231 women</li> <li>4. 55 (33F/22M) community volunteers and coaches</li> </ol> |

**Baseline Evaluation Timeline:** October 2022 - January 2023

**Midterm Evaluation Timeline:** August 1, 2024 – December 31<sup>st</sup>, 2024

**End line Evaluation Timeline:** March 1, 2026 – August 30, 2026

### **3. Purpose of Consultancy**

The overall objective of the evaluation is to assess the impact of EMPOWER project, by measuring outcome indicators at three points in time: baseline, midline, and end line. Phase One will be implemented between October 2022 and January 2023 and will consist of a baseline. The baseline will form the basis for developing a strong evaluation framework, create a solid foundation for measuring change, understanding the project contribution to achieving this change and generating lessons for future programming. Phase Two will be conducted between August and December 2024 through a midline evaluation. Phase Three will consist of an end line evaluation between March and August 2026.

For this purpose, the project is seeking an academic partner or university to design and implement the impact evaluation of the project, starting with the first round of data collection in Phase One, with the possibility to continue supporting the project through the midline and end line. Additionally, they will co-lead with a Malian institution on an action-research agenda to address evidence gaps identified during project implementation. The academic partner will design a comprehensive and rigorous approach to impact evaluation that will inform program decision-making and organizational learning. The project performance measurement framework (PMF) is available in Annex 1.

In Phase One, the academic partner/consultant will:

- Conduct a comprehensive review of existing EMPOWER project documents, including the project activity list, performance measurement framework, logic model and theory of change.
- Design and conduct a mixed methods baseline evaluation in the intervention areas of the project (Mopti and Gao), in partnership with local universities or qualified local data collection firms. We highly encourage the evaluation partner to identify their local research partner as part of this submission.
- Design and/or adapt existing data collection tools to be used for the evaluation.
- Produce a comprehensive report using Right To Play's report template, establishing baseline values for project impact and outcome indicators.
- Present baseline findings during data validation workshops organized by RTP at global level (Right To play staff, GAC) and national level (in Mali).

## 4. Scope of Work

1. Prepare an inception report outlining the methods to be employed in executing the assignment and a detailed work plan for the baseline with:
  - a. Work plan and schedule of activities
  - b. Description of qualitative and quantitative sampling including sampling approach, sample size, power, and confidence intervals
  - c. Detailed description of how to collect, analyze, triangulate, and summarize quantitative and qualitative data including draft versions of all data collection tools to be used, in English and French
  - d. Detailed quality assurance protocols to guide data collection/entry, including spot checking procedures
  - e. Description of gender-sensitive research methods that will be integrated into the study, including processes for obtaining informed consent
  - f. Description of data analysis processes, including use of data analysis software. Please note that gender and age disaggregated data will be collected and analyzed (along with other relevant disaggregation (disability, geography etc.))
  - g. Detailed indicator descriptions that include indicator definitions, data sources, and calculation formulas.
2. If international consultants are not able to travel to Mali for this assignment because of COVID-19, insecurity, or any other reason, they will work with local data collection firms and provide remote management, training, and quality assurance. They would take the lead role in developing, revising, adapting, translating, and piloting data collection tools (both qualitative and quantitative) to be used for the baseline as per the agreed methodology, including pre-testing and piloting of tools for linguistic and cultural appropriateness. The evaluation partner will be responsible for all costs associated with the baseline planning, training, data collection, quality assurance and reporting, including travel, printing, translations, mobile devices, training venue(s) and materials.
3. Actively participate in regular meetings with Right To Play on evaluation plan/methodology/timeframe, discussing results and findings and agreed recommended follow-up actions.
4. Manage data collection process, including recruitment of data collectors, providing training and support, supervision and monitoring of data collection and storage. This includes ensuring the credibility of field data collected by interviewers.
5. Data should be collected using mobile devices. All tablets, power banks, and other necessary equipment should be provided by the consultant.
6. Compile a comprehensive first draft baseline report and revise the report based on feedback from Right To Play, including lessons learned and recommendations to be considered in an internal quality assurance process (Evaluation Management Response).
7. Prepare and submit a final baseline report to Right To Play's Global Monitoring, Evaluation and Learning Team, including:
  - a. Validation workshop with EMPOWER implementing partners
  - b. Copy of the final baseline report in English and French
  - c. Copies of raw and cleaned data sets in both Excel and statistical software formats (e.g., SPSS) including any transcripts, coding frameworks, field notes, as well as

- annexes of processed results tables and copies of all final data collection tools used (with all levels of disaggregation, including geographical areas breakdown).
- d. PowerPoint presentation in English and French with summary findings for formal presentation to key stakeholders
  - e. An evaluation brief document summarizing the main findings of the evaluation.

## 5. Evaluation Questions

The consultant will be required to develop an evaluation approach with inputs from the EMPOWER team that answers the project evaluation questions:

### 1. Performance of local IDP and women-led organizations

- a. What are the factors affecting the performance (or non-performance) of local IDP and IWLO in the intervention areas?
- b. What is the profile and capacity of IWLOs in the intervention's areas?
- c. What leadership skills do members of IWLOs have/display?
- d. What is the capacity of IWLOs to manage finances?
- e. How do gender relations and gender dynamics influence the operations and impact of IWLOs?

### 2. Access to gender-responsive quality education for host and internally displaced children

- f. What is the current state of children's access to school in terms of enrollment rates and difference between groups (e.g. boys and girls, ethnic minorities, children with disabilities internally displaced and local communities)
- g. What are the barriers to IDP girls' and boys' access to school/ education? What are the barriers faced by IDP girls and boys with different backgrounds? (Ethnic group, disability status, female headed household or child headed household etc)
- h. What is the current state of children's learning outcomes in reading skills and what explains the current situation? Are there any difference between boys and girls, local and IDP children, children with disabilities and children without disabilities?
- i. What proportion of children in targeted schools have textbooks and/or reading materials in grades 1, 2, 3, and 4?
- j. How do children in targeted schools feel about school? What perceptions do children, parents and community leaders have of school? What are the experiences of girls and boys, including girls and boys with different backgrounds? (Ethnic group, disability status, female headed household or child headed household etc)
- k. What factors make the school environment conducive or not conducive to children's regular attendance at school and participation in school/classroom activities?

### 3. Collective actions of Women Organizations

- l. What are the current collective actions initiated by IWLOs?
- m. How effective are the current initiatives undertaken by IWLOs?
- n. What are the inhibitors and/or success factors to the collective actions undertaken

- by IWLOs?
- o. To what degree is the work of IWLOs informed by and responsive to the needs and interests of diverse stakeholders, particularly women and girls and children with disabilities?
  - p. How functional and effective are child protection services in the project area?

**Other specific project level evaluation questions** will be outlined as part of the MEL Framework that focuses on PMF indicators. These questions will help define the scope and focus of the baseline. The successful bidder will be expected to work with the Project Management Team to review and revise these questions as appropriate at the outset of the project.

## 6. Methodology

The first part of the consultancy will involve a review of EMPOWER performance measurement framework and its accompanying tools; literature review and engagement with the program team to produce a quasi-experimental research design for the program evaluation. Comparison groups should be matched to sampled program sites to participate in measurement activities, which will ultimately enable evaluators to better assess which changes achieved during the program life cycle may be attributable to the program intervention. The evaluation must include mixed methods relevant to the evaluation questions and objectives.

A comprehensive sampling strategy, including defining eligibility criteria and sampling methods for each sub-population will be required. We will also require sample size estimates for quantitative data, based on evaluation objectives. Sample sizes should be adequate for both baseline estimates (with 95% confidence intervals clearly stated) and power calculations to detect differences in key indicators over time.

The second part of the consultancy will involve the planning and implementation of the baseline that will establish baseline values of outcome-level indicators according to the program's PMF. As the field work will take place concurrently in two areas of implementation, the consultancy is expected to collaborate significantly with the local research partner and the project team to successfully conduct the field work.

The third part of the consultancy includes the analysis of data collected and the production of the baseline report and appropriate dissemination documents, with feedback from relevant EMPOWER program staff and local stakeholders.

The baseline evaluation will serve as a key reference for the midline and end line program evaluations in Phases Two and Three of the consultancy, particularly with regards to methods and sampling.

### **Data Collection Tools**

The baseline evaluation will include appropriate tools to measure the program's outcome indicators, which are driven by the project's PMF. The baseline will include a gender analysis and a mapping of child protection services in the intervention areas. For this reason, it is

important that the evaluation team has a gender specialist.

Existing tools will undergo a critical review and revision while new ones will be developed. All tools must be translated into local languages, if required. The list of tools to adapt and/or develop may include, but is not limited to:

- EGRA
- ISELA
- Focus Group Discussion guides for children, teachers, and parents
- Child Questionnaires
- RTP Gender Analysis Guide
- Teacher survey
- Caregiver (and responsibility holder) survey
- Classroom Observation
- Key Informant Interview Guides

Additional qualitative approaches to consider at a later stage of the evaluation process (midline and end line) include photo voice, journaling, or other contextually appropriate and cost-effective methodologies that will help engage with - and empower project participants.

The evaluation implementation will include an in-depth training of data collectors, which will include piloting of the instruments to ensure that the questions are clear, understandable, able to be answered as asked, culturally relevant, and can be administered as intended. Tools will subsequently be refined after training and prior to data collection.

### **Sampling**

The consultants will be required to propose a sampling framework for both qualitative and quantitative samples. These should be of a sufficient size and representativeness to allow reasonable levels of certainty that the findings are representative of the target population.

### **Data Analysis**

Data will be analyzed both quantitatively and qualitatively. An analytical framework will be submitted as part of the evaluation design process, which will detail the specific analytical methods that will be used for each evaluation objective. This will include a gender analysis of key areas of interest based on the project scope. All data must be disaggregated by region, sex, displacement status (displaced/host), age, and disability as outlined in the PMF.

The consultant is encouraged to use analytical software to analyze both the quantitative (e.g., Excel, SPSS, STATA), and qualitative (e.g., NVivo) data. Outputs from data analysis will be submitted as part of the deliverables, as will the scripts (or list of commands) with clear notes/guidance, particularly for quantitative data analyzed (in SPSS, STATA).

## 7. General Conditions of the Consultancy

### Steering Committee

A steering committee will be formed to guide and inform the evaluation process. The committee will help to inform the relevance and appropriateness of the baseline, data collection tools, and the analytical framework. The committee will also ensure that the evaluation planning and data

collection processes are sound, culturally appropriate, and contextually relevant to Right To Play's programmatic needs and to the needs of relevant stakeholders (i.e., beneficiaries, community members and partners).

### Consultancy Expectations

The evaluation partner will:

- Take part in an orientation to the EMPOWER program's delivery model.
- Follow the Organization for Economic Co-operation and Development Assistance Committee (OECD-DAC) evaluation criteria in designing the evaluation approach (relevance, coherence, efficiency, effectiveness, impact, and sustainability) (<https://www.oecd.org/dac/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm>).
- Develop an evaluation protocol detailing the evaluation design and methods to be used.
- Submit an inception report including a detailed work plan and time frame for the completion of the baseline component of the evaluation.
- Lead data collection, cleaning, and analysis.
- Present findings during data validation workshops with program staff and relevant stakeholders
- Share data analysis results with EMPOWER program staff with sufficient time for review and feedback, which will be incorporated into subsequent work.
- Present final results and recommendations to EMPOWER program staff and appropriate stakeholders. (RTP staff/national stakeholders/GAC)
- Maintain regular communications with the steering committee regarding progress throughout the project lifespan.
- Store all data in a safe and secure location, allowing full access to EMPOWER staff during the evaluation.
- Submit raw and cleaned datasets to Right To Play at the conclusion of each phase of the evaluation.
- All materials, data, reports, plans and other work products provided to or developed by the consultancy firm/group under the EMPOWER project remain the property of Right To Play.



## 8. Key Deliverables and Tentative Timeline<sup>4</sup>

| <b>EMPOWER Baseline Evaluation Key Deliverables and Timeline</b> |   |  |                    |
|--|---|--|--------------------|
| <b>#</b>   | <b>Deliverable</b>                                  | <b>Details</b>   | <b>Date</b>        |
| 1  | Submission of Proposal                              | Please include: <ul style="list-style-type: none"> <li>• Cover letter</li> <li>• Complete profile of the organization/group, highlighting previous experience and expertise in areas listed in the “Qualifications” section detailed in the above section.</li> <li>• CVs of any other key team members who will be the part of baseline evaluation team</li> <li>• Two writing samples, which ideally include a final evaluation report and a peer-reviewed publication.</li> <li>• Local research partner profile, capacity, and re in the baseline</li> </ul> | August 25, 2022    |
| 2  | Award of Contract                                   | Contract awarded by Right To Play  | September 16 ,2022 |
| 3  | Consultations with EMPOWER team and document review | <ul style="list-style-type: none"> <li>• Initial consultations will begin in October and be extended throughout the duration of the planning period.</li> </ul>  | October 2022       |

|   |                                    |  |                   |
|---|------------------------------------|--|-------------------|
| 4 | Inception report                   | <ul style="list-style-type: none"> <li>• Evaluation protocol that specifies evaluation question and objectives, design, target populations, sampling designs, and sample size calculations (where relevant) or sample size justifications, key evaluation measures by objective, data collection strategies and instruments, and data analysis plan overview.</li> <li>• A detailed work plan to carry out the baseline component of the evaluation including, data collector training plan, stakeholder participation in baseline management, and data validation plan.</li> <li>• The inception report should include all data collection instruments and a data analysis framework specifying indicator definitions and calculation details.</li> <li>• The inception report should provide a detailed data collection work plan that includes:               <ol style="list-style-type: none"> <li>i. Data collection logistics and schedule</li> <li>ii. Data collection manual including data collectors’ training guide</li> <li>iii. Data collector training materials and presentations</li> </ol> </li> <li>• The revised inception report should integrate all feedback from Right to Play and provide tools translated into French (or local languages).</li> </ul> | October 1, 2021   |
| 5 | Data Collectors Training Completed | <ul style="list-style-type: none"> <li>• Data collectors training agenda</li> <li>• Final data collection instruments and translations (revised following pilot during training)</li> <li>• Data collectors’ training report</li> </ul>  | November 5, 2022  |
| 6 | Fieldwork Completed                | <ul style="list-style-type: none"> <li>• Fieldwork completion reports for the project areas</li> </ul>   | November 18, 2022 |
| 7 | Data Collected and Submitted       | <ul style="list-style-type: none"> <li>• Cleaned and raw data in two formats: excel and a stats software format (e.g., SPSS or STATA)</li> </ul>   | November 25, 2022 |
| 8 | Analyzed data                      | <ul style="list-style-type: none"> <li>• Analyzed baseline data for all outcome-level indicators according to performance measurement framework.</li> </ul>  | December 15, 2022 |
| 9 | Validation Workshops               | <ul style="list-style-type: none"> <li>• Validation workshops conducted with relevant stakeholders</li> </ul>  | December 20, 2022 |

|    |                        |  |                   |
|----|------------------------|--|-------------------|
| 10 | Draft Baseline Report  | <ul style="list-style-type: none"> <li>• Revised data analysis framework document</li> <li>• Draft baseline report</li> </ul>  | December 19, 2022 |
| 11 | Final Baseline Reports | <ul style="list-style-type: none"> <li>• Finalized data analysis framework document</li> <li>• Excel and SPSS/Stata scripts with clear, easy to understand notes</li> <li>• Final baseline report in English and French</li> <li>• Final summary PowerPoint presentations in English and French</li> </ul> | January 15, 2022  |

## 9. Proposed Budget and Payment Schedule

Consultants are asked to provide a draft financial proposal (for the baseline only) along with their technical proposal for consideration. Right To Play offers competitive consultancy rates in keeping with market value and international NGO standards.

- First payment: After signing of contract agreement with Right To Play (10%)
- Second payment: Submission of final inception report and translated data collection instruments (15%)
- Third payment: Submission of analyzed data and populated PMF (25%)
- Fourth payment: Submission of draft report (25%)
- Final payment: Submission of final report and PowerPoint presentations in French and English approved by Right To Play (25%)

## 10. Qualifications

- Academic or research institution with at least 7-10 years' experience of research and/or evaluation. Having an identified Malian partner (local academic partner or data collection firm) would be an asset for the team. The team would also gain by having a gender expert.
- Good knowledge of the humanitarian context
- Previous experience in evaluating education programs and administering EGRA/ISELA tests
- Previous experience in writing evaluation reports commissioned by international NGOs
- Experience collecting quantitative and qualitative data involving children and women
- Excellent skills and experience in data analysis using rigorous analytical tools (Excel, SPSS, STATA, NVIVO)
- Demonstrated understanding and support of gender, child protection and inclusion
- Willingness and ability to work in relatively remote and rural areas of Mali
- French language skills is required

## 11. Proposal Application Submission

Interested organizations are requested to submit proposals including the following documents:

- Cover letter

- Detailed response to RFP, with technical proposal clearly demonstrating a thorough understanding of this Terms of Reference and with specific focus addressing the purpose and objectives of the assignment, methodology to be used and key selection criteria (max. 8 pages). Please also include your comments on the longevity of the assignment and the possibility to commit to EMPOWER for 4.5 years as the lead for the midline, end line and action research agenda for the project.
- Financial Proposal: Detailed budget breakdown based on expected daily rates and initial work plan
- Proposed management structure and strategy for local data collection teams, field work, and quality assurance
- Initial draft of the proposed work plan in Gantt chart style
- A complete profile of the firm/organization/group, highlighting previous experience and expertise in areas listed in the “Qualifications” section detailed in the above section.
- List of key personnel and their proposed roles
- CVs of any other key team members who will be the part of the evaluation team
- Two writing samples, ideally reports the firm/organization/group has lead authorship on

The Proposal must be submitted no later than **August 25 , 2022**, to **Claude Cheta, Monitoring, Evaluation and Learning Manager** at: [ccheta@righttoplay.com](mailto:ccheta@righttoplay.com) with a copy to Oumou Sissoko, RTP Mali Monitoring and Evaluation Specialist, [osissoko@righttoplay.com](mailto:osissoko@righttoplay.com)

Right To Play is a child-centered organization. Our recruitment and selection procedures reflect our commitment to the safety and protection of children in our programs. To learn more about how we are and what we do, please visit our website at [www.righttoplay.com](http://www.righttoplay.com).

## Annex 1 – EMPOWER Draft Performance Measurement Framework

| Expected Results  | Indicators   | Disaggregation   | Data Sources                                     | Data Collection Methods |
|---|--|--|--|-------------------------|
| <b>Ultimate Outcome 1000</b>  |  |  |  |                         |
| 1000 Enhanced equitable and inclusive literacy and life skills for internally displaced and host community children (ages 6-12), particularly girls and CLWDs             | 1000.1 Percentage of internally displaced and host community children (ages 6-12) achieving at least a minimum proficiency in reading. | Total<br>Sex (male / female)<br>Disability (No disability / any disability)<br>Grade (2 / 3 / 4)<br>Status (ID/HC) | Internally displaced and host community children | Child survey            |
|   | 1000.2 Percentage of CLWDs and IDP girls (age 6-12) that demonstrate improved life skills  | Total<br>Sex (male / female)<br>Disability (No disability / any disability)<br>Grade (2 / 3 / 4)<br>Status (ID/HC) | Internally displaced and host community children | Child survey            |
| <b>Intermediate Outcome 1100</b>  |  |  |  |                         |
| 1100 Improved performance of local IDP and women-led organizations working on gender-responsive education   | 1100.1 % of IWLOs with increased capacity to implement gender responsive education programs  | Type of organization (host/IDP), location  | IWLOs  | IWLOs survey            |
| <b>Immediate Outcome 1110</b>   |  |  |  |                         |
| 1110 Strengthened capacity of IWLOs using gender-responsive play-based approaches (operationally, programmatically and financially)                                       | 1110.1 % of IWLO members with improved skills in leadership and project management   | Sex, location  | Training reports                                 | Document review         |
|   | 1110.2 \$ invested by IWLOs working on gender responsive education (RTP/ other sources)  | RTP/other sources  | Project records                                  | Document review         |
| <b>Immediate Outcome 1120</b>   |  |  |  |                         |
| 1120 Enhanced collaboration between IWLOs and other educational/child protection stakeholders to help promote the right to education of H&IDC, especially girls and CLWDs | 1120.1 Number of joint planning sessions organized between IWLOs and other education/CP stakeholders                                   | NA   | IWLOs records                                    | Document review         |
| <b>Intermediate Outcome 1200</b>  |  |  |  |                         |



|   |  |                                   |  |               |
|---|--|-----------------------------------|--|---------------|
| 1200 Increased access to gender-responsive quality education for host and internally displaced children, particularly girls and CLWDs   | 1200.1 Percentage of internally displaced and host community children, especially girls and CLWDs (ages 6-12) who are enrolled in targeted educational institutions                    | Sex, ability, displacement status | Internally displaced and host community children | Child survey  |
| <b>Immediate Outcome 1210</b>   |  |                                   |  |               |
| 1210 Increased engagement of parents/caregivers by IWLOs to address barriers faced by H&IDC, particularly CLWDs and girls, in accessing quality learning opportunities, fostered by IWLOs                     | 1210.1 %/total parents and care givers who demonstrate positive attitudes towards girls' access to education   | Sex, location                     | Survey respondents - Male and female             | Sample Survey |
| <b>Immediate Outcome 1220</b>   |  |                                   |  |               |
| 1220 Increased availability of GRQLO for H&IDC, particularly girls and CLWDs in the community   | 1220.1. % of children actively participating in community level learning opportunities   | Sex, location, disability         | Survey respondents - Male and female             | Sample Survey |
| <b>Immediate Outcome 1230</b>   |  |                                   |  |               |
| 1230 Enhanced quality of gender-responsive and inclusive learning opportunities for H&IDC, particularly girls and CWLDs   | 1230.1 %/total of schools and non-formal learning centers that meet criteria for emotional safety/emotional well-being   | type of school, location          | Observation checklist                            | Sample Survey |
|   | 1230.2 %/total of girls and CLWDs that report feeling safe and included in learning environment  | disability, location              | Observation checklist                            | Sample Survey |
| <b>Intermediate Outcome 1300</b>  |  |                                   |  |               |
| 1300 Enhanced collective action of local IDP and women-led organizations to advance the right to gender-responsive quality education for host and internally displaced children, particularly girls and CLWDs | 1300.1 %/total of local IDP and women-led organizations with increased capacity to advocate for internally displaced and host community children access to gender-responsive education | location, type of organization    | Survey respondents - Male and female             | Sample Survey |
| <b>Immediate Outcome 1310</b>   |  |                                   |  |               |
| 1310 Increased capacity of IWLOs and H&IDC to advocate for H&IDC's, particularly girls and CLWDs', right to a quality education   | 1310.1 Percentage of girls confident in their capacity to take on leadership role in their community   | Age, location                     | Survey respondents - Male and female             | Sample Survey |
| <b>Immediate Outcome 1320</b>   |  |                                   |  |               |



|   |   |    |                 |                 |
|---|---|----|-----------------|-----------------|
| 1320 Evidence on lessons learned in implementing IDP and women-led educational programming in Mali generated and disseminated | 1320.1. Number of instance where lessons learned in implementing IDP and women-led educational programming in Mali have been shared with stakeholders | NA | Project records | Document review |
|---|---|----|-----------------|-----------------|