

*Annual Progress Report 2019*

# *Strengthening Equity, Access and Quality in Education SEAQE Sahel*

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*In Mali and Niger*



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## Acronyms

AME	Mothers' Association ( <i>Association des mères d'élèves</i> )
CAPED	Education Activity Centers
CSO	Civil Society Organisation
CBO	Community-Based Organization
ETLE	Effective Teaching and Learning Environment Assessment Tool
IGA	Income Generation Activities
MEAL	Monitoring and Evaluation
MTR	Mid-Term Review, prepared for ADRA Norway by School-to-School International
NFI	Non-food items
PTA	Parent Teacher Association
SDGs	Sustainable Development Goals
SEAQE Sahel	Strengthening Equity, Access and Quality in Education Sahel
SMC	School Management Committee
VfM	Value for Money
WASH	Water, Sanitation and Hygiene

## Executive Summary

SEAQE Sahel has made significant progress towards results in Year 3 of the project, in alignment with key targets in Sustainable Development Goals (SDG) 4: building and upgrading education facilities that are child, disability and gender sensitive, supporting equal access to education and improving the capacity of teachers. SEAQE Sahel also supports the capacity of parents, other members of School Management Committees (SMCs)/Parent Teacher Associations (PTAs) and education authorities, which is a key to ensuring the sustainability of the project interventions.

More marginalised children are accessing basic education in Year 3 of SEAQE Sahel. The enrolment rates surpassed the overall target for 2019 by 1,738 students (234 in Mali; 1,504 in Niger). Enrolment of girls and children with disabilities has increased and exceeds the targets for 2019 significantly. The overall enrolment of girls was 40% above the target (+2,089 girls). Somewhat fewer boys were enrolled than planned (-351). The enrolment of students with disabilities was 66% above the target (354 students enrolled). 572 out-of-school children were identified and enrolled, which constitutes a 636% achievement of the target. Distributing learning materials, building access ramps to classrooms and latrines for physically disabled children as well as capacity-building on inclusive education contribute to improved access to basic education.

More children are accessing safe, protective and inclusive schools. During Year 2 of the project (2018), 54 classrooms were built or rehabilitated in Mali and 89 classrooms were built or rehabilitated in Niger. 3 classrooms and 2 computer labs were constructed or rehabilitated in 2019 in Mali, while the planned constructions of classrooms in Niger was completed. All target schools demonstrate improved sanitation and hygiene. In Mali, the ratio is 1:61.6 pupils per latrine, and in Niger the ratio is 1:53 pupils per latrine. This constitutes a significant improvement from the baseline (1: 110.5 in Mali; 1: 177.3 in Niger). Teachers and students have been trained in hygiene and sanitation, exceeding the targets for 2019. A total of 15,444 pupils have been trained, which is 8% above the target. Water points were completed according to plan in target schools in Mali in 2019, and arrangements are underway to ensure drinkable water in the remaining target schools in Niger.

When it comes to education policies and plans, SEAQE Sahel has held educational forums and initiated advocacy with the aim of improving implementation of existing policies relating to quality and inclusive education. In Niger, 34 (30 male; 4 female) instead of the targeted 25 educational personnel were trained in standards of inspection, monitoring and coordination as there were more staff than anticipated. A key challenge when it comes to ensuring implementation of education policies and plans is the lack of capacity in civil society organisations (CSOs) to advocate to this end, especially in Mali. Still, both ADRA Mali and ADRA Niger have scored well on both technical and organizational capacity assessments, and are working to build the capacity of relevant CSOs.

SEAQE Sahel has made progress towards providing quality, relevant education to marginalised students. This entails, among other things, distributing learning materials and textbooks to all learners, improving teaching capacity, pedagogical follow-up and in-service training. The targeted number of Head Teachers in each country were trained on pedagogical and administrative leadership. SEAQE Sahel achieved the expected results in Mali when it comes to effectively inspecting, supervising and monitoring schools and surpassed the target in Niger, where 80% of target schools were inspected, supervised or monitored in 2019 by education inspectors. When it comes to students' proficiency levels in reading and mathematics, results are not available for Mali. In Niger, the target of 40% was nearly reached with 36% of students acquiring minimum proficiency in these subjects.

Despite the challenges created by the deteriorating security situation and teacher strikes, SEAQE Sahel exceeded several targets in 2019. The Mid-Term Review (MTR) confirmed that SEAQE Sahel schools and communities are promoting inclusive education and child protection, and that the holistic approach is motivating stakeholders to work together to this end. More marginalised children are accessing basic, quality education. Stakeholders believe improvements to school infrastructure, capacity building for education actors and trainings on inclusive education, equality and child protection have been the most effective. The MTR also found that SMCs/PTAs have been instrumental in mobilizing the community for inclusive education. A side effect of the progress in SEAQE Sahel is the increased demand for teaching capacity in the target schools. This has in part been addressed through the recruitment of additional teachers, improving teaching capacity through teacher training and advocating with education authorities. ADRA Norway and partners are working to develop a comprehensive and participatory exit plan in 2020, enabling community linkages to other sources of support as necessary.

# 1 General Information

Name of grant recipient:	ADRA Norway
Norad agreement number:	GLO-3768 RAF-17/0046
Agreement period:	2017 – 2021
Reporting year:	2019


## 1.1 Relationship to UN Sustainable Development Goals (SDGs)

SEAQE Sahel is aligned with Sustainable Development Goal (SDG) 4 on quality education. SDG 4 seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The goal is reflected in ADRA Norway's strategic priorities relating to quality education for all, which has two pillars: 1) access to and participation in a basic cycle of primary education, particularly in fragile and conflict-affected states; 2) quality of teaching and learning, particularly for basic literacy and numeracy. In addition to the specific targets of SDG 4, SEAQE Sahel is especially relevant to SDG 5 (gender equality), SDG 6 (clean water and sanitation), and SDG 10 (reduced inequalities).

The overall development goal of SEAQE Sahel is for all children in targeted areas in Mali and Niger to receive access to quality education, focusing on marginalised children. The objective is that at least 15,000 marginalised children in 45 schools will attend and participate in quality and inclusive basic education and demonstrate relevant learning outcomes. SEAQE Sahel has four intended outcomes in working to improve education quality in target areas of Mali and Niger:

1. More marginalised children in targeted communities are accessing basic education
2. More children are accessing safe, protective and inclusive schools
3. Education policies and plans promote equality and inclusion
4. Schools provide quality relevant education to marginalised learners

The Theory of Change of SEAQE Sahel is that through the whole-school approach, children will access strengthened and inclusive formal and non-formal education systems. This will be demonstrated by increased access and retention rates and improved learning outcomes in formal education. The whole-school approach involves improving school infrastructure, providing learning materials and textbooks, supporting professional development for teachers, Head Teachers and school supervisors, and training community based groups and parents in inclusion, advocacy, literacy and numeracy, as well as sustainable engagement with schools.

	<p>SDG 4, Target 4.A is to build and upgrade education facilities that are child, disability and gender sensitive and to provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>SEAQE Sahel does this by constructing and rehabilitating classrooms, building and rehabilitating latrines that are accessible for persons with disabilities, ensuring access to clean and safe drinking water and improving school feeding facilities.</p>
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 <p><b>TARGET 4.5</b></p> <p>ELIMINATE ALL DISCRIMINATION IN EDUCATION</p>	<p>SDG 4, Target 4.5 is to eliminate all discrimination in education. This involves eliminating gender disparities in education and ensuring equal access to all levels of education for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.</p> <p>SEAQE Sahel contributes to the target by training teachers and SMCs/PTAs on inclusive education and through awareness-raising to increase enrolment particularly of girls, children with disabilities and children from disadvantaged groups.</p>
 <p><b>TARGET 4.C</b></p> <p>INCREASE THE SUPPLY OF QUALIFIED TEACHERS IN DEVELOPING COUNTRIES</p>	<p>SDG 4, Target 4.C is to increase the supply of qualified teachers in developing countries.</p> <p>SEAQE Sahel does this by working to improve the teacher workforce through teacher and Head Teacher training in the student-centred approach, subject-specific knowledge and pedagogy, child protection and inclusion as well as by training local education authorities on monitoring and supervising schools.</p>

Figure 1. Relationship between SEAQE Sahel and SDG 4 Targets

## 1.2 Key results and challenges in 2019

### 1.2.1 Progress towards results

Despite the prevailing insecurity in SEAQE Sahel countries, the program upheld a high level of activity with significant outputs in 2019. ADRA identified new opportunities for support and surpassed the targets when it comes to infrastructure, enrolment and inclusion. SEAQE Sahel highlights the following progress towards results in 2019.

#### ➤ More children are accessing basic education, especially girls and children with disabilities

At the end of 2019, 15,862 children (8,163 boys; 7,699 girls) were enrolled in 43 targeted primary schools (20 in Niger and 23 in Mali) and 2 secondary schools (in Mali)<sup>1</sup>. Of these, 394 were students with disabilities (206 boys; 188 girls). At the same time, 14,809 children<sup>2</sup> (7,491 boys; 7,318 girls) were enrolled in 43 target primary schools, a 113% achievement of the target for 2019. Of these, 354 were students with disabilities (185 boys; 169 girls), a 166% achievement of the target. In Year 3 of the project, SEAQE Sahel identified 572 out-of-school children (284 boys; 288 girls) and supported them to enrol in school, representing a 636% achievement of the target. In total, the project has supported 1,607 out-of-school students (847 boys; 760 girls) to enrol in school. The targets for training PTAs/SMCs in school planning, decision-making and resource mobilisation were reached. In Niger, the PTA and/or SMC members are participating in local education planning, decision-making and monitoring in 42% of the schools, thus overachieving the target of 30%. In Mali, the PTAs/SMCs are participating in these efforts in 13% of the schools. The 17% underachievement of the target in Mali is in part due to the security situation in Rharous. A challenge in both countries is to involve civil society organisations in advocating for improved education services for marginalised children.

#### ➤ More children are accessing safe, inclusive and protective schools

<sup>1</sup> These numbers of schools and beneficiaries are in line with Norad's Core Indicator 1 and refer to both primary and secondary schools.

<sup>2</sup> These numbers of beneficiaries and schools are in line with outcome indicator 1.1, and refer only to primary schools.

In the MTR, stakeholders cited infrastructure as instrumental in leading to improved access to school facilities.<sup>3</sup> In Niger, respondents were impressed with the speed with which the program has constructed and reconstructed classrooms, built latrines and dug water wells. Education actors in Mali note the speed with which rates of enrolment, attendance and progression has improved.<sup>4</sup> Hygiene and sanitation in target schools is improving due to the construction of water wells, gender-segregated latrines, distribution of hygiene kits and training. Better latrines and clean water means that girls are more likely to attend school and serves as good preparation for the increased health risks faced globally due to Covid-19. Teacher training on hygiene and sanitation made it possible to train students on the topic, and surpass the targets of training students in 2019. Members of SMCs and PTAs have been trained in the maintenance of infrastructure, water, hygiene and sanitation. The health and sanitation component of the program motivates communities to educate the rest of the population, thereby spreading proper practices in the community at large.

➤ **Schools are providing quality of education to marginalised learners, and governance is improving**

Improved teaching and providing learning materials contribute to quality education. According to ETLE 2019, Head Teachers are operating more efficiently. Teacher training on inclusive education and on the didactics of mathematics and reading, as well as support for pedagogical monitoring and the Community Learning Approach, have contributed to this. The project is not only training teachers on didactics, but also involves pedagogical monitoring and support through teacher learning communities. The MTR confirmed that SEAQE Sahel has increased the involvement of the authorities in education at all levels in both countries. When it comes to students' proficiency levels, the target was for 40% of students to acquire minimum skills in reading and mathematics in each country. Despite numerous attempts at retrieving the necessary data for this indicator for Mali, the data could not be obtained from the government after the execution of the survey. In Niger 36% of students have reached the targeted. SEAQE Sahel is addressing this 4% achievement gap through more didactic training and regular pedagogical follow-up.

We are providing an example of results at outcome level for both countries in **annex 5** of the report.

## 1.2.2 Developments and challenges

➤ **Deteriorating security situation creates difficulties in access and risks for target schools and staff**

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<sup>3</sup> SEAQE Sahel Mid-Term Review (MTR), p. 22.

<sup>4</sup> SEAQE Sahel MTR, p. 37 - 38.



The security situation deteriorated during 2019 in both countries in SEAQUE Sahel. According to UNICEF's Child Alert from August 2019, the number of schools forced to close due to rising insecurity in conflict-affected areas of West and Central Africa tripled between the end of 2017 and June 2019 (see Figure 2). General insecurity in the areas of intervention was a key concern in 2019, and there was a rise in threats and attacks against students, teachers and schools in Mali and Niger.<sup>5</sup>

Teachers were unwilling to come to work in Rharous in SEAQUE Sahel - Mali, and some teachers and head teachers abandoned their posts during the school year. Insecurity in the project intervention area creates difficulties of access for many of the schools supported by the project. Still, education officials noted the positive impact that the hiring and paying of volunteer teachers by SEAQUE Sahel had on the schools and communities. Officials said that it was the first time that a program was able to recruit teachers to a region as insecure as Gourma Rharous.<sup>6</sup> ADRA Mali has been able to monitor all program activities and provide technical support to teachers, Head teachers and SMCs and PTAs despite the security situation.

By the end of December 2019, 115 schools were closed in Niger for security reasons. According to UNICEF, twenty-nine schools were attacked in the region. None of these were schools targeted by SEAQUE Sahel. There was a slow start to the school year in SEAQUE Niger due to insecurity and the non-return of pupils. In October 2019, ADRA Niger undertook a tour in some schools with the inspector of primary education of Dargol. They noted the absence of teachers who were afraid to return due to the burning of classrooms in some schools near Dargol. By the last week of October 2019, all target schools in Niger had resumed classes.

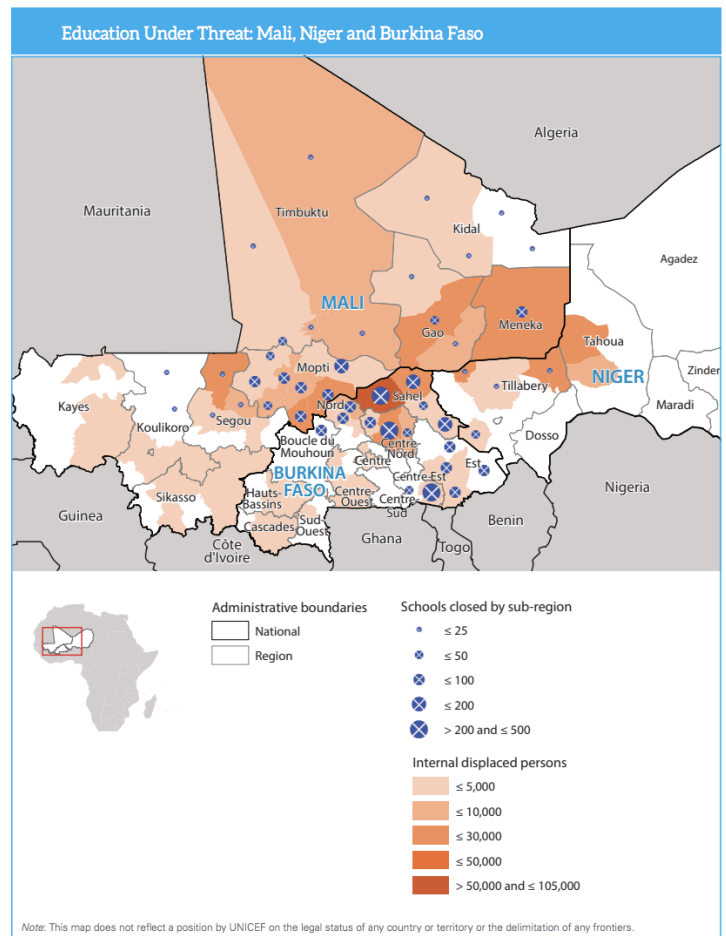


Figure 2. UNICEF Child Alert, Education Under Threat in West and Central Africa, August 2019

The security situation creates challenges in terms of access for country offices in SEAQUE Sahel, and creates demands for remote program management and monitoring. This is addressed by remote support and consultation with communities and law enforcement agencies. In addition, the SEAQUE Sahel Risk Matrix is updated regularly.

### ➤ Insufficient teaching capacity risks impacting quality of education

Teacher strikes continued in Mali in 2019. The strikes lasted for a total of 74 school calendar days out of 132 days, and affected two-thirds of the teaching staff. The government extended the school year until the end of July to make up for this. The lack of adequate teaching capacity impacts quality of education. Teaching capacity was also a challenge in Niger. Schools sometimes have up to three teachers in one classroom, while rural schools lack teachers. This has led the Ministry of Education to redeploy teachers to rural schools, leading to the resignation of some teachers. Stakeholders in the MTR expressed concerns that schools are already not able to keep up with the numbers of learners, and that it will be even more difficult to accommodate the demand as enrolment rates continue to grow. According to the MTR, this may jeopardize one of the programs key intended outcomes: to equip schools to provide all learners access to quality education.<sup>7</sup>

<sup>5</sup> UNICEF Child Alert (2019), "Education Under Threat in West and Central Africa", p. 1.

<sup>6</sup> SEAQUE Sahel MTR, p. 37.

<sup>7</sup> SEAQUE Sahel MTR, p. 43.



SEAQE Sahel has addressed this by adding 30 volunteer teachers and is recruiting additional volunteer teachers. ADRA Mali will lobby with the Ministry of Education to recruit and train more teachers. ADRA Niger will advocate with the Ministry of Education for the recruitment or transfer of more teachers in the areas of intervention to meet the increased demand. E-learning labs have included additional facilitators. These teachers have been provided by the education department with no additional cost to the project.

➤ **Ensuring sustainability of project interventions is necessary, and will be prioritized in 2020-21**

Several stakeholders in the MTR saw sustainability as a key challenge in SEAQE Sahel. They viewed improvements to infrastructure as well as improved literacy among parents and the community as the most sustainable aspects of the project. Respondents reported that other changes – such as improved enrolment and attendance – are less likely to endure unless the community and government claim ownership over the program and pick up where the program leaves off. They feared that without appropriate incentives, the communities in both countries may face challenges in sustaining SEAQE Sahel's positive impacts.<sup>8</sup>

SEAQE Sahel seeks to ensure sustainability through various means, including capacity-building of Head Teachers and teachers and involvement of SMCs/PTAs, with the potential for long-term impact. MOUs are signed, understood and in place prior to handing over rehabilitated schools to the authorities, and include maintenance plans which show the roles and responsibilities of the community and local authorities. Experience from other projects shows that participatory development is a key to successful project close-out. ADRA Norway and partners are working to develop a comprehensive and participatory exit plan in 2020, enabling community linkages to other sources of support as necessary. In addition, ADRA partners are working with relevant government departments and local government units, for them to continue provide as a minimum the following support: training of teachers and Head Teachers; support for infrastructure maintenance, provision of text books and learning materials; follow-up on eLearning labs and monitoring visits by education officers.

### 1.2.3 Opportunities and advocacy

Despite the significant challenges faced in 2019, SEAQE Sahel reached most of the targets for the year and was also able to identify opportunities that support the overall project goals. This includes increased investments in infrastructure, in agreement with ADRA Norway. According to the MTR, equality and inclusion are beginning to be embedded in education policies, though respondents reported a lag between the drafting of these policies and plans and their implementation. Interviews with government officials at all levels revealed that authorities are aware of the programme's mission and activities and report that the program is affecting the ways education authorities talk about policies on equality, inclusion and child protection.<sup>9</sup>

The capacity of SEAQE Sahel has improved when it comes to technical and organizational capacities to monitor, lead on and advocate for improved educational services for marginalized children. ADRA Niger demonstrated an improvement score of 1 on programmatic assessment and a score of 1.1 in organizational assessment. ADRA Mali demonstrated an improvement score of 0.6 in programmatic assessments and an improvement score of 0.8 in organizational assessment compared to the baseline. This exceeds the targets for 2019. Technical assessments in the program countries in 2019 found that there is a need for improvement when it comes to advocacy. Still, advocacy efforts are ongoing, and have the potential of expanding the impact of the program.

When it comes to education policies and plans, several challenges require continued advocacy. Challenges include lack of funding for educational policies, including school feeding and a training centre for disabled children. There is a lack of support from the World Food Program (WFP) in 9 out of 25 schools. The absence of a school feeding program means that children living a long distance from the schools are not able to return for afternoon classes, and some drop out of school. SEAQE Sahel – Mali initiated meetings with government officials concerning the need for a school feeding program for all target schools, in line with national policies. ADRA Mali met with the Secretary General of the Ministry of National Education and the National Director of the National Centre for School feeding program (CNCS). The need for functional canteens is being addressed in continued advocacy with the Ministry of Education and the WFP.

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<sup>8</sup> SEAQE Sahel MTR, p. 24, p. 45.

<sup>9</sup> SEAQE Sahel MTR, p. 41.

Another challenge that has arisen in Mali is the identification of children without birth certificates. Children without birth certificates are not accepted in Secondary Schools, which may result in dropouts. SEAQE Sahel has carried out awareness-raising activities among parents to encourage them to declare the birth of their children at the civil registry office. Program staff have also advocated with the town halls of Rharous, Banicane, Gossi and with other NGOs working in the protection sector to encourage and allow parents to obtain certificates for their children. Parents normally have one month to declare the birth of their children. Once this period has elapsed, it is necessary to obtain a supplementary judgment, subject to a fee. Including these fees in the 2020 budget would allow for more parents to obtain the birth certificates that would thus allow these children to continue onwards to Secondary School.

Further to this, lessons learned from the challenges faced in preventing, identifying and responding to corporal punishment incidents in Niger and Mali have informed the development of a strategy for eradicating corporal punishment in all ADRA Norway programmes, including SEAQE Sahel. The strategy takes a holistic approach to the eradication of corporal punishment in schools which includes all stakeholders, including students, their families, schools and wider communities, and gives suggested activities to build support for the elimination of corporal punishment and the skills and knowledge required to implement positive discipline. ADRA International has shown significant interest in adopting this strategy across ADRA networks, which highlights the wider impact of the lessons learned in SEAQE Sahel.

## 2 Progress Towards Results

### 2.1 Achievements and analysis

The table below presents key SEAEQE Sahel indicators at the outcome and output level. The rating scale assesses achievements for the milestones in Year 3 against the targets. For the complete results framework, see the attached log-frame.

#### Achievement Rating Scale

- 1 = fully achieved, very few or no shortcomings
- 2 = largely achieved, despite a few short-comings
- 3 = only partially achieved, benefits and shortcomings finely balanced
- 4 = very limited achievement, extensive shortcomings
- 5 = not achieved

**Program Objective:** At least 15,000 marginalized children in 45 schools in the communes of Rharous and Banicane, Gourma Rharous District, Timbuktu Region, Mali, and in the communes of Dargol and Tagazar in the departments of Gottey and Balayara, Tillabéri Region, Niger, attend and participate in quality and inclusive basic education and demonstrate relevant learning outcomes.

**Objective indicator 1:** % and # of students in ADRA supported primary schools, who complete primary education (gender, type of marginalization (if available))\*

#### Milestone Target (Year 3):

- Mali: 50% of students in ADRA supported schools complete primary education
- Niger: 50% of students in ADRA supported schools complete primary education

**Rating Score: 2**

In 2019, a total of 480 candidates were registered for the examinations in Mali, including 15 students with disabilities. The overall completion rate was 45% (87% for students with disabilities). The target of 50% was not met due in part to repeated teacher's strikes and the absence of stable and sufficient teaching capacity leading to a drop in completion to slightly below baseline. This was addressed in part through the recruitment

of 30 volunteer teachers, and SEAQE Sahel is advocating with the Ministry of Education for the recruitment of more teachers. In addition, many students who were registered, did not manage to take the exams due to insecurity and uncertainty if the exams would go as planned.

Table 1: Number and percentage of students completing primary education—Mali

	Baseline			Actual 2018			Actual 2019			% Target Achievement
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Enrolment in G6							252	228	480	95%
% Completing primary education	50%	38%	44%	53%	53%	53%	54%	35%	45%	

In **Niger**, the primary school completion rate was 42% in 2019. Although the target of 50% for 2019 was not fully met, progress was made compared to the baseline indicator (40%) as well as compared to the achievement in 2018, which was 36%. The baseline indicator is based on the completion rate in Dargol and Balleyara at large, while the target schools are in the remote areas where completion rates are lower. The baseline therefore is not representative for the target schools. The overall improvement in primary education completion in Niger is partially attributed to the e-labs, established in 40% of the target schools (average of completion rate in schools with an eLab is 51%, while the average of completion rate in schools without eLab is 41.5%). In addition, other interventions such as training provided to PTA/SMCs, teachers, Head Teachers and distribution of textbooks and learning materials have likely contributed to this improvement.

Table 2: Number and percentage of students completing primary education—Niger

	Baseline			Actual 2018			Actual 2019			% Target Achievement
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Enrolment in G6							565	555	1120	92%
% Completing primary education	44%	36%	40%	35%	37%	36%	41%	44%	42%	

**Objective indicator 2. Number and percentage of ADRA schools supported with the "whole school approach" that meet the set benchmarks of good quality school/learning centres.**

**Milestone Target (Year 3):**

- **Mali:** 8 (40%) of 20 primary schools supported with the "whole school approach" meet the set benchmarks of good quality school.
- **Niger:** 8 (40%) of 20 primary schools supported with the "whole school approach" meet the set benchmarks of good quality school.

**Rating Score: 3**

Objective indicator 2 is based on nine indicators in the logframe, which are required for ADRA Norway's whole-school approach to education. For five of the nine indicators, the Effective Teaching and Learning Environment (ETLE) methodology was applied, with a 4-scale rating system developed to measure each of the four quality proxy indicators, backed up by sited evidence and school observations. The remaining four indicators are based on construction/rehabilitation of classrooms; water, sanitation and hygiene (WASH) activities; and provision of learning materials; and textbooks.

9 Benchmarks of good quality (Whole School Approach)		Mali	Niger
		Total schools supported under the whole school approach: 20	Total schools supported with data: 19
		Benchmark achievement (2019) number of schools	Benchmark achievement (2019) number of schools (*)
1	PTA/SMC participation (Output 1.1.1.b, ETLE)	3	8
2	Classroom construction/rehabilitation (Outcome 2; cumulatively)	20	20
3	WASH activities (output 2.1.1, composite indicator)	18	18
4	Learning material provision (output indicator 4.1.1)	20	20
5	Textbook provision (output indicator 4.1.1.a)	20	20
6	Head teachers' performance (output 4.3.1.a, ETLE)	12	12
7	Teachers performance 1 (Output 4.4.1.a, ETLE)	15	2
8	Teachers performance 2 (Output 4.4.1.b, ETLE)	5	2
9	School inspection (Output 4.5.1.a, ETLE)	20	5
Total schools performing effectively in all 9 benchmarks of good quality		1	0

(\*) One school in Niger does not have ETLE data for reasons of insecurity

In **Mali**, eight schools were planned to have achieved all the set benchmarks of good quality schools by the end of 2019. Only one of the schools achieved all the benchmarks. Four benchmarks were reached in all schools (classroom construction, learning materials, textbooks and school inspection), and significant improvements were made on all benchmarks that were not achieved in 2018.

- Benchmark 1: Output indicator 1.1.1.b: When it comes to the participation of SMCs and PTAs, three of the 20 schools targeted with the whole-school approach achieved a score of 3 on all three indicators in the ETLE assessment. This is an improvement from 2018, when none of the schools had achieved all three ETLE indicators.
- Benchmark 2: Outcome indicator 2: The target was to have built or rehabilitated 20 classrooms by 2019. With 3 classrooms constructed in 2019, the total target was overachieved, with 57 classrooms constructed or rehabilitated in total. This took place in 16 of the 20 schools with the whole school approach. The specific targets for construction and rehabilitation of classrooms in these 16 schools were met or exceeded, and the remaining four schools did not have targets for classrooms. Thus, all 20 schools achieved this indicator and benchmark by the end of Year 3. No further construction or rehabilitation of classrooms is planned for 2020 or 2021.
- Benchmark 3: Output indicator 2.1.1: This indicator is a composite indicator, consisting of three indicators: pupil–latrine ratio (2.1.1.a); construction and rehabilitation of latrines (2.1.1.b); and training in WASH for pupils (2.1.1.c). 18 of 20

schools achieved this indicator in 2019, up from nine in 2018. For both schools that failed to achieve this benchmark, the reason was worsening pupil–latrine ratios. The ratios worsened because enrolment increased more quickly than the number of latrines in those schools.

- Output indicator 2.1.1.a: 18 of 20 schools have improved pupil–latrine ratios compared to the baseline, up from 15 in 2018. For these 20 schools, there were 106 pupils per latrine at baseline. In 2019, this had improved to 89 pupils per latrine.
- Output indicator 2.1.1.b: 27 latrines were built or rehabilitated in 2019, bringing the cumulative figure for the program to 60, compared with the target of 50 latrines. Construction or rehabilitation of latrines have taken place in 14 of the 20 schools. All of these have met their school-specific targets for latrine construction and rehabilitation. The remaining six schools did not have targets for latrine construction or rehabilitation. Hence, all 20 schools have achieved their specific targets.
- Output indicator 2.1.1.c: All enrolled pupils at all schools were trained in 2019, and all 20 schools have met their targets for WASH training of pupils.
- Benchmark 4: Output indicator 4.1.1: When it comes to provision of learning materials for the 20 schools, 6,365 pupils received learning materials. This is equal to the enrolment for these schools. The school-specific targets for all schools were thus met.
- Benchmark 5: Output indicator 4.1.1.a: A total of 18,157 textbooks were provided to the 20 schools under the whole school approach, and the school-specific targets of textbook provision for all 20 schools were thus met.
- Benchmark 6: Output indicator 4.3.1.a: There has been significant improvement when it comes to the performance of the head teachers. 13 of the head teachers at the schools achieved a score of 3 in at least five of the seven ETLE indicators, as is the requirement for this indicator. This was a significant improvement compared to the previous year, when no head teacher achieved this. In other words, 13 of the schools with the whole school approach achieved this indicator.
- Benchmark 7: Output indicator 4.4.1.a: Across the 20 schools, 59 of 64 teachers achieved a score of 3 on all three ETLE indicators measuring whether teachers are applying inclusive education, child-centred methodology and child protection in their teaching in 2019. At 15 of 20 schools, all teachers achieved all three ETLE indicators, which is the requirement for objective indicator 2.
- Benchmark 8: Output indicator 4.4.1.b: Across the 20 schools, 23 of 61 teachers achieved a score of 3 on all five ETLE indicators measuring whether teachers are effectively teaching reading and mathematics. This is a significant improvement compared to 2018, when no teachers achieved the indicators. At five of 20 schools, all teachers achieved all ETLE indicators, which is the requirement for objective indicator 2.
- Benchmark 9: Output indicator 4.5.1.a: When it comes to inspection, supervision and monitoring of schools, all 20 schools achieved a score of 3 on both ETLE indicators. This is a significant improvement from 2018 when none of the schools achieved a score of 3 on both indicators.

Also in **Niger**, eight schools were planned to have achieved all the set benchmarks of good quality schools by the end of 2019. None of the schools did so. However, overall, some improvements were made compared with 2018. Complete data is only available for 19 of 20 schools, as it proved impossible to collect ETLE data at one school due to the security situation in the area. Where data exists for the 20<sup>th</sup> school, it is included below. However, achievement of objective indicator 2 is calculated based on the 19 schools with complete data.

- Benchmark 1: Output indicator 1.1.1.b: When it comes to the participation of SMCs and PTAs, eight of the 19 schools surveyed achieved a score of 3 on all indicators in the ETLE assessment. This is an improvement from 2018, when five of 20 schools had achieved all three ETLE indicators.

- Benchmark 2: Outcome indicator 2: The target was to have built or rehabilitated 40 classrooms by 2019. With 89 classrooms constructed or rehabilitated by 2018, the target was already achieved. No further constructions or rehabilitations were conducted in 2019. This took place in all 20 schools, with all schools having equalled or over-achieved on their school-specific targets and thereby achieving the benchmark for the program.
- Benchmark 3: Output indicator 2.1.1: This indicator is a composite indicator, consisting of three indicators: pupil–latrine ratio (2.1.1.a); construction and rehabilitation of latrines (2.1.1.b); and training in WASH for pupils (2.1.1.c). 19 of 20 schools achieved this indicator in 2019. This is a reduction from 20 in 2018, because of a worsening pupil–latrine ratio at one school. This ratio worsened (from 31.8 pupils per latrine to 32.8 pupils at baseline) because enrolment increased more quickly than latrine construction (3 latrines).
  - Output indicator 2.1.1.a: 19 of 20 schools demonstrate improved pupil–latrine ratios compared to the baseline. This is a reduction from 19 in 2018 (one school had a small worsening of the ratio). The overall ratio has improved from 177 pupils per latrine at baseline to 43 pupils per latrine in 2019.
  - Output indicator 2.1.1.b: 177 latrines had been constructed or rehabilitated in schools by 2018, far exceeding the cumulative target of 20 toilet units by the end of 2019. Construction or rehabilitation have taken place in all 20 schools, and all 20 schools have thus achieved this indicator.
  - Output indicator 2.1.1.c: All 20 schools have met their targets for WASH training of pupils. At all schools, all enrolled pupils were trained in 2019.
- Benchmark 4: Output indicator 4.1.1: 6,421 pupils received learning materials in the 20 schools. This figure is equal to all those pupils that were consistently present at school at the time of. The school-specific targets were thus met at all 20 schools.
- Benchmark 5: Output indicator 4.1.1.a: A total of 8,635 textbooks were provided to the 20 schools, and the school-specific targets of textbook provision were thus met.
- Benchmark 6: Output indicator 4.3.1.a: 12 of the Head Teachers at the schools achieved a score of 3 in at least five of the seven ETLE indicators, as is the requirement for the indicator. This is equal to the previous year. In other words, 12 of the schools achieved this indicator.
- Benchmark 7: Output indicator 4.4.1.a: Across the 19 schools surveyed, 36 of 120 teachers achieved a score of 3 on all three ETLE indicators measuring whether teachers are applying inclusive education, child-centred methodology and child protection in their teaching in 2019. At only two of 20 assessed schools, all teachers achieved all three ETLE indicators, as is the requirement for objective indicator 2.
- Benchmark 8: Output indicator 4.4.1.b: Across the 19 schools surveyed, 22 of 120 teachers achieved a score of 3 on all five ETLE indicators measuring whether teachers are effectively teaching reading and mathematics. This is a significant improvement compared to 2018, when only one of 110 teachers achieved all the indicators. At two of 20 surveyed schools, all teachers achieved all ETLE indicators, as is the requirement for objective indicator 2.
- Benchmark 9: Output indicator 4.5.1.a: When it comes to inspection, supervision and monitoring of schools, five of 20 surveyed schools achieved a score of 3 on both ETLE indicators. This is an improvement from 2018, when two of 20 schools achieved a score of 3 on both indicators.

**Outcome 1: More marginalized children in targeted communities are accessing basic education**

**Outcome Indicator 1.1 (Ci1): # of students (M/F) enrolled in target schools (disaggregated by level of education, gender and marginalized groups (if possible))**

**Milestone Target (Year 3):**

- Mali: 6,843 students (4,105 boys and 2,737 girls) including 171 children with disability (102 boys and 69 girls) enrolled in 23 target primary schools



- Niger: 6,228 students (3,736 boys and 2,492 girls) including 46 children with disability (27 boys and 15 girls) enrolled in 20 target schools.

### Rating Score: 1

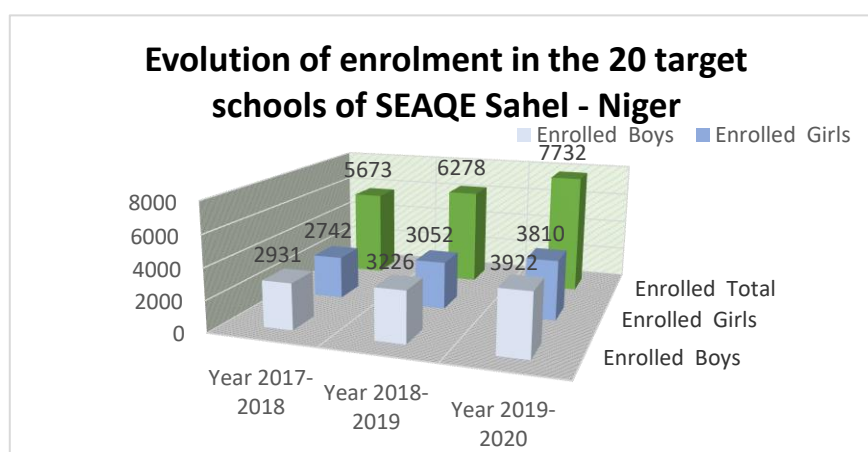
The enrolment rate has increased in all schools of the project, and the dropout rates have decreased in 2019 in both Mali and Niger. Overall, this represents a 113% achievement of the target.

Table 4: Enrolment in 43 primary schools

	Baseline	Milestone Year 3 Target	Actual Year 3	% Achievement
Number of children enrolled in targeted primary schools	11,688	13,071	14,809	113%
Boys	5,956	7,841	7,491	96%
- Boys with disabilities	89	129	185	143%
Girls	5,921	5,229	7,318	140%
- Girls with disabilities	80	84	169	201%

There is a positive correlation between better learning conditions and the increase in enrolment rates. There has been an increase in awareness among SMCs and PTAs on their roles and responsibilities when it comes to improving access to education. Other factors contributing to increasing enrolment and decreasing dropout rates are the distribution of school kits and textbooks, improving teaching quality through capacity building and facilitating CAPEDs (Niger) and the transfer of children trained in accelerated learning centres (Mali). Key factors contributing to the increased enrolment of girls, and the decrease in dropout rates, include:

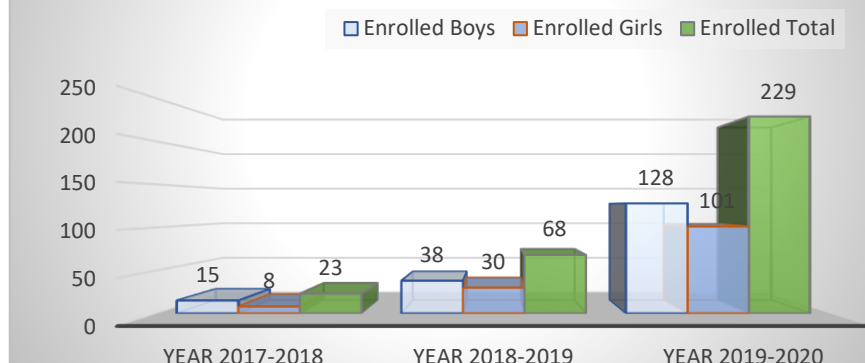
- Awareness-raising campaigns for the enrolment of girls and inclusive education (Mali and Niger);
- Construction of gender-segregated latrines (Mali and Niger);
- Distribution of goats to encourage enrolment of girls and marginalised children (Niger).



More marginalised children are accessing basic education. The increase in enrolment of students with disabilities has been significant. Construction and rehabilitation of classrooms and latrines with ramps has contributed to the significant increase in enrolment of children with disabilities in SEAQE Sahel. Awareness-raising on inclusive education has also likely been a factor. The below figure shows how enrolment of students with disabilities has increased in Niger to 229 children total (128 boys; 101 girls), compared to the target of 46 children in 2019.



### Evolution of disability enrolment in SEAQE schools - Niger



In **Mali**, enrolment of children with disabilities was slightly below the target of 171 children, with 125 children with disabilities (57 boys; 68 girls) enrolled. The reason for the under-achievement is that in only 17% of targeted schools the civil society organizations and PTAs and SMCs have actively supported the inclusion of marginalised children. This is due to the delays in completing all trainings planned under output indicator 1.1.3. The organizations were identified and assessed, and training was carried out at the beginning of 2020.

#### Outcome Indicator 1.2. # of out of school children identified and supported to enrol into schools.

##### Milestone Target (Year 3):

- **Mali:** 50 (100 cumulative) of out of school children supported to enrol into schools
- **Niger:** 40 (120 cumulative) of out of school children supported to enrol into schools (four students per year and per school)

**Rating: 1**

Identifying and supporting out-of-school children to enrol in schools is a key aspect of improving access to education. The targets were significantly overreached in both countries in SEAQE Sahel in 2019.

In **Mali**, 102 children (56 boys; 46 girls) were returned to the conventional school system through accelerated training centres. This is 52 more than the target. The success in supporting out-of-school children to enrol in schools may in part be attributed to collaboration with other NGOs. This entailed holding meetings and exchanging information with partners (NRC, AMSS, ADENOR) and conducting joint advocacy and awareness campaigns. During the past two years, displaced persons have returned to their villages and children have lost more than three years of schooling. A persistent challenge is that there are not enough centres offering accelerated education to support all these children.

Table 5: Out-of-school children identified and supported to enrol in schools

Countries	Baseline	Milestone Year Three (2019)	Actual	% Achievement
Mali	0	50	102	204
Niger	0	40	470	1175
Total	0	90	572	636

In **Niger**, 470 drop-out and out-of-school children were supported to enrol in school (228 boys; 242 girls). This is 430 more students than the target for 2019. The learners transferred from the accelerated learning program to the public school system and benefited from the support of SEAQE Sahel – Niger through distribution of school kits, textbooks and participation in e-lab activities. Partnership with the Strømme Foundation facilitated recruitment of out-of-school children from target villages. The Strømme Foundation opened 13 speed schools in the project intervention area, and 13 teachers from the speed school centres in

the target area were trained on inclusive education and child-centred methodology. There has also been community awareness-raising on enrolment of out-of-school children (advocacy caravans) and monitoring of children transferred to the traditional system.

**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.**

**Indicator 1.1.1. (Ci4)**

**a) # of target PTA and/or SMC members trained (sex, level of education) in skills in school planning, decision making, monitoring and resource mobilization; b) % of target schools where PTAs and/or SMCs are participating in school planning, decision making, monitoring and resource mobilization**

**Milestone target (Year 3):**

- Mali: a) 250 PTA and/or SMC members trained (100 women; 150 men) in skills in local planning, decision making, monitoring and resource mobilization; b) 30% (6) of target schools where PTA and/or SMCs are participating in local planning, decision making, monitoring and resource mobilization.
- Niger: a) 576 PTA and/or SMC members trained (300 women; 276 men, primary level of education) in skills in local planning, decision making, monitoring and resource mobilization; b) 30% (6) of target schools where PTAs and/or SMCs are participating in local planning, decision making, monitoring and resource mobilization.

**Indicator 1.1.2. % of targeted parents and community members, who have gained literacy and numeracy skills and increased knowledge of inclusion of marginalized children through literacy circles**

**Milestone target (Year 3):**

- Mali: 384 (cumulative) parents and community members trained in literacy circles, of which at least 60 % (170) have gained literacy and numeracy skills and increased knowledge of inclusion of marginalized children
- Niger: 576 (cumulative) parents and community members trained in community circles, of which at least 60 % (346) have gained literacy and numeracy skills and increased knowledge of inclusion of marginalized children

**Indicator 1.1.3. # and % of civil society structures and PTAs and SMCs have actively supported the inclusion of marginalised children**

**Milestone target (Year 3):**

- Mali: 10 (40%) targeted schools where civil society structures and PTAs and SMCs have actively supported the inclusion of marginalised children
- Niger: 10 (50%) targeted schools where civil society structures and PTAs and SMCs have actively supported the inclusion of marginalised children

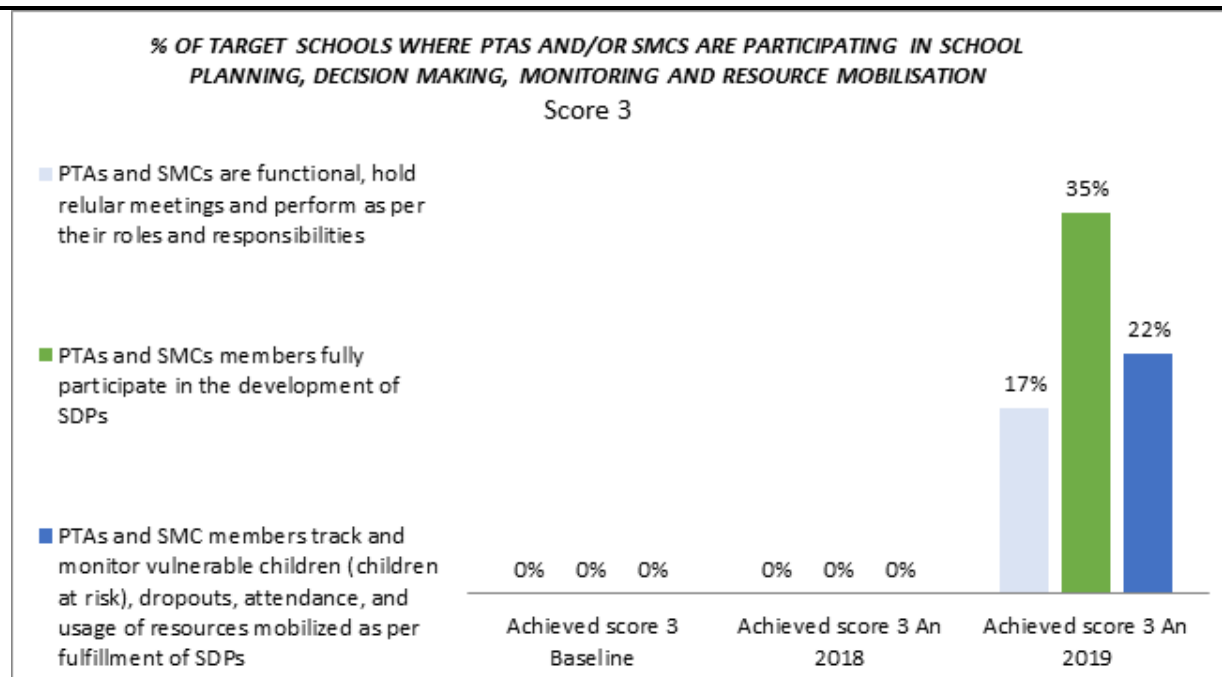
**Rating score: 2**

SMCs and PTAs often lack financial resources and skills relating to financial resource mobilization and management. SEAQE Sahel has organized training series for members of the SMCs/PTAs on their roles and responsibilities, resource mobilization, management and on establishing school development plans. This has enabled members to know the rights of children, identify different types of child abuse and learn advocacy techniques. It has led to improvements in school management and carrying out some activities, including in-kind contribution during construction of schools, toilets and water supplies.

**Mali:**

Under output **indicator 1.1.1** the target of training 250 members of the SMCs/PTAs was reached in 2019 (172 male; 78 female). PTAs/SMCs are participating in local education planning, decision making, monitoring and resource mobilization in 13% of the targeted schools. This is below the milestone target for 2019 of 30%, but an improvement from 2018 when none of the schools had achieved all three ETL indicators (see figure

below). Three of the six targeted schools achieved a score of 3 in indicators A, B and C in the ETE assessment. All the schools improved from a score of 1 to a score of 2 or 3. SMCs and PTAs developed action plans in Mali, and an average of 30% of these have been executed. Some of the SMCs constructed temporary shelters, repaired tables and benches, and participated in awareness-raising at the community level.



Parents' literacy and numeracy skills are important factors when it comes to improving child performance in schools. Under output **indicator 1.1.2**, 366 (cumulative) parents and community members (125 male; 241 female) have been trained in literacy circles. The target of 384 was thus nearly achieved. Two batches of trainings were held in 2019 since no trainings were held the prior year. 77% of those trained (97 male; 183 female) have gained literacy and numeracy skills and increased knowledge of inclusion of marginalized children, thus exceeding the target of 60% for 2019. These parents and community members are able to read and write numbers in their local language. The training has led to a reduction in the illiteracy rate and a better understanding of inclusive education.

Under output **indicator 1.1.3**, civil society organisations (CSOs) such as PTA and SMCs have actively supported the inclusion of marginalised children in only 4 of 23 surveyed schools (17%), which is less than half of the intended target of 40% for 2019. There were delays in conducting relevant training, but needs assessment was carried out in 2019 followed by training first quarter of 2020. This will enable these CSOs to be more effective.

#### **Niger:**

Under output **indicator 1.1.1**, there was significant progress when it comes to capacity-building of PTAs/SMCs in 2019. 576 PTAs and/or SMC members (354 male; 222 female) in 20 schools received training, in accordance with the target. PTAs and/or SMCs are participating in local education planning, decision-making, monitoring and resource mobilization in 42% of the schools, thus overachieving the target of 30%. Action plans of 20 target schools were elaborated by PTAs, SMCs and EMAs under the supervision of inspectorate focal points in Niger. The activities include construction of straw/branch shelters for students; accommodation for teachers; tree maintenance; recruitment of guards to secure e-labs; cleaning the courtyard and latrines, support for the gardens; holding meetings and assemblies; establishing drilling management committees and construction of temporary learning spaces for students. At the end of the schoolyear, the action plans of the 20 target schools were evaluated. The involvement of focal points in developing and monitoring action plans has made school management by PTAs and SMCs more dynamic.

Under output **indicator 1.1.2**, 294 (cumulative) parents and community members (50 male; 244 female) were trained in community circles. 34% (19 male; 82 female) have gained literacy and numeracy skills and increased knowledge of inclusion of marginalized children, thus not meeting the target of 60%. The

discrepancy is likely due to the fact that this is the first literacy training for the majority of parents. Recruitment was transparent, based on set criteria. The literacy centres have not only enabled parents to learn how to read and write calculations in their mother tongue, but also to encourage their children to go to school.

Under output **indicator 1.1.3**, civil society structures such as PTAs and SMCs have actively supported the inclusion of marginalised children in 7 of 19 surveyed schools (36,8%). They achieved score 3 or 4 in the pertinent ETLE indicators. The remaining 12 schools scored 2 in the relevant ETLE indicators.

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

**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)**

**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**

**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**

#### **Milestone (year 3) target (Mali and Niger):**

- **Indicator 1.2.1.** 3 (cumulative) relevant fora including platforms and networks that ADRA partners and other education stakeholders actively participate in to advance and advocate for inclusive and quality education at all levels (local, district, national and international)
- **Indicator 1.2.2.** At least 3 (cumulative) 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. ADRA Mali demonstrates an increase of minimum 0.5 score in organizational and technical capacity assessments in each domain, and in overall during the mid-term review compared to baseline.
- **Indicator 1.2.3.** At least 8 civil society organizations actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalised children.

**Rating score: 2**

Under output **indicator 1.2.1**, the milestone target for 2019 was for three (3) relevant forums (cumulative) in each country that ADRA partners and other stakeholders actively participate in to advance and advocate for inclusive and quality education at all levels. The target was reached in both Mali and Niger.

In **Mali**, two forums were held in January and December 2019 respectively, in addition to a forum held in 2018. These forums brought together all the education actors at local, regional and national levels. The objectives of these forums are to promote the inclusive education in target schools; take stock of the implementation of inclusive education in the Timbuktu region and in the Gourma Rharous circle in particular; take stock of the achievements of the action plans; highlight the project's achievements in terms of improving enrolment and success rates; present the situation of out-of-school children in the project schools and elaborate an action plan and identify challenges facing the actors in the field of education. As a result, advocacy plans have been elaborated on access, quality, inclusion, and functionality of schools.

In **Niger**, a forum was held in April 2019 on inclusive education, early marriage, girls' schooling, peace and security. The forum was organized in collaboration with divisional and communal authorities with participation of religious leaders, village chiefs, women's association as well as SMCs, EMAs and divisional decentralized technical service directorate. 349 people took part in the forum (293 male; 56 female). A regional forum was also organized in March 2019 by the Regional Directorate of Primary Education in Tillabery. The forum brought together education stakeholders, traditional leaders, trade unions, prefects, mayors of the region and the Minister of Primary Education. The topic was "Consolidation of schools that were closed, teachers'

redeployment and inclusive education". SEAQE Sahel supported the forum financially, and project staff presented on inclusive education.

Under output **indicator 1.2.2**, the milestone target for 2019 was for at least 3 (cumulative) CSO partners to demonstrate technical and organizational capacities to monitor, lead on and advocate for improved education services for marginalised children in each country. In both Mali and Niger, only ADRA Mali and ADRA Niger demonstrate this capacity.

When it comes to technical and organizational capacities in SEAQE Sahel, ADRA Norway conducted two assessments. The Country Operation Review for Excellence (CORE) tool from ADRA International was used to assess organizational capacities. This tool measures organizational development and its capacities in nine CORE standards (and 76 objectively verifiable indicators) including strategic planning, governance, human resources, finance, programs, safety and security, stakeholder engagement and communication. It uses a scoring system of 0-3 where 3 is the highest score. This tool has six domain areas (and 47 sub-domains) namely beneficiaries, external relations, influencing and advocacy, MEAL, programs and education. This tool uses a scoring system 0-5 where 5 is the highest score. Self-assessment was used, as ADRA Norway felt that it encourages the partners' ownership of the assessment and commitment to the capacity building plan. Validity and reliability were enhanced through triangulation of interviews and textual and systemic analysis. In both the CORE and the technical assessment, the facilitators modified the scores according to the quality of the evidence presented. The same tools were used during the baseline, and will be used at the end of the project.

The project has assessed the capacity and developed a capacity-building plan for three CSOs. **ADRA Mali** demonstrated an improvement score of 0.6, to 2.2 compared to the baseline (1.6) and mid-term target (2.1) in technical capacity assessments, thus exceeding the target score of 0.5. In addition, it demonstrated an improvement score of 0.8 to 2.4 compared to the baseline (1.6) and mid-term target (2.1) in organizational assessment, thus exceeding the target score of 0.5. When it comes to capacity, **ADRA Niger** demonstrated an increase by 1 score, to 2.4 compared to the baseline (1.4) and mid-term target (1.9) in technical capacity assessment, thus exceeding the target score of 0.5. In addition, it demonstrated an increase by 1.1 score, to 2.2 compared to baseline (1.1) and mid-term target (1.6) in organizational assessment, thus exceeding the target score of 0.5. More details about partners organizational and programmatic capacity assessment are found in **annexes 8 and 9** of the report. Both ADRA partners will finalize their joint capacity building plans in partnership with ADRA Norway, other supporting offices and ADRA Africa Regional Office.

Under output **indicator 1.2.3**, the target for 2018 was for at least eight (8) CSOs per country to be actively engaged in tracking, monitoring, reporting and conducting advocacy for improved education services for marginalized children. The target was not met in Mali, and was nearly met in Niger.

- There was only one school in **Mali** where CSOs actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalized children in 2019. This is ascribed to the delay in the evaluation of civil society organizations and their training. The Association of Young Motivated People for the Development of Rharous (AJMDR) organised a sensitization session on girls' schooling with material support from ADRA Mali. Overall, regular contact with CSOs has been fruitful. SEAQE Sahel- Mali has noted that some organisations are organising more awareness-raising activities and donations of incentive prizes for girls and children with disabilities.
- In **Niger**, there were seven schools where CSOs were engaged in tracking, monitoring, reporting and advocacy for improved education services. SEAQE Sahel – Niger has identified 34 CSOs in the municipalities and assessed their training needs, their participation in inclusive and quality education in the communes, and their capacity in the field of education. 34 CSOs received a general training on the roles and responsibilities of CSOs in development, inclusive education, early marriage/forced marriage, child rights and schooling of young girls. Each CSO developed an action plan and submitted it to ADRA Niger for endorsement. ADRA Niger realized that not all identified NGOs had an interest on inclusive education; therefore, it decided to focus on fewer CSOs and build their capacity in tracking, monitoring and advocating for improved education services. The training of these CSOs will continue during 2020 and 2021, and their progress will be reported in the final report.

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



**Indicator 2: (Ci2) # of classrooms constructed or rehabilitated (level of education, type of learning space, constructed/rehabilitated)** (see reporting on Objective Indicator 2 above- “whole school approach”)

**Milestone (year 3) target (Mali and Niger):**

Mali: 5 classrooms constructed or rehabilitated (primary, general education, constructed/rehabilitated)

Niger: N/A

**Output 2.1. Targeted schools have improved water, sanitation and physical facilities** (see table below)

**Rating score: 1**

Under outcome **indicator 2**, In Mali, 3 classrooms and 2 computer labs were constructed in 2019, with a cumulative 57 classrooms and 2 computer labs rehabilitated or constructed in total, thus overachieving the target for 2019 and the end of project target which is to have built 20 classrooms and 2 computer labs. In Niger, no classrooms were constructed or rehabilitated in 2019. 6 e-learning labs were constructed in 2019. These are the remaining eLabs that were planned in Niger. Now Niger has 8 eLabs and 89 classrooms, which constitutes a significant overachievement since the end of project target is to have built or rehabilitated 40 classrooms and 8 eLabs in total.

Table 6: Water, sanitation and physical facilities in SEAQE Sahel

	Target 2019		Actual 2019	
	Mali	Niger	Mali	Niger
# of schools with improved sanitation and hygiene	5	N/A*	23	19
Pupil: latrine ratio	Improve	N/A	1: 61.6	1: 53
# of toilets constructed or rehabilitated	10	N/A	27	0
# of children trained in sanitation and hygiene	8,013	6,228	8,130	7,314
# of target schools with access to clean and safe drinking water		N/A	No data	17
# of schools with solar energy	N/A	N/A	2	8
# of schools with improved clean energy stoves	N/A	N/A	25	N/A

\*Targets indicating N/A had only been planned during years 2017-2018.

SEAQE Sahel has made significant progress and exceeded most of the project targets when it comes to infrastructure (see reporting on objective indicator 2 above), including water, sanitation and physical facilities. The following are highlights from 2019.

**Mali:** All target schools have improved sanitation and hygiene. Before the project, most schools did not have functional drinking water points, and those that did needed rehabilitation. Having functional water points is necessary for sanitation purposes and contributes positively to the community. 27 latrines were built or rehabilitated in 2019, compared to the target of 10 latrines. This is explained by taking into account the real latrine needs of schools, latrine construction and rehabilitation and the involvement of the project team in the allocation and management of latrines. The pupil to latrine ratio improved compared with the baseline, thus meeting the target for 2019. The boys: latrine ratio is 1:64.3 and the girls: latrine ratio is 1:58.9, all latrines in Mali are gender segregated. This is a significant improvement from the overall baseline of 1:110.5. A total of 8,130 (4,241 boys; 3,889 girls) were trained on sanitation and hygiene between October 2018 and June 2019, which is slightly above the target. Seven (7) water points in seven schools were completed in 2019; however, data on water quality and flow has not been received from constructors to date. Tests of water quality and flow were not conducted in schools where no constructions or rehabilitations have taken place during this year.

**Niger:** All target schools have improved sanitation and hygiene. 150 latrines have been built in target schools with ramps to facilitate access for children with disabilities, and 27 have been rehabilitated. The ratio of

children to latrine is 53 students per latrine in 2019 (1: 64.3 boys per gender-segregated male latrine and 1:62.5 girls per gender-segregated female latrine), compared to 177.3 pupils per latrine at the baseline. At the baseline, only one school had a gender-segregated latrine. Teacher training on hygiene and sanitation made it possible to train students. 7,732 children (3,928 boys; 3,810 girls) have been trained in sanitation and hygiene. To ensure drinkable water for pupils, the borehole water of the 10 target schools in Dargol were collected and assessed by the Departmental Directorate of Hydraulics (DDH). Arrangements are underway to implement the recommendations. All the SMCs, PTAs and EMAs of the 20 target schools have been trained in the maintenance of infrastructure, water, hygiene and sanitation. A persistent challenge is that some of the pupils' households do not have toilets.

### Outcome 3: Education policies and plans promote equality and inclusion

**Outcome 3 Indicator: # of policies, plans, budget and practice developed/revised to include inclusive education (national or provincial)**

**Output 3.1: Government authorities have increased understanding of and commitment to equality and inclusion**

**Indicator 3.1.1 (Ci5) # of educational personnel trained (sex, level of education, type of education personnel) in equality and inclusion.**

- a) # of educational personnel with increased knowledge of equality and inclusion;
- b) % of education personnel with improved practices of equality and inclusion equality and inclusion.

**Milestone target (Year 3):**

- Mali: At least 25 (20 male and 5 female) educational personnel trained (level of education, and the type of education personnel) in equality and inclusion.
  - a) 25 educational personnel with knowledge of equality & inclusion.
  - b) 12 (48%) of the 25 education personnel trained, practice equality and inclusion.
- Niger: 25 (20 male and 5 female) educational personnel trained (level of education, and the type of education personnel) in equality and inclusion.
  - a) 25 educational personnel with knowledge of equality & inclusion
  - b) 12 (48%) of the 25 education personnel trained, practice equality and inclusion.

**Rating score: 2**

**Mali**: The target for 2019 was for one policy, plan, budget and practice to be developed/revised to include inclusive education. Although the target was not directly met, see section 1.2.3 on *Opportunities and advocacy* for ADRA Mali's engagement with the Ministry of Education on implementation of existing educational policies addressing school feeding. Further to this, two educational forums were held in 2019. The forums brought together all the actors in education at local, regional and national levels. SEAQE Sahel - Mali planned the forums to encourage these actors and leaders to share challenges and undertake actions for inclusive education. Stakeholders elaborated advocacy plans on access to education, quality and inclusion (identifying barriers to inclusive education and proposals for solutions to school drop-out and non-enrolment), teacher recruitment and retention, challenges of SMCs as well as steps to minimise the impact of school closures due to insecurity. While all education actors take part in the forums, there is a gap in the implementation of the action plans. This is due to the lack of financial resources to implement the activities and to organizational aspects, such as ineffective presence of the authorities and insufficient involvement of civil society organizations in school management. SEAQE Sahel- Mali plans to develop a follow-up plan with a timetable to monitor the activities and provide support for actions that are not carried out.

Under **indicator 3.1.1. a and b**, none of the education authorities in Mali were trained in 2019 according to plan as the activity was not included in the workplan. Additional activities have therefore been included during 2020. Still, ADRA held mentioned forums in 2019 to raise awareness on inclusive education among the participants, 11 of whom were members of the local government. Using other budget lines, SEAQE Sahel - Mali held the training at the beginning of 2020. The support of local authorities is essential for the achievement of project objectives, including when it comes to inclusive education.



**Niger:** The target for 2019 was for one policy, plan, budget and practice to be developed/ revised to include inclusive education. Research by program staff found that several existing regulations, policies, plans and practices support inclusive education. Project staff decided to promote application of existing policies rather than developing new ones. The following regulations addressing inclusive education were identified and shared with relevant stakeholders during training sessions: 1) Ordinance No. 93 – 012 of March 2<sup>nd</sup> 1993 laying down minimum rules for social protection of disabled people; 2) Decree No. 2017 – 935 of December 5<sup>th</sup> 2017 on protection, support and girls support during their schooling. At the end of the training for educational personnel (see below), action plans were endorsed promoting implementation of these regulations in Niger.

Under **indicator 3.1.1. a**, the target was to train 25 educational personnel in Niger. A total of 33 (26 male; 7 female) have been trained in equality and inclusion. This exceeds the target by 24%. The reason for this is that the number of staff was larger than anticipated. 48% of the 33 education personnel trained are practicing equality and inclusion, thus meeting the milestone target for **indicator 3.1.1. b** for 2019. This has been achieved by identifying training needs for inspectors in Balleyara and Dargol, developing training modules in collaboration with inspectors, and training on monitoring and coordination inspection standards and the use of computer tools made available by the project. The presence of the focal points from the Ministry gave the activity significant attention.

#### Outcome 4: Schools provide quality relevant education to marginalized students.

**Outcome 4 Indicator: % and # of students in target schools achieving minimum proficiency level in reading and mathematics in grade level (sex, type of marginalization (if available))**

##### Milestone Target (Year 3):

- **Mali:** 40 % in target schools achieving minimum proficiency level in reading and mathematics at appropriate grade level. To be done as part of the midterm evaluation.
- **Niger:** 40 % in target schools achieving minimum proficiency level in reading and mathematics in appropriate grade level. To be done as part of the midterm evaluation.

##### Rating Score: 2

Overall, the project has made significant progress when it comes to providing quality, relevant education, which may be explained by the improvements in teachers' capacities and increased awareness on inclusive education and monitoring by PTAs and SMCs. The target was for 40% of students to acquire minimum skills in reading and mathematics in both countries.

In **Mali**, after the PASEC evaluation was carried out by the government, it has been impossible to obtain the detailed data for this indicator despite several attempts. According to the ETLE 2019 results, there has been an improvement in the way teachers deliver courses and head teachers manage schools. This may be attributed to teacher training on inclusive education, training on the didactics of mathematics and reading, support for pedagogical monitoring and in-service training (Community Learning Approach).

In **Niger**, 36% of the students (37% male; 35% female) acquired minimum proficiency in reading and mathematics at the appropriate grade level, according to the PASEC evaluation. The main contributing activities to progress have been teacher training, distribution of textbooks, organisation of educational entertainment centres (CAPED) and monitoring teachers by educational supervisors. In addition, the use of e-labs is seen to contribute to improving student performance in reading. ADRA Norway will partner with the Fafo research institute and conduct a study to determine the overall progress of e-labs and how best to use them during the remaining period. SEAQE Sahel- Niger is addressing the 4% gap in achievement in mathematics in an action plan involving more didactic training and regular pedagogical follow-up through education facilitation centres.

#### Output 4.1. Students access improved learning materials

**Indicator 4.1.1. (Ci3) # of target students provided with learning material (sex, level of education, Mother tongue/Non-mother tongue) (see table below for detailed indicators)**

**Rating score: 2**

Quality learning materials is a key aspect of promoting inclusive and quality education. The project has provided students in all target schools with kits and textbooks to support learning in order to contribute to improved academic performance. In some schools, some children who dropped out of school returned to school following textbook distribution. The targets for providing students with learning materials in 2019 were met in both Mali and Niger, as seen below.

Table 7: Learning materials distributed in SEAQE Sahel

	Milestone target (2019)		Actual (2019)	
	Mali	Niger	Mali	Niger
# of target students provided with learning materials	6,843	6,228	7,077	6,278
# of government approved textbooks provided to supported schools	19,628	14,430	20,181	8,635
# of solar lamps distributed to target students	300	N/A	1520	1,850

**Mali:** SEAQE Sahel slightly exceeded the target in Mali when it comes to learning and textbook support. 7,077 pupils (3,575 boys; 3,502 girls) benefited from school kits in target schools. Still, there was an inadequate number of textbooks available due to the limited resources of the project. Even though the target for 2019 has been exceeded, there is still a need for 4,707 French books and 6,318 math books. Many students are therefore sharing books during lessons, and a library system has been set up for students to borrow school books for homework. Only one distribution of solar bags and lamps was planned for the entire project period. This distribution was made to all students in 5<sup>th</sup> and 6<sup>th</sup> grades according to the plan.

**Niger:** The targeted number of students were provided with learning materials also in Niger in 2019, 6,278 pupils (3,226 boys; 3,052 girls) in target schools in Niger were provided with learning materials. In March 2019, 8,635 manuals and guides were distributed to these students.

#### **Output 4.2. Students learn relevant skills for life**

**Indicator 4.2.1. a) # of students in 2 second cycle schools trained in computer literacy course; b) % of students who pass computer literacy course**

**Indicator 4.2.2. a) # of computer labs outfitted with computers and tablets; b) # of students accessing e-learning labs**

**Indicator 4.2.3. # of students trained in and % passing life-skills training**

**Rating score: 2**

Life skills are often included in the curriculum, but implementation is frequently lacking due to limited resources. The support of SEAQE Sahel in this area consists of the provision of computer rooms and the training of teachers and students on life skills. The life skills training covers learning, problem-solving, computer skills, gardening, pottery, citizenship and other matters. This training enables students to develop age-based skills to meet life challenges and helps to prepare them for future occupations.

Table 8: Computer literacy and life skills training

Indicator	Mali		Niger	
	Target 2019	Actual 2019	Target 2019	Actual 2019
# of secondary students trained in computer literacy course	170	170	200	90
% of trained students pass computer literacy course	At least 70 % (119)	81%	At least 70 % (114)	
# of computer labs outfitted with computers and tablets	N/A	N/A	N/A	N/A
# of students accessing e-learning labs	N/A	N/A	5,018 (3,324 boys; 1,694 girls)	3,764 (1,914 boys; 1,850 girls)
# of students trained in and % passing life-skills training	6,843 (4,105 boys; 2,737 girls); 80%	6,744 (3,520 boys; 3,224 girls); 76%	6,228 (3,736 boys; 2,492 girls); 80%	7,315 (3,725 boys; 3,589 girls); 68%

**Mali:** 170 students (112 boys; 58 girls) in the targeted secondary schools are receiving courses in computer skills, thus meeting the target for 2019. 81% of the 170 students passed the computer literacy test. This is a 12% over-achievement of the target, which is due to the completion of the program and students' enthusiasm for the activity. Two computer labs were equipped with 11 computers and 2 printers. In addition, labs were electrified through a solar system, and bonuses were provided for trainers and volunteers. Meetings with the two schools took place in order to integrate the courses into the curriculum. The transport of the equipment from Timbuktu to the different sites was a challenge given the insecurity in the area. When it comes to students trained in and passing life-skills training, the targets were nearly reached for 2019. The deviation is due to teacher strikes, which affected the program in general and the life skills program in particular.

**Niger:** No students were trained in computer literacy and thus no students took nor passed the computer literacy course. Teachers were first trained to supervise students: 90 teachers (15 male; 75 female) were trained on e-Learning Lab by the education specialist in eight schools. Arrangements are made for the effective start of computer courses for students in 2020. More students were trained in life skills than planned (7,315 compared to target of 6,228 students). 68% (69% male and 67% female) passed life-skills training, somewhat below the targeted 80%. The training was done late in the year, which explains the achievement gap. The program will place more emphasis on this output during 2020 to address the quality of such trainings and improve interaction between teachers and learners.

#### Output 4.3. Head teachers manage teachers effectively

##### Indicator 4.3.1. # of head teachers trained (sex, level of education) (Ci5)

##### a) % of trained head teachers operating effectively in ADRA supported primary and junior secondary schools

##### Milestone target (year 3):

- **Mali:** 25 head teachers (24 male and 1 female) receiving training; a) 50% (13 out of 25) of HTs operating effectively
- **Niger:** 20 head teachers (19 male and 1 female) receiving training; a) 50% (10 out of 20) of HTs operating effectively

##### Rating score: 1

The baseline study showed shortcomings in the management and monitoring of teachers by Head Teachers. Most Head Teachers have a dual function; they also teach to reduce problems of teacher shortages. Head Teachers become more efficient and have reduced workloads due to the support of SEAQE Sahel in building their capacity in school management, pedagogical monitoring and the recruitment of volunteer teachers. There have been significant improvements when it comes to the capacity of Head Teachers, and the milestone targets were surpassed in both countries.

In **Mali**, 25 head teachers (25 male; 0 female) received training in 2019. 56% of the Head Teachers are operating effectively. This is an over-achievement of the milestone target. Although none of the Head Teachers of the schools achieved score 3 in all seven ETLE indicators, there is an improvement compared to the previous years. 5 of 7 indicators were achieved. Indicator N on child protection and protection and referral systems remains a challenge. SEAQE Sahel is extending awareness-raising and training activities on child protection to parents, teachers and community leaders, and training is planned for 2020. More detailed information on child protection efforts are included in section 2.4.3.1 in the report. ADRA has observed a lack of female Head Teachers in Mali. This is explained by the high illiteracy rate among women, remote locations of the schools supported by SEAQE Sahel and increased insecurity that poses even a higher risk on women. ADRA Mali is advocating with education department, ministry of education and CSOs to find ways to promote women teachers in leadership positions.

In **Niger**, 20 head teachers (18 male; 2 female) received training on pedagogical and administrative leadership in 2019. The aim was to equip them for better school management. The training took into account participatory management and improving administrative correspondence. 52% of trained Head Teachers are operating effectively as defined by key criteria (achieving a score of 3 in at least five of the seven ETLE indicators) in ADRA supported primary schools, thus surpassing the target of 50%. Training and capacity building activities for Head Teachers have improved monitoring and support for teachers. Classroom visits have improved in quality and frequency.

#### Output 4.4. Teachers are teaching effectively

**Indicator 4.4.1. # of teachers trained (sex, level of education) (Ci5). a) % of teachers trained are applying inclusive education, child centred methodology, and child protection principles in their classrooms; b) % of teachers trained are teaching reading and mathematics skills effectively**

##### Milestone target (year 3):

- **Mali**: 109 (90 male and 19 female) teachers trained. a) 40% (43 out of 109 targeted) of teachers applying inclusive education, child centred methodology and child protection; b) 40% (43 out of 109 targeted) of teachers teaching reading and mathematics skills effectively
- **Niger**: 164 (44 male and 120 female) teachers trained. a) 40% (65 out of 164 teachers) of teachers applying inclusive education, child centred methodology and child protection; b) 40% (65 out of 164 teachers) of teachers teaching reading and mathematics skills effectively.

**Rating score: 2**

Learning community sessions and teacher training contributes to improved teacher performance. The trainings in inclusive education, child-centred methodology and child protection allow teachers and volunteer teachers to better master certain pedagogical approaches. Following training, there is an improvement in practices in terms of equality and inclusion. For instance, teachers take care to arrange students in class according to their needs, with special attention to students with learning difficulties.

**Mali**: 95 teachers have been trained (74 male; 21 female), slightly below the target for Year 3. The second wave of training was conducted in December 2019 instead of March due to teachers' strikes and unavailability of trainers. There is significant progress on teacher performance. 85% of trained teachers apply inclusive education, child-centered methodology and child protection in 2019 compared to the target of 40%. Although the target of 40% of trained teachers effectively teaching reading and mathematics was not fully reached, 35% of trained teachers met the target in 2019. This is a significant improvement compared to 2018 when no teachers met either of these targets. This improvement is explained by the activities carried out by the project for teachers, particularly through the recruitment of new teachers/volunteers and the training of teachers on the didactics of subjects such as reading, mathematics and organizing teacher learning communities for in-service training.

**Niger**: 161 teachers have been trained (50 male; 111 female), which is only three less than planned. The gap is due to the fact that some teachers were not able to fully attend the training sessions, also for personal reasons. Teachers are trained in computer science, e-learning activities; psychosocial support for vulnerable

children; school parliament and on holding Education Animation Centers (CAPED) accountable. 29% of trained teachers are applying inclusive education, child centred methodology, and child protection skills effectively and 18% of teachers trained in reading and math skills are applying them effectively. The achievement gaps of 11% and 22% respectively are explained by the low academic level of teachers and assignments of trained teachers in other schools that are not part of the project target. Inspectors and Head Teachers testify that due to ADRA's interventions, there has been a significant improvement in teachers and students' performance.

#### Output 4.5: Local education government authorities have increased their monitoring and coordination of schools

##### 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

a) % of target schools effectively inspected, supervised, or monitored by local education government authorities one or more times in last school year

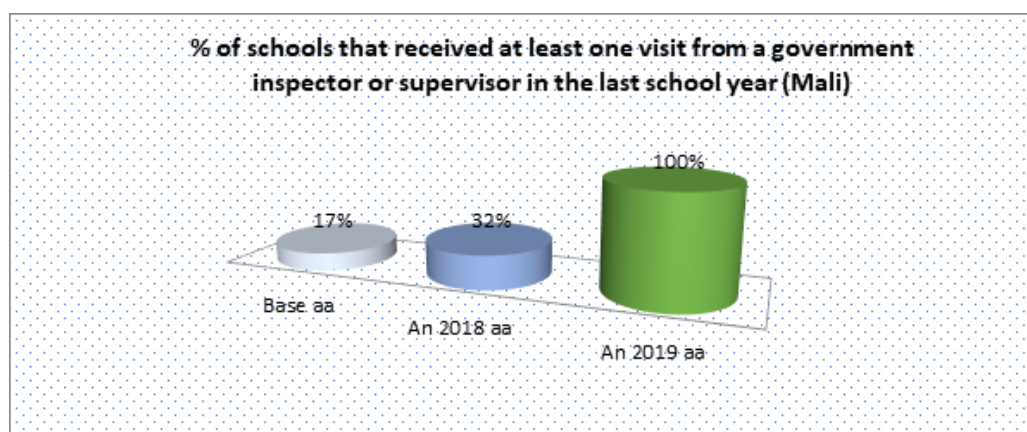
##### Milestone target (Year 3):

- Mali: At least 25 (20 male and 5 female educational personnel trained in standards of inspection, monitoring and coordination.
  - a) 15 (60 %) of target schools inspected, supervised, or monitored by local government authorities 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.
  - a) 10 (50 %) of target schools inspected, supervised, or monitored by local government authorities one or more times in last school year.

Rating score: 2

In Mali, 17 education staff (16 male; 1 female) were trained in inspection, monitoring and coordination standards in 2019. With the training in 2018, an improvement was noted during the pedagogical follow-ups. During the first semester, the project held two sessions of educational follow-up covering 16 schools. Initially, it was planned to train 25 officers from the academy and the CAP, but due to insufficient staff available, SEAQE Sahel - Mali was only able to train 17 people (this accounts for all educational personal available in the area).

Under indicator 4.5.1 a): 100% of schools were inspected at least once during the past school year (2018-2019) (see figure below). Despite challenges such as the unavailability of counsellors, difficulties in access and insecurity, ADRA was able to achieve the expected results in Mali when it comes to effectively inspecting, supervising or monitoring schools. All the targeted schools achieved a score of 3 (100%) out of 4. This is also a significant improvement from 2018 when 40% of schools achieved a score of 3.





In **Niger**, inspectorates in Dargol and Balléyara increased monitoring and coordination of target schools. They are increasingly conducting community-based monitoring for inclusive and quality education. 34 (30 male; 4 female) educational personnel were trained in standards of inspection, monitoring, coordination and training on the use of computer tools made available to them through basic software. This represents an overachievement of 26.5%. This is due to the fact that the staff is made up of 33 people this year instead of 25 as planned. However, under **indicator 4.5.1. a**, 85% of target schools were inspected, supervised or monitored (as defined by set of effective inspection/monitoring/supervision indicators or criteria) one or more times in last school. Key achievements in Niger in 2019 include:

- Improvement of the educational monitoring of teachers in 16 schools, where the schools received at least four inspection visits during the school year;
- School visits are planned, all teachers have an observation book and receive individual instruction and the visits of the educational advisers are documented;
- Monthly visit reports are produced by the inspection and shared with the project team and there are improvements in administrative drafting and electronic archiving of inspection data.

## 2.2 Lessons learned

Several lessons learned are described in the above reporting. In SEAQE Sahel - Mali, an important experience has been with the computer training offered at two secondary schools. Although realizing this faced several challenges, the overall experience with the activity has been positive. The students showed high motivation, this is an unexpected opportunity for the students who live in unstable rural areas with no electricity. All targeted students completed the computer course, and 82% passed the test. SEAQE Sahel- Mali recommends applying computer training in the remaining secondary schools, and that e-learning should follow the model used in Niger with e-labs in schools and tablets for students to work on.

ETLE results and monitoring of SMC/PTA action plans have shown weaknesses in implementing the plans in Mali. Several factors contributed to this in 2019, such as domestic work and fieldwork as well as insecurity. The action plans they have developed will be reviewed together with the committees in 2020 so that they become more realistic. In a context of extreme insecurity, it is not realistic to have the desired results with the SMC/PTA actions that require financial resources through capacity building only. Therefore, SEAQE Sahel- Mali is also providing training on income-generating activities (IGAs) and establishing a monitoring calendar that may allow them to implement some activities and provide for the specific needs of some children in difficult situations.

Experiences with SEAQE Sahel - Niger show that when communities are trained and involved in development actions, they undertake activities that are beneficial on their own initiative. For instance, 345 of 584 defective desks at target schools were repaired using contributions from the community.

A total of eight elementary schools have e-learning and computer labs in Niger. It was decided to locate the computer lab facilities in high enrolment schools in order to bring the benefit of e-learning to a large number of students. This turned out not be a good decision, since each student was only allotted five minutes on the tablet per session. To overcome the challenge teachers used of their free time to help students with e-learning and computer skills.

In Niger all CSOs in the area were targeted to receive training on inclusive education. The result was that not all were interested or involved in education. It would have been better to identify only those NGOs and DPOs that already had a direct involvement in education so that the training would have been better targeted. ADRA Niger will use a more targeted and focussed approach to build capacity of fewer CSOs and especially those working in inclusive education.

Although provision of assistive devices and other relevant adapted materials was not included in the design of the program, ADRA Niger and ADRA Mali are working to address this gap. In Niger, a partnership with Atlas Alliance Consortium through the Together for Inclusion (TOFI) program, will enable better support for children with disabilities in classrooms, including providing teaching aids such as braille. SEAQE Sahel program will partner with TOFI in at least 10 schools and provide assistive devices and other learning materials and textbooks relevant for children with disabilities. ADRA Mali is also exploring alternative ways to strengthen education services for children with disabilities, despite difficulties in the context and accessibility of the area there is a need for assistive devices. In Mali, ADRA will form partnerships with organizations and service providers that have experience in working with

children with disabilities and explore possibilities for additional input for this target group, including assistive devices and adapted materials. In addition, ADRA Norway and its partners will include assistive devices and adapted materials in any future programming.

Applying all the principles and mechanisms of child protection has proven challenging for Head Teachers due to socio-cultural constraints, religion, illiteracy and ignorance of child rights in the community. To add to these challenges, the departure of one of the protection supervisors in 2019 in Mali contributed to the poor performance of the Head Teachers in indicator N of the ETLE assessment. In 2020, the program plans to train all the Head Teachers on the principles of child protection and to intensify the awareness sessions on child protection. This may strengthen the mechanism for reporting and managing complaints. Compared to the beginning of the intervention, an improvement is noted in all the Head Teachers. However, changing behaviour is a long-term process in all societies. To create more immediate results, SEAQE Sahel – Mali is extending awareness-raising and training activities on child protection to parents, teachers and the community leaders. ADRA Norway is doing regular close follow up on this.

## 2.3 Deviations and mitigation measures

### Out-of-school children

The MTR indicated that the program has been unable to offer sufficient support to out-of-school children. Recommendation 4 was to strengthen components for out-of-school children beyond tracking, and to provide them with an accelerated education programme that leads to reintegration in the official school system. In Mali, seven villages covered by SEAQE Sahel have centres that are set up to track and reintegrate children in school. In Niger, the program is cooperating with Strømme Foundation to support and reintegrate out-of-school children into schools using the “Speed School Approach”. However, the Strømme Foundation program only lasts for two years. To mitigate this, SEAQE Sahel plans intensive parent awareness through community structures, administrative authorities and local authorities, geared towards increasing enrolment rates.

Further support to out-of-school children needs strengthening in a follow-up program. The targets and budgets for this are small, and targets have already been exceeded through current partnerships and activities. Parties in Mali will explore establishing Speed Schools in the communities where SEAQE Sahel program is implemented. This will ensure that students who graduate from Speed Schools are re-integrated into SEAQE Sahel schools. ADRA Mali is also mapping other NGOs that provide education for out-of-schools children and will explore similar partnerships. In Niger, the program cannot establish new classes for out-of-school children due to funding restrictions, but ADRA Niger will explore the possibility to establish additional out-of-school children classes by partnering with the education department and/or other organizations. In addition, ADRA Niger will map other organizations who offer education for out-of-school children and explore partnerships.

There was some progress in engagement with CSOs in 2019, but there have also been deviations (see indicator 1.1.3 and output 1.2). The contribution of actors from civil society organizations is essential for an inclusive and equitable education. For better partnerships, it is necessary to evaluate the capacities by identifying the strengths and weaknesses of these organizations in order to prepare a capacity building plan according to the needs. An evaluation was planned for 2018 in Mali. The activity could not be carried out in 2018 because it was not budgeted for. This delay impacted all indicators related to civil society. Given the importance of CSOs, it is necessary to maintain and strengthen the partnership between the project and CSOs. The program will prioritize this aspect during 2020-2021.

### Risk Factors

Each ADRA partner in Mali and Niger has a risk register and updates the risk analysis quarterly for ADRA Norway's review. In risk management terms, the program aims to be risk aware but not risk averse. Procedures exist to control travel to and within countries, together with journey management, communication and security protocols, to help to make the working environment tolerably safe. Risk factors have increased considerably during 2019 for SEAQE Sahel. ADRA has still been able to implement activities due to strong relationships with community and leaders.

In Niger, there has been an increase in incidents by armed groups linked to Boko Haram, entering from Burkina Faso. During 2019, there was an increase in such incidents targeting schools and teachers. A state of emergency has been imposed since December 2018 in Tillabery and Gotheye due to terrorist threats. Project activities have been limited during day time and staff movements are limited as well. All travels are recommended to be done by



minimum two vehicles at a time and with police escort. ADRA Niger has therefore had an increase in safety and security-related expenses during 2019. ADRA Niger purchased a new vehicle for SEAQE Sahel to enable them to travel in convoy of at least two vehicles.

Northern and central parts of Mali are still unstable and armed groups have control of large areas. These regions are largely in-accessible from Bamako by road. ADRA Mali and ADRA Niger have put in place a security plan that is updated regularly. Close collaboration with OCHA to secure staff traveling to high-risk areas has been formalized.

In Niger, there was a break-in in the ADRA office during July 2019. ADRA Niger took measures by strengthening security protocols for visitors and updating security plan and SEAQE Sahel Risk Analysis. In addition, ADRA relocated to a new office premises, in a safer neighbourhood and more secured walls and surroundings.

In Mali, there has been a high turnover of staff in general due to security issues. In addition, the project has not been able to attract significant female staff for the same reasons. ADRA Mali has taken steps to offer better working conditions to its local staff by allowing them to work from Timbuctoo (where most of the local staffs are from) for a week each month. This has allowed them to spend less time in travel and more time with their families and still be able to complete their tasks.

All program locations in Mali and some in Niger are not accessible for ADRA Norway staff. Only one location in Balleyera, in Niger can be accessed with special permission by government authorities and increased security measures. During 2019, ADRA Norway developed a program risk management matrix for the Board of Directors. This includes updates on security, political, operational and programmatic risks. This interactive risk management update for all programs and projects managed through ADRA Norway is presented to the Board at each meeting (quarterly). This has resulted in greater engagement and feedback by the board to ADRA Norway's risk management processes. More information about risk analysis and management are presented in **annex 10**.

## 2.4 Unintended consequences and mitigation measures

SEAQE Sahel has been successful to date in increasing rates of enrolment and retention of marginalized children. Improvements in enrolment creates new challenges, and enrolment must be sustained. As enrolment rates increase, more teachers need to be recruited and trained to keep up with the growing demand. SEAQE Sahel has addressed this by hiring and providing remuneration for 30 volunteer teachers and is recruiting additional volunteer teachers. ADRA Mali partnered with the education department in Guarma Rhaus to develop minimum skills and qualifications as pre-conditions for selection of volunteer teachers. In addition, program staff trained them in inclusive education and pedagogy. ADRA Mali will advocate with the Ministry of Education to recruit and train more teachers. ADRA Niger will advocate with the Ministry of Education for the recruitment or transfer of more teachers in the areas of intervention to meet the increased demand. E-learning labs have included additional facilitators. These teachers have been provided by the education department with no additional cost to the program.

Respondents in the MTR in Niger and Mali did not describe unintended negative outcomes of the program. They were impressed with the speed with which the program implemented infrastructural changes by building classrooms, latrines and water wells. Responses from Niger included stories of community members taking initiative to build on the program. Education authorities and ADRA Niger were impressed to see SMC members raise money and chip in from their salaries to build homes for teachers. Several villages raised money in their communities to repair and build school desks and benches as well as to maintain school gardens. Parents in SMCs, PTAs or AMEs reported taking on responsibilities to keep schools and latrines clean.<sup>10</sup>

## 2.5 Cross-cutting issues

### 2.5.1 Anti-corruption

As the contract holder with Norad, ADRA Norway is continuing to work on refining its overall risk management system. During 2019, ADRA Norway developed a program risk management matrix for the Board of Directors, which includes financial risks (see Section 2.2). ADRA Norway has developed a risk analysis process for fraud and corruption to ensure that controls are in place to manage risks, including a risk statement, risk analysis, risk mitigation and monitoring. Regular monitoring trips to each country are carried out by program and finance staff to ensure that

<sup>10</sup> SEAQE Sahel MTR, p. 37 – p. 39.

internal controls are being followed. Given the risk of robbery, project staff avoid as much as possible to carry funds physically. ADRA has created a network of contacts in villages of the zone to indicate any suspicious activity.

Corruption risks are mitigated by management and monitoring by ADRA Norway. The contracts between ADRA Norway and partners include Norad's compliance standards including Annex III Procurement. Each of the local partner offices have management systems in place to ensure transparency in activities. ADRA Norway monitors adherence to financial guidelines through quarterly financial reports, quarterly Risk Analysis Reports and annual compliance audits for each country program. In addition, financial monitoring visits by ADRA Norway's Controller have taken place during 2019. ADRA Norway has built the capacity of its staff by training on financial management and anti-corruption, and has included this in capacity-building in SEAQE Sahel partners. Annual partnership meetings have emphasized zero tolerance for fraud and mismanagement and understanding of whistleblowing as well as training on financial and programmatic compliance.

With regards to SEAQE Sahel partners, ADRA has maintained a clear position against bribes. All partners now have updated fraud, whistleblowing and complaints policies and practices. ADRA employees are required to report corruption or extortion that they face. Routine joint monitoring across SEAQE Sahel partners has helped to eliminate possible corrupt practices. In procurements that exceed NOK 100,000, ADRA Norway oversees the entire procurement/tendering process, controls all supporting documents and approves prospect contractors before contracts are signed.

## 2.5.2 Environment and vulnerability to climate change

Before schools are built, SEAQE Sahel liaises with local authorities and communities to assess potential environmental and social impacts and develop mitigation measures to ensure that the final design is environmentally sustainable and sound. Particular areas of concern include: a contaminated water table from sewage systems, erosion from poorly planned infrastructure activities, or decimation of existing vegetation. Risks of natural disaster are also assessed and mitigated. In carrying out construction work, contractors are required to respect the environment. This means using no chemicals nor plastics likely to cause long-term or medium-term environmental damage. Construction work is to take into account local and national tree protection standards. SEAQE Sahel staff in Niger and Mali have not been trained on Disaster Risk Reduction (DRR)/resilience; however, through partnerships with other organizations, there is an emphasis on making schools safe, which includes measures taken by SMCs in school development plans to include DRR measures.

A resilience plan has been prepared and is being implemented in Mali. Teachers and principals have been trained on environmental education. The project is in partnership with the Department of Water and Sanitation as well as the forestry department in charge of the protection of the environment in Mali. For this reason, it is involved in all the activities relating to the physical environment, including tree planting and support to communities on planting trees in schools; energy saving cooking stoves for schools; solar systems in computer rooms of secondary schools and awareness on maintaining the infrastructure and support in hygiene and sanitation materials.

## 2.5.3 Human rights

### 2.5.3.1 Child Protection and Safeguarding

Child protection systems in Mali and Niger are weak and leave INGOs and staff facing complex dilemmas. SEAQE Sahel took significant steps in improving the capacity of staff, schools and communities to prevent and respond to safeguarding and child protection risks and uphold the rights of children. A Protection Consultant has been engaged to train the teams, develop systems, mechanisms and processes for child protection at programme and country office levels and provide advice, support and mentoring to teams on an ongoing basis. The aim is to improve the project's overall impact on the protection of child beneficiaries. In the MTR, stakeholders reported that the holistic approach to train all stakeholders in the community on child protection is leading to a stronger and more cohesive effort in the community to combat discrimination, child abuse and early marriage for girls. ETLE results from Mali and Niger show improvements in teachers' abilities to provide psychosocial support and detect cases of abuse or trauma. This section highlights key activities and achievements in 2019.

### Training and Capacity Building

According to respondents in the MTR in both countries, the trainings and workshops organized by SEAQE Sahel and offered to government officials, community leaders, teachers, parents, PTA/SMC/AME members and learners were vital in driving change around child protection. Key training and capacity-building on child protection and safeguarding in 2019 include:

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- 2.5-day child protection training for staff in Niamey in July, and 3.5-day child protection training for staff in Bamako in September 2019. The training covered childhood and the protective environment, child rights, child development, recognising abuse, confidentiality, handling child protection concerns, safe working practice, tackling corporal punishment and mainstreaming child protection in humanitarian work and self-care. Participants took pre- and post-training tests which showed an increase in knowledge of 59% in Niamey and 67% in Bamako.
- Both country teams undertook action-planning workshops which included SWOT analyses. These discussions informed the development of child protection action plans for each country. There are monthly action plan review meetings between the country office teams and the child protection consultant. The review meetings also provide an opportunity for ongoing mentoring and capacity building, and have proven successful in supporting staff to think critically about child protection issues and respond in contexts which are low on resources and have limited services for onward referral.
- Development of a Safeguarding and Child Protection training package for ADRA Mali and Niger staff, allowing the Child Protection Coordinators to roll out the training to the wider team and run refresher training at least every two years. The Child Protection Coordinator in Niger supported SOS Children's Villages to provide training to the new government mandated child protection committees.
- A series of awareness-raising campaigns on the consequences of early marriage have been held in the villages of Banikane, Sembe, Gaberi and Nana. The sessions were held accompanied by education stakeholders, including the mayors' office and the family and social welfare service. According to respondents in the MTR, these trainings are impacting attitudes on early marriage. Program staff in both countries described several examples of program staff, village elders, and teachers coming together to prevent or postpone the marriage of girls in primary school and to convince the parents to allow the girls to stay in school. According to respondents, this would not have been possible without the program interventions.<sup>11</sup>

### **Review and development of Child Protection policies in SEAQE Sahel**

ADRA Niger had a Child Protection policy which was updated with advice from the Child Protection consultant, and a Child Protection Policy for ADRA Mali was developed. The boards in both countries have now signed off these policies. The Child Protection Coordinators are providing briefings on the policies to their colleagues in early 2020. New hires are required to read the child protection policy and sign a commitment form. Internal child protection incident procedures and reports and forms for ADRA Mali and ADRA Niger have been developed. The procedure details the process staff should follow when they suspect that a child is being abused, either internally by a staff member or partner, or by an external person such as family or a community member. A child protection incident report template and case note forms are now in use.

### **Referral scoping and rules of procedure**

SEAQE Sahel is helping communities set up a rigorous mechanism to track, report and deal with cases of child abuse and neglect. The child protection coordinators in both Niger and Mali undertook referral scoping exercises for the purposes of collating the details of all agencies and institutions providing services to children and their families. These include the various local police departments, hospitals and clinics, local protection services, NGOs providing services to survivors of sexual violence, IGA activities for parents and carers and non-food items (NFIs), amongst others. This information will be shared with project affiliated schools to allow for direct referrals. Complaint management committees have been established at each school/community level and rules of procedure have been distributed in all schools.

### **Identifying and managing child protection cases**

The teams handled a small number of child protection cases during the latter part of 2019. These included 15 girls in Mali who were at risk of forced and early marriage. The team reported the cases to the local Mairies, education departments and police, and organised a joint response whereby they visited the families and communities to ensure awareness of the law, the rights of children and to identify possible solutions to the proposed early marriages. The ADRA Child Protection Coordinators then provided follow up support which saw six of the girls return to primary school and three of the girls enrolled in a secondary school and staying with members of their extended families during term time to allow them to attend. The remaining girls were unable to continue with their education due to lack of accessible secondary schools. However, the families have agreed to postpone the marriages until they are adults. ADRA Mali have raised their concerns about lack of available secondary schools via the local and national

<sup>11</sup> SEAQE Sahel MTR, p. 29 – 30.

Education Clusters and there is commitment from the government to build at least one new secondary school in the region as part of the reorganisation of Mali's departments.

### Monitoring and addressing corporal punishment

Fear of reprisals and lack of trust in unknown staff members posed a barrier to students reporting corporal punishment. Learnings from the challenges faced in preventing, identifying and responding to corporal punishment incidents in Niger and Mali have informed the development of a strategy for eradicating corporal punishment in all ADRA Norway programmes, including SEAQE Sahel. The strategy takes a holistic approach to the eradication of corporal punishment in schools which includes all stakeholders, including students, their families, schools and wider communities, and gives suggested activities to build support for the elimination of corporal punishment and the skills and knowledge required to implement positive discipline. ADRA International has shown significant interest in adopting this strategy across ADRA networks, which highlights the wider impact of the learnings in SEAQE Sahel. In line with the strategy, a tip sheet for teachers on implementing positive discipline was produced for use in training teachers.

Planned child protection activities for 2020 include:

- **Refine the strategy for improving the capacity of schools and communities on child protection.** This includes a programme of child protection capacity building interventions, including a standardised package of child protection training for delivery to schools, including teachers, head teachers, SMCs, PTAs and child protection committees. It involves working with schools to help them develop appropriate policies, processes, procedures and mechanisms and developing and delivering child protection training for child protection lead teachers.
- **Implementing the strategy for eliminating corporal punishment.** Taking the holistic approach outlined in the strategy, the programme will look to standardise and improve the training teachers receive on positive discipline, produce messaging for schools to display a zero tolerance towards corporal punishment, carry out activities to strengthen children's awareness of their rights, work with schools to develop whole school behaviour management policies and foster the support of local communities and their leaders in efforts to eradicate corporal punishment.

### 2.5.3.2 Child participation and inclusion

SEAQE Sahel Mali has organized two forums on inclusive education. Child participation in Mali is also encouraged through the development of Children's Government Action Plans and student participation in SMC meetings and in reforestation activities. School management bodies and the local youth office are raising awareness on inclusive education and tracking students with disabilities. SEAQE Sahel- Mali organized a training of 300 child government members (147 girls; 153 boys) on their roles and responsibilities, on participation in hygiene and sanitation, environmental protection, decision-making, planning of activities and promoting girls' schooling. ADRA Mali notes the functionality of children's government in all the schools supported and the involvement of students in school affairs such as health days, maintaining infrastructure, and managing computer rooms. ADRA Mali uses recommendations by child governments when they develop the work plan for the following year.

In Niger, SEAQE Sahel organizes quarterly focus groups discussions with child governments in all schools. These are formal meetings that offer child governments an opportunity to be involved regularly in planning, implementing and monitoring activities. These are opportunities for children to share any needs that are not yet met or any new activities they want to engage and need support. ADRA staff keep regular minutes of such meetings and use recommendations during planning for the next work plans.

Respondents in the MTR in Niger mentioned that the program used short skits during workshops and trainings to get the community to think about inclusive education and child protection. The skits demonstrate situations faced by children with disabilities, the challenges girls face in traditional communities, and other issues. Many said that due to these skits, children with disabilities are now being called by their names and not by their disabilities or differences.<sup>12</sup> Reports from the MTR showed that disability is viewed by most stakeholders from the perspective of a medical model approach to learners with disabilities, with a focus on solving an "impairment". Recommendation 5 in the MTR was to increase support for children with disabilities through teacher training, production and provision of assistive devices and adapted materials and continued construction of infrastructure to make learning environments inclusive.

<sup>12</sup> SEAQE Sahel MTR, p. 29.

ADRA staff are striving to promote a more social model by educating the community on the importance of accommodating the needs of learners with disabilities, including changing perceptions that exclude people with disabilities from full inclusion in the community. This is done by constructing ramps to classrooms and latrines, changing seating arrangements in the classrooms to accommodate learners hard-of-hearing or with visual impairments and encouraging the participation of learners with disabilities in learner councils. SEAQE Sahel is already providing training for teachers and Head Teachers on inclusive education. In both countries, SEAQE Sahel disaggregates all data on children with disabilities. Disability data references both the domain and level of difficulty experienced by beneficiaries. SEAQE Sahel Niger enrolled 229 children with disabilities (128 boys and 101 girls), compared to a target of 46 children with disabilities during 2019.

The SEAQE Sahel project will in 2020 and 2021 do more for inclusion of children with mental disabilities. The measures will include capacity building for teachers and Head Teachers on identifying the most common learning disabilities, and how to address disabilities and common learning disabilities with sensitivity and responsibility for the diversion and multiplicity of pupils. Advocacy on the rights of people with disabilities, also the rights of children with mental disabilities, and strengthening the cooperation between primary schools and secondary schools to ensure the continuation of education also for vulnerable groups will be a priority. Parents will also receive more training on how they can support their children's education.

#### 2.5.4 Women's rights and gender equality

SEAQE Sahel seeks to be gender sensitive and gender transformative at all levels. Gender is a key element in constructing gender-separated latrines; establishing AMEs and educating its members on inclusive education and child protection practices; conducting trainings among teachers to promote equality in the classroom; and encouraging girls' attendance by giving gifts to their families. ADRA's MEAL plan collects all information with as much disaggregation as possible, and SEAQE Sahel mainstreams gender by collecting disaggregated data on gender in addition to age and disabilities for all relevant indicators.

The project has made significant progress in enrolment of girls and enrolling out-of-school girls. While the target was for 5,229 girls to have enrolled by the end of 2019, a total of 7,318 girls were enrolled (3,508 in Mali and 3,810 in Niger). SEAQE has also made significant progress when it comes to supporting out-of-school girls to enrol in school, with 46 girls enrolled in Mali and 242 girls enrolled in Niger in 2019. Gender-segregated latrines contribute to retention of girls in school. In Niger vulnerable girls are encouraged to continue education by receiving goats that bring income to the family.

The distribution of learning materials is equitable. By the end of 2019, 7,077 students (3,575 boys; 3,502 girls) were provided with learning materials in Mali and 6,278 were provided with learning materials in Niger (3,226 boys; 3,052 girls). While the level of girls completing primary education in Niger has increased from 2018 to 2019, it has dropped in Mali mainly due to insecurity keeping girls from sitting for exams and absence of stable teaching. ADRA will work to find ways to overcome these barriers.

Mali's education policy emphasizes equal access to quality education for girls and boys. Still, at the beginning of the project in Mali, most of the education actors did not attach importance to gender. Awareness-raising is bearing fruits. Out of 30 teachers recruited, 6 were female (20%). In total, 24 of the 111 teachers in the schools in SEAQE Mali are female. In the SMCs, 88 of 337 members are female. In AMEs, 111 of 113 members are female. Among EPAs, 12 of 58 members are female.

The project team in Mali did not receive training on gender although this was part of the capacity-building plan. Still, particular attention is paid to gender in project implementation, including girls' schooling and gender parity in sensitization and meetings. SEAQE Sahel- Mali has held forums and supported regional and national actors to advance this goal. Key activities where gender was a key aspect in 2019 include:

- Consultation sessions to combat early marriage and the retention of children at home for domestic work (January to March);
- Construction and rehabilitation of classrooms and provision of school supplies (June, July and August);
- Recruitment in quality, training and motivation of teachers (August and September);
- Training of SMCs on their roles and responsibilities (January, February and March);
- Harmonization of partner interventions in schools (January to December).

Further to this, girls enrolled in SEAQE Sahel – Mali schools were encouraged to continue their schooling beyond primary school and received incentive gifts (114 girls and their mothers in 17 schools). Beneficiaries were identified through their results from 6<sup>th</sup> grade, and the girls are monitored in the 7<sup>th</sup> grade. The incentive package included geometry kits, French books, math books, English books, pens, soap and cloth.

SEAQE Sahel- Niger held a training by a facilitator from Babcock University on gender and leadership, conflict management and communication strategies. The project also held a caravan on inclusive education and schooling for young girls, and promoted the participation of girls in school government. AMEs have been revitalized and are actively involved in the project. Further to this, the project has carried out awareness campaigns on literacy in the community. The distribution of learning materials has contributed to the significant enrolment of girls and children with disabilities. Recruitment has taken into account gender and child protection. A challenge is that women rarely are applying for the teaching jobs. Latrine construction takes into account gender through separating girls' and boys' latrines. Training of SEAQE Niger staff held in November by ADRA Norway helped to take gender into account in data collection on children and teachers the following month.

In the MTR, respondents in both countries underlined the importance of how the program has empowered women to become involved in the education process. Due to AMEs, literacy circles and trainings mothers receive, women in SEAQE Sahel communities reported a sense of ownership over education and their lives. Women have been instrumental in initiating and implementing income-generating activities and maintaining schools.<sup>13</sup> Stakeholders in MTR agreed that nearly every program activity includes a component that aims to eliminate gender inequalities in the school environment. Several teachers in both countries reported that girls are more motivated and shows better performance than boys. ADRA program staff in both countries stressed that the child protection component focuses heavily on girls. Still, the MTR shows that more work needs to be done on gender mainstreaming, and this will be emphasized in Year 4 and 5 of SEAQE Sahel.

## 2.6 Cost efficiency on output level

Cost efficiency is a key guiding principle for all procurements and activities of SEAQE Sahel. This involves evaluating bids and choosing constructors that deliver quality with reasonable pricing. SEAQE Sahel seeks to purchase materials and equipment locally where possible to reduce costs and assist the local economy. SEAQE Sahel uses a system of training of trainers whereby PTAs and SMCs are trained by experienced trainers on school management and education issues. A cascading approach is used, whereby PTAs and SMCS train other parents and the community at large. Further to this, SEAQE Sahel works to engage school staff, parents and communities to mobilise resources. This includes communities maintaining and improving education structures and supporting teachers on getting all children into school.

The MTR analysed cost efficiencies based on program data. Cost-efficiency analysis provides a measure of operational efficiency and compares the cost inputs to the program unit outputs (see Annex II to the MTR). Although MTR respondents stated that the programme had provided Value for Money (VfM), cost and output data were not sufficiently reported to draw any conclusions or recommendations from the cost-efficiency analysis. Overall, there was inadequate data to draw conclusions or recommendations from the cost-efficiency analysis, and for the majority of output indicators, cost efficiency could not be indicated. Because SEAQE Sahel reported cost data at the output level but not the output indicator level, it was not possible to discern what proportion of output-level costs were attributed to a specific output indicator. Also, in many cases, SEAQE Sahel had not reported any output actuals at the time of analysis, or the indicator could not be considered as a denominator. Thus, where cost efficiencies are presented, they are likely highly overestimated. The MTR recommended that SEAQE Sahel should ensure that cost data is captured at the output indicator level.<sup>14</sup>

## 3 Results monitoring and evaluations

<sup>13</sup> SEAQE Sahel MTR, p. 53.

<sup>14</sup> SEAQE Sahel MTR, p. 42 – 43.

### 3.1 Regular monitoring and data quality assurance

Both ADRA Mali and ADRA Niger have been collecting regular monitoring data, in relation to indicators in the logframe, other activities and cost data. Both offices have, in addition, conducted activities to do with double-checking data already collected, including visits to educational institutions.

Furthermore, work has been conducted on verification and quality assurance of data. As already reported in the annual report for 2018, meetings held in both Bamako and Niamey, where ADRA Norway's MEAL Advisor joined the local teams, in order to verify and quality assure the data collected for 2018. Similar work was done (without physically meeting) in March and April 2020 for data from 2019. At these meetings, databases were studied carefully, original data was consulted, and additional data collected, where needed. This work means that the reliability and validity of the data in this report and the attached logframe are significantly greater than they would otherwise have been. It means that we can uphold the high quality of our data, as was highlighted in *The Office of the Auditor General's investigation of information on the results of education aid* in 2019.

### 3.2 Mid-term review

In October 2019, ADRA Norway contracted the consultancy company School-to-School International (STS) to conduct a mid-term review (MTR) of the SEAQE Sahel program. The MTR assesses progress and achievements of SEAQE Sahel at the program's midpoint. SEAQE Sahel sought to learn about the process, impact, efficiency, sustainability and replicability of the program. The MTR responds to 13 research questions. ADRA Mali and ADRA Niger staff, trained by STS, collected primary qualitative data through key informant interviews (KIs) and focus group discussions (FGDs) with stakeholders in both countries. ADRA Norway provided STS with additional data sources, including cost and program data; Effective Teaching and Learning Environment Assessment (ETLE) tool data; and reports from the PASEC (*Programme d'analyse des systèmes éducatifs de la CONFEMEN (Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie)*) tests, which were funded by SEAQE Sahel and conducted by relevant ministries in both Mali and Niger.

The MTR found that the program's holistic approach has had impact on schools and communities by promoting equality, inclusive education and child protection principles. In turn, this has opened opportunities for more marginalised children to access basic education. Stakeholders believe improvements to school infrastructure, capacity-building activities for education actors and trainings on inclusive education, equality and child protection have been the most effective. A strong link was also established between empowering leaders in the community—such as members of parent-teacher associations (PTAs) and school-management committees (SMCs) and women—and changing perceptions and practices surrounding the education of marginalised children—including girls, learners with disabilities and children living in poverty.

The MTR gave 13 recommendations to SEAQE Sahel to consider as the programme carries out its activities. Three key recommendations are included below, together with the Management Response. In addition to the references in this report, see the attached MTR and Management response in **Annexes 11-12**.

MTR recommendations	Management Response
1. Recruit and train more teachers to accommodate the growing rates of learner enrolment and maintain quality of education.	<b>In Mali and Niger</b> , the recruitment and payment of teachers is the responsibility of the government; however, ADRA Niger will advocate to the Ministry of Education to recruit and train more teachers to meet the increased demand. In Niger, the project team in collaboration with the Ministry of Education will provide capacity building on inclusion and quality education to the additional new teachers.
2. Establish a clear system of support and feedback to engage local ADRA programme staff in the decision-making on programme activities. Increase transparency of decision-making.	<b>In Mali</b> , ADRA will organize regular program review meetings with key stakeholders, to improve communication and find solutions to project challenges. ADRA Norway, will monitor these activities to ensure increased accountability to staff, communities and other stakeholders.  <b>In Niger</b> , ADRA will increase frequency of meetings between program staff and administration staff to discuss progress and consult about key decisions that affect implementation. This will improve transparency in decision-making process, through clear communication protocols and practices. ADRA will also ensure more sensitization of communities and PTA/SMCs on the use of complaint and feedback mechanisms.



3. Investigate misalignment between MTR respondents' perceptions of activities and outcomes and SEAQE Sahel logframe.	ADRA Norway's MEAL and Education Advisors will work with ADRA Niger and ADRA Mali staff to ensure that there is alignment of results and progress with stakeholder's expectations and perceptions about the program. This will be done during partnership workshops, once a year and during monitoring visits. In addition, ADRA Norway is working on a new electronic MEAL system, to be used for the next project agreement starting 2022. This will ensure up-to-date data at any time for all indicators. In <b>Mali</b> , ADRA will organize awareness-raising meetings to further explain the project activities to beneficiaries. In <b>Niger</b> , ADRA will organize consultation meetings with communities to take stock of progress and clarify expectations and feedback by community and other key stakeholders.
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### 3.3 E-learning laboratory evaluation

ADRA Niger conducted a small evaluation of the two-existing e-labs during 2019. At the end of 2019, ADRA Norway began discussions with the Fafo research institute about having a full-fledged evaluation of the e-labs. This work continued in 2020, with an agreement to start evaluating the labs once possible, taking the Covid-19 situation into account.

### 3.4 Organisational and programmatic assessment

In September 2019, ADRA Norway staff conducted a programmatic capacity assessment of ADRA Mali and in January 2020, a programmatic capacity assessment of ADRA Niger. In addition, we conducted a mid-term organisation assessment of ADRA Niger and ADRA Mali in spring 2020. A programmatic assessment tools adapted from BOND, and CORE assessment tool from ADRA International were used to assess organizational capacities. The same tools were used during the baseline and we wanted to compare any progress using the same methodology and indicators. The programmatic assessments were conducted during monitoring trips doing on-site verification of documentations, processes, policies and practices. The CORE assessment was conducted through a desk review and interaction with ADRA Niger and ADRA Mali key staff. ADRA Norway uses this comprehensive assessment to track changes in the partner organisation's capacity over time. Here are the results of both organizational and programmatic assessments:

Organization	ADRA Mali			ADRA Niger		
Assessment	Baseline	Mid-term Milestone	Actual	Baseline	Mid-term Milestone	Actual
Programmatic Assessment	1.6 (of 5)	2.1	2.2 (of 5)	1.4 (of 5)	1.9	2.4 (of 5)
CORE Assessment	1.6 (of 3)	2.1	2.4 (of 3)	1.1 (of 3)	1.6	2.2 (of 3)

ADRA Mali demonstrates an increase of 0.8 score in organizational (2.4 of 3) and 0.6 score in technical (2.2 of 5) capacity assessments in overall during the mid-term review compared to baseline. ADRA Niger demonstrates an increase of 1.1 score in organizational (2.2 of 3) compared to a target of 0.5 and 1 score in technical (2.4 of 5) capacity assessments compared to a target of 0.5 in overall during the mid-term review compared to baseline.

### 3.5 Accountability

In **Mali**, ADRA organized meetings with key stakeholders, where they shared information on the program, the implementation of activities, and the results achieved. They also discussed the involvement of actors in program activities. At these meetings meeting, participants included the CAP, AMEs, PTAs, SMCs and pupils' associations. In **Niger**, the planning of activities, through the detailed implementation plans, was carried out with the participation of the inspections and teaching staff. Moreover, ADRA organized meetings with key beneficiaries, where the latter were interviewed about their views of the program, and information about implemented activities was shared with them. These meetings included pupils, teachers, head teachers, student councils, the inspections, AMEs, PTAs, SMCs and political and administrative authorities. Finally, mechanisms have been developed for beneficiaries, stakeholders and communities to voice their concerns and make complaints.

In 2019, the international ADRA network, through its expert group on MEAL (MEAL Technical Learning Lab, of which ADRA Norway has the co-chair and ADRA Niger has one member) began working on a package of guidelines and tools for accountability to beneficiaries, as well as indicators to measure the level of achievement. After the whole

package is finalized in June 2020, it is planned to be implemented in SEAQE Sahel, to strengthen the accountability work further.

## 4 Financial Reporting

Find attached in annexes 1-4 the financial report including a comparison of actuals against budget for the period 2017-2019.

### Date and attestation

I am authorised to enter into legally binding agreements on behalf of the grant recipient and attest that to the best of my knowledge and belief the information given in this report is correct.

Date: 05.06.2020



\_\_\_\_\_  
Name/signature/electronic signature

Title: Programs Director

### Annexes

- Annex 1: Consolidated Expense Report Including Deviation Comments
- Annex 2: Financial Statements
- Annex 3: Audit Report
- Annex 4: Management Letter
- Annex 5: Example of Results at Outcome Level
- Annex 6: SEAQE Sahel Results Framework with 2017-19 data
- Annex 7: ETLE Monitoring Tool 2019
- Annex 8: ADRA Niger Programmatic and Organizational Assessment
- Annex 9: ADRA Mali Programmatic and Organizational Assessment
- Annex 10: Risk Analysis
- Annex 11: Mid-Term Review Report
- Annex 12: Management Response to Mid-Term Review Report