

SEAQE SAHEL

2018 ANNUAL REPORT

Strengthening
Equity
Access and
Quality
In Education



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LIST OF ABBREVIATIONS

AAL: ADRA Accreditation and Licensing

ADRA: Adventist Development and Relief Agency

AMSS: Association Malienne Pour La Survie au Sahel

CAP: Centre d'animation pédagogique (Educational Activity Centre)

Ci: Core indicator (Norad)

CSO: Civil society organization

ETLE: Effective Teaching and Learning Environment

F/M: Female/male

HT: Head teacher

ICT: Information and Communications Technology

MEAL: Monitoring, Evaluation, Accountability and Learning

NGO: Non-governmental organization

NRC: Norwegian Refugee Council

PTA: Parent—Teacher Association

SEAQE Sahel: Strengthening, Equity, Access and Equity in Education in Sahel

SMC: School Management Committee

TOT: Training of trainers

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund



Executive Summary

In the harsh environment of remote regions in Mali and Niger, thousands of children and their communities are fighting to reclaim their right to quality education for ALL including children with disabilities. As UNICEF reports below the situation is daunting and year after year thousands of children enter adulthood without the skills and knowledge necessary to break out of poverty and reach their full potential.

The design has elements of infrastructure such as construction and rehabilitation of classrooms, latrines and water points, training and equipping civil society surrounding the schools with support from the community and last but not least, a deliberate and intentional effort to introduce and implement an inclusive approach to education for the most marginalized children. In this category fall children with disabilities, mental or physical, children who for various reasons have fallen out of the formal education system and need to be reintegrated back to the proper grade for age and will also target students who failed to graduate from primary school at the alarming rate of more than 50%. UNICEF Mali and UNICEF Niger highlight the situation in their following comments:

“Despite sustained increase in enrolment rates in primary school, the quality of education is unsatisfactory as the achievement rate is as low as 54 per cent for boys, 44.8 per cent for girls. This poor quality of education is further compromised by the high student/teacher ratio, the scarcity of textbooks and the large proportion of unqualified teachers.” (Unicef Mali)

“Education offers children a ladder out of poverty and a path to a promising future. Nonetheless, education levels remain exceptionally low. The preschool enrolment rate is just 7 per cent. Over 50 per cent of children aged 7-16 are not in school. Geographic gaps in school coverage and poor retention rates remain unaddressed, quality has worsened, and inequities have deepened, with the poorest and rural children least likely to attend school.

Fewer than 8 per cent of children at the end of primary school have acquired acceptable literacy and numeracy skills. Just one third of contractual teachers demonstrated acceptable competency levels in 2017.” Unicef Niger

The ADRA teams in partnership with communities and the state aim to reverse the situation for thousands of children and their families. The project teams on the ground have already achieved or exceeded many of the targets set for the end of 2018 working through insecurity, harsh weather conditions and just the sheer logistics of reaching 45 schools in remote areas. While the targets in infrastructure have been reached some of the targets have been a challenge especially in the area of community mobilization, raising the educational standards and introducing innovative technology. As the baseline survey conducted in the beginning of 2018 shows, certain of the activities introduced by the project have never taken place before in these communities and the stakeholders need time to embrace new levels of engagement towards improving the education of their children.

INTRODUCTION

The 2018 annual report for SEAQE Sahel has as its primary objective to present the progress of the implementation of the project: **“SEAQE Sahel, Strengthening Equity, Access and Quality in Education.”**

This five-year program is financed by NORAD and implemented by ADRA Norway in collaboration with the two national offices of ADRA Mali and ADRA Niger. The implementation began in September 2017 and will continue for until 2021.

The goal of SEAQE Sahel is to increase sustainable, inclusive and equitable access to quality primary education in some of the most remote areas of Mali and Niger. In these areas children have been marginalized and have experience discrimination on the basis of their gender and disability. This situation is very familiar when children living in poverty and among them children with additional special needs, are neglected. If we take the case of Mali, UNESCO reports that the adult literacy rate is only 33.07%. This figure disaggregated shows that the male literacy rate is 45.07% but for females is 22.2%, showing a big gap between the sexes. Comparing with other neighboring states the literacy rate in Mali is very low and has dropped more in recent years. Youth (15-24 years) literacy rate is an indicator of the quality of education, and Mali is having one of the lowest young literacy rates in the world.

As evidenced in the body of the report, the start-up of SEAQE Sahel in the two countries has been on target for the most part and is providing a number of lessons for the implementing teams and their partners as they move into the next year. As the project continues towards the mid-term point, several more results have been achieved in the beginning of 2019 which would be accounted for in next year's report. At the same time attention is given to the challenges presented during the first year. Reference to these is given within each indicator of the country level results presentation. What some results show for example, is that it takes time to mobilize the communities on a number of changes that are introduced. Some challenges are of a practical consideration, such as the children not been available due to house-chores or safety considerations and sometimes the reasons are more linked to traditional social notions of for example the position of the girl child and how an investment in her education will pay off in the future. ADRA and the teams on the ground understand well that the phenomenon that half of the country's children do not receive quality education at such an alarming rate cannot be oversimplified. It is evident through research that even illiterate parents, when they are asked what they want most for the children is to be healthy and to receive a quality education. ADRA is in place to make this a reality.

Several activities aim to increase the capacity of existing support structures promoted by the government such as parent-teacher associations and groups of mothers that come together with the purpose of supporting the school. The innovative SEAQE Sahel design with an education focus, aims to work across the two countries to strengthen the capacity of the limited state provision and cater to the educational needs of more than 15,000 students in the target areas.

Since the beginning of the project in October 2017, several communities across the targeted remote areas of Mali and Niger are beginning to see the benefits of brand-new classrooms, clean drinking water, proper gender-sensitive latrines and teachers equipped with fresh knowledge and motivation about providing one of the greatest services for the development of human capital.

GRANT INFORMATION

Name of grant recipient:	ADRA Norge
Agreement number:	GLO-3768 RAF-17/0046
Agreement period:	2017 - 2021
Report for year:	2018

The overall objective of SEAQE Sahel project is:

“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 within quality and inclusive basic education and demonstrate relevant learning outcomes will.”

THEORY OF CHANGE

SEAQE Sahel, was designed based on three fundamental operational concepts which are in alignment with the SDG 4 and in alignment with what is considered to be some of the best practices in education and development today. The first concept is **access**. Millions of children today especially in sub-Saharan Africa do not have access to any form of education for a variety of reasons. Innovative concepts have been developed to provide formal, non-formal, accelerated programs and in a variety of ways address the context in which these children live. The success of these programs varies depending on the context and circumstances however, the sheer task of meeting the demand when almost half the population of the nation is so young is daunting.

The concept of access brings us to the concept of **equity**. Communities and families need to work together to increase the level of access to **all** children as a human right including children with special circumstances such as disabilities, engulfed in child labor or war, refugee or displaced children or marginalized due to their gender, ethnic origin, religion or any other circumstance that limits their ability to access education with particular attention paid to the special needs that have marginalized children to begin with. The key concept here is to increase access with equity with particular consideration to marginalized groups.

Access with equity will not be enough until the issue of **quality** of education is also addressed. In Mali and Niger about half the children never complete primary school due to factors such as unqualified teachers, inadequate facilities, lack of textbooks and other resources necessary to create a thriving educational environment. The end goal of preparing the young generation of children to bring their nation the next level of economic development is undermined by physically attending school while in reality there is no quality in their learning outcomes. Training for teachers is a key component of this project without which the outcome of reaching the appropriate standard in reading, writing and arithmetic will never be undermined.

The fourth parameter, albeit a significant one, in the theory of change is the dimension of inclusion. For ADRA and SEAQE Sahel, Inclusive education has been defined by as meeting the learning needs of all children, particularly those who are marginalized because of their gender, disability, ethnicity and language, location and economic or social status. In each of the SEAQE Sahel countries, we have targeted disabled children and girls in our inclusive approach as they are amongst the most vulnerable and often excluded from school. Inclusive education is an area of real added value for ADRA local partners as ADRA Norway has a high level of expertise and few other organizations are working in this area. Local and state authorities continue to be interested in this area, particularly as SEAQE Sahel countries have a disproportionate incidence of disability due to conflict-related physical and psychological harm.

A whole-school approach to special educational needs should reflect the commitment to the inclusion of pupils with special educational needs in mainstream schools. Schools with strong inclusive cultures are characterized by:

- A positive ethos and learning environment whereby all pupils, including children with disabilities, feel welcome and experience a sense of community and belonging.
- An emphasis on promoting pupils' participation and active engagement in their learning and in the life of the school.
- A commitment to developing pupils' academic, social, emotional and independent living skills.
- A focus on high aspirations and on improving outcomes for all pupils.

The definition of marginalized children is broadly used in the context of SEAQE Sahel to highlight a combination of factors which together compound hardship on the child and to the whole family unit. Extreme poverty, climatic conditions such as drought and extreme heat, as well as the existence of conflict and anxiety around security, are all factors that even within the national context of Mali and Niger, render the targeted population as marginalized. Within that vulnerable population of children and their families there is an even more vulnerable sub-set. **The neglected world of children with disabilities and special needs.** The SEAQE Sahel project has deliberately targeted children who live within the community in a very challenging existence of neglect and disregard for their needs as well as failing to explore the potential that these children have. Inclusive education has been proven to play a critical role for the well-being of children with special needs and in a broader sense the marginalized child in general. The logic in the design of this project, what we call, it's theory of change, is that effective activities to promote and implement inclusive education will result into the integration of marginalized children into their communities and open up future opportunities to ensure the right to participation in the prosperity of their societies.

An anticipated and intentionally pursued outcome of the project is to develop and integrate effective educational tools to address the diverse needs of children with disabilities. Bringing these children into a learning environment is already a significant outcome towards their protection, and psychological well-being. The body of the report shows how a multifaceted approach towards education caters not only to the learning needs of the children but interacts with elements of protection, water and sanitation, the environment and deeply entrenched norms related to gender

and identity. These cross-cutting themes will be presented later in the report. Some of the results for the full first year of implementation are presented in the executive summary but in the next chapters below each one of indicators will be presented and explained together with challenges and lessons learned.

The SEAQE Sahel model is comprehensive in utilizing a set of tools and approaches which involve the entire community and stakeholders that affect children's education today in Mali and Niger. Working on the systemic issues all the way to enrolling children with disabilities is an end to end approach which has the potential to scale up impacting the delivery of education at the regional and national levels.

Presentation of SEAQE Sahel results FOR 2018

In the next section of the report, we share detailed information on planned activities, targets, achievements and challenges. All indicators from the **Monitoring, Evaluation, Accountability and Learning (MEAL)** plan are presented with results against targets which show the progress of implementation. Baseline information is also included to demonstrate the cumulative degree of change for each indicator. A brief narrative will provide some analysis and context in most cases. Initially **let us** look at some of the key results of the project for both Mali and Niger.

KEY RESULTS

Before we present the movement of each indicator in detail, below are some of the key results of the project in the 12 months of 2018.

- **The completion rate** in primary schools has exceeded our targets reaching high levels of graduation of children with disabilities. In Mali the target of the indicator is 47%. For the 23 schools, the success rate is 53%; **53%** for boys and **53%** for girls. For students with disabilities the rate is 100%.
- **Creating access.** In the context where so many children never enroll in school, drop out early or do not graduate, inclusion of children with special needs may be perceived as a non-priority. However, our experience here is that inclusion of children with disabilities with the provision of certain accommodations put in place, is a notion that has been quickly embraced by the community under the encouragement of our staff on the ground. Specific infrastructure provisions such as ramps and other accommodations for disabled children have increased their participation, their safety and ultimately their success.
- **Out of school children have re-enrolled into primary school.** In Mali 131 boys and 99 girls were supported to enroll in schools. **In** Niger 376 out of school children (191 boys and 185 girls) supported to enroll into schools (805 cumulative, of which 432 boys and 373 girls). **In** terms of regular school enrollment there has also been an increase as the approach supported by the project is encouraging parents to send their kids to school. Accelerated catch-up programs run by **NRC** and Strømme foundation work in collaboration with SEAQE Sahel to leverage each other's resources and achieve over-lapping objectives ensuring that no child is left without the proper opportunity to learn according to their age and eventually catch up with her peers at the appropriate class level.
- **Construction of 12 classrooms and rehabilitation of another 42 classrooms** in Mali. In Niger 20 more classrooms were constructed and two new computer labs were completed in January of 2019. **The cumulative target of the indicator for 2017 and 2018 for Mali was 15**

classrooms built or rehabilitated which was exceeded. This is significant for the project as the link between appropriate educational facilities and academic achievement has been established in research and literature for a long time. The previous state of many classrooms was one where the children were sitting on the floor or in crowded desks with feet on the dirt and over their heads just a thatched roof providing minimal protection from the sun, the rain and the desert dust. SEAQE Sahel-built or rehabilitated classrooms according to the standards of the Ministry of Education.

- **Thousands of school kits, books and other supplies enable children's academic achievement.** The target of the **learning materials** indicator for **Mali in** 2018 is 6.429 (3.857 boys and 2.572 girls). Pupils from the 23 primary schools benefited in early 2018 from the school year 2017-2018 of school kits, in November 2018 for the school year 2018-2019. It is difficult to believe at times that simple things like school supplies could prevent a child from receiving a basic education. However, this is a real challenge a lot of children face in Mali and Niger. Additionally, **4.795** solar lamps have been distributed **in Mali**. The lamps are increasing the hours in which the children can study.
- **Over 200 environmentally friendly latrines are operational around the school areas.** Gender, the environment and child protection considerations have informed the decision-making on what type of latrine construction, the distance from the main school building and proximity to the water table. This provision is accompanied by training on hygiene practice for hundreds of pupils and their families.
- **The project is initiating forums** to empower the existing school support system and create vertical and horizontal linkages with all stakeholders. Some initial resistance and skepticism are slowly overcome through continued awareness sessions from the importance of education in general to the concept of inclusion for every child and even challenging social norms on gender by safe-guarding. Affecting social norms which are deeply entrenched on the basis of tradition or other ideological background is a long-term task, but we already see signs of openness to *change*.

CHALLENGES

During the first 15 months of implementation SEAQE has encountered a number of challenges and external threats which our team on the ground is tackling in a number of ways in order to mitigate the negative impact on the communities, the pupils and the success of our project.

1. **A/ poverty:** Niger and Mali, unlike other West African countries, face entrenched poverty, poor governance and chronic food insecurity exacerbated by rising food prices, land drought and conflict.
2. **B/ low level of education systems:** The Ministry of education suffers from inadequate funds, poor coordination and confusion about roles and responsibilities at each level of the system. Such circumstances lead to mismanagement, low technical expertise and fragmentation of formal and non-formal education services. Currently multiple ministries are in charge of education/training and this situation reflects in confusion at the level of roles and responsibilities.

3. **C/ Lack of qualified teachers:** An important number of teachers have never attained formal education on teaching as a teacher. As a result, the need for qualified teachers is largely unmet in both countries. According to the Ministry of primary education in Niger on the 72,000 primary teachers, 11.5% are without qualification for teaching and must increase their capacity through training. According to the Department, there are requirements for teacher training, infrastructure (classrooms, latrines and boreholes) and equipment, which are however not fulfilled.
4. **D/ Lack of basic supplies in school.** This is a big problem which makes education very difficult basic furniture in the classroom this desks and chairs are missing as well as textbooks and school supplies in general. As earlier reported in the key results the project has distributed thousands of the Xbox in case supplies do the schools that are supported by address.
5. **E/ the lack of electricity in schools:** there is scarce electricity in the schools and especially the schools which at are located on our intervention areas. This situation means that students cannot do their homework after dark. This is an obstacle as well to the literacy program of parents which must take place in schools through evening classes.
6. **G/ poverty of parents and social norms:** parents may give no consideration and no support for the schooling of children especially the girl-child. They are rather concerned about the everyday life and prefer that their children help them in the fields and housework. These kind of situations of extreme poverty compounded by persistent customs and social norms continue to weigh on the schooling of girls and choices their guardians make.
7. **H/ lack or difficult access to** one of the main problems is the lack of water points in rural schools. Parents are obliged to mobilize each morning to supply the school with water and in some schools, it is the students who do this task by taking risks around open wells. In many locations even after wells are dug, there was no guarantee that there will be sufficient water flow and the quality of water will be meeting standards.

SEAQE Sahel MALI - Detailed Implementation Results

COUNTRY CONTEXT



Mali is a land-locked country located in the extremely hot, dust-laden Sahara Desert and the central Sahel zone on the Sudano-Sahelian part of West Africa with an area of 1,241,238 km². Languages are French, Bambara (Bamanankan), Mande. Religion: 90% Muslims, 10% Christians and animists. With a population of 14,694,565 the growth rate is 3.6% with 2,800,000 children are under five. These numbers are quite relevant in the context of education. The very young population which is rapidly growing while education provision

struggles to keep pace with the growth, the promotion of native language education, poverty levels, distance and the environment are all the factors that influence a project like SEAQE Sahel.

EDUCATION CONTEXT IN MALI

Mali has one of the highest adult illiteracy rates in the world with 52% of the male and 66.8% of the female population being illiterate. Education is free and compulsory for all children between 7 and 16 years old, however, only 71% of the boys and 51% of the girls in urban areas are enrolled in school as families are unable to afford uniforms, books or school supplies. The lack of schools and qualified teachers in rural areas presents a major problem in Mali's educational system. In 2003 only 36% of the students completed primary school, most of them dropping out around 12 years old. The quality of education is poor, offering few incentives for parents to send their kids to school. The government estimates that 35% of the children graduating from primary school will not meet the secondary school requirements. Public schools are free but private secondary schools and vocational training can cost up to 500\$ a year, which is the average annual salary in Mali. It is the basis for increasing inequalities between rich and poor.

Threats and gender-based violence has resulted in schools closing and negatively affecting the overall situation of women and girls in the country. Lack of security was reported as the primary reason for closing schools. In one of the project regions it is estimated that 600 more teachers are needed.

UNICEF in Mali reports that “Despite sustained increase in enrolment rates in primary school, the quality of education is unsatisfactory as the achievement rate is as low as 54 per cent for boys, 44.8 per cent for girls. The poor quality of education is further compromised by the high student/teacher ratio, the scarcity of textbooks and the large proportion of unqualified teachers.” (UNICEF Mali)

CHALLENGES

The year 2018 was marked by many events that affected the implementation of the SEAQE Sahel project, among others:

- A deterioration of security situation in the central part of Mali and Timbuctoo has impacted negatively activities and has delays most activities impacting under-achievement of targets for 2018.
- Teachers striking which totaled 45 days during the 2017-2018 school year, a significant 18% of the teaching time available.
- Presidential Elections from July to August, during which time project activities were suspended for one week for security measures;
- Insecurity in the project area: at a given moment (February, March and April), we witnessed an upsurge of acts of banditry, robbery, and insecurity which did not directly affect any project staff, but it limited their movement between the target schools.
- Significant reshuffling of teachers and principals has resulted in delays and loss of progress while the project must reengage with new staff.

Objective for both countries: 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 within 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))*				
Baseline	44% of students (50% of boys and 38% of girls) in Gourma Rharous completed primary education.			
Annual target	47% of students in ADRA supported schools complete primary education.			
Actual	53% of students (53% of boys and 53% of girls) in ADRA supported schools complete primary education.			
Comments	This target has been achieved.			
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 centers.				
Baseline	0 (0%) of 20 primary schools supported with the "whole school approach" meet the set benchmarks of good quality school			
Annual target	5 (25%) of 20 primary schools supported with the "whole school approach" meet the set benchmarks of good quality school.			
Actual	0 (0%) of 20 primary schools supported with the "whole school approach" meet the set benchmarks of good quality school			
Comments	7 of 20 schools fulfilled 4 of 9 benchmarks but it is still falling short of the target and does not qualify to reach any minimum percentage. This indicator can be reached when individual benchmarks under the individual ETLE indicators are reached.			
Outcome 1: More marginalized children in targeted communities are accessing basic education.				
Outcome Indicator 1.1 (Ci1): # of students (F/M) enrolled in target schools (disaggregated by level of education, gender and marginalized groups (if possible))				
Baseline	6,015 (3,025 boys and 2,990 girls), including 146 children with disabilities (74 boys and 72 girls) enrolled in 23 target primary schools.			
Annual target	6,429 (3,857 boys and 2,572 girls) students including 159 (95 boys and 67 girls) children with disability enrolled in 23 target primary schools.			
Actual	Enrolment increased to 6,744 pupils, of whom 3,224 girls and 3,520 boys were enrolled in the 23 supported primary schools including 139 children with disabilities (55 girls and 84 boys).			
	Year Two	Target	Actual	%
	Number of children supported by ADRA in primary education	6429	6744	105
	Boys/boys with disabilities	3857 / 95	3520 / 84	91 / 88
	Girls/girls with disabilities	2572 / 67	3224 / 55	125 / 82

Comments	<p>Factors that helped to record a high rate of child enrollment are:</p> <ol style="list-style-type: none"> 1. Distribution of school kits, textbooks, solar lamps to primary students; 2. Construction (12 classrooms), rehabilitation of 42 classrooms; 3. Construction of 20 latrines, rehabilitation of 15 latrines; 4. Construction/rehabilitation of water points; 5. Awareness sessions by members of the SMC/PTA, teachers and head teachers; 6. Improved teacher skills in coaching children with disabilities; 7. Increased focus on out-of-school children.
Outcome Indicator 1.2. # of out of school children identified and supported to enroll into schools.	
Baseline	0 out of school children supported to enroll into schools.
Annual target	50 out of school children supported to enroll into schools.
Actual	230 out of school children (131 boys and 99 girls) supported to enroll into schools.
<p>According to the Education Activity Centre (Centre d'animation pédagogique, CAP), there are at least 1,411 children out of school in year 2017-2018 in the project area. Out of these, a large number were identified and then trained in the Norwegian Refugee Council's (NRC) accelerated learning centers in collaboration with ADRA and the CAP. There were about 230 out-of-school children who enrolled into the public schools that ADRA is supporting. The main challenge is the lack of accelerated learning centers. In the entire project location there are only 3 centers in the project schools of Diambourou, Gourzougueye and Gébéri. Regular meetings and consultation between ADRA, NRC and communities enables this result.</p>	
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.	
<p>1.1.1. (Ci4) a) # of target parent teachers associations and/or school management committees members trained (sex, level of education) in skills in school planning, decision making, monitoring and resource mobilization.</p> <p>b) % of target schools where parent teacher associations and/or school management committees are participating in school planning, decision making, monitoring and resource mobilisation</p>	
Baseline	<p>(Ci4) a) 0 parent teachers associations and/or school management committees members trained in skills in local planning, decision making, monitoring and resource mobilization.</p> <p>b) 0% (0) of 12 sampled target primary schools where parent teacher associations and/or school management committees are participating in local planning, decision making, monitoring and resource mobilization.</p>
Annual target	<p>(Ci4) a) 250 parent-teachers associations and/or school management committees members trained (100 women and 150 men) in skills in local planning, decision making, monitoring and resource mobilization.</p> <p>b) 20% (4) of target schools where parent- teacher associations and/or school management committees are participating in local planning, decision making, monitoring and resource mobilization.</p>

Actual	a) 252 parent teachers associations and/or school management committees members trained (94 women and 158 men) in skills in local planning, decision making, monitoring and resource mobilization. b) 0% (0) of target primary schools where parent teacher associations and/or school management committees are participating in local planning, decision making, monitoring and resource mobilization.						
Here are the ETLE ¹ data.	SCORE	Baseline A	Year 2018-A	Baseline B	Year 2018-B	Baseline C	Year 2018-C
	Score 1 (Not at all achieved)	8	10	8	7	12	7
	Score 2 (Partially achieved)	4	13	4	16	0	16
	Score 3 (Achieved)	0	0	0	0	0	0
Comments	The action plans of the 25 schools are created, signed by the mayors and the chairs of the SMC. The follow-up of action plans will continue throughout the year 2019. The training took place in the schools, co-facilitated by the CAP and the project team. The duration is one day and 10 participants on average by SMC/PTAs.						
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.							
Baseline	0 parents and community members trained in literacy circles, of which 0 have gained literacy and numeracy skills and increased knowledge of inclusion of marginalized children.						
Annual target	192 parents and community members trained in literacy circles, of which 60 % (79) have gained literacy and numeracy skills and increased knowledge of inclusion of marginalized children.						
Actual	0 parents and community members trained in literacy circles.						
This activity could not be carried out in full during the year 2018, as the targeted participants were very busy with their farms and did not have enough time to dedicate to the training. However the training of trainers (TOT) took place at the end of October 2018. This training lasted around two weeks. In addition, the community training sites have been identified as well as the beneficiaries and will be divided into two categories for the two regions, (Tamasheq, Songhoy). It is anticipated that this important activity will be fully implemented bar other risk factors such as new incidents of conflict.							
1.1.3. # and % of civil society structures and PTAs and SMCs have actively supported the inclusion of marginalized children.							

¹ Capital letters in this table and other tables below refer to ELTE sub-indicators. A detailed result of ETLE Monitoring Tool are attached on Annex 6. The baseline was conducted based on a sample of 12 primary schools.

Baseline	0 (0%) of 12 sampled targeted schools where civil society structures and PTAs and SMCs have actively supported the inclusion of marginalized children.				
Annual target	5 (20%) of targeted schools where civil society structures and PTAs and SMCs have actively advocated for inclusion of marginalized children.				
Actual	Mali - 0 (0%) of targeted schools where civil society structures ,PTAs and SMCs have actively advocated for inclusion of marginalized children.				
	SCORE	Baseline D	Year 2018- D	Baseline E	Year 2018- E
	Score 1 (Not at all achieved)	12	7	12	7
	Score 2 (Partially achieved)	0	16	0	16
	Score 3 (Achieved)	0	0	0	0
<p>In 2018, no schools where civil society structures, parent—teacher associations or school management committees have actively advocated for the inclusion of marginalized children were identified. However, the ETLE table above offers additional information on progress towards the target for this indicator. In 2018 we see already several schools where comparing to the baseline we begin to see the engagement of the supporting structures and we are confident that in the future the engagement on behalf of the marginalized children will increase both in depth as in the number of schools.</p>					
Output 1.2 Local education civil society stakeholders monitor, lead on, and advocate for improved education services for marginalised children.					
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)					
Baseline	0 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)				
Annual target	2 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)				
Actual	1 relevant forum 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).				

	Year Two	Target	Actual	%
	Number of organized fora	2	1	50
<p>The participants in the forum included staff from the following organizations and stakeholders: ADRA Mali, NRC, Association Malienne Pour La Survie au Sahel (AMSS), Plan Mali, Humanitarian Inclusion, Coordination des Associations et ONG féminines du Mali (CAFO), SMC coordination, Recotrad, Youth Harvesting, Press, Ministry of Education, Teachers Union, Rharous Prefecture, etc. These are all relevant actors and once organized into action they multiply their influence to decision makers.</p> <p>The subjects discussed were:</p> <ul style="list-style-type: none"> • Harmonizing our understanding of inclusive education • Defining the concept of marginalized children in the SEAQE Sahel Program; • Identified barriers related to education. Identify the contribution of non-governmental organizations (NGOs) to the implementation of inclusive in schools; • Develop a plan of action for inclusive education; • Determine the causes of non-schooling and dropping out school; • Identify barriers to access, fairness and quality of education for children. <p>It takes time to strategically develop a relationship, engage and organize all these actors into meaningful exchanges and the project will continue to target relevant players on the cause of inclusive education in the next years. The forum identified the following barriers to inclusive education which is useful information in terms of better targeting our efforts on persisting obstacles:</p> <ul style="list-style-type: none"> • The schools are distant from homes • The road to the school is in a bad state • No means of transportation to school for children with disabilities • The child is not on a suitable chair • Sports activities are not suitable • Parents do not value education • Negative attitudes, myths • Children are bullied or mocked • The children believe they are not able to learn and do not participate in classroom activities • Institutional barriers • Inadequate policies and legislation in place • A non-flexible curriculum • Teachers' skills are questionable 				
1.2.2. # of local civil society stakeholders demonstrate improved technical and organizational capacities to monitor, lead on and advocate for improved education services for marginalized children				
Baseline	Civil society partners (ADRA Mali) demonstrate a score of 1.6 (out of 3) for organizational capacity and 1.9 (out of 5) for technical capacity on a number of			

	set key criteria based on capacity assessment to monitor, lead on and advocate for improved education services for marginalized children				
Annual target	At least 2 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 marginalized children				
Actuals	Year Two	Target	Actual	%	
	Number of local civil society stakeholders demonstrate improved technical and organizational capacity.	2	0	0	
<p>In 2018, two civil society partners were expected to demonstrate technical and organizational capabilities on a number of key criteria based on capacity assessment, leadership and advocacy for the improvement of services education for marginalized children. Even though these partners were not ready at the time of the assessment we estimate they will be ready next year.</p> <p>Since ADRA Norway conducted the initial capacity assessment of ADRA Mali in the beginning of 2018. It was planned to conduct capacity building to improve some of the scores towards the end of the 2018. ADRA International Network has introduced the ADRA Accreditation and Licensing (AAL) process, a process which started during 2018 and was going to be completed during 2019. The accreditation is the process of officially recognizing an ADRA office as having a particular status and if it meets or exceeds minimum standards of quality in development and humanitarian sphere. This entails having certain industry required policies, systems and protocols in plans to function as a reliable partner for humanitarian and development programmes. The AAL process includes a self-assessment by each ADRA office, and a review by the regional office or assigned external reviewers who then will make a recommendation to the ADRA International Board of Directors to issue accreditation. In addition, onsite verification will take place to validate and ensure compliance with different industry-accepted standards. Because of the AAL process ADRA Norway and its partners decided to hold on to tracking the capacity building process, and wait until the AAL was rolled out. This avoided SEAQE Sahel partners to go through two parallel processes. We will report on the progress during Mid-Term Review.</p> <p>ADRA Mali has already selected three local civil society organizations (CSOs) whose capacity will be strengthened. In addition, it had developed the terms of reference for hiring of a consultant to conduct an assessment of the needs of the three selected CSOs. The programme team will work towards achieving the target in 2019.</p>					
1.2.3 # of civil society organizations that actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalized children					
Baseline	0 civil society organizations actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalized children.				
Annual target	At least 4 civil society organizations actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalized children.				
	SCORE	Baseline F	Year 2018-F	Baseline G	Year 2018-G

	Score 1 (Not at all achieved)	11	6	12	3
	Score 2 (Partially achieved)	1	17	0	20
	Score 3 (Achieved)	0	0	0	0
Actuals	0 civil society organizations actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalized children.				
No civil society organization is actively engaged in tracing, tracking, reporting and advocating for improved educational services for marginalized children. The table shows an improvement at the SMC/PTA level to support inclusive education. It should also be noted that the evolution of the scores of the two ETLE indicators from score 1 to score 2 is due to the development and implementation of the SMC action plans in all project intervention schools.					
Outcome 2. More children are accessing safe, protective and inclusive schools.					
Outcome 2 Indicator: (Ci2) # of classrooms constructed or rehabilitated (level of education, type of learning space, constructed/rehabilitated)					
Baseline	(Ci2) 0 classrooms and 0 computer labs constructed or rehabilitated (primary, general education, constructed/rehabilitated)				
Annual target	(Ci2) 10 classrooms constructed or rehabilitated (primary, general education, constructed/rehabilitated)				
Actuals	(Ci2) 54 classrooms and 0 computer labs constructed or rehabilitated (primary, general education, constructed/rehabilitated)				
In 2018, the project was able to achieve: Construction of 12 classrooms, which were originally planned for 2017, but it was carried over to 2018, and rehabilitation of 42 rooms. All the constructions and rehabilitation were done using approved ministry of education plans and constructions standards.					
Year Two		Target	Actual	%	
Number of classrooms built or rehabilitated		10	54	540	
Output 2.1 Targeted schools have improved water, sanitation and physical facilities.					
2.1.1. # of schools with improved sanitation and hygiene.					
a) The pupil (girls and boys): latrine ratio in ADRA supported schools improved.					
b) # of toilets constructed or rehabilitated (boys, girls, both, children with disabilities)					
c) # of children trained in sanitation and hygiene.					
Baseline	schools with improved sanitation and hygiene. a) The pupil latrine ratio in 0 school improved. The overall pupil:stance ratio is 1:105.7. For the schools with gender-segregated latrines (9 schools), the pupil:stance ratios are 1:102.3 for boys and 1:98.8 for girls. b) 0 latrines constructed or rehabilitated c) 0 students in target schools trained in sanitation and hygiene.				
Annual target	20 schools with improved sanitation and hygiene a) The pupil latrine ratio in 20 schools improved. b) 40 latrines (2 blocks per school of 2 stances)				

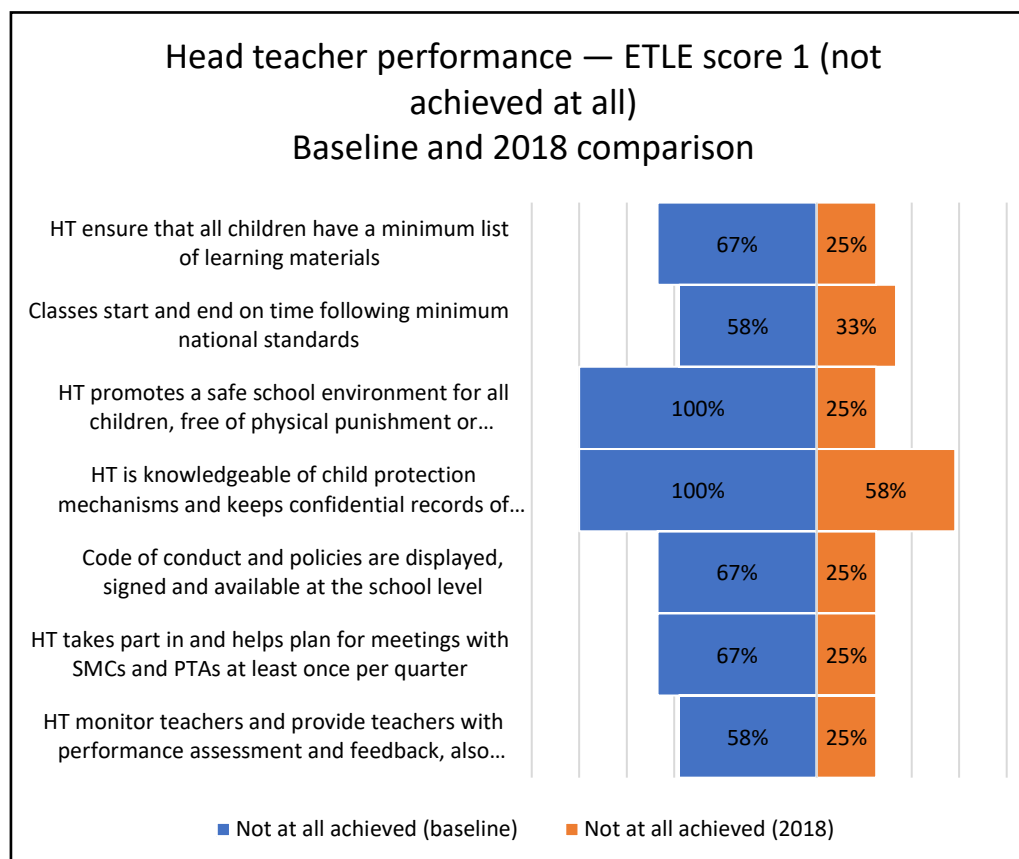
	c) 7,599 (4,559 boys and 3,040 girls) students trained in sanitation and hygiene.														
Actuals	20 schools with improved sanitation and hygiene a) The pupil latrine ratio in 20 schools improved. The overall pupil: stance ratio is 1:71.8 (the boys: latrine ratio is 1:75.5 and the girls: latrine ratio is 1:68.6). b) 35 latrines constructed or rehabilitated c)7,827 (4,155 boys and 3,672 girls) students trained in sanitation and hygiene														
There have been fewer latrines constructed than originally planned. However, there have been more planned, but not been able to complete within 2018. They will be reported in the following year. The students were trained on key WASH topics including: personal hygiene, menstrual hygiene (for girls), water purification, hand washing, etc.															
Output 2.1 Targeted schools have improved water, sanitation and physical facilities															
2.1.2. # of target schools with new/improved access to clean and safe drinking water															
Baseline	0 schools with improved sanitation and hygiene.														
Annual target	14 of 20 schools with improved sanitation and hygiene.														
Actuals	No data available														
<table><tr><td>Year two</td><td>Target</td><td>Actual</td><td colspan="2">%</td></tr><tr><td>Number of drinking water points achieved or rehabilitated</td><td>14</td><td>0</td><td colspan="2">0</td></tr></table>						Year two	Target	Actual	%		Number of drinking water points achieved or rehabilitated	14	0	0	
Year two	Target	Actual	%												
Number of drinking water points achieved or rehabilitated	14	0	0												
Data on water quality and flow have not been received from constructors by the end of 2018. In addition, tests of water quality and flow were not conducted in schools where no constructions or rehabilitations have taken place. During 2018, the project installed 8 new water points made and 7 water points rehabilitated.															
Output 2.1 Targeted schools have improved water, sanitation and physical facilities															
2.1.3. # of schools with solar energy															
Baseline	0 schools with solar energy														
Annual target	N/A														
Actuals	0 schools with solar energy	Year two	Target (2017 –18)	Actual	%										
		Number of schools with solar energy	2	0	0										
Construction for some of the classrooms was delayed, because the contractor who was constructing the classrooms had an accident (not in any of the school sites) that delayed the completion of the work. The classrooms in these two schools were completed in the beginning of 2019. Because of the delay, it was not possible to install the solar panels within December 2018. They will be installed in the beginning of 2019.															
2.1.4. # of schools with improved clean energy stoves.															
Baseline	0 schools have improved clean energy stoves														

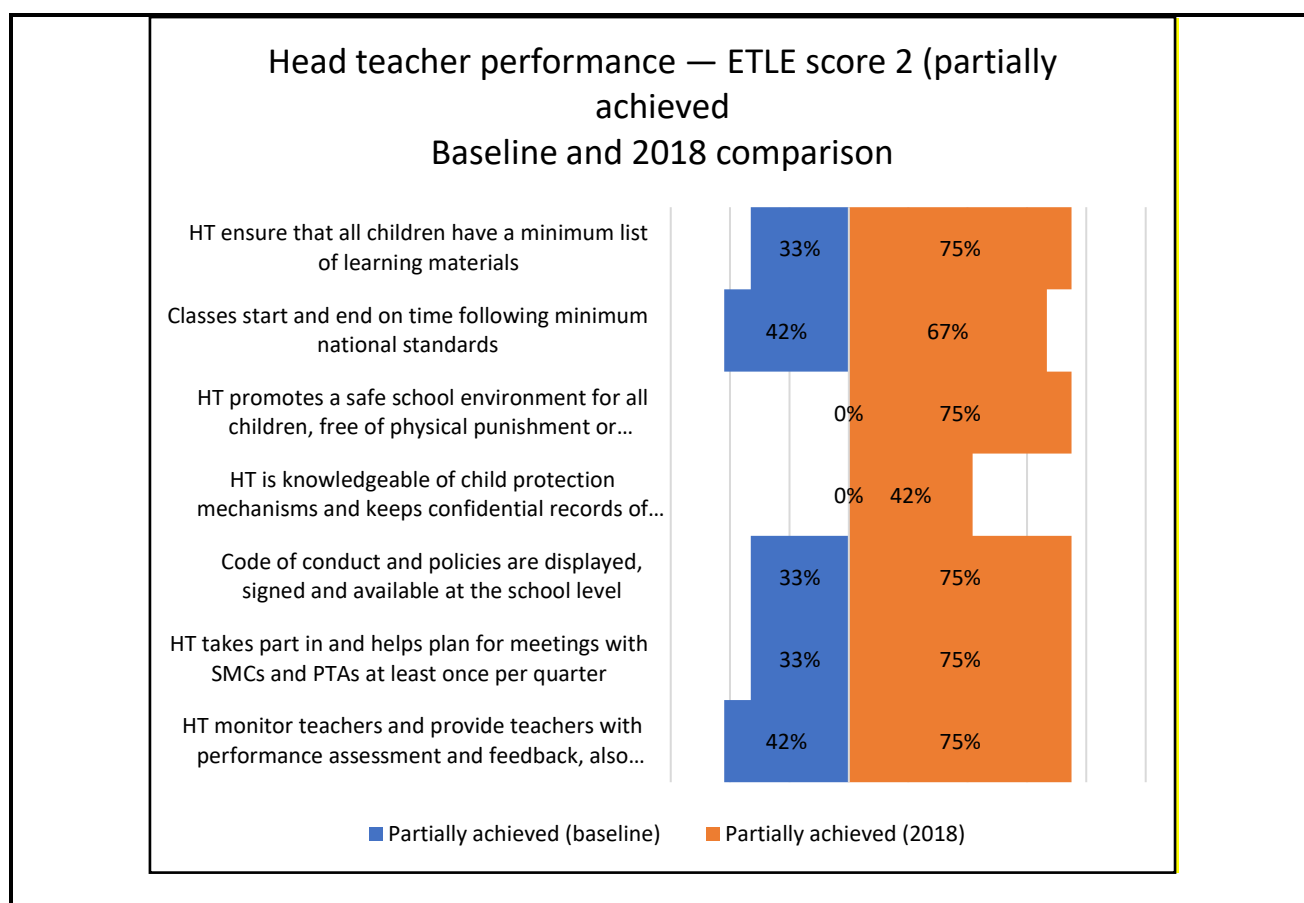
Annual target	25 schools have improved clean energy stoves.
Actuals	0 schools have improved clean energy stoves
Due to delays in construction of classrooms, the clean energy stoves were not installed during 2018. They were installed in all 25 schools at the beginning of 2019.	
Outcome 3. Education policies and plans promote equality and inclusion	
Outcome 3 Indicator: # of policies, plans, budget and practice developed/revised to include inclusive education (national or provincial)	
Baseline	- 0 policies, plans, budget and practice developed/revised to include inclusive education (national or provincial)
Annual target	- 1 policies, plans, budget and practice developed/revised to include inclusive education (national or provincial)
Actuals	- 0 policies, plans, budget and practice developed/revised to include inclusive education (national or provincial)
During 2018, the Project Manager and Education Coordinator participated in the National Inclusive Education Policy revision organized by the ministry of education in collaboration with Humanity and Inclusion, formerly known as Handicap International, with funding from Norad. As a result a new definition for inclusive education was formulated and advocacy group was formed to advocate for inclusive education. However, ADRA's participation was not significant enough for it to be counted towards the fulfilment of this target. Although the target was not achieved the policy revision and advocacy group will contribute to the impact of the programme and strengthen the outcome and outputs achievement.	
Output 3.1 Government authorities have increased understanding of and commitment to equality and inclusion.	
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.	
Baseline	0 educational personnel trained in equality and inclusion a) 0 educational personnel with knowledge of equality and inclusion b) 0 (0%) of the educational personnel practice equality and inclusion
Annual target	At least 25 (20 males and 5 females) educational personnel trained (level of education, and the type of education personnel) in equality and inclusion. a) 25 educational personnel with knowledge of equality and inclusion b) 10 (40%) of the 25 education personnel trained, practice equality and inclusion
Actuals	0 (0 males and 0 females) educational personnel trained (level of education, and the type of education personnel) in equality and inclusion. a) 0 educational personnel with knowledge or equality and inclusion b) 0 of the 0 education personnel trained, practice equality and inclusion
Initially, it was planned to train 25 CAP advisors, but none were trained in 2018.	

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)).	
Baseline	Baseline values to be set after further discussions
Annual target	N/A
Actuals	N/A
<p>The CONFEMEN Programme for the Analysis of Education Systems (PASEC) was conducted in Mali for the last time in 2011—2012. This is one of the core critical learning outcome indicators and will be assessed at the midterm evaluation. ADRA Norway and its partners will work with the ministry of education and Education policy and Data Center to access result of PASEC for 2019 and reflect those in the MTR study.</p>	
Outcome 4: Schools provide quality relevant education to marginalized students.	
4.1.1. (Ci3) # of target students provided with learning material (sex, level of education, Mother tongue/Non-mother tongue)	
a) # of government approved textbooks provided to supported schools. b) # of solar lamps distributed to target students.	
Baseline	0 students provided with learning materials a) 0 government approved textbooks provided to supported schools - b) 0 solar lamps distributed to students
Annual target	6,429 (3,857 boys and 2,572 girls) students provided with learning materials. a) N/A this year - b) 300 solar lamps distributed to students
Actuals	- 6,744 (3,520 boys and 3,224 girls) students provided with learning materials. - a) 16,550 of government approved textbooks provided to supported school - b) 4,795 solar lamps distributed to students
<p>The textbooks distributed covered the following subjects: math, science, geography, language, literature, mother language, and relevant exercise books. These text books were distributed to 23 schools and in grades 1, 2, 3, 4, 5 and 6.</p> <p>In 2018, we distributed a total of 4795 solar lamps to the pupils of the 3rd-4th-5th and 6th year of the 23 elementary schools. This target is overachieved, due to the increased demands by students and schools to provide to support more students.</p>	
4.2.1. a) # of students in 2 second cycle schools trained in computer literacy course	
b) % of students who pass computer literacy course.	
Baseline	a) 0 secondary students trained in literacy course b) 0 students pass computer literacy course
Annual target	a) 170 secondary students trained in computer literacy course b) At least 70 % (119) of students pass computer literacy course
Actuals	- a) 0 secondary students trained in computer literacy course - b) 0 of 0 students pass computer literacy course
<p>Because the computer labs were not constructed by the end of 2018, this target was not achieved. ADRA Mali is working with the education department and community to determine the best approach about this output. The risk assessment indicates that the computer labs might pose</p>	

an increased security risk for schools as those schools might become a target by militia or armed groups. A decision will be reached during the beginning of 2019 on the future of this indicator.	
4.2.2. a) # of computer labs outfitted with computers and tablets	
b) # of students accessing e-learning labs	
Baseline	a) 0 computer labs outfitted with computers b) N/A
Annual target	- a) 2 computer labs outfitted with computers - b) N/A
Actuals	- a) 0 computer labs outfitted with computers - b) N/A
Computers and furniture (computers, chairs, tables) have been purchased and stored in the ADRA Mali storage. Computer class trainers were identified and trained for two weeks. The company in charge of works has not been able to complete the works by the end of 2018 and this indicators will be achieved in the beginning of 2019.	
Output 4.2 Students learn relevant skills for life	
Baseline	- 0 of students trained in and 0 students passing life-skills training
Annual target	- 6,429 (3,857 boys and 2,572 girls) students trained in and 80% passing life-skills training
Actuals	- 6,015 (3,025 boys and 2,990 girls) students trained in life-skills training
The result is based on the register of students attending school during the times this trainings were conducted. These trainings included the following topics: respect for environment, tailoring, nutrition, child care, traffic rules, civic education, human rights, tolerance, family economy, etc. The training lasted for approximately 15 minutes and during two times a week for grades 1 and 2; and 15 minutes each session for grades, 3, 4, 5 and 6, from Monday to Friday; and one hour per week for grades 7, 8 and 9. Students who participated in these trainings report that they were pleased with the quality of instructions and selection of topics.	
Output 4.3 Head teachers manage teachers effectively	
1. # of head teachers trained (sex, level of education) (Ci5)	
Baseline	- 0 head teachers trained
Annual target	25 head teachers (24 male and 1 female) receiving training
Actuals	25 head teachers (24 male and 1 female) receiving training
Topics of training included inclusive education, school management including planning, staff training and mentoring, staff appraisal. The training took place over a full week.	
Output 4.3 Head teachers manage teachers effectively	
a) % of trained head teachers operating effectively in ADRA supported primary and junior secondary schools	
Baseline	0% (0 of 12 sampled primary school HTs) of HTs operating effectively
Annual target	a) 30% (8 out of 25) of HTs operating effectively
Actuals	a) 0% (0 out of 23 primary school head teachers) of HTs operating effectively
In 2018, 56% (13 out of 23 primary school head teachers) head teachers obtained a score of 2 (instead of the minimum requirement of 3) in at least five out of seven indicators of the ETLE, this is still below the minimum requirement required for achieving this indicator. Although no head	

teachers in Mali are performing as per “achieved” (ETLE score 3) in the performance indicators, we have seen an improved performance of head teachers in the 12 baseline schools in Mali, as seen in the tables below. The improved *not at all achieved* (score 1) to *partially achieved* (score 2) is significant as well as a reduction of *not at all achieved* (score 1) in the program year 2 (2018) is also visible. (These two graphs have been added).





Output 4.4: teachers are teaching effectively

Indicator 4.4.1: # number of trained teachers (gender, education level, type of staff education)

Baseline	0 teachers trained			
Annual target	109 (90 male and 19 female) teachers trained			
Actuals	108 (82 male and 26 female) teachers trained			
	Year two	Target	Actual	%
	Number of trained teachers	109	108	99
	Men	90	82	91
	Women	19	26	137

The challenge at this level is the assignment of teachers to schools not supported by the project. As a practice, teachers have to change schools after a certain number of years. In this case, it would be difficult for the project to objectively assess the progression of teacher training activities and learning that takes place. This concern was shared with the inspections and the target communes and commitments were made to ensure that the target schools were not, to the extent possible, re-assigned during the duration of the project.

The second challenge is the limited number of teachers in some schools of the project. This result in certain teachers to teach two grades in the same classroom. This concern was also shared with the educational authorities who acknowledged that this is a general problem, but will work with ADRA Mali to overcome this challenge.

Output 4.4: teachers are teaching effectively				
Indicator 4.4.1: target a) % of trained teachers who put into practice inclusive education, a child-centered methodology and the principles of child protection in classrooms.				
Baseline	0% (0 of 30 sampled teachers) of teachers applying inclusive education, child centered methodology and child protection.			
Annual target	30% (33 out of 109 targeted) teachers applying inclusive education, child centered methodology and child protection			
Actuals	0% (0 out of 57 teachers) of surveyed targeted primary school teachers applying inclusive education, child centered methodology and child protection			
	Year Two	Target	Actual	%
	% of trained teachers who put into practice inclusive education, a child-centered methodology and the principles of child protection in classrooms.	30%	0%	0
The table above shows that this ETLE indicators have been partially achieved in terms of a score of 1 to 2. The target can only be met if the score is 3 in all the indicators. This improvement is explained by the activities carried out in the framework of the project for teachers, particularly through the project: recruitment of new teachers / volunteers as well as training series for both new and former teachers on discipline didactics, inclusive education, parenting, and environmental education.				
Output 4.4: teachers are teaching effectively				
Indicator 4.4.1: target b) % of teachers trained are teaching reading and mathematics skills effectively				
Baseline	0% (0 of 30 sampled teachers) of teachers teaching reading and mathematics skills effectively			
Annual target	30% (33 out of 109 teachers) of teachers teaching reading and mathematics skills effectively.			
Actuals	0% (0 out of 57 surveyed teachers) of teachers teaching reading and mathematics skills effectively.			
	Year Two	Target	Actual	%
	% of trained teachers teaching reading and math skills effectively	30%	0%	0
The result for this indicators is below the minimum requirement of ETLE definition. Some of the challenges the project is facing include: the academic level of teachers is low, lack of initial training in pedagogy of teachers, teacher's absence, etc. In order to meet these challenges, the project has planned and actively supports the CAP, the trainings, the more frequent visits of the pedagogical supervisors.				
Output 4.5 Local education government authorities have increased their monitoring and coordination of schools				

Indicator 4.5.1 # of inspectors and local education coordinators trained (sex, level of education, type of education personnel) (Ci5) in standards of inspection, monitoring and coordination				
Baseline	0 educational personnel trained in standards of inspection, monitoring and coordination			
Annual target	At least 25 (20 male and 5 female) educational personnel trained in standards of inspection, monitoring and coordination			
Actuals	16 (13 male and 3 female) educational personnel trained in standards of inspection, monitoring and coordination.			
	Year Two	Target	Actual	%
	Number of inspectors and local education coordinators trained	25	16	64
	Male	20	13	65
	Female	5	3	60
The project trained all inspectors and local education coordinators that were present. Due to increased insecurity, there are no more inspectors and local education coordinators in the implementation areas than those who were trained. The inspection officers were trained on the standards of inspections, monitoring and coordination. At the end of this training a planning for school visits was prepared and executed during 2018.				
Output 4.5 Local education government authorities have increased their monitoring and coordination of schools.				
Indicator 4.5.1 a) % of target schools effectively inspected, supervised, or monitored by local education authorities one or more times during the past school year.				
Baseline	2 of 12 sampled schools (17%) inspected, supervised, or monitored by local education government authorities one or more times in last school year			
Annual target	8 (30 %) of target schools inspected, supervised, or monitored by local government authorities one or more times in last school year.			
Actuals	Year Two	Target	Actual	%
	% of schools that are effectively inspected, supervised, or monitored by local education authorities one or more times during the past school year	30%	39%	130
	9 (39 %) of 23 target schools inspected, supervised, or monitored by local government authorities one or more times in last school year.			
This targets is achieved and the education inspectors have showed readiness to continue improve in the area of inspection, supervision and monitoring of schools. In addition, the inspectors and educational coordinators participated in some of the various trainings given to teachers and school principals as well as in two inclusive education forum organized during 2018. Additional trainings will be conducted during 2019.				

SEAQE Sahel Niger



The Niger is in the South of the Sahara. It is a landlocked country that covers an area of 1,267,000 km². The population is estimated at 21,546,595 inhabitants including 48% of men and 52% of women (2018).

Two thirds of the country are totally desert and not conducive to cultivation. Niger has a permanent watercourse: The River Niger and it is this watercourse that has given its name to the country. The river crosses the country for 550 Km.

Niger is a secular country with democratic institutions. Islam is the most prevalent religion, as practiced by 99% of the population. Niger is a country of peace and tolerance where hospitality and respect for others are deeply rooted in the **Nigerien** culture. The **Nigerien** population is predominantly young and 50% of this population is under 15 years of age.

EDUCATION CONTEXT

The Nigerian education system despite the efforts made by the State and its partners remains very weak and ineffective. According to the Statistical Yearbook of the MEP/A/PLN/EC, of 1,000 pupils enrolled in the initiation, only 429 get the CFEPD (primary completion certificate) among them only 311 obtain this diploma without redoubling (MEN/A/PLN-2014, page 22) This rate is one of the lowest in Africa. Also, children who do not have the chance to attend school are exposed to dangers of physical harm and gender-based violence. Incidents of rape, child labor, trafficking and early marriage are some of the acute dangers that are known to be happening in the area.

Children of school age are enrolled at 70% each year thanks to the motivation of the parents, but the material taught to these pupils is of poor quality. This situation reflects a lack of capacity in the whole system. The regions most affected by this situation are: the Tillabéry region **where the SEAQE Sahel programme schools are located.**

RESULTS FOR SEAQE SAHEL NIGER IN DETAIL

Objective for both countries: 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 within 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 (sex, type of marginalization (if available))*

Baseline	37% of students (37% of boys and 37% of girls) in ADRA supported schools who took the final exam completed primary education.
Annual target	45% of students in ADRA supported schools complete primary education
Actual	36% of students (35% of boys and 37% of girls) in ADRA supported schools completed primary education

This target is not achieved. The main reasons include the fact that teachers in the area have a very low academic level and the capacity building intended for them only took place in May and June

2018. Trained teachers didn't get enough time to perform and help their students improve to complete academic year, as the end of year examination was in June.

Additional challenges include also the fact that the slow start of the project activities and, as a consequence, it has somehow negatively impacted the project performance. Key lessons learned from this include that CAP and other capacity buildings will be organized early at the beginning of the year so that both students and teachers benefit from the skills by the end of each year. Implement a plan to encourage schools that will have a good success score.

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 centers.

Baseline	0 (0%) of 20 ADRA supported primary schools meet the set benchmarks of good quality school
Annual target	5 (25%) of 20 primary schools supported with the "whole school approach" meet the set benchmarks of good quality school
Actual	0% met the benchmark.

7 of 20 schools fulfilled 6 of 9 benchmarks but it is still falling short of the target and does not qualify to reach any minimum percentage. This indicators can be reached when individual benchmarks under the individual indicators are reached.

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

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

Baseline	5,673 (2,931 boys and 2,742 girls), including 23 children with disabilities (15 boys and 8 girls) enrolled in 20 target schools						
Annual target	6,087 (3,652 boys and 2,435 girls) students including 36 children with disability (21 boys and 15 girls) enrolled in 20 target schools						
Actuals	Niger- 6,278 (3,226 boys and 3,052 girls) students including 68 children with disability (38 boys and 30 girls) enrolled in 20 target schools.						
	Year Two	Target		Actual		%	
	Number of children supported by ADRA in primary education	6087		6278		103	
	Boys/boys with disabilities	3652	21	3226	38	88	181
	Girls/girls with disabilities	2435	15	3052	30	125	200

Factors that helped to achieve a high rate of child registration:

1. Distribution of school kits, textbooks, to primary students;
2. Construction of 20 classrooms;
3. Construction or rehabilitation of 177 latrines;
4. Construction/rehabilitation of water points;
5. Sensitizations made by members of the SMC/PTAs, teachers and directors;
6. Increased teacher skills in coaching children with disabilities.

Challenges

The main challenge of the Nigerien education system remains the not paying attention or capturing the official date of the re-entry of classes especially in rural areas where the period of the re-entry coincides with the major fieldwork. Several families leave the villages with the

children to settle in their distant fields and return only at the end of the harvests (December to January). This disrupts the collection of registration data that forces us to use the data available in inspections, which are generally not up to date.	
Outcome Indicator 1.2. # of out of school children identified and supported to enroll into schools	
Baseline	0 out of school children supported to enroll into schools
Annual target	80 of out of school children supported to enroll into schools (four students per year and per school)
Actual	376 out of school children (191 boys and 185 girls) supported to enroll in schools (805 cumulative, of which 432 boys and 373 girls)
<p>In the reporting period, 747 children who were not enrolled in school or were not enrolled in the target villages were registered in the Strømme Foundation's accelerated learning centers known as Speed Schools. Note that at the beginning of October 2018, 371 learners were reclassified to the normal system and 376 to the bridge classes that will enroll into public schools.</p> <p>Some challenges include:</p> <p>In the planning of SEAQE, the recovery of out-of-school children and reduction of those who drop-out of school must continue until 2021. However, the NGO Strømme Foundation responsible for the care of these children does not exceed 2 years in the same school. That is to say that from the 2019-2020 school year, even if children who are not in school or are not educated will be identified by SEAQE, there will be no support structure in place. To address potential gap, an intense sensitization of the parents is planned through the community structures, the administrative authorities (town halls, prefectures) and local education office for an registration of all children.</p> <p>The second challenge is addressing the needs of children with disabilities by schools. Following the advocacy of the project for the registration of children with disabilities (blind children and/or deaf-mute) were brought to school. However, teachers have not received any pre-training for the care of such children (i.e. teaching Braille, sign language, etc.). To address this, the project is considering to train teachers to support better these children and to put the appropriate teaching materials at the disposal of the schools. This will strengthen the inclusive education advocated by the project and avoid any further drop-outs among children with disabilities.</p>	
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	
1.1.1. (Ci4) a) # of target parent teachers associations and/or school management committees members trained (sex, level of education) in skills in school planning, decision making, monitoring and resource mobilization.	
Baseline	(Ci4) a) 0 parent teachers associations and/or school management committees members trained (0 women and 0 men, primary level of education) in skills in local planning, decision making, monitoring and resource mobilization
Annual target	(Ci4) a) 576 parent teachers associations and/or school management committees members trained (300 women and 276 men, primary level of education) in skills in local planning, decision making, monitoring and resource mobilization.

Actual	(Ci4) a) 712 parent teachers associations and/or school management committees members trained (273 women and 439 men, primary level of education) in skills in local planning, decision making, monitoring and resource mobilization.
<p>A total of 72 PTA members (60 men and 12 women) were trained directly by ADRA in Balleyara and Dargol, on school planning, decision-making, monitoring and resource mobilization. At the end of this training, a follow up plan to train additional parents was developed. This plan reached approximately 640 parents (379 men and 261 women) in Balleyara, which resulted in increasing the number of PTA and SMC members compared to the target. Attendance lists for the replicated trainings in Dargol could not be retrieved, but a number of members were trained there. The members of the PTA and SMC structures developed the 2018-2019 action plan of their respective schools under the supervision of the inspection focal points. The analysis of these action plans shows a qualitative improvement compared to the action plans of previous years and a greater involvement of the SMCs in the management of the school.</p>	
b) % of target schools where parent teacher associations and/or school management committees are participating in school planning, decision making, monitoring and resource mobilization.	
Baseline	b) 0% (0) of 10 sampled target schools where parent teacher associations and/or school management committees are participating in local planning, decision making, monitoring and resource mobilisation
Annual target	b) 20% (4) of target schools where parent teacher associations and/or school management committees are participating in local planning, decision making, monitoring and resource mobilisation
Actuals	b) 25% (5) of 20 target schools where parent teacher associations and/or school management committees are participating in local planning, decision making, monitoring and resource mobilisation.
<p>At the end of the ETLE carried out in December 2018, it is clear that out of the 20 target schools of the project, 5 scored 3. This shows that in at least 25% of schools the PTAs and SMCs are actively involved in planning, decision-making, monitoring and resource mobilization.</p> <p>The factors that contributed to the attainment of the 125% percentage include:</p> <ul style="list-style-type: none"> the existence of structures and a framework for their supervision capacity building of the members by the project the availability of material and financial resources <p>Challenges</p> <p>The high illiteracy rate of most members of the structure restricts access to documents made available to schools. On the other hand, the state of poverty in the community means that some members of structures are in frequent search for livelihoods.</p>	
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.	
Baseline	0 parents and community members trained in literacy circles, of which 0 have gained literacy and numeracy skills and knowledge of inclusion of marginalized children

Annual target	240 parents and community members trained in literacy circles, of which at least 60 % (144) have gained literacy and numeracy skills and knowledge of inclusion of marginalized children		
Actual	0 parents and community members trained in literacy circles.		
Year Two	Target	Actual	%
Number of parents who attended literacy circles	240	0	100
Percentage of parents and community members who have learned to read, write and count	144	N/A	N/A
<p>Literacy centers began in November 2018. The results of the evaluation of the literacy circles will be reported for the year 2019. However, in 2018, 240 community members (74 men and 166 women) had started attending the circles in 2018. 224 (65 men and 159) attended regularly. Regular attendance remains a challenge especially at times when parents are looking for livelihood opportunities.</p>			
1.1.3. # and % of civil society structures and PTAs and SMCs have actively supported the inclusion of marginalized children.			
Baseline	0 (0%) of 10 sampled targeted schools where civil society structures and PTAs and SMCs have actively supported the inclusion of marginalized children.		
Annual target	5 (25%) of targeted schools where civil society structures and PTAs and SMCs have actively advocated for inclusion of marginalized children		
Actuals	4 (20%) of targeted schools where civil society structures and PTAs and SMCs have actively advocated for inclusion of marginalized children		
	Year Two	Target	Actual
	Number and percentage of schools where structures actively support the inclusion of marginalized children.	5 or 25%	4, or 20%
<p>At the start of the project, the decentralized SMCs did not exist in our intervention schools except in three schools. The committees in these schools (3 schools out of the 20 targeted) were unaware of their roles and responsibilities. In the implementation of the activities, the project team first prompted the communities to set up the SMCs. Then, training was organized on their roles and responsibilities prior to the course of the training included in the detailed implementation plan. These efforts have enabled the project to acquire the existence and functioning of the SMCs in all the target schools of the project. During the ETLE assessment, all 20 SMCs were functional and 3 were successful in having an average score of 3 in all criteria related to the evaluation of the SMCs, which is the minimum for achieving this ETLE indicator.</p>			

Output 1.2 Local education civil society stakeholders monitor, lead on, and advocate for improved education services for marginalised children.	
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)	
Baseline	0 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)			
Annual target	2 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)			
Actuals	2 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)			
	Year Two	Target	Actual	%
	Number of organized fora	2	2	100
<p>SEAQE Sahel organized a forum in Niamey on inclusive education for teachers in the target schools on 13 September 2018. Under the care of the Secretary General of the Ministry of Primary Education, this forum brought together 146 participants (58 women and 88 men) and was enriched by the contribution of NGO partners (Strømme Foundation, Humanity and Inclusion, ADRA Norway), various governmental authorities, education inspectors, CSOs, head teachers, Teachers and Strømme Animators. The forum took place during over 6 hours.</p> <p>On October 8, 2018, a departmental forum was organized jointly with the prefecture of Gothèye. This forum brought together 256 participants (236 men and 20 women), including 110 village chiefs and all the heads of departments of local government well as 30 members of the civil society organizations present in the target schools, including presidents of the women's group, presidents of young people's organization and representatives of socio-professional organizations). The topics discussed at the forum were focused on inclusive education, girls' education and the consequences of early marriages. It was agreed that members of civil society structures who participated in the forum will share the same information with members of their respective structures. This forum lasted for approximately 5 hours.</p>				
Output 1.2 Local education civil society stakeholders monitor, lead on, and advocate for improved education services for marginalised children.				
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 marginalized children				
Baseline	Civil society partners (ADRA Niger) demonstrate a score of 1.1 (out of 3) for organizational capacity and 1.4 (out of 5) for technical capacity on a number of set key set key criteria based on capacity assessment to monitor, lead on and advocate for improved education services for marginalized children			
Annual target	At least 2 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 marginalized children.			
Actuals	0 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			

	Year Two	Target	Actual	%
	Number of schools where partners demonstrate technical and organizational capacity	2	0	0
<p>In 2018, two civil society partners were expected to demonstrate technical and organizational capabilities on a number of key criteria based on capacity assessment, leadership and advocacy for the improvement of services education for marginalized children. Even though these partners were not ready at the time of the assessment we estimate they will be ready next year. Since ADRA Norway conducted the initial capacity assessment of ADRA Niger in the beginning of 2018. It was planned to conduct capacity building to improve some of the scores towards the end of the 2018. ADRA International Network has introduced the ADRA Accreditation and Licensing (AAL) process, a process which started during 2018 and was going to be completed during 2019. The accreditation is the process of officially recognizing an ADRA office as having a particular status and if it meets or exceeds minimum standards of quality in development and humanitarian sphere. This entails having certain industry required policies, systems and protocols in plans to function as a reliable partner for humanitarian and development programmes. The AAL process includes a self-assessment by each ADRA office, and a review by the regional office or assigned external reviewers who then will make a recommendation to the ADRA International Board of Directors to issue accreditation. In addition, onsite verification will take place to validate and ensure compliance with different industry-accepted standards. Because of the AAL process ADRA Norway and its partners decided to hold on to tracking the capacity building process, and wait until the AAL was rolled out. This avoided SEAQE Sahel partners to go through two parallel processes. We will report on the progress during Mid-Term Review.</p> <p>ADRA Niger has already selected two local CSOs to build their capacity. In addition, it had developed the terms of reference for hiring of a consultant to conduct an assessment of the needs of the three selected CSOs. This target will be reached during 2019.</p>				
1.2.3 # of civil society organizations that actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalized children				
Baseline	0 civil society organizations actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalized children			
Annual target	At least 4 civil society organizations actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalized children			
Actuals	3 civil society organizations actively engage in tracking, monitoring of, reporting and conducting advocacy for improved education services for marginalized children			
<p>During 2018, at least 3 civil society organizations actively engaged in tracing, monitoring, reporting and advocating improved education services for marginalized children. The civil society space is facing some challenges. NGOs in the Tillabéri region, most often respond to the occasional emergency needs of the population and are not present in our target villages. ADRA is currently in discussion with developing partners (Save the Children, Humanity & Inclusion and Strømme) to create a cluster meeting to identify specific needs of local organizations, during 2019.</p>				

Year Two		Target	Actual	%
Number of civil society organizations engaged		4	3	75
Outcome 2. More children are accessing safe, protective and inclusive schools.				
Outcome 2 Indicator: (Ci2) # of classrooms constructed or rehabilitated (level of education, type of learning space, constructed/rehabilitated)				
Baseline	(Ci2) 0 classrooms and 0 computer labs constructed or rehabilitated (primary, general education, constructed/rehabilitated)			
Annual target	(Ci2) 20 classrooms and at least 8 e-learning labs constructed or rehabilitated (primary, general education, constructed)			
Actuals	(Ci2) 20 classrooms and 0 e-learning labs constructed or rehabilitated (primary, general education, constructed)			
	Year Two		Target	Actual
	Number of classrooms		20	20
	Number of E-Lab rooms		8	0
	Number of classrooms rehabilitated		0	0
	Before this activity started, children were seated on the floor or on paddy rice/cement packaging. Benches and desks were broken or not available. As part of the commitment of the community and local authorities for the implementation of the project, the communal authorities have contributed rehabilitation of these benches and desks.			
Output 2.1 Targeted schools have improved water, sanitation and physical facilities				
2.1.1. # of schools with improved sanitation and hygiene.				
a) The pupil (girls and boys): latrine ratio in ADRA supported schools improved				
b) # of toilets constructed or rehabilitated (boys, girls, both, children with disabilities)				
c) # of children trained in sanitation and hygiene.				
Baseline	0 schools with improved sanitation and hygiene a) The pupil latrine ratio in 0 school improved. The overall pupil: stance ratio is 1:177.3. Only 1 school has gender-segregated latrines. b) 0 latrine units constructed or rehabilitated c) 0 students trained in sanitation and hygiene			
Annual target	N/A a) N/A b) N/A c) 6,087 (3,652 boys and 2,435 girls) students trained in sanitation and hygiene.			
Actuals	20 schools with improved sanitation and hygiene a) The pupil latrine ratio in 20 schools improved. The overall pupil: stance ratio is 1:43 (the boys: latrine ratio is 1:52,9 and the girls: latrine ratio is 1:50,0). b) 177 latrine units (61 for boys, 61 for girls, 24 non-segregated and 31 for teachers) constructed or rehabilitated. c) 6,278 (3,226 boys and 3,052 girls) students trained in sanitation and hygiene			

For indicator (a): The overall ratio is better than both the boys and girls ratios, because some latrines are not gender-segregated.

For indicator (b): 150 latrine units (60 for boys, 60 for girls and 30 for teachers) were constructed and 27 latrine units (1 for boys, 1 for girls, 24 non-segregated and 1 for teachers) rehabilitated totaling 177 latrines constructed or rehabilitated. The original target was planned for 2017 (at least 20 latrines), but it was not reached during 2017 due to delays in construction or rehabilitation of schools.

For indicator C: There is an over-achievement of this indicator at 103% compared to the target. Training of students took place over 3 days (45 minutes each day). The topics discussed included: personal hygiene, menstrual hygiene, hand washing, water borne diseases, water purifications, etc.

2.1.2. # of target schools with new/improved access to clean and safe drinking water

Baseline	0 schools with improved sanitation and hygiene			
Annual target	10 schools with improved sanitation and hygiene			
Actuals	17 schools with improved sanitation and hygiene			
Some of the schools had wells before boreholes whose shallow depth (7 to 10 m) did not guarantee good water for human consumption. The new boreholes have an average depth of 70 m. Actions to accompany the management of water points required. The drilling of these boreholes was followed by the construction of the security walls and the establishment and training of the management committees.	Year Two	Target	Actual	%
	Number of drinking water points achieved	10	17	170

Some schools in Balléyara already had water points but the quality was not good in the opinion of **head teachers** and communities. This led the project to use the expertise of Tillabery's regional hydraulics department for a quality analysis of the existing boreholes. This analysis confirmed that the water was not suitable for human consumption because of the depth of the groundwater from these boreholes (7 to 10 m). This led to the drilling of new boreholes in these schools with a minimum depth of 70 m.

The Dargol area is a basement area with very high probabilities of not finding water especially in school grounds. This was the case in Komabangou where all the attempts proved to be futile, despite the depths reached (136 m). Because of the difficulty and the urgent need to find water in this school, the Procom has, through a vote, ordered to seek water even outside the school and equip the borehole with a mini Drinking Water Adduction Unit powered by solar energy. Water point management committees have been set up in all schools to ensure the sustainability of the structures. These committees have identified a member who will be trained on drilling maintenance.

The main challenge remains the durability of the works especially in the Dargol area where we have already started to register pressure drop in some schools (Dargol Goroubanda, Safatane). The project has signed a protocol with the departmental directorates of the Gothèye and Balleyara hydraulics for the monitoring and control of the works.

Whilst only 17 schools have improved sanitation, all 20 schools have new water sources. However, three schools did not meet the requirements for 'improved sanitation' set out in the

definition. One was due to the distance to the borehole; another due to inadequate flow; and the third due to levels of nitrite being above the limits set by the World Health Organization.	
Output 2.1 Targeted schools have improved water, sanitation and physical facilities	
2.1.3. # of schools with solar energy	
Baseline	0 schools with solar energy
Annual target	N/A
Actuals	2 schools with solar energy
In order to minimize the risks associated with this innovation, it was agreed with ADRA Norway to test the capacity of the solar system in two of the schools that have eLearning labs. This was implemented in the schools of Jidikmatt and Garbougna.	
Most of the target schools do not have a fence wall or a school warden. This poses a problem of securing against the theft of solar kits that will be installed. This concern has been shared with the education authorities and the communes who have suggested that the SMCs of the schools that will house eLearning Labs support the securing of solar kits. In addition, a joint inspection-Town Hall and SEAQE Sahel working session is scheduled for January 2019 to sensitize the communities on importance of solar systems for the schools and learning of children.	
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)	
Baseline	0 policies, plans, budget and practice developed/revised to include inclusive education (national or provincial)
Annual target	1 policies, plans, budget and practice developed/revised to include inclusive education (national or provincial)
Actuals	0 policies, plans, budget and practice developed/revised to include inclusive education (national or provincial))
This indicators is not achieved. However, the project conducted two advocacy campaigns to address the rights of people with disabilities and support girls to attend school. In addition, in collaboration with the Ministry of Education, two policies that are consistent with the project objectives have been identified and made available to the education authorities after advocacy sessions. It is: Ordinance No. 03-012 / of March 02, 1993 determining the minimum rules relating to the Social Protection of the Disabled, Decree No. 2017-935 of December 5, 2017 on the protection, support and accompaniment of the girl during schooling. Advocacy campaigns will continue during the following years.	
Output 3.1 Government authorities have increased understanding of and commitment to equality and inclusion.	
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.	
Baseline	0 educational personnel trained in equality and inclusion a) 0 educational personnel with knowledge of equality & inclusion b) 0 (0%) of the education personnel practice equality and inclusion
Annual target	25 (20 males and 5 females) 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) 10 (40%) of the 25 education personnel trained, practice equality and inclusion
Actuals	49 (6 female and 43 male) education personnel trained (level of education, type of education personnel) in equality and inclusion. a) Survey not conducted. b) Survey not conducted.
For indicator a: Whilst educational personnel were trained, no pre- and post-tests were conducted this year. For indicator b, All educational personnel trained have created an action plan, but their implementation has not been surveyed during 2018.	
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))	
Baseline	Baseline values are to be set after further discussions
Annual target	N/A
Actuals	N/A
The CONFEMEN Programme for the Analysis of Education Systems (PASEC) was conducted in Niger for the last time in 2014. This is one of the core critical learning outcome indicators and will be assessed at the midterm evaluation. ADRA Norway and its partners will work with the ministry of education and Education policy and Data Center to access result of PASEC for 2019 and reflect those in the MTR study.	
Outcome 4: Schools provide quality relevant education to marginalized students.	
4.1.1. (Ci3) # of target students provided with learning material (sex, level of education, Mother tongue/Non-mother tongue)	
a) # of government approved textbooks provided to supported schools. b) # of solar lamps distributed to target students.	
Baseline	0 target students provided with learning materials a) 0 of government approved textbooks provided to supported schools b) 0 school bags with solar lamps distributed to students
Annual target	6. 087 (3,652 boys and 2,435 girls) target students provided with learning materials a) 12.830 of government approved textbooks provided to supported schools. b) at least 1600 school bags with solar lamps distributed to students
Actuals	4,581 (2,336 boys and 2,245 girls) target students provided with learning materials a) 12.310 of government approved textbooks provided to supported schools. b) 0 school bags with solar lamps distributed to students
Fewer than targeted students were provided with learning materials. This is explained by drop-outs and irregular attendance of students by the time of distribution of learning materials. Indicator (a): Fewer than targeted students were provided with approved textbooks. This is explained by drop-outs and irregular attendance of students by the time of distribution. The textbooks distributed covered the following subjects: French, math, science, geography, mother language, literature, geography, history and relevant exercise books. These text books were distributed to all 20 schools and in grades 1,2, 3, 4, 5 and 6. Indicator (b): The distribution of solar bags and lamps is provided only once during the entire project implementation period and only applies to pupils at the CM1 and CM2 level. Students	

below the target beneficiary will expect to benefit when they arrive in CM1 class. The solar lamps will be distributed in the beginning of 2019 (still within the 2018-2019 academic year).				
Outcome 4: Schools provide quality relevant education to marginalized students.				
4.2.1. a) # of students in 2 second cycle schools trained in computer literacy course				
b) % of students who pass computer literacy course.				
Baseline	a) 0 of students trained in computer literacy course b) 0 students pass computer literacy course			
Annual target	a) 200 of students trained in computer literacy course b) At least 70 % (114) of trained students pass computer literacy course			
Actuals	a) 0 of students trained in computer literacy course b) 0 students pass computer literacy course			
	Year two	Target	Actual	%
	Number of primary students trained in computer skills target	200	0	0
This activity is postponed for the year 2019. The challenge in Niger is that there is no ICT curriculum form the ministry of education for primary schools. ADRA Niger is working with UNICEF, UNESCO and other NGOs who are active in education to find a curriculum that has been developed and approved by the ministry of education.				
Output 4.2 Students learn relevant skills for life				
4.2.2. a) # of computer labs outfitted with computers and tablets				
b) # of students accessing e-learning labs				
Baseline	a) 0 e-learning labs outfitted with computers and tablet b) 0 students accessing e-learning classrooms			
Annual target	a) 8 e-learning labs in at least 8 schools outfitted with computers and tablets b) N/A			
Actuals	a) 0 e-learning labs outfitted with computers and tablet b) 0 students accessing e-learning classrooms			
	Year two	Target	Actual	%
	number of e-Labs rooms equipped with computers and tablets	8	0	0
The project is implemented in a remote area with a poor population. The implementation of this activity enabled children to discover tablets and computers for the first time.				
These eLearning labs were designed in partnership with a small Norwegian enterprise, Leap Learning, who has introduced this concept of interactive learning in additional to traditional teaching and learning methods. One staff of the company traveled to Niger to work with ADRA Niger and the schools to set up two pilot eLearning labs during November-December 2018. Due to increased insecurity in the project location, the training was conducted in the ADRA Niger private schools operated by ADRA in Niamey. There were two eLearning lab Facilitators and teachers from project location who joined for the training. This pilot phase will help determine if changes are needed to be made to the concept. Two pilot labs were completed in January 2019. Hence, the project should have a better idea about the progress toward the middle of 2019.				

The main challenge remains the securing of tablets in schools not even having a fence wall. However, in the construction of rooms, the securing system for doors and Windows has been strengthened through the installation of protective grids. This concern was also shared with the authorities of the Ministry and the target communes who undertook to instruct the SMCs of the beneficiary schools to take over the security of these tablets and solar kits. The second challenge relates to the teaching of 200 children in computer science with only 4 computers and the determination of the program and the level (class) to teach the computer course.

b) Not applicable for Niger for 2018

Output 4.2 Students learn relevant skills for life

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

Baseline	0 of students trained in and 0 students passing life-skills training			
Annual target	6. 087 (3,652 boys and 2,435 girls) students trained in and 80% passing life-skills training			
Actuals	0 of students trained in and 0 students passing life-skills training			
	Year Two	Target	Actual	%
	number of children trained on life skill	6087	0	0

In order to have an attractive life skill program consisting, it was agreed to postpone this activity for 2019 in order to make an inventory of existing materials. The education inspectors in collaboration with ADRA Niger will design the module of training that takes into account the realities of the **Nigerien** education system and needs of students.

Output 4.3 Head teachers manage teachers effectively

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

Baseline	- 0 head teachers trained
Annual target	20 head teachers (19 male and 1 female) receiving training
Actuals	20 head teachers (18 male and 2 female) receiving training
Topics of training included inclusive education, school management including planning, staff training and mentoring, staff appraisal. The training took place over a full week and were conducted by qualified inclusive education experts and education officers.	

Output 4.3 Head teachers manage teachers effectively

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

Baseline	a) 0% (0 of 10 sampled primary school HTs) of HTs operating effectively
Annual target	a) 30% (6 out of 20) of HTs operating effectively

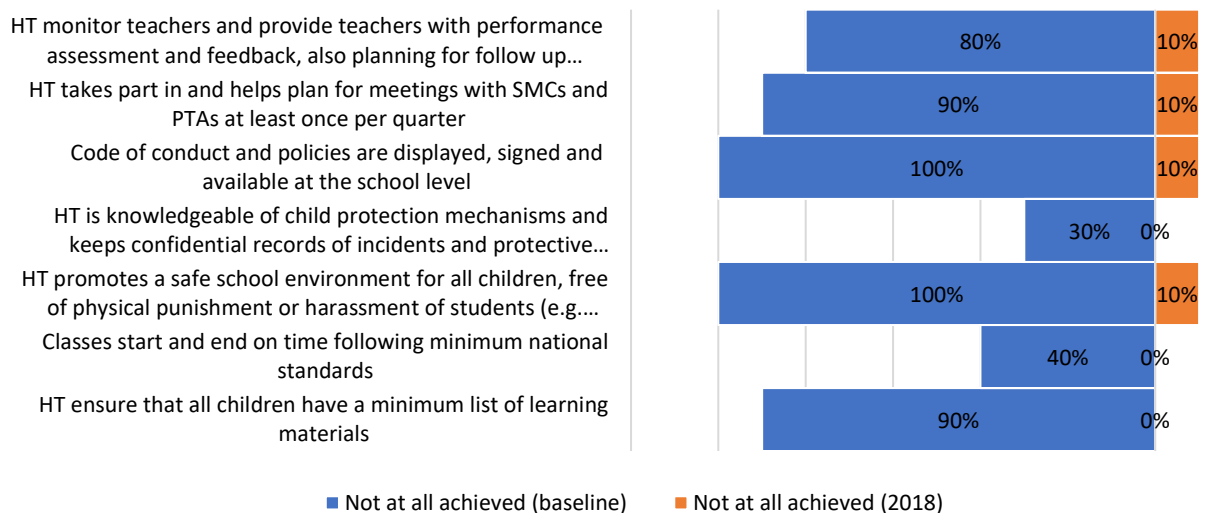
Actuals	a) 60% (12 out of 20 primary school head teachers) of HTs operating effectively			
	Year two	Target	Actual	%
	% of Directors	6	12	200%

This indicators is over-achieved. The evaluation conducted as part of the ETLE Data Compilation Tool in December 2018 shows that 4 head teachers out of 20 (20%) reached the “achieved” score of 3 on all 7 key evaluation criteria. Of the remaining 16 directors 8 scored 3 in the required 5 of 7 criteria.

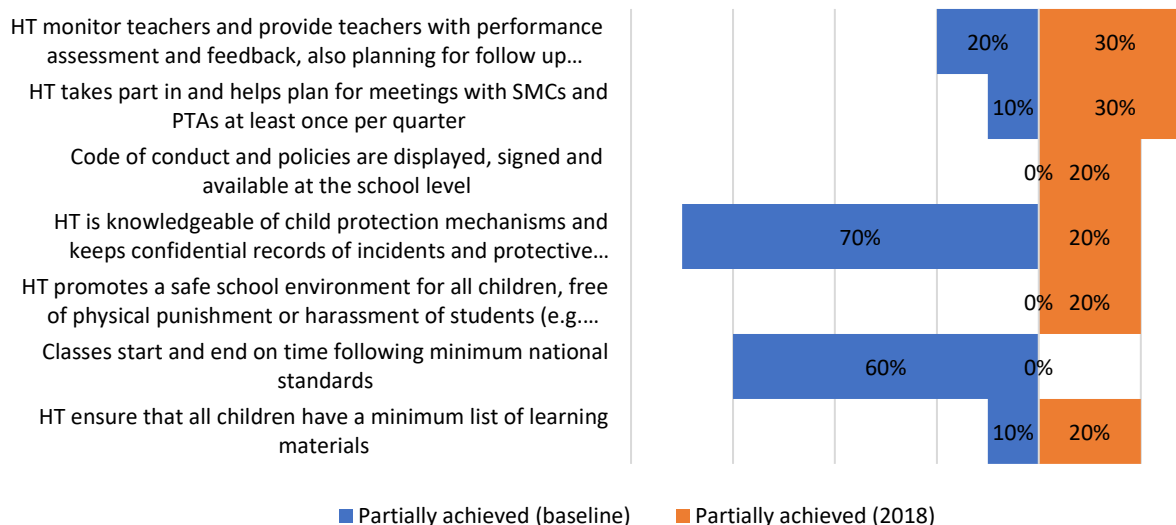
18 of the 20 target head teachers are also classroom teachers. This limits their monitoring and control of the teachers on the one hand and the execution of the administrative tasks on the other hand.

7 of the 10 head teachers in schools that were sampled for ETLE in the baseline are already achieving the minimum benchmarks in the ETLE indicators. The graphs below include the sampled baseline schools (10 out of 20 programme schools) at baseline and at the end of 2018. These show us that the schools that were included in the baseline have gone from a situation where the head teachers scored 1 or 2 – mostly 1 – to scoring 2 or 3. There are now only a few scores on 1, whilst a majority of scores are 3. These graphs below are added.

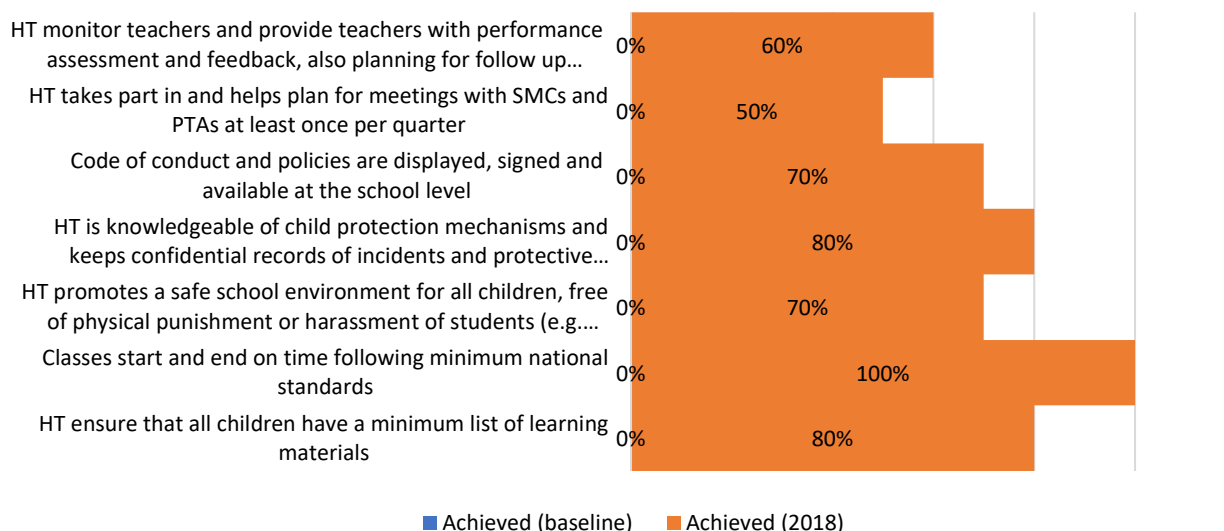
Head teacher performance — ETLE score 1 (not achieved at all) Baseline and 2018 comparison



Head teacher performance — ETLE score 2 (partially achieved) Baseline and 2018 comparison



Head teacher performance — ETLE score 3 (achieved) Baseline and 2018 comparison



-Output 4.4: teachers are teaching effectively

Indicator 4.4.1: # number of trained teachers (gender, education level, type of staff education)

Baseline	0 teachers trained			
Annual target	164 (44 male and 120 female) teachers trained			
Actuals	149 (37 male and 112 female) teachers trained			
	Year two	Target	Actual	%
	Number of trained teachers	164	149	91
	Men	44	37	84

	Women	120	112	93	
This indicators is under-achieved. The topics teachers were trained are: inclusive education, WASH, reading, mathematics, child -centered pedagogy, child-centered methodology and child protection principles. These trainings took place over 8 days period. The monitoring of the training was done regularly by the child protection and education specialists, the project managers and the MEAL manager through real-life class visits. The project will increase frequency of training during 2019, to reach the end of project targets.					

Output 4.4: teachers are teaching effectively				
Indicator 4.4.1: target a) % of trained teachers who put into practice inclusive education, a child-centered methodology and the principles of child protection in classrooms.				
Baseline	0% (0 of 41 sampled teachers) of teachers applying inclusive education, child centered methodology and child protection.			
Annual target	30% (49 out of 164 teachers) of teachers applying inclusive education, child centered methodology and child protection			
Actuals	20% (30 out of 148 teachers) of teachers applying inclusive education, child centered methodology and child protection			
	Year Two	Target	Actual	%
	% of trained teachers who put into practice inclusive education, a child-centered methodology and the principles of child protection in classrooms.	30%	20%	67
Teachers have actively participated in the various trainings and have made a commitment to apply inclusive education, a child-centered methodology and the principles of child protection in the respective classes. However, the weight of the traditional method in education persists in practice as found during the ETLE evaluation. Only 20% scored 3, which is the minimum score to qualify the indicators. Some of the challenges schools are facing include corporal punishment is still practiced by some teachers which does not help students to improve learning. In addition, teachers also have difficulty in teaching math and reading to students, due to their limited pre-service training and exposure to in-service training.				
Output 4.4: teachers work effectively				
Indicator 4.4.1: target b) % of teachers trained are teaching reading and mathematics skills effectively				
Baseline	0% (0 of 41 sampled teachers) of teachers teaching reading and mathematics skills effectively			
Annual target	30% (49 out of 164 teachers) of teachers teaching reading and mathematics skills effectively.			
Actuals	1% (1 out of 148 teachers) of teachers teaching reading and mathematics skills effectively.			
	Year Two	Target	Actual	%
	% of trained teachers teaching reading and math skills effectively	30%	1%	3

Some of the main challenges to achieve this target are identified as:

1. The low academic level of teachers
2. Lack of initial training in pedagogy
3. Teacher are absent significantly during work hours
4. No in-service training provided

In order to meet the challenge, in addition to **the Inspection** and capacity building, ADRA staff and inspectors regularly monitor teachers in schools and the remarks made are noted in the notebooks. In addition, quality control sessions are organized regularly to collect feedback from children, parents, members of PTAs and local education offices and local government to better achieve the quality of education. Score ETL: 1% of teachers scored 3 in all 5 criteria for evaluating this indicator.

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

Indicator 4.5.1 # of inspectors and local education coordinators trained (sex, level of education, type of education personnel) (Ci5) in standards of inspection, monitoring and coordination

Baseline	0 educational personnel trained in standards of inspection, monitoring and coordination			
Annual target	At least 25 (20 male and 5 female) educational personnel trained in standards of inspection, monitoring and coordination			
Actuals	At least 26 (22 male and 4 female) educational personnel trained in standards of inspection, monitoring and coordination.			
	Year Two	Target	Actual	%
	Number of inspectors and local education coordinators trained	25	26	104
	Male	20	22	110
	Female	5	4	80

This indicators is over-achieved at 104%. The topics of trainings included key standards of inspection as per ministry of education and **Inspection** standards, regular monitoring and better coordination with all stakeholders.

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

Indicator 4.5.1 a) % of target schools effectively inspected, supervised, or monitored by local education authorities one or more times during the past school year.

Baseline	1 of 10 sampled schools (10%) inspected, supervised, or monitored by local education government authorities one or more times in last school year			
Annual target	8 (40 %) of target schools inspected, supervised, or monitored by local government authorities one or more times in last school year.			
Actuals	Year Two	Target	Actual	
	% of schools that are effectively inspected, supervised, or monitored by local education authorities one or more times during the past school year	40%	70%	

	14 (70 %) of target schools inspected, supervised, or monitored by local government authorities one or more times in last school year.
<p>The ETLE assessment revealed that the inspectors did not conduct a visit over the period from January to November 2018. The inspectors caught up in December 2018 with 30 inspection visits on the planned 140. To facilitate the inspections and the follow-up of the schools by the pedagogical advisors, the project has provided each of 2 inspections of a motorcycle DT 125, and a laptop and printer for the input of the reports and other documents. 26 inspection officers were trained on the standards of inspections, monitoring and coordination. At the end of this training a planning of school visits was prepared and executed for the month of December 2018.</p> <p>In addition, the inspectors and educational advisors participated in the various trainings given to teachers and school principals and also participated in the inclusive education forum of September 2018.</p>	

COST EFFICIENCY

In the entire ADRA network the principal of cost efficiency is part of our organizational culture. All our staff and partners are expected to be very mindful and respectful of the resources that we have. Simply stated, in the context we work among the poorest of the poor saving money often means saving lives. It is more often the norm than the exception that through deliberate efforts to be cost-efficient the organization has been able to promote greater impact for greater numbers of beneficiaries. With the support and training by ADRA Norway, our colleagues in the field have had extensive training in financial management, procurement procedures and anticorruption measures. ADRA's high level of accountability both financially and in programming, its careful selection of partners and work on capacity development is evident in SEAQE SAHEL Sahel's way of executing its activities and the way the monitoring systems operate.

Below are some examples of activities that are carried out in a cost-efficient way. For these activities the project has reached more targets without additional costs.

- **Training of parents of pupils** on planning skills, school committees, decision-making, monitoring and mobilization of resources.
- **2-training of pupils on hygiene and sanitation** (result 2.1: target schools improved water supply, toilets and physical structures/target c: # of children trained in sanitation and hygiene).

CROSS-CUTTING THEMES



SEAQE Sahel presents itself with important opportunities to consider as a set of factors which affect the entire outcome of the project but even more than that on a deeper level, they will have a positive impact long-term if considered and addressed with the intentionality that they deserve. What this means is that our efforts need to be deliberate in planning and executing the activities in a way that safeguards the highest positive outcome for the communities and prevents the possibility of introducing harm, conflict and lost opportunities. Below are some of what we have identified as critical issues which have informed the design and have guided the way activities are implemented.

Gender

- Promoting women to leadership roles within the school management and support functions. The program will do more in the following years to strengthen this component.
- Gender appropriate latrines.
- Gender-specific data collection which can trigger efforts to bridge identified gaps.
- Women's participation (70%) in the literacy program.
- We are seeking additional funding to promote more gender-specific activities. ADRA Niger has submitted an application to address Girls Education together with ADRA Canada to Global Affairs Canada.
- Gender awareness raising content introduced in training sessions.

Child protection

- Recruitment of a child protection specialist.
- Strengthening the capacity of civil society on the knowledge of the mechanisms of defense and protection of the child.
- Separation of latrines between girls/boys and pupils/teachers in order to protect children from all forms of sexual abuse and to preserve their privacy.
- Considering school enclosures for greater safety.

Environment

- Planting of trees and school gardens in the school premises.
- Appropriate distance between the boreholes and the latrines to avoid contamination of the waters.

Inclusion

- Construction of classrooms with ramps;
- Realization of latrines with railing;
- Organization of training on inclusion;
- Capacity building of education actors and local authorities on inclusion;
- Organization of fora on inclusion;
- Opening of the inclusive gateways classes in the SEAQE SAHEL project intervention schools in partnership with the Strømme Foundation.

ANTI-CORRUPTION

Internal risks such as corruption are mitigated by proper management and monitoring within ADRA Norway. The contracts between ADRA Norway and partners clearly outlines Norad's compliance standards, specifically regarding zero tolerance towards all forms of corruption. Each of our local partner offices has management systems in place to maximize transparency in activities. ADRA Norway ensures that proper management and financial guidelines are practiced through quarterly financial reports, quarterly Risk Analysis Reports and annual compliance audits for each country program. ADRA Norway has built the capacity of its own staff by training program staff on financial management and anti-corruption. ADRA Norway has promoted anti-corruption material for SEAQE Sahel partners for their internal capacity building, which is an integral part of this program. The

annual partnership meetings have emphasized zero tolerance for fraud and mismanagement and whistleblowing as well as providing training on financial and programmatic compliance. ADRA Norway has developed a risk analysis process for fraud and corruption to ensure that controls are in place to manage risks, which includes a risk statement, risk analysis, risk mitigation, and monitoring. Regular monitoring trips to each country have been carried out by program and finance staff to ensure that internal controls are being followed. Specific examples of anti-corruption work in partner countries to support SEAQE Sahel in the field includes:

- ADRA has maintained a clear position against bribes, with ADRA employees asked to report any corruption or extortion that they face in the field to local authorities or other stakeholders.
- Routine joint monitoring with project stakeholders including local government across SEAQE SAHEL partners has helped to eliminate possible corrupt practices because project inputs can be verified in relation to the anticipated or actual results.
- ADRA Norway has taken a more pro-active approach in all procurements that exceed 100,000 NOK, by overseeing the entire procurement or tendering process and controlling all supporting documents and approving prospect contractors, before contracts are signed.
- Each ADRA SEAQE SAHEL partner has a Program Committee, chaired by the Programs Director. This committee coordinates, reviews and assesses progress of programs on the account of activities, budget status, procurement and monitoring and evaluation activities as appropriate.
- All partners now have updated Fraud, Whistleblowing and Complaints Policies and practices.

Overview of Finances

The total deviation from project start in September 2017 to December 2018 is an under-expenditure of 9% compared to the budget. Notes (see note-number in the second last column to the right in the consolidated financial report) on Annex 1:

- 1. Salaries personnel:** Salaries have an under-expenditure of about 18% for the following reasons: Staff in both Mali and Niger was not recruited on time during 2017 and there has been staff turnovers due to difficult and unsafe working locations. In addition, in Mali, the new Country Director started during the second half of 2018, and there was no Country Director and Programs Director for part of 2018.
- 2. Travel and transport:** Travel has an under expenditure of 22% for the following reasons: It was the first full year of implementation and the expenditures are actuals. This budget line was overestimated, especially for Niger.
- 3. Outcome 1:** There is an under-expenditure of about 36% for the following reasons: Some activities under this outcome were delayed, and some others did not take place because the security situation limited carrying out all activities. In addition, both partners had to implement during 2018 activities and spend the budget for both 2017 and 2018 cumulatively, and given the security situation there have been delays in implementing all activities.
- 4. Outcome 3:** The under-expenditure of 83% was due to activity delays and postponement of some activities to 2019 due to deteriorated security situation in both countries.
- 5. Outcome 4:** An under-expenditure of 22% was since some activities were not carried

out during 2018.

6. Office expenses: An under-expenditure of 16% resulted from expenses not done during the year due to security reasons.

In 2018, ADRA Norway paid on behalf of the partners expenses for baseline survey and for partnership meetings. These expenses belong to the budgets of the partners. After the audit had taken place, it was discovered that ADRA Norway had not sent the relevant invoices to the partners in 2018. To avoid deviations between the budget and the actual expenses of the accumulated project the needed correction will be done in 2019. The last column on the right-hand side shows that if these postings had been done in 2018 the deviation in “other operating costs” would have been -23% instead of 15% and the deviation in “other shared program expenses” would have been -18% instead of -32%. Below we present justifications for the adjusted deviations:

7. Other operating costs: There is an over-expenditure of 23% for the following reasons: baseline cost was higher than originally budgeted, due to the fact that we conducted three exercises: 1) baseline survey from an external consultant; 2) ETLE baseline data collection, managed by ADRA Mali and ADRA Niger staff; and 3) Capacity assessment for technical and organizational capacities of ADRA Mali and ADRA Niger. We have conducted annual data collection and verification during December 2018, costs that resulted higher than originally budgeted.

8. Other shared program expenses: There is an over-expenditure of 18%. The expenses on this line include staff and technical expertise provided by ADRA Norway including external consultants hired to support the project. During 2018, staff spent more time than originally budgeted due to the fact that during this year the program, managed activities and expenses for both 2017 and 2018.

This budget line is managed by ADRA Norway.

All financial report including accounts and audit report are attached in the annexes 1-4.

MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING

Throughout 2018, there has been a major focus on **monitoring & evaluation**, which from final quarter onwards has been broadened to a wider focus on monitoring, evaluation, accountability and learning (MEAL), in line with new priorities in ADRA Norway and the wider ADRA network. The year began with four major exercises:

- A baseline survey was conducted in February 2018, setting baseline values for all indicators, with the exceptions below.
- A MEAL workshop involving ADRA Mali, ADRA Niger and ADRA Norway was organized in Niamey in March 2018. The MEAL framework was developed, including definitions of indicators, means of verification, a DIP for MEAL and a data management system. Common agreements on how to conduct monitoring was reached.
- The Effective Teaching and Learning Environment (ETLE) baseline was carried out in April 2018.
- Following these exercises, the logical framework, indicators and targets were revised where needed in order to reflect a more accurate picture of the target areas, prioritize the needs and the level of the appropriate intervention.

The MEAL system in SEAQE Sahel consists of the following components:

- A logical framework; a MEAL plan, which consists of definitions of indicators, means of verification and frequency of data collection; a DIP for MEAL, which lists all the MEAL-related activities to be conducted as part of the program, and the timing of these activities
- The ETLE qualitative assessment package.
- A data management platform, which consists of detailed data on all indicators, which are accessible by both implementing partners and ADRA Norway, for transparency, data quality and the possibility to conduct data verification; as well as additional databases and data storage systems in the implementing partners

Data verification and data quality assessments were an important aspect of the work on monitoring during both 2018 and in the period leading up to the finalization of this report:

- ADRA Mali and ADRA Niger have collected data for each indicator at least as frequently as required in the MEAL plan. For most indicators, this has been quarterly.
 - The MEAL specialists of ADRA Mali and ADRA Niger have gone through all the submitted data to ensure that the data are likely to be correct.
 - This data has been shared with ADRA Norway on a quarterly basis, and together the MEAL advisors in the offices have gone through the data to search for inconsistencies and mis-reported data.
- ADRA Mali and ADRA Niger are conducting half-yearly data verification exercises, where MEAL specialists and project managers have travelled to the schools to verify the data that has been submitted.
- After the end of 2018, ADRA Norway travelled to both Mali and Niger to conduct data verification exercises with them and to conduct assessments of data quality and of the quality of the monitoring systems.
- Because of the security situation, ADRA Norway was not able to travel to the schools to conduct data verification there. Instead, documentation and databases were brought to the national headquarters, where ADRA Norway's MEAL advisor spent a whole week in each country going through all the data to the smallest detail to ensure that the data reported with this annual report are as reliable as is possible, given the challenging circumstances.
- Assessments of the monitoring systems were conducted, to understand the capacity of the offices to collect reliable data. Both offices were found to have adequate monitoring systems, which were better than expected. This means that it is likely that the two offices have the capacity to collect quality data. It is also a good basis on which to continue improving the systems.
- Data quality assessments were conducted for certain core indicators. No significant problems were found that could not be addressed through verification of the data.
- As part of data verification, several exercises were conducted. All collected data feeding into all indicators were gone through in detail in cooperation between the implementing office and the MEAL advisor of ADRA Norway. This included:
 - Explaining differences between targets and actual achievements, to the extent where it was unlikely for the data to have been mistaken or falsified.
 - Studying attendance lists from trainings, to ensure that numbers of people trained were correct, avoiding double-counting.

- Going through all distribution lists for learning materials and textbooks by subject, grade and school. The original numbers of distributed textbooks was found to be wrong by less than 0.5 % and corrected.
- Studying the gender separation of all latrines in all schools to understand if reported data was correct. Certain mistakes in reported data on the gender segregation of latrines was found and corrected.
- Studying tests of water quality and flow of boreholes, as well as conducting discussions with external specialists, to ensure that the water is for human consumption. It was found that three schools previously reported as having new or improved access to clean and safe water were in fact mis-reported as being so. Instead, they failed the tests of either water quality, flow or distance from school.
- However, despite the efforts, some data was not possible to obtain:
- In Mali, it was impossible to obtain data on new/improved access to clean and safe drinking water. Whilst water quality and flow had been measured by an external specialist during construction, it was impossible to obtain this documentation from the specialist. Therefore, on drinking water, we are reporting zero schools have having safe and clean drinking water. This will be revised as soon as we are able to obtain the evidence.
- In Niger, we were unable to obtain the full number of PTA members that had been trained, due to one misplaced form. We have included the numbers that were trained directly by ADRA and half of those trained by trainers. The other half of those trained through a replication training have therefore been excluded. Despite this, even taking this into account, we have over-achieved compared to the target.

In addition to monitoring for the purpose of reporting on the indicators in the logical framework, ADRA Mali and ADRA Niger have collected monitoring information that has been necessary for the management of the programme:

- Collection of quantitative data on activities.
- Development and evaluation of the programmatic DIP. In order not to lose sight of a planned activity in the logframe, a detailed implementation plan of the activities is developed taking into account the planned indicators. This plan is evaluated quarterly to identify the gaps and make possible adjustments.
- Management qualitative indicators through the ETLE tool. In order to monitor and evaluate the indicators of the SEAQE Sahel project and to assess the evolution of activities instead of indicators have been measured through the ETLE tool, a tool used to monitor and evaluate education projects. Particular attention was paid to the views of stakeholders, including children, parents, teachers and education officials. The review also aims to strengthen and adjust current and future programs and strategies. The specific objectives of the exercise has been to:
 - Assess the relevance of current interventions to help improve children's access to inclusive and quality formal and non-formal education.
 - Establish the relevance of the current response of SEAQE including documenting good practices and quality gaps (based on international standards).

- Increase the capacity of the partners of SEAQE to undertake reviews on the basis of qualitative analysis.
- In addition to these aims not directly related to the logical framework, another aim has been to determine the extent to which the project is on track in relation to the logical framework and the stated objectives.

Lessons learnt

- With the aim of drawing lessons and best practices in order to improve the implementation for the future, ADRA Norway held an important meeting which brought together all the partners of SEAQE SAHEL (NIGER and MALI) in Abidjan in November 2018. This partnership meeting was a great support for the implementation of the project, as it allowed project staff to share best practices, learn lessons, and examine the project's flagship approaches. The effective teaching and learning environment (ETLE) tool were also presented at the meeting and partners were helped to integrate ETLE into current monitoring and evaluation systems.
- The partnership carried out by ADRA Niger with other NGOs involved in education and with the Government as well as the decentralized services of education, has facilitated the realization of several activities and strengthened collaboration.
- During the distribution of learning materials, we found a disparity between the numbers communicated by the directors at the beginning and the actual number of pupils. It is therefore important that the implementation team make the needs assessment after the actual re-entry of students to avoid large disparities between the workforce.
- In order to ensure the accountability and quality of the data produced by the project, ADRA Niger periodically executes its quality control plan and frequent follow-up missions carried out by the Administration on the one hand and the members of the Steering Committee on the other hand. This follow-up activity aims to ensure the progress achieved in the achievement of the results of the project, to respect the intervention strategies by the actors and to receive feedback from the beneficiaries in order to bring in real time the corrective measures problems identified and to guarantee the expected results. This activity is appreciated by the beneficiaries and the authorities because it allows to consider their feedback to improve the activities of the project.
- The lesson learned here based on the example of the two schools in Djidkmat is that a poorly undertaken evaluation from the outset could skew the objectives of the project. It was necessary for the Inspectorate to have privileged a school sharing the same courses as any other while all children have identical needs and the same priorities, so that in this commune we have a strong chance to see peace destabilized and environment is transformed into a conflict environment, see insecurity for children.
- Through their involvement, the PTAs, SMCs and technical partners have felt transparency in our activities, making us privileged partners and protected in a safe way. Because it was a testimony of satisfaction. This would positively impact the project in its implementation in 2019/2020 because we are working on the basis of mutual trust.

ADRA NORWAY ADDED VALUE

ADRA Norway as well as ADRA Mali and ADRA Niger are national entities of ADRA International. ADRA Norway has played an instrumental role on a number of fronts both in relation to this particular project as well as the general capacity of the two African offices. ADRA Norway has the capacity to mobilize resources, present grant proposals, design projects and is a recognized recipient of multiple funding awards by NORAD. Because of the work with SEAQE Sahel, other ADRA supporting offices have come on board and have indicated interest to work with ADRA Mali and ADRA Niger, including ADRA Germany in Mali, and ADRA Netherlands, ADRA Spain and ADRA Canada through Global Affairs Canada funding for girls education in Niger. ADRA Norway program advisors have worked to build capacity of offices in monitoring and evaluation, reporting, accountability, building developing relevant partnerships in the sector, sustainability and accessing further funding. The finance director has provided support for all financial management issues and strengthened financial and anti-corruption systems. ADRA Norway is very intentional in increasing capacity of its partners through a capacity assessment and capacity building processes. This is perceived as intentional and both implementing partners are replicating these processes with their local partners to achieve the target indicators 1.2.2 and 1.2.3. The field offices also report that this collaboration strengthens the credibility with the national government, peer NGOs or when they approach international donors. We have facilitated joint trainings with other ADRA Support office, for example a training on conflict sensitivity programming organized by ADRA Sweden in Mali where all SEAQE Sahel staff participated. ADRA Norway has brought together our ADRA partners from Mali and Niger in a partnership workshop who took place in Abidjan, Ivory Coast, to reflect learning from Year One of the program, and further develop capacity and exchange of learning. This workshop was focused in building hands-on capacity of partners in Mali and Niger in the area of: capacity self-assessment, and capacity assessment of partners; risk analysis, mitigation and management; communication; report writing; partnership development; MEAL including focus on accountability and data protection; and ETLE monitoring tool.

ADRA Norway has worked with partners in Mali and Niger to expand existing monitoring and evaluation work into a full-scale MEAL system. Further capacity has been built under this area to include data verification and data quality assessments, a robust data management platform, which consists of detailed data on all indicators, which are accessible by both implementing partners and ADRA Norway, to conduct data verification and assessments of data quality and of the quality of the monitoring systems. In addition, through ADRA Norway's support, partners have collected data on qualitative indicators through the ETLE tool. Though complex, assess the evolution of activities to provide quality information to inform decision making.

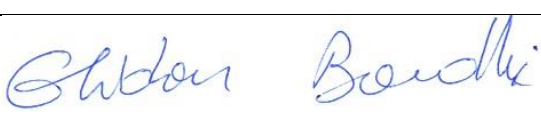
Risk Factors

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 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. During this year, ADRA Norway worked with each office on their risk management capacity and appropriate mitigation strategies. As the contract holder with Norad, ADRA Norway is continuing to work on refining its overall risk management system. At the partnership meeting held in Abidjan, Ivory Coast in November 2018, one of the topic were a full day focused on risk analysis

and management. This improved partners' understanding of risk factors that have an impact on the programme and their mitigation measure that each partner can proactively take. During in-country visits and meetings between ADRA Norway and each partner, we have addressed the anti-fraud and corruptions mechanisms and reporting procedures.

Risk factors have increased considerably during 2018 for SEAQE Sahel. North and central part of Mali are still unstable and armed groups have control of large areas. These regions are largely inaccessible from Bamako by road. From February 2018 until the presidential election campaign started in June 2018, there were increased cases of confrontation of armed groups, and cases of kidnapping and armed robbery reported. The project is implemented in a region where there is almost no (or reduced) government presence, where parents are reluctant to send their children to school and teachers and other education staff are not enough to meet the needs of the children, all due to the insecurity of the region. Security incidents are targeting schools as well. During mid November 2018 to beginning of January 2019, there have been reported seven security incidents in schools, where teachers have been targeted or children harassed. This is a new trend. All staff have taken a security and safety training. Niger also has experienced a deterioration of security situation, and this affected the implementation of activities. There are increased cases of security incidents by armed groups (supposedly from Boko Haram in the east and other groups in the rest of the country). In Niger since middle of 2018, the government has enforced a ban on foreigners travelling outside of Niamey, due to increased security threats. This development has limited access by ADRA Norway staff of the project sites since June 2018. In Niger, a state of emergency has been imposed since 18 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 included for locals are recommended to be done by minimum two vehicles at a time and with police escort. ADRA Niger can continue to operate because of strong relationships with the local community and government offices. ADRA Niger has put in place a security plan. Close collaboration with OCHA to secure staff traveling to high-risk areas has been formalized. More information about risk analysis and management are presented in the annex 7, attached to this report.

Date, Signature and Title:

Date:	31 May 2019
Signature:	
Name and Title:	Elidon Bardhi - Programs Director, ADRA Norway

List of Annexes:

- Annex 1: SEAQE Sahel Consolidated Financial Report 2018
- Annex 2: SEAQE Sahel Notes to Consolidated Financial Statement 2018
- Annex 3: SEAQE Sahel Program Accounts 2018
- Annex 4: SEAQE Sahel Audit Report 2018
- Annex 5: SEAQE Sahel Logframe with Results for 2017 and 2018
- Annex 6: ETLE Monitoring tool 2018 Mali and Niger
- Annex 7: Risk Analysis SEAQE Sahel Annual Report 2018