

**Strengthening Equity, Access and Quality in Education (SEAQE) –
Sahel**

Annual Report for 2017



Illustration photo from Niger. Photo: Britt Celine Oldebråten/ADRA Norge

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1. GENERAL INFORMATION

Name of grant recipient:	ADRA Norge
Agreement number:	GLO-3768 RAF-17/0046
Agreement period (from year to year):	2017-2022
Report for year:	2017

2. PROGRAMME STATUS

2.1. SEAQE Sahel:

2.1.1. Introduction to SEAQE in Mali and Niger for 2017:

Since the programme started in August 2017, activities have commenced in both countries and partners are already demonstrating initial results, despite delays. ADRA Norway and partners used Year One to develop sound start-up activities such as signing memoranda of understanding (MoUs) with respective ministries of education, recruiting and orienting staff, developing the monitoring and evaluation (M&E) framework, building capacity of staff and preparing for the baseline. Below are details of some of the initial activities and partnerships developed by SEAQE Sahel.

Coordination with Key Stakeholders:

Partnerships with Education Authorities:

ADRA in the Sahel region has constantly been in contact with the local education offices, the *Inspection* in Niger and CAP (Centre d'Animation Pédagogique) in Mali. In July 2017, ADRA Niger signed an MoU with the central government, which was later updated when ADRA Niger signed an agreement with ADRA Norway in October 2017. ADRA Mali was able to sign an MoU with the CAP in December 2017, though the process started in October 2017. An updated MoU with the Mali government is expected to be signed in March 2018. In Niger, an MoU with the Tillabery Region is also projected to be signed in March 2018.

Local Authorities:

ADRA contacted local authorities, as well as community leaders and head teachers, introducing the project to them. They appreciated the assistance that ADRA would provide for the children and pledged their support to ensure that the education of the children would improve. These meetings were held during November and December 2017. In addition, from October to December 2017, ADRA in Mali and Niger conducted community meetings where the project was presented to communities, and project staff sought collaboration with local leaders and community.

United Nations Agencies and Other NGOs:

From July 2017, ADRA in the Sahel region in West Africa identified potential partners that work in the targeted zones and those that had similar activities. A mapping of such non-governmental organisations (NGOs) was completed, which led ADRA Niger and ADRA Mali to established or reinforce existing networks. In July 2017, ADRA Mali contacted the Strømme Foundation and the International Medical Corps (IMC), the latter being the only NGO based in Gourma Rharous (at the time of writing). The IMC welcomed ADRA Mali's decision to assist vulnerable children in the northern part of the country. In Niger, ADRA also contacted the Strømme Foundation and it was agreed that the two would work together, as they target the same communities.

In November 2017, the Senior Education Advisor of ADRA Norway made several professional visits to ADRA Niger and ADRA Mali's partners, including the National Directorate of Education, the United States Agency for International Development (USAID), the United Nations Children's Fund (UNICEF) and Save the Children. ADRA's educational strategy was explained and issues such as access to education for all, girls' education and early marriage was raised with the Directors of Education in Mali and later in Niger. ADRA further increased its visibility by holding meetings with Handicap International, CAMRIS International, the IMC, the World Food Programme (WFP) and the Norwegian Refugee Council (NRC) in Mali, and with UNICEF, Save the Children and the Strømme Foundation in Niger.

Strengthening Equity, Access and Quality in Education - Sahel

Further discussions between ADRA Norway and the Strømme Foundation were held in December 2017 to discuss further possible partnerships, particularly in Mali, during ADRA Norway's strategic planning session. An MoU will be signed between ADRA Niger and the Strømme Foundation in Niger in March 2018. The identified areas of partnership include working in the same target communities (currently, Strømme Foundation is working in 16 of the 20 ADRA-assisted schools, with the other 4 being in the catchment area), advocacy campaigns to address out-of-school children, regular meetings with the purpose of exchanging technical knowledge, and combined monitoring visits. The schools and e-learning labs that ADRA Niger will construct or rehabilitate will serve as education facilities and improve access to education for out-of-school children that will go through the Strømme Foundation's Speed Schools. ADRA Norway and the Strømme Foundation are working towards creating a strategic partnership, which will include partnering in other countries in East Africa and Myanmar.

ADRA Mali and ADRA Niger are part of relevant clusters, such as education and security clusters. However, these clusters cater to the needs of NGOs that are meeting the emergency needs of the population. ADRA is currently in talks with partners in development to create a cluster that caters to the specific needs of development projects.

Start-up Workshops:

Two start-up workshops were held in Bamako, Mali (6–10 November 2017) and Niamey, Niger (13–17 November) with ADRA partners to provide guidance on start-up activities, partner identification, cross-cutting technical themes, and M&E. The workshops also integrated an inclusive education approach across the programme, focusing on the ADRA Norway "whole school approach" and best practices in the industry. We are confident that this investment in time will guarantee us a strong programme that meets the needs of the communities with whom we work.

Baseline Study:

The first call for bids to conduct the baseline evaluation was launched on 9 November 2017, with a deadline for the submission of bids on 30 November 2017. The terms of reference were made available through ADRA Norway's own website, Twitter feed and Facebook page, and posted on the Global.no job posting site and LinkedIn. Further, it was shared with ADRA Mali, ADRA Niger and ADRA's Africa Regional Office, for distribution within their networks. It was also shared with a range of international organisations, donor government representatives, and international and national NGOs in Niger, as well as with the Bamako office of the Foreign and Commonwealth Office of the United Kingdom, which covers the Sahelian and West African regions.

The bid evaluation committee consisted of ADRA Norway's Programme Director; Monitoring, Evaluation, Accountability and Learning (MEAL) Advisor; and Senior Education Advisor. This would ensure a wide range of expertise and experience. Two bids had been received by the deadline for submission following the first call for bids. After an evaluation of bids and experience of bidders, both bids were found to be inadequate, and the personnel was found not to be likely to be able to conduct an evaluation of the kind desired by ADRA Norway. As a consequence, it was decided that a second call for bids would be conducted. Neither of the bids already submitted were carried forward for the second evaluation of bids, as neither would be chosen for the evaluation even in the case of no further bids being received.

The second call for bids to conduct the baseline evaluation was launched on 11 December 2017, with a deadline for the submission of bids on 21 December 2017. In addition to wide distribution, this time, consultants that would be likely to be able to make bids were contacted directly with information about the consultancy. The terms of reference were advertised in the same channels advertised during the first bid and further, it was shared with ADRA Denmark, ADRA Mali, ADRA Niger, ADRA Sweden, ADRA United Kingdom, ADRA International and ADRA's European Regional Office for distribution within their networks and suggestions on consultants to contact directly. It was, further, shared with Save the Children Norway and the Strømme Foundation, for distribution within their networks and for suggestions on consultants to contact directly. Finally, it was shared with consultants that were considered to potentially be interested in submitting a bid. Another seven bids had been received by the deadline for submission following the second call for bids.

After a thorough evaluation of technical capacities, past experience, especially in similar contexts, and the financial proposals, the evaluation committee decided to choose StrategyHouse for the consultancy. They had the best score and also demonstrated better understanding of the potential challenges of conducting this very challenging baseline evaluation. StrategyHouse and its consultants Morten Ronnenberg Møller and Patrick Mphaka were chosen on 22 December 2018 to conduct the baseline. The contract between ADRA Norway and StrategyHouse was agreed by the end of December 2017 and will be signed early in January 2018.

2.1.2. Important Results Achieved Year One

It is too early in the project to report against the outcome indicators and changes in improved access, quality and equity in formal and non-formal education. Early results are only focused on outputs and activities, and during this report we are not able to provide results at a higher level. However, we are confident that SEAQE Sahel has started on a good foot and is moving in the right direction, particularly with the partners' capacity improving on issues such as inclusive education, protection, partnership development and learning.

Early output- and process-level results include:

- **Partnerships** – Significant partnerships have been developed in Mali, Niger and Norway. ADRA Niger has developed a strategic partnership with the Strømme Foundation and is looking at ways for them to collaborate more closely in order to complement the work done in communities where both organizations are working. Both partners have joined, and are active in, the education and child protection clusters. In addition, ADRA Norway has developed a partnership with Leap Learning, a small Norwegian enterprise specialized in e-learning solutions, to develop the e-learning concept for Niger.
- **Systems in Place** – ADRA Mali and ADRA Niger have put in place strong financial and administrative processes, with special focus on meeting ADRA Norway and Norad expectations on procurement, M&E, recruitment of staff and start-up of activities. In addition, ADRA Mali and ADRA Niger have already got security protocols in place and are actively engaged with the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) security coordination meetings. Each of the partners has established a Programme Committee (PROCOM). The role of the PROCOM is to advise, and make recommendations, on key programmatic, administrative and financial issues, including the recruitment of staff, procurement, tenders and relationships with the government and other stakeholders. The membership of each PROCOM is comprised of that organisation's country director, programme director and finance director, as well as one representative of the board and one representative of ADRA Norway. Working through PROCOM has strengthened internal control systems and has improved accountability and safeguarding of assets.
- **Training of Staff** - Training of staff in areas such as financial management has improved understanding of for example financial and procurement practices. The ADRA Africa Regional Office (ADRA AFRO) offered to train ADRA Niger's finance and administrative staff. This was identified as a risk area, because the partner had limited skills in financial management and donor compliance. Furthermore, approximately 34 staff have completed the online basic security training from the United Nations Department for Safety and Security (UNDSS). ADRA Norway helped the partners to better understand M&E and data management tools through an M&E training provided by ADRA Norway's MEAL Advisor. This built the foundation for the M&E systems that will be further elaborated in Year Two.
- **Preparations for Baseline Study** - On 9 November 2017, ADRA Norway commenced the process of finding a consultant or team of consultants to conduct a baseline evaluation. StrategyHouse and its consultants Morten Ronnenberg Møller and Patrick Mphaka were chosen on 22 December 2018 to conduct the baseline. The contract between ADRA Norway and StrategyHouse was agreed by the end of December 2017 and will be signed early in January 2018.
- **Capacity Assessment** - After consulting with various tools that are used in the industry, ADRA Norway developed capacity assessment tools for an organisational assessment of its ADRA partners. For the organisational assessment, ADRA will use Country Operations Review for Excellence (CORE) assessment tools developed by ADRA International for all ADRA offices and capacity assessment tools from Bond for programmatic and technical assessment of partners. Both tools are based on a

self-assessment that is guided by the facilitators, with analysis of relevant existing documentation and processes being used to validate the scoring.

2.1.3. SEAQE Sahel Annual Plan Results:

In the table below, ADRA Norway presents each indicator at outcome and output level. For each indicator, the expected and actual results are shown. A colour-coded rating system is used, with green representing achievement above 85%, yellow representing achievement at 50-85%, and red representing achievement below 50%. For indicators that are not relevant for reporting during Year One, the rating will be blank.

Outcome 1: More marginalised children in targeted communities are accessing basic education																																				
Outcome summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):																																				
Indicator 1.1 (target A): (Ci1) # of students (F/M) enrolled in target schools (disaggregated by level of education, gender and marginalized groups (if possible)) End-of-project (EOP) Target: Mali: 9,814 students (5,300 boys and 4,514 girls) including 50 children with disabilities 25F/25M) enrolled in 23 target primary schools (level of education and marginalized groups) / Niger: 8,815 students (5,025 girls/3,790 boys including 50 children with disabilities 25F/25M) enrolled in 20 target schools (level of education and marginalized groups)	Traffic (green yellow 85%, <50% complete)	light >85%, 50- red <div style="background-color: yellow; height: 40px; width: 100%;"></div>																																		
Key achievements: In collaboration with head teachers, ADRA obtained student enrolment data in November–December 2017. However, enrolment is expected to be lower at the beginning of the school year, when these data were collected, as some pupils are still working in their family’s fields and some parents lack means to send their children to school. It is expected that enrolment levels will increase after the registration.																																				
Table 1. Enrolment data from December 2017																																				
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #d3d3d3;"> <th colspan="3">Enrolment</th> <th colspan="3">Children with disability</th> </tr> <tr style="background-color: #d3d3d3;"> <th>Country</th> <th>Boys</th> <th>Girls</th> <th>Total</th> <th>Boys</th> <th>Girls</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Mali</td> <td>3025</td> <td>2990</td> <td>6015</td> <td>74</td> <td>72</td> <td>146</td> </tr> <tr> <td>Niger</td> <td>2931</td> <td>2742</td> <td>5673</td> <td>15</td> <td>8</td> <td>23</td> </tr> <tr style="font-weight: bold;"> <td>Total</td> <td>5956</td> <td>5732</td> <td>11688</td> <td>89</td> <td>80</td> <td>169</td> </tr> </tbody> </table>			Enrolment			Children with disability			Country	Boys	Girls	Total	Boys	Girls	Total	Mali	3025	2990	6015	74	72	146	Niger	2931	2742	5673	15	8	23	Total	5956	5732	11688	89	80	169
Enrolment			Children with disability																																	
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Total	5956	5732	11688	89	80	169																														
Main deviations: <ul style="list-style-type: none"> In Mali, increased insecurity, elections planned for December 2017 and regular teacher strikes contributed to enrolment failing to reach its target. In Niger, the enrolment figures obtained from government <i>Inspection</i> were slightly lower than expected. 																																				
Main activities (listed): In Mali and Niger, ADRA worked closely with the respective ministries of education (MoEs) and regional and local education offices to identify the school where SEAQE Sahel would be implemented. The selection of schools was done based on a list of schools provided by the respective local education offices. Respective ADRA offices worked with the local education offices to select the schools based on the accessibility, needs, student populations and ratio of teacher to students.																																				
At the beginning of the school year, a total of 11,688 students enrolled, of which 49% girls (see table 1 above). 169 students (of which 47% girls) were registered as having some form of disability at the time of registration. These figures were obtained in November and December rather than in October, which is considered the official start of full attendance, because the publication of official figures was delayed in both																																				

countries.

Challenges

The main challenge faced by education system in both countries is to define disability, register children with disabilities, train education authorities, head teachers and teachers on identifying children with disabilities and addressing their education needs. When students are enrolled, the schools ask parents if the child has any form of disability. In the cultures of both countries, it is observed that it is seen as a shame for a family to accept that it has a child with a disability. Except in cases with obvious physical disabilities, parents will in most cases try to hide their child’s disability. ADRA Norway will consult with Norad in order to agree whether SEAQE Sahel can make use of the Washington Group Short Sets of Questions on Disability as guiding principles for defining and addressing disability in SEAQE Sahel. In addition, ADRA Mali and ADRA Niger will consult with Ministry of Education representatives in their respective countries about whether the Washington Group Short Sets of Questions on Disability may be applied as guiding principles for defining and addressing disability in SEAQE Sahel.

Indicator 1.2 (target b) # of out of school children identified and supported to enrol into schools

Traffic light
 (green >85%,
 yellow 50-
 85%, red
 <50%
 complete)

EOP Target: Mali: A total of 300 (162 males and 138 females) out-of-school children supported to enrol into schools (cumulative) / Niger: A total of 200 out-of-school children supported to enrol into schools

Period actual/progress value:

This indicator has a target only for Mali during 2017. In addition, because of a delay in the start-up of the programme, ADRA Mali did not have sufficient time to achieve the target for 2017.

Mali: 102 out-of-school children (OOSC) (50 boys and 52 girls) have been identified in selected communities. There are no accelerated learning programmes in the area and ADRA Mali will work with its local partners, education authorities and ADRA Norway during Year Two in order to make a strategy for identifying and getting OOSC into public schools.

Niger: During field trips, ADRA Niger identified communities where the Strømme Foundation is implementing their Speed School programme. They are working in 16 of SEAQE Sahel’s 20 target schools. Currently, each class has at least 30 students and is managed by a teacher that underwent a training prior to the beginning of the school year. The Speed School programme started in October 2017 and an agreement with the *Inspection’s* office stipulated that graduates of the programme would be transferred to the Inspectors, who will then formally register them in the system. During Year Two, ADRA Niger will work with schools, education inspectors, other NGOs and communities to identify other OOSC that have potential to be integrated in the formal school system and to develop a tailored work plan for bringing them back to school.

Mali: During Year Two, ADRA Mali will collect data on OOSC during the baseline survey and will report on this indicator during the next year. ADRA Mali will work closely with schools, education inspectors, head teachers, other NGOs and communities to identify all OOSC and make a plan for bringing them back to school.

Table 2 indicates the number of students that are attending some form of accelerated learning or informal education program that aim at bringing them back to ADRA Niger-supported schools.

Table 2. Out-of-school children (OOSC) attending a programme aiming to bring them back to school, Niger, 2017

	Boys	Girls

OOSC supported by Strømme or other NGOs	247	197	
OOSC supported by Strømme or other NGOs that have integrated into SEAQE Sahel-supported schools	0	0	
OOSC in communities	Not known	Not known	
OOSC in communities that have integrated into SEAQE Sahel-supported schools	0	0	
Total OOSC	0	0	
Total OOSC integrated into SEAQE Sahel-supported schools	0	0	

Output 1.1: School management structures including SMC and PTAs have improved capacity and skills to participate in local education planning, decision-making, monitoring and resource mobilisation.

Output summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):

Indicator 1.1.1 (target A): # of target parent teachers associations and/or school management committees members trained (sex, level of education) in skills in school planning, decision making, monitoring and resource mobilisation

Traffic light (green >85%, yellow 50-85%, red <50% complete)

EOP Target: Mali: a) At least 250 (150 men and 100 women) PTAs and/or SMCs members in all 25 target schools trained in local planning, decision making, monitoring and resource mobilisation (not cumulative) / Niger: a) At least 576 PTAs and/or SMCs members (300 women and 276 men) in 20 target schools receive training in local planning, decision making, monitoring and resource mobilisation (non cumulative)

Period actual/progress value:

Because of a late start of the program, partners did not have sufficient time to achieve the targets for Year One.

Main activities (listed):

In **Mali**: Initial mapping conducted in December 2017 found that 10 out of 25 schools had a Parent-Teacher Association (PTA), of which seven had more than two members. All schools had School Management Committees (SMCs). In total, there were 80 PTA members (45 male and 35 female) in the 10 schools that had a PTA, and 347 SMC members (244 male and 103 female) across all 25 schools. However, not all of the PTAs and SMCs were actually functional. Information collected during Year One indicate that only four of 12 schools surveyed had PTAs or SMCs that were (partially) functional according to national standards.

In **Niger**, ADRA assessed communities in October and November 2017, and identified schools that have functional school groups. All schools had some form of school groups, with the most common being PTAs, but most were not organised according to government standards. Based on government texts and policies, these structures were (re)organised from November 2017. There are currently four structures in each school: PTA, SMC, mothers' group and student body. Training will be carried out in 2018.

During Year Two, we aim to assess NGOs that have carried out training on inclusion for communities in target zones, such as Save the Children and Handicap International. We aim to collaborate with them in order to adapt existing training curriculum and to work together for greater influence and advocacy. It is expected that influential community members will be identified and included in the training and equipped to encourage others to actively get involved in promoting the rights of marginalised children.

Table 3. Existing School structures population/Niger

PTAs			Mother's groups			SMCs			Student Body			TOTAL		
M	F	T	M	F	T	M	F	T	B	G	T	M	F	T

223	54	227	0	169	169	107	36	143	115	74	189	445	333	778
<p>In addition, during Year Two, we aim to train 250 SMC and PTA members (100 women and 150 men) in Mali and 576 members (300 women and 276 men) in Niger.</p>														
<p>Indicator 1.1.1 (target B): % of target schools where parent teacher associations and/or school management committees are participating in school planning, decision making, monitoring and resource mobilisation</p> <p>EOP Target: Mali: b) At least 80% (20) of target schools where parent teacher associations and/or school management committees are participating in local education planning, decision making, monitoring and resource mobilisation / Niger: b) At least 80 % (16) of target schools where parent teacher associations and/or school management committees are participating in local education planning, decision making, monitoring and resource mobilisation</p>												<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>		
<p>Main activities (listed): In November 2017, in Niger, project officers were able to obtain from the local education office information and the legal framework that regulates the composition and management of various school groups (SMC, PTA and mothers' groups). Field staff have started to assess the functionality of some school groups as per government standards. A complete report will be submitted at the end of the assessment with the Year Two annual report.</p> <p>Challenges Though there are documents from the central government and local education that regulate school groups, these texts are not available to them. It was also noticed that the high illiteracy rate prevented some groups from having access to the information readily available.</p> <p>In consultations with the local education offices and the MoEs, ADRA Mali and ADRA Niger will obtain the government curriculum and organize training sessions that highlight the importance of school groups and their various functions.</p>														
<p>Indicator 1.1.2 % of targeted parents and community members, who have gained literacy and numeracy skills and increased knowledge of inclusion of marginalised children through literacy circles</p> <p>EOP Target: Mali: At least 960 (480 men and 480 women) parents and community members have participated in literacy circles, of which at least 60% (576) have gained literacy and numeracy skills and knowledge of inclusion of marginalised children / Niger: 960 (480 men and 480 women) parents and community members have participated in literacy circles, of which at least 60% (576) have gained literacy and numeracy skills and knowledge of inclusion of marginalised children</p>												<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>		
<p>Main activities (listed): This indicator was not planned to be addressed during Year One. For 2018, ADRA Mali and ADRA Niger are planning to map existing community groups and identify literacy tools in collaboration with other NGOs. This will take place from February 2018.</p>														
<p>Indicator 1.1.3: # and % of civil society structures and PTAs and SMCs have actively supported the inclusion of marginalised children</p> <p>EOP Target: Mali: At least 19 (75%) of all targeted schools (23 primary and 2 second cycle) where civil society structures and PTAs and SMCs have actively supported inclusion of marginalised children / Niger: At least 15 (75%) of schools where civil society structures and PTAs and SMCs have actively supported the inclusion of marginalised children</p>												<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>		
<p>Main activities (listed):</p>														

This indicator was not planned to be addressed during Year One. However, both partners are planning to start training during Year Two with emphasis on inclusion. In addition, they will partner with other NGOs specialised in inclusion and working with people with disabilities, such as Handicap International to deliver some of the trainings. It is expected that the training will target first trainers through a training of trainers (TOT) approach targeting key community leaders, teachers and representatives from local education office.

Output 1.2: Local education civil society stakeholders monitor, lead on, and advocate for improved education services for marginalised children

Output summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):

<p>Indicator 1.2.1. # of relevant fora including platforms and networks that civil society partners actively participate in to advance and advocate for inclusive and quality education at all levels (local, district, national)</p> <p>EOP Target: Mali: 5 relevant fora that ADRA partners and other education stakeholders actively participate in (against set key criteria: collaboration, consolidation and integration) to advance and advocate for inclusive and quality education at all levels / Niger: 5 relevant fora that ADRA partners and other education stakeholders actively participate in (against set key criteria: collaboration, consolidation and integration) to advance and advocate for inclusive and quality education at all levels</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>
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Main activities (listed):
Mali: We have identified four types of civil society organisations that will participate in activities promoting education for all: youth groups, those responsible for the coordination of women’s NGOs, those coordinating school management groups, and ADRA Mali. ADRA Mali has become an active member of the Education Cluster and this has elevated the role and profile of the organisation in the country.
Niger: In Niger, civil society organisations identified during Year One are functional women’s groups. ADRA Niger is part of the education cluster. This has enabled the SEAQE programme to be active in discussions and policy advocacy work initiated by the cluster at the national level.

During Year Two, SEAQE Sahel is planning to map five fora in total per country and evaluate possible contributions that SEAQE might bring to them.

<p>Indicator 1.2.2. # of local civil society stakeholders demonstrate better technical and organizational capacities to monitor, lead on and advocate for improved education services for marginalised children</p> <p>EOP Target: Mali: At least 4 civil society partners demonstrate technical and organizational capacities on a number of set key criteria based on capacity assessment to monitor, lead on and advocate for improved education services for marginalised children / Niger: At least 4 civil society partners demonstrate technical and organizational capacities on a number of set key criteria based on capacity assessment to monitor, lead on and advocate for improved education services for marginalised children</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>
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Main activities (listed):
 During Year One, ADRA Norway initiated the development of capacity assessment tools and interview guides for ADRA Mali and ADRA Niger. For an organisational capacity assessment, ADRA Norway has decided to use the CORE tool developed by ADRA International. For programmatic and technical capacity assessment, a tool adapted from Bond’s organisational health check and technical education self-assessments from USAID/John Snow. The organisational capacity assessment will be conducted by ADRA Norway’s Secretary General and the programmatic and technical capacity assessment will be conducted by ADRA Norway’s Senior Education Advisor and SEAQE Programme Coordinator based on individual and group interviews with key personnel, field staff, governance and other stakeholders from each of the lead partners. The technical capacity and performance assessment will be focused around six domains related to programmes:

beneficiaries; external relations; influencing and advocacy; monitoring, evaluation and learning; the education programme; education technical capacity. The organisational capacity assessment will address areas such as mission, vision and values; strategic planning; human resources; policies and procedures; governance composition and competences; financial management; accountability; transparency, etc. The actual capacity assessments is planned to be conducted during January 2018. In addition, capacity-building plans will be developed by each partner in partnership with ADRA Norway and other ADRA support offices that work in respective countries.

Indicator 1.2.3 # of civil society organizations that actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalised children	Traffic light (green >85%, yellow 50-85%, red <50% complete)
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EOP Target: Mali - At least 14 civil society organizations actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalised children / Niger- At least 14 civil society organizations actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalised children	
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Main activities (listed):
 Both partners have held internal consultations and brainstorming sessions with the SEAQE Programme Coordinator in order to start identifying potential civil society organisations that could be engaged in this work. In Niger, ADRA is consulting with the Strømme Foundation about collaborating on an initiative funded by ADRA International for advocating for the enrolment of OOSC in Niger. This initiative will strengthen advocacy work in Niger and build capacity of both organisations. If awarded, this initiative will start during Year Two. In addition, partners will conduct a mapping exercise of civil society organisations that work with marginalised children. Such mapping will take place in January 2018 in Mali and in September–October 2018 in Niger.

Outcome 2: More children are accessing safe, protective and inclusive schools

Outcome summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):

Indicator 2: (Ci2) # of classrooms constructed or rehabilitated (level of education, type of learning space, constructed/rehabilitated)	Traffic light (green >85%, yellow 50-85%, red <50% complete)
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EOP Target: Mali: At least 20 classrooms and 2 computer labs constructed/rehabilitated in 5 primary schools (level of education, type of learning space, constructed/rehabilitated)/ Niger: At least 40 classrooms and 12 learning labs (for e-learning) constructed or rehabilitated (level of education, type of learning space, constructed/rehabilitated)	
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Main activities (listed):
 In Niger, ADRA has administered the tendering process for the construction of classrooms (and latrines), which is the first process for this output. ADRA Niger was eager to get a quick start on the construction activities in the schools and started the tender procedure in accordance with their policies and government accepted procedures before they had received the detailed procurement policies set by Norad. When the process was completed and the contract winners informed (but before the signing of the contracts), ADRA Norway discovered that the process diverted slightly from some details of Norad’s procurement policies, as it had not included posting on ADRA Norway’s website and posting in *all* relevant media locally. The notice of the invitation to tender had been published on 13 September 2017 in public places, including among others at the office of ADRA Niger, the schools and the level of the Agency of Regulation of the Public Tenders. ADRA Niger had also consulted with the Directorate of the Ministry of National Education and the National Education and Urban Planning Department and received a list of potential providers. Six construction companies were shortlisted and invited to tender. Two of them were selected through a selection process involving ADRA Niger, the six companies identified, government representatives and a bailiff. ADRA Norway approached Norad for advice (6 November 2017) and was given green light to proceed with the shortlisted

companies subject to an assessment from a third party looking into credibility and possible conflict of interest. A review committee assessed the companies and gave a positive report to ADRA Norway, stating that it had found no conflict of interest or breach of required standards. ADRA Norway in turn approved the signing of contracts with the contractors.

ADRA Niger was able to start the first phase of construction of 20 classrooms under the supervision of the construction supervisor, in collaboration with the *Inspection* and the Focal Point from the Ministry of Education. Construction is expected to finish in March 2018. The tender for the construction of the remaining 20 classrooms will be launched in May 2018.

For the e-labs in Niger, there is a need for continuous coordination with the Ministry of Education in order to determine the best strategy for piloting and scaling up the e-learning lab concept. Construction of e-learning labs is expected to be launched in May 2018.

In **Mali**, the tendering process for the construction of classrooms for 2017 was finalized in December 2017 and the construction process will start in the beginning of 2018. The tender for construction of the remaining classrooms will be launched during the first half of 2018, with work being expected to be completed before the end of Year Two.

Output 2.1: Targeted schools have improved water, sanitation and physical facilities

Output summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):

Indicator 2.1.1. # of schools with improved sanitation and hygiene (target a: The pupil (girls and boys): latrine ratio in ADRA supported schools improved / Target b: # of toilets constructed or rehabilitated (boys, girls, both, children with disabilities) / Target c: # of children trained in sanitation and hygiene	Traffic light (green >85%, yellow 50-85%, red <50% complete)
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EOP Target: Mali: 25 schools with improved sanitation and hygiene (Target a: The pupil (girls and boys): latrine ratio in 25 ADRA supported schools improved. Target ratios to be developed as part of the baseline/ Target b: at least 50 toilet units (25 blocks of 2 stances) constructed or rehabilitated (boys 2 976, girls 2 841 girls) / Target c: More than a total of 9814 students in targeted schools (5,300 boys and 4,514 girls) trained in sanitation and hygiene/ Niger: All 20 schools with improved sanitation and hygiene (Target a: The pupil (girls and boys): latrine ratio in 20 ADRA supported schools improved. Target ratios to be developed as part of the baseline / Target b: at least 40 toilet units (20 blocks of 2 stances) constructed or rehabilitated / Target c: at least 8,815 children trained in sanitation and hygiene)

Main activities (listed):

In **Niger**, the construction of 25 blocks with three latrines stances each was launched in all the 20 schools, after an assessment was carried out in October 2017. The number of latrines per school was based on the student population and the size of the schools. The target ratio is 60 students per latrine, which is the current Nigerien government standard.

The schools in Balleyara had water sources, which after tests conducted by ADRA staff was found not to be fit for human consumption. Therefore, ADRA Niger is working with the education department and water and sanitation office of the local district to find solutions to ensure access to water for students and teachers of the schools.

In **Mali**, the tender documentation was developed in close partnership with the local education office. The tender process will be finalised in the beginning of Year Two and the works will be completed within the year.

<p>In both countries, the curriculum covering hygiene and sanitation issues was obtained from the respective governments. SEAQE Sahel staff will consult with other NGOs who work in water, sanitation and hygiene (WASH) and with UNICEF to crosscheck the information provided in the government curriculum and improve the curriculum where relevant. This is expected to take place during Year Two.</p>	
<p>Indicator 2.1.2. # of target schools with new/improved access to clean and safe drinking water</p> <p>EOP Target: Mali: All 20 schools targeted with the "whole school approach" with new/improved access to clean and safe drinking water / Niger: 20 target schools with new/improved access to clean and safe drinking water</p> <p>Because of a late start of the program, partners did not have sufficient time to achieve the targets for 2017.</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p> <div style="background-color: red; width: 100%; height: 100%;"></div>
<p>Main activities (listed): Niger: During October and November 2017, staff carried out assessments to identify functional water sources. ADRA approached the Ministry of Public Works to obtain their expertise in identifying the best solutions for ensuring access to potable water. An MoU is expected to be signed at the beginning of Year Two with the Regional Education Office, who will support ADRA's effort by providing technical expertise in ensuring that water sources meet government standards.</p> <p>Mali: The tender process will be finalised in the beginning of Year Two and the works will be completed within the year.</p>	
<p>Indicator 2.1.3. # of schools with solar energy</p> <p>EOP Target: Mali: 2 schools with solar energy /Niger: 7 of 20 targeted schools have solar energy</p> <p>Because of a late start of the program, partners did not have sufficient time to achieve the targets for Year One.</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p> <div style="background-color: white; width: 100%; height: 100%;"></div>
<p>Main activities (listed): After the completion of the construction of computer labs in Mali and e-learning labs in Niger, the labs will be equipped with solar panels. These activities will be carried out during August and September 2018.</p>	
<p>Indicator 2.1.4. # of schools with improved clean energy stoves</p> <p>EOP Target: Mali: All 25 target schools have improved clean energy stoves.</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p> <div style="background-color: white; width: 100%; height: 100%;"></div>
<p>Main activities (listed): Sites where the improved clean energy stoves will be constructed have been identified during Year One. ADRA Mali has approached the local government to access civil work technical expertise as part of its contribution towards the SEAQE Sahel programme. The local government has agreed to provide a technician who will facilitate the construction of the energy-efficient stoves. This will be completed during the last quarter of Year Two.</p>	

Outcome 3: Education policies and plans promote equality and inclusion

Outcome summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):

<p>Indicator 3: # of policies, plans, budget and practice developed/ revised to include inclusive education (national or provincial)</p> <p>EOP Target: Mali & Niger: At least 3 policies, plans, budgets and practices developed/ revised to include inclusive education (national or provincial)</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>
<p>Main activities (listed): Work to address this indicator will start during Year Two with a focus on assessing existing policies that have not been implemented and gaps that require new policies. ADRA Mali and ADRA Niger will develop an advocacy plan during Year Two that will detail how campaigning will be rolled out and who their partners will be.</p>	

<p>Output 3.1: Local government authorities have increased understanding of and commitment to equality and inclusion</p>	
<p><i>Output summary and discussion</i> (summary discussion around major change goals and analysis of the outcome in light of broader issues):</p>	
<p>Indicator 3.1.1. (Ci5) # of educational personnel trained (sex, level of education, type of education personnel) in equality and inclusion / Target a: a) # of educational personnel with increased knowledge of equality and inclusion / target b: b) % of education personnel with improved practices of equality and inclusion equality and inclusion</p> <p>EOP Target: Mali: A total of 25 (20 male and 5 female) educational personnel trained (level of education, and the type of education personnel) in equality and inclusion. (Target a: a total of 25 (20 male and 5 female) educational personnel with knowledge of equality and inclusion / Target b: at least 15 (60%) of trained education personnel practice equality and inclusion / Niger: At least a total of 25 (20 male and 5 female) educational personnel trained (level of education, and the type of education personnel) in equality and inclusion / Target a: a total of 25 (20 male and 5 female) educational personnel with knowledge of equality & inclusion. / Target b: at least 15 (60%) of education personnel practice equality and inclusion.</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>
<p>Main activities (listed): No activities were planned for Year One. During Year Two, at least 25 educational personnel (20 males and 5 females) will be trained in each of Mali and Niger.</p>	

<p>Outcome 4: Schools provide quality relevant education to marginalised students.</p>	
<p><i>Outcome summary and discussion</i> (summary discussion around major change goals and analysis of the outcome in light of broader issues):</p>	
<p>Indicator 4: % and # of students in target schools achieving minimum proficiency level in reading and mathematics in grade level (sex, type of marginalization (if available))</p> <p>EOP Target: Mali: At least 40 % of children master grade-appropriate reading and mathematics skills at appropriate grade levels (in mother tongue at mid-term evaluation and in French at final evaluation) in ADRA supported schools. <i>NB. This will be measured as part of the mid-term and final evaluations.</i> Niger: At least 40 % of children master grade-appropriate reading and mathematics skills (in mother tongue at mid-term evaluation and in French at final evaluation) in ADRA supported schools. <i>NB. This will be</i></p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>

<p><i>measured as part of the mid-term and final evaluations.</i></p> <p>Period actual/progress value: This indicator will be measured at the mid-term review and during the final evaluation.</p>	
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Output 4.1: Students access improved learning materials	
Output summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):	

<p>Indicator 4.1.1. (Ci3) # of target students provided with learning material (sex, level of education, Mother tongue/Non-mother tongue) / Target a: # of government approved textbooks provided to supported schools. / Target b: # of solar lamps distributed to target students</p> <p>EOP Target: Mali: 9,814 (5,300 boys and 4,514 girls) students provided with learning materials (EoP target is not cumulative) / Target a: 39,256 Government approved textbooks provided to supported schools / Target b: A total of 9,814 solar lamps distributed to students / Niger: 8,815 target students provided with learning materials (EoP target is not cumulative) / Target a: 54,520 Government approved textbooks provided to supported schools. / Target b: A total of 1,600 school bags with solar lamps distributed to students (in classes CM1 and CM2)</p> <p>Period actual/progress value:</p> <p>Because of a late start of the programme, partners did not have sufficient time to achieve the targets for Year One.</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p> <div style="background-color: red; height: 100px; width: 100%;"></div>
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<p>Main activities (listed):</p> <p>An open tender has been launched and is currently being analysed for the identification of the suppliers of this equipment, in accordance to Norad's requirements.</p> <p>In Niger, no teaching materials were provided during Year One, due to a lack of means of transportation. During the first quarter of Year Two, ADRA Niger will distribute learning materials (school books, pencils, rubbers, etc.) to at least 5,673 students, of which 2,931 boys and 2,742 girls. In addition, it will procure and distribute learning materials to 6,087 students of which 3,652 boys and 2,435 girls. In Mali, the tender process for sourcing learning materials started in December 2017. In 2018 in Mali, 6,529 students (3,857 boys and 2,572 girls) will be provided with learning materials. The 6,015 solar lamps planned for distribution in 2017 and the 300 planned for distribution in 2018 will be distributed during Year Two. This is also the case for the 19,628 government-approved textbooks originally planned for distribution during Year One.</p> <p>Materials to be distributed include textbooks for reading, mathematics, history and geography, and schools kits composed of notebooks, pens, pencils and an eraser. Distribution will be done in the presence of PTAs, SMCs and teachers.</p>
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Output 4.2: Students learn relevant skills for life	
Output summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):	

<p>Indicator 4.2.1. Target a) # of students in 2 second cycle schools trained in computer literacy course / Target b) % of students who pass computer literacy course / 4.2.2) # of</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50%)</p>
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computer labs outfitted with computers and tablets EOP Target: Mali a) At least 678 students (418 boys and 260 girls) trained in computer literacy training (different students every year, so number is cumulative)/ Target b: At least 70 % (474) of students pass computer literacy course—4.2.2: 2 computer labs outfitted with computers/ Niger: At least 600 students (250 boys and 350 girls) students trained in computer literacy training/ Target b: At least 70 % (420) of trained students pass computer literacy course—4.2.2: 12 e-learning labs in 10 schools outfitted with computers and tablets	complete)
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Main activities (listed): <p>Mali: There is no official computer literacy training in the education programme. ADRA is exploring the option to adopt the ICT (information and communications technology) programme of commercial schools, where the Microsoft Office package is taught. The construction of computer labs will take place during Year Two.</p> <p>Niger: ADRA Norway and ADRA Niger have made strategic efforts concerning e-learning labs. In Niger, ADRA has coordinated activities with the MoE to explore what requirements the MoE has got for the labs. It has been agreed that the tablets that will be used for e-learning labs will contain the official curricula for language and mathematics for grades 1–4 for teachers to have them easily available. ADRA Norway has worked with Leap Learning, a small Norwegian enterprise that has developed an interactive concept of e-learning, which includes the use of tablets, puzzles and games built in the form of an e-learning lab. Leap Learning has conducted similar work with Save the Children in Somalia. ADRA Norway staff have met with Leap Learning a few times during Year One, and have been presented with sample games, puzzles and the application Alphabet King in French. ADRA Norway consulted with Leap Learning during the design phase of SEAQE Sahel and its product seemed ambitious and interactive. It had already been tested in Somalia and other countries. We have discussed the possibility of developing a similar app in at least one mother tongue for the schools in which ADRA Niger is working. During Year Two, ADRA expects to equip two pilot labs. The remaining labs will be equipped after learning has been gained from the pilot labs.</p>
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Indicator 4.2.3. # of students trained in and % passing life-skills training EOP Target: Mali At least 9,814 students are trained in life skills and 80% pass life skills training (EoP target is not cumulative)/ Niger: At least 8,815 students are trained in life skills and 80% pass life skills training (EoP target is not cumulative)	Traffic light (green >85%, yellow 50-85%, red <50% complete)
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Main activities (listed): <p>No activities were planned for this indicator during Year One. However, research has been conducted in order to identify existing life skills curricula available from public sources in both Mali and Niger. Neither the Malian nor the Nigerien MoE has official data about students that are trained in life skills.</p> <p>During Year Two, ADRA Mali and ADRA Niger will work with the respective education clusters to explore existing and tested life skills curricula used by other NGOs and work with the respective MoEs to adapt them for SEAQE Sahel.</p>

Output 4.3: Head teachers manage teachers effectively
Output summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):

<p>Indicator 4.3.1: # of head teachers trained (sex, level of education, type of education personnel) (Ci5) / Target a) % of trained head teachers operating effectively in ADRA supported primary and junior secondary schools</p> <p>EOP Target: Mali At least 18 (70 %), (16 men and 2 women), of trained head teachers operating effectively as defined by key criteria in ADRA supported primary schools / Niger: At least 14 (70 %), (12 men and 2 women), of trained head teachers operating effectively as defined by key criteria in ADRA supported primary schools</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>
<p>Main activities (listed):</p> <p>During Year One, we found there to be 24 male and 1 female head teachers in Mali, whilst there are 19 male and 1 female head teachers in Niger. They will all receive training during Year Two as per the following schedule:</p> <ul style="list-style-type: none"> • In Niger, training is planned to start from September 2018 • In Mali, training will start in April 2018 • Based on curricula from the Inspection and the CAP, the education advisors will carry out the training on core pedagogy. External consultants will teach inclusion and equality. Partners are currently liaising with NGOs that have extensive experience in the countries, with plans being developed to partner with Handicap international and Save the Children for such trainings. 	

<p>Output 4.4: Teachers are teaching effectively</p>	
<p>Output summary and discussion (summary discussion around major change goals and analysis of the outcome in light of broader issues):</p>	
<p>Indicator 4.4.1: # of teachers trained (sex, level of education, type of education personnel) (Ci5)/ Target a) % of teachers trained are applying inclusive education, child centred methodology, and child protection principles in their classrooms / Target b) % of teachers trained are teaching reading and mathematics skills effectively</p> <p>EOP Target: Mali Target a) 60 % (81 of 135 teachers (100 males and 35 females)) trained in inclusive education, child centred methodology, and child protection apply their knowledge effectively as defined by key criteria in ADRA supported primary schools / Target b) 60 % (81 of 135 teachers (100 males and 35 females)) trained in teaching reading and mathematics apply the skills effectively as defined by key criteria in ADRA supported primary schools Niger Target a) At least 60 % (90 out of 151 (38 men and 113 women)) trained teachers applying inclusive education, child centred methodology, and child protection skills effectively as defined by key criteria in ADRA supported primary schools. / Target b) At least 60 % (90 out of 151 (38 men and 113 women)) of teachers trained in reading and mathematics skills are applying them effectively as defined by key criteria in ADRA supported schools.</p>	<p>Traffic light (green >85%, yellow 50-85%, red <50% complete)</p>
<p>Main activities (listed):</p> <p>The initial assessment conducted during Year One found there to be 109 teachers (90 male and 19 female) in the Malian project school and 164 teachers (44 male and 120 female) in the schools in Niger. All these teachers will receive training during Year Two. In addition ADRA Mali and Niger will:</p> <ul style="list-style-type: none"> • Liaise with the <i>Inspection</i> to address the teacher shortage that was identified as part of the teacher assessment carried out in November 2017, and which affect ADRA-supported schools. Training in Mali and Niger will be conducted from October 2018 onwards. • Map existing training curricula and qualified trainers from local education offices. • Map the training curricula that have been agreed by the education clusters, adapt the training curricula and liaise with education offices to finalise the training plans • Tentatively, education advisors from local education offices will carry out the trainings. A mentoring plan will be developed to ensure that each teacher has a mentor that will help them implement the newly acquired skills. 	

Output 4.5: Local education government authorities have increased their monitoring and coordination of schools											
<i>Output summary and discussion</i> (summary discussion around major change goals and analysis of the outcome in light of broader issues):											
<p>Indicator 4.5.1 # of inspectors and local education coordinators trained (sex, level of education, type of education personnel) (Ci5) in standards of inspection, monitoring and coordination / Target a) % of target schools effectively inspected, supervised, or monitored by local education government authorities one or more times in last school year</p> <p>EOP Target: Mali At least 25 (20 male and 5 female) educational personnel trained in standards of inspection, monitoring and coordination / Target a) At least 80 % (of targeted 25 schools) inspected, supervised, monitored (as defined by set of effective inspection/monitoring/supervision indicators or criteria) one or more times in last school year. Niger At least 25 (20 male and 5 female) educational personnel trained in standards of inspection, monitoring and coordination / Target a) At least 80% (16 of 20 targeted schools) inspected, supervised or monitored (as defined by set of effective inspection/monitoring/supervision indicators or criteria) one or more times in last school year.</p>	<table border="1"> <tr> <td>Traffic</td> <td>light</td> </tr> <tr> <td>(green >85%,</td> <td></td> </tr> <tr> <td>yellow 50-85%,</td> <td></td> </tr> <tr> <td>red <50%</td> <td></td> </tr> <tr> <td>complete)</td> <td></td> </tr> </table>	Traffic	light	(green >85%,		yellow 50-85%,		red <50%		complete)	
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<p>Main activities (listed):</p> <p>No activities have taken place during Year One to address this indicator. During Year Two, 25 educational personnel (20 male and 5 female) will be trained in each of the countries. This number will include one CAP staff in Mali and two inspectors and two pedagogical councillors in Niger. In addition, SEAQE Sahel partners will:</p> <ul style="list-style-type: none"> • Use the curricula from regional offices and training provided by education officers from regional offices in both countries. • Conduct training during vacation periods for education personnel, to avoid interrupting scheduled classes. 											

2.1.4. Update of the Context of SEAQE Sahel:

Even though SEAQE Sahel officially started on 1 June 2017, the actual project implementation started from October 2017, after the revised budget was approved by Norad (in September 2017), and when ADRA Norway and its partners signed project agreements on 11 October 2017. This has led to low levels of expenditure during the first year. Both ADRA **Mali** and ADRA **Niger** have signed MoUs with the respective ministries of education during the last quarter in 2017. In **Mali**, a change in MoE leadership has resulted in the request of revisions of all MoU signed by the predecessor. It is hoped that that key agreements will not be affected.

Conflict in northern and central **Mali** have also led to some delays in the start-up phase and underperformance on the programme’s targets. The security situation has deteriorated. Even the local elections that were supposed to be held in December 2017 have been postponed to 2018. In addition, ADRA Norway spent significant amount of time during the last quarter of 2017 helping partners develop proper financial and organisational procedures and protocols. As ADRA **Mali** and ADRA **Niger** are new partners for ADRA Norway, we had to make sure that partners have strong financial, human resource, security, administrative and procurement processes and protocols in place to ensure the safeguarding of staff and resources. This caused a delay in launching tenders for the construction at some of the selected schools.

In **Mali**, all key personnel was hired and start-up activities were held. ADRA Norway provided technical advice for the hiring of staff such as the project manager, education specialists, child protection officers and an M&E officer, as these are crucial positions for the success of the programme. Once hired, the project staff in **Mali**

were deployed in the sub-office in Gourma Rharous, and part of the support staff was deployed in Bamako. In **Niger**, as the target zone is much closer to the national office, field staff were stationed in two sub-offices, one based in Dargol and the other in Balleyara, with the rest of the key staff being stationed in the main office in Niamey.

In **Niger**, it was a challenge to get professionals to commit to the project, especially key staff such as child protection and education officers. Some of these positions were filled in December 2017. ADRA **Niger** is working to get all the technical staff hired during the first quarter of 2018. In **Mali**, there were no local qualified professionals in Gourma Rharous, as per the communities' request. They were mostly hired from other parts of the country as per the requirement for the expertise needed to carry out the activities effectively. Consultations were held with local leaders and other influential people for such staff to be accepted by the community.

In **Mali and Niger**, there is an increased presence of terrorist groups in the region, with an increased number of attacks, mainly in **Mali**. Security incidents in **Mali** have increased since early December 2017. In **Niger**, security incidents have been limited to the border region between **Mali and Niger**, creating a high influx of refugees and internally displaced persons. In both countries, ADRA is part of UNOCHA coordination for regular security updates and there are increased measures being taken for the security of staff and visitors in the field.

In **Niger**, a national assessment of teachers took place in September 2017. This led to a decision by the MoE to declare approximately 10,000 teachers unfit for service due to a lack of basic mathematics and literacy skills. Shortages affect the target schools of ADRA Niger. Changes lead to a reduction in the quality of teaching, in turn leading to a reduction in student enrolment in some target schools. It is expected an increase in the number of OOSC in some communities in the coming year.

2.1.5. Internal and External Risk Factors Influencing the Programme

Each country partner has a risk register and updates the risk analysis quarterly for ADRA Norway's review. Furthermore, a quarterly report is submitted to Norad, which includes the updated risk register and description of the contexts. ADRA Norway has found that both partners had limited risk management experience and capacity. Additionally, country offices were unaware of the type of internal risks that they would face at this early stage of the programme. Even when risks may have been correctly identified, appropriate mitigation strategies were lacking. ADRA Norway has worked with each office on this, with risk management being a particular area of focus for ADRA Norway in Year Two.

As the contract holder with Norad, ADRA Norway is currently working on refining its overall risk management system. Currently, the Senior Management Team in ADRA Norway reviews the top risks and mitigation strategies quarterly. In addition, in Year Two, ADRA Norway will identify and report on risks at a higher level, which are identified and managed by ADRA Norway. Overall risks, mitigation strategies and risk logs will be included in the overall audit, as well as presented to the board annually.

In risk management terms, the programme aims to be risk aware rather than risk averse. Procedures exist to plan and control travel to and within countries, together with journey management, communication and security protocols, to help to make the working environment tolerably safe. However, these need to be constantly updated. ADRA Norway will develop a more comprehensive safety and security management plan that will improve the duty of care for its employees and detail protocols for planning of trips, travelling to partner countries, ensuring security and safety while in the field, reporting of possible security incidents and debriefing. Greater emphasis is being placed on safety and risk management training in order to ensure that systematic responses to risks are observed consistently on the part of ADRA Norway and individual members of staff alike.

Our theory of change, as developed in the proposal and supplementary documents remains the same, although it will be re-examined after the baseline and during our partners learning and reflection workshops during 2018 to verify if our assumptions are still valid.

Table 4. Main overall risks, as identified by ADRA Norway, which had an impact during Year One

Risk	Effect on the programme	ADRA Norway – mitigation strategies in Year One	ADRA Implementing Partner – mitigation strategies in Year One
Attraction and retention of key employees	Attracting senior staff to work for ADRA programmes can be difficult. Delays in hiring appropriate staff (due to late start of the project and inability to find qualified local staff) has caused delays in Niger and Mali. All key positions for SEAQE Sahel programme have been filled at the end of Year One.	<ul style="list-style-type: none"> • ADRA Norway has worked closely with the local boards, ADRA AFRO and ADRA International to attract and retain qualified Country Directors, Programme Directors and Finance Directors • Developed mentoring and support plans for key members of staff, which include management training, delegation of work and work–life balance. 	<ul style="list-style-type: none"> • Involved the government structures to increase visibility of vacancies • Creation of PROCOMs to share responsibilities for SEAQE Sahel, to avoid one person holding all information and making all decisions in the organisation • Records and documents are now regularly updated for periods of potential handover of responsibilities.
Health, safety and security events leading to consequential issues or losses	Increased insecurity is having an impact on the implementation of the programme in terms of restrictions on movement for partners in both Mali and Niger	<ul style="list-style-type: none"> • To support partners to upgrade their security policies and practices, including equipping them with radios, satellite phones, etc. • Continued monitoring of security situation through updates that partners provide. • Required comprehensive and regular security risk assessments 	<ul style="list-style-type: none"> • Implementing partners have maintained strong and positive relationships with communities to increase acceptance • Developed relationships with local and international partners including UNDSS in order to receive updated information on security and protection. They have then fed back these issues to ADRA Norway, which is continually monitoring the security situation.
Low capacity of implementing partners in technical areas, M and E and financial management, leading to poor quality of programmes	ADRA Norway has experienced delays in receiving information. Certain processes started later than expected due to the limited administrative capacity of the implementing partners. In the past, ADRA Niger had implemented only small scale development projects and humanitarian or service delivery projects, and had not undertaken an education project of such scale as SEAQE Sahel.	<ul style="list-style-type: none"> • Plan to assess the competencies of the implementing country offices and develop a capacity building plan for the next years that includes organisational, programme and financial management. • Plan to develop start-up activity requirements and quality standards and mechanisms against which to measure progress. These plans will be rolled out in Year Two. 	<ul style="list-style-type: none"> • Plan and attend learning and technical workshops. A financial workshop was organised for Niger in 2017 and key staff attended the workshop • Build technical capacity in the country by working closely with technical partners • Refine financial management systems

<p>Partner inability to demonstrate impact</p>	<p>Weak partner capacity for M&E, strategic thinking, reflection and capturing impact. That this integrated programme has a focus on the quality of outputs and outcomes and that it is measuring results in addition to activities means that a higher level of input by ADRA Norway is required. This is particularly the case for developing M&E systems and for conducting the baseline survey, learning and reflection exercises, evaluations and reporting.</p>	<ul style="list-style-type: none"> • Working towards a fully integrated and consolidated M&E system • Common impact questions to be agreed and incorporated in evaluations • To define outcomes, outputs, indicators and activities in plans and M&E framework • To conduct monitoring visits focused on how activities have been delivered and indicators achieved • To assist partners to develop an education strategy, so that they have a strategic long-term approach 	<ul style="list-style-type: none"> • Hired committed M&E staff (in ADRA Mali and Niger) • Plan and attend learning and technical workshops • Build capacity in the countries by working closely with technical partners • Work with ADRA Norway to develop an overall education strategy for their implementing office.
<p>Political and financial instability</p>	<p>In Mali and Niger, each government requires agreements before any project is implemented in the country</p>	<ul style="list-style-type: none"> • Working carefully with partners with regular updates on changes to the political situation, and together assess risks associated with each activity and develop local strategies to respond to these • ADRA Norway have and will continue to assist partners in developing realigned budgets where necessary and make more accurate and sound projections. 	<ul style="list-style-type: none"> • Added contractual clauses that releases partners from complying with commitments made with local stakeholders, such as MoUs in the event of significant reduction of available funding; outlining roles and responsibilities of each party in SEAQE Sahel

2.1.6. Representative Example of Achieved Result Year One (Outcome Level).

As reported above, it is too early, especially given the actual start date of activities, to report against achieved results at the outcome level. Baseline data was not yet finalised at the end of Year One. Therefore, early results have been at the levels of outputs and activities, and not at a higher level. We are confident, however, in our ability to achieve results at an outcome level in Year Two, and these will be included in the next annual report.

2.1.7. ADRA Norway’s Added Value

ADRA Norway’s main role during Year One has been to facilitate a regional integration process for SEAQE Sahel. Additionally, we have overseen and provided support for all financial, management and accountability issues. Common M&E systems and reporting and baseline evaluation guidelines were established. In this way, we acted as a hub to ensure efficient and effective programming. Start-up workshops took place in 2017. Over the course of the year, ADRA Norway’s technical education advisors have built technical capacity of ADRA partners particularly around issues of inclusive education, gender mainstreaming, strategic direction

and child protection and building developing relevant partnerships in the sector. ADRA Norway's programme advisors have worked to build capacity of partners in monitoring and evaluation, reporting, and accountability. The programme coordinator and country director have worked closely with the partners to further develop institutional capacity; update relevant policies and systems; financial management policies and practices; address risk including security; support human resource development; and furthering national and international partnerships. ADRA **Norway** has facilitated exchanges of information and knowledge with relevant Norwegian education, government and development fora.

In Year Two, ADRA **Norway** will conduct a baseline institutional and technical capacity assessment for both partners to track their progress in developing specific areas of competencies and finalise a full capacity development plan around this. This will enable ADRA Norway to provide targeted coaching and mentoring. An annual reflection and learning workshop will take place in each country office, and a full SEAQE partner learning workshop will take place in 2018. We will also establish a baseline for our performance as a Northern partner. This data will systematically assess our capacity development and our relationship with partners, so that we can understand how to work more effectively with them.

ADRA Norway and ADRA Niger have strategized around the concept of e-learning labs. ADRA Norway has met several times with Leap Learning, a small Norwegian enterprise that has developed an interactive concept of e-learning that includes use of tablets, puzzles and games, built in the form of an e-learning lab. Leap Learning has conducted similar work with Save the Children in Somalia. During 2018, ADRA expects to outfit two pilot labs. The remaining of the labs will be outfitted after initial learning has been gained from the pilot.

In 2017 Norad contracted an external organisational review of ADRA Norway, led by FCG Sweden, which stated that

ADRA Norway's value-added in programming is mainly discernible in the inputs and feedback on various plans and reports prepared by partners, its role in M&E systems development and related support provided to partners, and the overall quality assurance performed by its staff. At the thematic level, ADRA Norway has actively promoted the concept of inclusive education and the whole-school approach in programming, and has been appointed as the "education knowledge centre" within the ADRA network. The Education Technical Advisors have had a particularly important role in providing strategic and technical leadership, training and mentoring of ADRA country offices, and lessons learned and knowledge-generation...ADRA Norway has shown good ability to organise in fragile and conflict heavy contexts, and this can be considered a "competitive advantage" and value added. That ability needs to be ensured and sustained.¹

In 2017, ADRA **Norway** raised 10 per cent of the funds for the SEAQE Sahel programme by mobilizing volunteers for door-to door fundraising.

2.1.8. Cost Efficiency:

ADRA Norway's education programming focuses on facilitating concentrated and integrated efforts, and cost-efficient operations. ADRA Norway's model is based on country clusters, which enables economies of scale. ADRA seeks cost-effectiveness in all its programme activities and partners have procurement policies to which they strictly adhere. However, currently, ADRA Norway has not developed internal indicators for comparative or benchmarking purposes, looking at year-on-year changes in unit costs for SEAQE Sahel. This will be developed in 2018.

Partners have displayed a solid understanding of the unit costs of inputs and have used this to achieve some savings. For example, monitoring trips by the programme in Mali were clustered to save transport costs. SEAQE Sahel Niger is running workshops in schools, to avoid paying high levels of per diems for the teachers involved in the training. ADRA Norway will train the financial staff of the Malian and Nigerien partners to track internal indicators and compare progress over time (for example years) or space (for example districts).

ADRA **Norway's** salary scale and personnel policies, as well as per diems follow the structure of the Seventh-day Adventist (SDA) Church, which is generally lower than the Government salary scale in terms of wages and

¹ Sigvaldsen E, & Lövkrona, J. (2017). Organization Review of ADRA Norway –Final Report. FCG Sweden & Nordic Consulting Group.

compensations. SEAQE Sahel's ADRA partners operate in a similar way, with salary scales and per diems matching that of the national church administration. This enables ADRA to keep administration costs low. This potentially demonstrates high-level inputs for low overhead costs, particularly given the contexts of conflict and insecurity where ADRA is implementing the SEAQE Sahel programme.

Overall, the SDA church has provided approximately 100,000 Norwegian Kroner (NOK) for the country director's salaries and benefits. In **Norway**, the SDA church has provided from June 2017 approximately 700,000 NOK, of which 490,000 NOK is towards key staff personnel such as 50% personnel cost for the Secretary General, and approximately 210,000 NOK for rent and utilities. Again, this ensures that high-level inputs in terms of continuity and provision of staff is provided at minimal costs to the programme.

2.1.9. Overall Learning:

This overall learning has come out of the first phase of programme implementation during Year One. This includes lessons accumulated through assessments, start-up workshops, initial trainings, other ADRA partners' lessons, and monitoring and capacity-building visits from the senior education advisor, programme coordinator, secretary general and MEAL advisor. Below is a list of main learnings and how the SEAQE Sahel programme will take them forward:

- **Limited organisational and programmatic capacities** – It is clear that both ADRA Mali and ADRA Niger have limited organisational and technical programmatic capacities. ADRA Norway is working with ADRA AFRO to develop an organisational, programmatic and technical assessment of ADRA Mali and ADRA Niger. As a result of the organisational and programmatic capacity assessments, capacity-building plans will be developed to help partners increase their capacity. Such plans will be developed in partnership with partners, ADRA AFRO and other ADRA support offices that have common interest in Mali and Niger. It is expected that other supporting offices will provide technical expertise and funding to address the capacity-building action plan. In addition, ADRA Norway should take a more active role in supporting implementation of the programme, provide the necessary technical expertise and work with its partners to adapt it to the local context.
- **Inclusion Analysis** - A full analysis is needed in SEAQE Sahel countries that looks at the multi-dimensional and complex nature of social and educational exclusion. This would include looking at the overlap between gender, poverty and disability and other areas of vulnerability, such as conflict-affected youth. We have found that in both countries many local authorities and ADRA partners do not see inclusive education as a process, and do not see that it is possible in resource-poor and difficult circumstances to promote inclusive education. ADRA should interpret systemic change to mean that we need to change the way in which we work, by developing a problem-solving approach. This is reflected in the recommended “whole school” approach.
- **E-Learning Labs** – The concept of the e-learning lab is usually misunderstood. Local authorities and key stakeholders believe that it merely means that the project will provide tablets for schools to help students with learning. The principle of the e-learning that ADRA aims to develop and pilot in Niger is more comprehensive and will include additional interactive games and learning exercises. This has to be unpacked further and we believe that the pilot in two school will help to increase understanding and ownership.
- **Monitoring, Evaluation, Accountability and Learning (MEAL)** – Both ADRA Mali and ADRA Niger have limited experience with more advanced MEAL work, even within the traditional M&E aspects of the role. During our start-up workshops with both partners, we identified M&E as a core area requiring further capacity building. The M&E section of the start-up workshops, which were to lay the foundation for the programme's M&E efforts, was made difficult by the teams' lack of familiarity with the logical framework (logframe) of the programme. That meant that it was necessary to hold extensive discussions about the logframe, to the detriment of other planned discussions. ADRA Mali's M&E capacity was further weakened by the resignation of the M&E Officer shortly after the start-up workshop and his replacement being hired late in the year.

3. Cross Cutting Issues:

3.1. Anti-corruption:

Internal risks such as corruption are mitigated by proper management and monitoring within ADRA Norway. The contracts between ADRA Norway and our partners clearly outline Norad's compliance standards and expectations, specifically regarding zero tolerance towards all forms of corruption. Each of our local partner offices has management systems in place to maximize transparency in all financial activities. ADRA Norway ensures that proper management and financial guidelines are practiced through quarterly financial reports and annual compliance audits for each country programme. ADRA Norway has clearly articulated a value-based approach to anti-corruption, emphasising how working against corruption is a central biblical concept, as well as focusing on the responsible stewardship of assets.

ADRA Norway has requested partners to share plans for all major procurements that will require an open tender procedure ahead of time with the SEAQE programme coordinator and the programme director. This is done to anticipate and mitigate any deviations from the procurement and contracting requirements of Norad and ADRA Norway. In addition, partners share with the SEAQE programme coordinator key tender and procurement documents before they are advertised and reports of procurement and tender procedures after they are completed and before selection of contractors is finalized. This ensures that checks and balances in place and that accountability towards ADRA Norway is increased. This process has worked well during Year One and we are confident that it has improved accountability practices and safeguarding of assets.

ADRA Norway has promoted anti-corruption material for SEAQE partners for their internal capacity building. The start-up meetings emphasised the importance of zero tolerance for fraud and mismanagement, of whistle-blowing. They also provided introductory training on financial and programmatic compliance. ADRA Norway has developed a risk analysis process for fraud and corruption to ensure that controls are in place to manage risks, which includes risk statements, risk analysis, risk mitigation, and risk monitoring. Regular trips to each country have been carried out by programme and administration staff to ensure that internal controls are being followed. During Year One, six trips in total have taken place, including a for the start-up workshop conducted by three ADRA Norway staff. The programme coordinator and country director have identified weaknesses in financial and administrative procedures in each country and have worked closely with partners to prioritize financial system strengthening. A Programme Committee (PROCOM) has been established in each country, with key programmatic, financial and administrative decisions having to be taken through the respective PROCOMs. The presence of the PROCOMs has strengthened internal control systems, and has ensured that no misuse of assets took place during Year One.

3.2. Gender:

SEAQE Sahel promotes the belief that all girls and boys should have equal opportunities to enjoy education of high quality; participate and achieve at equal levels; and are empowered equally in and through education. SEAQE Sahel has utilised a gender lens in planning, designing, programming and start up implementation. Going forward, this will be used in implementing education programmes in manners ensuring equitable participation and learning for all children, as well in the monitoring and evaluation of these programmes. In the project design and start-up phases, SEAQE Sahel has consulted with marginalised girls and boys, women and men to gain a gender perspective. These perspectives have systematically been integrated into all aspects of the programme.

Internal capacity building has commenced with the start-up workshops, where dissemination of the technical guidance and training on gender equality for ADRA partners took place. Work has already begun with awareness raising in the communities on gender issues and with the provision of sex-segregated latrines and washing facilities. During 2018, a gender analysis will be conducted to assess differences in participation, benefits and impacts between males and females, including progress towards gender equality and changes in gender relations. In parent training, both mothers and fathers will be taught about inclusive education, literacy and positive parenting. Collaboration with organisations such as the Strømme Foundation and Save the Children are also in their nascent stage, with a shared goal of working together on gender, child protection and inclusion within education. In addition, ADRA Mali is partnering with ADRA Sweden and the Swedish Mission Council to access training planned during Year Two on gender and conflict sensitivity.

Gender- and disability-sensitive indicators and means of verification will ensure that the voices of marginalised boys and girls are heard, with all data being disaggregated by gender, age and special needs (including disability) whenever possible and appropriate. While gender parity has been achieved in SEAQE schools in **Mali** (50 per cent girls and 50 per cent boys), in **Niger**, there are 48 per cent girls against 52 per cent boys. While this is a positive indicator, SEAQE Sahel will keep working for full gender parity. Initial numbers from the needs assessments showed that in **Niger**, only 39 per cent of students in the student council were girls. Thus, SEAQE Sahel will look closely at indicators around participation and learning outcomes to ensure that girls have equal opportunity to participate and achieve in quality education.

SEAQE Mali and Niger are promoting equal representation of women on school governance and management structures. Initial numbers from the needs assessments show that there is not equity between men and women within PTAs and SMCs. In **Mali**, 44 per cent of PTA members were women, with only 30 per cent of SMC members being female. In **Niger**, only 24 per cent of PTA members and 25 per cent of SMC members were women. In regards to teachers that will be trained, 17 per cent of teachers in **Mali** are women, whilst as many as 66 per cent of teachers in **Niger** being female. There is a low number of teachers overall in **Mali**, due to increased insecurity and the teachers strike. This has also had an impact on the number of female teachers in **Mali**, due to increased security and retentions of female teachers.

3.3. Environment:

In the Sahel, the natural environment is the foundation of people's wellbeing and livelihoods, particularly for those living in poorer rural areas. Degradation of natural resources can adversely affect people's health, their ability to access essential food and water and their opportunities for sustainable economic development.

Communities and local authorities have been consulted at every stage of the construction process. Schools have been built according to government standards, which take environmental concerns into account. Before the building of schools, SEAQE partners have liaised with local authorities and communities to assess potential environmental and social impact, including avoiding contaminating water tables from sewage systems, erosion from poorly planned infrastructure activities and decimation of existing vegetation.

ADRA Norway has conducted initial trainings with partners on disaster risk reduction (DRR). SEAQE Sahel will work with the local authorities and their DRR plans. SEAQE Mali and Niger are currently mapping DRR plans at the community and district levels and will sensitize community, teachers and students on such plans. In 2018, SEAQE Sahel will raise community awareness through teacher and PTA trainings that will focus on building the capacity of the people to independently manage environmental problems in their community. Risks of natural disaster are also being assessed. Communities and local authorities have also assisted in the monitoring of the construction of facilities.

3.4. Human rights, including the rights of people with disabilities

Children's rights will be promoted, particularly through access to quality education, and awareness raising on child protection issues. For schools to be safe spaces, we have begun working with addressing children's emotional, social, psychological and physical well-being. In 2018, training will commence for teachers and head teachers on their codes of conduct and SEAQE Sahel will work with them to eliminate gender-based violence and common physical and structural threats. REFLECT (Regenerated Freirean Literacy through Empowering Community Techniques) training will also commence in 2018, where SEAQE Sahel will promote positive parenting and a family-strengthening approach for both mothers and fathers. Meetings have started in 2017 with community leaders and local authorities to raise awareness on issues of inclusion and child protection.

*"Inclusive education" is defined as 'education which emphasizes equity in access and participation, and responds positively to the individual learning needs and competencies of all children. Inclusive education is child-centred and places the responsibility of adaptation on the education system rather than the individual child. It actively works to ensure that every child, irrespective of gender, language, ability, religion, nationality or other characteristics, is supported to meaningfully participate and learn alongside his/her peers, and develop to his/her full potential.'*²

² Save the Children (2016) [Inclusive Education: What, Why, and How: A handbook for program implementers](#)

In SEAQE Sahel, the term “children with disabilities” refers to children with physical and cognitive disabilities, as well as to children with other special education needs, such as having difficulties with health, communication, behavioural or social issues or displaying symptoms of trauma. We have inclusive education as an overarching approach, where all children are supported to meaningfully participate and learn alongside his or her peers, and develop to his or her full potential. To do this, ADRA Norway and partners will ensure that all aspects of the programme address the needs of marginalised and excluded groups, including children with disabilities. This will be done with a “vulnerability lens”, recognising the multiple disadvantages that both boys and girls with disabilities and other special needs experience. Efforts will be made to address their needs and promote inclusion and equity.

In Year One, work on our approach to inclusive education for children with disabilities has started, with staff being trained on inclusive education and with community dialogues and meetings being held to ascertain levels of stigma and to conduct a baseline on the awareness and use of inclusive principles. Disaggregated data collection has begun for children with disabilities, with 2.4 per cent of children in SEAQE Sahel-supported schools in **Mali** and 0.4 per cent of children in **Niger** having at least one disability. Construction has begun in schools, and these have included handrails and ramps to address the physical needs of children with disabilities. In 2018, teacher training on these issues will begin. In Year One, ADRA Norway has started to develop, adapt, and provide resources for, and training to, education staff in order to ensure that they have got the tools needed to design, implement, monitor and evaluate inclusive education. Advocacy and policy work will be carried out in 2018 with a focus on assessing gaps in existing policies and practice. ADRA **Mali** and **Niger** will develop an advocacy plan during 2018 to determine how campaigning will be rolled out.

The main challenge faced by the education systems in both countries is in understanding the definition of disability and preparing for the training of education authorities, head teachers and teachers in identifying children with disabilities and addressing their education needs. This is particularly an issue when parents experience a high level of stigma and shame regarding their child with disabilities. Many organisations, countries in their censuses, and donors such as the United Kingdom’s Department for International Development (DFID), USAID and all branches of the United Nations, use the Washington Group Short Sets of Questions on Disability³ to guide their work and to avoid stigma in schools. This would also help with identifying children who have less visible disabilities, through the set’s questions on concentration and learning. ADRA Mali and ADRA Niger in consultation with the MoEs in each country will seek permission to use the Washington Group Short Sets of Questions on Disability to define and address disability in SEAQE Sahel.

4. FOLLOW-UP OF RESULTS AND EVALUATION

4.1. SEAQE Sahel:

ADRA partners in West African Sahel conducted in-depth assessments to familiarise themselves with the needs of the communities and schools.

Table 5. Follow-up of results and evaluation

1. Baseline	<p>StrategyHouse.dk were chosen as consultants to conduct the baseline evaluation. The contract will be signed in the beginning of Year Two and the work is estimated to be completed by March 2018.</p> <p>ADRA Norway is planning to conduct regular qualitative assessments of the teaching and learning environments in schools, using ADRA Norway’s Effective Teaching and Learning Environment (ETLE) evaluation tool. The development of a context-adapted version of this tool is planned for March 2018, and results from the first round of assessments will be included in the baseline submission.</p>
2. Needs	Mali: A needs assessment was carried out in November and the assessment team

³ <http://www.washingtongroup-disability.com/washington-group-question-sets/short-set-of-disability-questions/>

assessments	<p>was composed of ADRA Mali – the construction supervisor, child protection specialist - and the CAP of Gourma Rharous (the district’s education office), which sent an education inspector for parts of the assessment. The team assessed the needs related to education facilities, water points and computer centres, amongst others. A report of the assessment was compiled and submitted to ADRA Mali.</p> <p>Niger: An assessment was carried out in the first week of October 2017 to visit the chosen schools. Pictures were taken and the state of the schools were assessed, to help with adequate planning. A second assessment took place in mid-November to complement the first assessment, and included information about the needs for books for students, notebooks, teachers’ master guides, and other education aids.</p>
4. Start-up workshop	<p>Start-up workshops were held in both countries in November. In these, basic overarching and cross-cutting principles were discussed. Furthermore, the logframe was studied indicator by indicator by ADRA Norway and the partner team in order to create a common understanding of the aim of the project. The basic principles of M&E for SEAQE Sahel was discussed and the issue of data management tools was also touched upon.</p>

5. Overview of finances

5.1 Overview of financial situation and expenditure

For both tables, see *budget in the appendix to the agreement with approved updates (amounts in NOK 1,000)*

Table A – Overarching financial overview in NOK

	(1)	(3)	(4)	(5)	(6)
	Approved total budget for agreement period	Approved budget for reporting year*	Total expenditure in reporting year	Deviation (3) - (4)	Deviation % (5) as % of (3)
	(2017-21)	(2017)	(2017)		
Project costs – local partners	74,673,690	20,826,136	6,228,624	14,597,512	70%
Project costs – grant recipient	8,400,038	1,651,222	1,298,593	352,629	21%
Total Project costs	83,073,728	22,477,358	7,527,217	14,950,141	67%
Other external funding**			43,022	(43,022)	n.a.
Project costs, basis for calculation of grant recipient’s own contribution	83,073,728	22,477,358	7,570,239	14,907,119	66%
(-) Grant recipient’s own contribution (min. 10%)	8,307,373	2,247,736	757,024	1,490,712	66%
(=) Norad share of Project costs	74,766,355	20,229,622	6,813,215	13,416,407	66%
(+) Norad contribution to administrative costs (up to 7%)	5,233,645	1,416,074	476,925	939,149	66%
= Total Norad grant	80,000,000	21,645,696	7,290,140	14,355,556	66%

* Includes budgeted project costs for 2017 and for Jan-Feb 2018 (according to the financing plan approved by Norad)

** Adjustment to compensate for use of average exchange rates to convert values (actual)

Table B – Overview of Project expenditure for 2017, in NOK

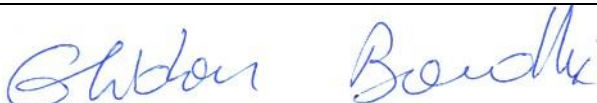
	(1)	(2)	(3)	(4)	(5)	(6)
<i>The columns refer to the reporting year. The totals in Table B will correspond to some rows in columns (3) and (4) in Table A above. The rows refer to countries</i>	Approved Project budget	Total Project expenditure	Total Norad grant	Total expenditure of Norad grant	Deviation in expenditure of Norad grant (3) - (4)	Deviation % (5) as % of (3)
Mali	9,723,235	3,073,224	9,363,475	2,964,110	6,399,366	68%
Niger	12,754,123	4,453,993	12,282,220	4,326,030	7,956,190	65%
Total	22,477,358	7,527,217	21,645,696	7,290,140	14,355,556	

5.2 Deviations from approved annual budget.

The project agreements between ADRA Norway and its partners were signed on 11 October 2017. Partners could only start to implement the project in their countries from this day onwards. Originally, the project was budgeted for activities to start no later than September 2017. It was estimated by ADRA Norway and its partners that this would be a reasonable time to start implementing some of the high-cost activities. The main areas with deviations or underspends are the following:

1. **Staff Recruitment** - The recruitment process for local staff started from October 2017 and most of the positions were filled during November 2017. By the end of the Year One, not all positions were filled, leading to an underspend of approximately 52 per cent. Delays in recruitment had consequences for the activities that could be implemented during Year One.
2. **Investments** - There was a delay in the procurement and sourcing of furniture, equipment, vehicles, motorbikes, generators and other investments. Though there was only an underspend of 18 per cent in Mali, there was a significant underspend by approximately 99 per cent in Niger, meaning that the average underspend was 67 per cent. The main reasons included the fact that ADRA Niger spent some time to put in place a sound internal control system to ensure proper segregation of duties. They also spent time on establishing the PROCOM, which would make decisions on major procurements to ensure high level of accountability. It can also be explained by the sourcing and procurement of certain investment items such as vehicles took more time than estimated because of bureaucratic procedures relating to obtaining tax exemption for ADRA Niger's investments.
3. **School Infrastructure** - The largest amount of underspend in both countries is the construction of new classrooms and water and sanitation facilities. Originally, the project was planning to have some construction of such facilities completed by the end of Year One. However, delays in beginning project implementation, the tendering procedures and in the tender approval process took more time than expected. In **Niger**, ADRA was eager to get a quick start on the construction of classrooms and latrines. As a consequence, to begin with, the tendering process began in accordance with their own policies and government-accepted procedures before they had received the detailed procurement policies set by Norad. When the process was completed and the contract awardees informed - but before the signing of contracts - ADRA Norway discovered that the process diverted slightly from certain details in Norad's procurement policies, as it had not posted the tender on ADRA Norway's website and had not posted in *all* relevant local media. ADRA Norway approached Norad for advice (6 November 2017) and was given green light to proceed with the shortlisted companies subject to an assessment from a third party looking into credibility and possible conflict of interest. A review committee assessed the companies and gave a positive report to ADRA Norway, stating that it had found no conflict of interest or breach of required standards. ADRA Norway in turn approved the signing of contracts with the contractors at the end of November 2017. The tender process had delays also in **Mali**, leading to ADRA Mali signing the contracts with contractors at the beginning of Year Two.
4. **Learning Materials** - The final area with high underspend is the budget for the procurement and distribution of learning materials such as books, pens and pencils. The main sources of delay are the late start of project implementation and that the tender procedures were not completed in time for all procurement to take place within Year One. In total across the two countries, there is an underspend in this area by 59 per cent.

6. Date, Signature and Title:

Date:	21 June 2018
Signature:	
Name and Title	Elidon Bardhi, Programs Director, ADRA Norway

7. List of Annexes:

- Annex 1: SEAQE Sahel Consolidated Financial Report 2017
- Annex 2: SEAQE Sahel Program Accounts 2017
- Annex 3: SEAQE Sahel Audit Report 2017
- Annex 4: Risk Analysis SEAQE Sahel as of December 2017
- Annex 5: List of Selected Schools in Mali
- Annex 6: List of Selected Schools in Niger
- Annex 7: List of Acronyms and Abbreviations